

**Standard Summary Project Fiche
IPA Decentralised National Programmes**

Project number: TR 07 01 02

1. Basic information

1.1. CRIS Number:

1.2. Title: Civic Training for ‘Mehmetçik’(Conscripts)

1.3. Sector: Political Criteria

1.4. Location: Turkey

Implementing arrangements:

1.5. Implementing Agency:

The Central Finance and Contracts 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 3 where the implementation arrangements are detailed.

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

Turkish General Staff

Senior Programme Officer

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Reference is made to Annex 3 where the implementation arrangements are detailed.

- 1.7. **Overall cost:** 15.300.000 € (for 2007 Program)
- 1.8. **EU contribution:** 12.700.000 € (for 2007 Program)
- 1.9. **Final date for contracting:** 2 years after the date of signing the FA
- 1.10. **Final date for execution of contracts:** 4 years after the date of signing the FA.
- 1.11. **Final date for disbursements:** 5 years after the date of signing the FA

2. Overall Objective and Project Purpose

2.1. Overall Objective:

To provide conscious, responsible citizens to the society who are respectful to the rights of one another and are sensitive about protection of their physical environment.

2.2. Project Purpose:

The project purpose is to educate conscripts who are in military service on the issues of human rights, gender equality and women's rights, children's rights, social human rights, protection of the environment, general health care and fight against substance addiction through computer and web based interactive distance-learning systems (and peer to peer activities for illiterates and for those who could not acquire interactive distance learning skills), so as to make them responsible and sensitive individuals of the society.

This project will be implemented in two phases. In the first phase of the project, fundamental human rights and freedoms (as a general concept) and their sources, children's rights and women's rights will be addressed. Social rights, protection of the environment, general health care and fight against substance addiction will be covered under the second phase.

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 (Further detail of the national legal framework with regard to human rights is provided in Annex VI). 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. (See Annex VI) There have been considerable voluntary and formal efforts in Turkey, in cooperation with international organizations such as the EU, the CoE, and the UN to tackle these issues. (See Annex VI) 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" (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

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

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. (See Annex VI)

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 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

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.

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

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

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.

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 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

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

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, for the phase 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 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 for the sustainable provision of knowledge, skills and awareness to around 500.000 conscripts at the end of the project on human rights, gender equality and women's rights, children's right, social human rights, protection of the environment, general health care and fight against drug-addiction at the end of the project.⁷

- 3.3.1.1. Course contents, curricula, hard and soft training materials for the training topics ("Fundamental Human Rights and Freedoms (as a General Concept) and Their Sources", "Children's Rights", "Women's Rights" (topics of first phase) and "Social Rights"⁸, "General Health Care and Fight Against Substance Addiction", and "Protection of the Environment" (topics of second phase) are prepared by the UNDP and are adopted by the TAF as scheduled on the timeline. (See the timeline at Appendix B to Annex V)

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).

⁷ 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.

⁸ European Social Charter of the Council of Europe to which Turkey is a party.

- ❑ 3.3.1.2. Four trainers for each computer labs (2000 trainers, 700 in 2009, 1300 in 2010) are available, in order to teach basic computer skills and facilitate the progress of conscripts through distance learning, as scheduled on the timeline. (See the timeline at Appendix B to Annex V).
- ❑ 3.3.1.3. For the illiterate conscripts, two trainers for each garrison (1000 trainers, 352 in 2009, 648 in 2010) are available for peer-to-peer education on the themes to be covered as scheduled on the timeline. (See the timeline

3.3.2. Around 650,000 conscripts gained knowledge and skills for modern social life at the end of the project (Around 150,000 in the first phase, 500,000 in the second phase-See the timeline at Appendix B to Annex V).

