

PROJECT FICHE
TOWARDS GOOD GOVERNANCE, PROTECTION
AND JUSTICE FOR CHILDREN IN TURKEY
Project No: TR 0404.01

1. BASIC INFORMATION

Title: Towards good governance, protection and justice for children in Turkey

Sector:

Place: Turkey (nationwide, with pilot implementation in selected provinces)

Duration: 2 years for the first phase

2. OBJECTIVES

2.1 Overall Objective

Within the context of accession to the EU, the overall objective is to enhance the protective environment for children in contact with the law¹ and to strengthen the system to prevent children from coming in contact with the law as outlined by the Convention on the Rights of the Child.

2.2 Project purpose

To upgrade the capacity of the related institutions to provide a more protective environment for children in contact with the law including establishment of baseline data and empirical evidence, development of common strategies and collaborative implementation practices for the protection and reintegration of these children.

2.3 Accession Partnership (AP) and National Programme for the Adoption of the Acquis (NPAA) priority

While developing this project proposal, various policy documents were reviewed including the Action Plan for the Accession Partnership and the National Programme for the Adoption of the Acquis, EU Child Protection standards, National Programme for Children, and the Eighth Five Year Development Plan of Turkey. These documents were carefully analysed to ensure that the overall objectives and the project purpose are in line with the expected results outlined in the above-mentioned policy documents.

2.3.1 Accession Partnership

In the Accession Partnership there are both short and long-term priorities identified and measures envisaged for strengthening the administrative and judicial capacity in the justice and home affairs systems. From a child rights perspective, these priority areas can be interpreted as commitments made by the government to adopt and adhere to child sensitive measures in the short term to:

¹ Child victims of abuse, neglect, violence and exploitation and children forced into crime

- 1) combat maltreatment and torture against children by the police forces;
- 2) comply in a timely and effective manner with due process;
- 3) improve the care and protection of children deprived of their liberty as per EU standards and the CRC and international rules
- 4) strengthen the skills and knowledge on juvenile justice standards, and mechanisms (international and EU legislation) and on psychosocial care and protection;
- 5) improve coordination and partnership through advocacy amongst the law enforcement institutions.

In the medium term the measures will promote:

- 1) individual behaviour change in the civil society and among parents, teachers, social workers, and judiciary personnel;
- 2) formulation of social policies on social integration and child rights monitoring mechanisms including data collection in line with EU social policies and practices, as well as international instruments and social policies ;
- 3) establishment of effective training programmes drawn from the Acquis Communautaire; and
- 4) access by and for children to legal aid.

2.3.2 The National Programme of Turkey

The Turkey National Programme for 2003 addresses the government's commitment to a number of issues in this area such as scaling up of the Centres for Preventing Juvenile Crime by 2005 and taking action to prevent sexual exploitation and use of children by organized crime groups.

The National Programme also states that: amendments will be made to harmonize the legislation related to the protection of children with the Council Decisions especially in the areas of combating child pornography on the internet, trafficking of persons, and sexual exploitation of children. Also, commitment has been made to introduce amendments to the Law on the Establishment, Duties and Trial Procedures of Juvenile Courts; the Law for Combating Terrorism; the Law on the Protection of Minors Against Nefarious Publications; and the Draft Law on Amendments to be made on several Articles of the Execution and Bankruptcy Law.

Commitments have also been made to establish an effective judicial system by upgrading the function capacity of the judiciary (24.14); to apply international standards in prisons and penitentiaries between 2003-2006; and build 2 juvenile prisons (24.14.2) to segregate juveniles from adult prisoners.

2.3.3 Contribution to the Eighth Five Year Development Plan of Turkey

In the development of this project, particular emphasis was placed on the importance of enhancing the protective environment for children in contact with the law in a coordinated manner by all related institutions². Also, care was taken to ensure that the Project supports the National Development Plan for children.

² Ministry of Interior, Ministry of Justice, Social Services and Child Protection Agency, Ministry of National Education

An intersectoral working group was established to review the relevant articles of the Eighth Five Year Development Plan, the Report issued by the Specialized Commission on Children to complement the Development Plan, and the National Plan of Action for Children developed as a follow-up to the UN Special Session on Children in order to identify priority areas outlined in these documents to which this project will contribute. The objectives laid down in these documents related to children in contact with the law may be summarized as:

Taking the Convention on the Rights of the Child (CRC) as the basic policy document and harmonizing national legislation in line with it and other international instruments, and ensuring implementation of the legislation and the promotion of rights;

Ensuring that the child completes a basic education; that the family adapts to social, and economic change and the child is brought up in a healthy and protective environment and does not become a victim and/or a perpetrator of crime and or come in contact with the law;

Increasing the capacity of institutions and enhancing cooperation among related institutions;

Reducing the number of children in institutional care by developing alternative care models to institutional care, and improving the state of existing institutions;

Giving guidance and training to the child, family, community, media and personnel providing services to the child to ensure that they safeguard the best interests of the child;

This proposal aims to contribute to the fulfilment of the above objectives by bringing together the related institutions to work collaboratively towards a common goal with a child-focused approach.

Contribution to the National Development Plan:

N/A

2.4 Cross Border Impact

The situation of child victims of trafficking will also be addressed by this project in the context of enhancing the protective environment of children.

3. DESCRIPTION

3.1.1 Background and justification

The Turkish Government is responding to the Concluding Observations made by the Committee on the Rights on the Child (CRC) in its initial report produced in 2001. In addition, the Turkish Government, in the course of progress towards accession to the European Union, is following the National Programme for the Adoption of the Acquis Communautaire. While efforts have been made to implement the provisions of the CRC, areas that continue to be of concern are protection of children from domestic violence; ill-treatment and abuse; the system of institutionalization of children; juvenile justice; as well as the issue of an independent monitoring system for child rights. Specifically, the Committee recommended that Turkey should:

“undertake research studies on domestic violence, ill-treatment and abuse to enable it to understand the extent, scope and nature of these practices, adopt adequate measures and policies, and contribute to changing attitudes”.

The Committee also recommended that

- *“cases of domestic violence and ill-treatment and abuse of children, including sexual abuse within the family, be properly investigated within a child-sensitive investigation and judicial procedure in order to ensure better protection of child victims”.*

- *“Measures should also be taken to provide support services to children in legal proceedings, and for the physical and psychological recovery and social reintegration of the victims of rape, abuse, neglect, ill-treatment and violence”.*

The Committee also expressed concern at the high number of children who live in institutions and recommended

“a review of the system of institutionalization of children, as well as ensuring the periodic review of children placed in institutions”.

Turkey has made progress on addressing the issues outlined above (2.3.1- 3) related to child protection, but recognises the need for more coordinated and collaborative action to be taken by the Ministries of Justice and Interior in cooperation with the Social Services and Child Protection Agency (SHCEK), the Ministry of National Education, and Civil Society Organizations in order to make improvements and enhance the protective environment for children.

Therefore, this project is designed to conduct longitudinal research that serves two main purposes. First, the research will inform key stakeholder institutions and provide a strategic focus to strengthen their capacity and modernise their structures. Implementation of the outcomes and recommendations from this research will be implemented in a follow-on project envisaged to be designed for funding in 2005. The second purpose of the project, is to conduct pilot projects in relevant thematic areas, such as

- a) Interventions aimed at the improving communications within vulnerable families.
- b) A pilot project aimed at skills development for adolescents at risk.
- c) To develop child sensitive models in pilot provinces.

Information gained from the pilot projects will provide practical lessons that inform the longitudinal research and help to develop models that can be replicated on a larger scale.

The project is designed to fulfil a pressing need. There is a need to develop baseline data and appropriate measures to determine the scope of the problems that face vulnerable children in Turkey. The research will shed light on the situation of child abuse in the country and, as recommended by the CRC, analyse existing services for children in need of protection and develop minimum standards for these services to ensure quality and an enhanced protective environment for these children.

3.1.2 Consultative process

In late 2003 and in March 2004 UNICEF together with the Ministry of Interior, General Command of Gendarmerie, the General Directorate for Security, Ministry of Justice and the SHCEK undertook a series of meetings and consultations with other government agencies, the EU, and the NGOs, and facilitated a 3-day consultation workshop to develop the log frame, conceptual framework and the text of the project proposal. A drafting team made up from representatives from relevant departments of the SHCEK General Directorate, Ministry of Justice (Law General Directorate, Prisons and Penitentiaries General Directorate, Training Department), the Ministry of Interior (General Command of Gendarmerie, Security General Directorate) and the Bar Association of Turkey and UNICEF, drafted the project proposal. A representative of the European Union was also invited and her views and recommendations solicited. The project proposal was prepared taking into account the role of civil society and child participation in the implementation and monitoring of the project.

