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:TR2010/0136.05

1.2 Title: Increasing Primary School Attendance Rate of Children

1.3 ELARG Statistical code: 01.36 - Political Criteria

1.4 Location: Turkey (Pilot Provinces: Diyarbakır, Batman, Van, Hakkâri, Şanlıurfa, Siirt, Şırnak, Bingöl, Bitlis, Mardin, Ağrı and Muş)

Implementing arrangements:

1.5 Implementing Agency:

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

Mr. Muhsin ALTUN (PAO-CFCU Director)
Central Finance and Contracting Unit

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1.6 Beneficiary (including details of SPO):

Mr. Salih ÇELİK (Deputy Undersecretary)
Ministry of National Education
Address: Ministry of National Education, Kızılay, Ankara, Türkiye
Tel   : 0312 – 418 6979
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Financing:

1.7 Overall cost (VAT excluded)[1]: M€ 3,2

1.8 EU contribution: M€ 2,88

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

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[1] 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 of this project is to increase the attendance rates for 8 years compulsory primary education in Turkey

2.2 Project purpose:

The purpose of this project is to decrease drop-outs and non-attendence in primary schools through;
- identifying measures to be taken and developing policy recommendations,
- revising regulations,
- developing an intervention system regarding e-school database,
- improving basic skills of children experiencing difficulties on Turkish language,
- increasing capacity of MoNE personnel and raising awareness of all related groups.

2.3 Link with AP/NPAA / EP/ SAA

Turkey 2007 Accession Partnership document specifically refers to the Copenhagen political criteria which require a candidate state to achieve stability of institutions, guaranteeing democracy, the rule of law and human rights. This project will contribute towards strengthening the capacities of the Turkish Institutions, specifically the Ministry of National Education, to fulfill these priorities through establishment of monitoring, prevention and intervention system on non-attendance and drop-outs at both central and local levels and promoting school completion in primary education.

At 2008 NPAA Document of Turkey, 'In order to reduce the school dropouts, necessary measures primarily targeting the rural areas and girls will be taken and rates of transition to secondary education will be increased.'(21.) This project is in line with NPAA document considering drop-outs and non-attendance rates in Primary education.

2.4 Link with MIPD

In the 2009-2011 MIPD for Turkey, as indicated under the Institution Building Component I, this project will focus on strengthening the institutional capacity of the Primary Education to reinforce the right of the children for education. The project will prioritize the establishment of an effective monitoring, prevention and intervention system on non-attendance and drop-outs in primary education, together with the necessary mechanisms to enable efficient implementation of this system.

At 2009-2011 MIPD Document of Turkey 'Increase of enrolment rates, and decrease of dropouts, particularly of girls in secondary/VET education.'(40.) This project will serve the

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children experiencing difficulties to improve their basic skills and it will serve for increasing enrolment rates.

2.5 Link with National Development Plan (where applicable)

According to 'Ninth Development Plan of Turkey' (2007-2013);

"255. The need for increasing education, culture and health services targeting at people exposed to the risk of poverty, primarily the women, children, elderly, disabled and those who have migrated to urban areas, still exists.",

"273. Problems associated with adaptation as a result of intense migration and unplanned urbanization create an environment for other issues such as terrorism and lack of public order, which harm social integrity and harmonization. In this context, measures need to be taken that would develop the sense of integration and belonging to the society both at national and local levels and increase the capacities of local administrations and their dialogues with NGOs.",

585. Necessary measures, which primarily target the rural areas and girls, will be taken in order to reduce the school drop outs and rates of transition to secondary education will be increased.

602. With the aim of spreading opportunities of good quality education, quality assurance systems will be set up in education institutions, quality standards will be determined and made widespread, authorities and institutional capacities of educational institutions will be increased.

Under title '5.4.1. Enhancing the Educational System': "In order to increase the quality of education there is the continual requirement to improve the physical infrastructure, equipment and qualifications of teachers, use of resources allocated for education more effectively and in harmony with the renewed curriculum programs and teaching methods"

This project will focus on increasing the quality of education through developing monitoring, prevention and intervention system on non-attandence and drop-outs

2.6 Link with national/ sectoral investment plans:

According to the Strategic Plan of the Ministry of National Education for 2010-2014, Theme 2/Strategic Objective-2/Strategic Target 2.2; it is aimed to prevent drop-outs in primary education by the end of 2014. This project will contribute to the targets of the Strategic Plan of the Ministry of National Education.

3.   Description of project

3.1 Background and justification:

Recent policies in education have focused on increasing access in primary education and Turkey made significant progress since 1997. In this regard, it is time to focus on ensuring all children attend and complete the school equipped with necessary skills. This focus is very well reflected and prioritized in the national strategies and plans of the Ministry of National Education. However, there is a need to reflect this commitment into implementation level, complemented with required institutional capacity building activities.

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Various studies and many researchers have used surveys and interviews to gather information about why students are not attending and finally drop out of school and they all show that the reasons for leaving education early are very much specific to the individual and that there are a wide variety of determinants and a wide range of influential factors related to school environment, psycho-social support systems, family environment and legal framework and infrastructure. Education system should be aware of these determinants to be able to address the issue. It is clear that there is not a simple solution; however "emphasis should in all cases be placed on early-identification, prevention and individual follow up of those at risk of non-attendance and drop-out. Successful identification of the students who are in fact at risk can let the implementation of intensive targeted interventions. In Turkey, there is a database providing information about the students but there is lack of such an intervention system and capacity which address the problem and its solutions effectively.

"E-school" - known as Parent Information System - is a web based school administration software which introduced under and part of MEBBİS- Information Systems Project of Ministry of the National Education- on January 2007. This system covers all information of students from beginning of enrolment to the primary school (even if pre- school) to the graduation and it is being carried out by General Directorate of Educational Technologies (EGİTEK) of MoNE. Public and private elementary schools, kindergartens, secondary education institutions and private educational institutions give information to "e-school" system.

The system provides plenty of various opportunities on administrative process such as student registration, transfer procedures, entries of notes, attendance procedures, test data, applications and preferences for central and other examinations (SBS, etc), contact preferences and procedures, document processes (certificate of appreciation, certificate of high achievement, etc.) and the weekly program entry. Drop-out and non-attendance rates are also available within e-school database. The actual drop-out rate in Turkey in Primary Education is 1,31 % as it is 1,14 % for boys and 1,50 % for girls at 2009-2010 educational year. Non-attendance rates show a great range within the year considering the number of days of non-attendance. Also within the e-school system, many modules are available for parents by inputting Turkish Republic Identity Number to get information about the students. In the system; attendance of students, subject programs, behavior notes, exam notes and dates, school announcements, the central test results can be learned by parents and schools directors. Recently enrolment of students to the primary schools is begun to be followed due to Address Based Population System which was established to obtain main data source of population censuses after Population services law, acted in 2006.

