Draft Standard Summary Project Fiche

Project number: TR 0301.02

1. Basic Information

1.1 Title: Development of human rights, democracy and citizenship education
1.2 Sector: Public
1.3 Location: Turkey

2. Objectives

2.1 Overall objective
To strengthen Human Rights, Democracy and Citizenship Education (HRDCE) in schools and society with related partners all over Turkey.

2.2 Project purpose
To provide assistance to the Turkish Government to design, develop and implement effective HRDCE that correspond with EU standards at all levels in the education sector.

The project is divided in four components with the following aims:

- Component 1: Adjusting the Legal base for Human Rights, Democracy and Citizenship Education
  Laws, regulations and circulars related to HRDCE issues are revised by core group 1 and recommendations are approved by the Board of Education (BoE) at the Ministry of National Education (MoNE) for approval

- Component 2: Curriculum and educational material development
  The BoE approves the revised contents of curricula of grades 7 and 8 of the primary school and that of the secondary school and appropriate educational materials are developed to these curricula as well for pre-school education. Core group 2 will perform this task.

- Component 3: Capacity Building
  Teaching and non-teaching staffs are trained and are capable of applying the principles of democratic life at school. Core group 3 will be responsible for this task.

- Component 4: Awareness raising and dissemination
  Parents and other stakeholders are conscious about the importance of participation in school related decision-making processes.
This project is meant to be the first phase of the project for the “Development of HRDCE” for the production of educational materials, capacity building of the pre-school, primary and secondary school teachers and non-teaching staff. The first phase aims at training of 24,300 teachers of pre-school, primary school and secondary school in Turkey’s 81 provinces. In addition, in the first phase materials will be produced for the referred teachers and for about 972,000 students. A second phase will continue dissemination.

2.3 Accession partnership and NPAA priority
The Accession Partnership setting out the principles, priorities, intermediate objectives and conditions for Turkey in 2003 underlines the requirement to “achieve stability of institutions guaranteeing democracy, the rule of law, human rights and respect for and protection of minorities”.

This project has been prepared to improve the quality of human rights education, to attain the objectives of the development of human rights and freedom, to strengthen civil society, to promote human rights and democratic culture, which are parts of the political criteria given priority in the National Programme for the Adoption of the Acquis (NPAA, 1.1 Political Criteria). It is focussed at producing a profound change on the way of teaching from traditional to innovative methods (less memorising versus more understanding; more active learning versus less passive learning, more students’ participation and responsibility in their own learning process etc). Human Rights (HR) and democratic values are approached working not only at school level but also at community level with local authorities and NGOs.

2.4 Contribution to National Development Plan
Turkey has now begun preparation of its first National Development Plan. This is likely to be ready by the end of 2003.

3. Description

3.1 Background and justification
Education and training have an immense importance in developing consciousness of human rights in the community. Human rights and democracy education is a necessary duty for the Turkish government according to principles pointed out by both international and regional declarations and the National Education Basic Act. Provisions including human rights and democracy education are emphasized in the Constitution, the National Education Basic Act and some regulations.

Importance of personal development of the individuals in various dimensions, having free and scientific thinking abilities and the education of all human beings to respect human rights were added to the 2nd article of amended Act (No. 1739) in June 1983 (No. of change - Act 2842). Moreover, education for democracy is emphasized as one of the main principles of the national education in Act No. 1739.

In its 12th meeting the National Council of Education pointed out that importance must be given to the development of democratic behaviour, free thinking and tolerance components besides
national features in the design of curricula (Decision 6) in 1988. In the same meeting it was also decided that attention should be given to a holistic approach in the curriculum at each level, overlaps between syllabus for the different subjects should be avoided, the expected benefit and output should be taken into consideration and instead of an input orientated approach when the focus is predominantly on providing knowledge, students should be also educated to be able to use their knowledge and to develop positive attitudes (Decision 7).

The 13th National Council of Education gave priority to “democracy and environmental issues” in its meeting in 1990.

The 16th National Council of Education agreed that extracurricular activities in or out of the school should be based on an approach that develops democratic culture and the individual (Decision 32, 1999).

After the United Nations General Assembly declared the period between 10 January 1995 and 31 October 2004 as a United Nations’ Decade for Human Rights Education, voluntary and formal activities have been carried out in the field of human rights education in Turkey. The following ministries and institutions have been involved in these activities: Human Rights Examining Committee, Ministry of State Responsible for Human Rights and The High Coordination Board for Human Rights, the latter consisting of deputy ministers of Prime Ministry, Ministry of Justice, Ministry of Interior, Ministry of Foreign Affairs, MoNE and Ministry of Health.