3.2 Sectoral rationale

N/A

3.3 Results

There are two key results expected:

- 1) Empirical evidence to support the development of child protection measures is gathered.
- 2) Replicable child sensitive models for implementation for all levels of intervention are developed including:
 - a) Parents of children under 6 years of age have access to comprehensive Early Childhood Development (ECD) programme and children of vulnerable families in targeted areas benefit from focused and comprehensive ECD.
 - b) Vulnerable families and their children under 18 years of age who are at risk of coming in contact with the law, have access to appropriate services for strengthening their communication, child rights and conflict resolution skills and knowledge with each other.
 - c) A comprehensive, relevant, flexible and gender sensitive catch-up education curriculum, in-service teacher training and teaching tools and material will be established and functioning in at least all the provinces with the highest prevalence of children coming in contact with the law and with children out of school.
 - d) Professional groups working with and for children such as judges, lawyers, law enforcement personnel, social workers, teachers, school guidance counsellors, school administrators and health personnel demonstrate capacities and abilities to effectively communicate and provide care and protection to children in or at risk of coming in contact with the law.
 - e) An independent office of an Ombudsman for children with statutory powers will be established.

3.4 Activities

3.4.1. Research and evaluation

Qualitative participatory research will be designed and conducted to gain knowledge and understanding on the extent, scope and situation of child abuse, domestic violence, neglect and exploitation of children in Turkey but also on the capacities of training institutions (universities, police academies etc). The research will also assess the existing skills, attitudes and knowledge of the professionals working with and for children. In addition children learning achievement will also be assessed. The research findings will be used to make informed decisions on the planning of interventions, with a special focus on prevention.

Reviews and evaluations will be carried out to assess the effectiveness of care and protection provided to children while in foster care, in institutions (child and youth homes etc), and boarding schools. The findings will be used during the formulation of social policy and the development of minimum standards for care and protection for children outside parental care.

Further, baseline and end-line surveys will be conducted to develop measurement indicators and assess the impact of the interventions.

The studies will be carried out using innovative and participatory research methods. Research teams, composed of both national and international experts will adhere to a strict research ethic. The research findings, published in a child-sensitive format, will be widely disseminated at both national and provincial levels.

The State Institute of Statistics (SIS) will be supported in establishing a monitoring system, including development of a management information system, at both national and provincial levels. A close coordination mechanism between the duty bearers will ensure multiplied and sustainable achievements. The establishment of an effective coordination and monitoring mechanism between the various stakeholders is crucial in order to improve coordination efforts in the area of child rights in Turkey. The coordination unit will organize coordination meetings, review progress (annual and mid-year reviews) and develop an annual work plan in consultation with UNICEF and others.

A mid term review of the project will be carried out for the purpose of reviewing the relevance of the project objectives and strategies to the changing situation; assessing the achievement of project against original objectives; analyse the design of strategies and assess if they are effective and efficient; and identify any adjustments needed during the remaining period of the project implementation. The experiences gained and lessons learned during the first half of the project implementation will be critically reviewed during the MTR process so that the best practices are adopted, new directions are identified, and constraints are removed, with a view to accelerating implementation during the remaining period.

Finally, an evaluation of the project will also be carried out with the support of an international expert and the findings will be reflected in the project plans and implementation.

3.4.2. Development of child centred initiatives

Pilot projects in 3 thematic areas (described below) will be designed, implemented, and monitored to provide both formative and summative data in support of the main research activity. The pilot projects will provide practical lessons learned from;

3.4.2.1. Interventions aimed at improving communication with vulnerable families

These activities will focus on three main areas of intervention the first two aimed at strengthening the capacities of families to better provide care and protection for their children and strengthening the education system to ensure all children can benefit from primary education, the third for strengthening capacity of alternative care for children.

The activities will target both rural and urban area and will be widely implemented in selected provinces based on the data produced by the research.

3.4.2.1.a) Early childhood development strategies targeting families with 0-6 year old children;

In Turkey, programmes for early childhood development have a long history and have typically involved the expertise of university faculties and specialized NGOs. Since 2002, UNICEF has supported the Government of Turkey in a parents' education programme (Family and Child Training Programme - FACT) aiming to empower parents/caretakers with knowledge and skills to develop the physical, psychosocial, and cognitive capacities of their young children.

The key components of this activity will be as follows:

- Develop and put in place an Early Care and Development (ECD) social policy at the central level;
- Develop and disseminate Behaviour Change Communication tools (Entertainment education through radio, television, print media; television serial drama; Community level media channels);

- Print and distribute the existing FACT (Family and Child Training) packages (for 0-6 year olds) to the training centres;
- Organize a series of TOT and refresher courses on FACT for the existing and new provincial Master Trainer Teams at the provincial levels;
- Master Trainer Teams organize a series of trainings and refresher course for MONE, MOH, MOA, SHÇEK, NGOs and out-reach trainers in the identified training centres at provincial and districts levels;
- Train parents and distribute user-friendly material to them;
- Develop Child Development curriculum and textbooks and provide in-service teacher training for all levels of the educational system;
- Carry out advocacy efforts to mainstream and develop ECD and psychosocial care and protection for children victim and/or risk of abuse and neglect training modules in university existing curricula.

3.4.2.1.b) Strategies to strengthen the capacities of families with children 7-18 years of age to better care for their children and prevent them from running away from home, institutions and/or schools, or come in contact with the law

The objective of this pilot project is to contribute to a reduction in child abuse and neglect and prevent children, especially adolescents from coming in contact with the law. In this second area of intervention, conflict resolution within vulnerable families and caretakers will be targeted. Parents and caretakers will be equipped with skills, knowledge and attitudes on how to resolve conflict with children, especially adolescents. The capacities of social workers, teachers and guidance counsellors will also be developed to support parents and adolescents in resolving conflict. Also, an accelerated/catch-up education curriculum will be developed together with MoNE to ensure children are not left out of the school system.

This intervention will target both urban and rural areas and will be implemented widely in selected provinces based on the data from the research studies.

The key components of these activities will be:

- Develop a FACT package and training material for 7-19 year olds. Field-test, produce and distribute the material;
- Organize TOT (training of trainers) for the existing psychosocial education master trainers;
- Master trainers organize a series of training and refresher courses for trainers and out-reach workers
- Train parents and distribute user-friendly material to them;
- Develop, field-test, produce and distribute a comprehensive Life Skills Based Education curricula and material for adolescents in both in school and out of school;
- Identify, select and train adolescent peer educators in the target provinces;
- Organize a series of LBSE training with and for adolescents in school and out of school;
- Develop and print an accelerated/ catch-up education curriculum for school age children out of school and or for children at risk or in contact with the law and a catch up education in service training for teachers and school guidance counsellors.
- Train textbook developers and contract them to design, produce, field-test, print and distribute catch-up education textbooks for children and teachers;
- Appoint/ recruit teachers and school guidance counsellors and train them on catch-up education and child friendly learning environment criteria;
- Recruit volunteers (NGOS; universities) and develop their capacity to promote enrolment in school and catch- up education scheme amongst parents;

- Develop a training manual on psychosocial care and protection for both professional working for and with children, victims of abuse, ill treatment, exploitation and discrimination;
- Print and distribute the training material will be printed and distributed;
- Organize a series of TOT training and refresher courses on psychosocial care and protection for professional working with child victims, witnesses and alleged perpetrators of abuse, violence, ill treatment;
- Training of related staff on the above developed material and advocacy to have them widely used.

3.4.2.2. Strengthening the Juvenile Justice System

This activity will be based on the results gained from the existing project on Upgrading of the Juvenile Justice System in Turkey implemented by the government of Turkey with the support of UNICEF, funded by the EU.

The development of child sensitive models in pilot provinces will test the validity of the models and help to define standards, policy and guidelines for future replication of these models.

This activity is based on the experience gained in/from Juvenile Justice in the 2001-2005 Programme of Cooperation between the Government of Turkey and UNICEF.

The research carried out on the analysis of services for children will be taken as a stepping stone for the development of minimum standards of care.

