

Standard Summary Project Fiche
IPA Decentralised National Programmes

1. Basic information

1.1 CRIS Number: TR2010/0136.06

1.2 Title: Supporting social inclusion through sports education

1.3 ELARG Statistical code: 01.36 (political criteria)

1.4 Location: **Turkey**

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 tendering process, contracting matters and financial management, including payment of project activities. The director of the CFCU will act as Programme Authorizing Officer (PAO) of the project. The contact details of CFCU Director are given below:

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1.6 Beneficiary (including details of SPO):

Directorate General for Youth and Sports

Mr. Mehmet Ali Babacan

Genel Müdür Yardımcısı

GSGM,

Ulus İş Hanı ANKARA

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Financing:

1.7 Overall cost: 2.300.000 €

1.8 EU contribution: 2.070.000 €

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

1.10 Final date for execution of contracts: 2 years after the last date for the contracting deadline

1.11 Final date for disbursements: 3 years after the last date for the contracting deadline

2. Overall Objective and Project Purpose

2.1 Overall Objective:

Improved future opportunities and living standards for youth and children in Southeast Turkey.

2.2 Project purpose:

Preparatory studies and management structures in place for new sports facilities and supplementary education opportunities for youth and children which will increase social inclusion and cohesion in pilot areas of Southeast Turkey.

2.3 Link with AP/NPAA / EP/ SAA

The AP calls on the Turkish government under the “Short Term Priorities” heading and the “Children’s rights” subheading to “continue to tackle the problem of child labor and child poverty”. Under the heading “Situation in the east and south-east” the AP also calls on Turkey to “develop a comprehensive approach to reducing regional disparities and in particular to improving the situation in southeast Turkey with a view to enhancing economic, social and cultural opportunities for all Turkish citizens, including those of Kurdish origin”.

The 2009 Regular Report highlights the continuing discrepancy between schooling rates of children in the Southeast of the country and the rest stating that “Regional disparities in primary school enrolment persist: there is a difference of more than 10% between some western and eastern parts of the country.” The low transition rate to secondary education is also underlined “ As regards continuation to secondary school, the net enrolment rate drops from 96.5 % at primary school to 58.5% at secondary school.”

Furthermore the education heading under the economic criteria of the new NPAA stipulates that “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”.

2.4 Link with MIPD

Under the strategic objectives of the MIPD, Axis 4 refers to socio-economic development: including the reduction of glaring regional socio-economic disparities as well as enhancing investment in human capital and lifelong learning strategies and improving social inclusion.

2.5 Link with National Development Plan (where applicable)

The 9th Development Plan (2007-2013) specifically mentions the objective of strengthening human development and social solidarity as well as ensuring regional development.

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

The 2008-2012 GAP Action Plan has 407 million TL budgeted for the improvement of cultural, arts and sports activities under the heading of “Social development”. Under action SD5.3, the construction of the following multi purpose sports halls have been foreseen. It has to be indicated that these halls are amenable only to indoor sports. Moreover this investment budget relates only to the physical construction of the buildings. No supplementary sports education programs have been envisaged.

Table 1: Planned investments under the GAP Action Plan

City	District	Seating capacity
Adıyaman	Çelikhan	500
	Gerger	250
	Samsat	250
	Sincik	250
	Tut	250
Batman	Sason	500
	Beşeri	250
	Gercüş	250
Diyarbakır	Central	5000
	Bismil	500
	Çermik	500
	Dicle	500
	Hani	500
	Ergani	500
	Kulp	500
	Lice	500
Gaziantep	Şahinbey	500
	Karkamış	250
	Yavuzeli	250
Mardin	Dargeçit	500
	Derik	500
	Mazıdağı	500
	Savur	500
Siirt	Aydınlı	250
	Baykan	250
	Kurtalan	250
	Pervari	250
Şanlıurfa	Bozova	500
	Halfetiye	250
Şırnak	Uludere	250
	Beytüşşebap	250

3. Description of project

3.1 Background and justification:

The European Commission in its White Paper on Sports remarks that “Sports has a major potential as a tool for promoting social inclusion and social cohesion in European societies. Sport provides citizens with opportunities to interact and join social networks and it constitutes a tool for reaching out to the underprivileged or groups at risk of or facing discrimination”. Academic research substantiates this evaluation. The benefits of sports in ensuring improved social inclusion and integration have been highlighted in numerous academic studies.

Table 2: Benefits of sport

Nature of benefit	experienced by excluded	strength of evidence	nature of evidence			
			lab/ experimental	national/ large	Case study survey	meta analysis/ study review
National	-	+			*	*
Identity						
Prestige	++	+			*	
Reduced health costs	--	++		*	*	*
Trade		++		*		
Communal						
•Community/family coherence	--				*	*
•Lower law and order costs (especially for youth)	---	+			*	*
•Job creation	+/-	+			*	*
•Environmental (created/renewed)						
Personal						
•Physical health (heart, lungs, joints, bones, muscles)						
•Better mental health (coping, depression)	---	++++	*	*	*	*
•Better self esteem/image/ competence	+/-	++	*		*	*
•Socialisation/integration/ tolerance	+++	+++	*		*	*
•General quality of life	++	++	*		*	*

The strength of positive and negative experience in col 2 and of evidence in col 3 is shown by the number of + and - ; * show where the particular form of evidence is available

Source: Research Report: Sport and Social Exclusion. A report to the Department for Culture, Media and Sport. Michael F Collins, with Ian P Henry, Barrie Houlihan, James Buller. March 1999, Institute of Sport and Leisure Policy, Loughborough University

The objectives of this project are in line with the Commission’s statements on the social benefits of access to sports. Sports and sports related training will be used to promote social inclusion and integration in the disadvantaged areas of Turkey. It is evident that Eastern and Southeastern Anatolia needs further assistance and support in terms of opportunities for social development. In most instances the inhabitants of these regions cannot find organized activities for personal development. This is also an area where clear differences exist between the more affluent Western regions of the country and the rest.

