

Standard Summary Project Fiche – IPA decentralised National programmes

1. Basic information

1.1 CRIS Number: TR2011/0136.04

1.2 Title: Students Learning About the EU- Common Values, Fundamental Rights And Policies-

1.3 Sector: Justice, Home Affairs and Fundamental Rights

1.4 Location: Turkey

Implementing arrangements:

1.5 Implementing Agency:

The Central Finance and Contracting Unit (CFCU) will be Implementing Agency and will be responsible for all procedural aspects of the grant process, financial management, including payment of project activities and the entire tendering process. The director of the CFCU will act as Programme Authorizing Officer (PAO) of the project.

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1.6 Beneficiary (including details of SPO):

Ministry of National Education, Projects Coordination Center

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Financing:

1.7 Overall cost (VAT excluded)¹: € 3.600.000

1.8 EU contribution: € 3.210.000

¹ The total cost of the project should be net of VAT and/or other taxes. Should this not be the case, the amount of VAT and the reasons why it should be considered eligible should be clearly indicated (see Section 7.6)

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: 1 year following the end date for the execution of contracts.

2. Overall Objective and Project Purpose

2.1 Overall Objective:

Society in Turkey has a high level of awareness and knowledge about the European Union's values, fundamental rights and policies

2.2 Project purpose:

The knowledge of students at age between 7 and 19 about the EU's values, fundamental rights and policies is raised through effective educational measures.

2.3 Link with AP/NPAA /Progress Report

At the NPAA for Turkey published at 2008 December it is stated that 'The achievement of Turkey's project of integration with the European Union is a historical turning point in respect of carrying out the goal of Alliance of Civilizations, proving the universality of European Union's values and securing the international peace and stability.' This project serves the alliance of civilizations with the help of the EU values and helps the students understand these values better and in a right way. 'As is known, one of the three pillars of the accession process of Turkey to EU is civil society dialogue. The project "Promotion of the Civil Society Dialogue between European Union and Turkey" that aims to promote the image of Turkey within EU and the image of EU within Turkey and also to strengthen the links between societies, which is being implemented by the Secretariat General for EU Affairs has started in June 2008.' Like 'Promotion of the Civil Society Dialogue between European Union and Turkey' this project serves the image of Turkey within EU and the image of EU within Turkey in a more professional way within the Turkish society. It will illustrate the opinion of the state of Turkey about the EU.

2.4 Link with MIPD

In the MIPD 2011-2013 for Turkey, *Strong democratic institutions and civil society promoting pluralism and the values of European integration* is one of the sector objectives under the sector the Justice, Home Affairs and Fundamental Rights'. This project in particular aims to address the following MIPD indicator:

Fostered dialogue, communication and cooperation between Turkish civil society organisations and those in EU member states and candidate countries and increased awareness among civil society and population in Turkey about EU values, fundamental rights, policies and Turkey's EU accession process through improved provision of targeted EU information and communication.

2.5 Link with National Development Plan (where applicable)

The project will support the aims of the Ninth National Development Plan for 2007-2013. Article 54 states that “Effective measures will be taken in order to educate the work force required for new duties and responsibilities. In this context, the number of qualified public sector personnel will be increased and necessary steps will be taken for continuous training of the existing personnel.” Article 56 is also in line with the project purpose by stating that “An effective communication strategy will be developed and implemented in order to form a favorable public opinion for Turkey’s membership in the EU member countries and to inform the Turkish people about the EU and ensure that the Turkish people are prepared for the requirements of the accession process. Relations between societies will be strengthened at all levels and with multi-dimensional relations while cultural wealth and tolerance will be strengthened with the understanding of unity within differences.”

2.6 Link with national/ sectoral investment plans: Not Applicable

Description of project

3.1 Background and justification:

Turkey is a negotiating country for EU membership. The Union expects Turkey to sustain the process of reform and to work towards further improvement in the respect of the principles of liberty, democracy, the rule of law and respect for human rights and fundamental freedoms, including relevant European case law. Regarding the accession process of Turkey to the EU, the political will of the government must be backed up by the public opinion and these principles must be disseminated within the public and for the integration the public must be aware of the possible outcomes of the future integration and must be supportive of the accession process.

European Union’s public opinion surveys reveal a continuously declining public support trend for the EU accession in Turkey. It is utmost important that the Turkish public is widely included in the EU accession process through coordinated information activities about the EU. Turkey has a vastly young population of more than 14,000,000 students continuing in formal and non-formal education. And an EU awareness project that, will target primary and secondary school students, will have a catalytic effect on a significant portion of the whole Turkish population. Therefore; MoNE has initiated this project, to increase EU awareness of teachers and students in education and by conducting activities about the EU and the European values. The Republic of Turkey is participating in the Community programmes in the field of education and training since 2004. This project will contribute the promotion of the EU awareness and values; consequently it will reinforce the success of the implementation of the programmes in Turkey.

In Turkish public opinion, support for becoming a member of EU decreases day by day. According to the Turkey National Report of Euro barometer Autumn 2009, it is obvious that among the Turkish public, support for accession has fallen down. According to the report prepared in autumn 2009, the ratio of those stating that

membership would be a “good thing” has fallen further to 45% from 48% in autumn 2009. Nevertheless, 50% (58% in spring 2008) of the Turkish public indicated that becoming a member of the EU would benefit Turkey. The awareness raising levels to be increased on different subjects related to EU will be measured with the Euro barometers implemented annually in Turkey. The Euro barometer results will be effective on measuring effects of the project in general.

At just the level of name recognition about 60% and above of the Turkish public has heard the names of various key institutions of the EU. However, this level of awareness is well below those of the EU member states. Compared to spring 2008 name recognition of all institutions except the European Central Bank has fallen by about 4-5 percentage points. When asked to what extent these institutions play a role in the EU affairs we observe that a significantly lower level in Turkey thinks that they are important in EU affairs. When a number of objective questions concerning the level of knowledge about the EU are asked we observe that only about half the respondents could answer these questions and only about 17% of the total could provide a correct answer. This is less than 50% of the level of objective knowledge about the EU in member states.

Low levels of subjective as well as objective knowledge and a low level of importance attributed to EU institutions are also coupled with a low level of trust in EU institutions. For all EU institutions, Turkey’s trust levels are about half those of the EU member states. There is no member country with levels lower than those in Turkey and these levels have fallen compared with spring 2008.

The EU means more than a union of countries but a variety of values such as; democracy and the rule of law, solidarity and cohesion, equal opportunities, adequate health and safety in the workplace, universal access to education and healthcare, quality of life and quality in work, peace, solidarity, freedom, security, unity and equality, etc. According to article 6(2) of the Treaty on European Union (Lisbon Treaty): on the Accession of the Union to the European Convention On The Protection Of Human Rights and Fundamental Freedoms, the high contracting parties have agreed upon the following provisions; under the title “1. Declaration concerning the Charter of Fundamental Rights of the European Union” it is stated: “The Charter of Fundamental Rights of the European Union, which has legally binding force, confirms the fundamental rights guaranteed by the European Convention for the Protection of Human Rights and Fundamental Freedoms and as they result from the constitutional traditions common to the Member States”. Lisbon Treaty and the other documents state that these core values are very crucial for the EU and the countries on the way to the accession to the EU. Thus Turkish students and teachers shall be aware of Fundamental Rights of the European Union and these core values for being a part of the EU and a better future for themselves.

For Turkish people, the EU means, first and foremost, economic welfare, whereas, in the EU member states, it means, above all, freedom to travel, study and work anywhere in the EU. In this scope, the information about EU included in training textbooks in schools at primary and secondary education level is limited.

