

Mid-Term Review

of the project

Strengthening child protection structures in Turkey

funded by
terre des hommes Germany (tdh),
co-financed by the
Federal Ministry for Economic Cooperation and Development (BMZ)

implemented by the organization

SUPPORT TO LIFE (STL)

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Strengthening Child Protection Structures in Turkey, Mid-Term Review (Walter Aschmoneit)

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Acronyms

Acronym	Description
5Ws	Who does what, where, when and for whom
CAP	Community Action Team
CBCPM	Community-based child protection mechanism
CBO	Community-based organization
CC	Community Centre
CFS	Child-friendly space
CM	Case management
CP	Child protection
CPiE	Child protection in emergencies
CPIMS	Child protection information management system
CPP	Child Protection Program
CPSWG	Child Protection Sub-working Group
CRC	Convention on the Rights of the Child
CSG	Child Safeguarding
CSGP	Child Safeguarding Policy
DGMM	Directorate General of Migration Management
ECD	Early childhood development
ECHO	European Commission Humanitarian Aid & Civil Protection
FW	Field Worker
HH	Household
IDP	Internally displaced person
INGO	International non-governmental organization
IPA	Individual protection assistance
LGBTI	Lesbian, gay, bisexual, transgender and intersex
MEAL	Monitoring, Evaluation, Accountability And Learning
MHPSS	Mental health and psychosocial support
MoU	Memorandum of understanding
NA	Needs Assessment
NFE	Non-Formal Education
NGO	Non-governmental organization
P&P	Policy & Procedures
PDQ	Program Development and Quality
PFA	Psychological first aid
PM	Project Manager
PO	Project Officer
PSS	Psycho-social support
PTSD	Post-traumatic Stress Disorder
SC	Social Cohesion
SGBV	Sexual and Gender Based Violence
STL	Support To Life
TBR	To be recruited
TDH	Terre des Hommes
ToR	Terms of Reference
ToT	Training of Trainers
WFCL	Worst forms of child labour

I. Summary

A. Background

INTRO 1 INTRODUCTION Project and evaluation process - The project (“Strengthening Child Protection Structures in Turkey”, 01.10.2016 - 31.12.2019) has the task to implement the four standards of “Child Safeguarding” (i-Policy: Adopting Child-friendly mission statement / statute, People: ii-Appointing responsible “focal person” in staff , iii-Procedures: Overhauling routines and procedures to become child-friendly, iv-Accountability: Monitoring and sanctioning misbehaviour) in the own organization and five community centres as well as in 24 NGOs and 5 CBOs. – The socio-cultural situation is marked by two cultures: The Syrian-Arab culture and the Turkish culture; recent developments are discrimination of Syrian refugees is increasing after the initial welcome culture in Turkey. –**Objective of the mid-term review** is – in addition to the five classical DAC criteria - to explore how sustainable and replicable the project measures are. - **Evaluation team and process** – The evaluation was carried out by Dr. Walter Aschmoneit from March 4th to March 19th with extensive participation of all stakeholders. About 162 persons (of which 57 children and 40 mothers) participated in focus group discussions **Methodology**: The evaluation tools were interviews and focus group discussions, one SWOT exercise with project staff, field visits of five community centres backed up by the project documentation and data tables of the excellent data base of STL. – The anonymity of all participants has been respected and the Code of Conduct of tdh and STL observed. –**Limits** of a 14 days’ field visit assessing 25 months of teamwork by the project staff are obvious. Concerning the stakeholders, the NGO representatives as discussion partners could have been more numerous in the evaluation process. But the evaluator is confident to do justice to this project. – **Acknowledgement**: The evaluator would like to thank Ms. Lena Niehaus (tdh), Ms. Zeynep Atike Kılıç-Bercis Mani Şipal (STL project director), Ms. Ece Saka, Ms. Asli Silahdaroglu Bekmenmr. Mr. Miran Walika, all five focal persons, the staff in the five community centres and the Headquarters of STL for the full cooperation.

