

Standard Summary Project Fiche – IPA Decentralised National Programmes

1. Basic information

- 1.1. **CRIS Number:** TR080103
- 1.2. **Title:** “Civic Training For Mehmetçik (Conscripts).”
- 1.3. **Sector:** 36- Political Criteria
- 1.4. **Location:** Turkey

Implementing arrangements:

1.5. Implementing Agency:

The Central Finance and Contracting Unit (CFCU) will be Implementing Agency and will be responsible for all procedural aspects of the tendering process, contracting matters and financial management, including payment of project activities.

The Head of the CFCU will act as Programme Authorizing Officer.

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Reference is made to Annex III where the implementation arrangements are detailed.

1.6. Beneficiary (including details of Senior programme Officer):

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Reference is made to Annex III where the implementation arrangements are detailed.

- 1.7. **Overall cost:** 18.200.000 €.
- 1.8. **EU contribution:** 14.250.000 €.
- 1.9. **Final date for contracting:** 2 years after the date of signing the FA
- 1.10. **Final date for execution of contracts:** 2 years following the end date for contracting.
- 1.11. **Final date for disbursements:** 3 years following the end date for contracting

2. Overall Objective and Project Purpose

2.1. Overall Objective:

To create consciousness and sensitivity among the Turkish society that would result in behavioral change in time regarding the protection of and respect for rights of the others and general health care, and to protect environment.

2.2. Project Purpose:

To educate conscripts on social rights and responsibilities, general health care and fight against substance addiction; and protection of the environment so as to create behavioral changes.

The project is the Phase II of multi-annual “Civic Training for Mehmetçik” project which covers basic human rights, women rights and children rights. In that respect, it also aims to integrate the Phase I and Phase II of the project so as to cover all project themes in the long run; and at the same time to provide competency for Phase I and Phase II regarding the creation of the distance learning system.

2.3. Link with Accession Partnership (AP)/ National Programme for Adoption of the Acquis (NPAA)

2.3.1 Link with AP

The objectives of this project are in line with the short and medium-term objectives of the Accession Partnership:

Economic criteria- Continue to improve the general level of education and health, paying particular attention to the younger generation.

Economic and social rights- Pursue measures against all forms of violence against women, including crimes committed in the name of honour.

Civil and political rights- Ensure that citizens are aware of, and in a position to exercise, their right to have access in private to a lawyer and to have relatives notified from the outset of their custody.

Justice, freedom and security- In the field of drugs, continue to strengthen the national focal point.

2.3.2 Link with NPAA

According to the **Political criteria** stated in the National Plan, public awareness will be raised on the rights of individuals during arrest, detention, and custody and the procedures for complaint if these rights are denied. Human rights training programs for civil servants, particularly law enforcement officers, will be intensified and broadened. (p.5)

At the same time, the project is based on one of the most important priorities, that is **Priority 19.4 Establishment of the infrastructure for information technology**. In order to create an electronic society, provide services via internet more effectively, and include everyone in the information society. The European Council held in Lisbon on 23/24 March 2000 set the ambitious objective for Europe to become the most competitive and dynamic knowledge-based economy in the world in the next decade, and also adopted the “e-Europe Action Plan” at the Feira European Council on 19-20 June 2000. The Action Plan includes comprehensive actions regarding technical infrastructure and information security, standards, e-commerce, e-government, **e-health and education and human resources** for the 2003-2004 periods (p.576).

Priority 22.4. Nature Protection Increasing the Consciousness and Training of the Populace is another issue that will be covered in this project (Table 22.4.2 Necessary Institutional Changes, p.623).

2.4. Link with Multi-annual Indicative Planning Document (MIPD):

The project also fits in the priorities of MIPD:

“**Within the *Institution Building*...** Among the issues to be addressed, **priority will be given to human rights and fundamental freedoms; gender issues; and the fight against corruption.**” (p.3).

“A number of cross cutting themes will be integrated into all components of the IPA programme in Turkey. These are: (1) **equal opportunities for men and women, (2) environmental protection,...**” (p.5).

“... the priorities for assistance under the Institution Building component will be:

Addressing the Copenhagen political criteria

...

Justice, liberty and security: Migration and asylum policy (including the establishment of reception centres for asylum seekers), Border management; Visa policy and practice, **Fight against** organised crime, **drugs**, protection of personal data.” (p.17).

“..., it is expected that Turkey will have made considerable progress within this time frame. In particular,

Implementation of human rights reforms will be advanced significantly

...

Progress will be achieved in protecting women from domestic violence;...” (p.18)

“Equal opportunities for men and women

...**Potential measures to address gender issues include: under Component I, harmonisation of the Turkish legal framework with the gender equality acquis and to support to state institutions and NGOs dealing with gender issues...**" (p.45)

The project has good opportunity of integrating the awareness raising activities of relevant NGOs such as REC (See Green Pack Project in linked activities) based on the priority given below:

" Environmental protection

Meeting environmental norms will constitute one of the most expensive aspects of Turkey's EU integration effort. Legal and **institutional harmonization with** the environmental acquis and **the activities of environmental NGOs** will be supported under Component I,..." (p.45)

2.5. Link with National Development Plan:

The project, covering women's rights and gender equality theme, supports the objectives of Turkey's Preliminary National Development Plan (2004-2006), national five-year plan and annual implementation plan.