Level of Education	Name of Lesson	Grade	Goals for students (Gains) in curricula	Explanations on EU Issues formulated in the textbooks
Primary	Revolution History and Kemalism	8	Unit 7- Turkey after Atatürk: 2 nd World war and after – “He/She analyzes the relations of Turkey and EU in an aspect of historical development”	On the page 214, after giving a brief knowledge on EU history, a few remarkable questions asked for the students to interpret the result of this process as an activity at only two pages. It is obviously not sufficient to inform the students on why Turkey wants to access to EU, and what are the functions of EU institutions around the world because such an interpretation could be difficult for them without enough knowledge at only two paragraphs. For primary school level there is only one lesson containing information on EU and Turkey’s accession process and these two paragraphs are very insufficient for giving information on such an important issue.
Secondary	Geography	11	Students evaluate regional and global organizations in the aspect of their aims, functions and impact areas	There is no information on EU or the European Economic Community (EEC) and other organization in respect of global market at the related unit.
Secondary	Geography	12	Students comment on Turkey’s relations with regional and global political, military and economical organizations	On the page 182, in the section regional organizations, there are only two paragraphs on information on EU. Particularly in different units some short information of projects implemented by EU given for an example but the explanations are brief and no information on EU accession process of Turkey.
Secondary	History of Modern Turkey Courses	12	Unit 5 Students comprehend the developments in Europe after the fall of Eastern Bloc. -“He/she explains the accession process to the EU and the improvements during this process”	From page between 186 and 192 there is short information about EU history and EU institutions. The textbook shall be revised regarding the goals and competencies at the curriculum

Secondary	International Relations	12	Unit 5 Students explain basic characteristics, types and importance of international organizations. They compare governmental organizations according to their fields and functions.	Textbook writing is on progress because the textbook has not been prepared as reaching the goals and competencies at the curricula. So there is no textbook of the lesson used for this year but the Board of Education states that the preparation of it will not exceed one year. This is one of the most important lessons to be given enough knowledge on EU so especially the textbook of this lesson shall be revised.
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The curricula of only at Geography and History of Modern Turkey Courses at Secondary education level includes basic information about Turkey-EU relations and EU Parliament and Revolution History and Kemalism and International Relations Course at primary level gives limited information about historical development of Turkey-EU Relations. The textbooks do not contain enough knowledge as it can be seen from the table. So at that point the text books and curriculum needs to be revised in terms of enabling students and teachers gain deeper and useful knowledge on EU Accession periods and gains of this process for Turkey. Because the lack of knowledge brings out misunderstandings in Turkish public and that results in changing the image of the EU. Regarding the vast amount of youth population in Turkey, the children and the young people in schools must be informed about the EU, its institutions and their functions, the reforms and changes during the accession process, benefits, incomes and gains of EU accession, the core values and policies of the EU.

Consequently, according to 2009-2010 National Education Statistics there are 10.916.643 students in primary schools, 4.240.139 students in high schools. Also there are 458.046 teachers in primary and 206.862 teachers at secondary schools. A total number of 14.742.385 people will be directly affected by this project. When their families who will be affected indirectly are taken into consideration, the impact degree of the project might be enormous. This Project will give an impetus to Turkey's public opinion a positive attitude about EU and that is reason for the project's urgency.

As the present curricula of the lessons at primary and secondary education level don't include enough knowledge on functioning of the EU, implications of Turkish EU membership and EU core values, this project will be a basis for building public support within Turkish public regarding EU accession process of Turkey. In this respect with the revision of the textbooks the primary school books will include basic information and secondary education books will include more detailed information about EU, EU institutions and their functions and EU Accession process of Turkey.

There are different paths to follow for delivering a message to a target group. This message can be delivered through media and promotional materials like banners, billboards but also there are other ways which acts as complementary to these. Especially, if the target groups have a certain level of education, there is a need for more scientific method to deliver this message. Quizzes are one of the most effective ways to deliver the message in a correct way to a defined target group. In Turkey, families' interest in educational achievement of their children is at a high level. The

quiz is built on a structure which begins from the schools and ends with a final at central level so a high level of increase in the awareness of students, teachers and parents is targeted. There are project departments including 3 to 10 personnel at each of 81 provincial directorates of MoNE. These personnel from project departments will be activated for the organization of the quiz, painting competition and the survey. While, making cooperation with local media in provincial and regional finals will broaden the groups that will be reached, the finals which will be broadcasted from a national channel will draw the attention of people especially the target groups. During this process, awareness will be built on via questions-answers in the quiz and that kind of an organization. At the same time the painting and short story writing contest which will start from schools and ends with a central final, will develop awareness related to the message among especially 7th and 8th Grade students, their parents and teachers from beginning to the end of the contest. The picture competition will stimulate students to increase their knowledge and understanding about the EU, core values of EU and EU

	Provinces	Total number of primary and secondary schools
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accession process of Turkey. The pictures will contain important

messages of peace and friendship from the students. Considering the booklet and the informative materials to be developed by this project, students will raise awareness about subjects like economical knowledge suitable to their age, environmental sensitiveness, being a conscious consumer, social harmonization. These materials, while increasing the visibility of European Union, also will contribute to the preparation of becoming a European Citizen.

Also there is a need for teachers who are aware about the key EU policies and values at the MoNE central and provincial units. The informed teachers will be the key for disseminating the knowledge about EU matters among the teachers, students and the families. The informed teachers will increase the proficiency of the schools for implementing the activities of this project and the future projects about the EU in their provinces.

Comprehensive pre-and post surveys will be implemented by this project which will be covering a sample of 40.000 students from a number of 25.271 schools (all primary and secondary schools from 25 provinces with the highest number of primary and secondary schools). The pilot schools for the implementation of the revised textbooks and curricula will be chosen according to the students with the least level of knowledge on EU related subjects considering the survey results. The survey will be consisting of 4 main components as 1- preparing questions, 2- publishing and distributing the question papers, 3- reading the answers and 4- Analyzing the results of pre and post surveys. A market research shows that; first, third and fourth components require professional experts which will cost mainly 90% of a survey. The surveys will be subcontracted under this project. The analysis of the surveys are at utmost importance for measuring the situation of students' knowledge on the EU, EU institutions and their functions, reforms and changes during EU Accession process of Turkey, gains and results of the EU membership and evaluating the results of the activities of this project. This table illustrates the names of 25 pilot provinces having the highest total number of primary and secondary schools in Turkey:

	Provinces	Total number of primary and secondary schools
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1	İstanbul TR1	2 695
2	Ankara TR510	1 544
3	Şanlıurfa TRC21	1 480
4	İzmir TR310	1 417
5	Diyarbakır TRC22	1 250
6	Konya TR521	1 231
7	Samsun TR831	1 157
8	Erzurum TRA11	1 102
9	Van TRB21	974
10	Adana TR621	953
11	K.Maraş TR632	903
12	Antalya TR611	871
13	Bursa TR411	865
14	Manisa TR331	849
15	Adıyaman TRC12	790
16	Hatay TR631	775
17	Mersin TR622	753
18	Mardin TRC31	748
19	Gaziantep TRC11	743
20	Ağrı TRA21	730
21	Kayseri TR721	725
22	Balıkesir TR221	716
23	Malatya TRB11	697
24	Sivas TR722	689
25	Aydın TR321	614
Total		25 271

EUGS is working to coordinate the promotional studies about the EU for implementing the EU Communication Strategy of the government. During the preparation and implementation of the project, EUGS and MoNE will be working in coordination.

During the EU Accession Process of Turkey in order to open and close the chapters quickly, the public shouldn't resist to necessary implications, on the contrary with a good education awareness of the public should be increased in order to enable full participation. At that point this project will be a starting point so as to accelerate accession process.

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

The project will help providing public support to the EU accession process among the vast number of teachers and students and indirectly family members. This will be enabled through continuing to use revised and newly developed curriculum and textbooks and MoNE will continue to support usage of these educational materials at

school. Furthermore, MoNE will always be in contact with Provincial National Education Directorate for the sustainability of the competitions and this will contribute to increasing EU awareness in education and training.

In order to access to the knowledge about the EU among students, teachers and families a web site will be developed. And also a data base will be promoted under the web site in which trained teachers and participants of the activities are involved. By this project there will be a vast number of teachers informed about the EU and these teachers will benefit from other projects implemented during the EU integration process and activities of EUSG about EU. That will increase the impact of the project.

Trainings and seminars for teachers will provide the basis for the continuity of the project. The trained teachers will be representatives of the provinces who have knowledge of the EU and its core values after the project. All these trained teachers will go on disseminate knowledge on EU and its structure with the guidance of coordinator teachers under MoNE supervision through school courses. The data base developed under the web site containing information about all the trained teachers and interested pupils will be updated consistently.

The project outcomes are expected to increase certain EU awareness by equipping teachers and students with the necessary material and the competition and quizzes about the EU. Students, teachers and directors will interact with their counter partners throughout the visits in the project and award of visiting EU countries in competitions under the supervision of MoNE. This will have a catalytic effect on the families and friends of target beneficiaries also beyond Turkish borders. The impact of the project will be increased by this way.

