

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

1. Basic information

1.1 CRIS Number: TR2010/0136.04

1.2 Title: PROMOTING GENDER EQUALITY IN EDUCATION (PROGEE)

1.3 ELARG Statistical Code: 01.36- Political Criteria

1.4 Location: Turkey (Erzurum, Batman, Samsun, İzmir, Malatya, Mardin, Şanlıurfa, Karaman, Trabzon, Sivas)

Implementing arrangements:

1.5 Implementing Agency:

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

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1.6.Beneficiary:

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1.7 Overall cost: € 3.600.000

1.8 EU contribution: € 3.240.000

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

1.10 Final date for execution of contracts: 2 years following the end date for contracting.

1.11 Final date for disbursements: 1 year after the end date for the execution of contracts.

2. Overall Objective and Project Purpose

2.1 Overall objective

The overall objective of the project is to contribute to promoting gender equality all throughout the society.

2.2 Project purpose

The purpose of this project is to promote gender equality for girls and boys in schools and equality and gender sensitive approach throughout the education system

2.3 Link with AP/NPAA/EP/SAA

Accession Partnership Document (2008) states "further increase the awareness of the general public, and of men in particular, concerning gender issues, and promote the role of women in society, including through their education, and pursuing measures to implement current legislation relating to women's rights"

In NPAA (2008) document under the Political Criteria, it is stated that "Legislation has been amended to reinforce gender equality and to fight violence against women and children effectively" and also full enjoyment of all fundamental rights and freedoms by all individuals without discrimination is guaranteed. Under women's rights criteria, it is stated that the status of women in the society including their participation in the education, labour force and political and social life will be strengthened. Also under this criterion, there are various remarks on combating violence against women. The Project will serve as a tool to change the perception of women stereo-types in society so it will definitely have an impact on this issue too.

The Treaty of Lisbon, Article 2 states that "it shall combat social exclusion and discrimination, and shall promote social justice and protection, equality between women and men, solidarity between generations and protection of the rights of the child." And also in article 1a and 10a there are remarks on equality.

Since education is the main driving force behind the societies, the recent project aims to provide gender equality in education by creating a gender sensitive environment all throughout MoNE institutions and programs.

2.4 Link with MIPD

In MIPD document it is said that" A second priority will be support for the continued development of civil society organisations. Among the issues to be addressed, priority will be given to human rights and fundamental freedoms; gender issues; and the fight against corruption."

Under the title "Objectives and Choices", it is stated that the establishment of a Gender Equality Body and awareness of the general public, and men in particular, concerning gender issues will be supported.

In the Annex 3 Commitment, Contracting and Disbursement Rates of Programmes under DIS in Turkey (at the end of 2008), the heading "Equal opportunities for men and women" it is stated that" The status of women in Turkish society is matter of continuing concern for the European institutions. Despite formal equality before the law and the commitment of state institutions to egalitarian principles, the empowerment of Turkish women and their participation in economic life remains deficient. Domestic violence is prevalent, and includes its most brutal manifestations such as "honour killings". Potential measures to address gender issues include: under Component I, harmonisation of the Turkish legal framework with the gender equality *acquis communautaire* and support to state institutions and NGO dealing with gender issues; facilitate access to education.

One of the expected results by the end of the covered 2009-2011 period of Multi-annual Indicative Planning Document (MIPD), under the Transition Assistance and Institution

Building component is: “Progress will be achieved as regards awareness on gender equality”

This project will increase the institutional capacity of MoNE in terms of gender equality in education.

2.5 Link with National Development Plan

In the 9th Development Plan, including 2007-2013 period, there are various remarks on providing equal rights to everyone regardless of their gender.

Article 583 states that “The education system will be handled with the integrated approach by taking lifelong education into consideration to support the development of human resources. The structure of the system, which is based on efficiency, accessibility and equal opportunities, will be strengthened.” And also article 585 states that, ”Necessary measures, which primarily target the rural areas and girls, will be taken in order to reduce the school drop outs and rates of transition to secondary education will be increased.”

Also article 46 states that “While the accession process will lead to radical transformations in the economic, social and political life of Turkey, reaching EU norms and standards in many areas “

In addition, in article 223, the inequality between the numbers of working women which is one third of women is emphasized.

For a broader definition of the aims, article 646 states that “In order to increase social integration and solidarity, priority will be given to policies that foster tolerance, social dialogue and cooperative culture.” In this context there are various remarks about violence towards women which is a problem that can be eradicated through education.

It should be stated that project’s objective and purpose directly relates to the motives of Ninth National Development Plan regarding the issues considering providing equal rights for both men and women in all areas of life.

