

**Annex 16 — Template of Project Fiche for IPA programmes
/ component I - decentralised management**

Standard Summary Project Fiche – IPA decentralised National programmes
(maximum 12/15 pages without the annexes)

1. Basic information

1.1 CRIS Number: TR2010/0136.07

1.2 Title: Fight Against Violence Towards Children

1.3 ELARG Statistical code: 01.36 – Political Criteria

1.4 Location: Turkey (Pilot Provinces: Erzurum, Elazığ, Malatya, Konya, Kayseri, Çorum, Diyarbakır, Gaziantep, Adana and Mersin)

Implementing arrangements:

1.5 Implementing Agency:

The 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 director of the CFCU will act as Programme Authorizing Officer (PAO) of the project. The contact details of CFCU Director are given below:

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1.6 Beneficiary (including details of SPO):

Mr. Salih ÇELİK (Deputy Undersecretary)
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Financing:

1.7 Overall cost (VAT excluded)¹³: M€ 3.000.000

1.8 EU contribution: M€ 2.700.000

1.9 Final date for contracting: 2 years after the signature of financing agreement

¹³ The total cost of the project should be net of VAT and/or other taxes. Should this not be the case, the amount of VAT and the reasons why it should be considered eligible should be clearly indicated (see Section 7.6)

1.10 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 is to contribute to the protection of children against all forms of violence of a physical, emotional, verbal and psychological nature to attain high level of health protection, well being and social cohesion

2.2 Project purpose: The project purpose is to reduce and prevent violence towards children through;

- increasing capacities of follow up and prevent services by developing policies for taking legal measures and promotion of Counselling Services,
- developing a Safer School Model which is free from physical, emotional, verbal and psychological violence,
- increasing the awareness of parents, NGO members, non-teaching staff, teaching staff and students.

2.3 Link with AP/NPAA / EP/ SAA

Accession Partnership Document (2008) includes highlights on human rights including children's rights at Short-Term Priorities. Under the section of Economic and social rights- it is stated that "Ensure the full implementation of the Law on Child Protection and promote protection of children's rights in line with EU and international standards." Since violence against children is a basic human rights abuse this project will prevent human rights abuse by increasing awareness and capacity of related parties.

In 2008 NPAA the first paragraph of Political Criteria it is stated that "Legislation has been amended to reinforce gender equality and to fight violence against women and children effectively." In section 8-Women's Right it is stated that "The report of the Parliament's Investigative Commission established in order to determine the measures necessary to be taken through investigating reasons of the honor killings and violence against women and children has been endorsed by our Government. Within the framework of the Prime Ministry Circular No. 2006/17, report recommendation on combating violence against women and honor killings will be implemented." Also in section 9- Children's Right it is stated that "Works on the protection of children's rights will continue in line with the international standards. Turkey will continue to become party to the international instruments of the UN and the Council of Europe concerning the children's rights. The Draft Law on Assistance to Children Victim of Violence will be submitted to the Parliament. The trainings aiming to inform police on fight against violence are conducted."

2.4 Link with MIPD

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 it is stated that "Enhance accountability of law enforcement services; actions towards greater effectiveness of the law enforcement services in particular with a view

to support the functioning of the judicial system; training on combating domestic violence” This project will increase the institutional capacity of MoNE in terms of fighting against violence towards children.

2.5 Link with National Development Plan (where applicable)

In 9th Development Plan Section 5.4.3. Improving Income Distribution, Social Inclusion and Fight Against Poverty under 5.4. Strengthening Human Development and Social Solidarity, it is stated that “As it is the case in the world, violence is a problem faced mostly by women and children in Turkey. In order to prevent the violence and abuse against women, education and information efforts towards public awareness continue. (260.clause)” The results of this Project were planned to respond the basic necessities, pointed out in several documents, by increasing the capacity of educational staff and raising awareness of students, parents and public.

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

In the Medium Term Program (2008-2010) of Turkey, “taking necessary measures in order to remove disciplinary problems, primarily the problem of violence in education institutions” was seen as a vital component of the national education system As a result, this Project will address the problem of violence, delinquency as they are relevant to the schools and national education system.

MoNE has a five year strategy and action plan called “Strategy and Action Plan for Preventing and Reducing the Violence in Educational Environments” The activities of this project will be complementary with the Action Plan Of MoNE.

3. Description of project

3.1 Background and justification:

Violence is a growing social problem across the globe and educational settings are not immune from it. Children experience the violence in their homes, in schools, in places of work and in their communities. Turkish Parliamentary Research Commission’s report (by Turkish Grand National Assembly) determining precautions and investigating the violence tendency dramatically growing in schools has stated that; “To remove all types of violence from our young people, every administrator, parent, even media have responsibilities. Initially; educational, health, social, cultural and economic policies, Central Policies for Children should be produced.”

According to the report of research commission for secondary schools in 2007: The frequency of facing physical violence is %22, verbal violence is %53, bullying is 27.7, and emotional violence is 36.3 at three months in 2007. The percentage of exposing by the other students physical violence is %35.5, verbal violence is %48.7, emotional violence is 27.6 at three months in 2007. %10 of the students hurt and % 27.4 of the students thought to hurt themselves. Another conspicuous rate, the frequency of existing violence among the primary schools is %3.69, secondary schools is %28.56, high schools is %31.95, Vocational Secondary Schools is %25.61. By the research, students’ mood are investigated; %6.2 is bad, %3,2 is very bad.

According to the “case analysis” reports of MoNE General Directorate of Special Education, Counseling and Guidance Services in 2007, various types of violence at schools occur in many ways such as fighting, bullying, cursing, and aggressive behaviors among young people in the schools.

In 2008, according to Turkish Statistical Institute percentage of physical violence in lifetime is 53.2% in North East Anatolia, 49,5% Central Anatolia region, 47,7% in South East Anatolia region and 42,2% in West Anatolia region. Number of Juveniles received into security unit charged as assault and battery is 494 in Erzurum, 293 in Elazığ, 377 in Malatya. When we look at the other regions; in the Central Anatolia region number of juveniles received into security unit as charged assault and battery are 976 in Konya, 425 in Kayseri, 248 in Çorum. In the South East Anatolia region; number of juveniles received into security unit charged as assault and battery is 653 in Diyarbakır and 393 in Gaziantep. These provinces have high rates according to their population in their region. In Adana 754 and in Mersin 613 of juveniles received into security unit are charged as assault and battery from South Anatolia region. İstanbul and İzmir also have high numbers of violation cases against children regarding their populations and they are very suitable provinces which can be implemented such a significant project. So Erzurum, Elazığ, Malatya, Konya, Kayseri, Çorum, Diyarbakır, Gaziantep, Adana, Mersin, İstanbul and İzmir are the pilot provinces for this project. The schools for pilot implementation will be selected by the provincial directorates considering the problem focusing on these schools.