On 14 March 1995, a Protocol between the Ministry of State Responsible for Human Rights and the MoNE, concerning teaching of human rights in schools, was signed by the Prime Ministry. The Protocol calls for the revision of the “Course on Civics”, taught as a compulsory course in the second stage of the primary school, so as to cover human rights issues under the name of “Civics and Human Rights Education Course” as well as for the introduction of a course named “Democracy and Human Rights” as an elective course, within the curriculum of secondary education. In order to put this Protocol into effect the High Coordination Board for Human Rights decided that it would be pertinent to include the “Civics and Human Rights Education Course” as a compulsory subject in the curricula of grades 7 and 8 in primary schools and the “Democracy and Human Rights” course, as an elective course in the curriculum of grade 2 of the secondary schools and notified its decision to the MoNE to take the necessary action. The programme of the “Democracy and Education Course” included as an elective subject in the secondary school curricula was prepared in the meantime and approved by the BoE on 10 May 1999.

Apart from the legal steps some research has been done in Turkey to evaluate the curricula and the textbooks of the “Citizenship and Human Rights Education” course taught in grades 7 and 8 in primary schools and the “Democracy and Human Rights” course taught in secondary schools. Three of these studies collected information from teachers, administrators and inspectors (total No. 1405) with the help of questionnaires using Likert type scales (1./ General Directorate (GD) of Department for Primary School; 2./ Ms Yasemin Kepenekci associate professor from Ankara University; 3./ Programme Department of BoE at MoNE), all of them published in 2001. Data were also collected in meetings with teachers, students, administrators and parents in different schools in Ankara e.g. organised by the BoE in recent years.

According to the results of these studies and meetings it can be concluded that:
there is an insufficiency in the curricula, course books, training methods and techniques and number of lessons per week of both subjects analysed in the studies

• the level of curricula and that of the course books are too high for the students’ developmental characteristics and levels of understanding

• course books contain unnecessary repetitions

• course books are excessively knowledge oriented

• there is a lack of rising of awareness of the students

• there is a lack of reaching the aims in behaviour changes of the students

• courses do not serve effectively the use of basic rights and freedoms in daily life

• teachers do not have sufficient knowledge about the subject matter and do not have the capacity to use the required teaching methods and techniques

Because of all these findings especially new curricula, course books, teaching methods and techniques must be developed for human rights education in Turkey.

Moreover, as stated in the Resolution of Human Rights Education of the Council of Europe (25 October 1978) all human beings must be aware of human rights and get the responsibility needed for exercising human rights. Education of human rights and basic freedom that are important in order to create a democratic society must be guaranteed to all new generations from pre-school age onwards. It is necessary to explain democracy to the students but it is not enough. It is more important that individuals can experience democracy through their own actions in their own life space. In other words, democracy is a process that is learnt through life experience and active participation. Therefore, education has to provide a democratic climate in the schools for the realisation of which both teaching and non-teaching staff are responsible. To achieve this in Turkey the MoNE gives priority to the training of teaching and non-teaching staff both about the contents of HRDCE and even more about adequate methods that ensure effective learning achievements and the participation of the students. This can only be realised if curricula and educational materials fulfil EU standards.

As the proposed project considers that the universal principles in HRDCE are important in each and every area of life, its intention is to coordinate its activities with all the stakeholders in the country that commit themselves to universal HRDC principles in order to reach a synergy effect in Turkey in harmony with EU standards.

3.2 Linked activities
In Turkey, some activities have been realised in the field of HRDCE up to now. The plans for the present project build upon the results and recommendations of the following studies and the experiences of some recent activities listed below:

• EU (MEDA) funded programmes Strengthening Basic Education Programme (SBEP) and Strengthening Vocational and Technical Education (SVET) are about to finalize their inception reports at the time of the preparation of the HRDCE project. Modernization of Vocational and Technical Education (MVET) is expected to start mid 2003.
• SBEP has the objective to formulate new standards, to review the curriculum of general basic education, including non-formal education. The curriculum to be developed in the HRDCE project should fit into the curriculum reform that is supported by the SBEP project and should be integrated in the new overall curriculum at the end.

• Standards and curriculum framework will be elaborated for vocational schools by the SVET project. The aim should be that the curriculum developed for HDRCE for secondary education be integrated into the curriculum reform supported by the SVET.

• MVET tackles the problem of VET teacher training. Amongst the skills that will be fostered in the MVET project are student-oriented teacher’s skills and competencies and the structuring of effective active learning processes. These aims are very similar to the ones formulated in the HRDCE project especially in the framework of the cross-curricula approach. Similar teacher’s skills should be fostered on the level of the whole education system so that the schools can offer also opportunities to practise democratic values in other subjects and in the school life as well as in its environment.

