Standard Summary Project Fiche
IPA Decentralised National Programmes

Project number: TR 07 01 02

1. Basic information

1.1. CRIS Number:

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

1.3. Sector: Political Criteria

1.4. Location: Turkey

Implementing arrangements:

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

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

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

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

Turkish General Staff
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Reference is made to Annex 3 where the implementation arrangements are detailed.
1.7. **Overall cost:** 15.300.000 € (for 2007 Program)

1.8. **EU contribution:** 12.700.000 € (for 2007 Program)

1.9. **Final date for contracting:** 2 years after the date of signing the FA

1.10. **Final date for execution of contracts:** 4 years after the date of signing the FA.

1.11. **Final date for disbursements:** 5 years after the date of signing the FA

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2. **Overall Objective and Project Purpose**

2.1. **Overall Objective:**

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

2.2. **Project Purpose:**

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

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

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

2.3.1 **Link with AP**

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

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

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

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

*Justice, freedom and security-* In the field of drugs, continue to strengthen the national focal point.
2.3.2 Link with NPAA

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

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

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

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

The project also fits in the priorities of MIPD:

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

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

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

Addressing the Copenhagen political criteria

…”

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

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

Implementation of human rights reforms will be advanced significantly

…”

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

“Equal opportunities for men and women
Potential measures to address gender issues include: under Component I, harmonisation of the Turkish legal framework with the gender equality acquis and to support to state institutions and NGOs dealing with gender issues…” (p.45)

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

“Environmental protection

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

2.5. Link with National Development Plan:

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

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

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

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

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

N.A.

3. Description of project

3.1. Background and justification:

The proposed project is of great importance to the Turkish society. The issues covered in the training program respond to the gaps in Turkey’s education system and complement the social mission of TAF to increase the general knowledge levels of conscripts. In that respect, as a result of long years of experience and observation among conscripts in their military service, TAF notes that the issues of human rights (including women’s rights and gender equality, children’s rights and social rights), general health care and substance
addiction; and protection of the environment are not internalised by the young males. Accordingly, the project aims to develop the knowledge of these critical issues among Turkish population through targeting the conscripts and to contribute to the development of healthy generations physically, psychologically and emotionally.

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

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

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

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

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

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

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

The TAF prepared a book titled “The Homeland Love”, a course book covering topics such as “Rights and Duties” (as covered in the Constitution), “Universal Values” (including “respect to human honour”), “Environmental Problems”, “Moral Values” and “Fight Against Smoking, Alcohol and Drugs” and “Preventive Health Care”. It has been running courses for

1 The answers to oral baseline questions before teaching issues related with human rights within TAF “Homeland Love” curriculum.
the training of trainers for “Homeland Love” courses on these topics. The issues in the book are taught in classes throughout the military service of conscripts by these trainers.

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

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

The TAF has the potential to reach this end. It has about 800 units located all over Turkey and in line with the Constitution, every Turkish male has to practice its compulsory military service. In that respect, every year, nearly 500,000 young conscripts from highly diversified cultural, social and educational backgrounds join the TAF for their military service and this provides a big target group for the proposed project. These large number of personnel located all over Turkey and the size of the potential target group puts the TAF in a unique position compared to other state institutions or an NGO.

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

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

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

Nevertheless, the TAF still has some problems to implement the proposed project. As one of the main components of the proposed project, there is a need to create Distance Learning System terminals. The TAF has the opportunity to devote the necessary place to install terminals, to provide trainers for the education program and to allocate part of the daily working hours of these trainers, who will be the officers or NCO’s. Though, the TAF is also well experienced in Distance Learning Systems and training such big groupings, still there is a

2 For the reading and writing courses and for the vocational training of conscripts, TAF signed several protocols with MoNE and Ministry of Agriculture and Rural Affairs.
need to provide computers, servers and software needed for the establishment of these terminals. Due to three reasons, the use of the existing computers is impossible. First of all, given the fact that they are available just for military purposes and can be used only by the members of the TAF for security reasons. Secondly, the TAF does not have the number of extra computers needed for the establishment of these terminals. Thirdly and more importantly, the TAF does not have the extra budget for financing these terminals. All procurements for the TAF are based on “On Yılık Tedarik Programı-Ten-Year Procurement Program” and it is a long and tough process.

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

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

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

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

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

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

\(^3\) Including “Gender Equality” and “Fight Against Domestic Violence”.
materials, training of conscripts and their monitoring, establishment of a “Mehmetçik” website and upgrading of the course materials.

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

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

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

TAF has decades long experience of initiating and contributing to social projects on a volunteer basis. In these, TAF has worked in cooperation with civil society for the cultural, social, economic and educational improvement of Turkey. Furthermore, enhancing the knowledge level of conscripts is well defined as a TAF mandate. Therefore, the proposed project is well aligned with the national legal framework and the internal legal framework of TAF. Consequently, the project results (such as the training program, equipment, training modules and the like) will have a life beyond the termination of the project. The impact will be measurable in the enhanced capacities of the conscripts to comprehend and understand issues of fundamental human rights and freedoms (as a general concept), children’s rights and women’s rights, social rights, protection of the environment, general health care and fight against substance addiction.

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

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

The TAF takes sustainability and development as key factors in any activity it is involved in so far. The proposed project will not be different in this aspect. The distance

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\(^4\) European Social Charter of the Council of Europe to which Turkey is a party.
learning centre and terminals together with the other education materials will have long-term sustainability under the overall management and use of TAF. Existence of a widespread dissemination system composed of a distance learning centre and distance learning laboratories will ensure that the very valuable training modules, which come out from the diligent studies of the distinguished academicians and experts of the relevant areas, reach generations of young males. It will also ensure that the updates of these studies are disseminated in the further period, as well. The TAF will carry out responsibility of updating and maintenance of these education materials and distance learning systems once the proposed project is completed. On the other hand, for the phase following the completion of the project, in case the trainers for some reason are assigned to different posts due to age or rotation, the TAF will carry out training of trainers courses internally by the trainers prepared within the project. The TAF will benefit from existing trainers in their new units, in case of their assignment. As a result, at the end of the 10 years, it is estimated that the number of males trained on the above-mentioned issues will be around 5 millions. This number exceeds the total population of some EU member states. Moreover, a project externality can be achieved through TAF outreach to larger segments of society by sharing the prepared course materials through a website.

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

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

3.3. **Results and measurable indicators:**

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

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

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5 There will be no rank or classification (officer, NCO, specialist, civil servant) criteria for the selection of the trainers. In the selection of the trainers the TAF will apply different criteria tailored for this particular project in order not to depend on only one class of its personnel, will use a mixture of officers, NCOs, specialists and where applicable civil servants as trainers from the professional core staff of the army.
6 Populations of some EU member states are as follows: Denmark (5.411.000), Slovakia (5.385.000), Finland (5.237.000), Ireland (4.109.000), Slovenia (1.998.000) and Estonia (1.347.000).
7 The project is composed of 2 phases and aims, *inter alia*, at developing required hard and soft infrastructure (human resources, equipment, and training curricula) for the training conscripts of TAF. In terms of performance indicators, the ultimate aim is to train some 500.000 conscripts per annum when the said hard and soft infrastructure is ready.
8 European Social Charter of the Council of Europe to which Turkey is a party.
3.3.1.2. Four trainers for each computer labs (2000 trainers, 700 in 2009, 1300 in 2010) are available, in order to teach basic computer skills and facilitate the progress of conscripts through distance learning, as scheduled on the timeline. (See the timeline at Appendix B to Annex V).

3.3.1.3. For the illiterate conscripts, two trainers for each garrison (1000 trainers, 352 in 2009, 648 in 2010) are available for peer-to-peer education on the themes to be covered as scheduled on the timeline. (See the timeline)

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

3.3.2.1. At least 80% of the school-educated conscripts can benefit from the computer and web based interactive distance learning and internet applications in at most two weeks time when the training group they belong to starts training. The ratio of those who can continue with the distance learning will be essential for measurement. Trainers’ reports to the distance- learning center on the system will make this measurement possible.

3.3.2.2. At the end of the project at least 60% of the conscripts gained knowledge, skills, and awareness on human rights, gender equality, women’s right, children’s rights, social human rights, protection of the environment and health care and fight against substance addiction. Questionnaires, internal and external evaluations of the projects will measure this result.

3.3.2.3. 50% of the focus group can show desired behavioural changes in their families and communities. The reports of the independent expert team, who will be in charge of monitoring the focus group, will be the sources of verification for this significant result.

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

3.3.3.1. In the first phase of the project, course contents and materials on the issues of fundamental human rights and freedoms (as a general concept) and their sources, children’s rights and women’s rights and results of the activities conducted so far within the framework of the first phase are available on internet for the use of public at the end of the training.

3.3.3.2. Then, in the second phase of the project course contents and materials on the issues of social rights, protection of the environment; and general health care and fight against substance addiction and overall results of the project are available on the website at the end of the trainings.

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

3.3.4.1. Distance learning system, which is essential to acquire a training capacity to reach 500,000 conscripts per year on selected themes, is active in 500 internet accessed computer labs as scheduled on the timeline. (See the timeline at Appendix B to Annex V).
In the first phase of the project, which is to be covered from the 2007 budget, the distance learning center and 176 internet accessed computer labs will be established on selected locations. Then in the second phase, the remaining 324 labs will be established in other units.