The lack of opportunities targeting the young generation and addressing the socio-cultural development needs of this particular age group is also a major issue in the

region. Primary schooling age is a critical stage in the development of a child's personality. The availability of a variety of opportunities for social development at this critical age will positively impact future contributions of these young individuals to society and enhance their social integration. Sports and sports related activities provide a reliable and effective way of building trust as well as communal values among the youth.

Given the prevailing problems related to the situation of the children in the region such as the above average levels of school discontinuity, early adoption of negative habits such as smoking or drug abuse, growth of the phenomenon of children spending time on the streets for the lack of alternative activities, an institutional setup targeting the children and the youth of the region by way of the establishment of sports training facilities combined with opportunities for supplementary education which will cater to the needs of this target group would be helpful in dealing with the above stated problems stemming from an acute lack of proper opportunities and setups for social development.

However even basic sports facilities are lacking in some parts of this geography. Those that are available are very few and mostly under equipped. As a result children and young people inhabiting those regions have almost no possibility to participate in organized sports activities.

This project therefore foresees the establishment of 15 different sports facilities and capacity building within these facilities to enable the long term and sustainable provision of a series of trainings and seminars to the region's youth and children. In addition specially designed training programs will be implemented for disadvantaged and/or vulnerable social groups such as young girls, orphaned and disabled youth.

The methodology adopted for the selection of project sites has been the following.

In the first stage, the following provinces where no publicly owned open air sports facilities were available for the target age group were identified : Adıyaman, Batman, Bingöl, Bitlis, Diyarbakır, Van, Siirt, Şırnak, Şanlıurfa, Hakkari, Bayburt, Karaman, Bilecik, Artvin, Erzurum, Mardin, Kilis, Iğdır, Ardahan and Kars.

Within the 19 provinces thus identified, a further selection was made on the basis of districts with a population higher than 20.000 and a high number of primary school children.

The preliminary list thus established contained the following locations : Diyarbakır province Central district ; Hakkari province Yüksekova District; Adıyaman province Central, Kahta, Besni and Gölbaşı Districts; Batman province Central and Kozluk Districts; Bingöl province Central District, Agri province Central district; Iğdir province Central district; Van province Erciş District; Siirt province Central, Pervari and Eruh Districts; Şırnak province Central, Cizre and Silopi Districts; Bayburt province Central District; Karaman province Central District; Bilecik province Central and Bozüyük Districts; Artvin province Central and Hopa Districts; Adıyaman province Sümerevler district, Erzurum province Central District; Mardin province Midyat and Kızıltepe Districts; Kilis province Central District; Ardahan province Central District; Iğdır province Central District and Kars province Central District,

Erzurum province Central district; Şanlıurfa province Siverek and Akçakale districts; Bitlis province Tatvan district;

Final selection

Each of these potential sites was visited and the final list was prepared in view of the availability of publicly owned land that can be allocated for the establishment of the sporting infrastructure. Given the requirements of EU funding for infrastructure, the final site selection was limited to 15 locations. Therefore a final criteria of a population higher than 50.000 was used to enable a more effective use of resources.

The final list comprises the following locations:

Table 3: Project locations

#	Province	Region	District	Pafta	Ada	Parsel	Area
1	Adıyaman	Merkez	Sümerevler	1390	650	13,14,15	30.050
2	Batman	Merkez	İluh Mevkii	-	458	2	116.000
3	Mardin	Midyat	Yunus Emre	-	266	116,118,121	48.000
4	Mardin	Kızıltepe	Harabilma	1	-	119,122	53.350
5	Ağrı	Merkez	Su Çatağı	01.d	218	302-54	45.600
6	Iğdır	Merkez	Kara Ağaç	18.m.n	514	1	11.210
7	Van	Erciş	Latıfiye	20.30P	132	15	20.000
8	Hakkari	Yüksekova	Güngör	M52	361	2,3	60.424
9	Kilis	Merkez	Demirciler	98/1	1469	10	12.500
10	Ardahan	Merkez	Halil Efendi	-	152	1	15.000
11	Bingöl	Merkez	Yenimahalle	Forest area	-	-	14.400
4	Erzurum	Merkez	Palandöken	-	-	-	12.500
5	Şanlıurfa	Siverek	Camikebir	M42-C-D2-b	-	1042	70.000
6	Diyarbakır	Merkez	Köşkler	-	555/661	12/11	12.500
7	Bitlis	Tatvan	Dumlupınar	26.29.Va.Rd.Rc/9	68	7	14.123
ALTERNATES							
1	Batman	Kozluk	Tepecik	147d06d.19	410	2	20.700
2	Bayburt	Merkez	Zahit	84	725	116,117	28.100
3	Kars	Merkez	Bayrampaşa	13b	591	61 (1/2)	25.607

Given the complexity of the project, it has been decided for a gradual roll out with an initial implementation of pilot project limited to Kızıltepe, Batman and Diyarbakır. This project fiche is submitted for the pilot project and for the technical assistance component of the pilot project only.

The project beneficiary, namely the Directorate General for Youth and Sports (DGYS) will be supported by expert sports federations like the Turkish Football Federation (TFF) as well as the Turkish Athletics Federation (TAF) in this project. TFF and TAF will provide know-how in terms of the organization of different categories of training to the youth and children of the region but also to a batch of trainers from the region who can then replicate these trainings in the future contributing to the sustainability of the effort. The project partners will also include Non Governmental Organizations (NGOs) like the Turkish Educational Volunteers Foundation (TEGV), Mother and Child Education Foundation (ACEV), World Wild Life Fund (WWF) – Turkey, the International

Association for Physical Education and Sport for Women and Girls (IAPESGW). All of these potential project partners have particular know-how difficult to duplicate and have been involved in the design of the project and have contributed to the preparation of the curriculum of activities. The said NGO's have sent letters of indication demonstrating their willingness and ability to take part in the project. Additional information about the project's civil society partners can be found in Annex VI.