Various EU texts refer to the delinquency, violence in Turkey and the EU Commission points out the importance of developing research driven policies to address these problems. The following are examples of this view:

- Council Decision of 12 February 2007 establishing for the period 2007 to 2013, as part of General Programme on Security and Safeguarding Liberties, the Specific Programme Prevention of and Fight against Crime
- Decision No 1150/2007/EC of the European Parliament and of the Council of 25 September 2007 establishing for the period 2007-2013 the Specific Programme Drug prevention and information as part of the General Programme Fundamental Rights and Justice.
- Decision No 779/2007/EC of the European Parliament and of the Council of 20 June 2007 establishing for the period 2007-2013 a specific programme to prevent and combat violence against children, young people and women and to protect victims and groups at risk (Daphne III programme) as part of the General Programme Fundamental Rights and Justice
- 2006/581/EC: Commission Decision of 7 August 2006 setting up a group of experts on the policy needs for data on crime and criminal justice

“EU Guidelines for the Promotion and Protection of the Rights of the Child” states that “Advocacy and support for the capacity building measures for those who work with and for children to enhance the protection of the children from violence and prevent, detect and respond to all forms of violence against children.” All the institutions working with and for children (MoNE, Social Service Child Protection Agency (SHÇEK), and other related organizations) must be backed up with trainings, cooperative measures, and similar activities for building their capacity on preventing, detecting and responding to all forms of violence against children.

United Nations conducted a study on violence against children on 29 August 2006: “Violence in Schools and Educational Settings”. It states that:

- In most countries, children spend more time in the care of adults in educational settings than anywhere else outside of their homes. Schools have an important role in protecting children from violence. Adults who oversee and work in educational settings have a duty to provide safe environments that support and promote children’s dignity and development. (48. paragraph)
- For many children educational settings expose them to violence and may teach them violence. The public perception of violence in schools has been colored by the media’s focus on extreme events involving shooting and kidnapping of schoolchildren. (49. paragraph).
- The Convention on the Rights of the Child requires States parties to take all appropriate measures to ensure that school discipline is administered in a manner consistent with the Convention. The Global Initiative to End All Corporal Punishment of Children reports that 102 countries have banned corporal punishment in school, but enforcement is uneven.⁽¹⁾ (50. paragraph)

Turkey has made progress on addressing the issues given above related to violence against children. Turkey accepted Convention of the Rights of the Child (CRC) on 02.09.1990 and started to implement the actions in the CRC on 02.10.1995. Besides, Turkey put in practice the Children Protection Law on 03.07.2005. Yet children in Turkey still need considerable efforts in actions to prevent all forms of violence against children.

In September 2006 with the support of UNICEF, MoNE- Directorate general of Special Education, Guidance and Counselling Services prepared “Preventing and Reducing Violence in Educational Environments Strategy and Action Plan (2006-2011+)”. The implementation period of the action plan will be ending by 2011. The Strategy and Action Plan must be supported; the efficiency and impact of the actions implemented regarding the action plan must be increased with new measures and interventions. The new project contributes the complementary and continuity of the activities of the strategy and action plan.

One of the results of this project is to develop policies for taking measures on preventing, intervening and monitoring violence through a nation wide research study unravelling the structural and institutional issues related to schools which causes student-to-student, teacher-to-student, and non-teacher staff-to-student violence. In order to build a systematic approach on the subject and addressing the problem in a right way; a national survey on violence against children must be implemented in 81 provinces on students, teaching and non-teaching staff and families. Being equipped with such empirical knowledge will ensure development of solid and effective policies by MoNE regarding the problems caused by violence against children. Turkish National Police Academy had implemented smaller scale surveys on violence against children at selected schools. Although they are small scale surveys only within some of the provinces at small number of schools, their experiences will be beneficial for building and implementing the survey instrument. So the survey instrument will not be sub-contracted; it will be implemented with the participation of national Police Academy, MoNE and technical assistance team.

Monitoring violence towards children will be provided by a web based system suitable for data entrance by the counselling teachers within the built mechanisms for counselling services. The developed and upgraded counselling services will be the main intervention mechanisms for

reaching the children in practice.

The awareness raising activities and trainings are vital for capacity building within related bodies and the Turkish public in general. Preventing violence against children requires a change in minds and a mental development of respect and understanding. That kind of a mental development is vital for the families and for all the people taking part in organizations working for and with children especially in school society. For that reason family training programs are necessary to reach the families directly and solve the problem from one of its main sources.

A strong cooperation between relevant NGOs and related directorate generals of MoNE will be established for the phases of project development and implementation. The project will involve Social Service Child Protection Agency (SHÇEK) and Security General Directorate as well, since preventing violence towards children is in their area of child protection. Besides, with the support of this project the capacity of Counselling Services and Support Groups will contribute to preventing violence towards children.

Also Ministry of Health and Ministry of Justice are currently working on strengthening the policy and infrastructure framework to address Child Abuse. A strong coordination and cooperation will be established with these ministries and they will also be involved in the activities of the proposed project.

Furthermore, violence towards children is an issue with vital importance and necessary measures for solving that problem must be taken urgently.

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

Sustainability will be attained through the implementation of new Safer School Model, Parent education Programme and other activities. MoNE have the capacity to disseminate the piloted activities throughout Turkey after the completion of the project. Sustainability will also be ensured through the active involvement of all stakeholders, teaching and non-teaching staff, Social Service Child Protection Agency (SHÇEK), NGOs and all other stakeholders by implementing the project at the provincial level and by giving them a strong ownership of the programme and have gathered enough data with the survey and other instruments to find means for sustaining the activities beyond the project period. “Guidance Intervention System for Violence” developed by this project will be used after the project period and Early-Identification And Guiding Service will also be in use after the project period by building its sustainability.