The key components of this activity will be as follows:

- Develop and print a comprehensive child protection curriculum (including juvenile justice) for professionals working with and for children at all the levels of the education system;
- Organize a series of TOT training and refresher courses on child protection for professional groups working with and for children, such as judges, lawyers, law enforcement personnel and social workers;
- Organize a series of orientations on Alternative Dispute Resolution (ADR) with the support of international experts;
- ADR will be piloted and documented in the provinces with highest number of children coming in contact with the law.
- Appoint a working group (including NGOs) with multi-disciplinary skills to oversee the development of minimum standards of care and protection for children living outside parental care;
- Advocate for political commitment, social change and establishment of an enabling protective environment for children at risk and or victim of abuse and neglect.

3.4.2.3. Support to the establishment of an Independent Ombudsman for Children with statutory powers:

The components of the project include: policy advice on drafting legislation leading to approved legislation; advocacy work and participation of senior government officials, parliamentarians and media on a study tour in selected European countries to learn how independent child right monitoring mechanisms function. During project implementation, support for the European Ombudsman for Children Network will be solicited.

3.4 Linked Activities

There is an on-going programme entitled “Child Protection” and a project entitled “Upgrading of the Juvenile Justice System in Turkey” contained in the 2001-2005 Programme of Cooperation between the Turkish Government and UNICEF. Other complementary projects include:

- A project proposal entitled “Elimination of Worst Forms of Child Labour” which was presented to the European Commission by the Ministry of Labour and Social Security and the International Labour Organization (ILO) to be included in the EC 2004 activities.
- The “EU-Turkey Support to Basic Education Programme” implemented by the Ministry of Education has a component on getting the children who are out of the school system back to school.

Besides these projects, there are other project proposals that will be included in the 2004 programming under the political criteria. These projects aim to improve the overall protective environment for children. Although the components of these projects are not finalized yet they may be summarized as follows:

Judicial Modernisation and Penal Reform Programme (2001)

The Turkish government has started planning and implementing various measures on penal reform and judicial modernisation. The Programme will enhance these efforts in certain areas and will also seek to contribute more generally to increasing the capacity of the Ministry of Justice to design and implement broader reform strategies for the future, drawing on good practice in the EU. The overall objective is to advance penal reform and modernisation of the judiciary in Turkey as foreseen in the Accession Partnership and the National Programme for the Adoption of the Acquis. The Programme will be launched this year.

Police Complaint Mechanism:

Taking into consideration that there is an increasing tendency in the current EU Member States to establish fully independent mechanisms to investigate police misconduct, such as recently introduced in Ireland and the UK, a project will be developed for a police complaint mechanism.

An analysis of the existing system will be carried out in order to determine the shortcomings and the needs. Depending on the outcome of the analysis, the Programme might look at improving the existing mechanism or at setting up a totally independent mechanism in Turkey.

Support to the establishment of local Ombudsperson:

The components of the project include: policy advice on drafting legislation and participation of senior government officials, parliamentarians and media on a study tour in selected European countries to learn how independent child right monitoring mechanisms function.

Establishment of the Court of Appeal

The Turkish Grand National Assembly is expected this year to enact a law establishing a Court of Appeal. This project will support the establishment of the new Court by contributing to the construction and equipping of the court premises and ensuring the training of approximately 1,000 judges and prosecutors of the new Court. The construction component of the project will be carried out in 2005.

Improving access to justice

The original proposals of the Ministry of Justice concentrated on technical issues, such as equipping all courts with Internet terminals for the public. During discussions, it was agreed that the project should refocus on ways of improving access to legal aid and of ensuring that the less educated people have full access to the legal system. The project is likely to take place in 2005.

Development of a probation system

The National Assembly is expected to enact a new Penal Code, Penal Proceedings Code and Criminal Penalties Execution Code. As a part of these reforms, a system of probation orders will come into effect for the first time. This project will support the establishment of a probation service to supervise these orders, as well as to supervise offenders released on parole.

Monitoring and implementation of reforms

This project, which is primarily concerned with the political criteria, will strengthen the functioning of the Human Rights Presidency, a government agency established to ensure that reforms concerning human rights are implemented throughout Turkey.

3.5 Lessons Learned

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

- Establish accurate baseline data and measurement tools to develop a modern and effective child protective environment
- Involve civil society including both parents and children
- Develop preventative and re-integration models of care and protection
- Improve co-ordination and communication at institutional level to implement child protection measures

This project is designed to take account of these lessons.

4. Institutional Framework

Overall supervision of the project will be provided by the Gendarmerie General Command and the main co-ordinating institution will be Social Services and Child Protection Agency (SHÇEK). UNICEF will provide technical assistance to the overall project design, implementation and monitoring.

A Steering Committee will be established and it will include representation from the main institutions providing services to children in Turkey, namely Social Services and Child Protection Agency, Ministry of Justice, Ministry of Interior, Security Directorate and Gendarmerie, the Ministry of Labour and Social Security, Child Labour Unit (MOL), Ministry of National Education, Ministry of Health, United Nations Representatives, Bar Association of Turkey and NGOs, CFCU, and the European Commission.

UNICEF will provide a project implementation function and technical support to the project and will carry out monitoring and reporting. Further UNICEF will ensure the participation of children including adolescents throughout the various phases of the project. Finally, continuous efforts will be made towards strengthening partnership with civil society throughout the project implementation.

The Project Implementation Committee will hold regular monthly meetings.

The project will provide the evidence base that will support decision-making that will, in turn, have a fundamental impact on the institutions involved. It may be instrumental in setting up new institutions that have a specific remit in child protection issues, for example, the establishment of an Ombudsman for Children.

5. Detailed Budget

Budget	EU Support Forming Institutional Capacity in Euros (Total)
First Stage *2004 programming	
Activity 1: Research	1.800.000
1.1 Research	
1.2 Establishment of a coordination and monitoring system	
Activity 2: Development of replicable child sensitive models for implementation	
2.1 Intervention with families with 0-6 year old children	815,000
2.2 Interventions with vulnerable families and their children under 18 years of age	1,200,000
2.3 Development of a comprehensive, relevant, flexible and gender-sensitive catch up education curriculum	760,000
2.4 Strengthening of the Juvenile Justice System	760,000
2.5 Establishment of an independent Ombudsman for children	75,000
Project General Expenditures	631.200
	TOTAL
Second Stage *2006 programming indicative budget	6.041.200
	10.000.000

The project is 100% institution building; there is no investment component.

6. Implementation Arrangements

Beneficiary :

The institutional parties from Turkish Government

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6.1 Implementing Agency

The Central Financing Contracting Unit (CFCU) will be the Implementing Agency and will be responsible for all procedural aspects of the contracting matters and financial management (including payments) of the project activities.

6.2 Twinning

N/A

6.3 Non-standard Aspects

A direct grant agreement will be signed with UNICEF for the implementation of the Programme.

The “Project for the children in need of special protection measures” and the “The Project on Upgrading of the Juvenile Justice System in Turkey” which are supported by European Commission and being implemented within the 2001-2005 Turkish Government and UNICEF Programme of Cooperation were taken into consideration while preparing the present project.

The institutions in the present project actively participated in the mentioned projects and the projects were carried out successfully. Taking into consideration these well functioning projects and the inter-sectoral quality of the activities for children, it was decided by the beneficiaries that such a project can be handled successfully by the technical assistance provided by UNICEF which is a leading institution providing support to Turkey in activities for children in the international arena.

6.4 Contracts

Forming Institutional Capacity
Total 6.041.200 EURO

7. Implementation Schedule (Indicative)

Start of the preparation of the grant contract: August 2004

Signature of the Grant Agreement: March 2005

Technical Assistance (TA) on ground: April 2005

Project activities start April 2005

Inception Report Ready: July 2005

Project Completion: November 2007

8. Equal opportunity

The proposed Programme will comply with EU and UNICEF equal opportunity policies. Equal treatment of men and women in project implementation at all levels will be one of the most important principles in project management and implementation. There will be activities for both girls and boys in this project. Great attention will be given on having equal participation within the personnel that will be trained as well. The beneficiaries are employers of equal opportunity. Appropriate professional qualifications and experience will be the main decisive factors in personnel recruitment and evaluation. Both women and men have identical prospects. Nevertheless, all periodical progress review reports and other interim reports will include a specific explanation on measures and policies taken with respect to participation of women and equal opportunity for women and men and will provide measurements of achievement of this goal.