"E-school" database of MoNE provides so much information on a student as stated above. By this project it is aimed to determine and implement intervention measures at national, provincial, district and school level regarding the information at e-school database on drop-outs and non-attendance of students for different types of risk groups (including the children of families traveling to other provinces in order to find temporary agricultural jobs and immigrants). An intervention system including interventions for different disadvantages regarding drop-outs and non-attendance is developed (including the responsibilities of rehabilitation and guidance services, schools and MoNE directorates, other relevant governmental and non-governmental institutions and responsibilities of inspection services for the monitoring of the schools and other governmental bodies on the measures to be taken).

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That system will be implemented by MoNE and it will be monitored by the inspectors of MoNE. Annual Provincial Reports of MoNE will contain the results of the implementation of the system and necessary precautions will be taken for the effectiveness of the implementation with the evaluation and coordination of MoNE inspectors.

In this project, first of all it is aimed to determine the risk factors causing non-attendance and drop outs and the intervention measures regarding these risk factors. All the people (including children) taking part in education system shall be aware of the intervention measures considering these risk factors. For the purpose of reducing non-attendance and drop-out risk to lowest level, a research is made by Primary School General Directorate on examining different practices in Turkey and other countries. According to the results of the research, it is determined that one of the risk factors causing non-attendance and drop-out for children is "the language which is spoken at home with the family members is not Turkish" (Research report of current situation and needs analysis on the risk of non-attendance and drop-outs 2009, page 21). A more intensive research must be made on the subject regarding different kinds of risk factors for the children (including the children of families traveling to other provinces in order to find temporary agricultural jobs, immigrants and other kinds of disadvantages resulting in non-attendance and drop outs) and efficient intervention measures must be built on that research. In order to find out and monitor the children with risk factors, a monitoring system with special indicators and detailed personal information regarding the risk factors for the children must be developed. So by this way, the intervention measures will be taken for the children with risk factors one by one individually.

Inspectors' annual reports and teachers' end-year reports are sent to provincial MoNE Directorates and consequently to General Directorate of Primary Education. These annual reports emphasize that there is a necessity for promoting the system of teaching Turkish language. At Provincial Evaluation Reports of Primary Education Inspectors Organs located at Provincial Educaton Directorates; one of the obstacles for non-attendance and inaccesibility in education is "the language which is spoken at home with the family members is not Turkish". That result took place at the reports of Diyarbakır, Batman, Van, Hakkâri, Şanlıurfa, Siirt, Şırnak, Bingöl, Bitlis, Mardin, Ağrı and Muş provinces.

The children experiencing problems in Turkish language skills have adaptation problems to the school culture for that reason new programs should be built in order to mitigate their problems of adaptation and basic skills especially in Turkish language. The best solution of this issue is developing a Turkish language teaching program applicable for all the regions in Turkey. Because of the law on the Unity of Education in Turkey, there must be only one program for a lesson. The current Turkish training program doesn't address learning Turkish. For the reason that, a program on learning Turkish doesn't exist and the problem takes place for partly some of the students in a school or in a class; so, only the students experiencing problems on language must be selected and trained. Regarding this fact, the program will be approved as an elective course. The Turkish language teaching program will address the solution better by this way. The language courses will be organized at school level and will be free of charge. The schedules of the trainings will be planned by the district directorate of MoNE and the trainings will then be coordinated and conducted by the school. Educational materials for the students and the expences of teachers will be provided by MoNE after the piloting process conducted by the project. MoNE has been providing books to the students for all the lessons in primary education free of charge since 2003-2004 educational year. In addition, this program must be disseminated among the policy makers, MoNE personnel for

efficient implementation. Also regarding different kinds of risk factors for the children (including the children of families traveling to other provinces in order to find temporary agricultural jobs, immigrants and other kinds of disadvantages resulting in non-attendance and drop outs), the legislations must be revised in order to facilitate their education. The intervention systems regarding the results of e-school database developed by this project must be supported by the legislative changes for the reason of increasing their effectiveness and sustainability and guaranteeing their usability.

By leaving education early, young people do not reach the level of knowledge, skills and competence necessary to allow them to participate fully in the labour market and to take advantage of fast changing economic and employment patterns. In addition to this negative impact, early school leavers are challenged in their ability to develop personally and socially, and are at increased risk of poverty and social exclusion. When young people drop out of school, very often they are dropping out of society to a life of anti-social behavior and possibly crime.

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

This Project hereby will contribute to education for all approach and be a crucial step in terms of meeting problems faced in the implementation of regulation. The project will improve the efficiency and effectiveness of the delivery of educational services for all. It is assumed that the government of Turkey will make available sufficient national resources in order to ensure the sustainability of the project's results to other provinces and other schools.

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

The legislative changes will be valid after they are approved, so the sustainability of the project will be assured by the effects of the legislations revised by the project. The intervention system developed by this project will be used after the project period and determined measures on preventing and intervening drop-outs and non-attendance regarding the outputs of the system will be taken so that will also ensure the sustainability of the project. Ministry of Turkish National Education aims at disseminating the legislative changes and intervention system to be developed and the programme to be implemented in pilot provinces. Levels of the pilot schools of the Project are in primary education. The criteria in selecting the schools are the number of students in classrooms, accommodation and physical conditions of the schools. Schools from areas in need have been selected in Diyarbakır, Batman, Van, Hakkâri, Şanlıurfa, Siirt, Şırnak, Bingöl, Bitlis, Mardin, Ağrı and Muş. After the project finishes, MoNE is determined to disseminate the outcomes of the project country-wide and by this way provide the sustainability of the project. The program and other outputs of the project will be for the overall country during and after the project period. Moreover, the project will be for the development and piloting of these outputs.

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In addition, the implementation of the project will allow contribution from the municipalities, NGOs and local administrations especially for the activities at local level. Further, the measures to be taken will also determine and give responsibilities to and result in active cooperation of MoNE directorates, schools, municipalities, NGOs and local administrations to create a catalytic effect and provide the sustainability of the project.

3.3 Results and measurable indicators:

Result 1: Measures identified and policy recommendations developed related to drop outs and non-attendance by making a complete analysis of the situation

Indicators:

- A report prepared by the working group for determining measures for preventing non-attendance and drop-outs
- 400 participants of 2 workshops organized for determining measures for preventing non-attendance and drop-outs
- Final reports of 2 workshops organized for determining measures for preventing non-attendance and drop-outs
- A study visit report organized for observing the related implementations in EU MS on the measures for preventing non-attendance and drop-outs
- A policy recommendation report on the measures for preventing non-attendance and drop-outs
- A handbook on the measures for preventing non-attendance and drop-outs

Result 2: Revised regulations for providing the legal basis for the newly developed interventions and for Turkish language teaching program

Indicators:

- An analysis report of the current regulations on preventing drop-outs and non-attendance
- A report of the implementations in the EU countries on prevention and intervention for drop-outs and non-attendance prepared after the study visits organized to EU countries
- 400 participants of 2 workshops organized to discuss the measures to be taken and analyze the regulations
- Final reports of 2 workshops organized to discuss the measures to be taken and analyze the regulations
- Primary Education regulations revised for preventing drop-outs and non-attendance, for the newly developed intervention system regarding e-school database and for the usage of newly developed Turkish language teaching program
- 200 participants of the information meeting on the revised regulations