During the preparation and implementation phase of the project, active participation of NGOs/CSOs is ensured. Especially the NGOs/CSOs with EU related departments will be consulted on the project activities. In addition, the implementation of the project will allow contribution from the municipalities and local administrations especially for the activities at local level. MoNE will take the responsibility of the continuation of the following activities to enable the sustainability of the project through close cooperation with Provincial National Education Directorates.

The revision of curricula and textbooks of the related lessons at primary and secondary education level especially Revolution History and Kemalism at 8th grade, Geography at 11th grade, Geography at 12th grade, History of Modern Turkey at 12th grade and International Relations at 12th grade lessons at primary and secondary school level will be disseminated by MoNE after the project period. The informative materials prepared and distributed by this project will be used after the project. The resourceful web site will be in use after the project period and school group friendships will result in different cooperative activities, sharing information and facilities for improving dialog especially for students learning foreign languages after the project period and the web site will be sustained by MoNE after the project period. The focal points (provincial expert database and contact points and institutions) at provinces on information about the EU and a database of EU expert formator teachers and personnel at provinces will be functional for consultation, information and implementation of future EU related activities. The increase in knowledge and understanding and raising awareness on EU among students, families and teachers will be a core for the accession process; to

facilitate activities and reforms on EU accession for the government by building public support. It will build a basis to prepare the public for EU accession. That will provide the main sustainability of the project by building public support for EU accession

3.3 Results and measurable indicators:

Result 1: The capacity for teaching about the EU's values, fundamental rights and policies, the EU institutions and their functions, fundamental rights of the EU, the accession process of Turkey and reforms regarding Turkey's EU accession process is measurably increased through revised curricula and textbooks, developed informative materials and a web site in use

Indicators:

- Survey on current knowledge of students aged between 7 and 19 about the EU is completed at the beginning and end of the project
- Analysis report on pre and final surveys and the impacts of revised textbooks and curricula, quizzes, trainings and other related project activities
- Gap analysis report of the curricula and textbooks of primary and secondary education
- 300 pilot schools selected for pilot implementation based on survey results (selection criteria: lowest level of knowledge about the EU)
- 1000 teachers of pilot schools trained on the revised draft curricula and textbooks
- Monitoring and evaluation reports of the pilot implementation of the revised draft curricula and textbooks
- Revised curricula and textbooks of related lessons at primary and secondary school level, increasing EU related knowledge (EU values, fundamental rights, policies, history)
- Revised curricula and textbooks of Revolution History and Kemalism at 8th grade, Geography at 11th grade, Geography at 12th grade, History of Modern Turkey at 12th grade and International Relations at 12th grade lessons at primary and secondary school level on EU related knowledge (EU values, fundamental rights, policies, history)
- Informative materials (booklet, plaque, trophy, e-book and brochures on the EU, EU institutions and their functions and EU Accession process of Turkey)
- Web site of the project is in active use
- Portal links for developed materials, school groups, information and EU based newspaper
- Web based and paper brochures completed and distributed about changes in Turkey related to the EU accession process, including success stories of EU support projects (TPA and IPA)

Result 2: Students and teachers increased their EU related knowledge (the EU, EU institutions and their functions, fundamental rights of the EU, how the EU Accession Process affects Turkey, what changes are achieved and what are underway) by participating in systematic education based activities

Indicators:

- Active citizenship, good neighbourly relations and cultural learning about the EU has been effectively promoted among students
- Quiz for 9th grade students the EU, EU institutions and their functions, fundamental rights of the EU and EU accession process of Turkey implemented in 81 cities.
- Nationwide painting competition successfully completed
- Nationwide short story competition successfully completed
- 200 coordinator teachers from 81 provinces trained on the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and educational opportunities related to EU
- 81 information seminars in 81 provinces for totally 8.000 students, 4.000 teachers and 2.000 administrators of MoNE by the coordinator teachers about the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and educational opportunities related to EU
- Promotional materials for the dissemination of the project (brochures, quarterly periodicals, posters, etc)
- A comprehensive communication strategy for the project developed and implemented
- High degree of visibility of the project by involving the media in activities
- Multiplier of activities by linking them to existing national events to maximize impact
- Proposed recommendations for future and draft for follow up project

3.4 Activities:

Result 1: The capacity for teaching about the EU's values, fundamental rights and policies, the EU institutions and their functions, fundamental rights of the EU, the accession process of Turkey and reforms regarding Turkey's EU accession process is measurably increased through revised curricula and textbooks, developed informative materials and a web site in use (Technical Assistance)

Activity 1.1. Measuring and analyzing the knowledge and awareness level of students and teachers at primary and secondary education on the EU, its institutions and their functions, fundamental rights of the EU, reforms and changes during EU Accession process of Turkey, gains and results of the EU membership

1.1.1. Measuring the current knowledge and awareness level of students and teachers at primary and secondary education on EU, EU institutions and their functions, reforms and changes during EU Accession process of Turkey, gains and results of the EU membership by conducting a pre-survey at 300 schools

1.1.1.1. Developing a survey instrument

1.1.1.2. Pilot testing the survey to ensure validity and reliability of the survey instrument

1.1.1.3. Revising the survey instrument based on pilot testing

1.1.1.4. Conducting the survey on a nationally representative sample before in 81 provinces) the quiz and painting competition

1.1.1.5. Establishing a mechanism with the participation of personnel from project departments of provincial MoNE Directorates for the purpose of analyzing the survey

1.1.1.6. Analyzing data and reporting the results of survey

1.1.1.7. Publishing results of the survey and distributing them to related institutions

1.1.2. Measuring the final knowledge and awareness level of students and teachers at primary and secondary education on EU, EU institutions and their functions, reforms and changes during EU Accession process of Turkey, gains and results of the EU membership by conducting a post-survey at 300 schools after the implementation of revised textbooks and curricula, quizzes, trainings and other related project activities.

1.1.2.1. Developing a survey instrument

1.1.2.2. Conducting the survey on a nationally representative sample after in 81 provinces) the quiz and painting competition

1.1.2.3. Establishing a mechanism with the participation of personnel from project departments of provincial MoNE Directorates for the purpose of analyzing the survey

1.1.3. Analyzing data and reporting the results of pre and final surveys and the impacts of revised textbooks and curricula, quizzes, trainings and other related project activities.

1.1.4. Publishing analysis report of the survey and distributing them to related institutions

Activity 1.2. Analyzing and strengthening the present curricula and text books of related lessons at Primary and Secondary Education level especially Revolution History and Kemalism at 8th grade, Geography at 11th grade, Geography at 12th grade, History of Modern Turkey at 12th grade, International Relations at 12th grade based upon the EU, EU institutions and their functions, fundamental rights of the EU, the accession process of Turkey and reforms regarding Turkey's EU Accession process.

1.2.1. Establishing and training a Curricula and Textbook Review Working Group

1.2.2. Determining the lessons to be revised at primary and secondary education levels

1.2.3. Analyzing existing curricula and textbooks in terms of acquired competencies and practice in the light of the EU, EU institutions and their functions, the accession process of Turkey and reforms regarding Turkey's EU Accession process at primary and secondary school level.

1.2.4. Developing recommendations on the curricula and textbooks while taking into consideration similar education program implementations at EU member states

1.2.5. Organizing 4 workshops with the stakeholders to discuss the developed recommendations on curricula and textbooks

1.2.6. Organizing study visit to EU member states for Curricula and Textbook Review Working Group to observe how EU issues, functions of EU institutions integrated and introduced into education programs

1.2.7. Submitting to the related institutions/departments and to stakeholders the final revised draft curricula and textbooks

1.2.8. Taking into account the feedback of the institutions/departments and stakeholders and revising the final revised draft curricula and textbooks, if needed.