The cooperative measures between relevant institutions will be assuring the catalytic effect and increasing the project impact. All the groups which will be trained and awareness raised can pass their knowledge on to their colleagues and friends thus creating a cascading effect. The project will take a comprehensive approach to preventing violence, providing a nation wide survey, trainings, awareness raising and capacity building. As violence towards children is a general issue throughout the world, this project will be an example for other countries in this field. That will result in a cross border effect of the project.

For providing the sustainability of the project; during the preparation period of; a workshop with the participation of related bodies including Social Service Child Protection Agency (SHÇEK), General Directorate of Security and other relevant stakeholders is organized by PCC. Active

participation of NGOs/CSOs are provided by this way and other ways of cooperative studies including sharing of information related to the project design. The policy recommendation will be prepared by workshops and studies with NGOs/CSOs, the cooperative measures will be determined in close cooperation with NGOs/CSOs, and also they will take part at the trainings and many other activities of the project. The capacity development, awareness raising activities and cooperative measures for NGOs/CSOs will assure the sustainability of the project.

The project is expected to increase the provision of protective measures (i.e counselling services, parenting education, etc.) for children reporting violence abuse in the selected provinces ensuring the sustainability of the project. The project will contribute to enhance Turkey's compliance with the implementation of international standards and the provisions of the Convention on the Rights of the Child and the EU Communiqué on Children's Rights and thus have a cross border effect.

3.3 Results and measurable indicators:

Result 1. Capacities of follow up and prevent services on preventing violence against children increased

- 15 members of Policy Workgroup
- Literature review report on violence at the school prepared
- A legislation analysis report on following up and preventing violence against children
- Final reports of 4 workshops for all stakeholders on solutions and offers about violence against children
- A survey instrument developed and conducted in 500 schools in 81 provinces
- 300 participants of 2 information meetings organized
- A policy recommendation report on taking cooperative measures between relevant bodies developed
- Final reports of 2 workshops on taking cooperative measures between relevant bodies
- A report on measures for strengthening the cooperation between related parties
- 1000 participants of 10 information seminars informed on the cooperative measures between relevant bodies
- A Memorandum of Understanding signed by relevant institutions
- A Policy Recommendation Report on following up and preventing violence against children
- 500 policy recommendation reports published and distributed
- 500 survey result report published and distributed
- 15 members of Guidance Intervention System for Violence Workgroup
- Reports of 2 study visits organized to EU Member States to observe the implementations of guidance systems focusing on preventing violence at school
- "Guidance Intervention System for Violence" developed
- 400 handbooks for the "Guidance Intervention System for Violence" published and distributed to relevant institutions and at trainings
- 500 guidance teachers trained on "Guidance Intervention System for Violence" for Support Group Members in pilot provinces
- 200 trained Support Group members participating in 10 trainings in pilot provinces
- Schedules for visits by Support Groups

- 700 family visits conducted by the Support Groups
- Pre-visit and post-visit reports of the visits to students' families
- A web-based monitoring system developed for monitoring violence towards children (a module added to e-school system suitable for data entrance by the Counselling teachers)
- 200 participants of the workshop organized for revising draft Early-Identification and Guiding Service mechanism
- "Early-Identification And Guiding Service" developed
- 500 booklet on Early-Identification And Guiding Service prepared and distributed
- 1000 participants of 10 information seminars informed on Early-Identification And Guiding Service

Result 2. Violence towards children at schools prevented by developing a safer school model which is free from physical, verbal and psychological violence

- 15 Safer School Model Working Group members
- An analysis report on national and international practices relating to education models especially on preventing violence
- Reports of 2 study visits organized to EU Member States to observe school based practices and models related to prevent violence at school
- A workshop organized for the stakeholders on Safer School Model
- Safer School Model developed
- 150 participants of the information meeting on Safer School Model
- 1000 booklets of Safer School Model published and distributed to pilot schools and relevant institutions
- 1000 brochures of Safer School Model published and distributed to pilot schools and relevant institutions
- 500 posters of Safer School Model published and distributed to pilot schools
- Web based promotions of Safer School Model published
- Pre-tests and post-tests of the pilot implementation of Safer School Model
- 100 school formatters on Safer School Model trained
- 100 school based trainings on Safer School Model organized
- 2000 teachers trained by formatters at school based trainings on Safer School Model
- A report defining the criteria on the monitoring and evaluation system of Safer School Model
- The report of impact analysis and evaluation of the pilot implementation of Safer School Model in 144 provinces

Result 3 Preventing domestic and other forms of violence against children outside schools

- 200 participants of the launching event of the project
- A new Family Training Program on reducing and preventing all types of violence towards children prepared
- 4000 booklets published and distributed for Family Training Programs
- 4000 family members participating 200 Family Training Programs conducted in 12 pilot provinces
- A training program prepared for teaching and non teaching staff on reducing violence among and towards children

- 1000 participants of 10 trainings on the measures for intervening and preventing violence towards children organized in provinces
- Promotional materials of the project (brochures, banners, posters ... etc) prepared and distributed
- 5 Didactic short films prepared and broadcasted in volunteered TV channels
- 200 participants of the closing event of the project organized

3.4 Activities

Result 1. Capacities of follow up and prevent services increased through developing policies for taking legal measures and promoting Counseling Services in schools

Activity 1.1. Developing policies for taking legal measures to follow up and prevent violence against children.

1.1.1. Establishing a Policy Workgroup.

1.1.2. Conducting literature review on violence at the school and preparing a report.

1.1.3. Analyzing the legislations on following up and preventing violence against children (including the cooperation between MoNE and other institutions (Social Service Child Protection Agency (SHÇEK), General Directorate of Security and other relevant institutions) and reporting

1.1.4. Organizing 4 workshops for teaching, non-teaching staff, students, parents, staff of Social Service Child Protection Agency (SHÇEK) and other related institutions including NGOs/CSOs to learn their views, observations, expectations and solution offers about violence against children at different geographical regions

1.1.5. Developing a survey instrument on violence towards children (with the participation of Turkish National Police Academy and MoNE personnel)

1.1.6. Organizing 2 information meetings for students and parents about the survey.

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

1.1.8. Revising the survey instrument based on pilot testing

1.1.9. Conducting the survey on a nationally representative sample (500 schools in 81 provinces)

1.1.10. Analyzing data and reporting the results of survey

1.1.11. Developing recommendations for taking cooperative measures between relevant bodies (educational institutions, governmental bodies (including Social Service Child Protection Agency (SHÇEK), General Directorate of Security, Ministry of Justice, Ministry of Health and RTUK), and NGOs/CSOs active in intervening and preventing violence towards children) and determining the contents of Memorandum of Understandings between various institutions