2.6 Link with national/ sectoral investment plans:

Within the scope of 2005 EU pre-accession assistance, “Promoting Gender Equality Project” has been implemented. One of the components of the project was implemented through a twinning contract, with the partnership of the Turkish Directorate General for Women Status and Ministry of Social Affairs and Employment of the Netherlands. One of the outputs of this twinning component was the National Action Plan on Gender Equality. In this action plan under the heading education, there are references to gender stereo types and how these affect the choices of the families about the education of their children. Another element of the plan when considering the barriers against education is that the traditional values on gender equality is an important barrier especially for girls. Also, in the plan it is stressed that to eliminate stereotyping, the most important factor is education and developing a gender sensitive approach and educational materials have utmost importance. In the plan especially "3.2 Education, under Objective 1: 1.6 Undertaking scientific studies in order to identify obstacles for girls to benefit from equal opportunities in education; planning and implementing activities to overcome gender-based obstacles for girls and Objective 4:

Educators, education-programmes and education material will become more gender sensitive" are directly related with the Project.

3. Description

3.1 Background and justification

First prerequisite to ensure equal opportunities for both boys and girls is to ensure equal opportunities in education. Therefore gender equality in education has utmost importance to provide equal rights and opportunities for everyone regardless of gender.

The basic feature of the principle of gender mainstreaming has been defined by the EU as "The systematic consideration of the differences between the conditions, situations and needs of women and men in all Community policies and actions: this is the basic feature of the principle of "mainstreaming" which the Commission has adopted. This does not mean simply making Community programmes or resources more accessible to women, but rather the simultaneous mobilization of legal instruments, financial resources and the Community's analytical and organizational capacities in order to introduce in all areas the desire to build balanced relationships between women and men. In this respect it is necessary and important to base the policy of equality between women and men on a sound statistical analysis of the situation of women and men in the various areas of life and the changes taking place in societies".

Further, the Council of Europe Committee of Ministers' recommendation on gender mainstreaming in education (2007) 13 will be used as a reference. The Committee of Ministers of the Council of Europe is convinced that the most effective way to promote gender equality is through education. This is why it adopted Recommendation CM/Rec (2007) 13 on gender mainstreaming in education, in 2007. This recommendation encourages the governments of member states to incorporate the gender perspective at all levels of the educational system - through legislation and in practice - so as to promote among young people the values of justice and participation necessary for the building of a society which guarantees true gender equality, both in the private and the public spheres. This project aims to provide solutions for many headlines of the recommendation including; Education policies and support structures, school governance and school organization, course programmes, school curricula, subjects and examinations, teaching materials, educational and career guidance, preventing and combating sexist violence and media.

Education and training have a major importance in securing gender equality in society. Ensuring the gender equality in education is a necessary duty for the Turkish government according to principles pointed out by both international and regional agreements and declarations. Gender equality in education, however, has many limitations and meets with various obstacles. These obstacles come from the cultural codes both in society and in schools. Even today there are limitations especially for girls for what they can do or can't do as a woman beginning from the top of the system to the bottom.

In Turkey, there is a gender inequality problem as can be seen in all stages of life. Beginning from the top, there are only 48 woman parliamentarians in Grand National Assembly which is 8.7% only. Also there aren't any women governors in service now. Further, according to TURKSTAT statistics of 2006, 64.7% of women and 60.7% of men think that the main job of women is housework. Also 14.1% of women and 12% of men think that working of women is

against the traditions. Also according to the 2007/2008 Human Development Report of UNDP, in the category of Gender Related Development Index, Turkey is 112th in the world.

There has been and will be projects for increasing the enrolment rates but there is increasing awareness that actions must move to a different plane – from merely counting the number of children enrolled to ensuring that all children enjoy an equal quality of education irrespective of gender. Gender issues must therefore be mainstreamed throughout educational planning – from infrastructure planning to material development to pedagogical processes. The full and equal engagement of women is crucial to ensuring a sustainable future.

Improving the standards of educational institutions is the first step to provide "equal" environments for students. To do this a set of standards must be set for teaching and non-teaching staff of schools. Directorate General of Primary Education is currently working on setting standards for primary schools but there is a need for both setting standards and building up a mechanism to catch up and implement these standards. To enable these, a tool containing both standards and the mechanism including a self assessment guideline for teachers needs to be applied to school system. In this project, a Gender Equality Assurance Tool for Schools (GEATS) will be developed. The tool will contain and provide assistance to issues such as;

- Definitions related to gender equality
- Developing a gender perspective
- Developing Gender Performance Indicators
- Responsibilities of administrators, teachers and other staff in schools
- Terms of reference for each branch on gender focal points
- Practice guide and checklists
- A self-assessment guideline for teachers
- Sources and types of documents on gender issues to be included in school libraries

To achieve gender equality that provides solutions to problems only in schools is not enough because the structure of MoNE is vital for ensuring full equality in the education system. Although the decisions taken which are transformed into documents (policy documents, strategy documents, legislation) are not against gender equality but a revision should prove to be useful as a special approach is needed in this field.