3.4. Activities

The project is composed of 4 components, of which 3 relate to the provision of technical assistance and 1 relates to the procurement of relevant supplies.

Component 1: Institutional Capacity Development

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

1.2. Preparation of training modules: This will basically cover development of the training programmes, curricula and materials. The training materials will be suitable for DLS, as such they will be interactive and web-based. The training modules will cover (a) fundamental human rights and freedoms and their sources, (b) children’s rights and (c) women’s rights in the 1st phase, and (a) social rights, (b) general health care and fight against substance addiction and (c) protection of the environment in the second phase.

1.3. Training of Trainers Program: This programme will cover the training of trainers for both distance-learning and peer-to-peer activities. In the first phase of the project, 704 trainers will be trained as trainers for distance learning activities and 352 trainers for peer-to-peer activities. The number of these trainers will be increased in the second phase as 1296 for distance learning training and 648 for peer-to-peer training. Besides, a pool of 50 selected trainers will also be prepared as the trainers of trainers upon the completion of the project to provide long-term sustainability

Component 2: Delivery of Training to Conscripts

2.1. Training of the Conscripts: In all garrisons, following a basic computer skills training, the training will be given to the conscripts (Around 150,000 in the first phase, 500,000 in the second phase) on selected themes through distance learning, and for illiterates and for those who have low-level education, through peer-to-peer activities.

2.2. Observation: This activity will include the creation of a focus group for each phase as to reflect all parts of the society, monitoring the improvement of this focus group within training, and monitoring their behavioural changes within their community after their military service.

Component 3: Publicity, Visibility and Dissemination

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

3.2. Publicity: A public campaign will be conducted in order to introduce the training and its content to the public.
**Component 4: Installation of the distance learning systems**

**4.1. Installation of the distance learning systems:** This activity will be composed of the establishment of a distance learning centre and 500 distance-learning labs, technical specifications of which are listed at Annex V. In the first phase of the project, which is to be covered from the 2007 budget, the distance learning center and 176 internet accessed computer labs will be established on selected locations. Then in the second phase, the remaining 324 labs will be established in other units.

The technical assistance for the components 1, 2 and 3 will be provided by UNDP within the scope of a Contribution Agreement to be signed between CFCU and UNDP. The 4th component (installation of the distance learning system) will be fulfilled through a tender procedure.

Details of the implementation arrangements and finance justification of the proposed project are clearly explained in Annexes III and V. The proposed project will be funded on a multi-annual basis, from the 2007 and 2008 IPA programming years. The 2007 IPA programming year is expected to finance the technical assistance required for three of the training themes (“Fundamental Human Rights and Freedoms (as a General Concept) and Their Sources”, “Children’s Rights” and “Women’s Rights”) to be covered and part of the supply component (establishment of a distance-learning centre and 176 distance-learning labs) of the project, while the 2008 IPA programming year is expected to finance the remaining portions of the supply and service components (324 distance-learning labs and course content and curriculum on “Social Rights”, “General Health Care and Fight Against Substance Addiction”, and “Protection of the Environment”). As the project begins, the TGS and UNDP will record and report each achievement resulting from the related activities so as to notify the progress achieved and to improve the project accordingly. (See Annex V for the details of the proposed activities as part of the 2007 and 2008 programming years).

3.5. **Conditionality and sequencing:**

There is no conditionality for the sequencing of project activities. The sequencing of the project activities is as seen in Appendix B of Annex V.

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

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

3.6. **Linked activities**

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

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

- **3.6.2.** A MoNE Project (number: TR 0301.02) “Development of human rights, democracy and citizenship education”, which could not be realized, aimed to provide assistance to the Turkish Government to design, develop and implement effective HRDCE that correspond with EU standards at all levels in the education sector.

- **3.6.3.** EMCDDA national contact point, Türkiye Uyuşturucu ve Uyuşturucu Bağ antlrılığı İzleme Merkezi (TUBİM) found in 2002, has been conducting awareness raising training in coordination with several institutions and preparing to launch an action plan based on the “National Policy and Strategy Document for Fight against addiction and substances that make addiction”.

- **3.6.4.** The Ministry of National Education (MoNE) and The Ministry of Environment and Forestry (MoEF) have recently launched a project “Green PACK”, in cooperation with Regional Environmental Center (REC) with the aim of increasing public awareness on environmental issues. The main objective of the project is to raise environmental awareness among students, teachers and other members of the society through a multimedia educational kit. The Green PACK education set, which will be used in schools during the 2007-2008 educational year aims at forming new values in students and the setting of a new model of behavior. Until the end of the project 100 teachers will participate in training for trainer’s programmes, 1600 teachers will be taught how to use the set, 2000 sets of GreenPACK will be produced and 200.000 students will have been reached.

- **3.6.5.** TEMA Foundation (The Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats) in coordination with the Ministry of Forestry and with the support and the interest of the Turkish society, private and state sectors, the TAF and education institutions launched the “Oak Project” in 1998. As part of this project, which is considered to be one of the major afforestation projects in the world, 640.000.000 oak seeds reached the soil between 1998-2004. Just in 2006, as part of the 339 activities held by the TAF for afforestation, protection of the environment and natural life, 787.066 saplings were planted.

- **3.6.6.** The TAF “Activities to Support Social Development.” (see www.tsk.mil.tr )

- **3.6.7 UNDP, in cooperation with the Danish Institute of Human Rights and Ministry of Interior is implementing project of “Support to Human Rights Education of Inspectors” in the scope of which numerous basic and advanced seminars on human rights and embedding human rights to inspecting are arranged. Approximately 130 inspectors received this training.

- **3.6.8 UNFPA and UNICEF both implement human rights training programs with law enforcement and the judiciary with respect to rights of women, focusing on elimination of violence against women and the rights of the child.

### 3.7. Lessons learned:

Based on the studies concerning the previous projects and campaigns launched by other institutions and NGOs so far on similar issues, the TAF observes that no other project with such a big target group, personnel capacity, project implementation expertise were
introduced compared to the TAF’s proposed project titled “Equip Mehmetçik with Required Skills of Modern Social Life”.

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

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

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

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

4. **Indicative Budget (amounts in €)**

For 2007 IPA Programming Year

<table>
<thead>
<tr>
<th>Activities</th>
<th>TOTAL PUBLIC COST</th>
<th>SOURCES OF FUNDING</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>EU CONTRIBUTION</td>
<td>NATIONAL PUBLIC CONTRIBUTION</td>
<td>PRIVATE</td>
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<td>Total</td>
<td>%*</td>
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<td>15,300,000</td>
<td>12,700,000</td>
<td>5,000,000</td>
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** compulsory for INV (minimum of 25% of total EU + national public contribution) ; Joint cofinancing (J) as the rule, parallel co financing (P) per exception  
* expressed in % of the Total Public Cost
For 2008 IPA Programming Year *(indicative)*

### Sources of Funding

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<thead>
<tr>
<th>Activities</th>
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<th>EU CONTRIBUTION</th>
<th>NATIONAL PUBLIC CONTRIBUTION</th>
<th>PRIVATE</th>
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<td>contract 1</td>
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<td>Activity 2</td>
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<td>contract 2</td>
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<td>14,800,000</td>
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** compulsory for INV (minimum of 25 % of total EU + national public contribution) : Joint cofinancing (J) as the rule, parallel co financing (P) per exception

* expressed in % of the Total Public Cost

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

### For 2007 IPA Programming Year

<table>
<thead>
<tr>
<th>Contracts</th>
<th>Start of Tendering</th>
<th>Signature of contract</th>
<th>Contract Completion</th>
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</thead>
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<td>4 Q 2008</td>
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<tr>
<td>Contract 2</td>
<td>4 Q 2007</td>
<td>4 Q 2008</td>
<td>4 Q 2011</td>
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</tbody>
</table>

The project duration for the first phase is 36 months.

### For 2008 IPA Programming Year

<table>
<thead>
<tr>
<th>Contracts</th>
<th>Start of Tendering</th>
<th>Signature of contract</th>
<th>Contract Completion</th>
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</thead>
<tbody>
<tr>
<td>Contract 1</td>
<td>4 Q 2008</td>
<td>4 Q 2009</td>
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<tr>
<td>Contract 2</td>
<td>4 Q 2008</td>
<td>4 Q 2009</td>
<td>4 Q 2012</td>
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</tbody>
</table>

The project duration for the second phase is 36 months.

