

**Standard Summary Project Fiche – IPA Decentralised National Programmes**  
(Maximum 12/15 pages without the annexes)

**1. Basic information**

**1.1 CRIS Number:** TR080106

**1.2 Title:** STRENGTHENING PRE-SCHOOL EDUCATION

**1.3 Sector:** 19 - Social policy and employment and 26 - Education and culture

**1.4 Location:** Turkey (Pilot provinces: İstanbul, Van, Erzurum, Ağrı, Şanlıurfa, Gaziantep, Diyarbakır, Mardin, Adana, Hatay, Mersin, Ankara, Yozgat, Konya, Ordu, İzmir)<sup>1</sup>

**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 grant process, and financial management, including payment of project activities. The director of the CFCU will act as Programme Authorizing Officer (PAO) of the project.

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**1.6. Beneficiary:**

Ministry of National Education, Projects Coordination Center

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**1.7 Overall cost:** € 16.86 M

**1.8 EU contribution:** € 13.9 M

**1.9 Final date for contracting:** 2 years after the signature of the Financing Agreement

**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:**

The project aims to contribute to improve the enrolment and attendance of disadvantaged children and their families to day-care and preschool education

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<sup>1</sup> Project provinces have been selected based on two criteria: a) Low attendance of socially disadvantaged children in day care services and pre-school education, b) Low participation of disadvantaged women in the labour market

## **2.2 Project Purpose:**

The purpose of the project is to upgrade and establish quality child day care and pre-school education services for disadvantaged children and their families through the capacity building of MoNE institutions, public institutions, municipalities, NGOs, and development of community based models and partnership.

## **2.3 Link with AP/NPAA/EP/SAA**

In the Accession Partnership, aiming to assist the Turkish authorities in their efforts to meet the accession criteria, it is required as a short term priority to provide an “improvement of the general level of education and health, paying particular attention to the younger generation and the disadvantaged regions” (Economic Criteria). In addition, another short-term priority is to “further promote the role of women in society, including their education and participation in the labour market and in political and social life.” (Economic and Social Rights/Women’s Rights)<sup>2</sup>.

## **2.4 Link with MIPD**

Multi-annual Indicative Planning Document (MIPD), which is the pre-accession assistance strategy for the period of 2008-2010 identifies employment and education and training as two priority areas for support. In the Document main priorities and objectives under component I (Transition Assistance and Institution Building) are related with the issues addressing the Copenhagen political criteria. One of the priority areas therein is identified as:

“Civil society: Facilitation of the domestic development of civil society and its involvement in the shaping of public policies; Reinforcement of social dialogue and trade union rights; Measures contributing to stabilization of the situation in the Southeast; Promotion of cultural diversity and minority rights; Support for the social inclusion of the vulnerable groups, including the Roma” (MIPD, pp 18). Moreover, it is stated in the document that Institution Building support may also be provided for the areas like social policy and employment including social dialogue, child labour, public health.

In this respect, Project is in line with MIPD priorities in component I. It aims to establish close coordination of public institutions, municipalities, NGOs and private sector organizations to encourage and enhance the dialogue among them by enabling those stakeholders (through grant scheme) to carry out child day care and pre-school education services by also contributing to women employment.

## **2.5 Link with National Development Plan**

The project will support the aims of the Ninth National Development Plan for 2007-13. Paragraph 584 states that “With the aim of expanding pre-school education, teacher and physical infrastructure requirements will be met, education services will be diversified, the public awareness level will be raised, and trainings towards early childhood and parents will be increased.” The paragraph 624 of the Plan envisages an expansion of parenting education within the framework of life long learning strategy. Moreover, project will have a direct impact on at least three of the five main development axes identified in the plan, namely axis 2 “Increasing employment”, axis 3 “Strengthening human development and social solidarity” and axis 5 “increasing quality and effectiveness in public services”. It is in line with the plans’ vision that makes a strong emphasis on “collaboration of all segments including local

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<sup>2</sup> Council Decision of 23 January 2006 on the principles, priorities and conditions contained in the Accession Partnership with Turkey, Official Journal of the European Union 26/1/2006

administrations and non governmental organizations in the way to provide services such as education, accommodation and employment for those under the risk of poverty and social exclusion” (paragraph 628) and the paragraph 234 of the Plan underlining the provision of jobs to disadvantaged groups such as the unemployed, the disabled, women and the young.

With a view to increasing employment, The Ninth Development Plan highlights the need to develop active labour market policies including improving the qualifications and skills levels of disadvantaged groups (paragraph 578) and supporting micro-scaled projects aimed at employment (paragraph 580). All in all, it should be stated that project’s objective and purpose directly relates to the motives of Ninth National Development Plan regarding the issues considering women employment, parenting education and pre-school education.

## **2.6 Link with national/ sectoral investment plans: Not Applicable**

### **3. Description of project**

#### **3.1 Background and justification:**

Pre-school education is of crucial importance in child development and socialization. 80% of adult mental ability is formed before the age of six. According to a recent article in the renowned medical journal ‘The Lancet’, “the loss of human potential caused by inadequate investment in early child development “is associated with more than a 20% deficit in adult incomes and will have implications for national development.”

Children need to be well looked after in the first few years of life, both by their parents and by any other care-givers, if they are to benefit from their rights to good nutrition, adequate growth, appropriate health care, cognitive development protection from harmful treatment and positive family relations. Good health and nutrition, combined with protective, stimulating and responsive environments, also favor early learning, and therefore have a strong influence over the child’s future lives by improving performance at primary and secondary school, ensuring better retention of learning and reducing delinquency in adolescence. The correlation between participation in pre-school education and educational success is well established. Pre-school education helps children to acquire the cognitive, motor, linguistic and communicative skills needed for primary school, and to prepare them emotionally and behaviorally. Children who do not receive pre-school education may fail to achieve their potential at all levels of education. Those who do are likely to have higher test scores, better social skills and fewer class repetitions.

Many disadvantaged children living in remote rural and urban slums areas of Turkey have low access to quality day care and preschool education services. These children face the highest risks of health and nutritional difficulties, of violence and of inadequate early mental stimulation. They are performing less well at school than other children in their age group. They tend to drop out of school early and are exposed to additional risks such as child labour, early marriage or contact with the law. Their own children are thus likely to face the same cycle of low education and poverty.

The solution lies in increasing the access of disadvantaged households to community based child day care and pre-school education services and mainstreaming parenting education into these programmes. By bringing these children and their families into contact with public services will serve as an opportunity to detect lack of birth registration, health and nutritional problems, delay in cognitive development and social exclusion. For disadvantaged women,

availability of child day care and pre-school education services will increase their mobility and make it easier for them to explore options for personal and professional self-development and/or work, empowering them economically and, once again, helping to break the cycle of poverty.

Further, as a result of rapid population growth and rural and urban migration, the Ministry of National Education existing capacities are not adequate for providing access to quality day care and preschool education services for all children under 6 years old. Consequently, pre-school education enrollment rate for 48-72 months age group children remain as low as 28.5% and 20% for children 36-72 months. Despite, recent progress, enrollment rates in preschool remain very low, staying far from the EU average, of 85%. A large proportion of pre-school education is availed through public primary schools. Many children, especially poor children, cannot always enroll in pre-school classes as those are often in well-off urban areas with well-established and well funded primary schools.

Equally, the Ministry capacity to avail Parenting Education households especially most disadvantaged, remain low. Therefore to increase access and quality day care and pre-school education services, especially amongst disadvantaged children and their families, community based child day care and pre-school education services are sought with the support of municipalities, local administrations, NGOs, and private sector. In addition, a coordination mechanism amongst these various social partners and concerned government agencies will also need to be put in place for ensuring quality day care and preschool services.