It appears that to achieve a holistic approach to gender equality also gender sensitive curriculum and education materials, teaching methods and techniques must be revised and developed. Because of this, the main priority is to train teachers, administrators, inspectors, and directors for a better gender sensitive approach within pre- and in-service trainings. To achieve this in Turkey, MoNE gives priority to the training of teaching and non-teaching staff on gender equality and even more about appropriate methods that ensure an effective gender sensitive approach and equal participation of the students.

The pilot provinces of the project will be Erzurum, Batman, Samsun, İzmir, Malatya, Mardin, Şanlıurfa, Karaman, Trabzon, Sivas. According to the findings of the "Causes and Consequences of Domestic Violence against Women in Turkey" survey, based on the NUTS II level regions, West Anatolia, Central Anatolia, West Black Sea, North Black Sea, Northeast Anatolia, Central East Anatolia and Southeast Anatolia possess the most critical statistics with

regards to education level of household, attitudes towards controlling the life of women, and gender roles of women. Also according to TURKSTAT's 2008 survey on Physical Violence women who have been exposed to lifetime violence are the highest varying from 42.2% to 53.2% in the regions mentioned above. The TURKSTAT 2007 Household Labour Force Statistics demonstrates that the variables "population not in labour force by sex, population by main occupation and sex, population by literacy, education level and sex" are critical in these aforementioned regions. The pilot provinces are chosen from these regions except İzmir which is chosen as a good example.

Consequently, there is much to be done. Schools are just a reflection of life people lead. This project is just a step on the road to reaching living environments where every individual can enjoy all experiences of life regardless of their gender.

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

Turkish parties involved (relevant public institutions, politicians, NGOs, universities, schools and others) are willing to co-operate in the framework of the project, and will make available (human) resources in order to fully support the project's activities. More specifically, a leading role will be undertaken by the Turkish Ministry of National Education (MoNE), being primarily responsible for the policymaking in the area of gender equality in education and for the monitoring of the implementation in practice.

Sustainability will be attained through improved capacity of teaching and non-teaching staff, the preparation of good quality educational material for effective implementation of gender equality in education. Sustainability will also be ensured through the active involvement of school principals, teachers, NGOs and all other stakeholders by giving them a strong ownership of the programme. The dissemination of the Gender Equality Assurance Tool for Schools (GEATS) to all schools country wide will provide schools where all students and school staff increase their assessment and understanding capacities on gender related subjects. All the groups which will be trained and awareness raised can pass their knowledge on to their colleagues, thus creating a cascading effect.

Revised curriculum, text books will be used not only in pilot provinces, but country wide as soon as they are ready. Every year text books are printed and distributed to schools so newly revised textbooks will be printed and distributed to schools country wide following the first educational year.

The dissemination of gender equality and gender sensitive approach in pre-school, primary school and secondary school levels will be sustainable through benefiting from the available human resources trained during the project (training of teachers, provincial directors, inspectors and curriculum, book writer specialists). In this case sustainability means the continuing training of all relevant staff working through disseminating the information that was given to the selected groups of people through the project to other provinces and other schools. Also Gender Equality Assurance Tool for Schools will be implemented in all the schools of MoNE after the project finishes.

The most crucial contribution of the project and the most important factor in sustainability of the Project is to create awareness in the society on the importance of gender equality. Each

activity for this purpose will facilitate implementation of other projects in the future. Creating awareness in the society about this subject will provide the most important contribution in terms of inclusion of all children into the society and will lead to development of new educational strategies for such inclusion. That will cause a catalytic effect among the society. Furthermore the involvement of the NGOs will ensure the project sustainability.

After the project ends, MoNE will disseminate the outcomes of the project to non-targeted cities throughout Turkey. Turkey will make available sufficient national resources in order to ensure the sustainability of the project's results. The Ministry of National Education, in cooperation with NGOs, will continuously monitor the new textbooks as well as teaching practices from the viewpoint of gender equality after project completion

This project could be an example of good practice for other countries in the region and thus have a cross border effect.

3.3 Results and measurable indicators:

Result 1- A Gender Equality Assurance Tool for Schools (GEATS) which is a guideline and an assessment tool for teaching and non-teaching staff at schools is available with the necessary capacity for implementation.

Indicators:

- GEATS is ready for implementation at the end of the project
- GEATS is piloted in 40 schools in 10 provinces at the end of the second year
- 80 school based trainings organised in two phases 1st phase ending in the first year and 2nd phase ending in the second year

Result 2- MoNE is fully equipped to promote equality and gender sensitive approach throughout the education system

Indicators:

- 200 GEIE formatters trained and ready to train new trainers at the end of the third quarter
- 60.000 teachers knowledge increased on GEIE at the end of the project, who are fully competent to apply the approach during teaching.
- 500 inspectors, 120 directors at central and provincial level, 300 book writers and material developers, 100 curriculum development specialists start to apply gender sensitive methods and practices in their daily work as a result of GEIE trainings by the end of the project.
- At least 4000 school personnel trained on educational and career guidance to avoid gender biased roles in education at 200 school-based trainings
- Female teachers to become role models for the students via 10 trainings organized to develop leadership skills and to promote entrepreneurship in pilot provinces at the end of the second year
- All curricula revised at the end of the second year of the project
- Evaluation criteria for education materials development/evaluation revised at the end of the third quarter

- Course books revised in the light of gender equality from pre-school to the end of secondary school in accordance with curriculum at the end of the project

Result 3. Awareness of students, parents, teaching and non-teaching staff raised on gender equality in education through a media campaign and local actions.