9. Environment

N/A

10. Rates of return

N/A

11. Investment criteria

N/A

12. Conditions and sequencing

There is no pre-condition for the start of the project. However, during project implementation, the institutions benefiting from the project will commit themselves to carrying out participatory research in order to get baseline data and empirical evidence in the context of child protection measures and develop new curriculum, training materials and standards in line with the findings and disseminate them through further training and awareness-raising activities.

It is essential for the success and completion of this project that the government will continue to provide incentives to socially excluded families with school age boys and girls and continue to have the political will for ensuring care and protection for children living outside parental care and or at high risk of coming in contact with the law. The government is also committed to increased investment in quality, gender-sensitive and relevant education, as well as ECD (Early Childhood Development).

The government continued commitment to report on child right violations and take appropriate action to prosecute the perpetrators of child rights violations. The government's commitment to comply with the EU Acquis Communautaire, the Paris Principles, the Concluding Observations of the Committee on the Rights of the Children and the recommendations of the UN Special Rapporteurs will strengthen the juvenile justice system. The necessary legislative work should be completed in a timely manner in order to bring protective measures to life and develop models of care and protection.

The commitment and the motivation of the parents and their children are also crucial. Parents should be committed to sending their boys and girls to school and motivated to attend and apply new skills, attitude and knowledge in effective parenting. Adolescents are hopefully motivated and committed to take part in the planned activities. This level of empowerment and participation can be strengthened by the government encouragement and support.

The participation of the civil society organisations can be strengthened by the government's consent to involve NGOs in planning, implementation and monitoring stages of the project.

The law to establish the Office of an independent Ombudsman for Children will be promulgated in the second year of project implementation, and is a precondition for the realization of the Ombudsman for Children component of the project.

Finally, the project also calls for stronger partnership with civil society to ensure that expected results are met.

ANNEXES TO PROJECT FICHE

1. Logical framework matrix in a standard format

2. Detailed indicative implementation chart (compulsory)
3. Detailed Gantt Chart
4. Contracting and disbursement schedule by quarter for the full duration of Programme (including disbursement period) (compulsory)
5. Reference to feasibility/pre-feasibility studies. For all investment projects, the executive summary of the economic and financial appraisals, and the environmental impact assessment should be attached (compulsory)
6. List of relevant Laws and Regulations (optional)

ANNEX 1. LOGICAL FRAMEWORK MATRIX IN STANDARD FORMAT

ANNEX 3: DETAILED GANTT CHART

ANNEX 4. INDICATIVE CONTRACTING AND DISBURSEMENT SCHEDULE BY QUARTER FOR FULL DURATION OF PROGRAMME (COMPULSORY FOR YEAR 1)

	Date															
	2005				2006				2007				2008			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Contracting																
• Total Value of the Contract March 2005	6,041,200															
Disbursement																
• Contract with UNICEF		2,000,940.57			2,128,440.06				1,752,906.06				157,514.57			

ANNEX 5. REFERENCE TO FEASIBILITY/PRE-FEASIBILITY STUDIES.

UN Children Rights Committee Concluding Observations Report

The National Plan of Action Children (2003)

8th 5Year Development Plan

The Report from the Specialization Commission for Children of the 8th 5Year Development Plan

2003 EU Accession Partnership Document

2003 Turkey's National Programme

The Regular Reports of 1998, 1999, 2000, 2001, 2002, 2003 Related to the Process of Accession to European Commission

Turkish Government – UNICEF 2001-2005 National Programme Midterm Assessment Report

ANNEX 6 LIST OF ALL PRIMARY LEGISLATION RELEVANT TO THE PROJECT

- 1) UN Convention on the Rights of The Child
- 2) The European Convention on the Exercise of Children's Rights
- 3) Optional protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography
- 4) Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict
- 5) The Convention and its Optional Protocol on the Elimination of Discrimination Against Women
- 6) The ILO Conventions numbered 182 and 138
- 7) Optional Protocol to the Convention on the Elimination of Discrimination Against Women
- 8) UN Covenant on Civil and Political Rights
- 9) UN Covenant on Economic, Social and Cultural Rights
- 10) European Convention on Human Rights and Fundamental Freedoms
- 11) Convention on the Civil Aspects of International Child Abduction
- 12) Convention concerning the powers of authorities and the law applicable in respect of the protection of minors
- 13) The Constitution of the Republic of Turkey
- 14) The Turkish Civil Code
- 15) The Turkish Penal Code
- 16) Law on the Establishment, Mandate and Prosecution Procedures of Juvenile Courts
- 17) The Law on the Execution of Punishments

- 18) The Law on Criminal Procedures
- 19) The Law on Civil Procedures
- 20) The Law for the Establishment, Mandate and Prosecution Procedures of Family Courts
- 21) The Law for the Protection of the Family
- 22) The Law on Social Services and Child Protection Institute
- 23) The Law on the Establishment and Broadcasts of Radio and Televisions
- 24) Basic National Education Law
- 25) Primary Education Law
- 26) Secondary Education Law
- 27) The Law on the Organization and Functions/Tasks of the Directorate for Youth and Sport
- 28) General Hygiene Law
- 29) The Law on Tasks and Authority of the Police
- 30) The Law on the Organization, Tasks and Authority of the Gendarmerie Organization
- 31) The Press Law
- 32) The Municipal Law
- 33) The Population Law
- 34) The Law on Civil Servants
- 35) The Regulation for the Employment of Children in Need of Protection

- 36) The Regulation Applying Parental, Guardianship and Inheritance Provisions of Turkish Civil Code
- 37) The Regulation on Management of Penalty Enforcement Institutions and Pre-trial Detention Centres
- 38) The Regulation on Principles and Procedures for Radio and Television broadcasting
- 39) The Regulation on Real and Pecuniary Aid for Association of Social Services and Protection of Children
- 40) The Regulation on Procedures of Arrest, Custody and Questioning
- 41) The Regulation on Judicial and Preventive Search
- 42) The Regulation on the Establishment, Tasks and Operations of Juvenile Affairs Head Office/Branch under the Police Organization
- 43) The Regulation on Protective Family
- 44) The Regulation on Determining Children in need of Protection, Taking and Abolishing Decisions of their examination and protection
- 45) The Regulation on the Tasks and Authority of the Gendarme Organization
- 46) The Regulation on Psychological Counselling and Guiding Services of the Ministry of National Education
- 47) The Regulation on Primary Education Institutions of the Ministry of National Education
- 48) The Regulation on Reward and Discipline in Vocational High Schools of Health
- 49) The Regulation on Transport of the Ministry of National Education for the Primary Schools
- 50) The Regulation for High Schools and Secondary Schools of the Ministry of National Education
- 51) Discipline Regulation of The Police Organization

Project Logframe		Project name and number	
		Towards good governance, protection and justice for children in Turkey	
		Contracting period expires	Disbursement period expires
		March 2008	January 2008
		Total Budget	Phare/ pre-accession budget
		6.041.200,00	
Overall objective	Objectively verifiable indicators	Sources of verification	Assumptions
Boys and Girls in contact with the law ³ have access to a protective environment and preventive measures are in place to avoid children from coming in contact with the law.	<ul style="list-style-type: none"> • Number of boys and girls who are out of school and at high risk of coming in contact with the law reduced by 30%. • Participation of at least 50,000 children at high risk of coming in contact with the law in catch-up education. • At least 100,000 vulnerable families with children under 18 years of age who are at risk of coming in contact with the law are using effective communication and conflict resolution skills with their children. • At least 100,000 families with children under 6 years of age report on knowledge of effective child rearing practices and communication skills with their children. • Minimum standards of care and protection for children living outside parental care established and in use in at least all government institutions. • Pilot Alternative Dispute Resolution (ADR) scheme put in place. • Social policy in line with the EU standards and complementing CRC on good governance, protection and justice for children formulated, implemented, and monitored • Policy recommendations and plans for formulation of 	<ul style="list-style-type: none"> • Police and child courts reports (produced by Ministry of Justice). • Annual report on Primary school attendance, retention and achievement rates (produced by SIS). • Monitoring learning achievement of boys and girls in primary school report (produced by SIS) • Evaluation report of the catch-up education scheme (Q2, 2007) • Evaluation report of the ECD Behaviour change communication (BCC) strategy (Q3, 2007) • Minimum standards of care and protection for children outside parental care • Evaluation of EU regular report on Turkey's progress towards accession • Committee on the Rights of the Child Concluding Observations on Turkey second periodic report (Q4, 2005) 	<ul style="list-style-type: none"> • Government will continue to provide incentives to socially excluded families with school age boys and girls. • Government will continue to have political will for ensuring care and protection for children living outside parental care and or at high risk of coming in contact with the law. • Government committed to increase investment in quality, gender-sensitive and relevant education, as well as ECD (Early Childhood Development). • Parents are committed to sending their boys and girls to school. • Parents are motivated to attend and apply new skills, attitude and knowledge in effective parenting