In Turkey, labour force participation of women is remarkably lower than that of men, both in urban and in rural areas. In 2005, the labour force participation rate was 78.2 % for men and 36.5 % for women in rural areas and 75.1 % and 20.6 % in urban areas, respectively. As a result of low learning achievements amongst women, cultural barriers, decline in agricultural employment, rapid rural–urban migration, and lack of community based child day care and pre-school facilities, women access to the labour market remains a challenge. In comparison with EU 25, low labour force participation rates of women are evident. Women's low participation in labour force is also strongly related with their perceived role in society; child care and child rearing are duties expected to be done mainly by women. This expectation forces all women to fulfill all duties related with their children whether they are working or not. Moreover, insufficient and inadequate child care facilities affect women's working lives. Furthermore, despite existing labour laws, employers are reluctant to avail child care facilities for their employees and therefore discouraging women with children to seek employment.

Therefore, to bring about changes in mentalities and perceptions about women roles and position within society and increase children learning achievements and cognitive development, a series of awareness raising and social mobilization activities amongst others need to be put in place.

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

By implementing the project at both central and local levels, one expects that provincial authorities, municipalities, NGOs, universities, media, and private sector will have gained ownership of the project activities, assess their impact and have gathered enough data to find means for sustaining the activities beyond the project period. Once, young graduate women from vocational schools and other women complete their training on child development, and educational programmes, standards for the community based child day care and pre-school

education models with parenting education and management of day care components are established, this will contribute to increasing women participation in the labour force.

In-service teacher training will provide the basis for the continuous maintenance and development of preschool educational programmes. Also, allocating funding for grant projects will be a key criterion for the sustainability of the Project. MoNE policy on the improvement of preschool education programmes, furthermore the involvement of the municipalities ensures the project sustainability. In addition, relevant institutions such as NGOs mentioned in the project fiche provide long-term sustainability.

By implementing this project, it is expected that parents and care givers will understand the benefit of sending their children to pre-school education at an early age. Early childhood education reveals a very high benefit ratio in comparison to the costs involved. The return is 1.20 – 5.76 YTL for each YTL of investment depending on the design of programmes used. There are further important benefits not measured in monetary terms. The recent researches identified the benefit from early childhood education leading to a decrease in both school drop-out rates and crime rates during primary education by considering the increased lifetime earnings, due to a higher level of education, and the decreased public cost of crime and loss to the victims of crime.

The project outcomes are expected to increase the quality of teaching by equipping teachers with the necessary material and modular and gender-sensitive educational programmes. It is also expected that the improvement in the quality of the pre-school education and day care services with parenting education and management of day care components will contribute to increase the cognitive, motorise and language skills and competencies of children. As a result, children will be better prepared to start primary school on time and increase their learning achievement. The project outcomes are also expected to increase parenting skills and practices and parents' participation in the education of their children.

In addition, the implementation of grant schemes will allow the municipalities, NGOs, and local administrations to understand the benefit of investing on day care services and pre-school education. During the grant scheme implementation, the project will aim to secure in-kind contribution from the municipalities, NGOs and local administrations. Further, the partnership resulting from the project is also expected to motivate municipalities, NGOs and local administrations to adopt employment policies in favor of women

### **3.3 Results and measurable indicators:**

**Result 1:** Capacity building of MoNE Institutions (MONE Pre-school Education General Directorate, MONE Girls' Vocational Education General Directorate, and MONE Non-Formal Education-Apprenticeship General Directorate) and programmes on community based child day care and pre-school education services developed and piloted in 10 provinces (Pilot provinces: Van, Erzurum, Ağrı, Şanlıurfa, Diyarbakır, Adana, Hatay, Mersin, Ankara, İzmir).

#### **Indicators:**

Programmes and curricula:

- quality, modular, and gender sensitive community based and institutional pre-school education and day care programmes with parenting education and management of day care components
- community based and institutional quality, modular, and gender sensitive day care and pre-school curricula

- University programmes on day care and pre-school education in line with MONE programmes and curricula

Personnel trained and implementing the new programmes and curricula:

- Pre-school Education GD: 1350
- Girls' Technical Education GD: 260
- Apprenticeship and Non-formal Education GD Apprenticeship GD: 130
- Social Services and Child Protection GD: 58

Women volunteers trained and actively searching for employment:

- 2100 women trained on providing services for community based child day care and pre-school education institutions in orientation courses

**Result 2:** Quality community based child day care and pre-school education service models developed and institutionalized.

**Indicators:**

- Community based child day care and pre-school education service models, including their cost analysis and licensing system for municipalities and NGOs
- Community based child day care service model (including cost and management) for employers' organisations and public institutions.
- Quality community based child day care and pre-school education standards developed and applied
- Inspection system for the management and monitoring of quality community based child day care and pre-school education services run by public institutions, municipalities, NGOs, and private sector
- Training modules on inspection system
- 300 MoNE personnel including inspectors trained to apply the inspection system
- 4 study visits to EU members' states: 40 participants
- A mechanism to establish partnerships with EU members' states
- At least two models (including monitoring and evaluation system and materials) based on outcomes of the review and good practices identified during study visits to EU members' states.
- A strategy paper
- E-school data base to monitor enrollment and completion rates
- A functioning coordination mechanism within different MoNE Directorates General and other institutions

**Result 3:** Number of families reporting their intention to enroll their children into pre-school and primary school on time increased.

**Indicators:**

- Number of girls and boys under six enrolling and attending pre-school education services
- Number of girls and boys age six completing pre-school education and enrolling primary education
- A nationwide pre-school education campaign with the participation of public, private and civil sectors and media
- A campaign strategy
- A fundraising plan

- A campaign monitoring and evaluation system
- A national end line survey
- A database
- Visibility materials
- At least 24000 children under six are participating in quality community based child day care and pre-school education services

**Result 4:** Equipment, educational materials, and furniture for public pre-schools and pre-school classrooms within primary schools in 16 provinces procured (Pilot provinces: İstanbul, Van, Erzurum, Ağrı, Şanlıurfa, Gaziantep, Diyarbakır, Mardin, Adana, Hatay, Mersin, Ankara, Yozgat, Konya, Ordu, İzmir).

**Indicators:**

- Procurement of equipment for 60 Pre-Schools (with 5 classrooms)
- Procurement of equipment for 285 Pre-School Classrooms within primary schools

**Result 5:** A grant scheme prepared and implemented through call for proposals which targets collaboration of public institutions, municipalities, NGOs, and mobilising private sector organizations by means of jointly prepared and proposed pilot projects. (The purpose of this component is to encourage public institutions, municipalities, NGOs, and private sector organizations to open community based child day care and pre-school education institutions throughout the country.)

**Indicators:**

- 60 to 80 local projects
- 500 to 1000 trained women on providing services for community based child day care and pre-school education institutions in orientation courses
- Pre-schooling of 2500 to 500 disadvantaged children
- 10000 disadvantaged families having received pre-school age parenting and infant development programmes

### **3.4 Activities:**

#### Source of National Co-financing:

MoNE - Budget: € 1.37 M

UNICEF Budget: € 1 M

Private Contribution (through Activity 5 - Grant Contract): € 0.59 M

Contracts to implement project activities are Direct Agreement (Activities 1, 2 and 3), Supply Contract (Activity 4) and Grant Contract (Activity 5).

**Activity 1.1:** Upgrade and develop community based and institutional day care and preschool programmes with mainstreamed parenting education and management of day care components (incl. training modules, teacher guidebooks, materials and teaching aids) of MONE Girls' Vocational Education GD, Pre-school Education GD, and Apprenticeship and Non-formal Education GD Apprenticeship GD.