Result 3: Adequate intervention measures identified and taken in place on drop-outs and non-attendance for different types of risk groups

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Indicators:

- An analysis report for e-school database on the information regarding disadvantages resulting in non-attendance and drop-outs
- 600 participants of 4 workshops on determining the intervention measures
- Final reports of 4 workshops on determining the intervention measures
- A booklet on the intervention measures determining the responsibilities of institutions at national, provincial, district and school level
- An intervention system including interventions for different disadvantages regarding drop-outs and non-attendance
- A report for school administrators and guidance teachers on the intervention measures regarding the intervention system
- 200 participants of the workshop organized to define the framework for Turkish language teaching program
- Final report of the workshop organized to define the framework for Turkish language teaching program
- Reports of 2 study visits on observing the implementations of language teaching and education in non-official languages on EU MS
- A report on the implementations of language teaching and education in non-official languages in the EU countries
- 300 participants of 3 workshops at 3 pilot provinces with stakeholders and educational institutions on the program
- Final reports of 3 workshops at 3 pilot provinces with stakeholders and educational institutions on the program
- The newly developed Turkish language teaching program
- Educational materials of the new Turkish language teaching program developed
- 120 pilot schools selected for pilot implementation
- 200 teachers trained on the newly developed programme for pilot implementation
- Monitoring and evaluation reports of the pilot implementation
- A report on the results of the pilot implementation
- The newly developed "Preparatory Program" for teachers

Result 4: Capacity of MoNE personnel and awareness of all related groups increased on preventing drop-outs and non-attendance

Indicators:

- 100 teachers trained on the measures for preventing non-attendance and drop-outs
- 100 school administrators trained on the measures for preventing non-attendance and drop-outs
- 100 counseling teachers trained on the measures for preventing non-attendance and drop-outs
- 200 teachers trained on their responsibilities regarding the intervention system
- 200 administrators trained on their responsibilities regarding the intervention system
- 200 counseling and guidance teachers trained on their responsibilities regarding the intervention system

- 250 inspectors trained on the newly developed intervention system and their responsibilities for the implementation and efficiency of the system (including monitoring of the system)
- 1200 participants of 12 information meetings organized for policy makers
- 200 participants of the launching event of the project organized
- 5.000 family members trained at 5 day trainings in 120 pilot schools on the measures for preventing drop-outs and non-attendance
- 120 Turkish language courses organized for volunteered families at pilot schools
- Promotional materials developed (including brochures, posters, banners) to increase the visibility of the project
- 200 participants of the closing conference of the project organized

3.4 Activities:

Result 1: Measures identified and policy recommendations developed related to drop outs and non-attendance by making a complete analysis of the situation

Activity 1.1. Identifying the measures and developing policy recommendations related to drop outs and non-attendance by making a complete analysis of the situation ((addressing different measures for different reasons related to school environment, psycho-social support systems, family environment, legal framework and infrastructure) especially for different types of risk groups (low level of success at lessons, social problems and adaptation problems to the school society, health problems of the families and the students. Lack of parental care, divorced parents, child labor, being older than their peers, immigrants, the students in combined classes and the students with insufficient language skills, etc.)

1.1.1. Establishing a working group for identifying the measures for preventing non-attendance and drop-outs especially for different types of risk groups
1.1.2. Organizing 2 workshops for identifying the measures for preventing non-attendance and drop-outs especially for different types of risk groups
1.1.3. Organizing a study visit to observe the related implementations in EU MS on the measures for preventing non-attendance and drop-outs especially for different types of risk groups
1.1.4. The working group prepares a report after an intensive study on the measures for preventing non-attendance and drop-outs especially for different types of risk groups
1.1.5. Preparing a policy recommendation and a handbook on the measures for preventing non-attendance and drop-outs especially for different types of risk groups by the working group
1.1.6. Printing and distributing the handbook to pilot schools and the policy recommendation report to relevant institutions.

Result 2: Revised regulations for providing the legal basis for the newly developed interventions and for Turkish language teaching program

Activity 2.1. Revising the existing regulations regarding different kinds of risk factors for the children (low level of success at lessons, social problems and adaptation problems to the school society, health problems of the families and the students. Lack of parental care, divorced parents, child labor, being older than their peers,etc.) for providing the legal basis for the newly developed interventions and for Turkish language teaching program.

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2.1.1. Establishing a Regulation Review Working Group with the participation of field experts and representatives of related MoNE Directorates and Board of Education
2.1.2. Preparing an analysis report of the current regulations on preventing drop-outs and non-attendance, for the newly developed intervention system regarding e-school database and for the usage of newly developed Turkish language teaching program
2.1.3. Conducting a study visit to observe related implementations of regulations on prevention and intervention on drop-outs and non-attendance for different risk groups (especially immigrants) in EU MS
2.1.4. Preparing a report of the implementations in the EU countries on prevention and intervention for drop-outs and non-attendance
2.1.5. Organizing 2 workshops with participation of field experts, representatives of governmental bodies and NGOs/CSOs and parent teacher associations to discuss the measures to be taken and analyze the regulations
2.1.6. Preparing a draft regulations proposal (The proposal will also contain establishment of boards at national and provincial level)
2.1.7. Submitting to the related institutions/departments and to stakeholders the final revised draft regulations
2.1.8. Taking into account the feedback of the institutions/departments and stakeholders and revising the final revised draft regulations, if needed.
2.1.9. Presenting the final proposal to Board of Education (BoE) for approval
2.1.10. Approval of BoE
2.1.11. Organizing an Information meeting to share the revised regulations with the public

Result 3: Adequate intervention measures identified and taken in place on drop-outs and non-attendance for different types of risk groups

Activity 3.1. Intervention measures are identified and taken at national, provincial, district and school level regarding the information of e-school database on drop-outs and non-attendance of students for different types of risk groups (low level of success at lessons, social problems and adaptation problems to the school society, health problems of the families and the students. Lack of parental care, divorced parents, child labor, being older than their peers,etc.)