³ Child witness or and victims of abuse, neglect, violence and exploitation and children alleged perpetrators of crime.

	social policy and legislation to combat child abuse, neglect and ill treatment in drafted as per the baseline data and empirical evidence.		<ul style="list-style-type: none"> State Institute of Statistics, SIS committed to process and analyse child protection data.
Project purpose	Objectively verifiable indicators	Sources of verification	Assumptions
To upgrade the capacity of the related institutions to provide a more protective environment for children in contact with the law including establishment of baseline data and empirical evidence, development of common strategies and collaborative implementation practices for the protection and reintegration of these children.	<ul style="list-style-type: none"> Minimum standards of care and protection for children living outside parental care in place. An independent mechanism in line with Paris Principles to monitor the implementation of the CRC and to deal with complains from children developed and established. A system to collect disaggregated data and indicators in line with the CRC developed Convention is fully integrated into the curricula at all level of the education systems. Understanding of the extent, scope and nature of domestic violence and child abuse available. Measures are developed to raise awareness on the harmful effects of corporal punishment and promote alternative forms of discipline in families. Measures are in place to provide support services to children in legal proceedings and for physical and psychosocial recovery and social reintegration of children victims of rape, abuse, neglect, ill treatment and violence. Creative methods to disseminate and promote the knowledge of the Convention are in place Development of guidelines in place for protection against stigma and discrimination against children in need of special protection Number of sensitive and accurate messages on care and protection for children at risk or and victim of abuse and neglect disseminated through public media. Number of child victims of abuse and neglect and children deprived of their liberty, the participation of prominent personalities, political and religious leaders in child protection 	<ul style="list-style-type: none"> The Ombudsman for Children - legislation submitted for approval to parliament (Q4, 2007). Government responds to issues raised by the Committee on the Rights of the Child on their second report by providing disaggregated data. Convention mainstreamed in universities, professional schools and in-service teacher training curriculum. Child abuse study (Q4, 2006) and domestic violence reports (Q1, 2006). KAS End line survey report on parenting skills (Q3, 2007) Guidelines on minimum standards of care and protection for living children outside parental care (Q4, 2005). 	<ul style="list-style-type: none"> Continued political will and commitment. The necessary legislative work should be completed in a timely manner in order to bring protective measures to life and develop models of care and protection. Government agrees to involve NGOs in planning, implementation and monitoring stages.

	activities.		
Results	Objectively verifiable indicators	Sources of verification	Assumptions
1. Empirical evidence to support the development of child protection measures is gathered.	<ul style="list-style-type: none"> • Proportion of policy makers using accurate data on child protection to formulate legislations, policies, programme and prepare budget. • Reporting and monitoring mechanism on child rights available (SIS). • Empirical data to formulate minimum standards of care and protection for children living outside parental care available. • Effective preventive models to prevent children coming in contact with the law field-tested, documented and ready to be taken into scale. • Quantitative and qualitative data on scope, extend and nature of child abuse and domestic violence available. • Data on the skills, competencies and knowledge of targeted children and teachers available. • Mapping of existing schools and centers to provide catch-up education available. 	<ul style="list-style-type: none"> • Assessment report on existing child rights/juvenile justice training material (Q3, 2005) • Assessment report of existing skills and knowledge of professional working with and for children. (Q3, 2005) • Report on study on domestic violence (Q1, 2006) • Report on child abuse study (Q4, 2006). • KAS baseline (Q3, 2005) and end-line (Q3, 2007) on parenting skills survey reports • Evaluation report of catch up education scheme (Q2, 2007) • Evaluation of FACT package (Q4, 2007). • Guidelines on minimum standards of care and protection for living children outside parental care (Q4, 2005) • Assessment report on psychosocial skills and knowledge of professional working with and for children (Q1, 2006) • KAS end-line on adolescents (Q4, 2007) 	<ul style="list-style-type: none"> • The government will continue its commitment to report on child right violations and take appropriate action to prosecute the perpetrators of child rights violations.
2. Replicable child sensitive models for implementation for all levels of interventions are developed.			
2.1 Parents of children under 6 years Of age have access to comprehensive Early Childhood Development (ECD)	<ul style="list-style-type: none"> • Proportion of parents using effective child rearing practices • Proportion of parents seeking support from 	<ul style="list-style-type: none"> • KAS survey report on parenting skills (baseline Q3, 2005; and end-line Q3, 2007) 	<ul style="list-style-type: none"> • There is demand for parenting skills training and parents have time to

<p>programme and children of vulnerable families in targeted areas benefit from focused and comprehensive ECD.</p>	<p>qualified social workers, and other professionals.</p> <ul style="list-style-type: none"> Percentage of parents requesting and receiving FACT. Percentage of parents enrolling their children especially their daughters in pre-school. Proportion of parents register their daughters and sons birth and keep the birth registration certificate. Social policy on ECD available. 	<ul style="list-style-type: none"> Evaluation report of FACT package (Q4, 2007) Enrolment rate in both pre-school and primary school (annual report produced by SIS) MISC survey report (funded by UNICEF) 	<p>attend the classes.</p> <ul style="list-style-type: none"> Community-based pre-schools models are established. The government will make the last year of pre-school compulsory and formulate a policy on ECD. Government agrees to involve NGOs in planning, implementation and monitoring stages
<p>2.2 Vulnerable families and their children under 18 years of age at risk of coming in contact with the law, have access to appropriate services for strengthening their communication, and conflict resolution skills with each other.</p>	<ul style="list-style-type: none"> Percentage of parents reported using effective communication and conflict resolutions means with their boys and girls Percentage of parents seeking support from qualified social workers, and other professionals. Number of parents establishing on volunteer basis parents support groups. At least 50,000 adolescent girls and boys at risk of coming in contact with the law have access to a comprehensive Life Skills Based Education (LSBE) programme in the project areas. 	<ul style="list-style-type: none"> KAS end line survey report on parenting skills (Q3, 2007) Evaluation report of FACT package (Q4, 2007) Monitoring learning achievement of boys and girls in primary school report (produced by SIS) ECD Behaviour Change Communication (BCC) Strategy evaluation report (Q3, 2007) Project report (bi-annually) Monitoring report (monthly) MICS survey report (funded by UNICEF) 	<ul style="list-style-type: none"> Parents are willing to be trained and find the time to attend the classes. Government is committed to develop with and for parents a parenting training package. Adolescents are motivated and committed. Government agrees to the empowerment of adolescents Government agrees to involve NGOs in planning, implementation and monitoring stages
<p>2.3 A comprehensive, relevant, flexible and gender sensitive catch-up education curriculum, in-service teacher training and teaching tools and material functioning in at least all the provinces with the highest prevalence of children coming in contact with the law and with</p>	<ul style="list-style-type: none"> Catch-up education curricula, textbooks, teacher in-service training program available. Number of girls and boys enrolled, attending and completing the schemes. Number of girls and boys returning to the formal school system. 	<ul style="list-style-type: none"> Existence of the catch-up education curricula; textbooks; teaching material in-service teacher training program. Field reports Evaluation of the catch up education system report (Q2, 	<ul style="list-style-type: none"> MONE issues a directive to develop and implement the catch-up education system and assign teachers and classrooms. Catch-up education will

<p>children out of school.</p>		<p>2007).</p> <ul style="list-style-type: none"> Monitoring learning achievement of boys and girls in primary school report (produced by SIS). 	<p>not be considered as an alternative to formal education.</p> <ul style="list-style-type: none"> At least 60% of children out of school or in school but at high risk of coming in contact with the law qualify for the existing CCT (Conditional Cash Transfer) system managed by the Social Solidarity Fund⁴. Government agrees to involve NGOs in planning, implementation and monitoring stages
<p>2.4 Professional groups working with and for children such as judges, lawyers, law enforcement personnel, teachers, school guidance counsellors, school administrators and health personnel demonstrate capacities and abilities to effectively communicate and provide care and protection to children in or at risk of coming in contact with the law.</p>	<ul style="list-style-type: none"> Comprehensive, relevant and gender sensitive curricula and teaching materials for in-service training programme, universities and specialised training institutes and schools available and in use. Number of professionals working with and for children completing courses on child protection and child development. Proportion of professionals reporting knowledge and understanding of application of minimum standards of care and protection Proportion of professional with knowledge and skills on alternative dispute resolution; deviation measure and mediation. 	<ul style="list-style-type: none"> External evaluation report of the Child Protection including Juvenile Justice Training Programme (Q3, 2007) Field reports Project reports 	<ul style="list-style-type: none"> Continued political will and commitment The necessary legislative work should be completed in a timely manner in order to bring the protective measure to life and develop the models of care and protection. Low turnover of professional staff working for and with children. Government agrees to involve NGOs in planning, implementation and

⁴ Part of the World Bank's Social Risk Mitigation project.