1.1.1 Conduct a need assessment of existing community based and institutional day care and preschool programmes and assess the capacities of institutions (ministries, municipalities, NGOs) to deliver these programmes including the materials.

1.1.2 Establish and train a multidisciplinary team with relevant expertise to revise and develop modular and gender sensitive community based and institutional day care and preschool programmes with mainstreamed parenting education and management of day care components including materials.

1.1.3 Establish a master training team to train the implementers from the various institutions on the new modular programmes; conduct field monitoring and quick impact assessments to assess the effectiveness of the new programmes.

1.1.4 Finalise, print, and disseminate new modular programmes including materials to relevant institutions.

1.1.5 Avail new modular programmes including materials through related institutions' websites.

The following table indicates the number of personnel who will be trained as part of activities 1.1 and 1.2:

Provinces	Number of Participants			
	Pre-school Education GD:	Girls' Technical Education GD:	Apprenticeship and Non-formal Education GD	Social Services and Child Protection GD
1 Van	120	20	10	8
2 Erzurum	90	20	10	3
3 Ağrı	60	20	10	3
4 Şanlıurfa	120	30	15	1
5 Diyarbakır	150	30	15	1
6 Adana	150	30	15	5
7 Hatay	120	20	10	5
8 Mersin	120	30	15	3
9 Ankara	240	30	15	13
10 İzmir	180	30	15	8
11 GD				8
Total	1350	260	130	58

\* Pre-School Education Trainings: The programme developer team will train 45 trainers of trainers in three different workshops. These 45 trainers of trainers will provide at least two orientation courses to teachers in their provinces. There will be at least 15 participants per course.

\* Girls' Technical Education Trainings: The programme developer team will train 260 teachers.

\* Apprenticeship and Non-Formal Education Trainings: The programme developer team will train 130 teachers.

**Activity 1.2:** Revise the existing community based and institutional child day care and pre-school education curricula and develop the capacity of service providers on the revised programmes (teachers, master trainers, social workers, etc.)

1.2.1 Conduct a review of existing programmes including material and services providers' capacities.

1.2.2 Revise the curriculum and field test.

1.2.3 Conduct orientation on new curriculum with selected service providers.

**Activity 1.3:** Improve consultation with YOK (Higher Education Council) to align its university programmes with the revised community based and institutional child day care and



pre-school education programmes of MoNE Pre-school Education GD, Girls' Technical Education GD, and Apprenticeship and Non-formal Education GD Apprenticeship GD and with mainstreamed parenting education and day care management components.

1.3.1 Conduct meetings between MoNE Directorate Generals and YOK.

1.3.2 Conduct workshops between MoNE Directorate Generals and YOK to revise community based and institutional child day care and pre-school education programmes with mainstreamed parenting education and day care management components.

**Activity 1.4:** MoNE Pre-school Education GD, Girls' Technical Education GD, and Apprenticeship and Non-formal Education GD Apprenticeship GD trainers conduct between 60-120 hours course including on the job training for 2100 disadvantaged women from urban areas in at least 10 provinces on community based and institutional child day care and pre-school education services with mainstreamed parenting education and day care management components. (This activity doesn't include the results to be obtained from the grant scheme).

1.4.1 MoNE trainers conduct 60-120 hours course including on job training on child development and management of day care and preschool services for at least 2100 young graduate women from girls' vocational schools.

1.4.2 Conduct with MONE Directorate General for Apprenticeship and Non-Formal Education, a feasibility study including cost analysis for public institutions, municipalities, and NGOs to expand and sustain the implementation of the course programmes.

Allocation of participants to 10 pilot provinces:

Province	Number of Participants from Girls' Vocational School Graduates	Number of Women Participants from rural and urban-slum areas
Van	120	90
Erzurum	90	60
Ağrı	90	60
Şanlıurfa	150	90
Diyarbakır	150	120
Adana	120	120
Hatay	90	60
Mersin	120	90
Ankara	120	90
İzmir	150	120
Total	1.200	900

After the completion of the above mentioned activities, it is expected that the community based and institutional child day care and pre-school education programmes of the MONE will be upgraded and in use. The community based and institutional quality, modular, and gender sensitive day care and pre-school curricula is also expected to be upgraded and in applied. In addition, it is envisaged that university programmes on day care and pre-school education will also be aligned with MONE programmes and curricula.

It is also expected that the implementation of these activities will contribute in developing the capacity of at least 2100 young graduate women from girls' vocational schools and from urban-slum and rural areas in at least 10 provinces. These trained women volunteers

will be certified to provide community based day care and pre-school education services after completing respectively between 60-120 hours course including on job training.

**Activity 2.1:** Develop and pilot community based child day care and pre-school education service models, including their cost analysis, for municipalities and NGOs.

2.1.1 Carry out a review of existing community based child day care and pre-school education services including cost analysis and disseminate and discuss the outcomes through meetings and workshops.

2.1.2 Conduct study visits to EU members' states to observe models and practices of quality community based child day care and pre-school education services and establish a partnership mechanism with some of the visited countries.

2.1.3 Develop the models (including monitoring and evaluation system and materials) based on outcomes of the review and practices observed during study visits to EU members' states.

2.1.4 Develop the capacity of selected personnel of public institutions, municipalities, and NGOs in urban slums in at least 2 provinces to pilot community based child day care and pre-school education services.

2.1.5 Review the models based on the outcomes of piloting and document the development and piloting process of the model.

2.1.6 Prepare a strategy paper on how municipalities and NGOs can expand and fund these models.

2.1.7 Upgrade existing licensing system to be aligned with the community based child day care and pre-school education service models

**Activity 2.2:** Develop and pilot a child day care model (including cost and management) for employers' organizations and public institutions.

2.2.1 Carry out a review of existing child day care services including cost-analysis and disseminate and discuss the outcomes through meetings and workshops.

2.2.2 Conduct study visits to EU members' states to observe practices of provision of quality child day care services from employers' organizations and public institutions and establish a partnership mechanism with these institutions

2.2.3 Develop the models (including monitoring and evaluation system and materials) based on outcomes of the review and practices identified during study visits to EU members' states.

2.2.4 Develop the capacity of selected personnel of employers' organizations and public institutions in at least 2 provinces.

2.2.5 Review the models based on the outcome of the piloting and document the development and piloting process of the model.

**Activity 2.3:** Develop and apply quality community based child day care and pre-school education standards.

2.3.1. Conduct a need assessment on existing child day care and pre-school education standards and upgrade.

2.3.2 Conduct capacity building programmes with selected child day care centers and pre-school education institutions on how to apply the standards.

**Activity 2.4:** Develop inspection system for the management and monitoring of quality community based child day care and pre-school education services run by public institutions, municipalities, NGOs, and private sector.

2.4.1 Carry out a feasibility study.

2.4.2 Upgrade the inspection system and field tested with end users.

2.4.3 Develop training modules and conduct in service trainings for MONE personnel including inspectors on how to use the system.

**Activity 2.5:** Establish a monitoring system at central and provincial levels and conduct capacity building activities to strengthen the coordination mechanism within different MoNE Directorates General and other institutions.

2.5.1 Conduct a national end line survey with the support of TUIK on the development of pre-school education and attitudes and practices of parents/caregivers.

2.5.2 Establish a database in accordance with the Address-Based Registration System of the Directorate General for Population.

2.5.3 Conduct regular assessment and reviews of the various components of the project to assess outcomes and inform about policies, strategies, legislations, programmes and budget.