• “Project for Development of Human Rights in Turkey Through Seminars”: This project was realised by the European Community Institute in Marmara University with the financial support of the EC in 2001. International aspects of HR, the development of the concept of HR from a historical point of view and the definition of HR gave the conceptual framework to the elaboration of the materials. The objective of this project was to develop a course book using participatory methodology for human rights education in primary schools with a cross-curricula approach. A pilot study was carried out in nine primary schools selected from three cities for a school year during which the teachers tried out the book. Feedback about the course book was unanimously positive. Thereafter interviews were carried out with school principles, teachers and students. It was concluded that the books are not important in themselves because the behaviour and attitudes of the school staff and those of the family also play a crucial role in the development of the democratic attitude of the students.

• “Project for Developing Human Rights Educational Materials in Primary School”: was carried out by UMUT Foundation in coordination with the Chairmanship of Educational Research and Development Department (ERDD) and the British Council. The aim of the project was to develop supplementary educational materials for human rights issues to be taught in the primary school. Local experts worked out these educational materials. For the elaboration of these materials both the psychological and linguistic developmental level of primary school students were taken into account. Special attention was paid to visual richness, aesthetic dimension and ethical values. Forty-five teachers from seven Curriculum Laboratory Schools (from seven regions) were given training in 2001 about the contents and the methodology to be used with the materials. 95% of the teachers gave positive feedback about the materials and the methodology after having applied them during a school year. On the basis of these good results the materials were approved by the BoE and accepted as additional
materials for grades 1-6. It is one of the aims of the planned project to promote the use of these materials in primary schools. The early education of Human Rights is essential and without it, the success of HR education in the compulsory courses of the grades 7 and 8 (13 and 14 years of age) is difficult. Nevertheless these materials may remain “additional materials” to be used optionally in a given course in grades 1 to 6 (6 to 12 years), since no HR education is programmed for these grades. At present, the additional material for grades 1 to 6 is used in some pilot schools and this project would be a good opportunity to make them an instrument all over the country.

• “Human Rights Project in Course Books”: This project was done under the governance of the Turkish Scientific Academy with the coordination of the Turkish Economic and Social History Foundation (TESHF), in partnership with the Human Rights Committee in the Turkish Scientific Academy in order to contribute to the studies of the National Committee on the Decade for Human Rights Education. Within the framework of this project, a “Scanning Guidebook” according to Human Rights Criteria for course books (methods, techniques and recommendations) was elaborated and presented in two meetings “Examining of Course Books According to Human Rights Principles” for further adjustments.

• “History Foundation Exhibition Project” aims to increase awareness of human rights and to broaden the definition of human rights in Turkey. The TESHF, along with its partners, will bring together visual materials in form of an exhibition highlighting the milestones in the historical development of human rights in Turkey, as well as the parallel historical evolution of civil society. Along with the exhibition, the project will entail other related activities such as publications, conferences, workshops and interactive activities, a documentary film and a web site on the history of human rights and civil society in Turkey. The exhibition and other cultural activities will be organised in 20 cities. These activities will target the local NGOs working on human rights and related issues as well as students and teachers of primary, secondary and higher education levels.

• Three teacher-training seminars related to human rights education were carried out by MoNE (two in coordination with the UMUT Foundation and one with the British Council and the Citizenship Foundation in England) in 2002 with the aim of making the teachers capable of teaching the HR subject by using active teaching/learning methods. All the teachers took part actively in the training activities. There was constant interaction, effective cooperation among the trainees, group results were presented in plenary sessions, the atmosphere was always friendly. The participants of the training appreciated the participatory methodology, the visualisation techniques they encountered for the first time in their life.

• To realise the celebration of 23 April Bayramı with the active participation of the students in two pilot schools the MoNE cooperated with two NGOs (White Point Foundation and Turkish Democracy Foundation) in 2002. The students took full responsibility for the preparation and implementation of all the tasks from setting up
the programme, identifying funding until the realisation of the celebration itself to the
greatest satisfaction of all stakeholders.

• The ongoing “Children Friendship School” project is carried out by the UNICEF in
close coordination with the General Directorate (GD) of Primary Education at MoNE

• Council of Europe “Education for Democratic Citizenship (EDC)” project is carried
out by the BoE in MoNE. It aims to find out which values and skills individuals need
in order to become participating citizens, how they can acquire these skills and how
they can learn to pass them on to others.

• European Commission/Council of Europe Joint Initiative “Promoting awareness about
human rights and democratic principles”. The Project aims to create and launch a
comprehensive campaign to increase awareness and understanding of human rights
and democratic principles among the public at large. More specifically, in
cooperation with the Human Rights Presidency, and working in collaboration with the
Human Rights Councils, NGOs and the media, it is intended to: (i) produce and
implement a campaign plan that represents a comprehensive national approach to
promoting human rights in Turkey; (ii) work with the Human Rights Councils, and
their constituent parts in all provinces, in order to strengthen their role in promoting
human rights awareness and understanding across Turkey; (iii) produce materials and
distribute widely; (iv) produce a number of 2-3 minute TV spots and one longer film
for the general public; (v) organise seminars for NGOs and public officials; (vi) work
with the Turkish media to carry articles on human rights issues of general interest.