Due to the complexity of the project, a phased approach is being envisaged. The project will start as a pilot in 3 cities. In addition, the technical assistance work will be tendered under IPA 2010 whereas the construction work and the supplies component are to be tendered under IPA 2011. The following phased approach is suggested for its implementation.

Under the 2010 Programming package:

- Services contract: Preparatory activities, works tender preparation on the basis of the completed feasibility studies, local management facility developed, pre-selection of trainers, implementation of training of trainers program, preparation of education material for children and youth training, implementation of children and youth training, communications.

Under the 2011 Programming package:

- Works contracts (build the 3 facilities) and supply contracts. Additional TA contract for supervision of works is required. Supply contracts, including all activities as set out in 3.3.2.7 and 3.3.3.8. TA from the 2010 package is used to manage the above.

In terms of sequencing of the activities, the activities set out 3.3.2.1 through 3.3.2.4 will be carried out initially under the 2010 IPA programming package. Then the construction work and the supply tenders as set out under section 3.3.2.5-8 needs to be completed under the 2011 IPA. After which, the implementation of the children and youth training program in the new facilities can be carried out under the 2010 IPA programming package.

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

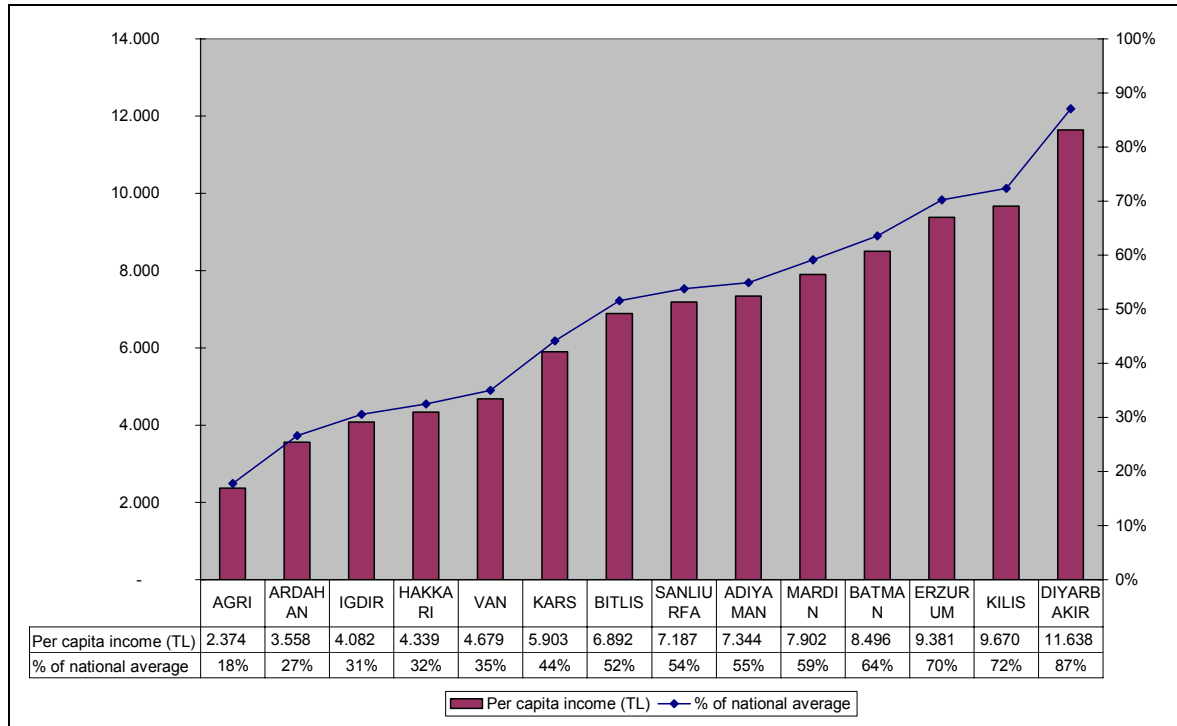
3.2.1 Project Impact

As previously stated, sports has a major potential as a tool for promoting social inclusion and social cohesion. Sport provides citizens with opportunities to interact and join social networks and it constitutes a tool for reaching out to the underprivileged or groups at risk of or facing discrimination. The project's most important impact will be to reduce the risks of social exclusion in the most disadvantaged regions of Turkey. The project thus aims over time to contribute to reducing the school drop-out ratios, to improving attending children's success in school, to increasing school enrolment rates for particularly girls, to reducing involvement of children in criminal activities, to improving awareness on the

importance of environmental problems and to increasing awareness on issues like healthy diets, hygiene etc and thus contribute to an overall improvement of health conditions.

There are no publicly available per capita income figures for Turkish regions since 2001. However a set of figures reflecting estimates of per capita income for 2008 has been obtained from the Center for Economics and Foreign Policy Studies (EDAM-www.edam.org.tr). These figures have been generated for a study dealing with the competitiveness of Turkish regions on the basis of tax receipts. As can be seen, per capita income in all the provinces covered by the project are below the national average. In terms of the ratio of the regional income to the national average, the lowest ranking province is Sirnak at 13 % of the average national income. Diyarbakir reaches 87 % of the national income. In other words, all the provinces covered by the project are mostly well below the mean income and thus are amongst the most disadvantaged regions of the country.

Table 4: Regional incomes



Source : EDAM, www.edam.org.tr, unpublished study.

According to this set of data, the weighted average per capita income in the 13 provinces covered by the project stood at 7.493 TL in 2008 reaching 56 % of the national mean income.