2.5.4. Disseminate outcomes of the reviews and end line surveys.

Following the completion of the above mentioned activities, it is expected that municipalities, NGOs, and public institutions especially in urban-slum and rural areas within 10 provinces have the capacity to establish quality community-based child day care and pre-school education models. By the end of the activities, standards, a licensing and inspection system are established and used for the management and monitoring of the quality of community based child day care and pre-school education services run by municipalities, NGOs, private child day care and pre-schools and public institutions in urban-slum and rural areas. In addition, an e-school data base and website are developed to to monitor and disseminate pre-school education data.

**Activity 3.1:** Design and implement a nationwide pre-school education campaign with the participation of public, private, civil sectors, and media.

3.1.1 Design a campaign strategy, action plan, and budget.

3.1.2 Design a fundraising plan to leverage resources from potential donors to support pre-school education campaign.

3.1.3 Develop a campaign monitoring and evaluation system.

3.1.4 Conduct a review of the campaign.

**Activity 3.2:** Capacity development of PIC members and Project Visibility

3.2.1 Conduct trainings on team building, project management, planning and monitoring with all the PIC members.

3.2.2 Conduct quarterly Project Implementation Committee (PIC) meetings, a mid term project review and a final project review.

3.2.3 Produce visibility materials to disseminate project outcomes and lessons learned (project launch and closing; press conference, website, quarterly project bulletins, brochure, newspapers, TV spots and etc).

After the completion of the above mentioned activities, it is expected that at least 24000 children under six are participating in quality community based child day care and pre-school education services provided by the municipalities, private sector, and public institutions especially in urban-slum and rural areas. It is also expected that the activities will increase the transition rate from pre-school to primary school. It is also foreseen that the national Preschool Education Campaign will secure the mobilization and contribution of both private sector and the media.

**Activity 4.1:** Procurement of equipment, educational materials, and furniture for public pre-schools and pre-school classrooms within primary schools in 16 provinces (Pilot provinces: İstanbul, Van, Erzurum, Ağrı, Şanlıurfa, Gaziantep, Diyarbakır, Mardin, Adana, Hatay, Mersin, Ankara, Yozgat, Konya, Ordu, İzmir).

4.1.1 Procurement of equipment for 60 Pre-Schools (with 5 classrooms).

4.1.2 Procurement of equipment for 285 pre-school classrooms within primary schools.

4.1.3 Preparing Technical Specifications for Procurement of Equipment and Tendering Documents.

The objective is to equip public pre-schools and pre-school classrooms within primary schools in disadvantaged regions. The lack of equipment and materials affect the quality of pre-school education in these regions. Thus, procurement is needed to improve the quality and delivery of pre-school education programmes for the children living in those regions. Further details of equipment and materials are in Annex 5. There will be one contract issued by CFCU for the procurement of the equipment and pre-school facilities.

(\*) Estimated Costs of equipment and materials are as follows:

4.1.1 Procurement for 60 Pre-School Facilities       $60 \times 28,039.63 = \text{€ } 1,682,378$   
(with 5 classrooms):

4.1.2 Procurement for 285 Pre-School Classrooms       $285 \times 4,644.328 = \text{€ } 1,323,634$   
within Primary Education Schools:

General Total = € 3,006,012

**Activity 5.1:** Preparing and implementing a grant scheme through call for proposals which targets establishment of community based child day care and pre-school education institutions within public institutions (other than MoNE institutions), municipalities, NGOs and private sector organizations (The cost of short term Grant Scheme Expert will be covered from Review of Grant Schemes line of Technical Assistance)

5.1.1 Determining the priority areas and activities for the proposals of pilot partnership projects.

5.1.2 Identifying the procedures of the call for proposals methodology of pilot partnership projects.

5.1.3 Preparing call for proposals for pilot partnership projects (including; manuals, applications forms, a standard fiche for project presentation and a guidebook for local projects containing the description of the grant scheme, eligibility criteria, financial procedures and evaluation grid).

5.1.4 Providing technical assistance and trainings to potential beneficiaries of call for proposals of pilot partnership projects through regional conferences and workshops.

5.1.5 Selecting the proposed pilot partnership projects by means of the evaluation process with the support of evaluators to be provided within MoNE.

5.1.6 Monitoring pilot partnership projects.

5.1.7 Establishing a Grant Scheme Management Team

The purpose of this component is to encourage public institutions, municipalities, NGOs and mobilise private sector organizations to open community based child day care and pre-school education services throughout the country. Due to the limited public financing for day care and pre-school education services, public institutions, municipalities, NGOs and private sector organizations have not found the additional financial resources to provide community based child day care and pre-school education services, especially in areas with high density

of socially excluded people. It is therefore envisaged to give grant schemes averaging € 30,000 to € 80,000 to enable some of the above mentioned institutions to open community based day care and pre-school education services. As a result it is expected that disadvantaged children and their family will have access to quality day care and pre-school education services within the communities. It is proposed to prepare with the support of the CFCU and a grant scheme team to issue one contract for approximately 60-80 local projects. The number of projects per province will be decided so that the project may produce the maximum impact.

The results of these local projects are estimated to include:

- Training of 500 to 1000 women on how to deliver community based child day care and pre-school education
- Enrollment of 2500 to 3500 disadvantaged pre-school age children
- Community based child day care and pre-school education facilities established by public institutions, municipalities, NGOs, and private sector are furnished with necessary equipment.
- 10000 disadvantaged families have received parenting education programmes.
- Increased capacity and partnership between community based child day care and pre-school education providers in the development and delivery of pilot projects

The eligible activities of these local projects may include:

	<b>Activity</b>	<b>% of Grant Scheme</b>
1	Basic rehabilitation and renovation works (facility and/or classroom repairs, refurbishing, current water, central heating, technical facilities for meals provision - if it may be the case)	10
2	Procurement of educational equipment (TV, video and audio players, computers and additional educational IT items)	15
3	Procurement of furniture, food preparing and/or preservation materials	10
4	Procurement of educational materials	20
5	Trainings of women in orientation courses (to be certified)	35
6	Provision of free-of-charge school meals for children	10

MoNE will set out selection criteria of the pilot projects, in order to choose those locations which are in most need of support. The selection of the proposed projects will be done taking into account the following criteria:

- Establishment of partnership at the local level with public institutions, municipalities, NGOs and private sector organizations
- The commitment and willingness of the established partnership to implement the project in collaboration
- Financial support committed by the established partnership for continuation of the project activities
- Financial consistency and good justification of the project activities
- Projects proposed from locations the inhabitants of which;
  - have low level of education
  - have low income
  - are socially excluded
  - have low rate of school registration

The eligible projects will also have to prepare a brief sociological survey of the settlements, with particular emphasis on the situation of disadvantaged family inhabitants. The staff of MoNE will collect project proposal documentation and assess the actual situation in the proposed locations. The grants and projects will be managed at provincial level.

### **3.5 Conditionality and sequencing:**

There is no conditionality for the implementation of project activities. During the implementation of the project all components will be run in parallel sequence.

### **3.6 Linked activities**

The project is linked to other extensive existing activities of the Ministry of National of Education one of which is 2006-2010 Country Programme between UNICEF and the Government of The Republic of Turkey. Within this programme, there is a strong emphasis on fostering child development through effective parenting. Another related ongoing project is joint MATRA project between the Ministry of National Education and The Netherlands Government: 'No child left behind'. This project focuses on developing policies of access to most vulnerable and disadvantaged children who are living in shanties and rural areas and who have language difficulties and adaptation problems during transition to primary school. Also there exist various initiatives like the ones between Ministry of National Education and Social Services and Child Protection Agency (SHCEK) day care programme. NGOs and municipalities are already running parenting education programmes courses and day care and preschool education services. Since the past years, UNICEF, the European Commission, the World Bank, the private sector and NGOs have contributed both financially and technically to increase access to quality and gender equity basic education through provisions of classrooms, school mobile units; capacity building of teachers, school administrators, and parents/caregivers, establishment of standards and revision of both the preschool and primary education curricula. This project would bring the opportunity to synthesize all the experience in one melting pot, developing nationwide policies and setting the standards of pre-school education and day care services.