INTRO 2 Capacity of the team: The team of actually seven staff (of which one male; two positions vacant; (a third position: M&E has been transformed to project director) is a high calibre team with a high level of academic education and very committed to the cause of the Child Safeguarding Policy. The team spirit is excellent and the relations to the target groups are cordial. Fluctuation however is high; the average project time is 11,4 months out of 25 months. – The team of seven project staff are all based in Istanbul and attend to five project locations. The team is embedded in the big 347 staff STL organization with up to 11 project locations

INTRO 3 Self-assessment of STL team: The self-assessment in quantitative terms of the SWOT may conclude that the staff is quite self-confident and optimistic (strengths-18) as well as self-critical and realistic (weaknesses-16); the small number of ideas expressed in terms of opportunities(7) hides somehow that there are large vistas(private sector, government institutions); the high number of “threats” (16) indicates the difficult environment in which the project is operating.

INTRO 4 Actions proposed in SWOT analysis: Employ a child protection/safeguarding expert: focal persons with multiple functions in the community centres; design more activities with children, improve cooperation and monitoring with respect to NGOs and CBOs simplify the procedures, multiply the trainer pool and expand activities to schools, government institutions and the private sector.

INTRO 5 Partners : The tdh/STL project team cooperates with 25 NGOs (of which 24 have received trainings) plus one government department and five CBOs selected out of 8 in a first training; in addition it can refer special cases to 67 organizations or departments. To this

impressive outreach spanning geographically over the whole country 185 university students from three universities have been trained in six workshops.

INTRO 6 Changes in implementation: Due to political circumstances the implementation (two centres temporarily closed- open again in 2018; low profile in relations with government because of post-emergency situation) could not be carried out fully as planned; the budget changes have been discussed and agreed upon between STL, tdh and BMZ. The total amount remained unchanged.

B. Assessment

SHORT: 1 RELEVANCE: Relevance for the ultimate beneficiaries (Children from Syria and Turkey) as well as for the targeted organizations (NGOs and CBOs) has been stated in the feasibility study of 2016. Child protection for the implementing organization belongs to the core principles of Support-To-Life and is the *raison d'être* for the financing organization terre des hommes Germany. For the project country Turkey child wellbeing is a concern in various planning documents and „eliminating children's deprivation“ is part of the Development Agenda. For BMZ / Germany and the European Union child protection is subsumed in the Framework Agreement generally under “civil society” and the concern for Syrian refugees.

SHORT: 2 Relevance of project concept: The concept is to anchor firmly the four standards of “Keeping Children Safe” (KCS) in the institutional structures and the daily practice of organizations. This concept is adequate to reach the overall goal of “preventing violence against children and young people”. The concept is also appropriate as a model, to impact on a structural level and to be replicated in wider areas and it is actually being replicated by numerous NGOs. The project followed a clear strategy first remodelling the own organization along the standards of Child Safe-Guarding Policies (summer 2017), then two international experts trained in two instalments a pool of ten trainers (Dec. 2017; July 2018) who in turn trained 24 NGOs (479 staff) and 5 CBOs (May 2018 to February 2019).

SHORT: 3 EFFICIENCY To have an idea of efficiency in a NGO project proxy indicators are used: **Budget:** The budget structure reflects clearly the character of a capacity building project with 60 % personnel costs. When classifying the budget lines with “overhead” and “program” we have an overhead of 22 % which is a good value for a capacity building project. Inside the budget lines of “operational costs” trainings are naturally the main part. Monitoring what the trainings have brought about are left to the general duties of the project staff. – The **audit** statement confirmed that expenses have been done in accordance with the budget. – The **workload** of the project staff is quite heavy and more so since three positions are vacant. Staff in the community centres are not on the payroll of the tdh/STL project; however, the “focal persons” (the contact persons for children) are an integral part of the project concept; they are on the payroll of other sponsors with a full work load in that project. It is unfair to pack additional unpaid tasks on their shoulders which they have to do in their free time. – Project visits are frequent, skype conferences twice a month: **Project management is excellent.**

SHORT: 4 EFFECTIVENESS: Quality of planning - In the planning process the target groups did participate, also in the feasibility study leading to this project design. The approach “keeping children safe” (KCS) was launched by terre des hommes with the Turkish partner organization Support to Life in 2015 and introduced into the project work in Turkey. The approach aims at changing institutional structures and behaviour patterns – a highly effective strategy. - The **Overall Objective** (OO) focusses on preventing violence against children and the Project Objectives (PO) on child protection structures and participation of children. A more direct reference between OO and PO is also an option. - The **Results** are well-chosen by the criteria of clearly identifiable groups of persons: (1) Partners incl. STL staff; (2) Children and youth; (3) Local NGOs and CBOs; the sequence of capacitating first the own organization and staff and then the community centres and finally allied local small organizations: NGOs