3.1.1. Establishing a workgroup for determining the intervention measures regarding the information on e-school database
3.1.2. Preparing an analysis report for e-school database on the information regarding disadvantages resulting in non-attendance and drop-outs
3.1.3. Organizing 4 workshops for determining the intervention measures to be taken at national, provincial, district and school level regarding the information at e-school database on drop-outs and non-attendance of students
3.1.4. Preparing a booklet on the intervention measures determining the responsibilities of institutions at national, provincial, district and school level
3.1.5. An intervention system including interventions for different disadvantages regarding drop-outs and non-attendance is developed (including the responsibilities of rehabilitation and guidance services, schools and MoNE directorates, other relevant governmental and non-governmental institutions and responsibilities of inspection

services for the monitoring of the schools and other governmental bodies on the measures to be taken)

3.1.6. The intervention system is approved and implemented after relevant revisions

3.1.7. Preparing a report for school administrators and guidance teachers on the intervention measures regarding the intervention system

3.1.8. Publishing and distributing the report to relevant institutions

Activity 3.2. The existing Turkish language teaching program revised and a program and materials reinforcing Turkish language education developed for children without sufficient language skills, to catch up with their peer group at primary school level

Activity 3.2.1. Preparing an intensive Turkish language teaching program for children without sufficient language skills, to catch up with their peer group at primary school level to be implemented especially in combined classrooms

3.2.1.1. Establishing a Program Development Working Group (PDWG) with the participation of field experts and representatives of related MoNE Directorates and Board of Education for designing a Turkish language teaching program

3.2.1.2. Organizing a workshop with MoNE representatives, field experts and members of NGO/CSO to determine the current situation on Turkish language teaching and to define the framework for Turkish language teaching program.

3.2.1.3. Reporting workshop results to policy makers

3.2.1.4. Conducting 2 study visits to EU Member States to observe the implementations of language teaching and education in non-official languages on EU MS (two of them will be Latvia and Estonia)

3.2.1.5. Preparing a report on the implementations of language teaching and education in non-official languages in the EU countries (two of them will be Latvia and Estonia).

3.2.1.6. Preparing a new intensive Turkish language teaching program with analyzing the existing core primary school programme for conducting intensive Turkish language teaching

3.2.1.7. Organizing 3 workshops at 3 pilot provinces with stakeholders and educational institutions to finalize the developed program

3.2.1.8. Reflecting the evaluations of the workshop results into the developed programme

3.2.1.9. Presenting the final draft for approval of BoE

3.2.1.10. Approval of BoE

3.2.1.11. Printing and distribution of the program for pilot implementation

Activity 3.2.2. Developing and distributing educational materials for the newly developed Turkish language teaching program to pilot schools.

3.2.2.1. Establishing a Material Development Working Group (MDWG)

3.2.2.2. Developing educational materials for the new Turkish language teaching program

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

3.2.2.4. Approval of BoE

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3.2.2.5. Publishing and distributing the materials for pilot implementation

Activity 3.2.3. Pilot implementation of the newly developed programme and materials at primary school level
    3.2.3.1. Selecting 120 pilot schools from Diyarbakır, Batman, Van, Hakkâri, Şanlıurfa, Siirt, Şırnak, Bingöl, Bitlis, Mardin, Ağrı and Muş
    3.2.3.2. Selecting teachers from pilot schools (200 teachers from pilot schools)
    3.2.3.3. Training 200 teachers from pilot schools on the newly developed programme
    3.2.3.4. Pilot implementation of the newly developed programme
    3.2.3.5. Monitoring and evaluation of the pilot implementation by PDWG
    3.2.3.6. Reporting the results of the pilot implementation
    3.2.3.7. Revising the program, if needed, based on the pilot implementation.

Activity 3.2.4. Analyzing and revising the existing "preparatory programme" for teachers who are in the first year of their profession, considering the measures for preventing non-attendance and drop-outs and communication skills for different risk groups
    3.2.4.1. Analyzing the existing "preparatory programme" for teachers who are in the first year of their profession, considering the measures for preventing non-attendance and drop-outs and communication skills for different risk groups
    3.2.4.2. Developing recommendations for the programme
    3.2.4.3. Preparing a draft programme based on the recommendations for the approval of DG of Personnel.
    3.2.4.4. Approval of the recommendations by DG of Personnel.

Result 4: Capacity of MoNE personnel and awareness of all related groups increased on preventing drop-outs and non-attendance

Activity 4.1. Increasing the capacity of MoNE personnel through trainings
    4.1.1. Conducting trainings for teachers (including the teachers who are in the first year of their profession), counseling teachers and administrators on the measures for preventing non-attendance and drop-outs
    4.1.2. Conducting trainings at central and provincial level for teachers, administrators and counseling and guidance teachers on their responsibilities regarding the intervention system.
    4.1.3. Conducting trainings for inspectors on the newly developed intervention system and their responsibilities for the implementation and efficiency of the system (including monitoring of the system)
    4.1.4. Conducting trainings for teachers on dealing with the children without sufficient Turkish language skills
    4.1.5. Organizing 13 information meetings (1 in Ankara and 12 in pilot provinces) for policy makers at both central and provincial level to increase their knowledge on the newly developed mechanisms in the project

Activity 4.2. Awareness of all related groups increased on preventing drop-outs and non-attendance via awareness raising activities
    4.2.1. Organizing a launching event of the project with the participation of all related partners including NGO/CSO and parent teacher associations' members
    4.2.2. Organizing 5 day trainings for families on the measures for preventing drop-outs and non-attendance in 120 pilot schools

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4.2.3. Organizing Turkish language courses at pilot schools for volunteered families for increasing the efficiency of the training programme conducted for students.

4.2.4. Providing promotional materials (including brochures, posters, banners) to increase the visibility of the project

4.2.5. Organizing a closing conference with the participation of all related parties including NGOs/CSOs

3.5 Conditionality and sequencing:

There is not a conditionality for this project. MoNE has sufficient human resources and experience to implement the project activities. Ministry of National Education is experienced with organizing in-service trainings, international and national conferences, workshops, doing information meetings, preparing training programmes, developing materials. The previous projects of MoNE illustrated that; all parties involved (relevant public institutions, politicians, NGO's, universities, schools and others) are willing to co-operate in the framework of the project and make available (human) resources in order to support the project's activities.

The sequencing of project activities will be in this way; the intervention system and the legislative changes will be prepared for the first year. The implementation of the intervention system will be from the beginning till the end of the schooling period. Trainings regarding the intervention system will be taking place after the monitoring system is developed. The determination of the intervention measures by the working groups in activity 2 will be getting started at the initial phase of the project. Considering the program and material development activities; the preparation and approval of the program and materials will take approximately one year or more than one year (stated by the Board of Education). The pilot implementation of the program and materials must be considered for the next year at schooling period.

The activities will run in parallel sequence as much as possible in order to ensure that outputs are delivered in a timely fashion.

3.6 Linked activities

This project will contribute to the efforts of other EC funded activities packaged under following projects assisting Ministry of National Education;

1. The Girls' Education Campaign- 2001–2005: The objective of this project is to increase school enrollment of girls who are at the compulsory school age. The Girls' Education Campaign, which was initiated in 2003 with the support of the UNICEF, has continued with support from the government, local officials, religious leaders, NGOs, the private sector, the media, children and parents. The project implemented in the ten provinces then gradually covered all over Turkey. The campaign has targeted girls of 6-14 age groups who have never started primary school or left school or not attended school regularly. The number of girls schooled has risen to 280.000 in five years.