### **3.7 Lessons learned**

The Ministry of National Education with the support of UNICEF, the World Bank, NGOs and the Netherlands Government has been implementing a number of programmes and projects related to child day care and pre-school education and parenting education. During the implementation of these programmes and projects, it became clear that there is a need for an extensive capacity building of services providers and for modeling community based and gender sensitive child day care and pre-school education services with parenting education components, especially at the municipality and rural levels to enable disadvantaged children to grow healthy and nutritiously, increase their cognitive development and learning achievements and reduce their social exclusion and to increase women participation in the labour market.

Ongoing interventions and existing implementation models in pre-school and parenting education are not sufficient to achieve Educational Benchmarks (Lisbon targets; EU Social Inclusion targets; Millennium Development Goals; Education for All Goals) and national targets (9th NDP; Choura targets)

Closer coordination between government agencies and their departments and civil society is required to ensure that all institutions and their staff are aware of their responsibilities. Provincial-level coordination mechanisms are essential to ensure that the service models developed are in practice provided to the intended beneficiaries, since the

successful use of community based child day care and pre-school education models depends on the closely-coordinated delivery and monitoring of several services to disadvantaged children as well as their parents/caregivers.

There is a need for a certification, accreditation, inspection, and monitoring systems, and for channels of communication with providers of child day care and pre-school services. Preventive mechanisms are very undeveloped and unfamiliar. Systems for identifying young children who are at risk and/or victims of malnutrition, violence, abuse and neglect, at high risk of becoming low school achievers, victims, or of coming into contact with the law, are inadequate. An early warning and confidential system needs to be established whereby young children at risk or victim of malnutrition, violence, abuse or neglect can be identified and provided with appropriate care and protection to fully develop.

**4. Indicative Budget (amounts in €million)**  
**Project Fiche – decentralised**  
**Indicative Budget (amounts in EUR)**

			SOURCES OF FUNDING										
			TOTAL EXP.RE	TOTAL PUBLIC EXP.RE	IPA COMMUNITY CONTRIBUTION		NATIONAL PUBLIC CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(e)	EUR (b)=(c)+(d)	EUR (c)	% (2)	Total EUR (d)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/Local EUR (y)	IFIs EUR (z)	EUR (e)	% (3)
Direct Agreement	X		8,00	8,00	6,65	83	1,35	17	0,35	-	1,00	-	
Supply Contract		X	3,00	3,00	2,25	75	0,75	25	0,75	-	-	-	
Grant Contract	X		5,86	5,27	5,00	95	0,27	5	0,27	-	-	0,59	10
<b>TOTAL IB</b>			<b>13,86</b>	<b>13,27</b>	<b>11,65</b>		<b>1,62</b>		<b>0,62</b>		<b>1,00</b>	<b>0,59</b>	
<b>TOTAL INV</b>			<b>3,00</b>	<b>3,00</b>	<b>2,25</b>		<b>0,75</b>		<b>0,75</b>				
<b>TOTAL PROJECT</b>			<b>16,86</b>	<b>16,27</b>	<b>13,9</b>		<b>2,37</b>		<b>1,37</b>	<b>-</b>	<b>1,00</b>	<b>0,59</b>	

NOTE: DO NOT MIX IB AND INV IN THE SAME ACTIVITY ROW. USE SEPARATE ROW  
Amounts net of VAT

- (1) In the Activity row use "X" to identify whether IB or INV
- (2) Expressed in % of the **Public** Expenditure (column (b))
- (3) Expressed in % of the **Total** Expenditure (column (a))

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

Contracts	Start of Tendering	Signature of contract	Contract Completion
Direct Agreement	-	QR1 2009	QR4 2011
Supply Contract	QR1 2009	QR2 2009	QR1 2010
Grant Contract	QR1 2009	QR1 2009	QR4 2010

All projects should in principle be ready for tendering in the first quarter following the signature of FA.

**Duration of the project:** 36 months

## **6. Cross cutting issues (where applicable)**

**6.1 Equal Opportunity:** Equal participation of women and men will be ensured in the design of projects and access to the opportunities they offer. One of the objectives of the project in the field of training and employment is to guarantee equal opportunities. The principle of ensuring equal access to services for men and women will be established as one of the main criteria in the selection of beneficiaries of the project. All persons irrespective of gender enjoy equal opportunities when applying for training or work. All training activities and communication materials used in the project will be gender-sensitive. Children will be given maximum opportunity to participate and to express their views. The project will contribute to children's participation in local government and to giving individual children a greater say in matters affecting their lives as foreseen by the UN Convention of the Rights of the Child. The project will support the equal treatment of all children and women in contact with the law regardless of their gender or social backgrounds.

**6.2 Environment:** The project does not foresee new construction works therefore the operation will have no impact on the environment. The project will take care of environmental safety in all activities.

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

**6.4 Non-standard aspects:** MoNE has agreed to collaborate with UNICEF as regards to the previous programs and projects between MoNE and UNICEF. Common experiences of the two institutions justify the need for collaboration in the implementation of the project with regard to the fact that the target group of the project is the community based child day care and pre-school education institutions of the most disadvantaged areas. UNICEF will draw on the experience gained during previous projects on existing close relations with the project partners, and on its detailed familiarity with the work which is being done in the area of pre-school education in Turkey. UNICEF also benefits greatly from the reputation which it has developed during the course of the work which it has been carrying out for children in Turkey continuously since 1954. UNICEF is widely recognized by the government, the parliament, the private sector, NGOs, the media and the public as the leading source of expertise on children's issues and child rights. It enjoys the confidence of the Ministry of National Education, the Ministry of Justice, the Social Services and Child Protection General Directorate, other government agencies and NGOs. It has demonstrated its ability to advise government policy in the area of pre-school education to bring together government agencies and encourage them to work together, and to foster fruitful cooperation between government agencies and NGOs. UNICEF and the Government of Turkey have a country programme of cooperation covering the years 2006-2010. In consequence, UNICEF already has in-house expertise in all areas touched on by the project, including pre-school education. UNICEF has adequate administrative capacity, it will be making a financial contribution to the project, and its reputation will enable it to mobilize contributions in kind from the private sector. UNICEF will also be in a position to spread the benefits of the project throughout the country in its future work. As an international organization, UNICEF can bring to the project international expertise, high standards and proven pre-school education based approach.