<p>2.5 An independent office of an Ombudsman for children with statutory powers established.</p>	<ul style="list-style-type: none"> • Proportion of policy- and decision-makers knowledgeable on the mechanism to establish an independent monitoring system for child rights. 	<ul style="list-style-type: none"> • Draft legislation on establishing an Ombudsman's for Children available. 	<p>monitoring stages.</p> <ul style="list-style-type: none"> • Government is committed to comply with the Paris Principles and the Concluding Observations of the Committee on the Rights of the Children. • Consensus reached for the establishment of an independent monitoring system for child rights.
Activities	Verifiable indicators	Means of Verification	Assumptions
<p>1. Empirical evidence to support the development of child protection measures is gathered.</p>			
<p><i>1.1. Research</i> 1.1.1 A study on child abuse is conducted using innovative and participatory research methods. 1.1.2 A study on domestic violence is carried out using innovative and participatory research methods. 1.1.3 A study on care and protection provided to children living outside parental care is to be assessed. 1.1.4 A needs assessment on knowledge and skills on psychosocial care and protection of professionals working for and with children is conducted. 1.1.5 A review of existing Juvenile Justice training material and curriculum is carried out. 1.1.6 A rapid need assessment of the existing skills, attitude, knowledge of professionals working with and for children is conducted. 1.1.7 KAS (Knowledge, attitudes and skills) baseline and end-line surveys on parenting skills will be conducted. 1.1.8 The capacities of the existing training centres (MONE, SHÇEK, MOL, MOH) to</p>	<ul style="list-style-type: none"> • Qualitative and quantitative data available on the extent, scope and nature of child abuse and domestic violence. • Knowledge of children's perception of abuse and neglect and their coping mechanisms/resilience available. • Knowledge on adult understanding and practices on child abuse and neglect available • Policy and decision makers and civil society informed about child abuse and neglect, domestic violence and ill treatment. • Policy recommendations and plans for establishment of minimum standards and legislation to combat child abuse and neglect in both government and NGOs run institutions in place. 	<ul style="list-style-type: none"> • Report on a study on child abuse (including both physical and sexual abuse). (Q4, 2006) • Report on study on domestic violence (Q1, 2006) • Report on provision of care and protection of children living outside parental care. (Q4, 2005) • Assessment report on psychosocial skills and knowledge of professional working with and for children (Q1, 2006) • Assessment report on existing child rights/juvenile justice training material (Q3, 2005) • Assessment report of the institutions delivering adult education. (Q3, 2005) • Assessment report of existing skills and knowledge professionals working with and for children. (Q3, 2005) 	<ul style="list-style-type: none"> • Ability to carry out independently planned research/studies and evaluations. • The research teams have access and able to collect data. • Government disseminates research findings

<p>provide FACT-training packages to parents will be assessed.</p> <p>1.1.9 KAS baseline and end-line surveys will be carried out to measure the skills, competencies and knowledge of teachers and girls and boys who have dropped-out of school and who are at high risk of coming in contact with the law.</p> <p>1.1.10 A mapping of schools and other institutions with capacity to provide catch-up education will be implemented.</p> <p>1.1.11 An external evaluation of the FACT package will be carried out.</p> <p>1.1.12 An external evaluation on the Catch-up Education (2Q, 2007) will be conducted.</p> <p>1.1.13 An external evaluation of the ECD BCC strategy will be conducted (Q1, 2006).</p> <p>1.1.14. An external evaluation of the Child Protection including Juvenile Justice Training Programme will be conducted</p>		<ul style="list-style-type: none"> • KAS baseline (Q3, 2005) and end-line (Q3, 2007) on parenting skills survey reports • Evaluation of FACT package (Q4, 2007). • KAS baseline (Q4, 2005) and end-line (Q4, 2007) survey reports to measure the skills, competencies and knowledge of teachers and girls and boys who have dropped-out of school and who are at high risk of coming in contact with the law. • Mapping of schools and institutions to deliver catch-up education (Q2, 2005) • Evaluation report of catch up education scheme (Q2, 2007) • External evaluation report of ECD BCC strategy (Q3, 2007). • External evaluation report of the Child Protection including Juvenile Justice Training Programme (Q3, 2007) 	
<p><i>1.2. A coordination and monitoring system including development of measurement of tools established at both national and provincial levels.</i></p> <p>1.2.1 The Inception Report will be prepared.</p> <p>1.2.2 Hire international and local consultant to provide SIS with technical input to develop a system of data collection and indicators consistent with the Convention.</p> <p>1.2.3 A system for data and indicators (software) including training manuals for users will be developed.</p>	<ul style="list-style-type: none"> • Monitoring system in place • Training module for user developed and used. • Accurate and disaggregated data to enable monitoring of discrimination and other child right violations are available • Proportion of policy-makers using accurate data on children related issue for policy and program development and budget preparation. • Number of coordination and other meetings held. • Number of project brochures printed and distributed. 	<ul style="list-style-type: none"> • Inception Report (Q3, 2005) • Database records • Project reports (bi-annually) • SIS Annual report on implementation on the Convention. • Report from users • 2nd periodic report to the • Committee on the Rights of the Child. • Project brochure • Coordination Meetings 	<ul style="list-style-type: none"> • Commitment exists from all stakeholders ⁵. • Different government agencies agree to coordinate.

⁵ Ministry of Justice, Ministry of National Education (MONE), Ministry of Interior, SHÇEK, UNICEF, SIS and NGOs.