The activities of the project comprised, volunteers', including teachers and community leaders, conducting door-to-door interviews with parents. The interaction not only advocates girls' education, it also identifies barriers to schooling such as poverty, long distances to travel, fear for girls' safety, early marriage, lack of school relevance etc. Also neighborhood mobilization is reinforced by television spots featuring celebrities urging girls to go to school, public announcements about education in print and electronic media, and the distribution of

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promotional fliers, posters, brochures, booklets and videos. Campaign officials emphasized the availability of a Conditional Cash Transfer distributed by the Social Solidarity Fund to needy parents whose children are attending school regularly. The scheme, available to the poorest 8 percent of the families is funded by the World Bank as part of its Social Risk Mitigation Program.

2. The campaign "The Support of the School enrollment of Girls – Girls, let's go to school" was launched in 2003 in ten provinces in Eastern and South-eastern regions of Anatolia, where the school enrollment rate was the lowest. This campaign has been gradually implemented all over Turkey and it was found that 273 thousand girls had not enrolled to school nationwide and 81 % of them were enrolled by this campaign. Although the target body of this campaign is girls, the boys at the rate of 1/3 of the girls are also schooled. The number of the girls enrolled to school by the project can be seen below:

<div align="center">

Impact of the Campaign
"The Support of the School enrollment of Girls – Girls, let's go to school"

</div>

2003 (10 provinces)	2004 (33 Provinces)	2005 (53 Provinces)	2006 (Turkey)	Total	Known but not enrolled yet
40.000	73.200	62.251	47.349	222.800	50.647

Source: MoNE web site

School enrollment rate in secondary education is still unsatisfactory. Net school enrollment rate in secondary education in the 2008-2009 educational year is 58.52 %. It is clear that the difference between gross and net school enrollment rates is highest in secondary education. This fact shows that a serious inefficiency exists in secondary education resulting in high drop-out rates. Lack of advanced VET programmes, efficient career and vocational services and difficulties in horizontal transitions between different types of programs are the main reasons for dropping out in secondary education.

3. Support to Basic Education Programme: The programme was implemented within the period of 2002 – 2007. It supported the Ministry of National Education' Basic Education strategy to improve the access to and the retention in education while improving its quality by supporting a system of enhanced national standards of teaching and learning. The programme also provided direct support to a number of provinces and urban areas to empower those directly responsible for the delivery of basic and non-formal education to make quantifiable improvements in the teaching and learning process.

Support to Basic Education Programme activities were implemented for the enhancement of national standards of teaching and learning. It was based on improving the capacity of MoNE regarding to educational services . By this new project activities focusing will be implemented on drop-outs and non attendence and developing a programme for Turkish language education.

4. "Towards Good Governance, Protection and Justice for Children in Turkey": The project contributed to development of various models to improve the implementation and the provision of the Child Protection Law. Within the context of accession to the EU, the overall objective is to enhance the protective environment for children in contact with the law and to strengthen the system to prevent children from coming in contact with the law as

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outlined by the Convention on the Rights of the Child. The specific objectives of the project is to inform key stakeholder institutions and provide a strategic focus to strengthen their capacity and to improve communication within families, to develop skills of adolescents at risk.

"Towards Good Governance, Protection and Justice for Children in Turkey" project was implemented for the general purpose of the dissemination and effectyiveness of child protection law and the activities were focused on children rights. By this new project; regulations are revised on school drop-outs and non-attendence and a program for Turkish language education is developed. The two projects are supporting each other but their aims and results are different.

5. Children First" – "Modelling Child Protection Mechanisms at Provincial Level": The overall objective is to increase the capacity through system development, establishment of coordination mechanisms at provincial level, training, provision of tools and material, awareness raising activities and advocacy, in the area of child protection, coordination, management, monitoring and system development of central and provincial institutions and civil society working with and for children in contact with the law or at risk of coming into contact with the law, victims of violence, abuse and neglect and deprived of education, as foreseen in the Child Protection Law No. 5395 of July 2005. The specific 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-centred protection services in twelve priority provinces selected in consideration of education participation rates and the prevalence of children working and living on the street and in conflict with the law.

Children First –"Modelling Child Protection Mechanisms at Provincial Level" Project is aiming to promote preventive and protective, child-centred protection services with activities especially for working children and street children. This new project is focusing on non-attendance and school drop-outs and developing a programme for Turkish language education.

The projects which are briefly described are all for the promotion of the educational services in Turkey but their results and activities are different from each other. This new project is contributing to the outputs of all the projects stated above.

Also under the fourth component of IPA, a new operation is planned to get started by 2010;
6. "**Increasing Enrolment Rates Especially for Girls** (IEREFG)". The overall objective of the project is "To enhance investment in human capital by increasing the quality of education, improving the linkage between education and the labor market, and raising school enrollment rates at all levels of education, especially for girls." The main titles of the activities are as follows:
- A monitoring module (e-module) compatible with the current e-school system (**MEBBIS)** for monitoring school enrollment rates of students in primary and in secondary education will be prepared
- Increasing the quality of guidance and counselling services at schools and Guidance Research Services (RAM) in terms of giving vocational guidance,
- Promoting awareness-raising for parents on the importance of education, especially for girls
- Promoting the effective usage of the equipments delivered

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The comparison table illustrating the differences on regions, target groups, main titles and activities of the two projects:

Name of the Project	Increasing Primary School Attendance Rate of Children Project (from 1st component of IPA)	Increasing Enrolment Rates Especially for Girls (IEREFG) (from 4th component of IPA)
Regions	The activities of the project will take place all over the country	The activities of the project will take place in NUTSII regions
Target Groups	The activities are for Primary Education	The activities are for Secondary Education and VET institutions
Main titles	The activities are on drop outs and non-attendance	The activities are on enrolment
Activities	The activities cover; regulation revisions, policy recommendations, developing an intervention system, identifying measures, Turkish language training program, developing capacity for the newly developed systems and raising awareness on the measures defined	The activities cover; establishing a monitoring module, increasing the quality of guidance and counselling services, awareness-raising for parents on the importance of education, especially for girls, effective usage of the equipments delivered

3.7 Lessons learned

MoNE with the support of UNICEF, the World Bank, NGOs has been implementing a number of programmes and projects related to primary education such as 'Support to Basic Education Programme, "Towards Good Governance, Protection and Justice for Children in Turkey, Capacity Building Support for the Ministry of National Education, Children First" – "Modelling Child Protection Mechanisms at Provincial Level. Also MoNE implemented projects and campaigns for increasing enrolment rates as stated in part 3.6.

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 for organizing workshops, national and international conferences, preparing program, pilot implementation, analyzing education regulations and developing materials. The projects/ campaigns implemented about enrolment rates indicated that there is a necessity for developing an intervention system for preventing drop-outs and non-attendance regarding the information at e-school database and an intensive program prepared for Turkish language teaching program.

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.

Preventive mechanisms for primary school services are very undeveloped and unfamiliar. Systems for identifying children who are at risk and/or victims of malnutrition, violence, abuse and neglect, at high risk of becoming low school achievers, victims, or of coming into contact with the law are inadequate. An early warning and confidential system needs to be established whereby children at risk or victim of malnutrition, violence, abuse or neglect can be identified and provided with appropriate care and protection to fully develop.