## ANNEXES

### ANNEX 1: Logical framework matrix in standard format

<b>LOGFRAME PLANNING MATRIX FOR Project Fiche</b>	<b>Programme name and number:</b> Strengthening Pre-School Education - 44		
	<b>Contracting period expires:</b> 2 years after the signature of the Financing Agreement	<b>Disbursement period expires:</b> 3 years following the end date for contracting	
	<b>Total Budget:</b> € 16.86 M	<b>Contribution of IPA:</b> € 13.9 M	
<b>Overall objective</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	
The project aims to contribute to improve the enrolment and attendance of disadvantaged children and their families to day-care and preschool education	<ul style="list-style-type: none"> <li>• Increased number of women educated to provide child day care and pre-school education services, for especially disadvantaged children, in 16 provinces.</li> <li>• Increased number of child day care and pre-school education service providers and institutions for especially disadvantaged children in 16 provinces.</li> <li>• Increased number of disadvantaged children, especially girls, benefiting from child day care and pre-school education services in 16 provinces.</li> <li>• Nationwide increase in the rate of children attending pre-school education and completing pre-school education.</li> <li>• Decreased drop-out rates and increased rates of completion and transition of children to primary school.</li> <li>• Increased number of teaching devices, educational materials, furniture and support equipment for public pre-school facilities and classrooms</li> <li>• Increased number of community based child day care and pre-school education institutions within public institutions (other than MoNE institutions), municipalities, NGOs and private sector organizations</li> </ul>	<ul style="list-style-type: none"> <li>• MoNE Reports</li> <li>• TURKSTAT Reports</li> <li>• DHS 2008</li> <li>• DHS 2013</li> <li>• EU Progress Report</li> <li>• OECD Report</li> <li>• WB Reports</li> <li>• Project Reports</li> <li>• Relevant Laws</li> <li>• 9th National Development Plan</li> <li>• Parliament records and reports</li> <li>• CRC/CEDAW Reports</li> <li>• Hacettepe University Population Studies Institute</li> </ul>	
<b>Project purpose</b>	<b>Objectively verifiable indicators</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
The purpose of the project is to upgrade and establish quality child day care and pre-school education services for disadvantaged children and their families through the	<ul style="list-style-type: none"> <li>• Number of upgraded and developed programmes regarding community based child day care and pre-school education</li> <li>• Increased number of women providing services for community</li> </ul>	<ul style="list-style-type: none"> <li>• MoNE documents</li> <li>• Ministry Reports</li> <li>• NGOs' Reports</li> </ul>	<ul style="list-style-type: none"> <li>• The Government of Turkey is committed to sustain efforts for achieving increased pre-school</li> </ul>

<p>capacity building of MoNE institutions, public institutions, municipalities, NGOs, and development of community based models and partnership.</p>	<p>based child day care and pre-school education institutions</p> <ul style="list-style-type: none"> <li>• Number of developed and piloted community based child day care and pre-school education service models, including their cost analysis, for public institutions, municipalities, NGOs and private sector organizations</li> <li>• Increased capacity of service providers (teachers, master trainers, trainers, experts, social workers, volunteers, etc.) on delivering child day care, pre-school education and parenting education programmes</li> <li>• Strengthened coordination mechanism within different MoNE Directorates General and other institutions</li> <li>• Increased number of teaching devices, educational materials, furniture and support equipment for public pre-school facilities and classrooms</li> <li>• Increased number of public institutions (other than MoNE institutions), municipalities, NGOs and private sector organizations benefited from grant scheme</li> </ul>	<ul style="list-style-type: none"> <li>• TURKSTAT Reports</li> <li>• Project Reports</li> <li>• Yearly publication of Turkey Child Well Being Index</li> <li>• Project Outputs</li> </ul>	<p>enrollment and attendance rate nationwide.</p> <ul style="list-style-type: none"> <li>• The Government of Turkey is committed to sustain efforts for increasing women’s labor market participation rate.</li> <li>• The coordination mechanisms among concerned central and local government authorities, national and international organizations, NGOs, Trade Union &amp; Employers organizations, and the private sector are established and maintained.</li> </ul>
<p><b>Results</b></p>	<p><b>Objectively verifiable indicators</b></p>	<p><b>Sources of Verification</b></p>	<p><b>Assumptions</b></p>
<p><u>Result 1:</u> Capacity building of MoNE Institutions (MONE Pre-school Education General Directorate, MONE Girls’ Vocational Education General Directorate, MONE Apprenticeship and Non-Formal Education- General Directorate) and programmes on community based child day care and pre-school education services developed and piloted in 10 provinces (Pilot provinces: Van, Erzurum, Ağrı, Şanlıurfa, Diyarbakır, Adana, Hatay, Mersin, Ankara, İzmir)</p>	<p>Programmes and curricula:</p> <ul style="list-style-type: none"> <li>- quality, modular, and gender sensitive community based and institutional pre-school education and day care programmes with parenting education and management of day care components</li> <li>- community based and institutional quality, modular, and gender sensitive day care and pre-school curricula</li> <li>- University programmes on day care and pre-school education in line with MONE programmes and curricula</li> </ul> <p>Personnel trained and implementing the new programmes and curricula:</p> <ul style="list-style-type: none"> <li>- Pre-school Education GD: 1350</li> <li>- Girls’ Technical Education GD: 260</li> <li>- Apprenticeship and Non-Formal Education GD: 130</li> <li>- Social Services and Child Protection GD: 58</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• MoNE Reports</li> <li>• MoLSS Records</li> <li>• SHCEK Reports</li> <li>• MoIT Reports</li> <li>• Municipality Records</li> <li>• NGOs’ Reports</li> <li>• Project Reports</li> <li>• Programmes</li> <li>• Materials Developed</li> </ul>	<ul style="list-style-type: none"> <li>• Central and local administration is committed for leveraging resources for capacity building of women to strengthen quality community-based child day-care and pre-school education services.</li> <li>• Government agencies, local authorities, private sector, trade unions, employers’ organizations and NGOs remain committed to inter-sectoral cooperation and coordination.</li> </ul>

	<p>Women volunteers trained and actively searching for employment:</p> <ul style="list-style-type: none"> <li>- 2100 women trained on providing services for community based child day care and pre-school education institutions in orientation courses</li> </ul>		
<p><u>Result 2:</u> Quality community based child day care and pre-school education models developed and institutionalized.</p>	<ul style="list-style-type: none"> <li>- Community based child day care and pre-school education service models, including their cost analysis and licensing system for municipalities and NGOs</li> <li>- Community based child day care service model (including cost and management) for employers' organisations and public institutions. Quality community based child day care and pre-school education standards developed and applied</li> <li>- Inspection system for the management and monitoring of quality community based child day care and pre-school education services run by public institutions, municipalities, NGOs and private sector</li> <li>- Training modules on inspection system</li> <li>- 300 MoNE personnel including inspectors trained to apply the inspection system</li> <li>- Licensing system in place</li> <li>- 4 study visits to EU members' states: 40 participants</li> <li>- A mechanism to establish partnerships with EU members' states</li> <li>- At least two models (including monitoring and evaluation system and materials) based on outcomes of the review and good practices identified during study visits to EU members' states.</li> <li>- A strategy paper</li> <li>- E-school data base to monitor enrollment and completion rates</li> <li>- A functioning coordination mechanism within different MoNE Directorates General and other</li> </ul>	<ul style="list-style-type: none"> <li>• MoNE Reports</li> <li>• MoLSS Records</li> <li>• SHCEK Reports</li> <li>• MoIT Reports</li> <li>• Municipality Records</li> <li>• NGO Reports</li> <li>• Project Reports</li> <li>• KAP Mid and End line Survey (0-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Quality community-based child day-care and pre-school education models available for disadvantaged families in urban-slum and rural areas of 10 provinces.</li> <li>• The Government of Turkey is committed to support the implementation of the model on the optimal division of costs of the quality child day-care services between government, trade unions, employers and individual parent to become a law.</li> </ul>