It has to be stated that the children of the region are among the most vulnerable and disadvantaged groups in the country. For instance, according to the national education statistics, schooling ratio for the first 5 years of education reaches 96 % whereas for the provinces covered by this project this ratio stands at 92 %. More importantly school attendance drops sharply in these provinces after the first 5 years. Schooling ratio in upper level primary education is 58 % for Turkey whereas for the region this figure is only 37 %. For girls, the corresponding figures are 56 % and 32 %. In other

words, the transition from 5 to 8 years is associated with a significant drop in school enrollment. This is a serious and widespread phenomenon in the provinces covered by this project. This handicap is more accentuated for girls where the difference between the regional average and the national mean reaches 24 basis points.

Table 5 :Schooling statistics

	Schooling ratio % 2008-2009					
	5 years avg	Boys	Girls	8 years avg	Boys	Girls
ADIYAMAN	96,06	96,13	95,98	48,22	51,34	44,96
AGRI	92,66	93,87	91,38	21,78	26,83	16,23
ARDAHAN	93,68	94,51	92,81	44,25	45,81	42,55
BATMAN	94,12	94,59	93,63	38,63	44,65	32,23
BITLIS	87,29	90,15	84,27	28,82	36,81	20,24
DIYARBAKIR	94,72	95,88	93,50	37,03	42,50	31,24
ERZURUM	92,61	93,43	91,75	43,87	50,99	36,42
HAKKARI	85,96	86,83	85,05	41,53	48,42	34,12
IGDIR	93,47	94,73	92,17	40,42	41,57	39,21
KARS	93,48	94,28	92,63	33,88	35,30	32,36
KILIS	94,02	94,63	93,41	52,82	52,07	53,57
MARDIN	90,68	91,92	89,41	34,73	42,01	27,11
SANLIURFA	91,30	93,76	88,70	25,71	32,01	19,10
VAN	88,24	91,72	84,57	28,06	34,55	21,14
14 Province Avg	92,02	93,32	90,66	37,13	41,78	32,18
Turkey Avg	96,49	96,99	95,97	58,52	60,63	56,30

Source : TUIK web site. http://www.tuik.gov.tr/PreIstatistikTablo.do?istab_id=990

As a result of this project, the school enrollment rates of youth and in particular young girls are expected to improve. The classroom training curriculum designed for this project will raise awareness among youth about the benefits of formal education. The curriculum, through its emphasis on self development and children's rights will also underline the right to education of children. The training provided to families, under this project, will further strengthen this message.

Sports activities are among the most important means for youth and children's body and spiritual development. The establishment of a basic sports infrastructure as well as the design and delivery of a range of training modules will allow the region's youth to gain access to a new opportunity for individual as well as social development.

To develop local capacity of supplementary social education and sports training as tool for promoting social inclusion and social cohesion. The primary school enrolled youth population in the 3 provinces selected for the pilot project is 628,000. Thus the pilot project will reach 1.3 % of the target youth population. The implementation of the project at full scale will enable the project to reach 2.7 % of the overall region's primary school enrolled youth population of 1.8 million.

Another substantial impact will be on the capacities of the civil society organizations like TEGV, ACEV and WWF-Turkey that are associated with this project. The funding made available within the scope of this project for training the trainers of these institutions will enable them to enrich their pool of trainers. It is estimated that in 15 districts a total 240 experts will thus be trained, 42 of these experts will be trained under the pilot project component. This pool of qualified experts will, at the end of the project, provide a ready pool of experts for civil society organizations like TEGV, ACEV and WWF-Turkey to expand their human resources and their activities in this region.

An additional impact of the project will be on the availability of sports infrastructures. The selected city/districts lack even the most basic infrastructure for organized sports activities. The implementation of the project will enable these provinces to gain these facilities. Obviously these facilities will outlast the lifecycle of this project. The primary schools in the cities/districts will also be supported with a full set of football material to be used in those schools.

3.2.2 Catalytic Effect

The training programs delivered in the 3 different sports facilities will enhance the overall education of the entire region's youth attending these seminars. They will contribute to achieving a higher level of individual and social development. These efforts will thus be complementary with other activities to retain the children's youth under official schooling for as long as possible. More importantly fighting social exclusion requires a comprehensive approach. The creation of an education program which will provide supplementary education and training to 8.000 children will contribute to ongoing efforts to fight social exclusion. This education effort will have a wider impact. In other words, it is hoped that not only the children attending this program but also their circle of friends, given the influence of peer groups in terms of shaping children's attitudes, will stand to benefit from this approach to reducing risks of social exclusion.

Similarly these programs will help the re-integration in mainstream society of disadvantaged groups such as disabled youth. They shall also contribute to the eradication of social pressure/discrimination against young girls. Special seminars targeting the families of the children normally attending the trainings will be developed with these purposes in mind.

Measures to ensure gender equality

The education program will be designed to be gender sensitive and gender equality-oriented. We will emphasize introducing physical activities regarding interests, needs and abilities of girls and boys, breaking down the socio-cultural barriers to activity participation, the non-aesthetic benefits of exercise, introducing role models, safety concerns and cooperation with adults/parents. Girls do not receive the same encouragement as boys to participate in sport and physical activity, which results in a lower participation rate. That's why adults need to play an integral role in the solution - to be active role models and encourage girls to be physically active. Research demonstrates that girls are more likely to participate if they get adult encouragement and have parents or other key influencers who are active role models themselves.

Gender dimension will be related to topics covered in the sessions are psychological issues (e.g. body image, self-confidence, emotion), social issues (tolerance, team work, bullies, family and peer relations through physical activity participation) and health and hygiene issues (healthier heart, stronger bones, less chance of cancer and diabetes, fitness, flexibility, smoking, nutrition, bullies...).

In order to ensure that the program will be as attractive to young girls as to young boys, the in field training component will be divided between athletics and football. Compared to many other sports in Turkey, women's participation in athletics is

relatively higher. According to DGYS statistics, the share of women in total active athletics license holders is 36 %. This figure is 15 % for basketball and 30 % for handball. Furthermore when school sports are taken into account, young girls' participation in athletics is even higher. The following table lists the number of athletics license holders in the schools covered by our project. It can be seen that among school athletes, the share of girls reaches 43 %.