According to the *Preliminary National Development Plan (2004-2006) (PNDP)* under the title "Coherence Of The Preliminary National Development Plan with European Community Policies" and subtitle "Equal Treatment between Men and Women", Turkey acknowledges that gender equality is a matter of human rights, social justice and democratic representation and that the insurance of equal treatment between men and women is fundamental to the achievement of economic development and social peace.

In addition to the PNDP, Turkey's national five-year plan and the implementation program put particular emphasis on the protection of women and girls from violence. **According to the plan, in-service training and awareness-raising programs should be developed, particularly for the health and security service professional staff.**

Another important heading of the 9th Development Plan is *Protecting and Improving Culture and Strengthening Social Dialogue*. Related to this, the Plan while underlying the increased problems and resulting increased crime proneness among the young people, emphasis the need to take measures that would develop the sense of integration and belonging to the society both at national and local levels.

2.6. Link with national/ sectoral investment plans (where applicable)

N.A.

3. Description of project

3.1. Background and justification:

The proposed project is of great importance to the Turkish society. The issues covered in the training program respond to the gaps in Turkey's education system and complement the social mission of TAF to increase the general knowledge levels of conscripts. In that respect, as a result of long years of experience and observation among conscripts in their military service, TAF notes that the issues of human rights (including

women's rights and gender equality, children's rights and social rights), general health care and substance addiction; and protection of the environment are not internalised by the young males. Accordingly, the project aims to develop the knowledge of these critical issues among Turkish population through targeting the conscripts and to contribute to the development of healthy generations physically, psychologically and emotionally.

There have been various efforts to deal with the issue of human rights both at the national and international level. Turkey is a signatory to the major UN Human Rights Conventions as well as to the European Convention on Human Rights and the European Social Charter. The fundamental rights and freedoms that are the subjects of these conventions are also enshrined in the Turkish Constitution. Furthermore, as part of its EU accession process, Turkey has adopted the Copenhagen Criteria.

Mainstreaming of human rights at popular levels is essential for strengthening the protection, promotion and fulfilment of rights at all levels of state and society. UNDP's experience in UN member states demonstrates that broad knowledge of human rights issues among the population at large helps create an enabling environment for further promotion of rights. In this context, education of young people carries utmost importance. Yet, the Turkish Armed Forces (TAF) observations illustrate that a noticeable number of young males are still functionally illiterate and the majority of the literate and educated know little about human rights issues.¹

As for the protection of environment and natural resources, fight against substance addiction and general health care, the Turkish Constitution and the EU Acquis have noticeable emphasis. There have been considerable voluntary and formal efforts in Turkey, in cooperation with international organizations such as the UN, the CoE, EU and the to tackle these issues. However, again, the TAF observes that, similar to situation on human rights issues, the knowledge of the conscripts on these issues is limited, and needs to be raised for a better future.

All of these issues are important both at the national level and in relations with the EU. Although, the main responsibility to deal with and to develop new strategies to tackle such issues goes to the civilian authorities including state institutions and NGOs, the TAF takes a voluntary responsibility. The role of the TAF in such social issues is clearly stated in the Turkish Armed Forces Internal Service Act. The related articles of the Act are as follows:

Article 39: In the TAF, particular significance would be given to increasing ethic and morale and to strengthening of national sentiments.

Article 41: Other than the knowledge belonging to military profession, conscripts would be taught reading-writing and general knowledge related to homeland and life.

Bearing in mind this rationale and the fact that those young who complete their military service will continue their civil life as fathers, husbands and brothers of the Turkish society, the TAF attaches great importance to equip these conscripts, besides the basic skills for the military profession, with other skills and qualifications needed in social life. All training curricula of the forces allocate 20 % of the total training time for such requirements.

The TAF prepared a book titled "The Homeland Love", a course book covering topics such as "Rights and Duties" (as covered in the Constitution), "Universal Values"

¹ The answers to oral baseline questions before teaching issues related with human rights within TAF "Homeland Love" curriculum.

(including “respect to human honour”), “Environmental Problems”, “Moral Values” and “Fight Against Smoking, Alcohol and Drugs” and “Preventive Health Care”. It has been running courses for the training of trainers for “Homeland Love” courses on these topics. The issues in the book are taught in classes throughout the military service of conscripts by these trainers.

Besides this internal training, the TAF has several other efforts to address the above-mentioned issues and the challenges attached to it.

The TAF has a great interest to add one bigger step to these existing efforts, by launching the proposed project, which is titled “Equip ‘Mehmetçik’ with the Required Skills of the Modern Social Life”. The project aims to train the young conscripts on the issues of human rights (including women’s rights and gender equality, children’s rights and social human rights), protection of the environment and natural resources, fight against substance addiction and general health care based on a newly designed scientific curriculum and by use of interactive, web based Distance-Learning Systems (DLS), which will be implemented in two consecutive phases.

The TAF has the potential to reach this end. It has about 800 units located all over Turkey and in line with the Constitution, every Turkish male has to practice its compulsory military service. In that respect, every year, nearly 500.000 young conscripts from highly diversified cultural, social and educational backgrounds join the TAF for their military service and this provides a big target group for the proposed project. These large number of personnel located all over Turkey and the size of the potential target group puts the TAF in a unique position compared to other state institutions or an NGO.

