

## **Standard Summary Project Fiche – IPA Decentralized National Programmes**

(Maximum 12/15 pages without the annexes)

### **1. Basic information**

**1.1 CRIS Number:** TR2009/0136.01

**1.2 Title:** Democratic Citizenship and Human Rights Education

**1.3 ELARG Statistical Code:** 01.36

**1.4 Location:** Turkey

### **Implementing arrangements:**

#### **1.5 Implementing Agency:**

The Central Finance and Contracts Unit (CFCU) will be Implementing Agency and will be responsible for all procedural aspects of the 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:** € 9.1 M

**1.8 EU contribution:** € 7.65

**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 is to foster a more democratic society by strengthening democratic citizenship and human rights education (EDC/HRE) that corresponds with European core values.

### **2.2 Project purpose**

The purpose of the project 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.

### **2.3 Link with AP/NPAA/EP/SAA**

Accession Partnership Document (2008) includes many highlights on human rights, democracy and tolerance issues as Short-Term Priorities. Several sections such as Political dialogue, Democracy and the rule of law, Human rights and the protection of minorities, Economic and social rights, Minority rights, cultural rights and protection of minorities point at the various needs on these issues.

In addition, the Anti-discrimination policies section emphasises the human rights issues as a short term priority by including “Guarantee in law and in practice the full enjoyment of human rights and fundamental freedoms by all individuals, without discrimination and irrespective of language, political opinion, sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation” and “strengthen efforts to revise curricula and textbooks so that discriminatory language is eliminated”.

Since education is the main driving force behind societies, the current project aims to complement the missing or inadequate points relating human rights, democracy, and tolerance

in Turkey by increasing the capacity of Ministry of National Education with regards to EDC/HRE.

#### **2.4 Link with MIPD**

Multi-annual Indicative Planning Document (MIPD), which is the pre-accession assistance strategy for the period of 2008-2010 identifies the objectives and priorities for the promotion of human rights under the Institution Building component (Component I- Transition Assistance and Institution Building). In the Document objectives and priorities for assistance under the Institution Building component are related with the issues addressing the Copenhagen political criteria.

In this respect, Project is in line with MIPD priorities in component I. One of the expected results by the end of the period of 2008-2010 is “Implementation of human rights reforms will have advanced significantly for instance in such areas as respect of freedom of expression, torture and ill treatment, freedom of religion, and enjoyment of cultural and minority rights.”

This project will increase the institutional capacity of MoNE in terms of democratic citizenship and human rights education with a view to reach a more democratic society.

#### **2.5 Link with National Development Plan**

The 9th Development Plan, including 2007-2013 period, indicates the goal of attaining European core values regarding democracy and human rights as one of its objectives to increase the quality of life in Turkey.

Paragraph 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 such as democracy, state of law, human rights, health, food security, consumer’s rights, competition rules, institutional improvement and environmental protection will raise quality of life for the people of Turkey.”

In addition, Paragraph 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.” and Paragraph 648 states “In order to ensure democratic participation and transparency in public policymaking and to improve social dialogue, work will be undertaken to set up mechanisms that will allow NGOs to participate in the decision making processes.”

It should be stated that project’s objective and purpose directly relates to the motives of Ninth National Development Plan regarding the issues considering human rights, democracy and tolerance.

#### **2.6 Link with national/ sectoral investment plans: Not Applicable**

### **3. Description**

#### **3.1 Background and justification**

The promotion of democratic citizenship and human rights in the education system is vital for all countries in Europe, including Turkey. From heightening awareness of both rights and responsibilities to developing critical thinking, such competencies need to be continuously developed and promoted. Education for human rights and fundamental freedoms are therefore important in order to create a democratic society which must be guaranteed to all new generations from pre-school age onwards.

It is necessary to explain democracy and human rights to students but it is not enough. It is more important that individuals can experience democracy and human rights through their own actions in their own life space. In other words, democracy and human rights are learned and internalised through experiences in the classrooms, schools, families and communities. Therefore, a democratic climate must be provided in the schools for which teaching and non-teaching staff, parents and community leaders are responsible.

Turkey has committed itself to the promotion of democratic citizenship and human rights education not only in international and regional declarations and conventions but also in its national legislation. Internationally, Turkey has carried out various activities during the United Nations' Decade for Human Rights Education (1995-2004). Turkey is also party to related Council of Europe political agreements, including Recommendation 12 (2002) of the Committee of Ministers and Recommendation 1849 (2008) of the Parliamentary Assembly. Nationally, the National Education Basic Act directly refers to respect for human rights among the general aims of education. Furthermore, National Council of Education have highlighted time and again in its recommendation documents the importance of the development of democratic behaviour, free thinking and tolerance through curriculum and extra curricular activities.

In line with its commitment to the promotion of democratic citizenship and human rights education as expressed in both national and international documents, Turkey has taken a number of key steps and carried out a number of key interventions with regards to the curriculum, learning materials and teacher training. An analysis of recent developments in this field and areas where further efforts are needed focus on (i) curriculum, (ii) legislation (iii) learning materials, (iv) teaching staff, (v) management staff, (vi) school environment.

On 14 March 1995, a Protocol between the Ministry of State Responsible for Human Rights and the MoNE, concerning teaching of human rights in schools, was signed by the Prime Ministry. The Protocol called for the revision of the "Course on Civics", taught as a compulsory course in the second stage of the primary school, so as to cover human rights issues under the name of "Civics and Human Rights Education Course" as well as for the introduction of a course named "Democracy and Human Rights" as an elective course, within the curriculum of secondary education. "Civics and Human Rights Education Course" was compulsory in 7<sup>th</sup> and 8<sup>th</sup> grades for two school years after which the course was cancelled and instead the competencies were integrated across five courses in primary education. Teachers, school principals and NGOs have since highlighted the inadequacy of the cross-curricular approach and the need for a separate, mandatory course on EDC/HRE, whose development would be one of the components of the proposed project.

As part of the curriculum reform efforts of MoNE, commencing in 2004 and still continuing, more than ninety-five percent of the curriculum of the courses in pre-school, primary school

and secondary school education have been revised. Considering the constantly changing nature of human rights discourse and methods in human rights education, ongoing revision of the curriculum by regularly trained experts is essential, and hence is one of the components of the proposed project.

Some of the education regulations and decrees in Turkey are 20 to 30 years old. Revisions and strengthening of such regulations and decrees may be necessary considering the fact that the principles that governed their preparation process may not adequately reflect today's principles of human rights and democracy.

In terms of the availability of learning materials for EDC/HRE, although new materials have been produced in recent years such as the course book for an elective course on "thinking skills" and books prepared by NGOs, the need remains to make available more learning materials that are appropriate to different age groups and backgrounds, which is a component of the proposed project.

In terms of the teaching staff, about eighty-five percent of teachers had received in-service trainings as part of the curriculum reform process, which has positively impacted the receptiveness of teachers towards EDC/HRE. Additionally, 240 teachers have been trained as trainers of EDC/HRE since 2005. The need remains, however, to build on these efforts to identify the most effective in-service training model and expand the outreach of the in-service trainings to more teachers, which is a component of the proposed project.

With regards to the management staff in schools, districts and provinces, many were not exposed to democratic citizenship education in their pre-service training and have had limited access to the new developments about democratic citizenship in their daily lives or in in-service trainings. Raising the level of awareness for these groups would facilitate the strengthening of democratic environment in schools.

Finally, projects such as democratic school assembly have initiated the process for creating more democratic schools yet they have not been adequate in transforming the existing cultural codes of interaction in schools. For improving the democratic environment in our schools, a comprehensive intervention model needs to be piloted, which is a component of the proposed project.

Overall, the project builds on the recent curriculum reform and ongoing teacher training efforts and takes them a step further through a comprehensive approach that expands its focus beyond the classroom environment to the school and the community.

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

The project will provide a fresh impetus for the further introduction of EDC/HRE in Turkey to meet European core values.

Sustainability will be attained through the preparation and adoption of new regulation and curricula, through the improved capacity of teaching and non-teaching staff, through the preparation of good quality educational material for effective implementation of human rights principles in their daily work. Sustainability will also be ensured through the active involvement of all stakeholders, school principals, teachers, NGOs and all other stakeholders and by giving them a strong ownership of the programme. Six groups will be set up, 1) a regulation review group; 2) a programme developing group; 3) a group to analyse and develop curricula; 4) a group to develop teaching material; 5) a group to set up programmes

for training of teacher trainers; 6) a group to promote democratic school governance. All the groups will be trained and can pass their knowledge on to their colleagues, thus creating a cascading effect. The project will take a holistic approach to EDC/HRE, encompassing programming, training, teaching manuals and democratic school culture.