1.2.9. Pilot implementation of the revised draft curricula and textbooks

1.2.9.1. Selecting 300 pilot schools (based on survey results (selection criteria: lowest level of knowledge about the EU))

1.2.9.2. Selecting teachers from pilot schools (1000 teachers of pilot schools)

1.2.9.3. Training 1000 teachers of pilot schools on the revised draft curricula and textbooks

1.2.9.4. Pilot implementation of the revised draft curricula and textbooks

1.2.9.5. Monitoring and evaluation of the pilot implementation by Curricula and Textbook Review Working Group

1.2.9.6. Reporting the results of the pilot implementation

1.2.10. Revising the curricula and textbooks, if needed, based on the pilot implementation.

1.2.11. Presenting the final proposal to Board of Education (BoE) for approval

1.2.12. Organizing an information meeting to share the revised curricula with the public.

Activity 1.3. Preparing and publishing informative materials for students (booklet, plaquette, trophy, e-book, brochures and handbook) about EU related knowledge (the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, what changes are achieved and what are underway)

1.3.1. Establishing a commission consisting of experts from EUSG and representatives from MoNE to develop e-book about EU related knowledge (the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, what changes are achieved and what are underway). This will be used by students in preparation process of competitions and publish e-book on the web site

1.3.2. Establishing a commission consisting of experts from, EUSG, and representatives from MoNE to develop brochures, posters, plaquette, trophy, and informational materials for painting, short story and quiz competitions.

1.3.2.1. Developing informative competition brochures

1.3.2.2. Publishing and delivering brochures to primary and high schools to announce and inform the painting, story and quiz competitions.

1.3.2.3. Preparing plaquettes and trophies

1.3.2.4. Delivering plaquettes and trophies to the provinces for award ceremonies.

1.3.3. Establishing a commission consisting of experts from, EUSG, and representatives from MoNE to develop handbook consisting of basic information on the EU, EU institutions and their functions, EU Accession process of Turkey, what changes are achieved and what are underway

1.3.2.1. Developing informative handbook

1.3.2.2. Publishing and delivering handbooks to primary and high schools to inform the students who take part in competitions

Activity 1.4. Designing a web site containing information about the EU, EU institutions and their functions, fundamental rights at the EU, EU accession process of Turkey, EU

accession related opportunities, and EU focal points (provincial expert database and contact points and institutions)

- 1.4.1. Establishing a commission to design and define the content of the web site.
- 1.4.2. Conducting 2 workshops with the participation of stakeholders to identify the content of the web site
- 1.4.3. Establishing a web site containing information about the EU, EU institutions and their functions EU accession process of Turkey, EU opportunities, and EU focal points
- 1.4.3. Designing a portal link to the web site for the developed materials and the news about EU cooperative activities
- 1.4.4. Designing a portal link to the web site for establishing school groups for cooperative activities and for sharing information and for building friendships among students
- 1.4.5. Preparing an Inter-school Friendship Sample Activity Document (including cooperative activities, sharing information and facilities for improving dialog especially for students learning foreign languages)
- 1.4.6. Designing a portal link to the web site for informing about the focal points (provincial expert database and contact points and institutions) at provinces on information about the EU and a database of EU expert formator teachers and personnel at provinces
- 1.4.7. Designing a portal link to the web site for EU web based newspaper to be prepared by different schools for each month
- 1.4.8. Designing a portal link to the web site for a survey on EU knowledge (especially on determining the contents of the desired information on EU matters and EU accession process)

Result 2: Students and teachers increased their EU related knowledge (the EU, EU institutions and their functions, fundamental rights of the EU, how the EU Accession Process effects Turkey, what changes are achieved and what are underway) by participating in systematic education based activities (Technical Assistance) (Supply Contract)

Activity 2.1. Organizing competitions for motivating students to increase their knowledge on the EU, EU institutions and their functions, fundamental rights of the EU, how the EU Accession Process effects Turkey, what changes are achieved and what are underway, the candidate countries, culture and geography, among secondary school students

- 2.1.1. Organizing a quiz about the EU, EU institutions and their functions, fundamental rights of the EU, how the EU Accession Process effects Turkey, what changes are achieved and what are underway, the candidate countries, culture and geography, among secondary school students 9th grades in 81 cities.
 - 2.1.1.1. Establishing and training Quiz Preparation Team with experts from EU under the supervision of the MONE and EUSG

2.1.1.2. Preparing quiz questions in coordination with and material support of EUSG – Press and Information Office

2.1.1.3. Developing a Quiz Quality Program with support of experts from MoNE in order to ensure that the questions are equally disbursed among different question sets without duplication.

2.1.1.4. Organizing 81 information seminars by EU experts about the quiz for a period of 1 day in 81 provinces for coach teachers appointed by schools and distribute promotional materials (which may include bag/hat/notebook etc) for competitions.

2.1.1.5. Establishing provincial quiz commissions determined by MoNE. The quiz sessions are evaluated by a jury with 3 members. This jury is determined by the quiz commission. Members of the jury are representatives from provincial MoNE Offices, EUSG and expert academicians on the EU.

2.1.1.6. Announcing the quiz to the schools by distributing the brochures in cooperation with city / district MoNE offices or EU Information Centers in cities where there is a centre.

2.1.1.7. Training students for the quiz by coach teachers appointed by the schools take part in the seminars.

2.1.1.8. Providing prizes such as laptops, cameras, trophies, MP3 players, educational board games, and plaquettes for awarding the winner teams of the competitions. Symbolic prizes for teachers and booksets for schools may also be provided (Supply Contract)

2.1.1.9. Organizing the quiz in districts by the district MoNE office preferably through contests and declare winning teams to the participant provinces.

2.1.1.10. Establishing quiz teams with three students in voluntary high schools in 81 provinces, (Four students -one of them is the substitute-, a teacher for coaching and a MoNE representative will be available in each competition team) and take the applications from the schools by district MoNE offices.

2.1.1.11. As the second stage; organize the quiz at provincial level with the participation of the district winners. The teams will be awarded after the quizzes.

2.1.1.12. As the third stage; organizing semi-final quiz in 7 regions among city Winners.

2.1.1.12.1. Assembling city winners from provinces of the region in a selected province for semi-final quiz.

2.1.1.12.2. Promoting the semi-final quiz within the same day in each region to determine the regional winners for the final quiz and broadcast the competitions on volunteered TV channels

2.1.1.12.3. Organizing the ceremony in each region to award winning teams with various prizes.

2.1.1.13. Promoting the final quiz with the participation of the regional winners in Ankara.

2.1.13.1. Accommodating the winning teams for two days in Ankara.

2.1.13.2. Announcing the competition to schools in Ankara to increase EU awareness of audience and support the transportation of the students from the districts of Ankara.

2.1.13.3. Promoting the final quiz in a day and declare the winning team.

2.1.1.14. Announcing and awarding winning teams in the closure ceremony of the final Quiz.

2.1.1.15. Awarding the winning team with a study visit to EU countries and other prizes for finalist teams.

2.1.2. Organizing a painting competition about accession process of Turkey to the EU, EU institutions and their functions, fundamental rights of the EU for primary schools (6th, 7th and 8th grades) all over Turkey

2.1.2.1. Announcing the painting competition to the schools by provincial MoNE offices via distributing brochures

2.1.2.2. Announcing the theme of the painting competition in line with the topic of the year determined by the EU. The topic of the painting competition will be published on the web site

2.1.2.3. Establishing Provincial Commissions determined by MoNE and EUSG consist of at least 3 members to determine the Provincial and Central Evaluation jury.

2.1.2.4. Receiving the applications send via postal service or by hand to provincial MoNE offices.

2.1.2.5. Evaluating paintings by juries of 4 (preferably 1 or 2 art teacher, an art expert from university and an artist) in provinces to determine the winner in painting competitions. This jury is determined by the commission and chooses the winners from the provinces and sends the results to the central evaluation jury in Ankara

2.1.2.6. Establishing and training a Central Evaluation Jury consisting of 6 members (including 1 MoNE representative, 1 EUSG representative, 3 artists) to determine the winner in painting competition.

2.1.2.7. Evaluating paintings by the Central Evaluation Jury and choose the winners in painting competitions.

2.1.2.8. Conducting a closure ceremony participated by each provincial MoNE representatives, school directors, coach teachers and maximum 3 students from the provinces and award winners in the closure ceremony of the final competition

2.1.2.9. Awarding the winners, coach teachers, school directors, MoNE and EUSG representatives with a study visit to EU countries, trophies, certificates, plaquettes.

2.1.2.10. Organizing an exhibition of winning pictures of 81 cities.

2.1.2.10.1. Organizing an exhibition in Ankara with the participation of related institutions (MoNE, EUGS and others) and the winners, coach teachers, school directors

2.1.2.10.2. Publishing and delivering a catalogue of the exhibition to the students, the schools participated, the stakeholders, and related NGO's.