and CBOs is a logical sequence and a good strategy. – **Indicators:** For the 3 results there are 11 targets or indicators; some formulations of targets include several indicators: One indicator is split in three and another one in two indicators. Then we have 14 indicators of which 10 can be classified as **output** and 4 **outcome** indicators. Of the four outcome indicators, one concerns the staff of local NGOs (and of the local government) and three concern the ultimate beneficiaries of the project: Children. Within the definition of outcome (knowing, accepting, using the services and products of the project) only required (in the planning document) is "knowing" these services. The aspect of OUTCOME is clearly underrepresented. About 50 % of all indicators should be outcome indicators. - In this Capacity Building Project outcome indicators should apply to the institutional structures of STL and partners, the group of NGO and CBO staff whether and how they use training on Child safeguarding standards; and outcome indicators should also address the ultimate beneficiaries: Children and Youth. The outcome should not be limited to “knowing” about CSP but include whether the groups **use** concretely the trainings and how. – **The team:** The motivation of the project team is strong, the team spirit excellent and the relations to the target groups cordial. The five focal persons – not on the payroll of the project – are however pivotal to the implementation of the project; they feel - rightfully so - that it is unfair to work for a project not paying them. Nevertheless, they do an excellent job. – **Achievement of the targets:** The project achieved by mid-March all of the 11 (or split 14 targets) except three in Result (sub-aim) 3. The activities of the 5 CBOs – as planned in Result 3 – just started in early 2019 and will be finished before the end of the project in December 2019. In view of the difficulties and adverse external influences this is an excellent performance.

SHORT: 6 **Result 1** “Child protection capacities are strengthened in the partner organization and methods and work flows are extended by child protection standards”. A Child Protection Policy and Code of Conduct (CoC) particularly for child safeguarding is developed and approved by the Management. The policy and CoC disseminated in all the field and HQ staff. All the existing guidelines (Communication and visibility guideline, Human Resources guideline, Procurement guideline, Mental Health Psycho-Social-Support guideline), Individual Protection Program / IPP toolkit, forms and documents revised to include child safeguarding aspects. All Child Safe-Guarding related policy and materials as well as the revised tool-boxes and modules translated into Turkish, English or Arabic. Child safeguarding focal points are appointed (however not in the project budget), well known by the children and active in all community centres.

SHORT: 7 **Result 2** “Children and young people are actively involved in the implementation of the child protection guidelines in the community centres”. In all five actively working community centres of the project region there is a child/youth led group with 8-15 members, meeting on a different schedule, mostly weekly or every 15 days. All the committees in the Community Centres participate in a "risk identification and supporting resources" Psycho-Social-Support exercise in order to participate in a mapping process for risks and safety measures in that field. Additionally, child friendly versions of posters for child rights, introduction of Focal Points and Code-of-Conducts are prepared and hang on the walls of each Community Centre. Each community centre organised awareness raising (AR) sessions on child protection issues. From 01.01.2017 until 06.02.2019 about 3.754 women participated in these AR sessions.

SHORT: 8 **Result 3** “Child protection mechanisms and capacities at local NGOs, CBOs and authorities are strengthened and extended to include child protection aspects”. Until March 2019, 24 local NGO's and 1 local authority (Mersin Provincial Directorate of Social Services) received sensitization trainings on child safeguarding. Among these NGOs, 5 of them applied for the sub-grant. In order to support small CBOs in practice, out of 8 trained CBOs, 5 of them are selected. All 5 of them received the first instalment of their budget of € 20,000 with which targeted qualitative child protection activities are to be implemented. However, the

CBOs seem to be overburdened concerning the use of logframes in the proposals and the strict requirements in financial management. - In total 185 students were approached and trained during 2018. - Flyers/hand brochures are prepared to introduce child safeguarding standards and a pathway for NGOs and interested parties.