1.1.11.1. Establishing a group to determine the contents of measures for active cooperation between relevant bodies.

1.1.11.2. Organizing 2 workshops on the measures for active cooperation between relevant bodies.

1.1.11.3. Preparing a report of recommendations of taking cooperative measures between relevant bodies and determining the contents of Memorandum of Understandings between various institutions

1.1.11.4. Organizing 10 information seminars for representatives of relevant governmental bodies and NGOs/CSOs including Social Service Child

Protection Agency (SHÇEK) on the cooperative measures between relevant bodies

1.1.11.5. Signing the Memorandum of Understanding by relevant governmental bodies and NGOs/CSOs including Social Service Child Protection Agency (SHÇEK)

1.1.12. Preparing a Policy Recommendation Report based on the results of the survey, literature review, report of legislation analysis and workshops

1.1.13. Providing feedbacks from relevant institutions and policy makers

1.1.14. Revising the recommendations including different models in line with the feedbacks from the policy makers

1.1.15. Publishing results of the survey and policy recommendations and distributing them to related institutions

Activity 1.2. Promotion of Counseling Services in schools and Support Groups in pilot provinces for intervening and preventing violence towards children.

1.2.1. Establishing a Guidance Intervention System for Violence Workgroup

1.2.2. Organizing 2 study visits to EU Member States to observe the implementations of guidance systems focusing on preventing violence at school.

1.2.3. Reporting the results of study visits

1.2.4. Developing a “Guidance Intervention System for Violence” among and towards children (containing a complaint mechanism and psychologist support for schools) by the workgroup.

1.2.5. Preparing, publishing and distributing a handbook for the “Guidance Intervention System for Violence” developed.

1.2.6. Conducting 4 trainings for 500 guidance teachers from Counseling and Guidance Services from 81 provinces.

1.2.7. Providing long-term assistance on “Guidance Intervention System for Violence” through Support Groups consisting teachers from Counseling and Guidance Services in pilot provinces.

1.2.7.1. Training the Support Groups by trained Guidance teachers in 10 pilot provinces

1.2.7.2. Preparing a schedule for support group visits using the data from the monitoring system.

1.2.7.3. Organizing visits to students’ families by support groups for reaching them in their own environment

1.2.7.4. Preparing pre-visit and post-visit reports for impact analyses

1.2.8. Revising the “Guidance Intervention System for Violence” if needed regarding the reports

1.2.9. Improving and disseminating the Early-Identification And Guiding Service (ensuring effective participation of teachers, Counselling teachers, other institutions (including Social Service Child Protection Agency (SHÇEK) and General Directorate of Security) and related NGOs) for primary and secondary schools of MoNE

1.2.9.1. Establishing a working group to define the methods and the content for revising the Early-Identification and Guiding Service mechanism.

1.2.9.2. Developing a web-based monitoring system for monitoring violence towards children (a module added to e-school system suitable for data entrance by the Counselling teachers)

- 1.2.9.3. Preparing a draft report for development of the Early-Identification and Guiding Service mechanism by working group
- 1.2.9.4. Organizing a workshop with related institutions and stakeholders to share the report.
- 1.2.9.5. Revising the report according to the results of the workshop
- 1.2.9.6. Developing the Early-Identification And Guiding Service (ensuring effective participation of teachers, Counselling teachers, other institutions (including Social Service Child Protection Agency (SHÇEK) and General Directorate of Security) and related NGOs) for primary and secondary schools of MoNE
- 1.2.9.7. Preparing a booklet on the Early Identification and Guiding Service and distributing them to related institutions.
- 1.2.10. Conducting 10 information seminars for teachers, Counselling teachers, other institutions (including Social Service Child Protection Agency (SHÇEK) and General Directorate of Security) and related NGOs) for effective usage of the Early-Identification and Guiding Service

Result 2. Violence towards children at schools reduced by developing a safer school model which is free from physical, verbal and psychological violence

Activity 2.1 Reducing violence towards children at schools by developing a safer school model which is free from physical, emotional, verbal and psychological violence and piloting the model in selected pilot schools

- 2.1.1. Establishing a Safer School Model Working Group
- 2.1.2. Analyzing national and international practices relating to education models especially on preventing violence and preparing a report by the workgroup
- 2.1.3. Organizing 2 study visits to EU Member States to observe school based practices and models related to prevent violence at school.
- 2.1.4. Developing a draft Safer School Model for preventing intervening and monitoring violence for Pre-schools, primary schools and secondary schools (including technical and industrial vocational high schools) by Working Group using desk study, study visit results and integrating the results of survey and recommendations regarding to them
 - 2.1.5.1. Organizing a workshop to present draft Safer School Model to take related institutions/departments and stakeholders (including Social Service Child Protection Agency (SHÇEK) and General Directorate of Security) views.
 - 2.1.5.2. Developing Safer School Model by revising the draft considering the workshop results.
 - 2.1.5.3. Organizing an information meeting to present the improved Safer School Model to the relevant institutions /departments
 - 2.1.5.4. Producing and multiplying Safer School Model as a booklet and the materials developed for implementation; distributing the booklets and materials to the pilot schools' educators and staff.
 - 2.1.5.5. Promoting Safer School Model through publishing brochures, posters, and also on the web.
- 2.1.6. The pilot implementation of Safer School Model in 100 selected schools from 10 provinces

- 2.1.6.1. Analyzing the existing situation by making pre-tests for pilot schools before the pilot implementation
- 2.1.6.2. Training 100 school formatters on Safer School Model
- 2.1.6.3. Organizing school based trainings by formatters for pilot schools' administrators, teachers, non-teaching staff and school family union representatives
- 2.1.6.4. Identifying the criteria on the monitoring and evaluation system for pilot implementations.
- 2.1.6.5. Conducting an impact analysis through making post-tests, considering pilot implementation reports prepared by pilot schools
- 2.1.6.6. Reporting the result and revising Safer School Model if needed.
- 2.1.6.7. Evaluating and reporting the pilot implementation

Result 3 Preventing domestic and other forms of violence against children outside schools

Activity 3.1 Increasing the awareness of parents, NGO members, non-teaching staff, teaching staff and students through organising seminars, trainings and conferences on preventing and reducing violence towards children