Once this 36-month project is finalised, the dissemination of Human Rights and democratic values in pre-school, primary school and secondary school will be sustainable through the training of 440 trainers of teachers which and will be ready to go back to their provinces in Turkey's 81 provinces as multipliers. This means that through the multiplier effect a large number of pre-school, primary school and secondary school teachers from all over the country have been trained and will share their experiences with their colleagues in their schools. Furthermore, the curricula and the materials will have been tested in 21 pilot schools, thus forming a network which can easily be extended to other schools.

In addition, the project will comprise a grant scheme for awareness-raising and training activities, the beneficiaries of which will be parents associations, local decision makers, universities, human rights and education NGOs.

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:** Education regulations and the present curriculum is analysed and strengthened based upon the principles of EDC/HRE and a compulsory course on EDC/HRE is developed at primary school level.

#### Indicators:

- Recommendations on regulations presented to the Board of Education are approved and published in the official gazette.
- New MoNE regulations are available at the end of the project.
- 13 regulation developers trained
- Study visit reports are produced
- Curriculum from pre-school education to the end of secondary education school is revised based upon the principles of EDC/HRE
- Developed curriculum and course books for the compulsory course at primary school level are approved by BoE.
- 13 programme developers trained
- 200 trained teachers/staffing pilot schools on the newly developed curriculum and course book of the compulsory course on EDC/HRE.
- Pilot implementation reports are prepared
- Recommendations on "preparatory programme" for teachers are approved by DG of Personnel.

**Result 2:** Educational materials on EDC/HRE are developed and distributed to pilot schools.

#### Indicators:

- 13 educational material developers trained
- Number of educational materials from European or international sources that have been translated, adapted and distributed to pilot schools.
- Communication/information package is prepared and distributed to pilot schools.

- Number of awareness raising and educational materials that are prepared and distributed to pilot schools.
- Number of downloads from the website where the EDC/HRE educational materials are made available.

**Result 3:** Basic skills and knowledge of MoNE personnel and concerned groups developed on EDC/HRE through awareness raising activities and trainings.

Indicators:

- Study visit reports are prepared
- Training programme, training materials and education kits are prepared for the training of trainers and the trainings that the trainers would give.
- 200 new trainer teachers having been trained.
- 240 existing trainer teachers having received further training.
- 30 expert trainers trained and giving trainings.
- 70 curriculum and regulation development experts trained
- 300 textbook review experts trained
- 100 textbook writers trained
- 350 inspectors trained
- Number of information and awareness raising workshops/seminars for school principals, district education directors, province education directors, MoNE high level bureaucrats.
- Number of schools where school-based trainings are organised.
- Impact evaluation reports are prepared on the school-based training model.
- 30-40 grant projects implemented
- A web site is designed and is actively used
- Number of downloads from the website
- Number of brochures, booklets, spot films, documentaries, radio and TV programmes that are prepared
- Number of schools, universities and NGOs which participate actively in the project for the promotion of EDC/HRE through awareness-raising and training activities
- Number of persons trained through non-formal education and training activities
- Change in the level of awareness about the project and EDC/HRE among parents in pilot provinces, measured through impact evaluation reports.

**Result 4:** Democratic School Culture is promoted and Democratic School Competence Framework is prepared

Indicators:

- 13 democratic school culture framework developers trained
- Study visit reports are prepared
- Number of booklets/handbooks on democratic school culture prepared and disseminated
- 2000 teaching and non-teaching staff from 40 pilot schools trained
- Impact evaluation reports are prepared
- Democratic school competence framework is prepared.

### **3.4 Activities:**

All activities will be implemented together with the Technical Assistance Team (TAT) contracted through direct grant agreement with the Council of Europe.

**Result 1: Education regulations and the present curriculum is analysed and strengthened based upon the principles of EDC/HRE and a compulsory course on EDC/HRE is developed at primary school level.**

**Activity 1.1:** Revising Education regulations based upon the principles of EDC/HRE.

**Activity 1.1.1:** Establishing and training a Regulation Review Working Group

**Activity 1.1.2:** Analyzing the current regulations in the light of EDC/HRE

**Activity 1.1.3:** Organising study visits to observe related implementations regulations in the light of EDC/HRE

**Activity 1.1.4:** Developing recommendations on the regulations while taking into consideration study visits results

**Activity 1.1.5:** Organising a workshop with the stakeholders to discuss the developed recommendations on regulations in light of EDC/HRE

**Activity 1.1.6:** Submitting to the related institutions/departments and to stakeholders the final revised draft regulations in the light of EDC/HRE

**Activity 1.1.7:** Taking into account the feedback of the institutions/departments and stakeholders and revising the final revised draft regulations, if needed.

**Activity 1.1.8:** Presenting the final proposal to Board of Education (BoE) for approval

**Activity 1.1.9:** Approval of BoE

**Activity 1.1.10:** Organizing an Information meeting to share with the public.

**Activity 1.2:** Analysing and strengthening the present curriculum based upon the principles of EDC/HRE and developing and piloting a compulsory course on EDC/HRE at primary school level.

**Activity 1.2.1:** Analysing, revising and developing the existing curricula based upon the principles of EDC/HRE from pre-school to the end of secondary education.

**1.2.1.1.** Establishing a Curriculum Review Working Group (CRWG)

**1.2.1.2.** Training of the CRWG members

**1.2.1.3.** Scanning existing programs in terms of acquired competencies and practice.

**1.2.1.4.** Organizing study visits to European countries to observe educational programmes in the light of EDC/HRE with participation of members of CRWG.

**1.2.1.5.** Following the study visits, evaluating the results of these visits and proposing recommendations regarding the programmes.

**1.2.1.6.** Organising a workshop with participation of experts and stakeholders to discuss developed recommendations.

**1.2.1.7.** Embodying the workshop results into the recommendations

**1.2.1.8.** Presenting the draft programmes to related departments/institutions and stakeholders.

**1.2.1.9.** Reflecting comments of related departments/institutions in the draft programs.

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

**1.2.1.11.** Approval of BoE

**1.2.1.12.** Organizing an information meeting to share the approved programme with the publics

**Activity 1.2.2:** Preparing the curriculum and a course book for a compulsory course on EDC/HRE at primary school level.

**1.2.2.1.** Organizing a workshop with members of Board of Education, curriculum developers, field experts and members of NGO/CSO to define the needs for a compulsory course on EDC/HRE at primary school level.

**1.2.2.2.** Reporting workshop results and presenting to BoE

**1.2.2.3.** BoE approval of the results

**1.2.2.4.** Establishing a Curricula Development Working Group (CDWG) for designing a curriculum for a compulsory course on EDC/HRE

**1.2.2.5.** Training of CDWG members

**1.2.2.6.** Designing of a new curriculum for the mandatory course on EDC/HRE by CDWG

**1.2.2.7** Designing of course books for the new mandatory course on EDC/HRE by CDWG

**1.2.2.8.** Organizing workshops with stakeholders and educational institutions to finalise the developed curriculum and the course books

**1.2.2.9.** Reflecting the evaluations of the workshop results into the developed programme

**1.2.2.10.** Presenting the final draft for approval of BoE

**1.2.2.11.** Approval of BoE

**1.2.2.12.** Printing and distribution of the curriculum and the course books for pilot implementation

**Activity 1.2.3:** Pilot implementation of the newly developed programme and the course books

**1.2.3.1.** Selecting pilot schools from 7 geographical region (3 schools from each region)

**1.2.3.2.** Selecting teachers from pilot schools (100 teachers of pilot schools)

**1.2.3.3.** Training 100 teachers of pilot schools on the newly developed programme and the course book

**1.2.3.4.** Pilot implementation of the newly developed programme and the course books

**1.2.3.5.** Monitoring and evaluation of the pilot implementation by CDWG

**1.2.3.6.** Reporting the results of the pilot implementation

**1.2.3.7.** Revising the curriculum and the course book, if needed, based on the pilot implementation.

**Activity 1.2.4:** Analysing and revising the existing “preparatory programme” in the light of EDC/HRE for teachers who are in the first year of their profession.