Table 6: Athletics license holders in schools

	Girls	Boys
Bingöl	99	185
Erzurum	99	232
Kilis	49	104
Adıyaman	71	180
Ağrı	161	169
Iğdır	116	121
Hakkari	66	75
Mardin	177	204
Van	135	226
Batman	120	81
TOTAL	: 1093	1477

In order to ensure the participation of young girls in this program, a positive discrimination will be applied for the athletics program where 75 % of the spots will be reserved for girls. Accordingly and assuming that 25 % of the spots in the football program will be filled in by girls, 41% of all participants will be girls, the numbers totaling to 7.800 for 1 year and 15.600 for 2 years. Furthermore the attendance of young girls will be improved through the information and outreach activities to be implemented within the scope of the project by the project team as project partners such as TEGV and ACEV.

Disadvantaged groups

A cooperation will be established with the government agency providing social services to orphaned children Sosyal Hizmetler ve Çocuk Esirgeme Kurumu (SHÇEK) with a view to enable the orphaned children living in the region covered by the project to benefit from the educational benefits of the project. The Turkish Football Federation already has an agreement with SHÇEK. On the basis of this agreement, children staying at SHÇEK facilities will be brought in to participate in the educational programs. These children will participate in the same education modules as the rest of the children population. This will contribute to the social inclusion of this disadvantaged group.

3.2.3 Sustainability

The project will ensure the development of an effective methodology and curriculum content for the delivery of sports related activities and trainings. At the end of project term, this expertise will exist at the local level and will be shared with project participants and project stakeholders. The local resident trainers will be available after the projects' completion so that the methodology can continue to be applied with reliance on this local capacity. Thus the pool of short term experts that will be trained under this project (35 sports trainers, 48 classroom trainers) will, unlike the primary school teachers which will also benefit from a basic training on sports training

methodologies, be chosen from the local people.

On another level, the training modules envisaged and implemented under this project will allow the higher level trainers to obtain a professional competence which they can use after the end of the project to improve their professional opportunities. Thus the training provided to the pool of trainers who will work as short term experts for the duration of this project as classroom trainers will constitute a ready pool of experts for the civil society organizations like TEGV, ACEV and WWF-Turkey that have shown an interest in being associated with this project. After the completion of this project, the civil society organizations can depend on the availability of these experts, to whom they have incidentally provided the training, to enhance their human resources capacity in this region.

The other facet of the project will be the availability of the sports infrastructure in all of the 3 city/districts. The DGYS will continue to allocate the sports facilities for similar kind of activities following the termination of the IPA project. A letter of intent signed by the State Minister in charge will be provided. Similarly the other potential project partners (TFF, TAF, TEGV, ACEV and WWF) have all indicated their willingness to continue contributing.

3.2.4 Cross Border Impact

Not applicable

3.3 Results and measurable indicators:

1 Supplementary social and sports training provided to the children and youth of the region

- Overall 1 % increase in school enrollment rates at secondary education in each province

2 School enrollment rates of youth and in particular young girls are expected to improve

- 1.5 % increase in school enrollment rates for young girls at secondary education in each province

3 The number of children in conflict with law or engaged in criminal activities is also set to decrease

- % 5 decrease in number of children in conflict with law or engaged in criminal activities

% 5 decrease in number of victimized children

Activities:

3.3.1 Pre-Project Approval:

3.3.1.1 Finalization of the Memorandum of Understandings (MoUs) with project partners

MoUs already exist with a number of potential partners. Additional MoUs will be finalized in due course.

3.3.2 Post-Project Approval:

3.3.2.1 Setting up of project management team (IPA 2010)

Total of 4 full time experts is planned for the team. This team will be based at the DGYS headquarters in Ankara. The team will constitute from one senior project manager, and three assistant project experts. Overall coordination, management and reporting for contractual purposes will be conducted by the project management team. The team will:

- Evaluate the progress of the project
- Assess the implementation of the education program including the classroom modules as well as the in field activities
- Verify the achievement of the outputs and results
- Discuss actions to be undertaken in following quarters
- Design and monitor the outreach and communications activities
- Coordinate the activities between the partner organizations and ensure the timely flow of information between these institutional partners
- Discuss and evaluate quarterly reports and comment and request corrections before submission to contracting authorities
- Do the reporting in accordance with the EU/CFCU requirements

3.3.2.2 Setting up of the Steering Committee (IPA 2010)

A steering committee will be established by the project team and shall include representatives from DGYS, TFF, TAF, Ministry of Education, and potential partner organizations like TEGV, ACEV, WWF-Turkey as well as the relevant academic consultants. The Steering Committee will be holding regular meetings to supervise the overall execution of the project in accordance with the defined goals. Representatives of the European Commission as well as of the Secretariat General for EU affairs can

participate in the sessions of the Project Steering Committee as observers. Responsibilities of the steering committee are as follows:

- To evaluate the progress of the project
- To assess the implementation of the education program including the classroom modules as well as the in field activities
- To verify the achievement of the outputs and results
- To discuss actions to be undertaken in following quarters
- To design and monitor the outreach and communications activities
- To coordinate the activities between the partner organizations and ensure the timely flow of information between these institutional partners
- To discuss and evaluate quarterly reports and comment and request corrections before submission to contracting authorities

3.3.2.3 Improving the sustainability of the project (IPA 2010)

The long term sustainability of the project will be strengthened by focusing on the role and responsibilities of the project's different partners and devising methods for ensuring the collaboration of these or similar partners after the end of the IPA support. For the same purpose, the employment of the trained trainers at the facilities to be constructed within the scope of this project will need to be ensured. A contract to be signed by the participants in the training sessions for trainers is to be prepared.

3.3.2.4 Selection of the trainers(IPA 2010)

The project team will be responsible for the identification and final selection of the trainers. The project team may be assisted by the project's institutional partners and in particular TFF and TAF in this selection. In total 48 trainers are to be selected and trained for classroom trainings.