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

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

6.1. **Equal Opportunity:**

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

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

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

6.3. Minority and vulnerable groups (including children):

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

ANNEXES

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

Appendix A- Budget Breakdown of the Supplies Tendering
Appendix B- Timeline
### LOGFRAME PLANNING MATRIX FOR PROJECT FICHE

<table>
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<th>Contracting period expires:</th>
<th>Disbursement period expires:</th>
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<tr>
<td>Equip “Mehmetçik” with the Required Skills of the Modern Social Life.</td>
<td>2 years after the signature of the FA</td>
<td>5 years after the signature of the FA</td>
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<table>
<thead>
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<th>Overall objective</th>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
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</thead>
<tbody>
<tr>
<td>To provide conscious, responsible citizens to the society who are respectful to the rights of one another and are sensitive about protection of their physical environment.</td>
<td>1. Educated and trained young prepared for many aspects of modern life within the project duration. 2. Aimed project covers four years under 2007 and 2008 programming years. Nevertheless, the content of the themes, the training curricula and computer and web based</td>
<td>Steering Committee Reports Evaluation Reports of Independent Experts Administrative Reports</td>
<td></td>
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</tbody>
</table>
interactive distance learning systems obtained at the end of the project will be used for the training of conscripts in post-project period, as well. In ten years period a potential 5 million young male will access this training.

<table>
<thead>
<tr>
<th>Project purpose</th>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>To educate conscripts who are in military service on the issues of human rights, gender equality and women’s rights, children’s rights, social human rights, protection of the environment, general health care and fight against substance addiction through computer and web based interactive distance-learning systems (and peer to peer activities for illiterates and for those who could not acquire interactive distance learning skills), so as to make them responsible and sensitive individuals of the society.</td>
<td>1. By the end of the project, the contents of the curricula have been defined, the training materials have been prepared, the methodology has been adopted, training sessions of conscripts have taken place. 2. 60 % of the conscripts declared that they were satisfied with the training they have received.</td>
<td>1. Administrative reports. 2. The results of the questionnaires applied to the conscripts.</td>
<td>Availability of supply on time. The conscripts will reflect acquired behavioral changes in their society despite traditional ways.</td>
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<thead>
<tr>
<th>Results</th>
<th>Objectively Verifiable Indicators</th>
<th>Sources of Verification</th>
<th>Assumptions</th>
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</table>
1. Increased institutional capacity

Increased institutional capacity for the sustainable provision of knowledge, skills and awareness to around 500,000 conscripts per year on human rights, gender equality and women’s rights, children’s right, social human rights, protection of the environment, general health care and fight against drug-addiction at the end of the project.

1.1. Course contents, curriculum, hard and soft training materials for human rights, gender equality and women’s rights, children’s rights, social human rights, protection of the environment, general health care and fight against substance addiction are ready as scheduled on the timeline. (See Annex V)

1.2. Four trainers for each computer labs (2000 trainers, 700 in 2009, 1300 in 2010) are available, in order to teach basic computer skills and facilitate the progress of conscripts through distance learning, as scheduled on the timeline. (See Annex V.)

1.3. For the illiterate conscripts, two trainers for each garrisons are (1000 trainers, 352 in 2009, 648 in 2010) available for peer-to-peer education on the themes to be covered as scheduled on the timeline. (See Annex V.)

2. Around 650,000 conscripts gained knowledge and skills for modern social life at the end of the project (Around 150,000 in the first phase, 500,000 in the

2.1. At least 80 % of the school-educated conscripts can benefit the computer and web based interactive distance learning

2.1.1. Administrative Reports.

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

<table>
<thead>
<tr>
<th>Activities</th>
<th>Means</th>
<th>Costs</th>
<th>Assumptions</th>
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</thead>
</table>
| **Component 1: Institutional Capacity Development**  
1.1. Establishment of the Institutional Setting for the Project: | A Direct Grant Agreement will be signed with the UNDP in order to provide the services listed under Components 1, 2 and 3. | See Appendix A to Annex V. | See Appendix A to Annex V. |
| This will cover establishment of a well-functioning institutional structure for the project implementation, and will facilitate establishment of the Project Management Office, the Scientific Committee, Distance-Learning System (DLS) Monitoring Committee and an Independent Team of Evaluators. This sub-component will also include activities geared towards improving the capacities of members of project management office and other TAF personnel. Such activities include organisation of workshops, national and international study tours. | | | |
| 1.1.1. Services: Project coordination staff, office, office materials, incidental costs, computers, etc. | | | |
| 1.1.2. Services: Academicians and experts, working rooms, a meeting room, office, office materials, incidental costs, laptops, etc | | | |
| 1.2. Preparation of training modules: | 1.3.1. Services: Scenarios, players, studio facilities and software for the audiovisual contents of the themes. | See Appendix A to Annex V. | |
| This will basically cover development of the training programmes, curricula and materials. The training materials will be suitable for DLS, as such they will be | | | |
| 9 For 2007 and 2008 breakdown of these costs see Appendix A and B to Annex V. | | | |
interactive and web-based. The training modules will cover (a) fundamental human rights and freedoms and their sources, (b) children’s rights and (c) women’s rights in the 1st phase, and (a)social rights, (b) general health care and fight against substance addiction and (c) protection of the environment in the second phase.

| 1.3.1 Services: Publication of course books, materials. |
| 1.3.2.1 Services: Publication of course books, materials. |
| See Appendix A to Annex V. |
| 1.3.2.2 Services: Delivery of course materials to the garrisons. |
| See Appendix A to Annex V. |
| 1.4.1 Services: Training of 2000 distance learning trainers who will be in charge of teaching basic computer skills and distance learning. (Including trainers for the training of the trainers for the period following the project completion.) |
| 1.4.1 Services: Training of 2000 distance learning trainers who will be in charge of teaching basic computer skills and distance learning. (Including trainers for the training of the trainers for the period following the project completion.) |
| See Appendix A to Annex V. |
| 1.4.2. Services: Training of 1000 |
| See Appendix A to Annex V. |

### 1.3. Training of trainers.

This programme will cover the training of trainers for both distance-learning and peer-to-peer activities. In the first phase of the project, 704 trainers will be trained as trainers for distance learning activities and 352 trainers for peer-to-peer activities. The number of these trainers will be increased in the second phase as 1296 for distance learning training and 648 for peer-to-peer training. Besides, a pool of 50 selected trainers will also be prepared as the trainers of trainers upon the completion of the project to provide long-term sustainability.

| 1.4.2. Services: Training of 1000 |
| 1.4.2. Services: Training of 1000 |
| See Appendix A to Annex V. |
trainers, who will be in charge of teaching, conferencing illiterate conscripts and conscripts who could not acquire distance learning skills, by the relevant expert organizations. (Including trainers for the training of the trainers for the period following the project completion.)

<table>
<thead>
<tr>
<th>Component 2: Delivery of Training to Conscripts</th>
</tr>
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<tbody>
<tr>
<td><strong>2.1. Training of the conscripts.</strong></td>
</tr>
<tr>
<td>In all garrisons, following a basic computer skills training, the training will be given to the conscripts (Around 150,000 in the first phase, 500,000 in the second phase) on selected themes through distance learning, and for illiterates and for those who have low-level education, through peer-to-peer activities.</td>
</tr>
<tr>
<td><strong>2.2. Observation</strong></td>
</tr>
<tr>
<td>This activity will include the creation of a focus group for each phase as to reflect all parts of the society, monitoring the improvement of this focus group within training, and monitoring their behavioural changes within their community after their military service.</td>
</tr>
</tbody>
</table>

2.1. The trained trainers of the TAF will carry out the training in accordance with the prepared curriculum. Distance-learning trainers will guide the conscripts through the training software whereas peer-to peer trainers will train illiterates and those who have low-level education with audio-visual training materials.

2.2. Services: An independent expert team.

Social, cultural and educational differences among the conscripts and their traditions will not cause resistance throughout the training programme.

See Appendix A to Annex V.
### Component 3: Publicity, Visibility and Dissemination

3.1. **Web-site:** A project website will be developed to provide information to the public and make the content of the training available to public.

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

| 3.1. Services: Experts to prepare the website. |
| 3.2. Services: Public ads to TV channels, popular internet sites, and newspapers, magazines. |
| See Appendix A to Annex V. |

### Component 4: Installation of the distance learning systems

4.1. **Installation of the distance learning systems.**

Installation of the distance learning systems. This activity will compose of the establishment of a distance learning center and 500 distance-learning labs, technical specifications of which are listed at Annex V.

| 4.1. Supplies: For each distance learning lab, purchasing of 30 computers, its accessories, network cables, one printer, one projector, internet access, required software and other required material together with technical assistance during the project time. For the distance learning center necessary center equipment and software. |
| See Appendix A to Annex V. |

| Garrisons will provide rooms for the labs. |

### Pre-conditions

The tender of this project can be launched on the condition that by submitting a formal Declaration of Assurance, showing that the beneficiary has sufficient staff in a list for technical implementation and monitoring of the contract (s)”
ANNEX II: amounts (in €) contracted and disbursed by quarter for the project  
(IPA contribution only)

**Under 2007 programming**

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**Under 2008 programming (draft)**

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</table>
Annex III-Institutional Framework

1) Senior Programming Officer (SPO)

The SPO will be in charge of the technical implementation of the proposed project and will have the overall responsibility to keep the proceeding of the project activities on track. The SPO for the proposed project is the Chief of Strategy Department at the Turkish General Staff.