- ❑ 3.3.2.1. At least 80% of the school-educated conscripts can benefit from the computer and web based interactive distance learning and internet applications in at most two weeks time when the training group they belong to starts training. 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 human rights, gender equality, women's right, children's rights, social human rights, protection of the environment and health care and fight against substance addiction. Questionnaires, internal and external evaluations of the projects will measure this result.
- ❑ 3.3.2.3. 50% of the focus group can show desired behavioural changes in their families and communities. The reports of the independent expert team, who will be in charge of monitoring the focus group, will be the sources of verification for this significant result.

3.3.3. Knowledge and results of the training disseminated and shared with the public at the end of the project.

- ❑ 3.3.3.1. In the first phase of the project, course contents and materials on the issues of fundamental human rights and freedoms (as a general concept) and their sources, children's rights and women's rights and results of the activities conducted so far within the framework of the first phase are be available on internet for the use of public at the end of the training.
- ❑ Then, in the second phase of the project course contents and materials on the issues of social rights, protection of the environment; and general health care and fight against substance addiction and overall results of the project are available on the website at the end of the trainings.

3.3.4. Technical and IT infrastructure in place and fully operational to accommodate continuous education and training to conscripts on human rights, gender equality and women's rights, children's rights, social human rights, protection of the environment, general health care and fight against drug-addiction.

- ❑ **3.3.4.1.** Distance learning system, which is essential to acquire a training capacity to reach 500.000 conscripts per year on selected themes, is active in 500 internet accessed computer labs as scheduled on the timeline. (See the timeline at Appendix B to Annex V).

In the first phase 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 on selected locations. Then in the second phase, the remaining 324 labs will be established in other units.

3.4. Activities

The project is composed of 4 components, of which 3 relate to the provision of technical assistance and 1 relates 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, 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 such they will be interactive and web-based. The training modules will cover (a) fundamental human rights and freedoms and their sources, (b) children's rights and (c) women's rights in the 1st phase, and (a) social rights, (b) general health care and fight against substance addiction and (c) protection of the environment in the second phase.

1.3. Training of Trainers Program: This programme will cover the training of trainers for both distance-learning and peer-to-peer activities. In the first phase of the project, 704 trainers will be trained as trainers for distance learning activities and 352 trainers for peer-to-peer activities. The number of these trainers will be increased in the second phase as 1296 for distance learning training and 648 for peer-to-peer training. 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

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 150,000 in the first phase, 500,000 in the second phase) on selected themes through distance learning, and for illiterates and for those who have low-level education, through peer-to-peer activities.

2.2. Observation: 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.

Component 3: Publicity, Visibility and Dissemination

3.1. Web-site: A project website will be developed in the first phase to provide information to the public about the project and share the content of the training with the public. The website will be upgraded regularly in both phases as the project proceeds.

3.2. Publicity: A public campaign will be conducted in order to introduce the training and its content to the public.

Component 4: Installation of the distance learning systems

4.1. Installation of the distance learning systems: This activity will be composed of the establishment of a distance learning centre and 500 distance-learning labs, technical specifications of which are listed at Annex V. In the first phase 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 on selected locations. Then in the second phase, the remaining 324 labs will be established in other units.

The technical assistance for the components 1, 2 and 3 will be provided by UNDP within the scope of a Contribution Agreement to be signed between CFCU and UNDP. The 4th component (installation of the distance learning system) 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. The proposed project will be funded on a multi-annual basis, from the 2007 and 2008 IPA programming years. The 2007 IPA programming year is expected to finance the technical assistance required for three of the training themes (“Fundamental Human Rights and Freedoms (as a General Concept) and Their Sources”, “Children’s Rights” and “Women’s Rights”) to be covered and part of the supply component (establishment of a distance-learning centre and 176 distance-learning labs) of the project, while 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”). As the project begins, the TGS and UNDP will record and report 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. The sequencing of the project activities is as seen in Appendix B of Annex V.