- 3.1.1. Organizing a launching conference of the project in Ankara with the participation of all related institutions
- 3.1.2. Preparing a new Family Training Program on reducing and preventing all types of violence towards children, for families considering results of the survey in activity 1.
- 3.1.3. Preparing a booklet on recognizing, preventing and intervening violence to be used during the Family Training Programs.
- 3.1.4. Conducting trainings on the newly developed Family Training Program for families with children aged between 7-19 in 10 pilot provinces.
- 3.1.5. Preparing a training program for teaching and non teaching staff on reducing violence among and towards children.
- 3.1.6. Conducting 10 trainings in 10 pilot provinces for teaching and non-teaching staff including Social Service Child Protection Agency (SHÇEK) personnel on the measures for intervening and preventing violence towards children
- 3.1.7. Preparing, publishing and distributing promotional materials of the project (brochures, banners, posters ... etc)
- 3.1.8. Making 5 didactic short films and broadcasting them in volunteered TV channels.
- 3.1.9. Organizing a closure conference of the project in Ankara with the participation of all related institutions

3.5 Conditionality and sequencing:

There is not a conditionality for the project. Furthermore, this is a multi-sectoral project that requires synchronization, coordination, and commitment from the project beneficiaries. Throughout the project design, the project SPO involved as much as possible all the beneficiaries and sought their comments and approval. MoNE is committed to disseminate the results of the project; the policy recommendations will result in legislative changes and

implementations. The cooperative measures developed for different bodies will result in Memorandum of Understandings assigned between different bodies. The “safer school model” will be disseminated nationwide after the project period. The beneficiaries are aware of their respective responsibilities and understand the strategic importance of the project. The beneficiaries are aware of the needs to synchronize their respective services.

The sequencing of the project activities will be coordinated amongst the various institutions at both central and provincial level. First the survey will be implemented and policy recommendation including different models will be prepared. Then Safer school Model will be developed and implemented. The cooperative measures will be developed at the first year. “Guidance Intervention System for Violence” developed for the first year and Support Group visits will be made at the second year. Counselling Early-Identification And Guiding Service activities will be conducted before the Support Group visits. The trainings, family training programmes and awareness raising activities will be implemented in the second year.

3.6 Linked activities

1-An EU funded project “Towards Good Governance, Protection and Justice for Children” - (TR0404.01/01) was implemented by the beneficiaries in an effective and coordinated manner, with the technical support of UNICEF, Since August 2005. Through the course of the implementation of the project “Towards Good Governance, Protection and Justice for Children”, the beneficiaries have:

- piloted models of care and protection (parenting education, catch up education, minimum standards, alternatives measures) for increasing access to protective measures for children at risk.

- conducted a number of research and reviews (needs assessment on out of school and never enrolled primary school aged children, study on child abuse and domestic violence in Turkey, development of minimum standards for children deprived of parental care, needs assessment of juvenile justice professionals, ECD KAP midline survey, reviews and etc.).

2- The Project “Children First: Modelling Child Protection Mechanisms at Provincial Level, was developed with the cooperation of the Government of Turkey and UNICEF and it is funded by the European Union and implemented with the technical assistance of UNICEF between 2008-2009. The purpose of the project is to establish effective, coordinated working mechanisms including monitoring and evaluation for the delivery of effective and integrated preventive and protective, child-centered protection services in twelve priority provinces (Adana, Ankara, Batman, Bursa, Diyarbakır, İstanbul, İzmir, Kocaeli, Mersin, Samsun, Şanlıurfa, Trabzon) selected in consideration of education participation rates and the prevalence of children working and living on the street and in conflict with the law.

Parents Education Programme conducted under this project; is the programme of MoNE and subjects related to violence is added to this programme in Strategy and Action Plan for Preventing and Reducing the Violence in Educational Environments (2006-2010)

Besides this project considers the violence towards children at educational institutions and in families but the previous projects implemented with UNICEF consider children in contact with the law or at risk of coming into contact with the law. So the extent of target group of this project is more encompassing than the previous ones. Improved Systems for Care and

Protection of Children Project of Unicef has conducted studies for early identification and interventions for vulnerable children. UNICEF has been providing technical support to the Ministry of National Education in establishing an early identification mechanism in related institutions/sectors and a multi-sectoral referral and intervention system to identify children under risk. The outputs of UNICEF projects will be considered at the project activities especially the “early identification and referral system” will be considered while developing intervention mechanisms for the e-school system and developing other systems and mechanisms.

3-YÖRET Foundation – a member of CRC has implemented a Peer Support and Solidarity Project supported by Holland Consulate in İstanbul in 2005. This Project focused on violence in peer groups and solve the conflicts between students through trainings of students, teachers through trainings such as peer solidarity training, conflict management)The project is implemented in coordination with MoNE , Social Service Child Protection Agency (SHÇEK), and related NGOs.

4-Do Something About Your Life ” project is implemented by MoNE to train parents and students about drugs, addiction, alcohol, smoke which leads children to violence. It aims to protect students from drugs by giving samples on drug addiction. This project will be more comprehensive to prevent violence by organizing trainings, seminars and awareness raising activities not only on drug addiction but also other triggering reasons of violence.

5-Awareness Raising on Children’s Rights to Prevent Violence” project was started in 2007 by MoNE and Ankara Bar Association. It aims to raise awareness of directors, teachers and parents and to prevent violence in schools by raising awareness of students through parents. Apart from awareness raising, this project will increase the institutional capacity of MoNE in terms of fighting against violence against children

3.7 Lessons learned

Several initiatives gained some success in reducing and preventing violence in schools so far, there is still considerable work to do.

MoNE has been implementing various programmes and projects mainly for the last decade. During the implementation of these programmes and projects, it became clear that there is a need for an extensive capacity building of service providers on the effective usage of the services. Closer coordination between government agencies and their departments and civil society is required to ensure that all institutions and their staff are aware of their responsibilities. So, within the project preparation period, the contents of the project are determined close cooperation with related stakeholders including NGOs/CSOs and strong involvement of NGOs/CSOs for the project is provided. Provincial-level coordination mechanisms are essential to ensure that the service models developed are in practice provided to the intended beneficiaries, since the successful use of the newly developed training programmes. The main reason for the limited success of previous initiatives has been the lack of scientific knowledge on these problems at the national level.