Moreover, the TAF has previous training experience on the above-mentioned issues and time allocated for this. The training system of the TAF is highly qualified in designing, planning and implementation of various topics and is supported with a large number of trained trainers and high level of training discipline. It has developed and adapted modern and scientific methods of training. The intranet system and the Distance Learning Centres (DLC) of the Forces, and the expertise developed so far are the indicators of this approach. The TAF has also inter-institutional cooperation experience on the training of conscripts.²

The TAF intends to extend its distance-learning expertise to the training of conscripts and believes that this is a social responsibility though it will bring about tougher job and responsibility to its officers and NCOs.

The TAF intends to go beyond the classical training approaches of rote learning and wishes to support its new curriculum with a new method. By assembling experts/academicians and the TAF’s internal and external associates (such as KSGM, MoNE) in a “Scientific Committee”, the TAF aims to develop a modern, scientific, distilled, user friendly, interactive soft and hard course content and course materials; and wishes to open these materials to the use of conscripts through a Distance Learning System. There are good examples of such an approach, examples of which can be seen at www.ingilizceokulu.com and at the website of the Delegation of the European Union to Turkey (www.deltur.cec.eu.int) in which there is a quiz for children titled “Let’s Explore Europe” aiming to increase their knowledge on Europe and the European Union.

Nevertheless, the TAF still has some problems to implement the proposed project. As one of the main components of the proposed project, there is a need to create Distance

² For the reading and writing courses and for the vocational training of conscripts, TAF signed several protocols with MoNE and Ministry of Agriculture and Rural Affairs.

Learning System terminals. The TAF has the opportunity to devote the necessary place to install terminals, to provide trainers for the education program and to allocate part of the daily working hours of these trainers, who will be the officers or NCO's. Though, the TAF is also well experienced in Distance Learning Systems and training such big groupings, still there is a need to provide computers, servers and software needed for the establishment of these terminals. Due to three reasons, the use of the existing computers is impossible. First of all, given the fact that they are available just for military purposes and can be used only by the members of the TAF for security reasons. Secondly, the TAF does not have the number of extra computers needed for the establishment of these terminals. Thirdly and more importantly, the TAF does not have the extra budget for financing these terminals. All procurements for the TAF are based on "On Yıllık Tedarik Programı-Ten-Year Procurement Program" and it is a long and tough process.

The proposed project, on which the TAF has been focusing on for a long time is a real "SOCIAL and VOLUNTEER PROJECT" which directly aims the civil society and the well-being, cultural, social, intellectual improvement and the development of the Turkish citizens and has a distinguished place compared to other projects launched so far on similar issues.

In addition, several factors further make TAF the most effective channel through which to foster knowledge of human rights in Turkey:

- ❑ TAF has a well organized and highly disciplined institutional structure,
- ❑ Sustainability and development are key factors that are integral in all of TAF's programmes. Therefore sustainability of the intervention is secured through the discipline of the TAF,
- ❑ The TAF is willing and able to allocate the needed time and the personnel to launch for the project,
- ❑ TAF has prior and successful experience in social projects and activities,
- ❑ The vast number of the target group of the project cannot be reached by any other state institution,
- ❑ TAF enjoys the highest level of trust from the citizens of Turkey,
- ❑ Inter-institutional experience with state and non-state actors,
- ❑ Experience in DLS and inter active learning processes makes the TAF a unique beneficiary and a partner to launch such a project.

As a conclusion, the TAF has the capacity and the commitment to launch such a project. The project will not just train the young conscripts on certain issues to prepare them for the life and to make them model individuals in their social environment but also will further improve the TAF's existing institutional capacity to conduct and carry out such social projects focusing on the civil society and to add to its existing efforts so far.

As this project is innovative and unique, the large number of the target group at reach entails a high budget. Bearing this in mind, the project is designed as "multi-annual." (See 3.4 Activities).

The focus of the project to be covered under the 2007 programming will be the establishment of a Scientific Committee, preparation of the curriculum and training materials on the issues of “Fundamental Human Rights and Freedoms (as a General Concept) and Their Sources”, “Children’s Rights” and “Women’s Rights”³ training for trainers for the issues mentioned, establishment of a distance-learning centre and 176 distance-learning labs, installation of computers for the distance-learning labs and activation of the soft training materials, training of conscripts and their monitoring, establishment of a “Mehmetçik” website and upgrading of the course materials.

The focus in the 2nd Programming round is consolidation and expansion of the training on issues related to “Social Rights”⁴, “General Health Care and Fight Against Substance Addiction”, and “Protection of the Environment”. In that respect, the curriculum and materials on these issues will be developed and the remaining 324 distance-learning laboratories will be established, course materials will be activated, the focus group again will be monitored and lastly, the curriculum, content, training materials and the website will be subject to the final revision and upgrading.

Regarding the social rights, the training will cover the social and economic rights and responsibilities such as right to education, protection of the public interest, freedom of work and contract, social security rights and the political rights such as citizenship rights, petition right, right to vote and to be elected.

The training program on the issue of protection of the environment will be focusing on issues such as nature protection, prevention of erosion, climate change, wastewater, solid waste, air pollution, chemicals, sustainable development, green consumption, and the role of individual citizen in that process. The issues may be extended or be subject to change depending on new necessities.

Regarding general health and fight against substance addiction, the training programme will be focusing on several issues such as basic first aid, hygiene, preventive health, dental care, reproductive health, family planning and birth control and the importance of fight against substance addiction.