2.1.3. Organize a short story competition about accession process of Turkey to the EU, EU institutions and their functions for 6th, 7th and 8th grades.

2.1.3.1. Announcing the short story competition to the schools by provincial MoNE offices via distributing brochures

2.1.3.2. Establishing Provincial Commissions determined by MoNE consist of at least 3 members to determine the Provincial and Central Evaluation jury.

2.1.3.3. Receiving the applications send via e-mail, by hand or postal service by provincial MoNE offices

2.1.3.4. Evaluating short stories by jury of 4 (preferably 1 or 2 literature teacher, a literature expert from university and a story writer) to determine the winner in short story competitions. This jury is determined by the commission and chooses the winners from the provinces and sends the results to the central evaluation jury in Ankara

2.1.3.5. Establishing Central Evaluation jury consisting of 6 members (1 MoNE representative, an EUD Press and Information Office member, 3 story writer) to determine the winner in short story competition.

2.1.3.6. Evaluating short stories by the central evolution jury and choose the winners in short story competition.

2.1.3.7. Conducting a closure ceremony participated by each provincial MoNE representatives, school directors, coach teachers and maximum 3 students from the provinces and award winners in the closure ceremony of the final competition

2.1.3.8. Awarding the winners, coach teachers, school directors, MoNE representatives with visits to EU countries, trophy, certificate, plaque, book-sets of Turkish –European authors approved by MoNE.

2.1.3.9. Translating the winning stories into English, French and German

2.1.3.10. Publishing translated stories and deliver the book to the related parties.

Activity 2.2. Informing students, teachers and administrators of MoNE about the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and educational opportunities (education in the EU countries, scholarships, grant project opportunities, student exchanges, etc...) related to EU.

2.2.1. Determining the contents of the information package (booklets, brochures, web based information package, contents of the informative seminars, etc) on the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and EU opportunities with the participation of a group of experts (from EUSG, MoNE PCC, National Agency, volunteered embassy staff of EU MS, related student organizations, CSOs and field experts)

2.2.2. Determining 200 coordinator teachers from 81 provinces

2.2.3. Organizing a training program for 200 coordinator teachers from 81 provinces on the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and educational opportunities related to EU with the participation of relevant institutions (Turkish National Agency, EUSG, volunteering embassy staff of EU Member States, related student organizations and CSOs) in Ankara

2.2.4. Conducting 81 information seminars in 81 provinces for students, teachers and administrators of MoNE by the coordinator teachers about the EU and educational opportunities in the EU

Activity 2.3. Developing and implementing a comprehensive communication strategy

- 2.3.1. Organizing a launching event with the participation of related institutions, MoNE representatives, representatives of NGOs and other stakeholders.
- 2.3.2. Providing promotional materials for the dissemination of the project (brochures, quarterly periodicals, posters, etc)
- 2.3.3. Preparing and implementing a comprehensive communication strategy for the project especially for the quiz, competitions, web site and other project activities.
- 2.3.4. Organizing a closing event with the participation of related institutions, MoNE representatives, representatives of NGOs and other stakeholders

3.5 Conditionality and sequencing:

The contract signature is conditional upon an effective coordination mechanism being set up and presented to the EU Delegation for this project and the IPA 2009 project “**Democratic Citizenship And Human Rights Education Project**”, ensuring synergy and avoiding overlap or inefficiency, in particular in the area of the revision of curricula.

Sequencing:

Initially, the first activity of this project will be the pre-survey. The pilot schools for the text book and curricula revision will be determined according to the curricula revision. At the same time with the pre-survey the curricula and textbook revision will get started. The pilot implementation of the revised curricula and textbooks will be made for the first educational year after the revision process and the determination of the pilot schools according to the survey results. After the pilot implementation the curricula and textbooks will be revised according to the piloting reports.

The materials and the web site will be developed in the first half of the first year of the project before they are used during the quiz, painting and short story competitions. The trainings for coordinator teachers and the information seminars will be conducted before the quiz, painting and short story competitions at the second half of the first year of the project. So, at the second educational year at the project period (after the material development and trainings); the quiz, painting and short story competitions will be organized. The post-survey will be conducted after the compilation of all project activities.

3.6 Linked activities

A project for IPA I 2009 Programming is about to start with technical support of Council of Europe. This project is:

Democratic Citizenship And Human Rights Education Project:

The objective of this project is to foster a more democratic society by strengthening democratic citizenship and human rights education (EDC/HRE) that corresponds with European core values by:

- 1) developing and revising regulations and curricula and introducing and piloting a compulsory course on EDC/HRE;
- 2) producing educational materials and piloting them
- 3) increasing the capacity of the MoNE personnel and awareness on EDC/HRE of pre-school, primary and secondary school communities (teachers, pupils, students, non-teaching staff, parents and community leaders)

4) developing a democratic school culture from pre-school to the end of the secondary education

EDC/HRE Project also includes revision of curricula and textbooks on Democratic Citizenship and Human Rights Issues. For the reason that, fundamental rights and democratic citizenship are very comprehensive issues for the overall society, it should be considered that the curricula and textbooks must be revised many times with different projects from different aspects. EDC/HRE project will be covering basic facts on fundamental rights and democratic citizenship. Students Learning about the EU-Common Values, Fundamental Rights And Policies- project focused on EU matters will be covering the subjects on fundamental rights and democratic citizenship at EU perspective and will consider the subjects on EU implementations, EU legislations, EU institutions and EU History regarding fundamental rights and democratic citizenship. By this project, students will increase their understanding on EU citizenship. The effects of EU accession process of Turkey regarding citizenship, the changes covered so far and gains of EU accession process. So the students will understand EU values better and in a right way. This project will also eliminate misconceptions and concerns and help the accession process.

So this project will be approaching to the issue of fundamental rights from the EU perspective while improving and upgrading the outputs of EDC/HRE project and will consider many different subjects from EU perspective. “Students learning About the EU-Common Values, Fundamental Rights And Policies Project” will consider many aspects for the revision of the curricula and textbooks on EU, the EU accession process of Turkey, how the EU Accession Process effects Turkey (what changes are achieved and what are underway). The revisions will contain a variety of values such as; democracy and the rule of law, solidarity and cohesion, equal opportunities, child rights, adequate health and safety in the workplace, universal access to education and healthcare, quality of life and quality in work, peace, solidarity, freedom, security, unity and equality, etc. EDC/HRE Project will also be implemented by the Projects Coordination Center (PCC) of MoNE. EDC/HRE Project is planned to get started by the first months of 2011. So its outputs will come out before this project and this project will develop the outputs of EDC/HRE Project. If necessary, close coordination between the two project teams will be provided by MoNE PCC.

Competitions among students are organized in 16 provinces for three years by the European Commission Delegation to Turkey to increase EU awareness. This project will comprise the competitions of the Delegation and extend these competitions to all provinces. Competitions will be organized in 81 provinces with the information and material support of the Delegation. For this reason during the preparation and implementation of the EU Quiz the experience of the EUSG will be benefited with strong cooperation and at the preparation phase the questions of the EU Quiz and relevant materials will be shared. The booklet and the other materials giving information about the EU will be prepared with the experts the promotional materials prepared by the Delegation will be revised by this project and these materials will be developed regarding MONE and educational perspective.

3.7 Lessons learned

The experience acquired through previous implementations of EU projects in MoNE-Projects Coordination Center (PCC) was helpful for the formation of the necessary administrative structures, setting up relations with MoNE beneficiaries and beneficiaries other than MoNE, development of means of communication between MoNE central and the provincial offices and cooperation between teachers and students by the competitions and trainings. It is very important to ensure full cooperation of the beneficiaries, clear definition of the respective roles and full cooperation and coordination of the local administrations to avoid improper implementations and/or exclusion of important partners. Previous IPA projects done by the PCC have helped to raise awareness and sympathy towards EU among Turkish public especially school communities. This project will be a complementary step for demonstrating what EU funds have achieved in Turkey before. Mone is experienced from the previous projects that active involvement and participation of NGOs/CSOs must be provided not only during the implementation but also at the preparation phase of the projects. At the preparation phase of this project several meetings are held with the participation of relevant stakeholders including EU Delegation to Turkey, EUSG took part.