Indicators:

- 200 participants informed on cultural barriers against gender equality through an international conference
- At least 100.000 people reached to increase awareness through the campaign

3.4 Activities:

All activities will be implemented together with the Technical Assistance Team (TAT)

Result 1- A Gender Equality Assurance Tool for Schools (GEATS) which is a guideline and an assessment tool for teaching and non-teaching staff at schools is available with the necessary capacity for implementation.

1.1. Establishing and informing a working group composed of MoNE staff, social partners and NGOs on GEATS, which will analyse international practices,

1.2. Conducting a baseline survey among the target groups to identify the current situation and their perception about gender issues in pilot provinces. This survey will also be used for the purposes of result 3.

Activities 1.1. and 1.2. should result in a combined report.

1.3. Formulating the GEATS following consultations (for example through workshops) with stakeholders

1.4. Submitting GEATS to the approval of Board of Education

1.5. Producing and multiplying the GEATS as a booklet; distributing the booklets to the pilot schools' educators and staff for piloting at 10 pilot provinces in 40 schools which are chosen especially from rural areas and suburbs, including training for teaching and non teaching staff.

1.6. Evaluating the pilot implementation.

Result 2- MoNE is fully equipped to promote equality and gender sensitive approach throughout the education system

Activity 2.1 Improving MoNE system in the light of gender equality

2.1.1. Establishing and informing a working group composed of representatives from Board of Education, DG of Personnel, DG of Teacher Training, Board of Inspection, Strategy Development Directorate, who will analyse practices in EU MS

2.1.2. Organising a study visit for the working group to observe the implementations in EU MS. 60 Man/days

2.1.3. Review of MoNE policy documents, strategies, relevant legislation from a gender equality perspective through workshops, which should result in a "recommendations report"

2.1.4. Submitting the report to the hierarchy of MoNE for approval.

Activity 2.2 Analysing, revising the existing curricula and course books in terms of gender equality from pre-school to the end of secondary education.

- 2.2.1. Establishing and informing two separate working groups composed of MoNE staff, which is tasked to revise the curriculum and course books from pre-school to the end of secondary education. The latter group will include NGOs.
- 2.2.2. Organizing an international workshop to analyse the gender equality perspectives in education materials and curricula in the EU member states and candidate countries
- 2.2.3. Organizing a study visit for the working group on curriculum revision 5 days to at least two EU MS to observe implementation of gender sensitive curricula 60 man/days
- 2.2.4. Revising the criteria for education materials development/evaluation
- 2.2.5. Disseminating the work of the two working groups to experts and stakeholders through workshops and incorporating recommendations as appropriate.
- 2.2.6. Presenting the final proposal to Board of Education (BoE) for approval

Activity 2.3 Increasing the capacity of MoNE personnel on gender equality and gender sensitive approach

- 2.3.1. Delivery of training to 200 trainers on gender equality targeting all education levels, using existing models, such as that of Directorate General for Status of Women
- 2.3.2. Conducting trainings for teachers at all levels of education especially regarding educational and career guidance to avoid gender biased roles in education.
- 2.3.3. Organizing conferences for woman teachers to develop leadership skills
- 2.3.4. Conducting trainings for inspectors, directors both at central and provincial level, curriculum development specialists, book writers and material developers on gender equality, gender sensitive approaches, etc.

Result 3. Awareness of students, parents, teaching and non-teaching staff raised on gender equality in education through a media campaign and local actions.

- 3.1.1. Organising a launching event with the participation of representatives from MoNE, NGOs and other stakeholders.
- 3.1.2. Designing a user-friendly web-site including all information and activities about gender equality in education
- 3.1.3. Launching a replicable campaign country wide in cooperation with NGOs to increase awareness on gender equality in education through mass media, including public debates, round table discussions
- 3.1.4. Evaluating the impact of the campaign on the target group.
- 3.1.5. Organizing an international conference in cooperation with NGOs as entry points for dealing with cultural factors which stands as a barrier to provide equity between boys and girls.
- 3.1.6. Organising a closing event with the participation of representatives from MoNE, NGOs and other stakeholders.