Throughout the implementation of the project, special effort will be made to ensure that
duplication is not made. Likewise, continuous attention will be paid to any work already done by
other institutions and organizations.

3.3 Results
Component 1 Legal base
1.1. Approval by BoE of recommendations to guarantee the active participation of the students
in the learning process of HRDCE subject in primary and secondary schools.

1.2. Approval by BoE of recommendations to ensure continuous training possibilities for the
teachers.

1.3. Approval by BoE of recommendations to ensure that HRDCE activities be included in
extra-curricular activities.

1.4. Approval by BoE of recommendations that guarantee that students can participate in
extra-curricular activities.

1.5. Approval by BoE of recommendations to ensure that teachers trained in HRDCE should
continue teaching the subject in the education system wherever they work for at least two
years after having been trained.
1.6. Approval by BoE of recommendations to ensure continuity of the work of trained curriculum development specialists at MoNE.

1.7. Approval by BoE of curricula, educational materials and support guides for pre-schools, grades 7 and 8 in primary schools (compulsory course) and in secondary school (optional courses).

1.8. Approval by BoE of recommendations that faculties should provide pre-service teacher training adding HRDCE topics in their curriculum and should provide HRDCE courses to all their students.

Component 2 Curriculum and educational materials

2.1. Analysis of existing curricula of HRDCE for primary school grades 7 and 8 and secondary school.

2.2. Development and delivery of high quality curricula for HRDCE including learning materials and supporting guides for the pre-school, grades 7 and 8 of the primary school and for the secondary school to ensure that the students are prepared to become conscious citizens with democratic values who are capable of active participation in the school. The curricula will reflect clearly EU standards and norms for human rights education followed in EU member states and candidate countries. The materials will be based on active teaching and learning methods. This work will be done taking into consideration previous and recent works done in Turkey. Also, those that are not related to the compulsory (grades 7 and 8) and optional (I, II and III grades of secondary education) HRDCE curricula. For instance, the materials prepared for grades 1-6 and approved by MoNE in cooperation with the UMUT Foundation. These materials will also be disseminated by the project.

Component 3 Capacity building

(The main target groups are the pre-school, primary and secondary school teachers involved in HRDCE, inspectors, headmasters, educational directors of provincial directorates. In order to ensure that HRDCE elements are incorporated in all the other curricula at pre-school, primary and secondary level a cadre of 100-curriculum development specialists at MoNE will be trained. It is expected that a total of 24,300 teaching and non-teaching staff will be trained. The TAT will be responsible for the preparation of the high quality materials.)

3.1. High quality teaching competencies and skills for teachers of HRDCE approved by MoNE and further developed for implementation in cooperation with SBEP, SVET, MVET.

3.2. Design of high quality in-service training programme for teachers and non-teaching staff, including active teaching and learning methodology in HRDCE developed and tested in selected schools from 81 provinces of Turkey, in cooperation with SBEP, SVET and MVET.
3.3. 24,300 trained teachers of HRDCE and non-teaching staff from all over Turkey have the capacity and capability to perform their tasks effectively during the lessons and/or in extra-curricular activities.

3.4. 450 provincial inspectors of MoNE help trained teachers in the implementation of the project in the field and help to monitor its results.

3.5. 81 educational directors of provincial directorates and 810 school principals are aware of the importance, contents, effects of HRDCE and become supporters of the project.

3.6. 100 curriculum development specialists at MoNE have the technical capacity to incorporate HRDCE issues in each curriculum.

Component 4 Awareness raising and dissemination

4.1. Stakeholders especially parents, NGOs and local government etc. informed about the HRDCE programme goals and the nature of activities.

4.2. Strategy to involve parents and other stakeholders to participate in school related issues developed and implemented. This way the relationships among schools, NGOs, parents and local governments will be strengthened.

4.3. Awareness campaign on HRDCE designed and implemented in schools addressing local stakeholders.

4.4. Handbook developed for in-service training course organised by MoNE and provinces.

3.4 Activities

All components will be implemented together with the Technical Assistance Team (TAT) contracted through a service tender, except the supply of the books.