Subjects to be covered under each topic will be determined by the Scientific Committee to which TAF, UNDP, other related ministries such as Ministry of Education and Environment, academicians and NGOs will also be a party to depending on the issues to be covered; and reference to international agreements and conventions will also be made regarding the above mentioned issues.

Independent evaluation of the project inputs, outputs and results under the grant agreement are subject to the arrangements between the UNDP and the CFCU in consultation with the Turkish General Staff (TGS).

3.2. Assessment of project impact, catalytic effect, sustainability and cross border impact (where applicable):

TAF has decades long experience of initiating and contributing to social projects on a volunteer basis. In these, TAF has worked in cooperation with civil society for the cultural, social, economic and educational improvement of Turkey. Furthermore, enhancing the knowledge level of conscripts is well defined as a TAF mandate. Therefore, the proposed project is well aligned with the national legal framework and the internal legal framework of

³ Including “Gender Equality” and “Fight Against Domestic Violence”.

⁴ European Social Charter of the Council of Europe to which Turkey is a party.

TAF. Consequently, the project results (such as the training program, equipment, training modules and the like) will have a life beyond the termination of the project. The impact will be measurable in the enhanced capacities of the conscripts to comprehend and understand issues of fundamental human rights and freedoms (as a general concept), children's rights and women's rights, social rights, protection of the environment, general health care and fight against substance addiction.

The first impact assessment of the project will be within the project. An independent expert group hired under the current project budget will monitor the changes in the knowledge, awareness, skills, and attitudes of a focus group from conscripts. The focus group will be a representative sample of young Turkish males. The assessments will be conducted ex ante and ex post as well as during benchmarks established through the training period. Ex post assessments will be conducted once the conscripts have finalized their military service and resumed their civilian lives. The outcome of this study will be a substantial contribution to relevant public statistics and assessments and a significant feedback for the project itself.

Conscripts who participated in this training program are expected to have developed valuable skills and knowledge on the above referred human rights and general life skill matters. Because conscripts are drawn from all segments of society, the contribution of their learning to their immediate social setting will be immediate. This is also expected to have positive behavioural change impact on future generations. This result will certainly complement and catalyse the overall national efforts to transform the society in cultural, social and intellectual aspects so as to understand the realities and the necessities of the modern social life. Each young male, upon completing his military service, will bring in new knowledge, awareness, skills, and renewed attitudes, into his family and community. His interactions with this surrounding community will catalyse and complement other nationwide policies geared for transformation.

The TAF takes sustainability and development as key factors in any activity it is involved in so far. The proposed project will not be different in this aspect. The distance learning centre and terminals together with the other education materials will have long-term sustainability under the overall management and use of TAF. Existence of a widespread dissemination system composed of a distance learning centre and distance learning laboratories will ensure that the very valuable training modules, which come out from the diligent studies of the distinguished academicians and experts of the relevant areas, reach generations of young males. It will also ensure that the updates of these studies are disseminated in the further period, as well. The TAF will carry out responsibility of updating and maintenance of these education materials and distance learning systems once the proposed project is completed. On the other hand, following the completion of the project, in case the trainers for some reason are assigned to different posts due to age or rotation, the TAF will carry out training of trainers courses internally by the trainers prepared within the project. The TAF will benefit from existing trainers in their new units, in case of their assignment.⁵ As a result, at the end of the 10 years, it is estimated that the number of males trained on the above-mentioned issues will be around 5 millions. This number exceeds the total population of some EU member states.⁶ Moreover, a project

⁵ There will be no rank or classification (officer, NCO, specialist, civil servant) criteria for the selection of the trainers. In the selection of the trainers the TAF will apply different criteria tailored for this particular project in order not to depend on only one class of its personnel, will use a mixture of officers, NCOs, specialists and where applicable civil servants as trainers from the professional core staff of the army.

⁶ Populations of some EU member states are as follows: Denmark (5.411.000), Slovakia (5.385.000), Finland (5.237.000), Ireland (4.109.000), Slovenia (1.998.000) and Estonia (1.347.000).

externality can be achieved through TAF outreach to larger segments of society by sharing the prepared course materials through a website.

As the project foresees the sharing of these training modules with the public on the internet, all training institutions, NGOs and the society will be able to benefit from the modules easily. With the translation support, these modules can also be accessed at all around the world.

Any progress within the framework of the project to be supported under 2007 National Programme will be reflected on the project and/or tendering documents of the project to be supported under the 2008 National Programme. Additionally, evaluation reports prepared by the Scientific Committee and independent experts on regular basis will provide information concerning the progress.

3.3. Results and measurable indicators:

3.3.1. Increased institutional capacity TAF will have the institutional capacity to reach 400.000⁷ conscripts per year to educate them on project themes covered in Phase I and Phase II of the project.⁸

- ❑ 3.3.1.1. Methodology is determined; course contents, curriculum, hard and soft training materials are ready.
- ❑ 3.3.1.2. Four trainers for each computer lab are available, in order to teach basic computer skills and facilitate the progress of conscripts through distance learning,
- ❑ 3.3.1.3. For the illiterate conscripts, two trainers for each garrisons are available for peer-to-peer education on the themes to be covered as scheduled on the timeline.