The chief of the TGS European Security Strategy Branch is the SPO and will be the Head of the project management unit of the TGS and the Chairman for the board and steering committee meetings. The main tasks of the SPO are:

- To coordinate and direct all activities within the project by use of the Board Meetings as the Chairman, so as to enable supply and service team leaders to meet the project objectives within the deadlines,
- To coordinate activities with the institutions and the contractors and to ensure their cooperation,
- To prepare and submit Terms of Reference/Technical Specifications/Works Dossiers,
- To provide technical support to the CFCU during tendering and contracting process,
- To provide technical implementation and monitoring of contracts, notifying the CFCU of difficulties or non-performance during contract implementation.

SPO will carry out these duties through the Project Management Office.

Board Meetings will be conducted monthly. Nevertheless, the frequency of these meetings may change depending on requirements of the project implementation. The SPO, his staff, the UNDP and team leader of the supply contractor will attend the meetings. If need arises, the representatives of the CFCU and the ECD will also be invited to these meetings concerning contracting/finance/procedure related issues. The meetings aim:

- To monitor the progress in project,
- To check and control the activities and to ensure that all activities are conducted within the deadlines,
- To provide the cohesion and where necessary interaction of activities,
- To share knowledge and experience, and to give advices to the teams as it deems necessary.
- If deemed necessary, to take decisions over the course of project implementation,
- To prepare reports for the Steering Committee Meetings,
- To bring solutions to contracting/finance/procedure related issues.

2) Project Management Office

A Project Management Office will be established in ANKARA. The office will be located either at the facilities of the Headquarters of the Turkish General Staff or the Turkish Land Forces. The Office will follow the implementation of the project. The head of the office will be the Chief of the TGS European Security Strategy Branch who acts as the SPO.

The Project Management Office will be responsible to plan and coordinate all activities of the project to ensure that activities proceed smoothly and in cohesion, within the existing deadlines. The office will also inform the Board about the progress of the project.

The Project Management Office will have two supporting elements for the implementation of the project; the Office of the UNDP and the Distance Learning System Monitoring Committee which will be established within the Training and the Doctrine Command of the Turkish Land Forces.

3) UNDP

UNDP Turkey will be in charge of providing services explained in Annex V under the coordination of the Project Management Office. In that respect, all activities related to the determination of training priorities, training of the trainers, preparation of the course materials, establishing the web site, preparing the hard and soft course materials, visibility activities etc. will be carried out by the UNDP in cooperation with the TAF (for details of the tasks and responsibilities of the UNDP see Annex V.)

UNDP will establish a Technical Assistance Team, which will work in close cooperation with the Project Management Office. The technical assistance team will be composed of a Chief Technical Advisor (CTA) and three key experts: Key expert on DLS, Key expert on Training of Trainers, and Key expert on Training. The TAT will be supported by a project associate (1), project assistants (3), and a secretary (1). A part time project manager and full-time finance associate will also mobilised within the scope of the project to ensure that the TAT are sufficiently backstopped in terms of operational and financial affairs.

UNDP will participate in the Board Meeting and Steering Committee Meetings. TAT members may also be invited according to the agendas of the said meetings.
4) Distance Learning System Monitoring Committee (Office of the Training and the Doctrine Command of the Turkish Land Forces)

The Training and Doctrine Command of the Turkish Land Forces, is responsible to ensure and to provide a continuous improvement in research and development (R&D) activities in the field of equipment and material, organization, education and training, doctrine and personnel for the Turkish Land Forces.

The Command is responsible for conducting education and training activities of the Officers, NCOs and for developing training materials to be used in the training of the conscripts.

The Office in the Training and the Doctrine Command of the Land Forces will be acting as the DLS Monitoring Committee, supportive unit of the Project Management Office, and will be responsible for the following activities and duties together with the staff of the supplies contractor;

- To monitor the installation the DLS by the contractor,
- To ensure running of the DLS with full capacity within the deadlines,
- To check the consistency of the DLS and the training materials and to provide long-term sustainability of the project as it finishes,
- To submit a weekly progress report to the Project Management Office.

5) The Scientific Committee

The Scientific Committee is an advisory body for the project. It will be composed of the representatives/experts of the UNDP, the TAF’s internal and external associates (including Ministry of National Education [MoNE], General Directorate for the Status of the Woman [KSGM], Human Rights Presidency of the Prime Ministry, Institution of Social Services and Childcare [SHÇEK])(see Annex V).

The UNDP experts as well as experts drawn from specialised UN agencies will participate in the scientific committee’s meetings according to their expertise and the topics discussed.

The Scientific Committee will provide recommendations on the following topics:

- Training strategies,
- Training priorities,
- Training methodology,
- Curricula for the training programmes in different topics,
- Training materials.

The meetings will be held once a week in the first two months. The frequency of the meetings will change depending on the progress achieved. The objectives laid in each meeting will determine the time interval until the next meeting. The Committee members may also meet as sub-groups as needed. Initial meetings of the Committee will have full attendance. Once the principles and priorities are laid out, the relevant members of each theme will carry out following meetings, as others will continue working on developing their own part of the themes. As the training launched and progressed, upon the evaluation reports, the Committee will assemble to make assessment and provide feedback to the course materials.
6) Steering Committee
The Steering Committee will be composed of the representatives from the TAF, the, EUSG, the CFCU, the EU Delegation to Turkey and UNDP. The Committee will meet every three months. The responsibility and duties of the Committee are as follows:

- To make an assessment of emerging needs for a sound project implementation,
- To adopt the overall work programme and the annual work plans,
- To conduct a final review of the implementation,
- Recommend new strategies in the light of lessons learned,
- To ensure that any measure is taken to ensure the widest possible dissemination of the project results,
- To recommend strategies for future sustainability of the project.

7) Independent Evaluation

An independent evaluation mechanism will be established in accordance with the arrangements made between the UNDP and the CFCU in consultation with the TGS in order to provide independent evaluation of the project inputs, outputs and results throughout the whole project.

On an annual basis UNDP will contract an independent evaluation team to evaluate the effectiveness and efficiency of the program, and it will evaluate whether the project is implemented in accordance with general principles of Good Governance, i.e. that it is

- Coherent (with good communications between all parties)
- Proportional
- Open (with access to information)
- Effective and efficient
- Participatory
- Accountable

For monitoring of project management and activities, the beneficiary will prepare the monitoring reports to be submitted to National Aid Coordinator (NAC). Besides, an Independent Interim Evaluation Team contracted by EC will also prepare Interim Evaluation Report for the evaluation of the project management and implementation.
Annex IV-Reference to Laws, Regulations and Strategic Documents

1. The Constitution of the Republic of Turkey

2. Turkey’s National Plan for the Adoption of the Acquis (NPAA)


4. The Turkish Armed Forces Internal Service Act.

5. The EU Copenhagen Criteria

6. The European Convention on Human Rights

7. The European Social Charter and the Revised European Social Charter

8. United Nations Convention on the Elimination of all forms of Discrimination Against Women (UN-CEDAW) and Optional Protocol on the Elimination of all forms of Discrimination Against Women

9. Declaration of the Rights of the Child

10. The Convention on the Rights of the Child

11. The European Union Charter of Fundamental Rights


13. The Convention on the Conservation of European Wildlife and Natural Habitats (Berne Convention)

14. Group Pompidou of the Council of Europe (The Cooperation Group to Combat Drug Abuse and Illicit trafficking in drugs)

15. The Multi-annual Indicative Planning Document for IPA Turkey

16. All related conventions and recommendations of the Council of Europe and the UN (present and future)
Annex V- Tasks and Responsibilities of the UNDP; Budgeting; Activity Scheme; Methodology

Tasks Required From the UNDP:

A direct grant agreement will be signed with UNDP for the tasks listed below. In this project, it is assumed that with its extensive experience and expertise in human rights issues (including social and health issues) and project management, its well-established network, coordination and organization capacities for the conduct of such projects, the UNDP will play a vital role for the success of the proposed project.

UNDP is the UN's global development network, an organization connecting countries to knowledge, experience and resources to help people build a better life. UNDP is active in 166 countries, working with them on their own solutions to global and national development challenges.

With experience in over 160 countries, the work of UNDP in the area of human rights and human security include: support to the development of national human rights action plans; application of the rights-based approach to programming; and assistance for human rights initiatives involving civic education, awareness-raising campaigns. Therefore the UNDP has prior experience and the capacity drawn both from global experience and from its programming in Turkey to undertake the project results.

The UNDP is also uniquely associated with the human rights community of the United Nations, enjoying privileged technical cooperation with the human rights treaty bodies as well as the special procedures. The UNDP is an independent and neutral purveyor of human rights globally upholding the goals and core principles of the United Nations.

The UNDP also has demonstrated successful experience and expertise in design, management and implementation of EC funded programs in Turkey and in other countries. These include but are not limited to: Small Medium Scale Enterprise Development in Turkey’s Southeast Anatolia Region; Integration of Sustainable Development in Sectoral Policies; and Local Administration Reform.

UNDP will coordinate technical inputs from relevant UN agencies, such as UNICEF (on children’s rights etc.), UNFPA (on women’s rights etc.) and ILO (on child labour etc.), and ensure that combined expertise of UN system is made available to the project. Such inputs will be provided within the scope of inter-agency working arrangements to be developed by UNDP. This approach will ensure integrity and simplicity of management of operational and financial matters.