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

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

- 3.6.1. KSGM has been running the EU funded Project (number: TR 05 01.06) “Promoting Gender Equality,” which aims to strengthen the institutional capacity of the National Mechanism’s (NM/KSGM) to mainstream gender issues into all public policies and promote the implementation of gender equality legislation with the participation of central and local authorities and NGOs, and to contribute to the establishment of a Gender Equality Body in line with the EC practices and acquis; and to strengthen the capacity of stakeholders to protect women from domestic violence in order to better advance their human rights. Recently, KSGM has launched a project to stop domestic violence against woman and established a Steering Committee and the TGS is also involved in this Committee together with

the representatives of other institutions. The Committee will meet on bi-annual basis and will provide concrete ideas to ensure sustainability of the project taking into account the needs of each institution.

- ❑ 3.6.2. A MoNE Project (number: TR 0301.02) “Development of human rights, democracy and citizenship education”, which could not be realized, aimed to provide assistance to the Turkish Government to design, develop and implement effective HRDCE that correspond with EU standards at all levels in the education sector.
- ❑ 3.6.3. EMCDDA national contact point, Türkiye Uyuřturucu ve Uyuřturucu Bađımlılıđı İzleme Merkezi (TUBİM) 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:

Based on the studies concerning the previous projects and campaigns launched by other institutions and NGOs so far on similar issues, the TAF observes that no other project with such a big target group, personnel capacity, project implementation expertise were

introduced compared to the TAF's proposed project titled "Equip Mehmetçik with Required Skills of Modern Social Life".

The previous projects on similar issues were usually conducted as in-service-trainings as it has been in case of the project conducted by the Ministry of Justice, which aims to educate judges and prosecutors on human rights issues and the project conducted by the Command of the Gendarmerie to educate the personnel on EU human rights standards. The proposed project by the TAF however directly focuses on the population at large through 500.000 conscripts.

The recent studies of the Turkish History Foundation concerning the teaching methods of Human Rights issues have yet to find its place in the implementation of training institutions. Within the framework of this project, the Turkish History Foundation published books on human rights education, but unfortunately any institutions do not utilize these books yet. In designing the training material appropriate to the target group, this and other human rights education material that has already been prepared in Turkey will be taken into consideration.

There have been some education programs on similar issues focusing on social, cultural, intellectual development and improvement of the civil society to cause a behavioural change. Nevertheless, the number of such projects was limited and they were focusing on individual policy areas on separate projects as opposed to the TAF's proposed project which aims to educate Turkish citizens on human rights issues, protection of the environment and natural resources and fight against substance addiction as part of a one project through a long-term curriculum.

In the implementation of the project, lessons learned from the training of first three topics will be used both in improving the training materials of these three topics and in preparation of the remaining three topics. Moreover, further upgrading of the training materials will also be conducted under the light of lessons learned from the overall project implementation since the training of the conscripts will not cease after the project ends.

4. Indicative Budget (amounts in €)

For 2007 IPA Programming Year

| | TOTAL PUBLIC COST | SOURCES OF FUNDING | | | | | | | | | |
|-------------------|-------------------|--------------------|-----|------------------|------------------|------------------------------|-----------------------------|------------------|---------|----------|---------|
| | | EU CONTRIBUTION | | | | NATIONAL PUBLIC CONTRIBUTION | | | | | PRIVATE |
| | | Total | % * | IB | INV | Total | Type of cofinancing (J/P)** | % * | Central | Regional | IFIs |
| <u>Activities</u> | | | | | | | | | | | |
| <u>Activity 1</u> | | | | | | | | | | | |
| contract 1.1 | 5.000.000 | 5.000.000 | 100 | 5.000.000 | | | | | | | |
| <u>Activity 2</u> | | | | | | | | | | | |
| contract 2.1 | 10.300.000 | 7.700.000 | 75 | 7.700.000 | 2.600.000 | J | 25 | 2.600.000 | | | |
| TOTAL | 15.300.000 | 12.700.000 | | 5.000.000 | 7.700.000 | 2.600.000 | | 2.600.000 | | | |

** compulsory for INV (minimum of 25 % of total EU + national public contribution) : Joint cofinancing (J) as the rule, parallel co financing (P) per exception