3.5 Conditionality and sequencing

The time period for the implementation of the ProGEE project is **30 months**. First, Gender Equality Assurance Tool for Schools component should have a pilot implementation. In the first year; the tool must be prepared and the teachers of the pilotings must be trained. In the second year, pilot implementation, monitoring of the implementation and reporting the results must be carried out. In the last six months, the tool must be revised according to the results of the pilot implementation and the general implementation would then begin. Also curriculum and course

books revision will cover a long term. With regard to awareness raising and trainings, they should be disbursed to a wider time scale because the project is aiming to make changes in the perception of people about gender equality so it will take time to get impacts and redesign the awareness activities according to the results

3.6 Linked activities

With the EC financial assistance, in 2005 AÇEV, ERI and Ka-Der started a three year project named “Providing Gender Equality in Education and Public Accession”. The aim of the project was to provide access of the girls and women to educational services and increasing their involvement in community life. In this respect, the activities of the project had been implemented in Diyarbakır, Mardin, İstanbul and Şanlıurfa. The activities were mainly about creating support and awareness of the public, providing personnel alternation and to provide contribution for developing national and international policies about maintaining gender equality in education. The project had an impact that this project will try to enhance in many ways.

MoNE In-service Training Department and National Education Board has jointly conducted in 14th August 2009, “Gender Mainstreaming Seminar” in Düzce. 95 teachers had participated to the seminar. During the 5 days seminar, Sabancı University and History Foundation have conducted a workshop on “Gender Mainstreaming and Gender Equality in Textbooks”

Regarding the United Nations Joint Program (UNJP), Local Equality Action Plans which was developed by local partners have been approved by Province General Assemblies and Municipality Assemblies in Nevşehir, Trabzon, İzmir and Van. Local Equality Action Plans which provide a framework for local equality policies aim to develop gender equality between men and women locally and to establish gender mainstreaming approach to local administrations’ understanding for achieving sustainable equality policies. Local Equality Action Plans, which could be considered as provinces' equality road maps, develops strategies and models for implementing these strategies about women’s participation in decision making process.

In view of the main programme priorities and commitments made within the framework of Country Programme of Action Plan for Turkey (2006-2010) concluded between the Government of Turkey and the UNICEF Turkey Country Office, the Ministry of National Education Primary Education General Directorate is implementing projects aimed at addressing shortages observed in the area of access to education and quality education. These projects include activities on girls’ education, providing a catch-up education programme as a second chance for socially excluded children, and the development of standards for primary schools.

With the financial support of the Government of Sweden, Hak-İş, Türk-İş, DİSK, KESK and TCO implemented the project “Gender Equality, Occupational Health and Safety Education” The project aims to provide not similar but equal opportunities for men and women. The first

step to achieve this is to develop women economically and this only happens if they get a good education.

Within the framework of the European Union's Pre-Accession Financial Assistance 2005 for Turkey, to benefit from equal opportunity between men and women and to protect the human rights of women, "Promoting Gender Equality Project" was implemented. The twinning component was implemented jointly by the Turkey's Directorate General on the Status of Women (KSGM) and the Ministry of Social Affairs and Employment, Directorate International Affairs of the Netherlands with financial contribution of the European Union. The project also included a component on combating violence against women, as well as a national survey on violence against women. Particularly the outputs of the twinning component are relevant to the current project, which shall be taken into account during implementation.

History Foundation implemented "Human Rights in Course Books" project in two phases. First phase was in 2002-2004. Second phase was in 2007-2009. The target of the project was to examine course books in terms of human rights, teachers' and students' perception of human rights. As an integral part of human rights, also gender equality was one of the cross-cutting issues. Most of the people worked in this project were volunteers. ProGEE will take the subject into consideration with a more holistic approach during the curriculum and course book revisions and will also take into consideration the similar studies implemented before.

Also under the fourth component of IPA, a new project "Increasing Enrolment Rates Especially for Girls (IEREFG)" will take off. The purpose of the project is "To increase enrolment rates particularly for girls with a view to developing female human resources and access to labour market;

- to increase school enrolment rates particularly for girls in secondary education and Vocational Education and Training (VET),
- to decrease drop-outs particularly for girls in both primary and secondary education,
- to increase vocational skills and competences of labour force, particularly of girls and women
- to promote awareness-raising for parents on the importance of education, especially for girls."

The activities of the project will take place in 12 NUTS II level regions in line with the Human Resources Development Operational Programme. The current project complements the former by helping ensure equal opportunities for both boys and girls in school environment and increasing the capacity of MoNE in the field of gender equality. A close coordination with the team of the IPA IV project will be established in order to avoid overlaps , particularly for the awareness raising activities.

General Directorate of Primary Education is currently working on setting standards for primary schools. Gender equality is a cross-cutting issue in this study. In this phase it mainly focuses on collecting gender disaggregated data. GEATS will contain both standards and the mechanism including a self assessment guideline for teachers that will be applied to school system. GEATS will be designed for all stages including pre-school and secondary school. In this manner, GEATS will be complementary. Also data collected through the work of General Directorate of Primary Education will be used during the project.