The main lessons that have been learned are that there is, in essence a need to

- Establish accurate baseline data and measurement tools to develop a modern and safer environment

- Involve civil society including both parents and children
- Develop models for preventing violence in educational environments
- Establish provincial level models for schools
- Focus the attention of all related parties on preventing violence via a series of events to raise their awareness and knowledge on the subject.

This project is designed to take account of these lessons.

4. Indicative Budget (amounts in EUR)

			SOURCES OF FUNDING										
			TOTAL EXP.RE	TOTAL PUBLIC EXP.RE	IPA CONTRIBUTION		NATIONAL PUBLIC CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(e)	EUR (b)=(c)+(d)	EUR (c)	% (2)	Total EUR (d)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/ Local EUR (y)	IFIs EUR (z)	EUR (e)	% (3)
Technical Assistance Contract	X		3.000.000		2.700.000	90	300.000	10	300.000	-	-	-	
TOTAL IB			3.000.000		2.700.000	90	300.000	10	300.000		-	-	
TOTAL INV			-	-	-		-		-				
TOTAL PROJECT			3.000.000		2.700.000	90	300.000	10	300.000	-	-	-	

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

Amounts net of VAT

(1) In the Activity row use "X" to identify whether IB or INV

(2) Expressed in % of the **Public** Expenditure (column (b))

(3) Expressed in % of the **Total** Expenditure (column (a))

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	Q2 2011	Q4 2011	Q4 2013

6. Cross cutting issues (where applicable)

6.1 Equal Opportunity

The project will contribute to children's participation in local implementations and support children express their opinions in matters affecting their lives as foreseen by the UN Convention of the Rights of the Child. The project will ensure the equal support for all children exposed to or at risk of violence regardless of their gender and/ or social backgrounds. All training activities and communication materials used in the project will be child friendly and gender-sensitive. Efforts will be increased to ensure that both parents participate and complete parenting education programme. Students, regardless of their gender or social backgrounds, will be given maximum opportunity to participate and to express their views during piloting. Equal participation of women and men will be ensured in the implementation of the project and access to the opportunities it will offer. One of the objectives of the project in the field of training is to guarantee equal opportunities.

6.2 Environment

The project does not foresee new construction works therefore the operation will have no impact on the environment. The project will take care of environmental safety in all activities. The increasing of capacity of institutions will contribute to improve the public administration with potential benefits in other policy areas including the environment.

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

ANNEXES

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

ANNEX 1: Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR PROJECT FICHE		Programme name and number :	
FIGHT AGAINST VIOLENCE TOWARDS CHILDREN Ref. No: 119		Contracting period expires : 2 years after the signature of the Financing Agreement	Disbursement period expires: 1 year after the end date for the execution of contracts
		Total budget : € 3.000.000	IPA budget: € 2.700.000
		Technical Assistance: € 3.000.000	
Overall objective	Objectively verifiable indicators	Sources of Verification	
The overall objective is to contribute to the protection of children against all forms of violence of a physical, emotional, verbal and psychological nature to attain high level of health protection, well being and social cohesion	<ul style="list-style-type: none"> Rate of children exposed to physical violence in secondary schools is decreased from %36,3 to %25. 	<ul style="list-style-type: none"> Project Final Report Research findings and data obtained as a result of the research. Directorate of Strategy Development -MoNE statistics TURKSTAT statistics Yearly publication of Turkey Child Well Being Index Statistics of cases related to violence against children in hospitals number of judicial cases related to violence against children number of complaints made to police stations related to violence against children 	

Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>The project purpose is to reduce and prevent violence towards children through;</p> <ul style="list-style-type: none"> - increasing capacities of follow up and prevent services by developing policies for taking legal measures and promotion of Counselling Services, - developing a Safer School Model which is free from physical, emotional, verbal and psychological violence, - increasing the awareness of parents, NGO members, non-teaching staff, teaching staff and students. 	<ul style="list-style-type: none"> • Rate of children exposed to physical violence in secondary schools is decreased from %36,3 to %25. • Percentage of facing verbal violence in secondary schools is decreased from %53 to %40. • The frequency of existing violence among the high schools is decreased from %31.95 to %20 • The cases of violence at schools considering peer groups decreased 	<ul style="list-style-type: none"> • Project Reports • TURKSTAT statistics • EU Progress Report • NGOs' Reports • MoNE documents • School violence survey results of e-School • The reports of Guidance and Counseling Service • The list of participants of conferences, seminars, trainings • Training certificates 	<ul style="list-style-type: none"> • MoNE is committed to sustain efforts for reducing and preventing violence in schools
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
<p>Result 1. Capacities of follow up and prevent services increased through developing policies for taking legal measures and promoting Counseling Services in schools</p>	<ul style="list-style-type: none"> • Literature review report on violence at the school prepared • A legislation analysis report on following up and preventing violence against children • Final reports of 2 workshops for all stakeholders on solutions and offers about violence against children • A survey instrument developed and conducted in 500 schools in 81 provinces • A policy recommendation report on taking cooperative measures between relevant bodies developed • 1000 participants of 10 	<ul style="list-style-type: none"> • Project reports • Research data • Survey (research findings will be published). • Workshop participant lists • Published policy recommendation • School violence survey results • Periodic reports from the module integrated to e-School web base. • The reports of Guidance and Counseling Service • The list of participants of conferences, seminars, trainings 	<ul style="list-style-type: none"> • School administrators are willing to support the survey • Policy makers are willing to contribute to policy recommendation

	<p>information seminars informed on the cooperative measures between relevant bodies</p> <ul style="list-style-type: none"> • A Policy Recommendation Report on following up and preventing violence against children • 500 policy recommendation reports published and distributed • 500 survey result report published and distributed • The report of study visit organized to EU Member States to observe the implementations of guidance systems focusing on preventing violence at school • “Guidance Intervention System for Violence” developed • A report on measures for strengthening the cooperation between related parties • 500 handbooks for the “Guidance Intervention System for Violence” published and distributed to relevant institutions and at trainings • 500 guidance teachers trained on “Guidance Intervention System for Violence” for Support Group Members in pilot provinces • 700 family visits conducted by the Support Groups • 200 participants of the workshop organized for revising draft Early-Identification and Guiding Service mechanism • “Early-Identification And Guiding Service” developed 	<ul style="list-style-type: none"> • Training certificates 	
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	<ul style="list-style-type: none"> • 1000 booklet on Early-Identification And Guiding Service prepared and distributed • 1000 participants of 10 information seminars informed on Early-Identification And Guiding Service 		
Result 2. Violence towards children at schools reduced by developing a safer school model which is free from physical, verbal and psychological violence	<ul style="list-style-type: none"> • An analysis report on national and international practices relating to education models especially on preventing violence • The reports of study visit organized to EU Member States to observe school based practices and models related to prevent violence at school • The result report of a workshop organized for the stakeholders on Safer School Model • Safer School Model developed • 150 participants of the information meeting on Safer School Model • 1000 booklets of Safer School Model published and distributed to pilot schools and relevant institutions • 1000 brochures of Safer School Model published and distributed to pilot schools and relevant institutions • 500 posters of Safer School Model published and distributed to pilot schools • 60 school formatters on Safer School Model trained 	<ul style="list-style-type: none"> • Project progress reports • Workshop participant lists • Reports of the implementation of Safer School Model • Certificates of formatters 	<ul style="list-style-type: none"> • Teaching and non-teaching staff are willing to implement Safer School Model • Teaching and non-teaching staff are willing to participate to the trainings