<p>1.2.4 Staff at both national and provincial level will be identified and selected .</p> <p>1.2.5 A series of training workshops and orientations for officials at national and provincial levels on how to collect and process data will be conducted.</p> <p>1.2.6 SIS will print annual reports.</p> <p>1.2.7 A series of training organized to strengthen the capacity of the coordination unit on effective management and planning and other topics related to child development and protection.</p> <p>1.2.8 Training and orientation workshops organized at national and provincial levels on effective management, planning and monitoring and other topics related to child development and protection.</p> <p>1.2.9 The coordination unit organizes coordination meetings with other stakeholders to review the project progress (mid year review and annual review meetings) and develops the annual work plan.</p> <p>1.2.9.1 Organization of Coordination Meetings.</p> <p>1.2.9.2 Arrangement of yearly work plan</p> <p>1.2.10 Coordination unit designs, prints and disseminates a million copies of the project brochure.</p> <p>1.2.11 Coordination unit organizes a series of retreat with children and parents.</p> <p>1.2.12 Coordination unit organizes the mid-term review.</p> <p>1.2.13 Coordination unit organizes meetings to disseminate studies, including the printing of the studies.</p> <p>1.2.14 Coordination unit organizes meetings with duty bearers and right holders to prepare, print and disseminate Turkey's 2nd periodic report to the Committee on the Rights of the Child.</p> <p>1.2.15 Coordination unit organizes and participates in national and international</p>	<ul style="list-style-type: none"> • Number of national and international workshops organized and or attended on child protection related issues • Number of trainings on effective management and other topics related to child development and protection. • Children and parents feedback and recommendation on project implementation available. • Draft of 2nd periodic report to the Committee on the Rights of the Child. 	<p>minutes</p> <ul style="list-style-type: none"> • Annual work plan • Mid year and end year reviews reports • Mid term review (Q3, 2006) • Project evaluation report (Q4, 2007) • Field reports • Reports on various capacity development training, workshops and orientations • Studies dissemination workshops reports • Retreats reports 	
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workshops on child protection issues. 1.2.16 An external evaluation of the project is carried out with support of both international and national consultants.			
2. Replicable child sensitive models for implementation for all levels of intervention are developed.			
<p>2.1 Parents of children under 6 years of age have access to comprehensive Early Childhood Development (ECD) programme and children of vulnerable families in targeted areas benefit from focused and comprehensive ECD.</p> <p>2.1.1 Existing FACT (Family and Child Training), for 0-6 years old material is printed and distributed to all the training centres imparting FACT.</p> <p>2.1.2. Master Trainer Teams established and equipped with teaching material in all the remaining provinces (75 remaining provinces, about 1000 master trainers in the whole country, in teams of about 10 people).</p> <p>2.1.3 A series of TOT and refresher courses on FACT are organized for the existing and new provincial Master Trainer Teams at the provincial levels.</p> <p>2.1.4 Master Trainer Teams organize a series of trainings and refresher course for MONE, MOH, MOA, SHÇEK, NGOs) and out-reach trainers in the identified training centres at provincial and districts levels.</p> <p>2.1.5 Trainers organize a series of training sessions and distribute user-friendly material to parents.</p> <p>2.1.6 International and local consultants are hired to provide technical guidance for the development of a Child Development curriculum and textbooks and in-service teacher training for all levels of the educational system.</p>	<ul style="list-style-type: none"> • At least 100,000 families with children under 6 years of age report on knowledge of effective child rearing practices and communication skills with their children. • Parents/guardian aware of harmful effects of corporal punishment on children and report using alternative forms of discipline • Parents/guardian aware of participatory rights of children and involve them more in decisions making process. • Proportion of FACT Master Team of trainers both at national and provincial level building capacity of trainees. • Number of centers offering FACT courses. • Number of teachers and out-reach workers qualified to teach parents. • Number of training packages printed and distributed. • Percentage of parents/guardian requesting and receiving FACT • Percentage of parents/guardian or and caregivers understanding the benefits of pre-school education and enrolling their children in pre-school and establishing on volunteer basis parents support groups. • Social policy on ECD available. • Proportion of universities teachers receiving training on Child Development and Child Protection from skilled international experts. • Proportion of universities/ departments (education and psychology) equipped with teaching material and curricula on Child Development and Child Protection. 	<ul style="list-style-type: none"> • Draft social policy on EDC (Q1, 2006) • Report on a study on child abuse (including both physical and sexual abuse) (Q4, 2006) • Report on study on domestic violence (Q1, 2006) • Assessment report on psychosocial skills and knowledge of professional working with and for children (Q1, 2006) • KAS baseline (Q3, 2005) and end-line (Q3, 2007) on parenting skills survey reports • Evaluation of FACT package (Q4, 2007). • External evaluation of the ECD BCC strategy (Q3, 2007) 	<ul style="list-style-type: none"> • Parents have time to attend the classes. • Different government agencies agree to coordinate. • Government agrees to involve NGOs in the planning, implementation and monitoring stages • Other organizations (like NGOs) agree to use the FACT material. • The government will make the last year of pre-school compulsory and formulates a policy for ECD.

<p>2.1.7 Parents volunteer groups organize a series of advocacy and social mobilization events.</p> <p>2.1.8 Additional communication tools will be developed, produced and disseminated.</p> <p>2.1.9 Hire international and local consultants to provide technical guidance to develop a social policy on ECD</p>			
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<p>2.2 <i>Vulnerable families and their children under 18 years of age who are at risk of coming with the law have access to appropriate services for strengthening their parenting and psycho-social skills (including communication, conflict resolution, coping with stress) and knowledge in child rights and they have access to information on available educational schemes and access to effective communication tools and messages.</i></p> <p>2.2.1 MONE in consultation with SHÇEK, MOH, MOL, NGOs and academia establish a team to oversee the development of a FACT package for 7 to 19 year olds package and teaching material.</p> <p>2.2.2 International and national consultants are hired to provide technical support and guidance to the developers of FACT package</p> <p>2.2.3 FACT and teaching material field-tested, produced and distributed to selected training centres.</p> <p>2.2.4. The existing master trainers on psychosocial education receive TOT (training of trainers) and refresher courses on FACT for 7-19 year olds.</p> <p>2.2.5 Master trainers organize a series of training and refresher courses for trainers and out-reach workers.</p> <p>2.2.6 Trainers organize a series of orientations and training sessions and distribute user-friendly material to parents.</p> <p>2.2.7 Parents volunteer groups organise a series of advocacy and social mobilisation events.</p> <p>2.2.8 A comprehensive Life Skills Based Education curricula and material for adolescents in both in school and out of school developed, field-tested, produced</p>	<ul style="list-style-type: none"> • At least 100,000 vulnerable families with children under 18 years of age who are at risk of coming in contact with the law are using effective communication and conflict resolution skills with their children. • FACT 7-19 year olds package is available, printed and distributed. • Proportion of FACT Master Team of trainers both at national and provincial level building capacity of trainees. • Number of centers offering FACT courses. • Number of teachers and out-reach workers qualified to teach parents/guardians. • Parents/guardian aware of participatory rights of children and involve them more in decisions making process. • Percentage of parents/guardian requesting and receiving FACT. • Percentage of parents/guardian with knowledge about the catch-up education and enrolling their children in catch-up schemes. • Proportion of parents/guardian more involved in school activities. • Number of parents/guardians establishing parents support groups on volunteer basis. • Number of communication tools produced and disseminated. • At least 50,000 adolescents girls and boys who can identify at least 3 modes of resolving conflict with their peers and parents. • At least 50,000 adolescent girls and boys who can identify at least 3 methods of communicating with peers and parents. • At least 50,000 adolescent girls and boys with specific knowledge of their physical and emotional change. • Percentage of adolescent girls and boys who report having taken steps to discuss and solve conflict with the peers, parents and teachers. • Percentage of adolescent girls and boys who seek support and report receiving accurate information 	<ul style="list-style-type: none"> • KAS baseline (Q3, 2005) and end-line (Q3, 2007) on parenting skills • survey reports • FACT package evaluation (Q4, 2007) • ECD BCC strategy evaluation report (Q3, 2007) • Project report (bi-annually) • Monitoring report (monthly) • MICS survey report (funded by UNICEF) • Mapping of institutions to deliver FACT. • Distribution list report • Training reports • Field reports • LSBE curricula and training material • KAS end-line survey on adolescents (Q4, 2007) 	<ul style="list-style-type: none"> • No need to open new centers providing FACT-training • Parents are willing to be trained and have time to attend classes. • Government is committed to develop with and for parents a parenting training package. • Government agrees to involve NGOs in the planning, implementation and monitoring stages • Adolescents are motivated and committed. • Government agrees to the empowerment of adolescents. • Coordination amongst other agencies working with and for adolescents exists. Consensus reached to use common messages for adolescents through LSBE. • Schools provide facilities for adolescents to organize peer to peer LSBE sessions. • Adolescents volunteer to become peer educators. • Government provides support to the existing adolescent associations and facilitates the establishment of additional ones if
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<p>and distributed.</p> <p>2.2.9 Adolescent peer educators are identified, selected and trained in the target provinces.</p> <p>2.2.10 A series of LBSE training with and for adolescents in school and out of school organised.</p> <p>2.2.11 A training manual on psychosocial care and protection for both professional working for and with children, victims of abuse, ill treatment, exploitation and discrimination is developed.</p> <p>2.2.12 Training material will be printed and distributed.</p> <p>2.2.13 A series of TOT training and refresher courses on psychosocial care and protection for professional working with child victims, witnesses and alleged perpetrators of abuse, violence, ill treatment are organised.</p>	<p>and friendly advice on conflict resolution from service providers, parents, mass media, NGOs, education programme.</p>		<p>needed.</p>
<p>2.3. Comprehensive, relevant, flexible, gender sensitive catch-up education curriculum, in service teacher training and teaching tools and material functioning in at least in all the provinces with the highest prevalence of children coming into contact with law and with children out of school.</p> <p>2.3.1 MONE appoints a project management team to oversee the development, monitoring and coordination of the implementation of the catch-up education scheme.</p> <p>2.3.2 A series of training will be organised on planning, management, and monitoring for MONE especially for the project management team</p> <p>2.3.3 The project team will organise a series of workshops including local field visits for which experts from abroad will be invited to share their experiences,</p>	<ul style="list-style-type: none"> • Participation of at least 50,000 children at high risk of coming in contact with the law in-catch up education. • Proportion of formal and non-formal schools, education centers, (SHÇEK; MOL) using the catch-up education curricula. • MONE project management team is skilled and knowledgeable and implementing project effectively. • Catch-up curriculum, textbooks and in -service training program developed, printed and in place. • Proportion of school guidance counsellors master trainers at provincial level building the capacity of guidance counsellors • Proportion of teachers, guidance counsellors recruited with knowledge and skills about catch-up education. • Teachers, school principals, school guidance counsellors aware of harmful effects of corporal punishment on children and report using 	<ul style="list-style-type: none"> • KAS baseline (Q3, 2005) and end-line (Q3, 2007) survey reports • Study tour reports/ workshop reports • Mapping of schools and institutions to deliver catch-up education (Q2, 2005) • Effective, gender-sensitive catch up education curricula, textbooks, in service teaching program • Distribution list report • Training reports • Field reports • Supply inventory • Attendance school/center books. • Evaluation of the catch-up education system report (Q2, 2007). • Communication material for volunteers 	<ul style="list-style-type: none"> • Government agrees to involve NGOs in the planning, implementation and monitoring stages. • Government allocates teachers and guidance counsellors for this program and class rooms are available. • Children and parents are receptive and see the cost benefit of education. • This form of education perceived as relevant and appropriate by parents, children, and others. • Girls and boys attend school and are accepted by peers, teachers and