SHORT: 9 **Quantitative assessment:** The ultimate beneficiaries are certainly the children and youth. STL is managing a hierarchical database (SAHANA) and capturing all aspects of their various projects. When identifying the target groups benefitting from the inputs of the tdh/STL project we may differentiate an “inner circle” with tdh sponsored activities (children’s participation, children committee, big events, parents awareness raising) and a “wider circle”: Children and adults coming to all the Community Centres - not only the five - for any kind of activity – who benefit of the fact that STL has restructured the entire organization along Child Safeguarding Standards.-Inner circle: 320 Children (of which 168 girls) benefitted directly from tdh sponsored activities and 670 students in faculties for social services participated in a CSG-Training. - Wider circle: 7.510 children (of which 3.342 girls) attending one of the activities of the centres of STL benefitted also directly from the child safety measures in the centres. - The data management is excellent!

SHORT: 10 **Complaints:** From the 117 letters of the complaint boxes only 15 have been classified as “complaints” (the other letters are requests, questions, feedback...). Of the 15 complaints only three (by Syrian girls) were rated “sensitive complaints”; and these three complaints concerned “livelihood” questions: all three cases have been “closed” or handled successfully. The letters of the children in the complaint boxes have been handled carefully and in strict anonymity, the requests and few complaints have been solved speedily.

SHORT: 11 **IMPACT** understood as influence beyond project boundaries: From the reports as well as from discussions in the five locations it is known that many organizations all over the country request from STL trainings in Child Safeguarding Standards – however this is not monitored, and not foreseen in the planning matrix and neither in the budget. - The **socio-cultural aspects** of this project are marked by the precarious relations between Syrian refugees and the Turkish population. Discrimination has increased and STL is addressing this problem by “social cohesion” courses. – **Risks:** The ethnic relations constitute also a risk to a successful implementation of the project: This problem may be attenuated by the “social cohesion” activities of STL and by the still vague hope of a changing situation in Syria toward peaceful relations between the contending forces and an eventual return of Syrian refugees. – The risk of government restrictions may be handled by negotiating a Memorandum of Understanding (MoU) – however this is a prospect for a next phase of the project.

SHORT: 12 **SUSTAINABILITY** Two of the **three pivotal elements** for any sustainable project are core components of the present tdh/STL project to implement Child-Safe-Guarding Standards: The main concern of the project is firmly (i) **embedded in the institutions’** mission statements and statutes; a (ii) **change in behavior patterns** is firmly on the way with any deviation from the standards being monitored and sanctioned. Concerning the third pivotal element of sustainability – (iii) **anchoring the project’s concern in governmental institutions-** it is a delicate issue in the actual precarious political situation in Turkey. Here the team moved carefully – a very wise approach. A first step has been done in Mersin and experiences gained, which is a point of departure for running pilot tests in a second project phase. **The project concept and the implementation is literally spelling sustainability.**

SHORT: 13 **Overall assessment:** **The project has done an excellent job** in capacity building and Support-To-Life has become a beacon in Child Safe-Guarding Policies solicited by many organizations from all corners of the country. - Attention should be given to capture the achievements in a comprehensive way particularly concerning the ultimate beneficiaries the children (outcome indicators). **The team can be proud of the achievements and on the basis of these achievements prepare the next phase.**

C. Recommendations

RECOMMENDATION: 1 **Staff:** Discuss a more decentralized structure of the project organization. Recruit as soon as possible the vacant positions and discuss whether they can be based in the community centres in the South. When negotiating the next phase of the project include the “focal persons” in the regional community centres in the list of personnel of the tdh/STL project.

RECOMMENDATION: 2 **Lobby: Relevance** – The implementing organization Support To Life and the sponsoring organization terre des hommes should continue to lobby with their respective governments and the EU to include comprehensive and detailed chapters on child protection and child safe-guarding into their planning documents and international agreements.

RECOMMENDATION: 3 **Outcome monitoring:** Under „operational costs“ activities should be included monitoring whether the trainings have been successful and sustainable including close feed-back mechanisms to steer the project. Since activities related strongly to awareness raising and sensibilization are difficult to capture and measure, a simple survey should be designed: The first survey at the beginning of the project is then the baseline against which progress in project implementation can be measured. The survey should be simple focusing on the central question: “Did you experience physical and mental violence at home, in school, in the streets in the community centres?” This central problem differentiated in a number of multiple choice questions should be asked in a way that the children are sure anonymity is fully respected.

RECOMMENDATION: 4 **Activities for children:** In order to have a solid reference of monitoring, additional activities of children (like mapping of safe places) could be included in the project design and the budget.