In Turkey, various universities, NGOs and institutions have implemented projects about different issues on EU awareness. These issues (environment, consumer rights, disposal of chemicals, women rights etc...) are far away from explaining what will be the benefits of EU to Turkey as a whole. Also these projects are targeting small groups and dissemination of results of the projects didn't have effects on general public. In our project "Schools Learning the EU" will have effects on general public via media and activities to students, their families, and teachers.

4. Indicative Budget (amounts in EUR)

			SOURCES OF FUNDING										
			TOTAL EXP.RE	TOTAL PUBLIC EXP.RE	IPA EU 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)
Service Contract	X		3.000.000	3.000.000	2.700.000	90	300.000	10	300.000	-	-	-	
Supply Contract		x	600.000	600.000	510.000	85	90.000	15	90.000	-	-	-	
TOTAL IB			3.000.000	3.000.000	2.700.000		300.000		300.000			-	
TOTAL INV			600.000	600.000	510.000		90.000		90.000			-	
TOTAL PROJECT			3.600.000	3.600.000	3.210.000		390.000		390.000			-	

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	Project Completion
Service Contract	QR III 2011	QR II 2012	QR II 2014
Supply Contract	QR I 2012	QR III 2012	QR III 2012

6. Cross cutting issues (where applicable)

6.1 Equal Opportunity

Equal participation of women and men will be ensured in the implementation of the project and access to the opportunities it will offer. One of the objectives of the project in the field of training is to guarantee equal opportunities. The principle of ensuring equal access to services for both 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 will enjoy equal opportunities when applying for training or work. All training activities and communication materials used in the project will be gender-sensitive. Students, regardless of their gender or social backgrounds, will be given maximum opportunity to participate and to express their views during piloting.

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. The awareness of the students and teachers will be increased on environmental policies of EU through competitions and the adapted Europe Diary.

6.3 Minorities 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. Equal opportunity will be sustained to the educational institutions by MoNE.

ANNEXES

- 1- Log frame in Standard Format
- 2- Amounts contracted and Disbursed per Quarter over the full duration of Programme

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR PROJECT FICHE		Programme name and number:	
SCHOOLS LEARNING ABOUT THE EU Ref.no:87		Contracting period expires : 2 years after the signature of the Financing Agreement	Disbursement period expires: 1 year following the end date for the execution of contracts.
		Total budget : € 3.600.000	IPA budget: M€ 3.210.000
		Technical Assistance: € 3.000.000 Supply Contract: € 600.000	
Overall objective	Objectively verifiable indicators	Sources of Verification	
Society in Turkey has a high level of awareness and knowledge about the European Union's values, fundamental rights and policies	Percentage of Turkish public indicating that becoming a member of the EU would benefit Turkey increased by 10% by 2 years from the end of the project compared to 2011. - Percentage of Turkish public who consider themselves as European increased by 5% by 2 years from the end of the project compared to 2011	<ul style="list-style-type: none"> • Reports of the pre and post survey results • Euro-Barometer statistics • Project Reports 	

Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>The knowledge of students at age between 7 and 19 about the EU's values, fundamental rights and policies is raised through effective educational measures.</p>	<ul style="list-style-type: none"> • At least 40.000 students (7-19) , who participated in the survey at primary and secondary level increased their knowledge by 10% on EU, EU institutions and their functions, reforms and changes during EU Accession process of Turkey, gains and results of the EU membership • 	<ul style="list-style-type: none"> • Ministry of National Education (MoNE) Official Journal • Project Reports (Ex-ante, interim and ex-post evaluation reports) • Euro-Barometer statistics • Reports of the survey results • The approval documents of the educational materials • Certificates of coordinator teachers 	<ul style="list-style-type: none"> • The Government of Turkey is committed to sustain efforts for achieving increased EU awareness rate nationwide. • MoNE is committed to sustain efforts for achieving increased EU awareness rate nationwide. • Turkey's accession process continues
Results	Objectively verifiable indicators	Sources of Verification	Assumptions

<p>Result 1: The capacity for teaching about the EU's values, fundamental rights and policies, the EU institutions and their functions, fundamental rights of the EU, the accession process of Turkey and reforms regarding Turkey's EU accession process is measurably increased through revised curricula and textbooks, developed informative materials and a web site in use</p>	<ul style="list-style-type: none"> • Survey on current knowledge of students aged between 7 and 19 about the EU is completed at the beginning and end of the project • Analysis report on pre and final surveys and the impacts of revised textbooks and curricula, quizzes, trainings and other related project activities • Gap analysis report of the curricula and textbooks of primary and secondary education • 300 pilot schools selected for pilot implementation based on survey results (selection criteria: lowest level of knowledge about the EU) • 1000 teachers of pilot schools trained on the revised draft curricula and textbooks • Monitoring and evaluation reports of the pilot implementation of the revised draft curricula and textbooks • Revised curricula and textbooks of related lessons 	<ul style="list-style-type: none"> • Ministry of National Education (MoNE) Official Journal • Reports of the survey results • Euro-Barometer statistics • Project Reports (Ex-ante, interim and ex-post evaluation reports) • Seminars and training outcomes and reports • The survey documents and instruments • 	<ul style="list-style-type: none"> • MoNE Departments are committed to cooperate • Consistent support at the local level for the project established • MoNE provincial departments, education unions are willing to cooperate and coordinate
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	<p>at primary and secondary school level, increasing EU related knowledge (EU values, fundamental rights, policies, history)</p> <ul style="list-style-type: none"> • Revised curricula and textbooks of Revolution History and Kemalism at 8th grade, Geography at 11th grade, Geography at 12th grade, History of Modern Turkey at 12th grade and International Relations at 12th grade lessons at primary and secondary school level on EU related knowledge (EU values, fundamental rights, policies, history) • Informative materials (booklet, plaque, trophy, e-book and brochures on the EU, EU institutions and their functions and EU Accession process of Turkey) <p>Web site of the project is in active use</p> <p>Portal links for developed materials, school groups, information and EU based</p>		
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	<p>newspaper</p> <ul style="list-style-type: none">• Web based and paper brochures completed and distributed about changes in Turkey related to the EU accession process, including success stories of EU support projects (TPA and IPA)		
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<p>Result 2: Students and teachers increased their EU related knowledge (the EU, EU institutions and their functions, fundamental rights of the EU, how the EU Accession Process affects Turkey, what changes are achieved and what are underway) by participating in systematic education based activities</p>	<ul style="list-style-type: none"> • Active citizenship, good neighbourly relations and cultural learning about the EU has been effectively promoted among students • Quiz for 9th grade students the EU, EU institutions and their functions, fundamental rights of the EU and EU accession process of Turkey implemented in 81 cities. • Nationwide painting competition successfully completed • Nationwide short story competition successfully completed • 200 coordinator teachers from 81 provinces trained on the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and educational opportunities related to EU • 81 information seminars in 81 provinces for totally 8.000 students, 4.000 teachers and 2.000 administrators of 	<ul style="list-style-type: none"> • The approval documents of the educational materials • Certificates of coordinator teachers • Ministry of National Education (MoNE) Official Journal 	<ul style="list-style-type: none"> • Families and students are willing to benefit from website • Subject Teachers are interested and willing to take part in EU Awareness seminars • Subject Teachers are interested and willing to take part in EU Awareness seminars • Preparation of educational materials are ready in due time at quality standards • MoNE provincial departments, education unions committed to cooperation and coordination
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	<p>MoNE by the coordinator teachers about the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and educational opportunities related to EU</p> <ul style="list-style-type: none"> • Promotional materials for the dissemination of the project (brochures, quarterly periodicals, posters, etc) • A comprehensive communication strategy for the project developed and implemented • High degree of visibility of the project by involving the media in activities • Multiplier of activities by linking them to existing national events to maximize impact • Proposed recommendations for future and draft for follow up project 		
Activities	Means Technical Assistance Contract	Costs € 3.000.000	Assumptions

	Supply Contract	€ 600.000	
<p>Result 1: The capacity for teaching about the EU’s values, fundamental rights and policies, the EU institutions and their functions, fundamental rights of the EU, the accession process of Turkey and reforms regarding Turkey’s EU accession process is measurably increased through revised curricula and textbooks, developed informative materials and a web site in use (Technical Assistance)</p> <p>Activity 1.1. Measuring and analyzing the knowledge and awareness level of students and teachers at primary and secondary education on the EU, its institutions and their functions, fundamental rights of the EU, reforms and changes during EU Accession process of Turkey, gains and results of the EU membership</p> <p>1.1.1. Measuring the current knowledge and awareness level of students and teachers at primary and secondary education on EU, EU institutions and their functions, reforms and</p>	<ul style="list-style-type: none"> • Technical Assistance 		<ul style="list-style-type: none"> • MoNE Departments are committed to cooperate • Subject teachers and students interested and willing to take part in EU Awareness trainings • Preparation of educational materials are ready in due time at quality standards • Web site is ready on time and updated regularly • MoNE provincial departments, education unions committed to cooperation and coordination. • Close co-operation between MoNE project team, provincial project teams and related partner is assured