**1.2.4.1.** Analysing the existing “preparatory programme” in the light of EDC/HRE for teachers who are in the first year of their profession by the CRWG

**1.2.4.2.** Developing recommendations for the programme

**1.2.4.3.** Preparing a draft programme based on the recommendations for the approval of DG of Personnel.

**1.2.4.4.** Approval of the recommendations by DG of Personnel.

**Result 2: Educational materials on EDC/HRE are developed and distributed to pilot schools.**

**Activity 2.1.** Developing and distributing educational materials on EDC/HRE to pilot schools.

**Activity 2.1.1:** Developing educational materials on EDC/HRE appropriate for different age groups of students from pre-school to the end of secondary education.

**2.1.1.1** Establishing a Material Development Working Group (MDWG)

**2.1.1.2.** Training of MDWG members

**2.1.1.3.** Scanning European/international educational materials on EDC/HRE by MDWG

**2.1.1.4.** Selecting the educational materials to be translated

**2.1.1.5.** Adaptation and translation of educational materials

**2.1.1.6.** Analysing the result of the programme/course book pilot implementation of the mandatory course on EDC/HRE to take into consideration during the process of developing other educational materials

**2.1.1.7.** Developing awareness raising and educational materials on EDC/HRE for adults, educators and students.

**2.1.1.8.** Designing a communication/information package on EDC/HRE including among other documents, internationally adopted declarations and conventions.

**2.1.1.9.** Presenting the final draft of all adapted and developed educational materials for approval of BoE

**2.1.1.10.** Approval of BoE

**Activity 2.1.2:** Printing and distributing the educational materials including the course book on EDC/HRE to pilot schools (in total 21 pilot schools, 3 from each geographical region) and making all educational materials available on the internet.

**Result 3: Basic skills and knowledge of MoNE personnel and concerned groups developed on EDC/HRE through awareness raising activities and trainings.**

**Activity 3.1:** Organising trainings for MoNE personnel on EDC/HRE.

**Activity 3.1.1:** Establishing and training a Capacity Development Working Group (CDWG)

**Activity 3.1.2:** Training of the CDWG

**Activity 3.1.3:** Organising study visits for members of the CDWG to observe educational implementations in European countries

**Activity 3.1.4:** Preparing study visit reports to take into consideration for capacity raising activities.

**Activity 3.1.5:** Preparing appropriate training programmes, training materials and "education kits" to be used in the training of the trainers and subsequently the trainings that the trainers would organise themselves.

**Activity 3.1.6.:** Organizing in-service trainings at both central and provincial level for the following groups:

- Updating the education of existing 240 trainer teachers of the Democratic Citizenship Education Project
- Training 200 candidate trainer teachers

**Activity 3.1.7.:** Training 30 expert trainers who would then give trainings to the following groups:

- 70 curriculum and regulation development experts
- 300 textbook analysis experts
- 100 textbook writers
- 300 inspectors and deputy inspectors
- Teaching and non-teaching staff of the pilot schools of the Democratic School Culture Competencies Framework

**Activity 3.1.8.:** Organising information meetings for MoNE (MoNE General Directorates, BoE Members, Deputies of General Directorates, Department Heads, MoNE consultants) and 81 Provincial Education Directorates.

**Activity 3.1.9.:** Organising awareness-raising workshops and seminars for 300 school principals and 950 educational directors of district directorates.

**Activity 3.1.10.:** 440 trainer teachers organises month-long school-based trainings on EDC/HRE in their provinces.

**Activity 3.1.11.:** Conducting an impact assessment of the school based training model in comparison with the existing centre-based in-service training model using randomised experiment methodology using pre-tests, post-tests and control groups.

**Activity 3.2:** Organising awareness raising activities on EDC/HRE for all concerned groups.

**Activity 3.2.1:** Organising a grant scheme for public awareness raising activities for schools, school family unions (PTAs), universities, and education and human rights related non-governmental organisations. The beneficiaries of the projects will be parents, school family unions (PTAs), local decision makers and local NGOs.

*The overall objective of the grant scheme would be to strengthen the level of awareness and to build skills for democratic citizenship among those groups who are stakeholders in the education of children. Such skills and awareness among key stakeholders would be essential for multiplying the effects of the efforts in the school environment and for sustaining the impact of the proposed interventions. The beneficiaries of the grant scheme will be schools, school family unions (PTAs), universities, and education and human rights related non-governmental organizations. The final beneficiaries of the projects will be parents, school family unions (PTAs), local decision makers and local NGOs. The grant scheme will be designed for 30 to 40 projects with an indicative amount of 40.000 to 120.000 Euros per grant and this will keep the total number of grants not-to-high for effective implementation and monitoring purposes. The total indicative amount of the grant is 3 million Euros.*

**Activity 3.2.2:** Setting up a body composed of all the stakeholders (representatives of the MoNE, NGOs, parents unions etc) to establish the objectives, priorities and eligibility criteria for the grant scheme guidelines

**3.2.2.1:** Launching of the grant scheme through the press and via the internet

**3.2.2.2:** Evaluation of the project proposals and awarding of grants

**3.2.2.3:** Monitoring of the implementation of the projects and preparation of an evaluation report measuring the impact of the activities.

**Activity 3.2.3:** Developing and implementing a comprehensive communication strategy.

**3.2.3.1.:** Organising a launching event with the participation of MoNE representatives, Council of Europe representatives, representatives of NGOs and other stake holders.

**3.2.3.2.:** Designing a user friendly web site publishing questions about EDC/HRE, debate forums, related documents and activities.

**3.2.3.3.:** Emphasising EDC/HRE principles through the media and mass communication tools (spot films, brochures, quarterly periodicals, billboards, booklets on EDC/HRE principles, etc.)

**3.2.3.4.:** Organising activities for the general public and round table debates (national, provincial, county and school level)

**3.2.3.5.:** Organising a closing event with the participation of MoNE representatives, Council of Europe representatives, representatives of NGOs and other stake holders.

**Result 4.: Democratic School Culture is promoted and Democratic School Culture Competency Framework is prepared.**

**Activity 4.1.** Promotion and preparation of Democratic School Culture and its Competency Framework

**Activity 4.1.1:** Establishing a Democratic School Culture Working Group (DSCWG)

**Activity 4.1.2:** Training of the DSCWG

**Activity 4.1.3:** Reviewing national and international publications relating to EDC/HRE based school culture.

**Activity 4.1.4:** Studying and defining how existing school culture may be contradictory to EDC/HRE principles

**Activity 4.1.5:** Organizing study visits for members of the DSCWG to observe how EDC/HRE perspective is reflected in school and in the learning environment in EU countries.

**Activity 4.1.6:** Reporting and evaluating the results of study visits and taking them into consideration while developing a framework for democratic school culture.

**Activity 4.1.7:** Defining the competencies needed for an EDC/HRE based democratic school culture and preparing the Democratic Culture Competency Framework for democratic institutions.

**4.1.7.1.** Organising workshops to present the defined competencies to related institutions/departments and stakeholders view.

**4.1.7.2.** Presenting the Culture Competency Framework improved through the results of the workshop to the relevant institutions/departments

**4.1.7.3.** Producing and multiplying the Democratic Culture Competency Framework as a booklet; distributing the booklets to the pilot schools' educators and staff.

**Activity 4.1.8:** The pilot implementation of defined competencies in 40 selected schools from 7 provinces.

**4.1.8.1.** Analysing the existing situation before the pilot implementation and defining the comparison school groups

**4.1.8.2.** Organising a school based training for pilot schools' administrators, teachers, non-teaching staff and school family union representatives.(See Activity 4.7)

**4.1.8.3.** Evaluating the quarterly monitoring reports of pilot implementation.

**4.1.8.4.** Conducting an impact analysis using pre-tests and post-tests for pilot schools.

**4.1.8.5.** Reporting the result and revising the Democratic Culture Competency Framework if needed.

**Activity 4.1.9:** Evaluating and reporting the pilot implementation

### **3.5 Conditionality and sequencing**

The signature of the contracts related to the investment component of this programme is conditional upon:

Members of the six working groups in charge of (1) regulation review, (2) curriculum review, (3) curriculum development, (4) educational material development, (5) capacity development and (6) democratic school culture have been appointed or selected by MoNE and are ready to take over their duty. All institutional bodies involved in the implementation of the project are operational.