To the extent possible and when available UNDP will also leverage on the expertise available at the Council of Europe and international/national academia. In doing so UNDP will pay due consideration to CoE’s approach and principles – in addition to relevant UN conventions - on the issues that the proposed project addresses. This approach is expected to ensure that the project remains relevant and committed to the key documents such as MIPD.

Phase 1

A pre-condition for the success of the first phase is the completion of the training on basic computer skills and delivery of supplies to the 176 laboratories, which are in appropriate condition.
Appointment of the project team members and setting up of the necessary facilities (premises, equipment etc.),

Establishment of the Scientific Committee for this Phase in cooperation with the TAF

- 2-3 academics/experts on human rights issues (including citizenship rights and responsibilities, women’s right, gender equality, children’s rights);
- 3-4 experts on developing interactive web-based training materials;
- 2-3 experts on preparing virtual training materials for peer to peer activities;
- 2-3 experts on the training of trainers methodology, curricula and content;
- 3-4 experts/sociologist academics for scientific observation of the results of the project (This includes the establishment of a focus group and observation of their behavioural changes through and after the project).

Preparation of the contents of the course on Fundamental Human Rights and Freedoms and development of the curriculum

Preparation of the contents of the course on Children’s Rights and development of the curriculum

Preparation of the contents of the course on Women’s Rights and development of the curriculum

Preparation of training materials for the course on Fundamental Human Rights and Freedoms and their publication or their transfer in software version

Preparation of training materials for the course on Children’s Rights and their publication or their transfer in software version

Preparation of training materials for the course on Women’s Rights and their publication or their transfer in software version

Preparation of a training programme for the trainers

Appointment of trainers

Training of 704 trainers for the distance learning (24 five days trainings and 24 three days trainings for each group of 25 trainers in Ankara and/or Istanbul and 4 five days trainings and 4 three days trainings for each group of 26 trainers in Ankara and/or Istanbul – 2 UNDP experts for each group)

Training of 352 trainers for peer to peer trainings (12 five days training and 12 three days training for each group of 25 trainers in Ankara and/or Istanbul and 2 five days training and 2 three days training for each group of 26 trainers in Ankara and/or Istanbul – 2 UNDP experts for each group)

Launch of the initial cascade training sessions during the life span of Phase 1 (Around 150,000 conscripts to be trained)

Appointment of the eight monitoring experts for the focus group consisting one team leader and seven members

Establishment and monitoring of the focus group consisting of conscripts from 7 geographical regions of Turkey

Revision and upgrading of curricula and training materials
Designing the website

Conducting visibility activities to promote awareness of the project

Conducting an independent evaluation of the project inputs; outputs and results.

**Phase 2**

The concrete and positive results obtained in Phase I will enhance the implementation of Phase II.

- Appointment of the project team members and setting up of the necessary facilities (premises, equipment etc.),
- Establishment of the Scientific Committee for this Phase in cooperation with the TAF
  - 2 academics/experts on social rights issue;
  - 1-2 experts on protection of environment and nature;
  - 1-2 experts on fight against substance addiction, 1-2 experts on preventive health care;
  - 3-4 experts on developing interactive web-based training materials;
  - 2-3 experts on preparing virtual training materials for peer to peer activities;
  - 2-3 experts on the training of trainers methodology, curricula and content;
  - 3-4 experts/sociologist academics for scientific observation of the results of the project (This includes the establishment of a focus group and observation of their behavioral changes through and after the project).
- Preparation of the contents of the course on Social Rights and development of the curriculum
- Preparation of the contents of the course on General Health Care and Fight Against Substance Addiction and development of the curriculum
- Preparation of the contents of the course on the Protection of Environment and development of the curriculum
- Preparation of training materials for the course on Social Rights and their publication or their transfer in software version
- Preparation of training materials for the course on General Health Care and Fight Against Substance Addiction and their publication or their transfer in software version
- Preparation of training materials for the course on the Protection of Environment and their publication or their transfer in software version
- Preparation of a training programme for the trainers
- Appointment of trainers
- Training of 704 trainers for the distance learning on the issues under Phase two (24 five days trainings for each group of 25 trainers in Ankara and/or Istanbul and 4 five days trainings for each group of 26 trainers in Ankara and/or Istanbul – 2 UNDP experts for each group)
- Training of 1296 new trainers for the distance learning concerning the topics under both Phases (51 five days trainings and 51 five days trainings for each group of 25
trainers in Ankara and/or Istanbul and 1 five days training and 1 five days training for each group of 21 trainers in Ankara and/or Istanbul – 2 UNDP experts for each group)

- Training of 352 trainers for peer to peer trainings on the issues under Phase two (12 five days trainings for each group of 25 trainers in Ankara and/or Istanbul and 2 five days trainings for each group of 26 trainers in Ankara and/or Istanbul – 2 UNDP experts for each group)

- Training of 648 new trainers for peer to peer trainings on the issues under both Phases (25 five days trainings and 25 five days trainings for each group of 25 trainers in Ankara and/or Istanbul and 1 five days training and 1 five days training for each group of 23 trainers in Ankara and/or Istanbul – 2 UNDP experts for each group)

- Launch of the cascade training sessions during the life span of Phase 2 (Around 500,000 conscripts to be trained)

- Appointment of the eight monitoring experts for the focus group consisting of one team leader and seven members

- Establishment and monitoring of the second focus group consisting of conscripts from 7 geographical regions of Turkey

- Revision and upgrading of curricula and training materials

- Updating the website

- Conducting visibility activities to promote awareness of the project

- Conducting an independent evaluation of the project inputs; outputs and results.

**Justification of the Budgeting:**

Besides a direct grant agreement with the UNDP, normal tendering procedure will be followed for the establishment of the overall DLS that the project requires. A draft justification of the technical assistance component for the first phase is provided below, indicatively. The DLS (supply) budget for 2007 and 2008 IPA budget can be seen at Appendix A.

**Indicative Budget for the First Phase**

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<td>2. Travel</td>
<td>International and Local Travel Costs</td>
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<tr>
<td>3. Equipment of Supplies</td>
<td>Costs related to the establishment of project office (TAT) and rental of project car (all for 36 months)</td>
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<td>4. Local Office</td>
<td>Running costs of Local office (36 months)</td>
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<tr>
<td>5. Other Costs</td>
<td>Publications, Editing and proof-reading of publications, Auditing costs, Evaluation costs, Translation, Interpretation, Costs of conferences/seminars/workshops and visibility actions</td>
</tr>
<tr>
<td>6. Other</td>
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<tr>
<td>7. Subtotal Direct Eligible Costs</td>
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<td>8. Contingency</td>
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Activity Scheme

All activities will be conducted in line with the timeline at Appendix B. The timeline illustrates indicatively the starting and ending of the activities in addition to the year of IPA budget that they are funded. As the timeline sets rough deadlines for the activities, precise list of them will be found in the grant agreement and the tendering documents.

Phase 1

As the Direct Agreement is signed with the UNDP, the members of the TAF, the UNDP and other institutions participating in the project, will establish a Scientific Committee. It is expected that the Committee will be established in the second quarter of 2008.

The studies to prepare the curriculum and the course content for the issues of “Fundamental Human Rights and Freedoms – as a general concept – and their sources”, “Children’s Rights” and “Women Rights” will take place in the third and the fourth quarters of 2008.

Then, in the first and the second quarters of the 2009 the course materials will be prepared on the above mentioned issues.

Training for trainers for the first phase of the project will be completed in the third and the fourth quarters of the 2008 (704 trainers for DLS and 352 trainers for peer to peer activities will be trained).

For the supply part in the first part of the project, normal tendering will be conducted under 2007 IPA budget. A distance-learning center, a project management office, and 176 distance-learning labs will be established, computers for the distance-learning labs will be installed and the soft training materials will be activated from the last quarter of the 2008 to the end of the last quarter of 2009.

Beginning from the first quarter of the 2010, training of conscripts will begin and it will last at the end of the second quarter of the 2011. As the training takes place a focus group will be established and will be monitored till the end of 2010. Until the 3rd quarter of the 2011 150,000 conscripts will have been trained on the topics of the first phase.

The course curriculum and materials regarding the first phase of the project will be upgraded and revised in the last quarter of 2010.

A website to share the training products of the project with the public will be designed in the first two quarters of the 2010 and in the first quarter of the 2011. The website will be upgraded as the Scientific Committee produced new or revised materials on the selected topics. The website and the project will be introduced to the public with a PR campaign.

Phase 2

For the service part in the second part of the project, another direct agreement with the UNDP is expected to be signed.

It is expected that the Scientific Committee will develop the course content, curriculum, this time, on the issues of “Social Rights”, “General Health Care and Fight Against Substance Addiction” and “Protection of the Environment” in the last quarter of 2009 and in the first
quarter of 2010. Then in the second and the third quarters of 2010 course materials will be prepared.

Training of trainers for the second phase will take place in the last quarter of 2010 and in the first two quarters of 2011 (704 DLS trainers and 354 peer to peer trainers for topics of the second phase and the 1296 DLS trainers for and 648 peer to peer trainers for the topics of the first and second phases will be trained).