Another project which MoNE will implement in 2010 is “Democratic Citizenship and Human Rights Education (EDC/HRE)” which is closely related to this project. The purpose is to increase the institutional capacity of MoNE on EDC/HRE through developing and revising regulations and curricula on EDC/HRE; producing educational materials and increasing the capacity and awareness on EDC/HRE of pre-school, primary and secondary school communities (teachers, pupils, students, non-teaching staff, parents and community leaders) and fostering a democratic school culture from pre-school to the end of the secondary education. ProGEE project will build on and complement this project. EDC/HRE project will naturally deal with gender issues as gender equality is an integral part of the human rights but a special focus is needed for gender issues.

3.7 Lessons learned

Projects Coordination Center has implemented many projects which had created a significant experience in the field. In this framework the PCC has reached the following conclusions:

- In order to achieve a systematic and sustainable effect, a framework which can be implemented all through out the country is a necessity because to provide a permanency after the project finishes, a guideline to be owned by MoNE will create a sustainable implementation in the field.
- The evaluation of the participants of the few teacher training events so far emphasize the effectiveness of the participatory and interactive methodology that should replace the traditional frontal teaching method. This shift of method needs a drastic change of attitude on behalf of the teachers, which brings about the need for intensive and sufficiently long trainings. To achieve the goals of these trainings a thorough planning is inevitable, the preparation of appropriate training materials is crucial, visualisation techniques must be introduced and last but not least a friendly atmosphere must be guaranteed that fosters the active participation and cooperation of the trainees. In the ProGEE Project, the points mentioned above will be seriously taken into consideration for the training of trainers. This is crucial for creating an effective training system. Moreover, a systematic effort will be made to train multipliers to create a cascading effect and thus increase a strong ownership of the project by those involved in the training.
- The involvement of NGOs and other stakeholders in the programmes significantly increases the impact of the programmes (as described in the chapter on linked activities). Thus contribution of the stakeholders (NGOs, parents, academics, teachers and other institutions like UNICEF, British Council) to school related activities should be strongly fostered at national level. The project’s components of awareness raising and Gender Equality Assurance Tool for Schools are to develop an interest and change

the attitude of parents, school family unions toward gender equality in education. Also, NGOs are involved in the project as members of the steering committee to disseminate the effectiveness of the project throughout the society. During the designing phase of the project, consultations with NGOs and international institutions have been conducted on one on one level and there will be further meetings.

4. Indicative Budget (amounts in EUR)

			SOURCES OF FUNDING										
			TOTAL EXP.RE	TOTAL PUBLIC EXP.RE	IPA CONTRIBUTION		NATIONAL PUBLIC CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVIES	IB (1)	INV (1)	EUR (a)=(b)+(e)	EUR (b)=(c)+(d)	EUR (c)	% (2)	Total EUR (d)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/Local EUR (y)	IFIs EUR (z)	EUR (e)	% (3)
Technical Assistance	x		3.600.000	3.600.000	3.240.000	90	360.000	10	360.000	---	---	---	---
TOTAL IB			3.600.000	3.600.000	3.240.000	90	360.000	10	360.000	---	---	---	---
TOTAL INV			---	---	---	---	---	--	---	---	---	---	---
TOTAL PROJECT			3.600.000	3.600.000	3.240.000	90	360.000	10	360.000	---	---	---	---

In the context of beneficiary staff participating in missions outside of Turkey paid for under a contract, the maximum amounts eligible for accommodation costs and daily allowances ("per diems") are the official rates provided for by EuropeAid for the destination country (see website for the latest rate). Provided the total cost of daily allowance and accommodation charged to the contract remains below these maximum rates, the applicable Turkish rules and regulations for per diems shall be applied when reimbursing these costs for public servants from the beneficiary institutions. Where a contract foresees the reimbursement of such expenses for Turkish public servants and other beneficiaries of IPA projects during missions inside of Turkey, the maximum costs reimbursed under the contract will be those provided for domestic missions under the applicable Turkish legislation provided that they are subject to the same ceiling for maximum rates. This provision cannot be construed and applied in contradiction with the IPA Framework Agreement and in particular the IPA Implementing Regulation.

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

Contracts	Start of Tendering	Signature of contract	Project Completion
Technical Assistance	QR2 2011	QR4 2011	QR1 2014

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

The project will comply with the European Commission's equal opportunity policy. Equal representation will be sought as far as possible on all the managing bodies and working groups set up for the programme. Also, project reports will contain gender disaggregated data. The project's aim is to contribute to gender equality in education so project itself is a tool for ensuring equal opportunities. The CoE Committee of Ministers' recommendation on gender mainstreaming in education (2007) 13 will be used as a reference for this work.

6.2 Environment

Not applicable

6.3 Minorities and Vulnerable Groups

According to the Turkish Constitutional System, the word minority encompasses only group 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.