As for the time period for the implementation of the EDC/HRE project should be **three years**. First, the programme development and the democratic school culture development components would have pilot implementation. In the first year; the programme and the students' books must be prepared, approved by BoE and the training for the implementing 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 third year, the education programme and the course books must be revised according to the results of the pilot implementation and the general implementation would then begin. With regard to the school culture development component, the first year is for the preparation and the trainings, the second year is for the piloting process and the third year is for the evaluation of the monitoring results and the general implementation would then begin.

### **3.6 Linked activities**

In Turkey, some activities have been already realised in the field of EDC/HRE. The plans for the present project build upon the results and recommendations of these activities. The project takes into account the need to develop a culture of democracy and human rights in society.

- The ongoing “Child Friendly School” project is carried out by the UNICEF in close coordination with the General Directorate (GD) of Primary Education at MoNE. Creating a Child-friendly School Environment focuses on improving the quality of primary education using both regular and additional resources to ensure that primary school children can study and develop their potential in a positive environment. MoNE reports improved learning achievements in primary school boys and girls regarding children's rights, gender equality and life skills in general since the introduction of the revised primary school curriculum. The project has helped establish child-friendly criteria of active learning, reading, provision of clean drinking water, increased parent and child participation and zero tolerance for violence into a number of selected schools in pilot areas. A Strategy and Action Plan for primary schools to maintain a safe environment encouraging study and learning has been rolled-out nationwide.
- Since 2005 throughout the country in service training activities for primary, secondary and high school teachers about the Council of Europe Project have continued effectively. In 2007 a hundred sixty two primary, secondary and high school teachers from the eighty one provinces obtained EDC/HRE trainer certificates. During the third phase of the project (between the years 2006 – 2009), in service training activities for primary, secondary and high school teachers about the EDC/HRE Project have continued throughout the country and increased the number of trainer teachers to two hundred forty.
- Democratic School Assembly Project is being implemented in schools. This project aims to give students a perception of how democracy works. It also raises the students' awareness about democratic culture. Every year Democratic School Assembly organizes meetings with the participation of selected students from 81 provinces.
- “Human Rights Project in Text Books”: This project was done under the coordination of the Turkish Economic and Social History Foundation (TESHF), in partnership with the Human Rights Committee in the Turkish Scientific Academy in order to contribute to the studies of the National Committee on the Decade for Human Rights Education. Within the framework of this project, a “Scanning Guidebook” according to Human Rights Criteria for course books (methods, techniques and recommendations) was elaborated and presented in two meetings

“Examining of Course Books According to Human Rights Principles” for further adjustments. An update to the study was completed in 2009.

- The elective course “Thinking Education” is being taught for 7<sup>th</sup> and 8<sup>th</sup> grade in primary schools. Teachers guide book has been disseminated to the schools. Through the course, students and teachers are becoming open to the perception of democratic understanding.
- Under Stop Violence Against Women Campaign organized by International Amnesty Organization, 180 teachers of MoNE have been trained.
- Civil society organisations in Turkey benefits from the European Instrument for Democracy and Human Rights since 2002. To date more than 100 projects have been supported, many of which had human rights education targeting children and adults as part of their activities.
- In 2003, “Critical Thinking” booklet was prepared and distributed to 3000 teachers. In line with the national action plan developed for the Council of Europe “2005 European Year of Citizenship through Education”, ERI (Education Reform Initiative) organized a pilot in-service seminar on “Democratic Citizenship Education” in January 2006 in collaboration with other institutions. In July 2007, ERI initiated the “I think, I discuss and I am part of the World” project, which aims to develop a supplementary classroom material for teachers to be used for developing students' critical thinking capacity. ERI recently initiated the “Critical Thinking Teachers Guidebook and Teachers' Trainings” project which entails adaptation of the guidebook "Teaching and Learning Strategies for the Thinking Classroom", developed within the Reading and Writing for Critical Thinking Program initiated by Open Society Institute.
- “Project for Development of Human Rights in Turkey Through Seminars”: This project was realised by the European Community Institute in Marmara University with the financial support of the EC in 2001.
- “Project for Developing Human Rights Educational Materials in Primary School” was carried out by UMUT Foundation in coordination with the Chairmanship of MoNE Educational Research and Development Department (ERDD) and the British Council. The aim of the project was to develop supplementary educational materials for human rights issues to be taught in the primary school. Local experts worked out these educational materials. For the elaboration of these materials both the psychological and linguistic developmental level of primary school students were taken into account. Special attention was paid to visual richness, aesthetic dimension and ethical values. Forty-five teachers from seven Curriculum Laboratory Schools (from seven regions) were given training in 2001 about the contents and the methodology to be used with the materials. 95% of the teachers gave positive feedback about the materials and the methodology after having applied them during a school year. On the basis of these good results the materials were approved by the BoE and accepted as additional materials for grades 1-6. It is one of the aims of the planned project to promote the use of these materials in primary schools. These materials and the experience obtained through their use could be taken into account, when developing the new textbooks within the project.
- “Promoting Awareness about Human Rights and Democratic Principles” was carried out by European Commission/Council of Europe and Human Rights Presidency jointly. The Campaign to raise awareness of human rights issues among the Turkish public was conceived so as to address both the lack of accessible and concise information on human rights issues and to provide support to both representatives of non-governmental organizations (NGOs) and officials charged with a responsibility to safeguard and promote protection of human

rights throughout Turkey. To this end, the Human Rights Presidency within the Office of the Prime Minister, and the 931 Human Rights Boards in Turkey's regions, made ideal partners.

- Turkey has started to use the Compass manual published by the Council of Europe for youth, which is in line with EDC/HRE Project's approach focusing on facilitating school-level and community-level efforts for human rights education. Compassito manual has recently been translated and is now being piloted in Istanbul.

The activities have had some impact and have most certainly been useful for the target groups. However, the concept of human rights and democracy is undergoing a constant change, producing systematic and sustainable impact in society or reform in the education system is vital. The present project, since it would be implemented in a systematic manner and through a holistic approach (curriculum, teacher training, democratic school culture) could contribute substantially to education reform in Turkey, towards a democratic culture.

### **3.7 Lessons learned**

The lessons learned can be summarized in four points There is need for: 1. revision of regulations and further revision of curriculum 2. participatory teacher training 3.educational materials and 4.cooperation with stakeholders.

1. In order to achieve a systematic and sustainable reform, the most urgent administrative task is the revision and adjustment of regulations in light of EDC/HRE and their approval by the BoE. Support of decision-makers is necessary for the implementation of the cross-curricula EDC/HRE at all levels in the education system. BoE is the decision maker in our educational system and therefore BoE's presence as director of the project is the assurance of the successful implementation.

2. 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 paradigm 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 EDC/HRE 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.

3. The results of the TESHF studies represent one of the most significant experience in the country related to the analysis of course books. They underline the importance of appropriate guidelines for scanning, analysing existing documents and educational materials. Guidelines should be clear and concise but should cover all important aspects. Appropriate contents, active learning methods and attractive appearance are basic requirements for the production of course books and supplementary materials. The feedback on the implementation of such materials, as done by TESHF, in the "Project for Development of Human Rights in Turkey

Through Seminars”, and in the “Project for Developing Human Rights Educational Materials in Primary School” show unanimously the advantages of these principles. Recommendations of the project mentioned above will be updated and used as the guidelines when developing the course book development and materials developed under EDC/HRE Project.

4. The involvement of NGOs and other stakeholders in the programmes significantly increases the impact of the programmes (as described in the chapter on linked activities). As the “Project for Developing Human Rights Educational Materials in Primary School “ pointed out family education style, attitudes of the parents towards EDC/HRE issues exert an influence on learning achievements at school and also on school behaviour of the students. Thus contribution of the stakeholders (NGOs, parents, academics, teachers and other institutions like UNICEF, British Council) to school related EDC/HRE activities should be strongly fostered at national level. The project’s components of awareness raising and democratic institution competency framework are to develop an interest and change the attitude of parents, school family unions toward democratic citizenship and human rights. Also, NGOs are involved in the project as members of the steering committee to disseminate the effectiveness of the project throughout the society. They will also be involved in the different working groups as far as possible In addition, grants will be available to education and human rights related NGOs, schools, parents associations and universities to further their work in EDC/HRE.