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4. Indicative Budget (amounts in EUR)

ACTIVITIES	IB (1)	INV (1)	TOTAL EXP.RE EUR (a)=(b)+(e)	TOTAL PUBLIC EXP.RE EUR (b)=(c)+(d)	SOURCES OF FUNDING								
					IPA CONTRIBUTION		NATIONAL PUBLIC CONTRIBUTION					PRIVATE CONTRIBUTION	
					EUR (c)	% (2)	Total EUR (d)=(x)+(y)+(z)	% (2)	Central EUR (x)	Region al/ Local EUR (y)	IFIs EUR (z)	EUR (e)	% (3)
Technical Assistance Contract	X		3.200.000	3.200.000	2.880.000	90	320.000	10	320.000	-	-	-	
TOTAL IB			3.200.000	3.200.000	2.880.000		320.000		320.000		-	-	
TOTAL INV			-	-	-		-		-				
TOTAL PROJECT			3.200.000	3.200.000	2.880.000		320.000		320.000	-	-	-	

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
Service Contract	QR2 2011	QR4 2011	QR4 2013

6. Cross cutting issues (where applicable)

6.1   Equal Opportunity

Equal participation of women and men will be ensured in the design of projects and access to the opportunities they offer. One of the objectives of the project is to guarantee equal opportunities. The principle of ensuring equal access to services for men and women will be established as one of the main criteria in the selection of beneficiaries of the project. All persons irrespective of gender enjoy equal opportunities when applying for training or work. All training activities and communication materials used in the project will be gender-sensitive. Children will be given maximum opportunity to participate and to express their views. The project will support the equal treatment of all children and women in contact with the law regardless of their gender or social backgrounds.

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.

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 or vulnerable groups.

ANNEXES

1-   Logical framework in Standard Format

2-   Amounts contracted and Disbursed per Quarter over the full duration of Programme

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ANNEX 1: Logical framework matrix in standard format

		Programme name and number :	
LOGFRAME PLANNING MATRIX FOR PROJECT FICHE			
Increasing Primary School Attendance Rate of Children **Ref. No: 88**		**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 : € 3.200.000	IPA budget: € 2.880.000
		Technical Assistance: € 3.200.000	
Overall objective	**Objectively verifiable indicators**	**Sources of Verification**	
The overall objective of this project is to increase the attendance rates for 8 years compulsory primary education in Turkey	• Attendance rates in primary education increased by 10% • Drop-out rates in primary education increased by %1,35 to %0,5	• Project Final Report • Directorate of Strategy Development -MoNE statistics • TURKSTAT statistics	
Project purpose	**Objectively verifiable indicators**	**Sources of Verification**	**Assumptions**

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	Objectively verifiable indicators	Sources of Verification	Assumptions
The purpose of this project is to decrease drop-outs and non-attendence in primary schools through; - identifying measures to be taken and developing policy recommendations, - revising regulations, - developing an intervention system regarding e-school database, - improving basic skills of children experiencing difficulties on Turkish language, - increasing capacity of MoNE personnel and raising awareness of all related groups.	• Attendance rates in primary education increased by 10% • Drop-out rates in primary education increased by %1,35 to %0,5 • Primary Education regulations revised • An intervention system regarding e-school database developed • Turkish language training program • Performance of MoNE personnel increased • awareness of all related groups raised	• Project Reports • TURKSTAT statistics • MoNE documents • The list of participants of conferences, seminars, trainings • Training certificates	• MoNE is committed to sustain efforts for increasing enrolment and support learning Turkish

Results	**Objectively verifiable indicators**	**Sources of Verification**	**Assumptions**
Result 1: Measures identified and policy recommendations developed related to drop outs and non-attendance by making a complete analysis of the situation	• A report prepared by the working group for determining measures for preventing non-attendance and drop-outs • 400 participants of 2 workshops organized for determining measures for preventing non-attendance and drop-outs • Final reports of 2 workshops organized for determining measures for preventing non-	• Project reports • The study visit reports • A report on the recommendations on the current regulations • The participant lists of the workshops and meetings	• There is political will to take legislative measures on drop-outs and non-attendance of the children

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	• A study visit report organized for observing the related implementations in EU MS on the measures for preventing non-attendance and drop-outs • A policy recommendation report on the measures for preventing non-attendance and drop-outs • A handbook on the measures for preventing non-attendance and drop-outs		
Result 2: Revised regulations for providing the legal basis for the newly developed interventions and for Turkish language teaching program	• An analysis report of the current regulations on preventing drop-outs and non-attendance • A report of the implementations in the EU countries on prevention and intervention for drop-outs and non-attendance prepared after the study visits organized to EU countries • 400 participants of 2 workshops organized to discuss the measures to be taken and analyze the regulations • Final reports of 2 workshops organized to discuss the measures to be taken and analyze the regulations	• Participant lists of the workshops • Project progress reports • Participant list of the conference	• MoNE is willing to prepare a Turkish language teaching program • Governmental bodies are willing to prepare a "preparatory programme" • Pilot School principles are willing to implement the project

attendance and drop-outs

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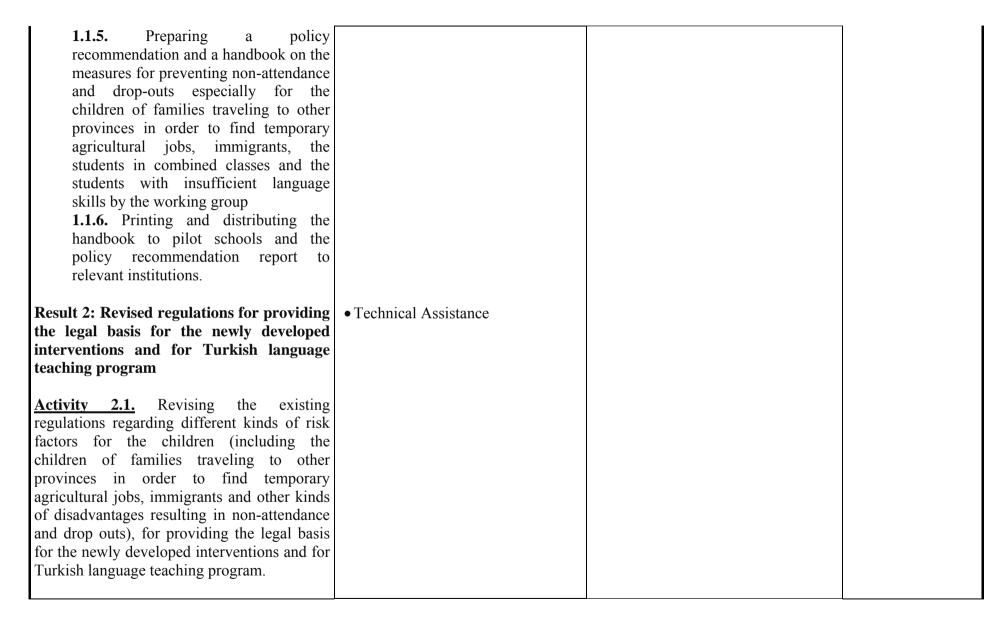|			
	• Primary Education regulations revised for preventing drop-outs and non-attendance, for the newly developed intervention system regarding e-school database and for the usage of newly developed Turkish language teaching program • 200 participants of the information meeting on the revised regulations		
Result 3: Adequate intervention measures identified and taken in place on drop-outs and non-attendance for different types of risk groups	• An analysis report for e-school database on the information regarding disadvantages resulting in non-attendance and drop-outs • 600 participants of 4 workshops on determining the intervention measures • Final reports of 4 workshops on determining the intervention measures • A booklet on the intervention measures determining the responsibilities of institutions at national, provincial, district and school level • An intervention system including interventions for different disadvantages regarding drop-outs and non-	• Project reports • MoNE statistics • Certificates of trainees • Participant lists of the workshops • Participant list of the seminar • Invoices of materials	•