The following activities will be undertaken under each component:

Component 1 Legal Base
- Establish the Legal Development Group – LDG/ Core group 1
- Analyse existing HRDCE related laws, regulations and circulars
- Formulate Recommendations to the BoE
- Organise a meeting with the stakeholders to discuss and agree on the recommendations
- Present the recommendations to the BoE

Component 2 Curriculum and Educational Materials Development
- Set up Curricula and Educational Materials Development Group – CEMDG/ Core group 2
- Identify guidelines for the work (including scanning/screening) and train the CEMDG members for the task
• Analyse existing curricula and educational materials in HRDCE
• Translate HRDCE curricula in EU countries into Turkish
• Formulate new principles for curricula development including pre-school, present to BoE
• Develop and deliver curricula, course books and supporting guides (for pre-school, primary school grades 7 and 8 and secondary school)
• Prepare guidelines for monitoring and evaluation - usage of materials
• Implement field test curricula, textbooks, educational materials in 81 provinces with a sample of about 5% of the 972,000 students.
• Supervise the adequate use of the material prepared during the 15 month implementation part of the project by taking a 5% sample for the analysis (of 24,300 teachers, 972,000 students)

Component 3 Capacity Building
• Set up HRDCE Capacity Building Group – CBG/ core group 3. Special attention should be given to the selection of the trainers concerning their training qualities and expertise in their respective fields.
• Organise and carry out comparative workshops for CBG regarding EU member states and candidate countries to learn modern teaching methods and observe them in practice that may be replicated in Turkey.
• Prepare guide-lines for HRDCE for teacher pre-service training
• Design a programme for the train the trainer seminars.
• Prepare and carry out simultaneous and consecutive two week intensive training sessions for 162 selected trainers from Turkey’s provinces (two from each of the 81 provinces) and some reserve trainers. Training to be carried out during the months 7 and 8 of the project and before the 15 month ground implementation (implementation from month 9 to 23).
• Prepare and carry out one-week training sessions during the 15 months of the implementation phase to 405 primary school inspectors (5 per province) and 45 from secondary schools.
• Design materials to train curriculum development specialist in cooperation with core group 2.
• Prepare and carry out informative sessions for 100 curriculum development specialists during the 15 month of the implementation phase.
• Prepare and carry out informative sessions for 810 school principals and 81 educational directors of provincial directorates.
• Prepare training including materials for TT in-service and other courses.
• Supervise with the TAT the 15 month implementation phase. The 162 trained trainers, two from each province, will carry out training sessions in their provinces for 15 months (15 x 81 provinces = 1,215 training sessions). Each one-week training session will be at least for 20 teachers (1,215 x 20 = 24,300 teachers trained). Each trained teacher is responsible for a class of average 40 students (972,000 students). To bring the training as close as possible to the schools, each training session will be carried out in a different school all over the province. Since it will not be possible to reach the most remote and/or smaller schools the
training sessions will always have teachers from the place of training and from other schools of the area. Training will include teachers from pre-schools, teachers of history, geography and social science in primary schools and history, geography, philosophy teachers in secondary schools. Besides, the trained teachers will be expected to inform their colleagues and to share their experiences with them in their own schools.

- 8 provincial teams of trainers will be chosen according to their performance to become core trainers in their provinces in the second phase of the project. These 16 people (2 trainers from each province, 2X8=16 trainers) will receive training about the modern teaching methods of EU countries and candidate countries. If deemed necessary by the BoE and TAT, it may be possible to organise a study tour for these trainers in the EU to observe on the field practices and methodologies in the related area.

Component 4 Awareness Raising and Dissemination

- To set up Awareness Raising and Dissemination Group – ARDG
- To design a communication/information package with photographs, posters about HRDCG including declarations, conventions and documents related to human rights at school
- To establish a Project Documentation Library. Beside the material prepared by the project (i.e. course books and supporting guides) the 81 provincial team trainers will be given a box of 100 books to be moved around the schools during the 15 month implementation phase. The books will remain a month in each school and will be used by teachers and students alike. After a month, the box will be moved to another school. The books will be national and international Human Rights books and also novels, poetry and plays (for theatre) to promote the knowledge of diversity thoughts and cultures in practice
- To present HRDCE principles in mass media, official magazine of MoNE, to design a user-friendly web-site including all information and activities about human rights education, questions and answers and discussion forums
- To organise public debates, round table discussions and other related activities on HRDCE at national, regional and school level and to foster extra-curricular activities (e.g. students’ club), fairs, exhibitions and competitions
- To support regional, provincial and local HRDC small-scale activities organised exclusively at inter-school level, a yearly nation-wide project will be implemented by the MoNE, based on inter-school activities that will be selected and presented to provincial teams of trainers and the respective educational directors of provincial directorates. The criteria for selection will be drawn by the TAT and endorsed by the BoE in consultation with stakeholders. The selection of the final beneficiaries, i.e. groups of schools will be made by the MoNE. The costs of individual inter-school activities may be up to 1000 Euro (in special cases might be more). The nation-wide project will be funded through one direct grant contract to be signed between the Contracting Authority and the MoNE. The total budget of the grant will be Euro 200,000.
- Prepare a handbook for dissemination in TT in-service of MoNe
• Design a survey/questionnaire to measure the impact of the campaign
• Publish results of survey/questionnaire in media

3.5 Lessons learned
Lessons learned can be summarized in four points: those concerning educational materials, teacher training, cooperation with stakeholders and administrative issues.