For the supply part in the second part of the project, normal tendering will be conducted. The remaining 324 distance-learning labs will be established, computers for the distance-learning labs will be installed and the soft training materials will be activated beginning from the second quarter of 2010 to the end of the second quarter of 2011.

The conscripts will be trained on all themes beginning from the third quarter of 2011 till the end of the 2012 (Around 500,000 conscripts). To monitor their behavioural changes another focus group will be established between the third quarter of 2011 and the second quarter of 2012.

Then, in the third quarter of 2012, based on project assessment, the curriculum, the content, the training materials and the website will be revised and updated. In the same quarter, also the training of the “trainers of the trainers pool” will take place.

Methodology

A multi-annual Programming approach will be applied to the proposed project in terms of financing and implementation. It is believed that such an approach will lessen the share of the project in the 2007 IPA budget by breaking up the total project budget into 2007 and 2008 IPA budgets. It will also provide the opportunity to the partners in the project, namely the Turkish General Staff and UNDP, to assess the outcomes and the efficiency of the first part and to provide a better progress in the second part under the light of the experience gained in the first part.

In that respect, it is proposed that the total budget will be divided between the two years. A budget around 15.3 million Euro is estimated as part of the 2007 programming while for year 2008 a budget around 14.8 million Euro, will be proposed for the year 2008.\textsuperscript{10}

Since the project will be subject to multi-annual programming, the project will be implemented in two separate but continuous parts in terms of topics and the number of distance-learning labs as illustrated on the timeline table-Appendix B. The timetable, however, is provisional and depends on the time of the expected Direct Agreement with the UNDP.

It is assumed that with its extensive experience and expertise in human rights issues and project management, its well-established network, coordination and organization capacities for the conduct of such projects, the UNDP will play a vital role for the success in both parts of the proposed project.

The TAF will ensure sustainability of the proposed project in two ways: First of all, the TAF will continue to train the conscripts in line with the curriculum. Secondly, once the curriculum, course materials are prepared and the distance-learning system is established, the existing institutional capacity can be used for follow-up projects.

\textit{Establishment of a Project Management Office}

\textsuperscript{10} For details concerning the budgeting for the proposed project, see Appendix A and B.
The first step for the conduct of the proposed project is the establishment of a Project Management Office. The Project Management Office will be composed of two separate but coordinated units.

One of these sub-units will be established by the UNDP in Ankara. This office will host the technical assistance team and will be responsible for the secretariat service, providing experts/academicians to the Scientific Committee, attending to the board (project monitoring committee) meetings, preparing training materials including the soft course and the hard course materials and the software to be used at the distance-learning labs, preparing the curricula for training of the trainers both for the distance learning and for peer to peer training, conducting activities related to the observation phase of the project; such as formation and observation of a focus group, transportation of the observers to the pre-determined destinations, preparing a project assessment and feedback for the Scientific Committee, establishing a website, introducing the website and the project with TGS through a PR campaign.

A second sub-unit will also be located in Ankara, at the Training and Doctrine Command of the Turkish Land Forces. The details of responsibilities and duties of the unit are mentioned in detail in the Institutional Framework.

**Establishment of a Scientific Committee composed of representatives of the TGS, UNDP and other relevant UN agencies and ministries, and academicians, experts, and the TAF representatives.**

- Determining of training priorities.
- Preparation of curriculum.
- Preparation of course contents.

A Scientific Committee composed of representatives of the TAF, UNDP and other relevant UN agencies, ministries; and experts and academicians, will be established. The main objective of the Scientific Committee is to provide a scientific, detailed and an objective insight to determine the priorities of the training and to prepare a curriculum based on these priorities. Once training priorities and curriculum are prepared, the Committee will prepare the course contents on selected themes. As the training of conscripts begins, the Scientific Committee will also be responsible for the updating of the course contents, materials and the software as it deems necessary based on progress made.

The TAF will have 9 permanent members in the Scientific Committee for the first phase of the project including 2 project coordination office members, one sociologist, one pedagogue, one psychologist, an expert on education management, an expert on distance-learning and computer systems, an expert on education technologies. These will be responsible for contributing to the work of the experts provided by the UNDP to ensure that course curriculum and materials are in consistency with the needs of the beneficiary and the desired results can be reached by use of these outputs. All materials will be based on the applicable European standards. The UNDP and relevant UN agencies will provide experts or academicians as the Committee members other than representatives of the TAF, and the relevant ministries.

It is estimated that the Scientific Committee will be composed of around 30 members including those from the TAF, the UNDP, relevant UN agencies and from associates (including Ministry of National Education [MoNE], General Directorate for the Status of the Woman [KSGM],
Human Rights Presidency of the Prime Ministry, Institution of Social Services and Childcare [SHÇEK].

**Preparation of course materials.**

Preparation of interactive computer and web based course materials and software. Preparation of course books, manuals, CDs, posters and other training materials

The Scientific Committee is expected to prepare interactive computer and web based course materials and software for distance learning system, course books, manuals, CDs, posters and other training materials in accordance with the training priorities and content developed. UNDP will coordinate and organize activities to make multiple copies of these materials and to distribute them to their destinations.

As the training curriculum, training materials, software are ready, training of trainers will take place. Additionally, once the tendering process for the supplies is completed the technical equipment will be installed simultaneously with the other preparatory work.

**Training of trainers**

Training of distance learning trainers. Training of trainers for the education of illiterate conscripts.

The training of trainers, who will be responsible for the training of conscripts, is one of the most important phases of the project. Accordingly, the ability of the trainers to have a good command both on the training materials and the interactive programs and software is a must for a noticeable progress in the project. In that respect there will be training both for the distance-learning trainers and training for those responsible for the education of the illiterate conscripts. The experts provided by UNDP and relevant UN agencies will do the training of the trainers’

In order to sustain the training of trainers programme, a pool of selected trainers will be prepared for use as ad hoc trainers of trainers for the period after the completion of the project, in case the existing trainers need updating or replacing.

**Installation of the Distance Learning System**

The installation of the DLS will be provided within the framework of the supply tendering and will be subject to initial testing with the training materials before the training of conscripts begin.

The experts responsible for preparing software will also be involved in the testing process.

The TAF will also establish a team composed of officers, NGOs and civil servants who has expertise on DLS and computer systems. The team will work from the beginning till the end of the project and will accompany the other experts in the DLS Monitoring Committee. It will be composed of 10 permanent staff and around 200 network technicians of the military units at locations.
As the project finishes, the TAF’s team will continue running the system, as part of the sustainability commitment, since the training will be continuing even after the project finishes.

**Why Distance Learning System is Important?**

Existence of a widespread dissemination system composed of a distance learning center and distance learning labs will ensure that the very valuable training modules, which come out from the diligent studies of the distinguished academicians and experts of the relevant areas, will reach generations of young males (around 5 million in 10 years).

It will also ensure that the updates of these studies are disseminated in the further period, as well.

**A New Methodology**

The TAF intends to go beyond the classical training approaches of quoting from existing reference books and wishes to support its curriculum, which will be prepared by the Scientific Committee, with a new method. By assembling experts/academicians and the TAF’s internal and external associates (such as KSGM, MoNE) in a “Scientific Committee”, the TAF aims to develop a “Modern, Scientific, Distilled, User friendly and Interactive” soft and hard course content and course materials; and wishes to open these materials to the use of conscripts through a Distance Learning System.

- **Learning process is interactive**
- **Easy to learn / remember/ share / transfer Knowledge and Experience**
- **The feeling of being involved in the process and the project**

There are experiences of such an approach both at the local and international level. Examples of it can be seen at www.ingilizceokulu.com, which provides an opportunity for web based foreign language learning. A similar example can be seen at the web site of the Delegation of the European Union to Turkey (www.deltur.cec.eu.int) at which there is a quiz for children titled “Let’s Explore Europe” aiming to increase the knowledge of children concerning Europe and the European Union. The latter is an important example, since it takes into account the target group and simplifies the test. The test involves many pictures and graphics to make the learning easier and entertaining for the children and the tester has two chances to find out the correct answer.

The same applies to conscripts. The huge numbers of conscripts are composed of different cultural, educational and social backgrounds. Accordingly, the success of the proposed project highly depends on methodology of the training program. An interactive, web based program
donated with pictures, graphics, short movies, quizzes will make the topics easier to understand. The conscript will have the feeling that “HE IS INVOLVED IN THE PROCESS”.

The TAF has developed and adapted modern and scientific methods of training so far. The intranet system and the Distance Learning Centres (DLC) of the Forces, and the expertise developed so far are the indicators of this approach. In that respect, the TAF intends to extend its distance-learning expertise to the training of conscripts and believes that this is a social responsibility though it will bring about tougher job and responsibility to its officers and NGOs.

*Educating conscripts with elementary computer skills to use computer/ web based interactive programs.*

The target group of the proposed project is not a homogeneous one because of the cultural, social, educational and economic differences among conscripts. In that respect, it is not possible to expect all conscripts to have a good command of computer literacy or at least a familiarity with computers. Nevertheless, the TAF aims to educate conscripts with elementary computer skills to use computer/ web based inter-active programs. Besides the importance of this training for the conduct of the project, it will also provide the target group a familiarity with computers. Accordingly, even those who were not ever able to own and use a computer will have some knowledge of it.