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	attendance	
	• A report for school administrators and guidance teachers on the intervention measures regarding the intervention system	
	• 200 participants of the workshop organized to define the framework for Turkish language teaching program	
	• Final report of the workshop organized to define the framework for Turkish language teaching program	
	• Reports of 2 study visits on observing the implementations of language teaching and education in non-official languages on EU MS	
	• A report on the implementations of language teaching and education in non-official languages in the EU countries	
	• 300 participants of 3 workshops at 3 pilot provinces with stakeholders and educational institutions on the program	
	• Final reports of 3 workshops at 3 pilot provinces with stakeholders and educational institutions on the program	

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	• The newly developed Turkish language teaching program • Educational materials of the new Turkish language teaching program developed • 120 pilot schools selected for pilot implementation • 200 teachers trained on the newly developed programme for pilot implementation • Monitoring and evaluation reports of the pilot implementation • A report on the results of the pilot implementation • The newly developed "Preparatory Program" for teachers		
Result 4: Capacity of MoNE personnel and awareness of all related groups increased on preventing drop-outs and non-attendance	• 100 teachers trained on the measures for preventing non-attendance and drop-outs • 100 school administrators trained on the measures for preventing non-attendance and drop-outs • 100 counseling teachers trained on the measures for preventing non-attendance and drop-outs • 200 teachers trained on their	• Project reports • Certificates of trainees • Participant lists of the trainings • Participant list of the seminar • Invoices of materials	• MoNE personnel are willing to participate in the trainings

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	responsibilities regarding the intervention system	
	• 200 administrators trained on their responsibilities regarding the intervention system	
	• 200 counseling and guidance teachers trained on their responsibilities regarding the intervention system	
	• 250 inspectors trained on the newly developed intervention system and their responsibilities for the implementation and efficiency of the system (including monitoring of the system)	
	• 1300 participants of 13 information meetings organized for policy makers	
	• 200 participants of the launching event of the project organized	
	• 5.000 family members trained at 5 day trainings in 120 pilot schools on the measures for preventing drop-outs and non-attendance	
	• 120 Turkish language courses organized for volunteered families at pilot schools	
	• Promotional materials developed	

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Activities	Means Service Contract:	Costs € 3.200.000	Assumptions
	• (including brochures, posters, banners) to increase the visibility of the project • 200 participants of the closing conference of the project organized		
Result 1: Measures identified and policy recommendations developed related to drop outs and non-attendance by making a complete analysis of the situation __Activity 1.1.__ Identifying the measures and developing policy recommendations related to drop outs and non-attendance by making a complete analysis of the situation ((addressing different measures for different reasons related to school environment, psycho-social support systems, family environment, legal framework and infrastructure) especially for the children of families traveling to other provinces in order to find temporary agricultural jobs, immigrants and the students in combined classes) **1.1.1.** Establishing a working group for identifying the measures for preventing non-attendance and drop-outs	• Technical Assistance		• There is political will to take legislative measures on drop-outs and non-attendance of the children • MoNE is willing to prepare a Turkish language teaching program • Governmental bodies are willing to prepare a "preparatory programme" • Pilot School principles are

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especially for the children of families traveling to other provinces in order to find temporary agricultural jobs, immigrants and the students in combined classes **1.1.2.** Organizing 2 workshops for identifying the measures for preventing non-attendance and drop-outs especially for the children of families traveling to other provinces in order to find temporary agricultural jobs, immigrants, the students in combined classes and the students with insufficient language skills **1.1.3.** Organizing a study visit to observe the related implementations in EU MS on the measures for preventing non-attendance and drop-outs especially for the children of families traveling to other provinces in order to find temporary agricultural jobs, immigrants and the students in combined classes **1.1.4.** The working group prepares a report after an intensive study on the measures for preventing non-attendance and drop-outs especially for the children of families traveling to other provinces in order to find temporary agricultural jobs, immigrants, the students in combined classes			willing to implement the project • MoNE personnel are willing to participate in the trainings

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1.1.5. Preparing a policy recommendation and a handbook on the measures for preventing non-attendance and drop-outs especially for the children of families traveling to other provinces in order to find temporary agricultural jobs, immigrants, the students in combined classes and the students with insufficient language skills by the working group **1.1.6.** Printing and distributing the handbook to pilot schools and the policy recommendation report to relevant institutions. **Result 2: Revised regulations for providing the legal basis for the newly developed interventions and for Turkish language teaching program** **Activity 2.1.** Revising the existing regulations regarding different kinds of risk factors for the children (including the children of families traveling to other provinces in order to find temporary agricultural jobs, immigrants and other kinds of disadvantages resulting in non-attendance and drop outs), for providing the legal basis for the newly developed interventions and for Turkish language teaching program.	• Technical Assistance		

2.1.1. Establishing a Regulation Review Working Group with the participation of field experts and representatives of related MoNE Directorates and Board of Education **2.1.2.** Preparing an analysis report of the current regulations on preventing drop-outs and non-attendance, for the newly developed intervention system regarding e-school database and for the usage of newly developed Turkish language teaching program **2.1.3.** Conducting a study visit to observe related implementations of regulations on prevention and intervention on drop-outs and non-attendance for different risk groups (especially immigrants) in EU MS **2.1.4.** Preparing a report of the implementations in the EU countries on prevention and intervention for drop-outs and non-attendance **2.1.5.** Organizing 2 workshops with participation of field experts, representatives of governmental bodies and NGOs/CSOs and parent teacher associations to discuss the measures to be taken and analyze the regulations **2.1.6.** Preparing a draft regulations proposal **2.1.7.** Submitting to the related			

institutions/departments and to stakeholders the final revised draft regulations **2.1.8.** Taking into account the feedback of the institutions/departments and stakeholders and revising the final revised draft regulations, if needed. **2.1.9.** Presenting the final proposal to Board of Education (BoE) for approval **2.1.10.** Approval of BoE **2.1.11.** Organizing an Information meeting to share the revised regulations with the public		
Result 3: Adequate intervention measures identified and taken in place on drop-outs and non-attendance for different types of risk groups **Activity 3.1.** Intervention measures are identified and taken at national, provincial, district and school level regarding the information of e-school database on drop-outs and non-attendance of students for different types of risk groups **3.1.1.** Establishing a workgroup for determining the intervention measures regarding the information on e-school database **3.1.2.** Preparing an analysis report for	• Technical Assistance	