1./ The results of the TESHF studies represent one of the most significant experience in the country related to the analysis of course books. They underline the importance of appropriate guidelines for scanning, analysing existing documents and educational materials. Guidelines should be clear and concise but should cover all important aspects. Appropriate contents, active learning methods and attractive appearance are basic requirements for the production of course-books and supplementary materials. The feedback on the implementation of such materials, as done by TESHF, in the “Project for Development of Human Rights in Turkey Through Seminars”, and in the “Project for Developing Human Rights Educational Materials in Primary School” show unanimously the advantages of these principles.

2./ The evaluation of the participants of the few teacher training events so far emphasize the effectiveness of the participatory methodology that should replace the traditional frontal teaching method. This shift of paradigm needs a drastic change of attitude on behalf of the teachers consequently intensive and sufficiently timed trainings are necessary. To achieve the goals of these trainings a thorough planning is inevitable, the preparation of appropriate training materials is crucial, visualisation techniques must be introduced and last but not least a friendly atmosphere must be guaranteed that fosters the active participation and cooperation of the trainees.

3./ The involvement of NGOs and other stakeholders in the programmes significantly increases the impact of the programmes (as described in the chapter on linked activities). As the “Project for Developing Human Rights Educational Materials in Primary School“ pointed out family education style, attitudes of the parents towards HR issues exert an influence on learning achievements at school and also on school behaviour of the students. Thus contribution of the stakeholders (NGOs, parents, academics, teachers and other institutions like UNICEF, British Council) to school related HRDCE activities should be strongly fostered at national level.

4./ The most urgent administrative task is the revision and adjustment of related regulations and the approval of them by the BoE. Support of decision-makers is necessary for the implementation of the cross-curricula HRDCE at all levels in the education system.

4. Institutional framework
The main beneficiary will be the BoE in the Ministry of National Education. The activities in this project imply the need for close co-ordination and co-operation and good lines of communication with and between the many actors involved, especially a number of ministries and other institutions.
The MoNE will establish an **Advisory Board** to provide advice and technical guidance for the implementation of the programme and will include the representatives from the following instances:

- Head of Board of Education, chair of Advisory Board
- Member of BoE
- Head of Inspection Council
- GD of Pre-School at MoNE
- GD of Primary School
- GD of Secondary School
- GD of Education Technologies
- GD of TT
- Head of in-service Training Department
- Head of Project Coordinating Centre (PCC)
- Head of ERDD
- TESHF
- White Point Foundation
- Hope Foundation
- Helsinki Citizen’s Assembly
- Representative from School Family Union
- Youth for Habitat
- EC Representation to Turkey (observer)

The following institutions, where particular topics to be discussed so require, may also be invited as observers:

- Representative from YÖK
- State Planning Organisation (SPO)
- Under secretariat of Treasury
- Ministry of State Responsible for Human Rights
- Prime Ministry Chairmanship of Human Rights
- National Committee on the Decade for Human Rights Education

The Advisory Board will meet at least twice a year and will monitor the implementation of the activities through regular review of progress of the programme activities, deliver recommendations concerning any problems that might arise during the implementation and give support in the promotion and dissemination of the programme. Decisions will be taken by simple majority. Advisory Board membership can be delegated to heads/responsible members of the Departments. Secretariat will be provided by the BoE.

Four subsidiary groups will be established by the MoNE to advise on the implementation of individual components of the programme as described above. Core Group 1 will analyse existing laws, regulations and circulars and make recommendations to the BoE for approval. Core Group 2 will revise existing curricula for the “Citizenship and Human Rights Education” course taught in grades 7 and 8 in primary schools and “Democracy and Human Rights” for secondary schools. It will develop curricula on a par with EU standards for these subjects and develop a new area for pre-school education. It will support pre-service teacher training, establishing recommendations
covering the main HRDCE issues for university level education. Core Group 3 will develop and carry out training programmes together with qualified trainers. Core Group 4 will develop a plan for an awareness campaign and support and strengthen civil society organisations working in partnership with the MoNE.

Specific working groups may be set up at any moment during the project to analyse specific questions with experts upon request of the TAT.

5. Detailed budget

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* In cases of co-financing only

6. Implementation Arrangements

6.1 Implementing Agency

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

The beneficiary of this project will be the BoE at the Ministry of National Education. Final beneficiaries are the students in Turkish pre-school, primary and secondary schools. The target groups are teachers from pre-primary, primary and secondary schools, headmasters, inspectors, educational directors of provincial directorates and curriculum development specialists.