3.3.2. Around 400.000 conscripts are donated with the knowledge and skills on themes covered by Phase I and Phase II.

- ❑ 3.3.2.1. At least 80 % of the school-educated conscripts can benefit and are capable of using computer and web-based interactive distance learning and internet applications. The ratio of those who can continue with the distance learning will be essential for measurement. Trainers' reports to the distance-learning center on the system will make this measurement possible.
- ❑ 3.3.2.2. At the end of the project, at least 60 % of the conscripts gained knowledge, skills, and awareness on project themes covered in Phase I and Phase II.
- ❑ 3.3.2.3. 60 % of the conscripts declared that they were satisfied with the training they have received.
- ❑ 3.3.2.4. 50 % of the focus group show desired behavioral changes in their families and communities.

⁷ 400.000 is the total number of conscripts to be reached per year

⁸ The project is composed of 2 phases and aims, *inter alia*, at developing required hard and soft infrastructure (human resources, equipment, and training curricula) for the training conscripts of TAF. In terms of performance indicators, the ultimate aim is to train some 500.000 conscripts per annum when the said hard and soft infrastructure is ready.

3.3.3. Knowledge and results of the Phase I and Phase II of the project is disseminated and shared with the public at the end of the project.

- 3.3.3.1. Course contents and results of the Phase I and Phase II of the project are available on the project website.

3.3.4. Remaining technical and IT infrastructure in place and fully operational to accommodate continuous education and training to conscripts on project themes covered in Phase I and Phase II.

- **3.3.4.1.** Distance learning system, capable of reaching 400.000 conscripts per year at the 324 locations is available in addition to the 176 locations established in Phase I of the project.

In the Phase I of the project, which is to be covered from the 2007 budget, the distance learning center and 176 internet accessed computer labs will be established at selected locations. In the Phase II, the remaining 324 labs will be established at other units.

3.4. Activities

The project will be financed through IPA contribution and national co-financing. In that respect, TAF allocated the budget for the Phase I of the project, the Financial Agreement of which will be signed in the last quarter of 2008. Similarly the total amount of 3.95 million Euro will be allocated by TAF for the Phase II of the project.

Direct Grant Agreement will be signed with the UNDP Ankara Office. The total amount allocated for the Direct Grant Agreement is 4 million Euro (IPA contribution: 3.60 million Euro; National Co-financing: 0.40 million Euro).

The project is composed of four components, three of which relate to the provision of services by the UNDP and one relate to the procurement of relevant supplies.

Component 1: Institutional Capacity Development

1.1 Establishment of the Institutional Setting for the Project: This will cover establishment of a well-functioning institutional structure for the project implementation, and will facilitate establishment of the Project Management Office, Expert Group on Scope and Strategy, the Scientific Committee, Distance-Learning System (DLS) Monitoring Committee and an Independent Team of Evaluators. This sub-component will also include activities geared towards improving the capacities of members of project management office and other TAF personnel. Such activities include organisation of workshops, national and international study tours.

1.2. Preparation of training modules: This will basically cover development of the training programmes, curricula and materials. The training materials will be suitable for DLS as they will be interactive and web-based. In the Phase II, the training modules will cover (a) social rights and responsibilities, (b) general health care and fight against substance addiction and (c) protection of the environment.

1.3. Training of Trainers Program: This programme will cover the training of trainers both for distance-learning and peer-to-peer activities. In the Phase II of the project, 1296 trainers will be trained as trainers for distance learning activities and 648 trainers for peer-to-peer activities. Besides, a pool of 50 selected trainers for both distance learning and

peer-to-peer training will also be prepared as the trainers of trainers upon the completion of the project to provide long-term sustainability

Component 2: Delivery of Training to Conscripts

2.1. Training of the Conscripts: In all garrisons, following a basic computer skills training, the training will be given to the conscripts (Around 300,000 in the Phase II) on selected themes through distance learning, and for illiterates and for those who have low-level education, through peer-to-peer activities.

2.2. Monitoring: This activity will include the creation of a focus group for the Phase I and the Phase II of the project, reflecting all parts of the society, monitoring the improvement of these focus groups within training, and monitoring their behavioral changes within their community after their military service.

Component 3: Publicity, Visibility and Dissemination

3.1. Web-site: The project website will be upgraded in the Phase II of the project so as to include content of it and to provide public information.

3.2. Publicity: As it has been the case in the Phase I of the project, another public campaign will be launched in order to introduce the project to the public and to create familiarity with the content of the Phase II.

Component 4: Installation of Remaining 324 Distance Learning Labs

4.1. Installation of the distance learning systems: Remaining 324 labs out of total 500 labs will be established in accordance with TS attached at Annex V.

Direct Grant agreement will be signed with the UNDP Ankara for the components 1, 2 and 3 of the project. The 4th component (installation of the remaining 324 labs) will be fulfilled through a tender procedure.

Details of the implementation arrangements and finance justification of the proposed project are clearly explained in Annexes III and V. Phase I of the proposed project will be funded from the 2007 IPA programming and, Phase II from the 2008 programming. The 2008 IPA programming year is expected to finance the remaining portions of the supply and service components (324 distance-learning labs and course content and curriculum on “Social Rights”, “General Health Care and Fight Against Substance Addiction”, and “Protection of the Environment”). The TGS and the UNDP has been recording and reporting each achievement resulting from the related activities so as to notify the progress achieved and to improve the project accordingly. (See Annex V for the details of the proposed activities as part of the 2007 and 2008 programming years).

3.5. Conditionality and sequencing:

There is no conditionality for the sequencing of project activities.

TAF will provide adequate physical space and conditions for the distance learning laboratories prior to launch of the procurement procedure for the supplies.