On the contrary, through the awareness raising by the activities implemented in the project, respect for diversity and a culture of tolerance in the society will be developed. And these developments will have positive effects on minorities and vulnerable groups.

ANNEXES

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

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR PROJECT FICHE		Programme name and number:	
PROMOTING GENDER EQUALITY IN EDUCATION (ProGEE) Ref. No: 85		Contracting period expires : 2 years after the signature of the Financing Agreement	
		Disbursement period expires: 1 year following the end date for the execution of contract	
		Total budget : € 3.600.000	
		IPA budget: M€ 3.240.000	
		Technical Assistance € 3.600.000	
Overall objective	Objectively verifiable indicators	Sources of Verification	
The overall objective of the project is to contribute to promoting gender equality all throughout the society.	<ul style="list-style-type: none"> • Increased integration and acceptance of gender equality among Turkish society. • Improved Turkish positive public opinion attitude towards teaching-learning for everyone regardless of gender all throughout the society • Provided equal opportunities for both boys and girls 	<ul style="list-style-type: none"> • EU Progress Report • OECD Report • Project Reports (Ex-ante, interim and ex-post evaluation surveys on GEIE • Official reports from MoNE project team • Public opinion polls 	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions

<p>The purpose of this project is to promote gender equality for girls and boys in schools and equality and gender sensitive approach throughout the education system</p>	<ul style="list-style-type: none"> • Increased knowledge of and greater interest in gender equality awareness among teaching and non-teaching staff • MoNE personnel knowledge increased on GEIE 	<ul style="list-style-type: none"> • MoNE documents • Project Reports • Project Outputs • Ex post evaluation report of the grant schemes • Published call for proposals 	<ul style="list-style-type: none"> • MoNE participants are willing to increase their capacity in terms of gender sensitive approach • All target groups willing to cooperate
<p>Results</p>	<p>Objectively verifiable indicators</p>	<p>Sources of Verification</p>	<p>Assumptions</p>
<p>Result 1- A Gender Equality Assurance Tool for Schools (GEATS) which is a guideline and an assessment tool for teaching and non-teaching staff at schools is available with the necessary capacity for implementation.</p>	<ul style="list-style-type: none"> • GEATS is ready for implementation at the end of the project • GEATS is piloted in 40 schools in 10 provinces at the end of the second year • 80 school based trainings organised in two phases 1st phase ending in the first year and 2nd phase ending in the second year 	<ul style="list-style-type: none"> • Pilot school implementation reports • Certificates of trainees • Minutes of school based trainings 	<ul style="list-style-type: none"> • Target groups have interest in a gender sensitive approach • Teaching and non-teaching staff are willing to implement GEATS
<p>Result 2- MoNE is fully equipped to promote equality and gender sensitive approach throughout the education system</p>	<ul style="list-style-type: none"> • 200 GEIE formatter trained and ready to train new trainers at the end of the third quarter • 60.000 teachers knowledge increased on GEIE at the end of the project, who are fully 	<ul style="list-style-type: none"> • Trainings reports • Certificates of trainers • Certificates of trainees • Minutes of school based trainings • Approval of revised criteria • Approval of revised course books 	<ul style="list-style-type: none"> • Targets groups are open to gender sensitive approach

	<p>competent to apply the approach during teaching.</p> <ul style="list-style-type: none"> • 500 inspectors, 120 directors at central and provincial level, 300 book writers and material developers, 100 curriculum development specialists start to apply gender sensitive methods and practices in their daily work as a result of GEIE trainings by the end of the project. • At least 4000 school personnel trained on educational and career guidance to avoid gender biased roles in education at 200 school-based trainings • Female teachers to become role models for the students via 10 trainings organized to develop leadership skills and to promote entrepreneurship in pilot provinces at the end of the second year • All curricula revised at the end of the second year of the project • Evaluation criteria for education materials development/evaluation revised at the end of the third quarter • Course books revised in the light of gender equality from pre-school to the end of secondary school in accordance with curriculum at the end of the 	<ul style="list-style-type: none"> • Approval of revised curriculum • Approval of the recommendation report
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	project		
Result 3. Awareness of students, parents, teaching and non-teaching staff raised on gender equality in education through a media campaign and local actions.	<ul style="list-style-type: none"> • 200 participants informed on cultural barriers against gender equality through an international conference • At least 100.000 people reached to increase awareness through the campaign 	<ul style="list-style-type: none"> • Meetings reports • Survey results • Number of web-site visitors 	
Activities	Means Technical Assistance:	Costs € 3.600.000	Assumptions
<p>Result 1- A Gender Equality Assurance Tool for Schools (GEATS) which is a guideline and an assessment tool for teaching and non-teaching staff at schools is available with the necessary capacity for implementation.</p> <p>1.1. Establishing and informing a working group composed of MoNE staff, social partners and NGOs on GEATS, which will analyse international practices,</p> <p>1.2. Conducting a baseline survey among the target groups to identify the current situation and heir perception about gender issues in pilot provinces. This survey will also be used for the purposes of result 3. Activities 1.1.1 and 1.1. should result in a combined report.</p> <p>1.3. Formulating the GEATS following consultations (for example through workshops) with stakeholders</p> <p>1.4. Submitting GEATS to the approval of</p>	<ul style="list-style-type: none"> • Technical Assistance 		<ul style="list-style-type: none"> • Target groups have interest in gender sensitive approach • Participants are willing to participate in the trainings • Students are willing to participate extra-curricula activities • Teachers and school management are willing to organize extra-curricula activities