#### 4. Indicative Budget (amounts in EUR)

			SOURCES OF FUNDING										
			TOTAL EXP.RE	TOTAL PUBLIC EXP.RE	IPA COMMUNITY 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)
Direct Grant Agreement	x		6.100.000	5.800.000	5.220.000	90	580.000	10	580.000	---	---	300.000*	4.9
Grant Scheme	x		3.000.000	2.700.000	2.430.000	90	270.000	10	270.000	---	---	300.000*	10
TOTAL IB			9.100.000	8.500.000	7.650.000	90	850.000	10	850.000	---	---	600.000	6.6
TOTAL INV			---	---	---	---	---	--	---	---	---	---	---
<b>TOTAL PROJECT</b>			<b>9.100.000</b>	<b>8.500.000</b>	<b>7.650.000</b>	<b>90</b>	<b>850.000</b>	<b>10</b>	<b>850.000</b>	<b>---</b>	<b>---</b>	<b>600.000</b>	<b>6.6</b>

\* 4.9 % contribution by Council of Europe

\*\* 10 % contribution by grant beneficiaries

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

Contracts	Start of Tendering	Signature of contract	Project Completion
Direct Grant Agreement	-	QR2 2010	QR2 2013
Grant Scheme	QR1 2011	QR4 2011	QR1 2013

All projects should in principle be ready for tendering in the 1<sup>ST</sup> 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. Gender equality will be promoted throughout the curriculum and equal representation of women and men, girls and boys will be secured in the course books and in other educational, information and publicity materials. The course books will contain teaching material related to the promotion of gender equality and the gender equality perspective will be incorporated in the training activities and the Democratic School Culture Competency Framework. The CoE Committee of Ministers' recommendation on gender mainstreaming in education (2007) 13 will be used as a reference for this work. Through the implementation of the project, gender equality will be promoted as an integral part of Human Rights. The project should therefore, as a whole, benefit the promotion of gender equality in Turkey and contributes to reduce gender stereotypes and discrimination against women and girls.

### 6.2 Environment

Not applicable

### 6.3 Minorities and vulnerable groups

According to the Turkish Constitutional System, the word minorities encompass only groups of persons defined and recognized as such on the basis of multilateral or bilateral instruments to which Turkey is a party. This project has no negative impact on minority and vulnerable groups, on the contrary, through the awareness raising by the activities implemented through the project respect for diversity and a culture of tolerance in the society will be developed. With the awareness raising by the activities implemented through the project respect and tolerance culture in the society will be developed. And these developments will have positive effects on minorities and vulnerable groups.

## 6.4 Civil Society

The Steering Committee of the project will include education and human rights related civil society representatives who have past experiences on democratic citizenship and human rights, which will be effectively involved in decision making process for the whole project. They will be able to bring their experiences and knowledge to the designing and the implementation of the project. Their opinions and views will be taken into consideration and reflected in the project design and implementation at all stages. Their presence should, as far as possible, be secured in all the working groups. Furthermore, via the foreseen grant, civil society will have the opportunity to take a full part in the project and give their own contribution, based on their experience and practice in the field, notably to awareness-raising and training.

## 6.5 Non-standard aspects

MoNE will co-operate directly on the project with the Council of Europe, through a direct grant agreement. The Council of Europe is Europe's oldest institution, with 47 member states, including Turkey, member since 1949. Its core values and priorities are human rights, democracy and the rule of law. It is considered a leader organisation in the field of democratic citizenship and human rights education. The Council of Europe's flagship project, *Democratic Citizenship and Human Rights Education* started in 1997 and is currently in its third phase. Through this programme, the Council of Europe has adopted reference texts, developed political frameworks, supported networks and forums and produced high quality materials in the area of citizenship and human rights education.

### Political Framework

The following recommendations have been agreed upon by all member states through either the executive body of the Council of Europe, the Committee of Ministers (representatives of Ministries of Foreign Affairs) or the Parliamentary Assembly of the Council of Europe.

- Recommendation 1849 (2008) of the Parliamentary Assembly for the promotion of a culture of democracy and human rights through teacher education
- Recommendation (2002)12 of the Committee of Ministers to member states on education for democratic citizenship (this recommendation was translated by the European Commission into the languages of all EU states)
- Recommendation 1346 (1997) of the Parliamentary Assembly on human rights education
- In addition, at the Council of Europe 21<sup>st</sup> Standing Conference of European Ministers of Education, the 47 Ministers of Education adopted in 2003:

- Declaration by the European Ministers of Education on intercultural education in the new European context (2003)

Further, the CoE Steering Committee for Education (CDED), in which Turkey, as a member of CoE, participates, is currently preparing a draft **European Charter on Democratic Citizenship and Human Rights Education** with a view to its submission to the Committee of Ministers for adoption in 2010. Such a political framework instrument should support further the implementation of EDC/HRE in Europe and reaffirm the CoE's leading role in this field.

### **Networking and Forums**

The CoE supports a network of co-ordinators appointed by the Ministries of Education. These co-ordinators meet twice a year and are a major contributor to both the CoE's work, on the one hand, and implementation within member states on the other. Many of the coordinators are currently working on reforms in their countries regarding EDC/HRE, or have recently been involved in preparing and implementing such reforms. The longstanding co-operation and contacts with these key persons in EDC/HRE will enable the CoE to identify the most knowledgeable and appropriate peer experts to co-operate with the Turkish authorities.

In addition, the CoE supports regional networks on EDC/HRE, including a South East Europe EDC/HRE Network that meets twice a year and in which Turkey participates. The CoE also organises regular Forums to bring together large numbers of key stakeholders on EDC/HRE issues, including NGOs active in this field. The last one was held in Strasbourg in October 2008 and entitled: Civic Partnerships for Citizenship and Human Rights Education

In this context many experts from the NGO side also work with the Education Directorate of the Council of Europe and could be called upon for expertise and cooperation within this project.

### **Materials**

The CoE has produced a wealth of materials. The major ones, called the 'EDC Pack' are the following:

- Key issues for EDC/HRE Policies (coming at the end of 2009)
- Democratic Governance of Schools
- How all teachers can support citizenship and human rights education: a framework for the development of competences?
- Quality Assurance of Education for Democratic Citizenship in Schools
- Democratic Partnerships for Social Change – A Guide for schools, higher education institutions and communities (coming at the end of 2009)

These instruments have been negotiated and approved by a large number of experts from all member states, including the EDC/HRE coordinators. Plus of host of supplementary material, all of which can be found on the website <http://www.coe.int/edc>

Series of high quality materials for teachers for use in the classroom in the field of EDC/HRE were recently produced, including

*Teaching democracy* (collection of models for democratic citizenship and human rights education)

*Living in democracy* (lesson plans for lower secondary education)

*Exploring Children's Rights* (projects for primary schools)

Other materials for upper secondary and primary levels in these series will be issued in 2009.

The CoE also has produced materials for non-formal education in the fields of EDC/HRE which have been widely translated and disseminated, such as Compass, manual for Human Rights Education for young people.

### **Bilateral support**

While most of the CoE's work is inter-governmental, some bilateral assistance has been conducted in this field through joint programmes with the European Commission, in particular in Bosnia and Herzegovina and more recently in Kosovo. Through the network of EDC/HRE coordinators, support on specific questions (curricula, teacher education) related to EDC/HRE is provided by the Council of Europe to its member states on a regular basis.

### **Inter-institutional Co-operation**

The Council of Europe works closely with other major organisations working in the field of citizenship and human right education in order to avoid overlap and create synergies. For instance, it was agreed with the United Nations that the CoE would be responsible for the European region for the implementation of the UN World Programme for Human Rights Education, adopted by the UN General Assembly in 2005; in this framework a Regional European Meeting on the World Programme for Human Rights Education was organised by the CoE and its partner institutions in 2007. The European Commission has repeatedly asked for CoE assistance in this field, including when developing indicators for active citizenship recently. Other examples include the current preparation by the CoE, OSCE/ODIHR, UNESCO, OHCHR of a Compendium of Good Practice in Human Rights Education.

The Council of Europe regularly hosts and organises inter-institutional meetings on EDC/HRE whereby 20 major international organisations, NGOs and foundations meet. The next meeting will be organised in June 2009 and will focus on teacher education.

In May 2009, the Norwegian government will inaugurate, in Oslo, the European Wergeland Centre, a European resource centre on education for intercultural understanding, human rights and democratic citizenship which has been set up in close cooperation with the Council of Europe and which will be governed in cooperation by the CoE and the Norwegian government.

The European Wergeland Centre could provide complimentary support in the implementation by the CoE of EDC/HRE projects in Turkey.