	<ul style="list-style-type: none"> • 60 school based trainings on Safer School Model organized • 2000 teachers trained by formatters at school based trainings on Safer School Model • The report of impact analysis and evaluation of the pilot implementation of Safer School Model in pilot provinces 		
<p>Result 3 Preventing domestic and other forms of violence against children outside schools</p>	<ul style="list-style-type: none"> • An analysis report on national and international practices relating to education models especially on preventing violence • The reports of study visit organized to EU Member States to observe school based practices and models related to prevent violence at school • The result report of a workshop organized for the stakeholders on Safer School Model • Safer School Model developed • 150 participants of the information meeting on Safer School Model • 1000 booklets of Safer School Model published and distributed to pilot schools and relevant institutions • 1000 brochures of Safer School Model published and distributed to pilot schools and relevant institutions • 500 posters of Safer School Model published and distributed to pilot schools 	<ul style="list-style-type: none"> • List of NGOs registered to network • Certificates of NGO personnel • List of participants of seminars and conferences • Certificates of trainees • Social Service Child Protection Agency (SHÇEK), reports • Certificates of trainees • Project progress reports • Certificates of support groups • Invoices of materials 	<ul style="list-style-type: none"> • NGOs are willing to cooperate with MoNE • NGOs are willing to make partnerships with MoNE • NGOs are willing to participate to the trainings • Parents, NGO members, non-teaching staff, teaching staff and students are willing to participate in awareness raising activities • Families are volunteer to be in relation with support groups • Counseling Services have the technical capacity implement the activities efficiently

	<ul style="list-style-type: none"> • 60 school formatters on Safer School Model trained • 60 school based trainings on Safer School Model organized • 2000 teachers trained by formatters at school based trainings on Safer School Model • The report of impact analysis and evaluation of the pilot implementation of Safer School Model in pilot provinces 		
	Means	Costs	Assumptions
<p>Result 1. Capacities of follow up and prevent services increased through developing policies for taking legal measures and promoting Counseling Services in schools</p> <p>Activity 1.1. Developing policies for taking legal measures to follow up and prevent violence against children.</p> <p>1.1.1. Establishing a Policy Workgroup.</p> <p>1.1.2. Conducting literature review on violence at the school and preparing a report.</p> <p>1.1.3. Analyzing the legislations on following up and preventing violence against children (including the cooperation between MoNE and other institutions (Social Service Child Protection Agency (SHÇEK), General Directorate of Security and other relevant institutions) and reporting</p> <p>1.1.4. Organizing 2 workshops for teaching, non-teaching staff, students, parents, staff of Social Service Child Protection Agency (SHÇEK) and other related institutions including NGOs/CSOs to learn their views,</p>	<ul style="list-style-type: none"> • Technical Assistance 		<ul style="list-style-type: none"> • School administrators are willing to support the survey • Policy makers are willing to contribute to policy recommendation • Teaching and non-teaching staff are willing to participate to the trainings • NGOs are willing to cooperate with MoNE • NGOs are willing to participate to the trainings • Parents, NGO members, non-teaching staff, teaching staff and students are willing to participate in awareness raising activities