3.3.2.5 Implementation of the various train the trainers programs (IPA 2010)

The curriculum of the recreational training program will be designed and developed with the cooperation of DGSY, TFF, TAF, and relevant organizations like TEGV, ACEV, WWF-Turkey and IAPESGW and additional academic consultants.

In accordance with this curriculum 4 different train the trainers programs are envisaged:

a) Implementation of activities for trainers – Primary school teachers

School teachers from the region's 438 primary schools will be targeted for "Category E" training modules. Thus 438 school teachers will be awarded a Type E certificate by the TFF and be trained in basic athletics training methods by TAF following their attendance of the training programs. This Certificate will allow those teachers to provide better and more efficient sports training activities in their local schools.

b) Implementation of activities for trainers – Physical education teachers

At least 35 sports teachers from the region will be provided with a substantially more intensive training so that they can obtain the "B type" certificate awarded by the TFF which would enable them to train amateur and professional football teams in Turkey. A similar number of sports teachers will be trained by TAF for athletics training. A substantial number of these graduates will initially be employed in the sports facilities covered by the project to provide the youth sports trainings.

c) Implementation of activities for classroom trainers

Trainers for delivering the classroom based education modules will also be trained. TEGV will have the overall responsibility for training a sufficient pool of trainers for this purpose.

d) ACEV will also train a sufficient number of trainers to provide ACEV sourced training programs to families.

3.3.2.6 Construction tenders by the CFCU and beginning of construction (IPA 2011)

Tendering procedure will be implemented for the relevant premises. The construction or refurbishment of the sports facilities will then be initiated. The sports facilities will involve a football and a track field and a building including a management office, seminar room, changing room and kitchen. Each sports facility will be equipped with appropriate technical infrastructure to assist any seminar and/or activity. A draft financial pre feasibility report for the sports facilities is provided in the annexes.

3.3.2.7 TA Contract for the supervision of construction works (IPA 2011)

3.3.2.8 Supply tenders for the sports facilities by the CFCU (IPA 2011)

Supply tenders for the purchase and installation of identified equipment for the sports facilities will need to be carried out.

3.3.2.9 Other supply tenders by the CFCU (IPA 2011)

Tendering procedure will be implemented for the purchase and distribution of the football equipment as well as the athletics equipment to the primary schools in the region. Local primary schools will be provided a set of football equipment (2 miniature goals and nets, 5 footballs, cones and jerseys) and a set of athletics equipment. The set of athletics equipment supplied to schools will be modeled after the equipment set specified under the International Association of Athletics Federation's Kids Athletics program which is being implemented in Turkey by the Turkish Athletics Federation and the Naili Moran Athletism Education Foundation. Other materials required (such as classroom equipment, washing machines, office supplies etc) will also be purchased through tendering processes.

The project also envisages a tender for the supply of food services. This is believed to be essential to increase the attractiveness of the trainings for the children and their families. Given that the training program will be implemented for a limited time in view of the difficult weather conditions, it is important to achieve a significant uptake from the beginning so as to use the created capacity to its full extent. The supply of food will also be important to achieve a high capacity utilization rate given that families will be more eager to send their children to this program if they know that their children will also be fed.

3.3.2.10 Setting up of local management and coordination offices (IPA 2010)

The project office and central management team will be responsible for the selection of local coordination and management teams which would include a local manager and 3 administrative personnel. Their supervision throughout the project will also be ensured by the project central management team.

3.3.2.11 Beginning of communication and PR activities (IPA 2010)

Roll out of “attract and appeal activities” for local sports activities:

With the initiation of the projects locally advertising and announcements with local media will start. Posters and brochures will be distributed to promote the program. Initially schools will be focal points of attraction to sports activities. General informative activities will be held to attract youth to the sports events. Information seminars within the primary schools of the region will be carried out. The existence of MOUs between the Ministry of Education and the DGYS and TFF, TAF will enable these activities to be implemented. An internet based outreach and information strategy

will also be implemented, alongside outreach activities through regional billboards, local radio and TV broadcasting. The project's other institutional partners such as TEGV and ACEV will also be involved in the local campaigns to communicate the aims of the program and to reach out to the target audience.

Youth outreach activities

This activity will support attainment of goals of reaching youth. Local announcements, contacts with primary schools, local broadcasting will be used to address youth. Information seminars within the primary schools of the region will be carried out. The existence of an MOU between the Ministry of Education and the TFF will enable these activities to be implemented. An internet based outreach and information strategy will also be implemented. Both youth and their families will be the counterpart of the tasks under this activity. The collaboration of local and national NGO's such as TEGV, WWF-Turkey and ACEV as well as specialized state agencies such as SHCEK working with special groups such as young girls, orphaned and disabled youth has been obtained. In addition the organization of regular education seminars for mothers in the project facilities will help families to get acquainted with the objectives and methodology of the program and will eliminate some family's a priori reservations about sending their children to the program.

3.3.2.12 Beginning of training activities (IPA 2010)

The goal is to reach and involve 8000 youth in 3 city/districts throughout the project. During this period around 480 training modules will be organized and completed. There will be two different education and training modules. The first module is entitled recreational training. It will be targeting the general youth population and will involve 32 hour long training programs combining 16 hours of classroom trainings with 16 hours of sports (football or athletics) activities. The second module will target handicapped youth population. In addition, tailor made education modules can also be implemented depending on the needs that may arise during the implementation of the project bearing in mind the budgetary constraints. Additional detail about the education and training modules are to be found in Annex VII. Every attending youth will be provided one set of full sporting gear that they can retain afterwards. This is believed to be a useful tool to increase the activities attractiveness. Moreover this will be an important tool providing visibility to the project, thus to the visibility of the EU contributions to the efforts in the region. EU signs will be visible on the sporting gear to be provided.