The supply tender should be launched as soon as possible for the training activities to commence in a timely manner.

3.6. Linked activities

Activities conducted, or to be conducted, in Phase I of the project, that are covered in Annex VI, and lessons learned from the Phase I would be useful and guiding the Phase II of the project.

This project can also benefit from the works, findings and outcomes of below-listed activities:

- ❑ 3.6.3. EMCDDA national contact point, Türkiye Uyuřturucu ve Uyuřturucu Bađımlılıđı İzleme Merkezi (TUBİM), a center focusing on monitoring use of drugs and addictions, found in 2002, has been conducting awareness raising training in coordination with several institutions and preparing to launch an action plan based on the “National Policy and Strategy Document for Fight against addiction and substances that make addiction”.
- ❑ 3.6.4. The Ministry of National Education (MoNE) and The Ministry of Environment and Forestry (MoEF) have recently launched a project “Green PACK”, in cooperation with Regional Environmental Center (REC) with the aim of increasing public awareness on environmental issues. The main objective of the project is to raise environmental awareness among students, teachers and other members of the society through a multimedia educational kit. The Green PACK education set, which will be used in schools during the 2007-2008 educational year aims at forming new values in students and the setting of a new model of behavior. Until the end of the project 100 teachers will participate in training for trainer’s programmes, 1600 teachers will be taught how to use the set, 2000 sets of GreenPACK will be produced and 200.000 students will have been reached.
- ❑ 3.6.5. TEMA Foundation (The Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats) in coordination with the Ministry of Forestry and with the support and the interest of the Turkish society, private and state sectors, the TAF and education institutions launched the “Oak Project” in 1998. As part of this project, which is considered to be one of the major afforestation projects in the world, 640.000.000 oak seeds reached the soil between 1998-2004. Just in 2006, as part of the 339 activities held by the TAF for afforestation, protection of the environment and natural life, 787.066 saplings were planted.
- ❑ 3.6.6. The TAF “Activities to Support Social Development.” (see www.tsk.mil.tr)
- ❑ 3.6.7 UNDP, in cooperation with the Danish Institute of Human Rights and Ministry of Interior is implementing project of “Support to Human Rights Education of Inspectors” in the scope of which numerous basic and advanced seminars on human rights and embedding human rights to inspecting are arranged. Approximately 130 inspectors received this training.
- ❑ 3.6.8 UNFPA and UNICEF both implement human rights training programs with law enforcement and the judiciary with respect to rights of women, focusing on elimination of violence against women and the rights of the child.

3.7. Lessons learned:

It is expected that the Financial Agreement for the Phase I of the project will be signed in September-October 2008 and the project implementation will begin afterwards. In that respect it is not possible to speak about rigid outcomes resulting from the Phase I of the project that can be utilized in the Phase II. Yet, it is for sure that the continuation of the project with Phase II is of crucial importance, as the training materials proposed for this phase will play a crucial role for the overall impact and success of the project.

As the project begins, however, the experience from the Phase I of the project will be utilized to improve and further develop methodology of the project and upgrading of the existing training materials and development of new materials covering the Phase II. Besides, technical experience from the Phase I will contribute to the installation of technical equipment in the Phase II and good working of the additional system (establishment of additional 324 DLC and their integration into the existing system).

Besides, based on focus on projects of the same kind, which are launched by other institutions and NGOs, it can be argued that TAF's project has a distinguished place due to its huge target group. Besides, no other project has such a personnel capacity and project implementation expertise as TAF has. Additionally, previous projects of the other institutions were usually launched as "in-service-trainings" as it has been the case in the project launched by the Ministry of Justice aiming to educate judges and prosecutors on human rights issues and the project launched by the Command of the Gendarmerie to educate the personnel on EU human rights standards. "Civic Training for Mehmetçik" project, however, focuses directly on the Turkish society, represented by around 400.000 conscripts in their military service.

Additionally, TAF's project is not issue specific and covers different areas such as the issue of human rights, environment, health and substance addiction which will create the conscious citizen of our time. Yet, similar projects focusing on social, cultural, intellectual development and improvement of the civil society are limited in number and they usually focus on individual policy areas.

4. Indicative Budget (amounts in €)

For 2008 IPA Programming Year/ Million Euro

			SOURCES OF FUNDING										
			TOTAL EXP.RE	TOTAL PUBLIC EXP.RE	IPA COMMUNITY CONTRIBUTION		NATIONAL PUBLIC CONTRIBUTION			PRIVATE CONTRIBUTION			
ACTIVITIES	IB (1)	INV (1)	EUR	EUR	EUR	(%)	Total EUR	%	Central EUR	Regional/Local EUR	IFIs EUR	EUR	%
Activity 1													
Grant 1.1.	X			4.00	3.60	90	0.40	10	0.40				-
Activity 2													
Supply 2.1		X		14.20	10.65	75	3.55	25	3.55				-
.....													
TOTAL IB.			4.00	4.00	3.60	90	0.40	10	0.40				
TOTAL INV			14.20	14.20	10.65	75	3.55	25	3.55				

TOTAL PROJECT	18.20	18.20	14.25	78,29	3.95	21.71	3.95				
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5. Indicative Implementation Schedule (periods broken down per quarter)

For 2008 IPA Programming Year

Contracts	Start of Tendering	Signature of contract	Contract Completion
Grant	1 Q 2009	1 Q 2010	4 Q 2012
Supply	1 Q 2009	1 Q 2010	4 Q 2012

The project duration for the Phase II of the project is 36 months.