In that respect the first step of the training program will be to donate conscripts with basic computer skills throughout a one-week program.

*Training of conscripts in all garrisons on the selected themes through distance learning, and for illiterates and for those who have low-level education, through peer-to-peer activities.*

As the training program to use computer and the computer/ web based programs finishes, the training of conscripts on selected themes will begin. For illiterate and less educated conscripts, peer-to-peer activities will be preferred. Accordingly, illiterate conscripts will be participating in seminars, conferences, workshops and visual materials will be preferred in the training program.

Throughout the training process, conscripts will be subject to periodic quarries and quizzes to evaluate the progress.

*Observation*

- Creation of a focus group to reflect all parts of the society.
- Monitoring the improvement of the focus group within training.
- Monitoring their behavioral changes within their community after their military service.
Observation is the final phase of the project. It could also be considered as the most significant one since it will provide a feedback concerning the outcomes and success of the training program. The TAF aims to test the overall success of the training program with all the training materials, trainers etc. to find out to what degree conscripts are able to show behavioural changes in their home societies once the military service ends. For this end, academicians and experts in their field of study will create a focus group representing the characteristics of the whole target group. The independent academicians and experts whom UNDP will subcontract will observe this focus group from the beginning of the project till the end through scientific methods. The observation period will cover both the training period and the post military service. Conscripts will be visited in their hometown, and the conscript and his family members will be subject to interviews and quarries by experts. This is important because even if the individual desires it, it becomes difficult for him or her to show behavioural changes, since the tradition and culture is so strict in some parts of the society.

Nevertheless, this does not intimidate the TAF since the target group is huge and has continuity. Every year around 500 thousands conscripts do their military service. These are mostly the young males, aged between 20-22 that it may be easier for them to show behavioural changes and adopt themselves to new conditions. Though the success of the project may remain at low levels in the first years, in the long term, the sustainability of the project will eventually create a catalytic effect in the society.

**Forming a “Mehmetçik” web site to include the content of the training on the internet.**

At the end of project completion, a “Mehmetçik” website will be formed. At this website, the training materials, the results of the projects, opinions of conscripts will be shared by the Turkish society. A Public Relations campaign to introduce the project and the website will also be organized by the UNDP together with the TGS.

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

**Appendix A- Budget Breakdown of the Supplies Tendering**
**Appendix B- Timeline**
Article 12 of the Turkish Constitution states that everyone possesses inherent fundamental rights and freedoms, which are inviolable and inalienable. The Article further goes that the fundamental rights and freedoms also comprise the duties and responsibilities of the individual to the society, his or her family, and other individuals. The details of these rights and responsibilities are stated in the PART II- Rights and Duties of the Individual and the PART III- Social and Economic Rights and Duties of the Turkish Constitution. Accordingly, the state is responsible to protect and respect the rights of its citizens whereas the citizen is also responsible to fulfill his/her duties to the state and the society.

The issue of protecting individual rights is also one of the main priorities for the European Union, which is still in process of establishing a political, and economic union based on common values shared by all member states and the candidate countries. Based on the Copenhagen criteria, member states should have institutions that are respectful to democracy, rule of law and human rights Accordingly, candidate countries are expected to fulfill these criteria and the responsibilities tied to it.

The issue of human rights has a privileged position also at the agenda of the other international organizations, the United Nations being one of them. Human rights are recognized as fundamental by the UN. Its Charter contains basic important human rights provisions, where in its Preamble it states “…to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small…” UN’s prominent role in this area is carried out by a number of human rights bodies, some of which date back to the very foundation of the United Nations. UN’s Universal Declaration of Human Rights is the first international statement to use the term "human rights", and has been adopted by the Human Rights movement as a charter. Covenant on Civil and Political Rights, Optional Protocol to the Covenant on Civil and Political Rights, Covenant on Economic, Social and Cultural Rights, Convention Against Torture, the Geneva Conventions, Convention on the Rights of the Child, Convention on the Elimination of Discrimination Against Women are among the basic documents of the UN.

The United Nations General Assembly declared the period between 10 January 1995 and 31 October 2004 as the “United Nations’ Decade for Human Rights Education” and in line with this development, voluntary and formal activities were conducted in Turkey in the field of human rights education. The 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 are involved in these activities.

In addition, the European Convention on Human Rights and the European Social Charter to which Turkey is a party, form the basis of the work to be conducted within the framework of the proposed project.

Still, there are some deficiencies concerning the issue proved by local and international studies and statistics. Human Rights in Turkey, especially those of women and children, are violated as it is the case in other parts of the world and even as it is in the most democratic countries; and discrimination against women is observed in many aspects of the social life. As a result, the issue of human rights has been one of the most debated issue and priority in relations between Turkey and the EU, more specifically since 1990s. Turkey’s problems to
implement human rights are often emphasized in EU Parliament Reports and the annual Progress Reports on Turkey; and accordingly Turkey is expected to take the necessary measures. The Turkish Armed Forces (TAF) observations, as well, illustrate that a significant number of young males are illiterate and majority of literate and educated know little about human rights issues.¹¹

Nevertheless, there have been considerable efforts in Turkey to tackle with Human Rights issues.

Concerning discrimination against women, Turkey signed the United Nations Convention on the Elimination of all forms of Discrimination Against Women (UN-CEDAW) in 1985 and signed the Optional Protocol on the Elimination of all forms of Discrimination Against Women in 2002. Turkey ratified the 1961 European social Charter and is about to ratify the Revised European Social Charter which involves additional rights for women and children. Concerning the women's rights, the ad hoc Parliamentary Committee on "crimes in the name of honour, violence against women and children" finalised a report and the Directorate General for the Status of Women (KSGM) is given the task of overall co-ordination of related activities. The campaign, “Stop Domestic Violence” which has been launched in 2004 entered its second phase, in cooperation with the Foundation of Contemporary Education and the Istanbul Governor’s Office. Moreover, KSGM has been running the EU funded “Promoting Gender Equality, Project number: TR 05 01.06”

Likewise, the CoE launched The Council of Europe Campaign to Combat Violence against Women, Including Domestic Violence in November 2006. The campaign will end in March 2008. Within the framework of this campaign member states are requested to launch national campaigns in parallel and as a follow up to the CoE campaign, which will aim to assess the national situation, and to define concrete objectives based on the Campaign Blueprint. Turkey, as a member state also participates in the Campaign.

With respect to the children’s rights, Turkey signed the Declaration of the Rights of the Child in 1959 and the Convention on the Rights of the Child in 1989. Likewise, the Article 41, Article 61 and the Article 62 of the Turkish Constitution focuses on the responsibility of the state to protect the mother and children in the family, to take the necessary measures for social resettlement of children in need of protection and the education of the children.


The protection of the environment and the natural resources is another issue and priority focused on the Turkish Constitution and the EU Acquis; and is also a cross-cutting issue for most of the EU-funded projects. The Article 56 of the Turkish Constitution states that everyone has the right to live in a healthy, balanced environment and it is the duty of the state and citizens to improve the natural environment and to prevent environmental pollution. Yet, the 2006 Regular Report mentions limited progress on “nature protection” though state

¹¹ The answers to oral baseline questions before teaching issues related with human rights within TAF “Homeland Love” curriculum.
institutions and NGOs are working on different projects to raise awareness in recent years. Additionally, the TAF observes that the knowledge of the conscripts on the protection of the environment and the natural resources is limited.

The same applies to fight against drugs. The Article 58 of the Turkish Constitution directly supports this ideal and clearly states that the state shall take necessary measures to protect the youth from addiction to alcohol, drug addiction, crime, gambling, and similar vices, and ignorance. Chapter 24-Justice, Freedom and Security of the 2006 Progress Report on Turkey states that limited progress can be reported in the area of fight against drugs. Likewise, a research conducted by the Gülhane Military Medical Faculty (GATA) in 2002 demonstrates that the habit of smoking is wide among the conscripts and some of the conscripts are addicted to drugs. As a result, the report concludes that it is necessary to educate conscripts about the hazards of smoking and drugs during the military service.

The Pompidou Group of the CoE, is considered to be one of the initiatives aiming to solve these problems. The Group, in which Turkey is also involved, contributes to the development of effective and evidence-based drug policies in its member states and seeks to link policy practice and science and it focuses in particular on the realities of the implementation of drug programmes. Drug prevention, which will be covered in this proposed project, remains a priority area in the work of the Group. Life skills training, building resilience and credible drug policies are at the core of the programmes that actually show prevention effects. Mobilizing new potential by involving young people and parents will bring about more targeted and effective prevention. In addition, treatment, rehabilitation and social aspects of drug use form a very significant part of the Pompidou Group’s work.

Concerning the general health care, so-called Partial Agreement, involving a reduced number of interested Council of Europe member states, was concluded in the social and public health field in 1959. The Partial Agreement includes two sectors; protection of the public health and rehabilitation and integration of people with disabilities.