	institutions		
<u>Result 3:</u> Number of families reporting their intention to enroll their children into preschool and primary school on time increased.	<ul style="list-style-type: none"> <li>- Number of girls and boys under six enrolling and attending preschool education services.</li> <li>- Number of girls and boys age six completing preschool education and enrolling primary education.</li> <li>- A nationwide pre-school education campaign with the participation of public, private and civil sectors and media</li> <li>- A campaign strategy</li> <li>- A fundraising plan</li> <li>- A campaign monitoring and evaluation system.</li> <li>- A national end line survey</li> <li>- A database</li> <li>- Visibility materials</li> <li>- At least 24000 children under six are participating in quality community based child day care and pre-school education services</li> </ul>	<ul style="list-style-type: none"> <li>• MoNE Reports</li> <li>• MoLSS Records</li> <li>• SHCEK Reports</li> <li>• MoIT Reports</li> <li>• Municipality Records</li> <li>• NGO Reports</li> <li>• Project Reports</li> <li>• TURKSTAT Reports</li> <li>• KAP End line Survey (0-6)</li> </ul>	<ul style="list-style-type: none"> <li>• Private sector and media committed to invest and to mobilize for the nationwide pre-school education campaign.</li> </ul>
<u>Result 4:</u> Equipment, educational materials and furniture for public pre-schools and pre-school classrooms within primary schools in 16 provinces procured.	<ul style="list-style-type: none"> <li>• Increased number of equipment, educational materials, and furniture for public pre-schools and pre-school classrooms within primary schools in 16 provinces</li> </ul>	<ul style="list-style-type: none"> <li>• MoNE Reports</li> <li>• Tendering Dossiers</li> <li>• Tendering Documents</li> <li>• Contracts</li> <li>• Financial Offers</li> <li>• Tender Evaluation Grids</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching devices, educational materials, furniture and support equipment for public pre-school facilities and classrooms (within primary education schools) in 16 pilot provinces are procured in time</li> </ul>
<u>Result 5:</u> A grant scheme prepared and implemented through call for proposals which targets collaboration of public institutions, municipalities, NGOs, and mobilising private sector organizations by means of jointly prepared and proposed pilot projects.	<ul style="list-style-type: none"> <li>• 60 to 80 local projects</li> <li>• 500 to 1000 trained women on providing services for community based child day care and pre-school education institutions in orientation courses</li> <li>• Pre-schooling of 2500 to 3500 disadvantaged children</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot partnership projects implemented</li> <li>• MoNE Reports</li> <li>• Public institutions (other than MoNE institutions),</li> </ul>	<ul style="list-style-type: none"> <li>• Close co-operation between public institutions (other than MoNE institutions), municipalities, NGOs and private sector organizations assured</li> <li>• Local public institutions (other</li> </ul>

	<ul style="list-style-type: none"> <li>• 10000 disadvantaged families having received pre-school age parenting and infant development programmes</li> </ul>	municipalities, NGOs and private sector organizations Reports <ul style="list-style-type: none"> <li>• Documents of call for proposals</li> <li>• Conference and workshop outcomes and reports</li> <li>• Monitoring Reports</li> </ul>	than MoNE institutions), municipalities, NGOs and private sector organizations ensure long-term sustainability of the system <ul style="list-style-type: none"> <li>• Consistent support at the local level for the project established</li> <li>• Full commitment of and good co-operation among local partners</li> <li>• Efficient project management by beneficiaries</li> </ul>
<b>Activities</b>	<b>Means</b>	<b>Costs</b>	<b>Assumptions</b>
<u>Result 1:</u> Capacity building of MoNE Institutions (MONE Pre-school Education General Directorate, MONE Girls' Vocational Education General Directorate, MONE Non-Formal Education-Apprenticeship General Directorate) and programmes on community based child day care and pre-school education services developed and piloted in 10 provinces (Pilot provinces: Van, Erzurum, Ağrı, Şanlıurfa, Diyarbakır, Adana, Hatay, Mersin, Ankara, İzmir)			
<u>Activity 1.1:</u> Upgrade and develop community based and institutional day care and preschool programmes with mainstreamed parenting education and management of day care components (incl. training modules, teacher guidebooks, materials and teaching aids) of MONE Girls' Vocational Education GD, Pre-school Education GD, and Apprenticeship and Non-formal Education GD 1.1.1 Conduct a need assessment of existing community based and institutional day care and preschool programmes and assess the capacities of institutions (ministries, municipalities, NGOs) to deliver these programmes including the materials. 1.1.2 Establish and train a multidisciplinary team with relevant expertise to revise and develop modular and gender sensitive community based and institutional day care and preschool programmes with mainstreamed parenting education and management of day care components including materials. 1.1.3 Establish a master training team to train the implementers from the various institutions on the new modular programmes; conduct field monitoring and quick impact assessments to assess the effectiveness of the new programmes.	Direct Agreement	€ 8.000.000	<ul style="list-style-type: none"> <li>• Revised programmes included in in services programmes of concerned institutions.</li> </ul>

<p>1.1.4 Finalise, print, and disseminate new modular programmes including materials to relevant institutions. 1.1.5. Avail new modular programmes including materials through related institutions' websites.</p> <p><u>Activity 1.2:</u> Revise the existing community based and institutional child day care and pre-school education curricula and develop the capacity of service providers on the revised programmes (teachers, master trainers, social workers, etc.)</p> <p>1.2.1 Conduct a review of existing programmes including material and services providers' capacities. 1.2.2 Revise the curriculum and field test. 1.2.3 Conduct orientation on new curriculum with selected service providers.</p> <p><u>Activity 1.3:</u> Improve consultation with YOK (Higher Education Council) to align its university programmes with the revised community based and institutional child day care and pre-school education programmes of MoNE Pre-school Education GD, Girls' Technical Education GD, and Apprenticeship and Non-formal Education GD and with mainstreamed parenting education and day care management components.</p> <p>1.3.1 Conduct meetings between MoNE Directorate Generals and YOK. 1.3.2 Conduct workshops between MoNE Directorate Generals and YOK to revise community based and institutional child day care and pre-school education programmes with mainstreamed parenting education and day care management components.</p> <p><u>Activity 1.4:</u> MoNE Pre-school Education GD, Girls' Technical Education GD, and Apprenticeship and Non-formal Education GD trainers conduct at least 60-120 hours course including on the job training for 2100 disadvantaged women from urban areas in at least 10 provinces on community based and institutional child day care and pre-school education services with mainstreamed parenting</p>			<p>Board of Education approves on due course the revised curricula</p> <p>Commitment between YOK and MONE to align their respective curricula and programmes</p>
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<p>education and day care management components (This activity doesn't include the results to be obtained from the grant scheme).</p> <p>1.4.1 MoNE trainers conduct 60-120 hours course including on job training on child development and management of day care and preschool services for at least 2100 young graduate women from girls' vocational schools.</p> <p>1.4.2 Conduct with MONE Directorate General for Apprenticeship and Non-Formal Education, a feasibility study including cost analysis for public institutions, municipalities, and NGOs to expand and sustain the implementation of the course programmes.</p>			<p>Municipalities, private company, public institutions commitment to e avail financial resources for establishing day care and preschool education services and employing women trained and certified by MONE.</p>
<p><u>Result 2:</u> Quality community based child day care and pre-school education models developed and institutionalized.</p>			
<p><u>Activity 2.1:</u> Develop and pilot community based child day care and pre-school education service models, including their cost analysis, for municipalities and NGOs.</p> <p>2.1.1 Carry out a review of existing community based child day care and pre-school education services including cost analysis and disseminate and discuss the outcomes through meetings and workshops.</p> <p>2.1.2 Conduct study visits to EU members' states to observe models and practices of quality community based child day care and pre-school education services and establish a partnership mechanism with some of the visited countries.</p> <p>2.1.3 Develop the models (including monitoring and evaluation system and materials) based on outcomes of the review and practices observed during study visits to EU members' states.</p> <p>2.1.4 Develop the capacity of selected personnel of public institutions, municipalities, and NGOs in urban slums in at least 2 provinces to pilot community based child day care and pre-school education services.</p> <p>2.1.5 Review the models based on the outcomes of piloting and document the development and piloting process of the model.</p> <p>2.1.6 Prepare a strategy paper on how municipalities and NGOs can expand and fund these models.</p> <p>2.1.7 Upgrade existing licensing system to be aligned with</p>			<ul style="list-style-type: none"> <li>• Municipalities and NGOs avail financial resources to establish quality community-based child day-care and pre-school education services especially in urban slums and rural areas.</li> <li>• Municipalities and NGOs, avail financial resources to employed women to work in their respective community based child day care and preschool education.</li> </ul>