In addition, trainings for families will also be provided. The goal is to reach and involve 2000 families (mothers and fathers) in 3 city/districts throughout the project. During this period around 80 training modules will be organized and completed. Attending families will be provided with an educational kit. Additional detail about the education and training modules are the found in Annex VII.

3.3.2.13 Regular supervision and evaluation of the training activities (IPA 2010)

The project's institutional partners such as TFF, TAF, TEGV and ACEV will be regularly supervising the activities, as well as strict implementation of the planned curriculum content. Supervisory personnel will thus be involved at this stage.

3.3.2.14 Ongoing communication and dissemination activities (IPA 2010)

Roll out and outreach activities for ensuring both children's and their families' participation will be periodically repeated. Particular emphasis will be given to springtime activities, prior the training season begins. As progress is achieved throughout the project, regular informative communication activities will follow. These dissemination activities will include live coverage's in broadcasting agencies, press, brochures. Dissemination will include both local and country wide coverage media.

3.3.2.15 Ensuring continuity of youth and children to utilize sports infrastructure after the programs.

The DGYS will continue to allocate the sports facilities for similar kind of activities following the termination of the IPA project. A letter of intent signed by the State Minister in charge will be provided. Similarly the other project partners (TFF, TAF, TEGV, ACEV and WWF) have all indicated their willingness to continue contributing (Letters of intent will be provided).

3.5 Conditionality and sequencing:

3.5.1 Conditionality

MoUs have to be concluded to identify and define the role and responsibility of each institutional partner.

3.5.2 Sequencing

Due to the complexity of the project, a phased approach is being envisaged. The project will start as a pilot in 3 cities. In addition, the technical assistance work will be tendered under IPA 2010 whereas the construction work and the supplies component are to be tendered under IPA 2011. The following phased approach is suggested for its implementation.

Under the 2010 Programming package:

- Services contract: Preparatory activities, works tender preparation on the basis of the completed feasibility studies, local management facility developed, pre-selection of trainers, implementation of training of trainers program, preparation of education material for children and youth training, implementation of children and youth training, communications.

The target indicators for this phase of the project will be following :

- 8.000 youth from the 3 cities/districts have attended the training programs
- Half of the program's participants have been young girls
- Supplementary education has been provided to approximately 2000 families
- A pool of experts (at least 48 people) has been trained under the train the trainers component
- 434 primary school teachers have been trained in basic football and athletics training methods

Under the 2011 Programming package:

- Works contracts (build the 3 facilities) and supply contracts. Additional TA contract for supervision of works is required. Supply contracts, including all activities as setout in 3.3.2.7 and 3.3.3.8. TA from the 2010 package is used to manage the above.

In terms of sequencing of the activities, the activities set out 3.3.2.1 through 3.3.2.4 will be carried out initially under the 2010 IPA programming package. Then the construction work and the supply tenders as setout under section 3.3.2.5-8 needs to be completed under the 2011 IPA. After which, the implementation of the children and youth training program in the new facilities can be carried out under the 2010 IPA programming package.

The target indicators for this phase of the project will be following :

- Sports infrastructure established in the 3 cities/provinces
- 434 primary schools have been provided with sports equipment

3.6 Linked activities

Preparation of the technical documentation for launching the TA tender (SEI)

A SEI application is being prepared for the preparation of the tender documents for the technical assistance component of this project.

Preparation of the technical documentation for launching the construction tender (SEI)

Final feasibility studies will be completed for all activities requiring a tender. A SEI application has been prepared for the contracting of the feasibility studies and the preparation of ToRs related to the construction work. A similar application may be prepared for the contracting of the preparation of the ToR for the consultancy part of the project.

Identification of 438 primary school teachers to be trained

In cooperation with the Ministry of National Education, 438 primary school teachers will be identified from local schools. Voluntary participation is the key. Therefore communication activities will be envisaged to encourage participation. DGYS has a cooperation protocol with MoE. This protocol will serve as the basis of the necessary cooperation between the DGYS and MoE for the project. Other potential partners of the project have also various cooperation protocols with the MoE.

3.7 Lessons learned

The project will test the effectiveness of organized sports activities and related trainings in building society wide trust, in enhancing individual development opportunities and enhancing social inclusion. It will be first project of significant scale to implement a comprehensive set of planned activities for this purpose. This initiative is likely to wield very interesting results in terms of assessing the effectiveness of this approach in the less affluent regions of the country.

Similarly the program will strive to achieve gender balance. In view of the well known social obstacles associated with the attendance of young girls in extra curricular activities and supplementary education programs, the implementation of this project and the different strategies that will be pursued to actually achieve gender balance will provide a valuable lesson and possibly lead to the identification of best practices that can be replicated in the future for other projects where gender balance is to be achieved.

4. Indicative Budget (amounts in EUR)

			(X 1000)		SOURCES OF FUNDING								
			TOTAL EXPENDITURE	TOTAL PUBLIC EXP. RE	IPA COMMUNITY CONTRIBUTION		NATIONAL PUBLIC CONTRIBUTION					PRIVATE CONTRIBUTION	
ACTIVITIES	IB (1)	INV (1)	EUR (a)=(b)+(e)	EUR (b)=(c)+(d)	EUR (c)	% (2)	Total EUR (d)=(x)+(y)+(z)	% (2)	Central EUR (x)	Regional/ Local EUR (y)	IFIs EUR (z)	EUR (e)	% (3)
Activity 1													
TA contract	X		2300000	2300000	2070000	90	230000	10					—
TOTAL PROJECT			2300000	2300000	2070000		230000						

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

Contracts (*)	Start of Tendering	Signature of contract	Project Completion
TA contract	2nd quarter 2011	1 nd quarter 2012	3 th quarter 2014

(*) These time intervals will change depending on signature of the contract.

6. Cross cutting issues (where applicable)

6.1 Equal Opportunity

Throughout the duration of the project, steps will be taken to guarantee equal opportunity of access to project activities and benefits. Due attention will be paid to promote the adoption of equal opportunities in selection of trainers and/or of youth to benefit from the activities.