Finally, as a result of its longstanding experience, the Council of Europe is the reference institution in this field and is often asked to present its EDC/HRE programme at important events in the field, such as at the World Congress on Civic Education or to be a member of advisory boards, for instance the CoE was asked to be a member of the new Inter-American Programme on Education for Democratic Values and Practices of the Organisation of American States. The CoE is regularly asked to contribute to publications on EDC/HRE and provide guidance to projects in this field implemented by organisations such as Amnesty International or the Network of European Foundations.

### **Conclusion**

In sum, the **CoE's 12 years of experience in inter-governmental co-operation in democratic citizenship and human rights education and its recognised leadership in this field can provide a solid political and practical basis** upon which reforms in the field of EDC/HRE can be supported in Turkey. In its capacity as a member of CoE, Turkey has been active in many of the CoE education projects, including a recent project on history teaching. A CoE Ministerial Conference on Intercultural Education was organised in Istanbul at the invitation of MoNE in 2007. The mutual trust between MoNE and CoE built through many years of working together coupled with CoE's recognised leadership in the field of democratic citizenship and human rights education underlie the choice of a direct grant arrangement.

	<b><u>LIST OF ABBREVIATIONS</u></b>
BoE	Board of Education at the MoNE
CADWG	Capacity Development Working Group
CDWG	Curricula Development Working Group
CFCU	Central Financing and Contracts Unit
CRWG	Curriculum Review Working Group
CoE	Council of Europe
DSCG	Democratic School Culture Working Group
EC	EC European Commission
EDC	Education for Democratic Citizenship
ERDD	Education Research and Development Department
EU	European Union
GD	General Directorate
HR	Human rights
EDC/HRE	Education for Democratic Citizenship and Human Rights
LDG	Legal Development Group
MDWG	Material Development Working Group
MEDA	Mediterranean Development Aid
MoNE	Ministry of National Education
MVET	Modernisation of Vocational Education and Training – EU project
NPAA	National Programme for the Adoption of the Acquis
NGO	Non-governmental Organization
PCC	Project Coordination Centre at MoNE
RRWG	Regulation Review Working Group
SBEP	Support of Basic Education Programme – EU project
SVET	Strengthening Vocational Education and Training – EU project
TA	Technical Assistance
TA	TAT Technical Assistance Team
TESHF	Turkish Economy and Social History Foundation
ToR	Terms of Reference
TT	Teacher Training
VET	Vocational Education and Training
YÖK	Board of Higher Education

## **ANNEXES**

1- Log frame in Standard Format

<b>Democratic Citizenship and Human Rights Education Project (EDC/HRE)</b>		<b>Programme name and number</b> Democratic Citizenship and Human Rights Education (EDC/HRE)	
<b>Ref. No: 98</b>		<b>Contracting period expires</b> : 2 years after the signature of the Financing Agreement	<b>Disbursement period expires</b> : 3 years following the end date for contracting
		<b>Total Budget:</b> € 9.1 M	<b>IPA Budget:</b> € 7.65 M
		DGA : € 6.1 M (contract 1)  Grant Scheme: € 3 M	
<b>Overall objective</b>	<b>Objectively Verifiable Indicators</b>	<b>Sources of Verification</b>	<b>Assumptions</b>
The overall objective is to foster a more democratic society by strengthening democratic citizenship and human rights education (EDC/HRE) that corresponds with European core values.	<ul style="list-style-type: none"> <li>• Increased basic EDC/HRE skills of number of students</li> <li>• Number of trained MoNE central and provincial staff and teachers on EDC/HRE increased</li> <li>• Increased Integration and acceptance of EDC/HRE among Turkish society i</li> <li>• improved MoNE staff, teachers and students opinions and attitudes towards EDC/HRE</li> </ul>	<ul style="list-style-type: none"> <li>• EU Progress Report</li> <li>• OECD Report</li> <li>• Project Reports (Ex-ante, interim and ex-post evaluation surveys on EDC/HRE</li> <li>• Official reports from MoNE project team</li> <li>• MoNE/Board of Education programme development study reports</li> <li>• EARGED study reports</li> </ul>	

<p><b>1:</b> Education regulations and the present curriculum is analysed and strengthened based upon the principles of EDC/HRE. The purpose of the project 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.</p>	<p><b>Objectively Verifiable Indicators</b></p> <ul style="list-style-type: none"> <li>• Recommendations on regulations presented to the Board of Education are approved and published in the official gazette.</li> <li>• New MoNE regulations are available at the end of the project</li> <li>• Number of upgraded and developed programmes regarding EDC/HRE regulations increased</li> <li>• Greater interest in EDC/HRE among MoNE staff and teachers produced</li> <li>• Increased capacity of related partners on delivering EDC/HRE</li> <li>• Curriculum from pre-school education to the end of secondary education school is revised based upon the principles of EDC/HRE</li> <li>• Developed curriculum and course books for the compulsory course at primary school level are approved by BoE.</li> <li>• 13 programme developers trained</li> <li>• 200 trained teachers/staffing pilot schools on the newly developed curriculum and course book of the compulsory course on EDC/HRE.</li> <li>• Pilot implementation reports are prepared</li> <li>• Recommendations on “preparatory programme” for teachers are approved by DG of Personnel.</li> </ul>	<p><b>Sources of Verification</b></p> <ul style="list-style-type: none"> <li>• Official magazine</li> <li>• Official gazette documents</li> <li>• Project Reports</li> <li>• Project Outputs</li> <li>• MoNE/Board of Education programme development study reports</li> <li>• MoNE/Board of Education text book development study reports</li> <li>• Programme dissemination web site of MoNE/Board of Education</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• There is political will to change, to modernise the contents and methodology of the Government of Turkey is committed to sustain efforts for achieving increased EDC/HRE awareness rate nationwide.</li> <li>• MoNE is committed to sustain efforts for achieving increased EDC/HRE rate nationwide.</li> <li>• EDC/HRE has been introduced throughout MoNE programme willing to participate in and apply the new curriculum effectively</li> <li>• Subject Teachers are interested and willing to take part in EDC/HRE trainings</li> </ul>
<p><b>Results</b> Educational materials on EDC/HRE are developed and distributed to pilot schools</p>	<p><b>Objectively Verifiable Indicators</b></p> <ul style="list-style-type: none"> <li>• Number of educational materials from European or international sources that have been translated, adapted and distributed to pilot schools.</li> </ul>	<p><b>Sources of Verification</b></p> <ul style="list-style-type: none"> <li>• Number of developed materials</li> <li>• BoE approval of developed materials</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Teachers who are</li> </ul>

	<ul style="list-style-type: none"> <li>• Communication/information package is prepared and distributed to pilot schools.</li> <li>• Number of awareness raising and educational materials that are prepared and distributed to pilot schools.</li> <li>• Number of downloads from the website where the EDC/HRE educational materials are made available.</li> </ul>		<p>participating are interested and willing to take part in “preparator programme trainings</p> <ul style="list-style-type: none"> <li>• BoE approve the developed materials</li> <li>• Educational Material Development Group are willing to participate in the process</li> </ul>
<p><b>3:</b> Basic skills and knowledge of MoNE personnel and concerned groups developed on EDC/HRE through awareness raising activities and trainings.</p>	<ul style="list-style-type: none"> <li>• Study visit reports are prepared</li> <li>• Training programme, training materials and education kits are prepared for the training of trainers and the trainings that the trainers would give.</li> <li>• 200 new trainer teachers having been trained.</li> <li>• 240 existing trainer teachers having received further training.</li> <li>• 30 expert trainers trained and giving trainings.</li> <li>• 70 curriculum and regulation development experts trained</li> <li>• 300 textbook review experts trained</li> <li>• 100 textbook writers trained</li> <li>• 350 inspectors trained</li> <li>• Number of information and awareness raising workshops/seminars for school principals, district education directors, province education directors, MoNE high level</li> </ul>	<ul style="list-style-type: none"> <li>• Certificates of trainers</li> <li>• Certificates of 21 school directors</li> <li>• Trainings reports</li> <li>• Semester reports of extra-curricular activities</li> <li>• School-family union management reports</li> </ul>	<ul style="list-style-type: none"> <li>• Target groups are interested and willing to take part in EDC/HRE trainings</li> <li>• Target groups have are open to a democratic culture</li> <li>• Students are willing to participate extra-curricular activities</li> <li>• Teachers and school management</li> </ul>