<p>the community based child day care and pre-school education service models</p> <p><u>Activity 2.2:</u> Develop and pilot a child day care model (including cost and management) for employers' organizations and public institutions.</p> <p>2.2.1 Carry out a review of existing child day care services including cost-analysis and disseminate and discuss the outcomes through meetings and workshops.</p> <p>2.2.2 Conduct study visits to EU members' states to observe practices of provision of quality child day care services from employers' organizations and public institutions and establish a partnership mechanism with these institutions</p> <p>2.2.3 Develop the models (including monitoring and evaluation system and materials) based on outcomes of the review and practices identified during study visits to EU members' states.</p> <p>2.2.4 Develop the capacity of selected personnel of employers' organizations and public institutions in at least 2 provinces.</p> <p>2.2.5 Review the models based on the outcome of the piloting and document the development and piloting process of the model.</p> <p><u>Activity 2.3:</u> Develop and apply quality community based child day care and pre-school education standards.</p> <p>2.3.1. Conduct a need assessment on existing child day care and pre-school education standards and upgrade.</p> <p>2.3.2 Conduct capacity building programmes with selected child day care centers and pre-school education institutions on how to apply the standards.</p> <p><u>Activity 2.4:</u> Develop inspection system for the management and monitoring of quality community based child day care and pre-school education services run by public institutions, municipalities, NGOs and private sector.</p> <p>2.4.1 Carry out a feasibility study</p> <p>2.4.2 Upgrade the inspection system and field tested with end users</p> <p>2.4.3 Develop training modules and conduct in service</p>			<ul style="list-style-type: none"> <li>• Commitment for establishing quality community-based child day-care and pre-school education services at trade unions, employers' organizations and public institutions.</li>   <li>• MONE approves quality community-based child day-care and pre-school education standards on due course</li> </ul>
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<p>trainings for MONE personnel including inspectors on how to use the system</p> <p><u>Activity 2.5:</u> Establish a monitoring system at central and provincial levels and conduct capacity building activities to strengthen the coordination mechanism within different MoNE Directorates General and other institutions.</p> <p>2.5.1 Conduct a national endline survey with the support of TUIK on the development of pre-school education and attitudes and practices of parents/caregivers.</p> <p>2.5.2 Establish a database in accordance with the Address-Based Registration System of the Directorate General for Population.</p> <p>2.5.3 Conduct regular assessment and reviews of the various components of the project to assess outcomes and inform about policies, strategies, legislations, programmes and budget.</p> <p>2.5.4. Disseminate outcomes of the reviews, and end line survey.</p>			<p>Consensus reach to upgrade inspection systems</p> <p>Various institutions at provincial level acknowledge benefit for strengthening coordination mechanisms</p> <p>All concerned institutions evidence based data collected through this project to inform programmes and policies</p>
<p><u>Result 3:</u> Number of families reporting their intention to enroll their children into preschool and primary school on time increased.</p>			
<p><u>Activity 3.1:</u> Design and implement a nationwide pre-school education campaign with the participation of public, private, civil sectors, and media.</p> <p>3.1.1 Design a campaign strategy, action plan, and budget.</p> <p>3.1.2 Design a fundraising plan to leverage resources from potential donors to support pre-school education campaign.</p> <p>3.1.3 Develop a campaign monitoring and evaluation system.</p> <p>3.1.4 Conduct a review of the campaign.</p> <p><u>Activity 3.2:</u> Capacity development of PIC members and</p>			<ul style="list-style-type: none"> <li>• Community leaders, private sector and media acknowledge benefit for investing in pre-school</li> <li>• Preschool education adopted amongst one of the key strategy to alleviate child poverty and improve child well being by policy and decision makers.</li> </ul>

<p>Project Visibility</p> <p>3.2.1 Conduct trainings on team building, project management, planning and monitoring with all the PIC members.</p> <p>3.2.2 Conduct quarterly Project Implementation Committee (PIC) meetings, a mid term project review and a final project review.</p> <p>3.2.3 Produce visibility materials to disseminate project outcomes and lessons learned (project launch and closing; press conference, website, quarterly project bulletins, brochure, newspapers, TV spots and etc).</p>			<ul style="list-style-type: none"> <li>• Ability to conduct review meetings by gathering related stakeholders</li> <li>• Ability to carry out independent planned research, studies and evaluations and to disseminate widely the results.</li> <li>•</li> </ul>
<p><b>Result 4: Equipment, educational materials, and furniture for public pre-schools and pre-school classrooms within primary schools in 16 provinces procured.</b></p>			
<p><u>Activity 4.1:</u> Procurement of equipment, educational materials, and furniture for public pre-schools and pre-school classrooms within primary schools in 16 provinces (Pilot provinces: İstanbul, Van, Erzurum, Ağrı, Şanlıurfa, Gaziantep, Diyarbakır, Mardin, Adana, Hatay, Mersin, Ankara, Yozgat, Konya, Ordu, İzmir).</p> <p>4.1.1 Procurement of equipment for 60 Pre-Schools (with 5 classrooms)</p> <p>4.1.2 Procurement of equipment for 285 pre-school classrooms within primary schools</p> <p>4.1.3 Preparing Technical Specifications for Procurement of Equipment and Tendering Documents</p>	<p>Supply Contract</p>	<p>€ 3.000.000</p>	<ul style="list-style-type: none"> <li>• Teaching devices, educational materials, furniture and support equipment for public pre-school facilities and classrooms (within primary education schools) in 16 pilot provinces are procured in time</li> </ul>
<p><b>Result 5: A grant scheme prepared and implemented through call for proposals which targets collaboration of public institutions, municipalities, NGOs and private sector organizations by means of jointly prepared and proposed pilot projects.</b></p>			
<p><u>Activity 5.1:</u> Preparing and implementing a grant scheme through call for proposals which targets establishment of community based child day care and pre-school education institutions within public institutions (other than MoNE institutions), municipalities, NGOs and private sector organizations</p> <p>5.1.1 Determining the priority areas and activities for the proposals of pilot partnership projects.</p> <p>5.1.2 Identifying the procedures of the call for proposals methodology of pilot partnership projects.</p> <p>5.1.3 Preparing call for proposals for pilot partnership projects (including; manuals, applications forms, a standard</p>	<p>Grant Contract</p>	<p>€ 5.860.000</p>	<ul style="list-style-type: none"> <li>• Close co-operation between public institutions (other than MoNE institutions), municipalities, NGOs and private sector organizations assured</li> <li>• Public institutions (other than MoNE institutions), municipalities, NGOs and private sector organizations ensure long-term sustainability of the system</li> <li>• Consistent support at the local</li> </ul>

<p>fiche for project presentation and a guidebook for local projects containing the description of the grant scheme, eligibility criteria, financial procedures and evaluation grid).</p> <p>5.1.4 Providing technical assistance and trainings to potential beneficiaries of call for proposals of pilot partnership projects through regional conferences and workshops.</p> <p>5.1.5 Selecting the proposed pilot partnership projects by means of the evaluation process with the support of evaluators to be provided within MoNE.</p> <p>5.1.6 Monitoring pilot partnership projects.</p> <p>5.1.7 Establishing a Grant Scheme Management Team</p>			<p>level for the project is established</p> <ul style="list-style-type: none"> <li>• Full commitment of and good co-operation among local partners continue</li> <li>• Efficient project management by beneficiaries</li> </ul>
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Pre-conditions: No pre-conditions for the project.