The TAT will be located in Ankara near the BoE. The MoNE will provide logistical support in form of office space, some basic furniture, telephone line, fax, internet connection. Furthermore it will provide transport in each of the 81 provinces for the work of the teams of two trainers. The PCC of the MoNE will give support to the TAT in the implementation of the project. The BoE will also be responsible for the organisation of the committees to be established for the implementation of the project.
Stakeholders’ views will be incorporated constantly into the project design and implementation in order to respond to the real needs of the beneficiaries.

6.2 Twinning
N/A

6.3 Non-standard aspects
“Small scale activities” – The individual inter-school activities may be up to 1000 Euro (or possibly more). The nation-wide project will be funded through one direct grant contract (Direct Grand Contract Nr. 1. in the detailed budget) to be signed between the Contracting Authority and the MoNE and the total budget of the grant will be Euro 200,000. The criteria for the selection will be drawn by the TAT and endorsed by the BoE in consultation with stakeholders. The inter-school activities will be selected and presented to provincial teams of trainers and the respective educational directors of provincial directorates. The selection of final beneficiaries, i.e. groups of schools, will be made by the MoNE on the basis of criteria drawn by the TAT and endorsed by the BoE.

6.4 Contracts
- All technical assistance within this project will be covered by a single service contract. The selected contractor will need to provide the range of expertise necessary to achieve the project purposes. The main aim is to enhance the capacity of the teaching and non-teaching staff in HRDCE through the delivery of training programmes and to develop adequate educational materials with supporting guides to make their work effective:
  a./ design and delivery of effective and efficient training programmes at national level around all the provinces of Turkey. “The internal travel and subsistence costs” related to the training activities will be funded under this service contract.
  b./ analysis and development of curricula, course books and other supporting materials in HRDCE. Four textbooks in HRDCE for pre-primary, primary school grade 7 and 8, secondary school will be analysed, revised and developed, furthermore additional educational materials will be developed. Existing material (i.e. grade 1 to 6 additional material) will be promoted.
  c./ design and implementation of awareness campaign.
  d./ revision of existing laws and regulations, elaboration of necessary corrections adapting them to EU standards in HRDCE, formulation of new regulations.

The TAT will have the right to sign subcontracts under the EC procurement regulations.

B. Supply of books which will be given to the 81 provincial team trainers will be subject to a supply tender.

C. The grant contract that will provide for individual inter-school activities of which each will be around Euro 1000. The nation-wide project will be funded through one direct grant contract to be signed between the Contracting Authority and the MoNE.
7. Implementation Schedule

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Completion of TOR, technical specifications and tender dossier, presentation to Phare Committee</td>
<td>July 1 2003</td>
</tr>
<tr>
<td>2</td>
<td>Approval of Tender Dossier</td>
<td>September 1 2003</td>
</tr>
<tr>
<td>3</td>
<td>Launch of tender/Call for proposal</td>
<td>September 1 2003</td>
</tr>
<tr>
<td>4</td>
<td>Letters of interest</td>
<td>October 1 2003</td>
</tr>
<tr>
<td>5</td>
<td>Shortlisting</td>
<td>October 15 2003</td>
</tr>
<tr>
<td>6</td>
<td>Tenderers prepare proposals</td>
<td>January 15 2004</td>
</tr>
<tr>
<td>7</td>
<td>Interviews with potential contractors</td>
<td>February 1 2004</td>
</tr>
<tr>
<td>8</td>
<td>Selection of contractor</td>
<td>February 15 2004</td>
</tr>
<tr>
<td>9</td>
<td>Signature of the service contract</td>
<td>March 15 2004</td>
</tr>
<tr>
<td>10</td>
<td>Start of project activity (inception phase)</td>
<td>May 1 2004</td>
</tr>
<tr>
<td>11</td>
<td>Inception report ready</td>
<td>June 30 2004</td>
</tr>
<tr>
<td>12</td>
<td>Start of material development and preparation of trainings</td>
<td>July 1 2004</td>
</tr>
<tr>
<td>13</td>
<td>Selection of provincial trainers</td>
<td>October 1 2004</td>
</tr>
<tr>
<td>14</td>
<td>Start of training of trainers</td>
<td>November 1 2004</td>
</tr>
<tr>
<td>15</td>
<td>Supply contract for books</td>
<td>November 2004</td>
</tr>
<tr>
<td>16</td>
<td>Start of HRDCE implementation phase in 81 provinces</td>
<td>January 1 2005</td>
</tr>
<tr>
<td>17</td>
<td>Grants for individual inter-school activities</td>
<td>March &amp; September 2005</td>
</tr>
<tr>
<td>18</td>
<td>Project completion &amp; evaluation</td>
<td>April 30 2006</td>
</tr>
</tbody>
</table>

8. Equal Opportunity
The project will comply with the European Commission’s equal opportunity policy. An appropriate men/women balance will be sought on all the managing bodies and working groups for the programme. Equal presentation of women and men, girls and boys will be secured in the course books and in other educational, information and publicity materials.