	<p>bureaucrats.</p> <ul style="list-style-type: none"> <li>• Number of schools where school-based trainings are organised.</li> <li>• Impact evaluation reports are prepared on the school-based training model.</li> <li>• 30-40 grant projects implemented</li> <li>• A web site is designed and is actively used</li> <li>• Number of downloads from the website</li> <li>• Number of brochures, booklets, spot films, documentaries, radio and TV programmes that are prepared</li> <li>• Number of schools, universities and NGOs which participate actively in the project for the promotion of EDC/HRE through awareness-raising and training activities</li> <li>• Number of persons trained through non-formal education and training activities</li> <li>• Change in the level of awareness about the project and EDC/HRE among parents in pilot provinces, measured through impact evaluation reports.</li> </ul>		<p>are willing to organize extra-curricula activities</p> <ul style="list-style-type: none"> <li>• Related groups have the capacity to prepare and implement projects</li> <li>• Target groups are willing to participate</li> </ul>
<p>4. Democratic School Culture is promoted and Democratic School Competence Framework is defined.</p>	<ul style="list-style-type: none"> <li>• 13 democratic institution culture framework developers trained</li> <li>• Study visit reports are prepared.</li> <li>• Number of booklets/handbooks on democratic school culture prepared and disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• Pilot school implementation reports</li> <li>• Impact Analyses Report</li> </ul>	

	<ul style="list-style-type: none"> <li>• 2000 teaching and non-teaching staff from 40 pilot schools trained</li> <li>• Impact evaluation reports are prepared.</li> <li>• Democratic school competence framework is prepared.</li> </ul>		<ul style="list-style-type: none"> <li>• School Management is willing to cooperate</li> <li>• Target group comply with democratic culture</li> <li>• Teaching and non-teaching staff are willing to participate trainings in schools</li> </ul>

Activities	Means	Costs :	Assumptions
<p><b>Result 1:</b> Education regulations and the present curriculum is analysed and strengthened based upon the principles of EDC/HRE and a compulsory course on EDC/HRE is developed at primary school level.</p> <p><b>Activity 1.1:</b> Revising Education regulations based upon the principles of EDC/HRE.</p> <p><b>Activity 1.1.1:</b> Establishing and training a Regulation Review Working Group</p> <p><b>Activity 1.1.2:</b> Analyzing the current regulations in the light of EDC/HRE</p> <p><b>Activity 1.1.3:</b> Organising study visits to observe related implementations regulations in the light of EDC/HRE</p> <p><b>Activity 1.1.4:</b> Developing recommendations on the regulations while taking into consideration study visits results</p> <p><b>Activity 1.1.5:</b> Organising a workshop with the stakeholders to discuss the developed recommendations on regulations in light of EDC/HRE</p> <p><b>Activity 1.1.6:</b> Submitting to the related institutions/departments</p>	Direct Grant Agreement	<p>€ 6.1 M</p> <p>€ 3 M</p>	<ul style="list-style-type: none"> <li>• Board of Education approves the developed programme and text books</li> <li>• MoNE and other institutes will have manageable levels of staff turnover and be able to sustain effective working groups</li> <li>• Training will be regarded as a key learning opportunity by the participants</li> <li>• Preparation of text books and educational materials are ready in due time at quality standards</li> <li>• Close co-operation between MoNE project team, BoE and DG for</li> </ul>

<p>and to stakeholders the final revised draft regulations in the light of EDC/HRE</p> <p><b>Activity 1.1.7:</b> Taking into account the feedback of the institutions/departments and stakeholders and revising the final revised draft regulations, if needed.</p> <p><b>Activity 1.1.8:</b> Presenting the final proposal to Board of Education (BoE) for approval</p> <p><b>Activity 1.1.9:</b> Approval of BoE</p> <p><b>Activity 1.1.10:</b> Organizing an Information meeting to share with the public.</p> <p><b>Activity 1.2:</b> Analysing and strengthening the present curriculum based upon the principles of EDC/HRE and developing a compulsory course on EDC/HRE at primary school level.</p> <p><b>Activity 1.2.1:</b> Analysing, revising and developing the existing curricula based upon the principles of EDC/HRE from pre-school to the end of secondary education.</p> <p><b>1.2.1.1.</b> Establishing a Curriculum Review Working Group (CRWG)</p> <p><b>1.2.1.2.</b> Training of the CRWG members</p> <p><b>1.2.1.3.</b> Scanning existing programs in terms of acquired competencies and practice.</p> <p><b>1.2.1.4.</b> Organizing study visits to</p>			<p>education is assured</p> <ul style="list-style-type: none"> <li>• There is interest and willingness of government, provincial authorities and NGOs to participate in the design, implementation and dissemination of EDC/HRE issues</li> <li>• Effective collaboration between related institutions</li> <li>• Assigned personnel are sufficient</li> <li>• Consistent support at the local level from schools and communities (teachers, pupils, students, non-teaching staff and parents) for the project.</li> <li>• Related groups have the capacity to prepare and implement projects</li> </ul>
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<p>European countries to observe educational programmes in the light of EDC/HRE with participation of members of CRWG.</p> <p><b>1.2.1.5.</b> Following the study visits, evaluating the results of these visits and proposing recommendations regarding the programmes.</p> <p><b>1.2.1.6.</b> Organising a workshop with participation of experts and stakeholders to discuss developed recommendations.</p> <p><b>1.2.1.7.</b> Embodying the workshop results into the recommendations</p> <p><b>1.2.1.8.</b> Presenting the draft programmes to related departments/institutions and stakeholders.</p> <p><b>1.2.1.9.</b> Reflecting comments of related departments/institutions in the draft programs.</p> <p><b>1.2.1.10.</b> Presenting the final proposal to Board of Education (BoE) for approval</p> <p><b>1.2.1.11.</b> Approval of BoE</p> <p><b>1.2.1.12.</b> Organizing an information meeting to share the approved</p>			
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<p>programme with the publics</p> <p><b>Activity 1.2.2:</b> Preparing the curriculum and a course book for a compulsory course on EDC/HRE at primary school level.</p> <p><b>1.2.2.1.</b> Organizing a workshop with members of Board of Education, curriculum developers, field experts and members of NGO/CSO to define the needs for a compulsory course on EDC/HRE at primary school level.</p> <p><b>1.2.2.2.</b> Reporting workshop results and presenting to BoE</p> <p><b>1.2.2.3.</b> BoE approval of the results</p> <p><b>1.2.2.4.</b> Establishing a Curricula Development Working Group (CDWG) for designing a curriculum for a compulsory course on EDC/HRE</p> <p><b>1.2.2.5.</b> Training of CDWG members</p> <p><b>1.2.2.6.</b> Designing of a new curriculum for the mandatory course on EDC/HRE by CDWG</p> <p><b>1.2.2.7</b> Designing of course books for the new mandatory</p>			
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<p>course on EDC/HRE by CDWG</p> <p><b>1.2.2.8.</b> Organizing workshops with stakeholders and educational institutions to finalise the developed curriculum and the course books</p> <p><b>1.2.2.9.</b> Reflecting the evaluations of the workshop results into the developed programme</p> <p><b>1.2.2.10.</b> Presenting the final draft for approval of BoE</p> <p><b>1.2.2.11.</b> Approval of BoE</p> <p><b>1.2.2.12.</b> Printing and distribution of the curriculum and the course books for pilot implementation</p> <p><b>Activity 1.2.3:</b> Pilot implementation of the newly developed programme and the course books</p> <p><b>1.2.3.1.</b> Selecting pilot schools from 7 geographical region (3 schools from each region)</p> <p><b>1.2.3.2.</b> Selecting teachers from pilot schools (100 teachers of pilot schools)</p> <p><b>1.2.3.3.</b> Training 100 teachers of pilot schools on the newly developed</p>			
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<p>programme and the course book</p> <p><b>1.2.3.4.</b> Pilot implementation of the newly developed programme and the course books</p> <p><b>1.2.3.5.</b> Monitoring and evaluation of the pilot implementation by CDWG</p> <p><b>1.2.3.6.</b> Reporting the results of the pilot implementation</p> <p><b>1.2.3.7.</b> Revising the curriculum and the course book, if needed, based on the pilot implementation.</p> <p><b>Activity 1.2.4:</b> Analysing and revising the existing “preparatory programme” in the light of EDC/HRE for teachers who are in the first year of their profession.</p> <p><b>1.2.4.1.</b> Analysing the existing “preparatory programme” in the light of EDC/HRE for teachers who are in the first year of their profession by the CRWG</p> <p><b>1.2.4.2.</b> Developing recommendations for the programme</p> <p><b>1.2.4.3.</b> Preparing a draft programme based on the recommendations for the approval of DG of Personnel.</p> <p><b>1.2.4.4.</b> Approval of the recommendations by DG of Personnel.</p>			
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<p><b>Result 2:</b> Educational materials on EDC/HRE are developed and distributed to pilot schools.</p> <p><b>Activity 2.1.</b> Developing and distributing educational materials on EDC/HRE to pilot schools.</p> <p><b>Activity 2.1.1:</b> Developing educational materials on EDC/HRE appropriate for different age groups of students from pre-school to the end of secondary education.</p> <p><b>2.1.1.1</b> Establishing a Material Development Working Group (MDWG)</p> <p><b>2.1.1.2.</b> Training of MDWG members</p> <p><b>2.1.1.3.</b> Scanning European/international educational materials on EDC/HRE by MDWG</p> <p><b>2.1.1.4.</b> Selecting the educational materials to be translated</p> <p><b>2.1.1.5.</b> Adaptation and translation of educational materials</p> <p><b>2.1.1.6.</b> Analysing the result of the programme/course book pilot implementation of the mandatory course on</p>	<p>Direct Grant Agreement</p>		