All projects should in principle be ready for tendering in the 1ST Quarter following the signature of the FA.

6. Cross cutting issues (where applicable)

6.1. Equal Opportunity:

Though the main target group of the project is the conscripts constituting the young male population of Turkey, the project will indirectly have an impact on the female population given the fact that young male population will integrate into the society as male adults who will be the fathers, husbands, brothers and sons.

Equal participation of women and men will be secured through appropriate information and publicity material, in the design of projects and access to the opportunities they offer. An appropriate men/women balance will be sought on all the managing bodies and activities of the programme and its projects.

The composition of the scientific committee and project coordination office staff will reflect this aspect. The women's rights and gender equality theme of the project is closely related with the issue of equal opportunity.

6.2. Environment:

One of the topics to be covered in the context of training foreseen in this project is "Protection of Environment." Since the project aims raised awareness and to some extent behavioural changes of the conscripts on the selected topics, it is believed that the conscripts will reach to the level of showing sensitivity on environmental issues. This, in turn, inevitably will impact the general social approach on environmental issues and contributes to the efforts that aim protection of environment.

6.3. Minority and vulnerable groups (including children):

According to the Turkish Constitutional System, the word minorities encompasses only groups of persons defined and recognized as such on the basis of multilateral or bilateral instruments to which Turkey is a party. This project has no negative impact on minority and vulnerable groups.

Annex I LOGFRAME PLANNING MATRIX FOR Project Fiche

Annex II Amounts (in €) contracted and disbursed by quarter for the project

(IPA contribution only)

Annex III Institutional Framework

Annex IV Reference to Laws, Regulations and Strategic Documents

Annex V Tasks and Responsibilities of the Service Provider; Budgeting; Activity Scheme; Methodology.

Annex VI Activities carried out as part of the Phase I of the project

Annex VII Market Research for the Phase I of the Project Relevant for the Phase II

Appendix A- Budget Breakdown of the Supplies Tendering

Appendix B- Timeline

Annex I- LOGFRAME PLANNING MATRIX FOR PROJECT FICHE

Annex I	Programme name and number	Civic Training for “Mehmetçik” (Conscripts) Phase II	
LOGFRAME PLANNING MATRIX FOR PROJECT FICHE	Contracting period expires: 2 years after the signature of the FA	Disbursement period expires: 3 years following the end date for contracting	
	Total Budget: 18.200.000 € in 2008 (estimated)	EU contribution: 14.250.000 € in 2008 (estimated)	
Overall objective	Objectively Verifiable Indicators	Sources of Verification	Risks/ Assumptions
To create consciousness and sensitivity among the Turkish society that would result in behavioral change in time regarding the protection of and respect for rights of the others and general health care, and to protect environment.	<p>Citizens will be more conscious about their rights and responsibilities and themselves as a whole as individuals.</p> <p>There will be a behavioral change among the society over time.</p> <p>The picture on Turkey will be much different both nationally and internationally in the long run regarding the training issues.</p>	<p>Monitoring Reports prepared by the Scientific Committee.</p> <p>Steering Committee Reports</p> <p>Evaluation Reports of Independent Experts</p> <p>Administrative Reports</p> <p>EU Progress Reports</p>	
Project purpose	Objectively Verifiable Indicators	Sources of Verification	Risks/ Assumptions
To educate conscripts on social rights and responsibilities, general health care and fight against substance addiction; and protection of the environment so as to create behavioral changes.	Monitoring stage of the project proves that at least fifty per cent of conscripts show behavioral changes.	<p>Monitoring Reports prepared by the Scientific Committee.</p> <p>In ten years period a potential 5 million young male will access this training.</p> <p>Questionnaires applied to the conscripts.</p>	<p>Conscripts would not be receptive and be prejudiced regarding the training.</p> <p>(Though, voluntarism will be the first criteria for participation, if a sufficient number can not be reached, then the TAF would make the necessary planning so as to train each conscript).</p> <p>The conscripts would not show expected behavioural changes given the pressure imposed</p>

			on them by their societies or they would think that the training was non-sense. (Yet, it is believed that this basic education, at least would make them to question things).
Results	Objectively Verifiable Indicators	Sources of Verification	Risks/ Assumptions
1. <i>Increased institutional capacity</i> : TAF has the institutional capacity to reach 400.000 conscripts per year to educate them on project themes covered in Phase I and Phase II.	<p>1.1. Methodology is determined; course contents, curriculum, hard and soft training materials, are ready;</p> <p>1.2. Four trainers for each computer lab are available, in order to teach basic computer skills and facilitate the progress of conscripts through distance learning,</p> <p>1.3. For the illiterate conscripts, two trainers for each garrisons are available for peer-to-peer education on the themes to be covered as scheduled on the timeline.</p>	1. Administrative Reports	<p>TAF may have difficulties to find trainers with required skills and conditions for the project.</p> <p>To deal with that risk, TAF will work together with the Forces, Navy and other units involved in the project so as to ensure assignment of TAF personnel as trainers.</p>
2. Around 400.000 conscripts are donated with the knowledge and skills on themes covered by Phase I and Phase II.	2.1. At least 80 % of the school-educated conscripts can benefit and are capable of using computer and web-based interactive distance learning and internet applications.	<p>2.1.1. Administrative Reports.</p> <p>2.1.2. Course tests.</p> <p>2.1.3. Web counters.</p>	
	2.2. At the end of the project, at least 60 % of the conscripts gained knowledge, skills, and awareness on project themes covered in Phase I and Phase II.	<p>2.2.1. The questionnaires applied to the conscripts at the beginning and at the end of the training program.</p> <p>The monitoring reports prepared</p>	