<p>changes during EU Accession process of Turkey, gains and results of the EU membership by conducting a pre-survey at 300 schools</p> <p>1.1.1.1. Developing a survey instrument</p> <p>1.1.1.2. Pilot testing the survey to ensure validity and reliability of the survey instrument</p> <p>1.1.1.3. Revising the survey instrument based on pilot testing</p> <p>1.1.1.4. Conducting the survey on a nationally representative sample before in 81 provinces) the quiz and painting competition</p> <p>1.1.1.5. Establishing a mechanism with the participation of personnel from project departments of provincial MoNE Directorates for the purpose of analyzing the survey</p> <p>1.1.1.6. Analyzing data and reporting the results of survey</p> <p>1.1.1.7. Publishing results of the survey and distributing them to related institutions</p> <p>1.1.2. Measuring the final knowledge and awareness level of students and teachers at primary and secondary education on EU, EU institutions and their functions, reforms and changes during EU Accession process of Turkey, gains and results of the EU membership by conducting a post-survey at 300 schools after the implementation of revised textbooks and curricula, quizzes,</p>			<ul style="list-style-type: none"> • Consistent support at the local level for the project is established • Efficient delivery of all brochures and books to the selected schools. • Provincial Project Teams are willing to attend the trainings
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trainings and other related project activities.
1.1.2.1. Developing a survey instrument
1.1.2.2. Conducting the survey on a nationally representative sample after in 81 provinces) the quiz and painting competition
1.1.2.3. Establishing a mechanism with the participation of personnel from project departments of provincial MoNE Directorates for the purpose of analyzing the survey
1.1.3. Analyzing data and reporting the results of pre and final surveys and the impacts of revised textbooks and curricula, quizzes, trainings and other related project activities.
1.1.4. Publishing analysis report of the survey and distributing them to related institutions

Activity 1.2. Analyzing and strengthening the present curricula and text books of related lessons at Primary and Secondary Education level especially Revolution History and Kemalism at 8th grade, Geography at 11th grade, Geography at 12th grade, History of Modern Turkey at 12th grade, International Relations at 12th grade based upon the EU, EU institutions and their functions, fundamental rights of the EU, the accession process of Turkey and reforms regarding Turkey's EU Accession process.

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| <p>1.2.1. Establishing and training a Curricula and Textbook Review Working Group</p> <p>1.2.2. Determining the lessons to be revised at primary and secondary education levels</p> <p>1.2.3. Analyzing existing curricula and textbooks in terms of acquired competencies and practice in the light of the EU, EU institutions and their functions, the accession process of Turkey and reforms regarding Turkey's EU Accession process at primary and secondary school level.</p> <p>1.2.4. Developing recommendations on the curricula and textbooks while taking into consideration similar education program implementations at EU member states</p> <p>1.2.5. Organizing 4 workshops with the stakeholders to discuss the developed recommendations on curricula and textbooks</p> <p>1.2.6. Organizing study visit to EU member states for Curricula and Textbook Review Working Group to observe how EU issues, functions of EU institutions integrated and introduced into education programs</p> <p>1.2.7. Submitting to the related institutions/departments and to stakeholders the final revised draft curricula and textbooks</p> <p>1.2.8. Taking into account the feedback of the institutions/departments and</p> | | |
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stakeholders and revising the final revised draft curricula and textbooks, if needed.

1.2.9. Pilot implementation of the revised draft curricula and textbooks

1.2.9.1. Selecting 300 pilot schools (based on survey results (selection criteria: lowest level of knowledge about the EU))

1.2.9.2. Selecting teachers from pilot schools (1000 teachers of pilot schools)

1.2.9.3. Training 1000 teachers of pilot schools on the revised draft curricula and textbooks

1.2.9.4. Pilot implementation of the revised draft curricula and textbooks

1.2.9.5. Monitoring and evaluation of the pilot implementation by Curricula and Textbook Review Working Group

1.2.9.6. Reporting the results of the pilot implementation

1.2.10. Revising the curricula and textbooks, if needed, based on the pilot implementation.

1.2.11. Presenting the final proposal to Board of Education (BoE) for approval

1.2.12. Organizing an Information meeting to share the revised curricula with the public.

Activity 1.3. Preparing and publishing informative materials for students

(booklet, plaque, trophy, e-book, brochures and handbook) about EU related knowledge (the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, what changes are achieved and what are underway)

1.3.1. Establishing a commission consisting of experts from EUSG and representatives from MoNE to develop e-book about EU related knowledge (the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, what changes are achieved and what are underway) . This will be used by students in preparation process of competitions and publish e-book on the web site

1.3.2. Establishing a commission consisting of experts from, EUSG, and representatives from MoNE to develop brochures, posters, plaque, trophy, and informational materials for painting, short story and quiz competitions.

1.3.2.1. Developing informative competition brochures

1.3.2.2. Publishing and delivering brochures to primary and high schools to announce and inform the painting, story and quiz competitions.

1.3.2.3. Preparing plaquettes and trophies
1.3.2.4. Delivering plaquettes and trophies to the provinces for award ceremonies.

1.3.3. Establishing a commission consisting of experts from, EUSG, and representatives from MoNE to develop handbook consisting of basic information on the EU, EU institutions and their functions, EU Accession process of Turkey, what changes are achieved and what are underway

1.3.2.1. Developing informative handbook

1.3.2.2. Publishing and delivering handbooks to primary and high schools to inform the students who take part in competitions

Activity 1.4. Designing a web site containing information about the EU, EU institutions and their functions, fundamental rights at the EU, EU accession process of Turkey, EU accession related opportunities, and EU focal points (provincial expert database and contact points and institutions)

1.4.1. Establishing a commission to design and define the content of the web site.

1.4.2. Conducting 2 workshops with the participation of stakeholders to identify the

content of the web site

1.4.3. Establishing a web site containing information about the EU, EU institutions and their functions EU accession process of Turkey, EU opportunities, and EU focal points

1.4.3. Designing a portal link to the web site for the developed materials and the news about EU cooperative activities

1.4.4. Designing a portal link to the web site for establishing School groups for cooperative activities and for sharing information and for building friendships among students

1.4.5. Preparing an Inter-school Friendship Sample Activity Document (including cooperative activities, sharing information and facilities for improving dialog especially for students learning foreign languages)

1.4.6. Designing a portal link to the web site for informing about the focal points (provincial expert database and contact points and institutions) at provinces on information about the EU and a database of EU expert formator teachers and personnel at provinces

1.4.7. Designing a portal link to the web site for EU web based newspaper to be prepared by different schools for each month

1.4.8. Designing a portal link to the web site for a survey on EU knowledge (especially on determining the contents of the desired information on EU matters and EU accession

process)

Result 2: Students and teachers increased their EU related knowledge (the EU, EU institutions and their functions, fundamental rights of the EU, how the EU Accession Process effects Turkey, what changes are achieved and what are underway) by participating in systematic education based activities (Technical Assistance) (Supply Contract)

Activity 2.1. Organizing competitions for motivating students to increase their knowledge on the EU, EU institutions and their functions, fundamental rights of the EU, how the EU Accession Process effects Turkey, what changes are achieved and what are underway, the candidate countries, culture and geography, among secondary school students

2.1.1. Organizing a quiz about the EU, EU institutions and their functions, fundamental rights of the EU, how the EU Accession Process effects Turkey, what changes are

achieved and what are underway, the candidate countries, culture and geography, among secondary school students 9th grades in 81 cities.

2.1.1.1. Establishing and training Quiz Preparation Team with experts from EU under the supervision of the MONE and EUSG

2.1.1.2. Preparing quiz questions in coordination with and material support of EUSG – Press and Information Office

2.1.1.3. Developing a Quiz Quality Program with support of experts from MoNE in order to ensure that the questions are equally disbursed among different question sets without duplication.