* expressed in % of the Total Public Cost

For 2008 IPA Programming Year(*indicative*)

| Activities | TOTAL PUBLIC COST | SOURCES OF FUNDING | | | | | | | | | |
|--------------|-------------------|--------------------|-----|------------------|-------------------|------------------------------|--------------------------------|------------------|---------|----------|---------|
| | | EU CONTRIBUTION | | | | NATIONAL PUBLIC CONTRIBUTION | | | | | PRIVATE |
| | | Total | % * | IB | INV | Total | Type of cofinancing (J / P) ** | % * | Central | Regional | IFIs |
| Activity 1 | | | | | | | | | | | |
| contract 1.1 | 4.100.000 | 4.100.000 | 100 | 4.100.000 | | | | | | | |
| Activity 2 | | | | | | | | | | | |
| contract 2.1 | 14.200.000 | 10.700.000 | 75 | 10.700.000 | 3.500.000 | J | 25 | 3.500.000 | | | |
| TOTAL | 18.300.000 | 14.800.000 | | 4.100.000 | 10.700.000 | 3.500.000 | | 3.500.000 | | | |

** compulsory for INV (minimum of 25 % of total EU + national public contribution) : Joint cofinancing (J) as the rule, parallel

co financing (P) per exception

* expressed in % of the Total Public Cost

5. Indicative Implementation Schedule (periods broken down per quarter)

For 2007 IPA Programming Year

| Contracts | Start of Tendering | Signature of contract | Contract Completion |
|------------|--------------------|-----------------------|---------------------|
| Contract 1 | 4 Q 2007 | 4 Q 2008 | 4 Q 2011 |
| Contract 2 | 4 Q 2007 | 4 Q 2008 | 4 Q 2011 |

The project duration for the first phase is 36 months.

For 2008 IPA Programming Year

| Contracts | Start of Tendering | Signature of contract | Contract Completion |
|------------|--------------------|-----------------------|---------------------|
| Contract 1 | 4 Q 2008 | 4 Q 2009 | 4 Q 2012 |
| Contract 2 | 4 Q 2008 | 4 Q 2009 | 4 Q 2012 |

The project duration for the second phase 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:

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.

ANNEXES

- 1- LOGFRAME PLANNING MATRIX FOR Project Fiche
- 2- Amounts (in €) contracted and disbursed by quarter for the project
(IPA contribution only)
- 3- Institutional Framework
- 4 - Reference to Laws, Regulations and Strategic Documents
- 5- Tasks and Responsibilities of the UNDP; Budgeting; Activity Scheme; Methodology.
- 6- Details of Background and Justification

Appendix A- Budget Breakdown of the Supplies Tendering

Appendix B- Timeline

| | | | |
|---|---|---|---|
| Annex I | | Programme name and number | Equip “Mehmetçik” with the Required Skills of the Modern Social Life. |
| LOGFRAME PLANNING MATRIX FOR PROJECT FICHE | | Contracting period expires: 2 years after the signature of the FA | Disbursement period expires: 5 years after the signature of the FA |
| | | Total Budget: Aprx. 33,6 million € 15,3 million € in 2007 Aprx. 18,3 million € in 2008 | EU contribution: Aprx. 27,5 million € 12,7 million € in 2007 Aprx. 14,8 million € in 2008 |
| Overall objective | Objectively Verifiable Indicators | Sources of Verification | Assumptions |
| To provide conscious, responsible citizens to the society who are respectful to the rights of one another and are sensitive about protection of their physical environment. | <ol style="list-style-type: none"> 1. Educated and trained young prepared for many aspects of modern life within the project duration. 2. Aimed project covers four years under 2007 and 2008 programming years. Nevertheless, the content of the themes, the training curricula and computer and web based | <p>Steering Committee Reports</p> <p>Evaluation Reports of Independent Experts</p> <p>Administrative Reports</p> | |