<p>Board of Education</p> <p>1.5. Producing and multiplying the GEATS as a booklet; distributing the booklets to the pilot schools' educators and staff for piloting at 10 pilot provinces in 40 schools which are chosen especially from rural areas and suburbs, including training for teaching and non teaching staff.</p> <p>1.6. Evaluating the pilot implementation.</p> <p>Result 2- MoNE is fully equipped to promote equality and gender sensitive approach throughout the education system</p> <p>Activity 2.1 Improving MoNE system in the light of gender equality</p> <p>2.1.1. Establishing and informing a working group composed of representatives from Board of Education, DG of Personnel, DG of Teacher Training, Board of Inspection, Strategy Development Directorate, who will analyse practices in EU MS</p> <p>2.1.2. Organising a study visit for the working group to observe the implementations in EU MS. 60 Man/days</p> <p>2.1.3. Review of MoNE policy documents, strategies, relevant legislation from a gender equality perspective through workshops, which should result in a "recommendations report"</p> <p>2.1.4. Submitting the report to the hierarchy of MoNE for approval.</p> <p>Activity 2.2 Analysing, revising the existing</p>	<p>• Technical Assistance</p>		<p>• Related groups have the capacity to prepare and implement projects</p>
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<p>curricula in terms of gender equality from pre-school to the end of secondary education.</p> <p>2.2.1. Establishing and informing two separate working groups composed of MoNE staff, which is tasked to revise the curriculum and course books from pre-school to the end of secondary education. The latter group will include NGOs.</p> <p>2.2.2. Organizing an international workshop to analyse the gender equality perspectives in education materials and curricula in the EU member states and candidate countries</p> <p>2.2.3. Organizing a study visit for the working group on curriculum revision 5 days to at least two EU MS to observe implementation of gender sensitive curricula 60 man/days</p> <p>2.2.4. Revising the criteria for education materials development/evaluation</p> <p>2.2.5. Disseminating the work of the two working groups to experts and stakeholders through workshops and incorporating recommendations as appropriate.</p> <p>2.2.6. Presenting the final proposal to Board of Education (BoE) for approval</p> <p>Activity 2.3 Increasing the capacity of MoNE personnel on gender equality and gender sensitive approach</p> <p>2.3.1. Delivery of training to 200 trainers on gender equality targeting all education levels, using existing models, such as that</p>			
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<p>of Directorate General for Status of Women</p> <p>2.3.2. Conducting trainings for teachers at all levels of education especially regarding educational and career guidance to avoid gender biased roles in education.</p> <p>2.3.3. Organizing conferences for woman teachers to develop leadership skills</p> <p>2.3.4. Conducting trainings for inspectors, directors both at central and provincial level, curriculum development specialists, book writers and material developers on gender equality, gender sensitive approaches, etc.</p> <p>Result 3. Awareness of students, parents, teaching and non-teaching staff raised on gender equality in education through a media campaign and local actions.</p> <p>3.1.1. Organising a launching event with the participation of representatives from MoNE, NGOs and other stakeholders.</p> <p>3.1.2. Designing a user-friendly web-site including all information and activities about gender equality in education</p> <p>3.1.3. Launching a replicable campaign country wide in cooperation with NGOs to increase awareness on gender equality in education through mass media, including public debates, round table discussions</p> <p>3.1.4. Evaluating the impact of the campaign on the target group.</p> <p>3.1.5. Organizing an international conference in cooperation with NGOs as entry points for dealing with cultural</p>	<p>• Technical Assistance</p>		
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<p>factors which stands as a barrier to provide equity between boys and girls.</p> <p>3.1.6. Organising a closing event with the participation of representatives from MoNE, NGOs and other stakeholders.</p>			
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ANNEX II: amounts (in € M) Contracted and disbursed by quarter for the project (IPA contribution only)

Contracted	QR4 2011	QR1 2012	QR2 2012	QR3 2012	QR4 2012	QR1 2013	QR2 2013	QR3 2013	QR4 2013	QR1 2014	QR2 2014
Technical Assistance	3.24										
Cumulated	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24
Disbursed											
Technical Assistance	0.65	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.25	0.26	0.33
Cumulated	0.65	0.90	1.15	1.40	1.65	1.90	2.15	2.40	2.65	2.91	3.24