2.1.1.4. Organizing 81 information seminars by EU experts about the quiz for a period of 1 day in 81 provinces for coach teachers appointed by schools and distribute promotional materials (which may include bag/hat/notebook etc) for competitions.

2.1.1.5. Establishing provincial quiz commissions determined by MoNE. The quiz sessions are evaluated by a jury with 3 members. This jury is determined by the quiz commission. Members of the jury are a representative from provincial MoNE Offices, EUSG and, expert academicians on the EU.

2.1.1.6. Announcing the quiz to the schools by distributing the brochures in cooperation with city / district MoNE offices or EU Information Centers in cities where there is a centre.

2.1.1.7. Training students for the quiz by coach teachers appointed by the schools take part in the seminars.

2.1.1.8. Providing prizes such as laptops, cameras, trophies, MP3 players, educational board games and plaquettes for awarding the winner teams of the competitions. Symbolic prizes for teachers and booksets for schools may also be provided (Supply Contract)

2.1.1.9. Organizing the quiz in districts by the district MoNE office preferably through contests and declare winning teams to the participant provinces.

2.1.1.10. Establishing quiz teams with three students in voluntary high schools in 81 provinces, (Four students -one of them is the substitute-, a teacher for coaching and a MoNE representative will be available in each competition team) and take the applications from the schools by district MoNE offices.

2.1.1.11. As the second stage; organize the quiz in provincial level with the participation of the district winners. The

- Technical Assistance
- Supply Contract

teams will be awarded after the quizzes.

2.1.1.12. As the third stage; organizing semifinal quiz in 7 regions among city Winners.

2.1.1.12.1. Assembling city winners from provinces of the region in a selected province for semifinal quiz.

2.1.1.12.2. Promoting the semifinal quiz within the same day in each region to determine the regional winners for the final quiz and broadcast the competitions on volunteered TV channels)

2.1.1.12.3. Organizing the ceremony in each region to award winning teams with various prizes.

2.1.1.13. Promoting the final quiz with the participation of the regional winners in Ankara.

2.1.13.1. Accommodating the winning teams for two days in Ankara. **2.1.13.2.** Announcing the competition to schools in Ankara to increase EU awareness of audience and support the transportation of the students from the districts of Ankara.

2.1.13.3. Promoting the final quiz in a day and declare the winning team.

2.1.1.14. Announcing and awarding winning teams in the closure ceremony of the final Quiz.

2.1.1.15. Awarding the winning team with a

study visit to EU countries and other prizes for the finalist teams.

2.1.2. Organizing a painting competition about accession process of Turkey to the EU, EU institutions and their functions, fundamental rights of the EU for primary schools (6th, 7th and 8th grades) all over Turkey

2.1.2.1. Announcing the painting competition to the schools by provincial MoNE offices via distributing brochures

2.1.2.2. Announcing the theme of the painting competition in line with the topic of the year determined by the EU. The topic of the painting competition will be published on the web site

2.1.2.3. Establishing Provincial Commissions determined by MoNE and EUSG consist of at least 3 members to determine the Provincial and Central Evaluation jury.

2.1.2.4. Receiving the applications send via postal service or by hand to provincial MoNE offices.

2.1.2.5. Evaluating paintings by juries of 4 (preferably 1 or 2 art teacher, an art expert from university and an artist) in provinces to determine the winner in painting competitions. This jury is determined by the

commission and chooses the winners from the provinces and sends the results to the central evaluation jury in Ankara

2.1.2.6. Establishing and training a Central Evaluation Jury consisting of 6 members (including 1 MoNE representative, 1 EUSG representative, 3 artists) to determine the winner in painting competition.

2.1.2.7. Evaluating paintings by the Central Evaluation Jury and choose the winners in painting competitions.

2.1.2.8. Conducting a closure ceremony participated by each provincial MoNE representatives, school directors, coach teachers and maximum 3 students from the provinces and award winners in the closure ceremony of the final competition

2.1.2.9. Awarding the winners, coach teachers, school directors, MoNE and EUSG representatives with a study visit to EU countries, trophies, certificates, plaquettes.

2.1.2.10. Organizing an exhibition of winning pictures of 81 cities.

2.1.2.10.1. Organizing an exhibition in Ankara with the participation of related institutions (MoNE, EUGS and others) and the winners, coach teachers, school directors

2.1.2.10.2. Publishing and delivering a

catalogue of the exhibition to the students, the schools participated, the stakeholders, and related NGO's.

2.1.3. Organize a short story competition about accession process of Turkey to the EU, EU institutions and their functions for 6th, 7th and 8th grades.

2.1.3.1. Announcing the short story competition to the schools by provincial MoNE offices via distributing brochures

2.1.3.2. Establishing Provincial Commissions determined by MoNE consist of at least 3 members to determine the Provincial and Central Evaluation jury.

2.1.3.3. Receiving the applications send via e-mail, by hand or postal service by provincial MoNE offices

2.1.3.4. Evaluating short stories by jury of 4 (preferably 1 or 2 literature teacher, a literature expert from university and a story writer) to determine the winner in short story competitions. This jury is determined by the commission and chooses the winners from the provinces and sends the results to the central evaluation jury in Ankara

2.1.3.5. Establishing Central Evaluation jury consisting of 6 members (1 MoNE representative, an EUD Press and Information Office member, 3 story writer)

to determine the winner in short story competition.

2.1.3.6. Evaluating short stories by the central evolution jury and choose the winners in short story competition.

2.1.3.7. Conducting a closure ceremony participated by each provincial MoNE representatives, school directors, coach teachers and maximum 3 students from the provinces and award winners in the closure ceremony of the final competition

2.1.3.8. Awarding the winners, coach teachers, school directors, MoNE representatives with visits to EU countries, trophy, certificate, plaque, book-sets of Turkish –European authors approved by MoNE.

2.1.3.9. Translating the winning stories into English, French and German

2.1.3.10. Publishing translated stories and deliver the book to the related parties.

Activity 2.2. Informing students, teachers and administrators of MoNE about the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and educational opportunities (education in the EU countries, scholarships, grant project opportunities, student exchanges,

etc...) related to EU.

- 2.2.1.** Determining the contents of the information package (booklets, brochures, web based information package, contents of the informative seminars, etc) on the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and EU opportunities with the participation of a group of experts (from EUSG, MoNE PCC, National Agency, volunteered embassy staff of EU MS, related student organizations, CSOs and field experts)
- 2.2.2.** Determining 200 coordinator teachers from 81 provinces
- 2.2.3.** Organizing a training program for 200 coordinator teachers from 81 provinces on the EU, EU institutions and their functions, fundamental rights of the EU, EU Accession process of Turkey, and educational opportunities related to EU with the participation of relevant institutions (Turkish National Agency, EUSG, volunteering embassy staff of EU Member States, related student organizations and CSOs) in Ankara
- 2.2.4.** Conducting 81 information seminars in 81 provinces for students, teachers and administrators of MoNE by the coordinator teachers about the educational opportunities about the EU and educational opportunities in

EU

Activity 2.3. Developing and implementing a comprehensive communication strategy

2.3.1. Organizing a launching event with the participation of related institutions, MoNE representatives, representatives of NGOs and other stakeholders.

2.3.2. Providing promotional materials for the dissemination of the project (brochures, quarterly periodicals, posters, etc)

2.3.3. Preparing and implementing a comprehensive communication strategy for the project especially for the quiz, competitions, web site and other project activities.

2.3.4. Organizing a closing event with the participation of related institutions, MoNE representatives, representatives of NGOs and other stake holders

Pre-conditions: No pre-conditions for the project

Contracted	2012			2013				2014	
	QR2	QR3	QR4	QR1	QR2	QR3	QR4	QR1	QR2
Service Contract	2.700.000								

ANNEX II: amounts (in €) Contracted and disbursed by quarter for the project (IPA Contribution only)

Supply Contract		510.000							
Cumulated	2.700.000	3.210.000	3.210.000	3.210.000	3.210.000	3.210.000	3.210.000	3.210.000	3.210.000
Disbursed									
Service Contract	540.000	270.000	270.000	270.000	270.000	270.000	270.000	270.000	270.000
Supply Contract		510.000							
Cumulated	540.000	780.000	1.590.000	1.860.000	2.130.000	2.400.000	2.670.000	2.940.000	3.210.000