<p>observations, expectations and solution offers about violence against children at different geographical regions</p> <p>1.1.5. Developing and piloting a survey instrument on violence towards children (with the participation of Turkish National Police Academy and MoNE personnel)</p> <p>1.1.6. Revising the survey instrument considering the pilot implementation</p> <p>1.1.7. Conducting the survey on a nationally representative sample (500 schools in 81 provinces)</p> <p>1.1.8. Analyzing data and reporting the results of survey</p> <p>1.1.9. Developing recommendations for taking cooperative measures between relevant bodies (educational institutions, governmental bodies (including Social Service Child Protection Agency (SHÇEK), General Directorate of Security, and RTUK), and NGOs/CSOs active in intervening and preventing violence towards children) and determining the contents of Memorandum of Understandings between various institutions</p> <p>1.1.9.1. Organizing 2 workshops to determine the contents of measures for active cooperation between relevant bodies</p> <p>1.1.9.2. Preparing a report of recommendations of taking cooperative measures between relevant bodies and determining the contents of Memorandum of Understandings between various institutions</p> <p>1.1.9.3. Organizing 10 information seminars for representatives of relevant governmental bodies and NGOs/CSOs</p>			<ul style="list-style-type: none"> • Families are volunteer to be in relation with support groups • Counseling Services have the technical capacity implement the activities efficiently
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<p>including Social Service Child Protection Agency (SHÇEK) on the cooperative measures between relevant bodies</p> <p>1.1.9.4. Submitting the Memorandum of Understanding for approval by relevant governmental bodies and NGOs/CSOs including Social Service Child Protection Agency (SHÇEK)</p> <p>1.1.10. Preparing a Policy Recommendation Report based on the results of the survey, literature review, report of legislation analysis and workshops</p> <p>1.1.11. Providing feedbacks from relevant institutions and policy makers and revising the report</p> <p>1.1.12. Publishing results of the survey and policy recommendations and distributing them to related institutions</p> <p>Activity 1.2. Promotion of Counseling Services in schools and Support Groups in pilot provinces for intervening and preventing violence towards children.</p> <p>1.2.1. Establishing a Guidance Intervention System for Violence Workgroup</p> <p>1.2.2. Organizing study visit to EU Member States to observe the implementations of guidance systems focusing on preventing violence at school.</p> <p>1.2.3. Reporting the results of study visits</p> <p>1.2.4. Developing a “Guidance Intervention System for Violence” among and towards children (containing a complaint mechanism and psychologist support for schools) by the workgroup.</p> <p>1.2.5. Developing a monitoring system for</p>		
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<p>violence towards children within Guidance Intervention System for Violence (the system is suitable for data entrance by only Counselling teachers and it can also be supported by e-school system)</p> <p>1.2.6. Preparing, publishing and distributing a handbook for the “Guidance Intervention System for Violence” developed.</p> <p>1.2.7. Conducting trainings for guidance teachers from Counseling and Guidance Services from pilot provinces.</p> <p>1.2.8. Providing long-term assistance on “Guidance Intervention System for Violence” through Support Groups consisting teachers from Counseling and Guidance Services in pilot provinces.</p> <p>1.2.8.1. Training the Support Groups by trained Guidance teachers in 10 pilot provinces</p> <p>1.2.8.2. Preparing a schedule for support group visits using the data from the monitoring system.</p> <p>1.2.8.3. Organizing visits to students’ families by support groups for reaching them in their own environment</p> <p>1.2.9. Revising the “Guidance Intervention System for Violence” if needed regarding the reports according to feedbacks from support groups.</p> <p>1.2.10. Improving and disseminating the Early-Identification And Guiding Service (ensuring effective participation of teachers, Counselling teachers, other institutions (including Social Service Child Protection Agency (SHÇEK) and General Directorate of Security) and related NGOs) for primary and secondary schools of MoNE</p>			
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<p>1.2.10.1. Establishing a working group for improving the Early-Identification and Guiding Service mechanism.</p> <p>1.2.10.2. Preparing a draft report for the Early-Identification and Guiding Service mechanism by working group</p> <p>1.2.10.3. Organizing a workshop with related institutions and stakeholders to share the report.</p> <p>1.2.10.4. Revising the report according to the results of the workshop</p> <p>1.2.10.5. Improving the Early-Identification And Guiding Service (ensuring effective participation of teachers, Counselling teachers, other institutions (including Social Service Child Protection Agency (SHÇEK) and General Directorate of Security) and related NGOs) for primary and secondary schools of MoNE</p> <p>1.2.10.6. Preparing a booklet on the Early Identification and Guiding Service and distributing them to related institutions.</p> <p>1.2.10.7. Conducting 10 information seminars for teachers, Counselling teachers, other institutions (including Social Service Child Protection Agency (SHÇEK) and General Directorate of Security) and related NGOs) for effective usage of the Early-Identification and Guiding Service</p>		
<p>Result 2. Violence towards children at schools reduced by developing a safer school model which is free from physical, verbal and psychological violence</p>	<ul style="list-style-type: none"> • Technical Assistance 	

Activity 2.1 Reducing violence towards children at schools by developing a safer school model which is free from physical, emotional, verbal and psychological violence and piloting the model in selected pilot schools

2.1.1. Establishing a Safer School Model Working Group

2.1.2. Analyzing national and international practices relating to education models especially on preventing violence and preparing a report by the workgroup

2.1.3. Organizing study visit for the Working Group to EU Member States to observe school based practices and models related to prevent violence at school.

2.1.4. Developing a draft Safer School Model for preventing intervening and monitoring violence for Pre-schools, primary schools and secondary schools (including technical and industrial vocational high schools) by Working Group using desk study, study visit results and integrating the results of survey and recommendations regarding to them

2.1.4.1. Organizing a workshop to present draft Safer School Model to take related institutions/departments and stakeholders (including Social Service Child Protection Agency (SHÇEK) and General Directorate of Security) views.

2.1.4.2. Developing Safer School Model by revising the draft considering the workshop results.

2.1.4.3. Organizing an information meeting to present the improved Safer School Model to the relevant institutions /departments

<p>2.1.4.4. Producing and multiplying Safer School Model as a booklet and the materials developed for implementation; distributing the booklets and materials to the pilot schools' educators and staff.</p> <p>2.1.4.5. Promoting Safer School Model through publishing brochures, posters, and also on the web.</p> <p>2.1.5. Piloting the Safer School Model in 60 selected schools from 10 provinces</p> <p>2.1.5.1. Analyzing the existing situation by making pre-tests for pilot schools before the pilot implementation</p> <p>2.1.5.2. Training 60 school formatters on Safer School Model</p> <p>2.1.5.3. Organizing school based trainings by formatters for pilot schools' administrators, teachers, non-teaching staff and school family union representatives</p> <p>2.1.5.5. Conducting an impact analysis through making post-tests, considering pilot implementation reports prepared by pilot schools</p> <p>2.1.5.6. Evaluating the pilot implementation</p> <p>Result 3 Preventing domestic and other forms of violence against children outside schools</p> <p>Activity 3.1 Increasing the awareness of parents, NGO members, non-teaching staff, teaching staff and students through organising seminars, trainings and conferences on preventing and reducing violence towards children</p>	<p>• Technical Assistance</p>	
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<p>3.1.1. Organizing a launching conference of the project in Ankara with the participation of all related institutions</p> <p>3.1.2. Preparing a new Family Training Program on reducing and preventing all types of violence towards children, for families considering results of the survey in activity 1.</p> <p>3.1.3. Preparing a booklet on recognizing, preventing and intervening violence to be used during the Family Training Programs.</p> <p>3.1.4. Conducting trainings on the newly developed Family Training Program for families with children aged between 7-19 in 10 pilot provinces.</p> <p>3.1.6. Conducting 10 trainings in 10 pilot provinces for teaching and non-teaching staff including Social Service Child Protection Agency (SHÇEK) personnel on the measures for intervening and preventing violence towards children</p> <p>3.1.7. Preparing, publishing and distributing promotional materials of the project (brochures, banners, posters ... etc)</p> <p>3.1.8. Organizing a closure conference of the project in Ankara with the participation of all related institutions</p>			
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ANNEX II: amounts (in €) 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
Technical Assistance	2.700.000								
Cumulated	2.700.000	2.700.000	2.700.000	2.700.000	2.700.000	2.700.000	2.700.000	2.700.000	2.700.000
Disbursed									
Technical Assistance	540.000	270.000	270.000	270.000	270.000	270.000	270.000	270.000	270.000
Cumulated	540.000	810.000	1.080.000	1.350.000	1.620.000	1.890.000	2.160.000	2.430.000	2.700.000