<p>EDC/HRE to take into consideration during the process of developing other educational materials</p> <p><b>2.1.1.7.</b> Developing awareness raising and educational materials on EDC/HRE for adults, educators and students.</p> <p><b>2.1.1.8.</b> Designing a communication/information package on EDC/HRE including among other documents, internationally adopted declarations and conventions.</p> <p><b>2.1.1.9.</b> Presenting the final draft of all adapted and developed educational materials for approval of BoE</p> <p><b>2.1.1.10.</b> Approval of BoE</p> <p><b>Activity 2.1.2:</b> Printing and distributing the educational materials including the course book on EDC/HRE to pilot schools (in total 21 pilot schools, 3 from each geographical region) and making all educational materials available on the internet.</p>			
<p><b>Result 3:</b> Basic skills and knowledge of MoNE personnel and concerned groups developed on EDC/HRE through</p>	<p>Direct Grant Agreement (3.1 and 3.2.3)</p> <p>Grant Scheme (3.2.1 and 3.2.2)</p>		

<p>awareness raising activities and trainings.</p> <p><b>Activity 3.1:</b> Organising trainings for MoNE personnel on EDC/HRE.</p> <p><b>Activity 3.1.1:</b> Establishing and training a Capacity Development Working Group (CDWG)</p> <p><b>Activity 3.1.2:</b> Training of the CDWG</p> <p><b>Activity 3.1.3:</b> Organising study visits for members of the CDWG to observe educational implementations in European countries</p> <p><b>Activity 3.1.4:</b> Preparing study visit reports to take into consideration for capacity raising activities.</p> <p><b>Activity 3.1.5:</b> Preparing appropriate training programmes, training materials and "education kits" to be used in the training of the trainers and subsequently the trainings that the trainers would organise themselves.</p> <p><b>Activity 3.1.6.:</b> Organizing in-service trainings at both central and provincial level for the following groups:</p> <ul style="list-style-type: none"> <li>• Updating the education of existing 240 trainer teachers of the Democratic Citizenship Education Project</li> <li>• Training 200 candidate trainer teachers</li> </ul>			
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**Activity 3.1.7.:** Training 30 expert trainers who would then give trainings to the following groups:

- 70 curriculum and regulation development experts
- 300 textbook analysis experts
- 100 textbook writers
- 300 inspectors and deputy inspectors
- Teaching and non-teaching staff of the pilot schools of the Democratic School Culture Competencies Framework

**Activity 3.1.8.:** Organising information meetings for MoNE (MoNE General Directorates, BoE Members, Deputies of General Directorates, Department Heads, MoNE consultants) and 81 Provincial Education Directorates.

**Activity 3.1.9.:** Organising awareness-raising workshops and seminars for 300 school principals and 950 educational directors of district directorates.

**Activity 3.1.10.:** 440 trainer teachers organises month-long school-based trainings on EDC/HRE in their provinces.

**Activity 3.1.11.:** Conducting an impact assessment of the school

based training model in comparison with the existing centre-based in-service training model using randomised experiment methodology using pre-tests, post-tests and control groups.

**Activity 3.2:** Organising awareness raising activities on EDC/HRE for all concerned groups.

**Activity 3.2.1:** Organising a grant scheme for public awareness raising activities for schools, school family unions (PTAs), universities, and education and human rights related non-governmental organisations. The beneficiaries of the projects will be parents, school family unions (PTAs), local decision makers and local NGOs.

**Activity 3.2.2:** Setting up a body composed of all the stakeholders (representatives of the MoNE, NGOs, parents unions etc) to establish the objectives, priorities and eligibility criteria for the grant scheme guidelines

**3.2.2.1:** Launching of the grant scheme through the press and via the internet

**3.2.2.2:** Evaluation of the project proposals and awarding of grants

**3.2.2.3:** Monitoring of the

<p>implementation of the projects and preparation of an evaluation report measuring the impact of the activities.</p> <p><b>Activity 3.2.3:</b> Developing and implementing a comprehensive communication strategy.</p> <p><b>3.2.3.1.:</b> Organising a launching event with the participation of MoNE representatives, Council of Europe representatives, representatives of NGOs and other stake holders.</p> <p><b>3.2.3.2.:</b> Designing a user friendly web site publishing questions about EDC/HRE, debate forums, related documents and activities.</p> <p><b>3.2.3.3.:</b> Emphasising EDC/HRE principles through the media and mass communication tools (spot films, brochures, quarterly periodicals, billboards, booklets on EDC/HRE principles, etc.)</p> <p><b>3.2.3.4.:</b> Organising activities for the general public and round table debates</p>			
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<p>(national, provincial, county and school level)</p> <p><b>3.2.3.5.:</b> Organising a closing event with the participation of MoNE representatives, Council of Europe representatives, representatives of NGOs and other stake holders.</p>			
<p><b>Result 4:</b> Democratic School Culture is promoted and Democratic School Culture Competency Framework is prepared.</p> <p><b>Activity 4.1.</b> Promotion and preparation of Democratic School Culture and its Competency Framework</p> <p><b>Activity 4.1.1:</b> Establishing a Democratic School Culture Working Group (DSCWG)</p> <p><b>Activity 4.1.2:</b> Training of the DSCWG</p> <p><b>Activity 4.1.3:</b> Reviewing national and international publications relating to EDC/HRE based school culture.</p> <p><b>Activity 4.1.4:</b> Studying and defining how existing</p>	<p>Direct Grant Agreement</p>		

school culture may be contradictory to EDC/HRE principles

**Activity 4.1.5:** Organizing study visits for members of the DSCWG to observe how EDC/HRE perspective is reflected in school and in the learning environment in EU countries.

**Activity 4.1.6:** Reporting and evaluating the results of study visits and taking them into consideration while developing a framework for democratic school culture.

**Activity 4.1.7:** Defining the competencies needed for an EDC/HRE based democratic school culture and preparing the Democratic Culture Competency Framework for democratic institutions.

**4.1.7.1.** Organising workshops to present the defined competencies to related institutions/departments and stakeholders view.

**4.1.7.2.** Presenting the Culture Competency Framework improved through the results of the workshop to the relevant institutions/departments

**4.1.7.3.** Producing and multiplying the Democratic Culture

<p>Competency Framework as a booklet; distributing the booklets to the pilot schools' educators and staff.</p> <p><b>Activity 4.1.8:</b> The pilot implementation of defined competencies in 40 selected schools from 7 provinces.</p> <p><b>4.1.8.1.</b> Analysing the existing situation before the pilot implementation and defining the comparison school groups</p> <p><b>4.1.8.2.</b> Organising a school based training for pilot schools' administrators, teachers, non-teaching staff and school family union representatives.(See Activity 4.7)</p> <p><b>4.1.8.3.</b> Evaluating the quarterly monitoring reports of pilot implementation.</p> <p><b>4.1.8.4.</b> Conducting an impact analysis using pre-tests and post-tests for pilot schools.</p> <p><b>4.1.8.5.</b> Reporting the result and revising the Democratic Culture Competency Framework if needed.</p> <p><b>Activity 4.1.9:</b> Evaluating and reporting the pilot</p>			
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implementation			
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