As it was previously mentioned, the issues of human rights, protection of the environment and the natural resources, and the fight against substance addiction are important both at the national level and in relations with the EU. Though, the main responsibility to deal with and to develop new strategies in such issues goes to the civilian authorities including state institutions and NGOs, the TAF takes a voluntary responsibility in such issues. The role of the TAF in such social issues is clearly stated in the Turkish Armed Forces Internal Service Act. The related articles of the Act are as follows:

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

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

\begin{itemize}
\item[12] Green Pack project conducted by MoNE in cooperation with MoEF and REC.
\item[13] Tekbaş, Ömer Faruk & Açikel, Cengiz Han & Erkuvan, Elçin & Özkarı, Bikemgül & Alp, Ibrahim & Karademir, Ibrahim & Kara, Hakan & Tunç, Elif, “Smoking Prevalence and Nicotine Dependency among Young Adult Men and Factors Affecting This”, the TAF Preventive Medicine Bulletin, 2006: 5 (2), pp.105-117. The article states that 53.8 % of the participants reported that they had been smoking, and 9.9 % of the participants reported that they had been smoking some times, and the frequency of the symptoms of nicotine dependence was found as 16.2 %.
\end{itemize}
Bearing in mind this rationale and the fact that those young who complete their military service will continue their civil life as fathers, husbands and brothers of the Turkish society, the TAF attaches great importance to donate these conscripts, besides the basic skills for the military profession, with other skills and qualifications needed in social life. All training curricula of the forces allocate 20% of the total training time for such requirements.

The TAF prepared a book titled “The Homeland Love”, a course book covering topics such as “Rights and Duties” (as covered in the Constitution), “Universal Values” (including “respect to human honour”), “Environmental Problems”, “Moral Values” and “Fight Against Smoking, Alcohol and Drugs” and “Preventive Health Care”. The issues in the book are taught in classes throughout the military service of conscripts.

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

In cooperation with General Directorate for the Status of Women, the TAF has launched a Women’s Right and Gender Equality Campaign in the summer of 2006. In line with the campaign, two institutions are working together to provide a behavioral change in male habits and aim to improve public awareness concerning the rights of women and discrimination against them. Throughout the program, training materials such as posters and short movies are being used. Accordingly, 996 cd’s and 1750 posters were prepared and delivered to the TAF units all over Turkey. Since the summer of 2006, conscripts have attended to this training.

The TAF supported the “Haydi Kızlar Okula” campaign, which aims to increase the level of education, especially for females, in 53 cities of Turkey where the statistics prove that the level of education is the lowest, by encouraging local people to send their daughters to school for basic and follow-on education.

For the citizens living in rural areas, the TAF has launched reading-writing courses. Up to now, 16,047 citizens, more than half of which was illiterate women, attended these courses. On the other hand, concerning the male population, the TAF has been active to teach illiterate young conscripts how to read and write. Between February 2000 and June 2006 the number of conscripts utilized from reading and writing courses was 201,767. At the end, 141,515 conscripts completed the courses successfully and learned how to read and write.

The TAF has also launched courses for the students in order to prepare them to Anatolian High Schools and university accession examinations. In 2006, 8,972 students, almost half of which were girls, attended these courses.

To deal with the “religious marriage” (imam nikahı), which has no legal validity and does not protect the rights of woman, the TAF encouraged couples in rural areas and succeeded in the formal marriage of 195 couples in 2006. Additionally, as a result of the TAF’s efforts in rural areas, 50 Turkish citizens were registered to the public registration offices in the same year.

The TAF has also been organizing and actively participating in environment-friendly projects. It participates in the “Oak Project”, which was initiated by TEMAFoundation (The Turkish Foundation for Combating Soil Erosion, for Reforestation and the Protection of Natural Habitats) in 1998 as one of the main supporters. As part of the Oak Project, which is considered to be one of the biggest afforestation projects on the world, 640,000,000 oak seeds reached the soil between 1998 and 2004. In 2006 alone, 339 activities related to the protection of the environment and natural life were held. Throughout these activities, the TAF planted 787,066 saplings and several courses were provided to conscripts. This activity continues each year with growing numbers of saplings planted.
Thus, the TAF has a great interest to add one bigger step to these existing efforts, by launching the proposed project, which is titled “Donate ‘Mehmetçik’ with the Required Skills of the Modern Social Life”. The project aims to educate and train the young conscripts on the issues of human rights (including women’s rights and gender equality, children’s rights and social human rights), general health care and substance addiction; and protection of the environment protection of the environment and natural resources and fight against substance addiction based on a newly designed scientific curriculum and by use of interactive, web based Distance-Learning Systems (DLS).

The TAF has a potential to reach this end. It has about 800 units located all over Turkey and in line with the Constitution; every Turkish male has to practice its compulsory military service. In that respect, every year, nearly 500,000 young conscripts from highly diversified cultural, social and educational backgrounds join the TAF for their military service and this provides a big target group for the proposed project. These huge personnel located all over Turkey and the huge target group puts the TAF into a unique position compared to other state institutions or an NGO.

In addition to the experience and the existing human capacity of the TAF, there is a more valuable factor, which enhances the TAF’s capacity to launch and carry out the proposed project successfully. The TAF has a privileged place in hearts of the Turkish society and symbolizes “trust” for them. Therefore, most of the Turkish citizens have emotional ties with the TAF and the compulsory military service means more than a constitutional obligation to them. It is also considered to be something traditional in the country and it is believed that the young becomes a “real man” once they complete their duty to the state. Accordingly, especially in rural areas of the society, compulsory military service has a special meaning not only for the male, but also for the female population. In rural areas of Anatolia, traditionally, the families do not want their daughter to marry with a young man who did not accomplish his compulsory military service. In that respect, a potential target group, which has the feeling of loyalty to TAF by heart, increases the overall success of the proposed project.

Moreover, the TAF has a previous training experience on the above-mentioned issues and time allocated for this. The training system of the TAF is highly qualified in designing, planning and implementation of various topics and is supported with high quantity of trained trainers and high level of training discipline. It has developed and adapted modern and scientific methods of training. The intranet system and the Distance Learning Centres (DLC) of the Forces, and the expertise developed so far are the indicators of this approach. The TAF has also inter-institutional cooperation experience on the training of conscripts.14

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

For decades, the TAF initiated and involved in volunteer social activities hand in hand with the civil society for the cultural, social, economic and educational improvement of Turkey. Accordingly, based on its previous experience, the TAF believes that if the proposed project is launched, it will make a real sense in the long term.

The TAF intends to go beyond the classical training approaches of quoting from existing reference books and wishes to support its new curriculum with a new method. By assembling experts/academicians and the TAF’s internal and external associates (such as KSGM, MoNE)

14 For the reading and writing courses and for the vocational training of conscripts, TAF signed several protocols with MoNE and Ministry of Agriculture and Rural Affairs.
in a “Scientific Committee”, the TAF aims to develop a modern, scientific, distilled, user friendly, interactive soft and hard course content and course materials; and wishes to open these materials to the use of conscripts through a Distance Learning System. There are good examples of such an approach, examples of which can be seen at [www.ingilizceokulu.com](http://www.ingilizceokulu.com) and at the website of the Delegation of the European Union to Turkey ([www.deltur.cec.eu.int](http://www.deltur.cec.eu.int)) in which there is a quiz for children titled “Let’s Explore Europe” aiming to increase their knowledge on Europe and the European Union.

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

The proposed project, on which the TAF has been focusing on for a long time is a real “SOCIAL and VOLUNTEER PROJECT” which directly aims the civil society and the well-being, cultural, social, intellectual improvement and the development of the Turkish citizens.

The proposed project has a distinguished place compared to other projects launched so far on similar issues.

- The TAF’s well organized and highly disciplined institutional structure,
- Sustainability and development as key factors in any activity TAF involved in so far,
- The TAF’s willingness to allocate the needed time and the personnel to launch for the project,
- Past experience in social projects and activities,
- The huge target group of the project that no other state institution or an NGO could reach at once,
- The trust of the Turkish citizens to the TAF,
- Inter-institutional experience with state and non-state actors,
- Experience in DLS and interactive learning processes makes the TAF a unique beneficiary and a partner to launch such a project.

The TAF takes sustainability and development as key factors in any activity it is involved in so far. The proposed project is no difference and once the project is launched, the distance learning center and terminals together with the other education materials will provide a long-
term sustainability. The TAF will carry out responsibility of updating and maintenance of these education materials and distance learning systems once the proposed project is completed. As a result, at the end of the 10 years, it is estimated that the number of males educated on the above-mentioned issues will be around 5 millions. This is nearly the total population and sometimes higher than that of some EU member states.\textsuperscript{15} Moreover, as a result of an extensive social responsibility, the TAF wants to reach more population by sharing the prepared course materials through a website.

If the proposed project by the TAF is launched, conscripts participated in this education program will become conscious and respectful citizens of the society; and it will have spill over affects at each and every level of the society. The TAF believes that this will certainly cause a behavioural change in future generations. This result will certainly complement and catalyse the overall national efforts to transform the society in cultural, social and intellectual aspects so as to understand the realities and the necessities of the modern social life.

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

\textsuperscript{15} Populations of some EU member states are as follows: Denmark (5.411.000), Slovakia (5.385.000), Finland (5.237.000), Ireland (4.109.000), Slovenia (1.998.000) and Estonia (1.347.000).