6.2 Environment

Compliance with existing environmental rules and regulations will be ensured at the time of the construction of the required infrastructure as well as during the operation of the facilities.

6.3 Minorities

According to the Turkish Constitutional System, the word minorities encompass only groups of persons defined and recognized as such on the basis of multilateral or bilateral instruments to which Turkey is a party. The project will, on the other hand, help to improve the situation of vulnerable groups.

ANNEXES

- I.** Log frame matrix in standard format
- II.** Amounts contracted and disbursed per quarter over the full duration of the project

ANNEX I. Logical framework matrix in standard format

LOGFRAME PLANNING MATRIX FOR Project Fiche		Programme name and number	New fields for a new life
		Contracting period expires	Disbursement period expires
		Total budget € 2.30.000	IPA budget: € 2.070.000
Overall objective	Objectively verifiable indicators	Sources of Verification	
Improved future opportunities and living standards for youth and children in Southeast Turkey.	➤ 1.3 % of the youth population from primary schools of the region will be reached by means of the project ➤ Overall 1 % increase in school enrollment rates at secondary education in each province ➤ 1.5 % increase in school enrollment rates for young girls at secondary education in each province ➤ % 5 decrease in number of children in conflict with law or engaged in criminal activities ➤ % 5 decrease in number of victimized children	➤ Directorate General for Youth and Sports (DGYS) official documentation ➤ National education statistics ➤ Statistics of the Ministry of Justice compiled under the heading “juveniles received into security units”.	
Project purpose	Objectively verifiable indicators	Sources of Verification	Assumptions
Preparatory studies and management structures in place for new sports facilities and supplementary education opportunities for youth and children which will increase social inclusion and cohesion in pilot areas of Southeast Turkey	➤ 8000 youth from 3 city/districts will have attended the training programs ➤ Half of the attendees will be young girls	➤ Official and periodical reports of TFF,TAF TEGV, WWF-Turkey, DGYS ➤ Local project announcements, advertisements ➤ Local media news visibility	➤ Continuous support from TFF, TAF, ACEV,TEGV and WWF-Turkey is available ➤ Related local government bodies and municipalities continuing support is ensured

	➤ Supplementary education will be provided to approximately 2000 mothers and fathers ➤ A significant pool (48 people) of local experts will have been trained. ➤ 434 primary school teachers will have been trained in basic football and athletics training methods.	➤ Certificates of attendance and achievement approved by TFF/TAF,	➤ Youth and children outreach activities will not be hindered by unwanted political interference
Results	Objectively verifiable indicators	Sources of Verification	Assumptions
1Supplementary social and sports training provided to the children and youth of the region 2.School enrollment rates of youth and in particular young girls are expected to improve 3.The number of children in conflict with law or engaged in criminal activities is also set to decrease	➤ Overall 1 % increase in school enrollment rates at secondary education in each province ➤ 1.5 % increase in school enrollment rates for young girls at secondary education in each province ➤ % 5 decrease in number of children in conflict with law or engaged in criminal activities ➤ % 5 decrease in number of victimized children	➤ National education statistics ➤ Statistics of the Ministry of Justice compiled under the heading “juveniles received into security units”.	➤ Continuous support from TFF, TAF, ACEV,TEGV and WWF-Turkey is available ➤ Related local government bodies and municipalities continuing support is ensured ➤ Youth and children outreach activities will not be hindered by unwanted political interference ➤ Families will support goodwill of the project ➤ Sports trainers will sustain their interest in training programs
Activities	Means	Costs	Assumptions
1. Pre-Project Approval a. Finalization of the Memorandum of Understandings (MoUs) with project partners	➤ Full time/ part time staff for management and implementation of project activities, ➤ Travel and accommodation costs	➤ Technical assistance : € 2.30.000	➤ Continuous support from TFF, TAF, ACEV,TEGV and WWF-Turkey is available ➤ Related local government bodies and municipalities continuing support is ensured ➤ Youth and children outreach activities will not be hindered by unwanted

2. Post-Project Approval a. Setting up of project management team (IPA 2010) b. Setting up of the Steering Committee (IPA 2010) c. Improving the sustainability of the project (IPA 2010) d. Selection of the trainers (IPA 2010) e. Implementation of the various train the trainers programs (IPA 2010) f. Construction tenders by the CFCU and beginning of construction (IPA 2011) g. TA Contract for the supervision of construction works (IPA 2011)			political interference ➤ Families will support the project and agree to send their children to the project's activities ➤ Tendering activities will be completed as per the cost and time schedule ➤ A sufficient number of trainer's will be found to work for the project
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h. Supply tenders for the sports facilities by the CFCU (IPA 2011)		
i. Other supply tenders by the CFCU (IPA 2011)		
j. Setting up of local management and coordination offices (IPA 2010)		
k. Beginning of communication and PR activities (IPA 2010)		
l. Beginning of training activities (IPA 2010)		
m. Regular supervision and evaluation of the training activities (IPA 2010)		
n. Ongoing communication and dissemination activities (IPA 2010)		
o. Ensuring continuity of youth and children to utilize sports		

infrastructure after the programs.			
		Pre conditions	

ANNEX II. Amounts (in €) Contracted and disbursed by quarter for the project (IPA contribution only)

Contracted	2012				2013				2014				Total
	QR1	QR2	QR3	QR4	QR1	QR2	QR3	QR4	QR1	QR2	QR3	QR4	
TA works	2.070.000												2.070.000
Supply													
Works Contract													
Cumulated	2.070.000												2.070.000
Disbursed													
TA works		414.000		362.250		362.250		362.250		362.250		207.000	2.070.000
Supply													
Works Contract													
Cumulated		414.000	414.000	776.250	776.250	1.138.500	1.138.500	1.500.750	1.500.750	1.863.000	1.863.000	2.070.000	2.070.000