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e-school database on the information regarding disadvantages resulting in non-attendance and drop-outs **3.1.3.** Organizing 4 workshops for determining the intervention measures to be taken at national, provincial, district and school level regarding the information at e-school database on drop-outs and non-attendance of students **3.1.4.** Preparing a booklet on the intervention measures determining the responsibilities of institutions at national, provincial, district and school level **3.1.5.** An intervention system including interventions for different disadvantages regarding drop-outs and non-attendance is developed (including the responsibilities of rehabilitation and guidance services, schools and MoNE directorates, other relevant governmental and non-governmental institutions and responsibilities of inspection services for the monitoring of the schools and other governmental bodies on the measures to be taken) **3.1.6.** The intervention system is approved and implemented after relevant revisions **3.1.7.** Preparing a report for school		

administrators and guidance teachers on the intervention measures regarding the intervention system
 	
3.1.8. Publishing and distributing the report to relevant institutions
 	
Activity 3.2. The existing Turkish language teaching program revised and a program and materials reinforcing Turkish language education developed for children without sufficient language skills, to catch up with their peer group at primary school level
 	
Activity 3.2.1. Preparing an intensive Turkish language teaching program for children without sufficient language skills, to catch up with their peer group at primary school level to be implemented especially in combined classrooms
 	
    3.2.1.1. Establishing a Program Development Working Group (PDWG) with the participation of field experts and representatives of related MoNE Directorates and Board of Education for designing a Turkish language teaching program
 	
    3.2.1.2. Organizing a workshop with MoNE representatives, field experts and members of NGO/CSO to		

determine the current situation on Turkish language teaching and to define the framework for Turkish language teaching program. **3.2.1.3.** Reporting workshop results to policy makers **3.2.1.4.** Conducting 2 study visits to EU Member States to observe the implementations of language teaching and education in non-official languages on EU MS (two of them will be Latvia and Estonia) **3.2.1.5.** Preparing a report on the implementations of language teaching and education in non-official languages in the EU countries (two of them will be Latvia and Estonia). **3.2.1.6.** Preparing a new intensive Turkish language teaching program with analyzing the existing core primary school programme for conducting intensive Turkish language teaching **3.2.1.7.** Organizing 3 workshops at 3 pilot provinces with stakeholders and educational institutions to finalize the developed program **3.2.1.8.** Reflecting the evaluations of the workshop results into the developed			

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programme

3.2.1.9. Presenting the final draft for approval of BoE

3.2.1.10. Approval of BoE

3.2.1.11. Printing and distribution of the program for pilot implementation

Activity 3.2.2. Developing and distributing educational materials for the newly developed Turkish language teaching program to pilot schools.

    3.2.2.1. Establishing a Material Development Working Group (MDWG)

    3.2.2.2. Developing educational materials for the new Turkish language teaching program

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

    3.2.2.4. Approval of BoE

    3.2.2.5. Publishing and distributing the materials for pilot implementation

Activity 3.2.3. Pilot implementation of the newly developed programme and materials at primary school level

    3.2.3.1. Selecting 120 pilot schools from Artvin, Mersin, Diyarbakır, Van, Muş, Hakkari, Şırnak, Mardin, Bingöl and Siirt

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3.2.3.2. Selecting teachers from pilot schools (200 teachers from pilot schools)
3.2.3.3. Training 200 teachers from pilot schools on the newly developed programme
3.2.3.4. Pilot implementation of the newly developed programme
3.2.3.5. Monitoring and evaluation of the pilot implementation by PDWG
3.2.3.6. Reporting the results of the pilot implementation
3.2.3.7. Revising the program, if needed, based on the pilot implementation.
 	
Activity 3.2.4. Analyzing and revising the existing "preparatory programme" for teachers who are in the first year of their profession, considering the measures for preventing non-attendance and drop-outs and communication skills for different risk groups
    3.2.4.1. Analyzing the existing "preparatory programme" for teachers who are in the first year of their profession, considering the measures for preventing non-attendance and drop-outs and communication skills for different risk groups
    3.2.4.2. Developing recommendations for the programme			

3.2.4.3. Preparing a draft programme based on the recommendations for the approval of DG of Personnel. **3.2.4.4.** Approval of the recommendations by DG of Personnel. **Result 4: Capacity of MoNE personnel and awareness of all related groups increased on preventing drop-outs and non-attendance** <u>**Activity 4.1.**</u> Increasing the capacity of MoNE personnel through trainings **4.1.1.** Conducting trainings for teachers (including the teachers who are in the first year of their profession), counseling teachers and administrators on the measures for preventing non-attendance and drop-outs **4.1.2.** Conducting trainings at central and provincial level for teachers, administrators and counseling and guidance teachers on their responsibilities regarding the intervention system. **4.1.3.** Conducting trainings for inspectors on the newly developed intervention system and their responsibilities for the implementation and efficiency of the system (including monitoring of the system)	• Technical Assistance	

4.1.4. Conducting trainings for teachers on dealing with the children without sufficient Turkish language skills
4.1.5. Organizing 11 information meetings (1 in Ankara and 12 in pilot provinces) for policy makers at both central and provincial level to increase their knowledge on the newly developed mechanisms in the project
 	
Activity 4.2. Awareness of all related groups increased on preventing drop-outs and non-attendance via awareness raising activities
    4.2.1. Organizing a launching event of the project with the participation of all related partners including NGO/CSO and parent teacher associations' members
    4.2.2. Organizing 5 day trainings for families on the measures for preventing drop-outs and non-attendance in 120 pilot schools
    4.2.3. Organizing Turkish language courses at pilot schools for volunteered families for increasing the efficiency of the training programme conducted for students.
    4.2.4. Providing promotional materials (including brochures, posters, banners) to increase the visibility of the project
    4.2.5. Organizing a closing conference		

with the participation of all related parties including NGOs/CSOs			

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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 Contract	2.880.000								
Cumulated	2.880.000	2.880.000	2.880.000	2.880.000	2.880.000	2.880.000	2.880.000	2.880.000	2.880.000
Disbursed									
Technical Assistance Contract	576.000	288.000	288.000	288.000	288.000	288.000	288.000	288.000	288.000
Cumulated	**576.000**	**864.000**	**1.152.000**	**1.440.000**	**1.728.000**	**2.016.000**	**2.304.000**	**2.592.000**	**2.880.000**

Annex 16 — Template of project fiche for IPA programmes / component I – decentralised management

Annex 16 — Template of project fiche for IPA programmes / component I – decentralised management