9. Environment
Not relevant to this project

10. Rates of return
N/A

11. Investment criteria
11.1 Catalytic effect
The project will provide a fresh impetus for the modernisation of HRDCE in Turkey to meet EU standards in the realisation of human rights principles.

11.2 Co financing
The MoNE will cover the salaries of at least 162 trainers working in teams of two located in the 81 provinces. It will also provide transport to reach the different towns and villages where the training will be carried out.

11.3 Additionality
Phare grants shall not displace other financial support especially from the private sector or International donors.

11.4 Project readiness and Size
The EU pre-accession programme will only finance projects if they are ready for contracting and when all necessary technical studies have been completed.

11.5 Sustainability
Sustainability will be in the form of the improved capacity of teaching and non-teaching staff, good quality educational material, for effective implementation of HR principles in their daily work. The sustainability will be ensured with the involvement of stakeholders leading to ownership of the programme.

The core groups 2 and 3 will be monitoring the implementation of the projects (capacity building) and the utility of the materials produced (curricula development) during the fifteen month implementation phase (from month 9 to month 23, see 3.4 Activities, component 3).

Once this 24-month project is finalised and regardless of a possible approval of a second phase, the dissemination of Human Rights and democratic values in pre-school, primary school and secondary school will continue with:
- 81 teams of trainers (2 x 81 = 162) that will go back to their schools and institutes respectively in Turkey’s 81 provinces.
- 24,300 pre-school, primary school and secondary school trained teachers all over the country that should share their experiences with their colleagues in their schools.
- 450 inspectors
- 810 school principals
- 81 educational directors of provincial directorates
- 100 curriculum development specialists.

11.6 Compliance with state aids provisions
N/A

11.7 Contribution to National Development Plan
Turkey has now begun preparation of its first National Development Plan. This is likely to be ready by the end of 2003.
12. Conditionality and sequencing
The signature of the contracts related to the investment component of this programme is conditional upon:

Members of the four Core Groups in charge of the Legal Base, Curriculum and Educational Development, Capacity Building and Awareness Raising and Dissemination have been appointed by MoNE and are ready to take over their duty.

- All institutional bodies involved in the implementation of the project are operational.
### List of Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
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<tbody>
<tr>
<td>ARDG</td>
<td>Awareness Raising and Dissemination Group</td>
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<tr>
<td>BoE</td>
<td>Board of Education at the MoNE</td>
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<tr>
<td>CBG</td>
<td>Capacity Building Group</td>
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<tr>
<td>CEMDG</td>
<td>Curricula and Educational Materials Development Group</td>
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<tr>
<td>CFCU</td>
<td>Central Financing</td>
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<tr>
<td>CoE</td>
<td>Council of Europe</td>
</tr>
<tr>
<td>EC</td>
<td>European Commission</td>
</tr>
<tr>
<td>EDC</td>
<td>“Education for Democratic Citizenship”</td>
</tr>
<tr>
<td>ERDD</td>
<td>Education Research and Development Department</td>
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<td>EU</td>
<td>European Union</td>
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<tr>
<td>GD</td>
<td>General Directorate</td>
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<td>HR</td>
<td>Human rights</td>
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<td>HRDCE</td>
<td>Human Rights, Democracy and Citizenship Education</td>
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<tr>
<td>LDG</td>
<td>Legal Development Group</td>
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<td>MEDA</td>
<td>Mediterranean Development Aid</td>
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<td>MoNE</td>
<td>Ministry of National Education</td>
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<td>MVET</td>
<td>Modernisation of Vocational Education and Training – EU project</td>
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<tr>
<td>NPAA</td>
<td>National Programme for the Adoption of the Acquis</td>
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<td>NGO</td>
<td>Non-governmental Organization</td>
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<td>PCC</td>
<td>Project Coordination Centre at MoNE</td>
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<td>SBEP</td>
<td>Support of Basic Education Programme – EU project</td>
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<td>SVET</td>
<td>Strengthening Vocational Education and Training – EU project</td>
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<td>TA</td>
<td>Technical Assistance</td>
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<td>Turkish Economy and Social History Foundation</td>
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<td>Vocational Education and Training</td>
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<td>Board of Higher Education</td>
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ANNEXES TO PROJECT FICHE

1. Logical framework matrix in standard format (compulsory)

2. Detailed implementation chart (compulsory)

3. Contracting and disbursement schedule by quarter for full duration of programme (including disbursement period) (compulsory)

4. Reference to feasibility / pre-feasibility studies. For all investment projects, the executive summary of the economic and financial appraisals, and the environmental impact assessment should be attached (compulsory)
### ANNEX 3

Contracting and disbursement schedules

<table>
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<tr>
<th>Cumulative Contracting Schedule (MEURO)</th>
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<th>2005</th>
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Cumulative Disbursement Schedule (MEURO)