<p>results, lessons learned and challenges encountered in establishing catch-up education schemes.</p> <p>2.3.4 MONE establishes a developer team for the design of the catch-up education curriculum</p> <p>2.3.5 International and local consultants are hired to develop the capacity of the developer team and provide technical inputs for the development of the catch-up education curriculum and monitoring indicators.</p> <p>2.3.6 The project management team will organise a series of meetings involving all concerned duty bearers including children to provide feed-back on the catch-up education curriculum.</p> <p>2.3.7 The developer team and the project management team organise, with the technical support of the international and local consultants, a series of training for textbook developers.</p> <p>2.3.8 The project management team contracts textbook developers to design, produce, field-test, print and distribute catch-up education textbooks for children and teachers.</p> <p>2.3.9 Catch-up education in-service training program developed, field-tested by the developer team and consultants.</p> <p>2.3.10 The project management team appoints/ recruits teachers and school guidance counsellors and trains them on catch-up education and child friendly learning environment.</p> <p>2.3.11 Volunteers (NGOS; universities) are recruited and their capacity developed to promote enrolment in school and catch-up education scheme amongst parents.</p> <p>2.3.12 Develop, produce and print communication material for the</p>	<p>alternative forms of discipline</p> <ul style="list-style-type: none"> • Teachers, school principals and school guidance counsellors aware of participatory rights of children and involve them more in decisions making process. • Volunteer teams established and functioning. • Mechanism in place in school enabling children to report corporal punishment • Number of parents applying for the conditional cash transfer. • Number of applications received and processed. • Number of children receiving conditional cash transfers. 	<ul style="list-style-type: none"> • Reports from the volunteer teams 	<p>other students.</p> <ul style="list-style-type: none"> • Children's success rate catches up with the others'. • Parents and the school system encourage children to participate more in the decision-making processes. • Board of Education puts in place a unit to supervise catch-up education. • Catch-up education will not be considered as an alternative to formal education. • At least 60% of the targeted children qualify for the existing CCT system managed by the Social Solidarity Fund. • Boys and girls enrolled in catch up education scheme are provided with daily meals to improve their nutritional status. Parents will be hired on a voluntary basis to prepare these meals. • Parents preparing meals can be paid through the Social Solidarity Fund • Provision of the food supplies will be based on voluntary donations. Support from the private sector and others can be mobilized
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<p>volunteers. 2.3.13 Provision of a daily meal to strengthen the nutritional status of boys and girls enrolled in catch up education scheme. Parents will be hired by the Social Solidarity Fund on a voluntary basis to prepare the meals.</p>			
<p><i>2.4. Strengthening the Juvenile Justice System</i></p> <p>2.4.1 A curricula on Child protection (including juvenile justice) is developed for professionals working with and for children at all the levels of the education system.</p> <p>2.4.2 A series of TOT training and refresher courses on child protection will be organized for professional groups working with and for children, such as judges, lawyers and law enforcement personnel.</p> <p>2.4.3 Training for existing and new staff of the Juvenile Law Courts is organised.</p> <p>2.4.4 Advocacy efforts to increase age of criminal responsibility will be carried out.</p> <p>2.4.5 A series of orientations on Alternative Dispute Resolution (ADR) are organized with the support of international experts.</p> <p>2.4.6 ADR will be piloted and documented in the provinces with the highest number of children coming in contact with the law.</p> <p>2.4.7 Provide technical support as required during the development of the new legislation related to children.</p> <p>2.4.8 SHÇEK to appoint a working group (including NGOs) with multi-disciplinary skills to oversee the development of minimum standards of care and protection for children living outside parental care.</p>	<ul style="list-style-type: none"> • Comprehensive, relevant and gender sensitive curricula and teaching materials for in-service training programme, universities and specialised training institutes and schools available and in use. • Number of professional and students enrolled and completing courses/classes on child protection and child development. • Proportion of professional reporting knowledge and understanding of application of minimum standards of care and protection. • Juvenile offenders are dealt without delay. • Period of incommunicado detention and pre-trial detention reduced by at least 60% • Alternatives to pre-trial detention piloted. • Professional working with and for children aware of the harmful effects of corporal punishment • Proportion of professional groups working with and for children received training on Child Protection including Juvenile Justice and psychosocial care and protection for skilled trainers at least twice during the implementation of this project. • Proportion of professional training institutions teaching Child protection including juvenile justice as a subject. • Proportion of professional groups working with and for children equipped with Child Protection including juvenile justice and 	<ul style="list-style-type: none"> • Assessment report on existing child rights/juvenile justice training material • Assessment report of existing skills and knowledge professional working with and for children. • Report on a study on child abuse (including both physical and sexual abuse). Q4, 2006 • Evaluation report of catch up education scheme (Q2, 2007) • Evaluation of FACT training package (Q4, 2007). • Guidelines on minimum standards of care and protection for living children outside parental care (Q4, 2005) • Need assessment report on psychosocial skills and knowledge of both judiciary and social services staff (Q1, 2006) 	<ul style="list-style-type: none"> • Government committed to comply with EU acquis communautaire, the Concluding Observations of the Committee on the Rights of the Child and the Recommendations of the Special Rapporteurs. • Government committed to incorporate Treaty bodies into its national legislations. • Government will through a consultative process prepare its 2nd periodic report on the implementation of the CRC. • Government is committed to finalize and implement the pending legal reforms related to children.

	psychosocial care and protection teaching tools and materials		
<p>2.5. <i>An independent Ombudsman for children with statutory powers established.</i></p> <p>2.5.1 A series of advocacy meetings to built the capacity and understanding on independent child right monitoring institution amongst policy- and decision-makers, local authorities, academia, civil society, media and other duty bearers with the support of the European Network for Ombudsmen for Children will be organised within the country</p> <p>2.5.2 A team of senior government officials, parliamentarian, media will participate in a study tour in selected European countries to learn on how independent child right monitoring mechanisms functions</p> <p>2.5.3 International and local consultants hired to support drafting of a legislation to establish an independent Ombudsman for Children with statutory powers.</p> <p>2.5.4 A series of meetings is organised to advocate for approval of the legislation</p>	<ul style="list-style-type: none"> • Policy- and decision-makers knowledgeable on mechanisms to establish an independent institutions • Consensus reached to establish an independent ombudsman for children with statutory powers. • Draft legislation available • Equipment for office of Ombudsman for children ordered. 	<ul style="list-style-type: none"> • Study tour field report (Q1, 2006) • Advocacy meeting reports (Q1, 2006 – Q1, 2008) • Law to establish office of Ombudsman for children promulgated 	<ul style="list-style-type: none"> • Government committed to comply with the Paris Principles and the Concluding Observations of the Committee on the Rights of the Child. • Consensus reached for the establishment of an independent monitoring system for child rights.