	<p>2.3 60 % of the conscripts declared that they were satisfied with the training they have received.</p> <p>2.4. 50 % of the focus group show desired behavioral changes in their families and communities.</p>	<p>by the expert team on the focus group after the military service.</p> <p>The results of the questionnaires applied to the conscripts.</p>	
3. Knowledge and results of the project is disseminated and shared with the public at the end of the project.	3. Course contents and results of the project are available on the project website.	3. Web counters.	
4. Remaining technical and IT infrastructure in place and fully operational to accommodate continuous education and training to conscripts on project themes covered in Phase I and Phase II.	4.1. Distance learning system, capable of reaching 400.000 conscripts per year on 324 locations is available in addition to 176 locations established in Phase I of the project.		<p>324 points for the DLCs can not be allocated.</p> <p>To tackle with this risk, TGS has coordinated with Forces and Navy, and other TAF units to be included in the project before the launch of it and allocated appropriate places.</p>
Activities	Means	Costs	Risks/ Assumptions
<p>Component 1: Institutional Capacity Development</p> <p>1.1. Establishment of the Institutional Setting for the Project:</p> <p>Establishment of a well-functioning institutional structure for the project implementation, and will facilitate establishment of the Project Management Office, the Scientific Committee, Distance-Learning System (DLS) Monitoring Committee and an Independent Team of Evaluators. This sub-component will also include activities geared towards improving the capacities of members of project management office and other TAF personnel. Such activities include organisation of</p>	<p>1.1.1. Project coordination staff, office, office materials, incidental costs, computers, etc.</p> <p>1.1.2. Academicians and experts, working rooms, a meeting room, office, office materials, incidental costs, laptops, etc</p>	1. Direct Grant Agreement (with the UNDP): 4.000.000 €.	

workshops, national and international study tours.			
<p><i>1.2. Preparation of training modules:</i> Covers development of training programmes, curricula and materials suitable for DLS (interactive/ web-based) covering themes of the Phase II.</p> <p>1.3. Training of trainers.</p> <p>This programme will cover the training of 1296 trainers for distance-learning and 648 trainers for peer-to-peer activities, on topics 1-6 (including Phase I topics); and 704 trainers for distance-learning and 352 trainers for peer-to-peer activities on topics 1-3 (only Phase I topics). Besides, a pool of 50 selected trainers will also be prepared as the trainers of trainers upon the completion of the project to provide long-term sustainability</p>	<p>1.3.1. Scenarios, players, studio facilities and software for the audiovisual contents of the themes.</p> <p>1.3.2.1. Publication of course books, materials.</p> <p>1.3.2.2. Delivery of course materials to the garrisons.</p> <p>1.4.1 Training of 1296 distance learning trainers on topics 1-6; 704 distance-learning trainers on topics 1-3 (Phase I). (Including trainers for the training of the trainers for the period following the project completion.)</p> <p>1.4.2. Training of 648 peer to peer trainers, on topics 1-6; 352 peer to peer trainers on topics 1-3 (Phase I). (Including trainers for the training of the trainers for the period following the project completion.)</p>		
Component 2: Delivery of Training to Conscripts	2.1. The trained trainers of the TAF		Social, cultural and educational differences among the conscripts and their traditions will not cause resistance throughout the training

<p>2.1. Training of the conscripts.</p> <p>In all garrisons, following a basic computer skills training, the training will be given to the conscripts (400,000 conscripts in the Phase II) on selected themes through distance learning, and for illiterates and for those who have low-level education, through peer-to-peer activities.</p> <p>2.2. Observation</p> <p>This activity will include the creation of a focus group for each phase as to reflect all parts of the society, monitoring the improvement of this focus group within training, and monitoring their behavioural changes within their community after their military service.</p>	<p>will carry out the training in accordance with the prepared curriculum. Distance-learning trainers will guide the conscripts through the training software whereas peer-to peer trainers will train illiterates and those who have low-level education with audio-visual training materials.</p> <p>2.2. An independent expert team.</p>		<p>programme.</p>
<p><i>Component 3: Publicity, Visibility and Dissemination</i></p> <p>3.1. <i>Web-site:</i> The project website will be upgraded to provide information and make the content of the training available to the public about the Phase II of the project.</p> <p>3.2. <i>Publicity:</i> A public campaign will be conducted in order to introduce the training and its content to the public</p>	<p>3.1. Experts to prepare the website.</p> <p>3.2. Public ads to TV channels, popular internet sites, and newspapers, magazines.</p>		

<p><i>Component 4: Installation of remaining 324 distance-learning labs.</i></p> <p>Remaining 324 labs out of total 500 labs will be established in accordance with TS attached at Annex V.</p>	<p>4.1. Supplies: For each distance learning lab, purchasing of 1 WS, 30 thin clients, its accessories, network cables, one printer, one projector, VTC extension internet access, required software and other required material together with technical assistance during the project time. For the distance learning center necessary center equipment and software.</p>	<p>2. Supply Contract: 14.200.000 €</p>	<p>Garrisons will provide rooms for the labs.</p>
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