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| | <p>interactive distance learning systems obtained at the end of the project will be used for the training of conscripts in post-project period, as well. <u>In ten years period a potential 5 million young male will access this training.</u></p> | | |
| Project purpose | Objectively Verifiable Indicators | Sources of Verification | Assumptions |
| <p>To educate conscripts who are in military service on the issues of human rights, gender equality and women's rights, children's rights, social human rights, protection of the environment, general health care and fight against substance addiction through computer and web based interactive distance-learning systems (and peer to peer activities for illiterates and for those who could not acquire interactive distance learning skills), so as to make them responsible and sensitive individuals of the society.</p> | <ol style="list-style-type: none"> 1. By the end of the project, the contents of the curricula have been defined, the training materials have been prepared, the methodology has been adopted, training sessions of conscripts have taken place. 2. 60 % of the conscripts declared that they were satisfied with the training they have received. | <ol style="list-style-type: none"> 1. Administrative reports. 2. The results of the questionnaires applied to the conscripts. | <p>Availability of supply on time.</p> <p>The conscripts will reflect acquired behavioral changes in their society despite traditional ways.</p> |
| Results | Objectively Verifiable Indicators | Sources of Verification | Assumptions |

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| <p>1. Increased institutional capacity</p> <p>Increased institutional capacity for the sustainable provision of knowledge, skills and awareness to around 500.000 conscripts per year on human rights, gender equality and women's rights, children's right, social human rights, protection of the environment, general health care and fight against drug-addiction at the end of the project.</p> | <p>1.1. Course contents, curriculum, hard and soft training materials for human rights, gender equality and women's rights, children's rights, social human rights, protection of the environment, general health care and fight against substance addiction are ready as scheduled on the timeline. (See Annex V)</p> <p>1.2. Four trainers for each computer labs (2000 trainers, 700 in 2009, 1300 in 2010) are available, in order to teach basic computer skills and facilitate the progress of conscripts through distance learning, as scheduled on the timeline. (See Annex V.)</p> <p>1.3. For the illiterate conscripts, two trainers for each garrisons are (1000 trainers, 352 in 2009, 648 in 2010) available for peer-to-peer education on the themes to be covered as scheduled on the timeline. (See Annex V.)</p> | <p>1. Administrative Reports</p> | |
| <p>2. Around 650,000 conscripts gained knowledge and skills for modern social life at the end of the project (Around 150,000 in the first phase, 500,000 in the</p> | <p>2.1. At least 80 % of the school-educated conscripts can benefit the computer and web based interactive distance learning</p> | <p>2.1.1. Administrative Reports. 2.1.2. Course tests.</p> | |

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| second phase) . | and internet applications in at most two weeks time when the training group they belong to starts training. | 2.1.3. Web counters. | |
| | <p>2.2.1. At the end of the project, at least 60 % of the conscripts gained knowledge, skills, and awareness on human rights, gender equality and women's right, children's rights, social human rights, protection of the environment and health care and fight against substance addiction.</p> <p>2.2.2. 50 % of the focus group can show desired behavioral changes in their families and communities.</p> | <p>2.2.1. The questionnaires applied to the conscripts at the beginning and at the end of the training program.</p> <p>2.2.2. The reports of the expert team upon the monitoring of the selected group after the military service is completed.</p> | |
| 3. Knowledge and results of the training disseminated and shared with the public at the end of the project. | 3. Course contents on human rights, gender equality and women's right, children's rights, social human rights, protection of the environment and health care and fight against substance addiction themes and results of the project are available for the public on the internet by the end of training. | 3. Web counters. | |
| 4. The technical and IT infrastructure in place and fully operational to accommodate continuous education and training to conscripts on human rights, gender equality | 4.1. Distance learning system, which is essential to acquire a training capacity to reach 500.000 conscripts per year on the selected themes, is | | |

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| and women's rights, protection of the environment, general health care and fight against drug-addiction | active in 500 internet accessed computer labs and in distance learning center as scheduled on the timeline. (See Annex V.) | | |
| Activities | Means | Costs⁹ | Assumptions |
| <p>Component 1: Institutional Capacity Development</p> <p>1.1. Establishment of the Institutional Setting for the Project:</p> <p>This will cover 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 workshops, national and international study tours.</p> | <p>A Direct Grant Agreement will be signed with the UNDP in order to provide the services listed under Components 1, 2 and 3.</p> <p>1.1.1. Services: Project coordination staff, office, office materials, incidental costs, computers, etc.</p> <p>1.1.2. Services: Academicians and experts, working rooms, a meeting room, office, office materials, incidental costs, laptops, etc</p> | See Appendix A to Annex V. | |
| <p>1.2. Preparation of training modules:</p> <p>This will basically cover development of the training programmes, curricula and materials. The training materials will be suitable for DLS, as such they will be</p> | <p>1.3.1. Services: Scenarios, players, studio facilities and software for the audiovisual contents of the themes.</p> | See Appendix A to Annex V. | |

⁹ For 2007 and 2008 breakdown of these costs see Appendix A and B to Annex V.

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| <p>interactive and web-based. The training modules will cover (a) fundamental human rights and freedoms and their sources, (b) children's rights and (c) women's rights in the 1st phase, and (a) social rights, (b) general health care and fight against substance addiction and (c) protection of the environment in the second phase.</p> <p>1.3. Training of trainers.</p> <p>This programme will cover the training of trainers for both distance-learning and peer-to-peer activities. In the first phase of the project, 704 trainers will be trained as trainers for distance learning activities and 352 trainers for peer-to-peer activities. The number of these trainers will be increased in the second phase as 1296 for distance learning training and 648 for peer-to-peer training. 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>1.3.2.1. Services: Publication of course books, materials.</p> <p>1.3.2.2. Services: Delivery of course materials to the garrisons.</p> <p>1.4.1 Services: Training of 2000 distance learning trainers who will be in charge of teaching basic computer skills and distance learning. (Including trainers for the training of the trainers for the period following the project completion.)</p> <p>1.4.2. Services: Training of 1000</p> | <p>See Appendix A to Annex V.</p> <p>See Appendix A to Annex V.</p> <p>See Appendix A to Annex V.</p> | |
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| | trainers, who will be in charge of teaching, conferencing illiterate conscripts and conscripts who could not acquire distance learning skills, by the relevant expert organizations. (Including trainers for the training of the trainers for the period following the project completion.) | | |
| <p>Component 2: Delivery of Training to Conscripts</p> <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 (Around 150,000 in the first phase, 500,000 in the second phase) . 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>2.1. The trained trainers of the TAF 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. Services: An independent expert team.</p> | See Appendix A to Annex V. | Social, cultural and educational differences among the conscripts and their traditions will not cause resistance throughout the training programme. |

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| <p><i>Component 3: Publicity, Visibility and Dissemination</i></p> <p>3.1. <i>Web-site:</i> A project website will be developed to provide information to the public and make the content of the training available to public.</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. Services: Experts to prepare the website.</p> <p>3.2. Services: Public ads to TV channels, popular internet sites, and newspapers, magazines.</p> | <p>See Appendix A to Annex V.</p> | |
| <p><i>Component 4: Installation of the distance learning systems</i></p> <p>4.1. Installation of the distance learning systems.</p> <p>Installation of the distance learning systems. This activity will compose of the establishment of a distance learning center and 500 distance-learning labs, technical specifications of which are listed at Annex V.</p> | <p>4.1. Supplies: For each distance learning lab, purchasing of 30 computers, its accessories, network cables, one printer, one projector, 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>See Appendix A to Annex V.</p> | <p>Garrisons will provide rooms for the labs.</p> |

Pre-conditions

The tender of this project can be launched on the condition that by submitting a formal Declaration of Assurance, showing that the beneficiary has sufficient staff in a list for technical implementation and monitoring of the contract (s)”