RECOMMENDATION: 5: **Focal persons:** The project leaders should negotiate with tdh / Germany how to honour the workload of the focal persons in the five centres from Jan. 2019 to Dec. 2019. In Phase II of the project, the focal persons should be on the payroll of tdh – between 50 % and 100 %. - Organize workshop to exchange experiences once or twice a year including focal persons, tdh/STL staff and other expert staff of the community centres.

RECOMMENDATION: 6 **Cooperation with Community Based Organizations:** Concerning the cooperation with CBOs it seems unrealistic to require logframes in the proposals (the understanding of objectives, indicators, results, activities is all but clear); instead a structure “actual situation” and “targets” as in the format of BMZ proposals would be more down-to-earth and manageable by the CBO staff. Also a simplified financial management would take off some burden of the CBO staff.

RECOMMENDATION: 7 **Data management:** The field structure of the data base could be complemented (if not already structured in this way) so that the various activities could be attributed to the respective sponsoring organization.

RECOMMENDATION: 8 **Complaints as indicators:** When the data (letters from the complaint box) are given with (i) dates of registration of the letter, (ii) dates of handling / solving the problem then we do have an outcome indicator concerning the actual complaints how the situation improved in this institution and concerning the requests, wishes and proposal we have again an outcome indicator on the participation of children.

RECOMMENDATION: 9 **SMART outcome indicators:** Discuss with STL staff and partner staff in the first half of 2019 how meaningful SMART outcome indicators / targets can be formulated, existing ones improved and new ones added for Phase II of the project. Make sure in Phase II that 50 % of the indicators are outcome indicators and be sure they are S-M-A-R-T.

RECOMMENDATION: 10 **Monitoring impact:** Monitor the wider impact of the Child Safe Guarding Approach among NGOs and CBOs, among children in schools and neighbourhoods as well as among Government institutions: How many organizations asked for a training? How many organizations replicated the approach? – Follow publications in the press and update an English language list of publications on Child Safe Guarding. – Monitoring the wider impact should also figure in the budget of phase II.

RECOMMENDATION: 11 **Profile of Phase II:** The evaluator strongly recommends to continue this project in a second phase. The profile of the second phase should be based on the experiences of the current project implementation. The structure of the planning matrix can be roughly the same: Results – **Result 1** the staff of the tdh project including the focal persons, staff of STL and an enlarged trainer pool (20-30); the staff of the tdh/STL project could be based closer to the project locations outside Istanbul. **Result 2:** Children as ultimate beneficiaries with added activities like mapping of safety zones in the neighborhoods, children’s committees in neighborhoods and cities, activities promoting “social cohesion”, health & hygiene; activities for parents: „How can I communicate with my children?“ and „How can I inform my children about sexuality?“ - **Result 3** regarding NGOs and CBOs with simplified application formats (no logframes, but “actual situation” versus “targets”), intensive preparatory training in financial management. The financial management for CBOs should be simplified. The project period should be longer: 18 to 24 months. A **Result 4** could be added regarding (i) the private sector (factories with child labor, mainly Syrian children) and (ii) government institutions (public dormitories). Activities in both sectors would be test runs to adapt child safe-guarding policies to these institutions. Training materials (booklets, videos, websites) should be produced, disseminated and the outreach should be monitored - **For all results** indicators should be formulated of which at least 50 % are outcome indicators. In the beginning of the second phase a baseline survey should be carried out serving as reference for progress to the following yearly surveys. Intensified monitoring (including wider impact monitoring) should be reflected in the budget. - Emphasis should remain on training and enlarging the pool of trainers including exchange of experiences.

II. Introduction – Methodology – Implementation Capacity

A. Introduction

INTRO 1 INTRODUCTION Project and evaluation process - The project (“Strengthening Child Protection Structures in Turkey”, 01.10.2016 - 31.12.2019) has the task to implement the four standards of “Child Safeguarding” (i-Policy: Adopting Child-friendly mission statement / statute, People: ii-Appointing responsible “focal person” in staff, iii-Procedures: Overhauling routines and procedures to become child-friendly, iv-Accountability: Monitoring and sanctioning misbehaviour) in the own organization and five community centres as well as in 24 NGOs and 5 CBOs. – The socio-cultural situation is marked by two cultures: The Syrian-Arab culture and the Turkish culture; recent developments are discrimination of Syrian refugees is increasing after the initial welcome culture in Turkey. – **Objective of the mid-term review** is – in addition to the five classical DAC criteria - to explore how sustainable and replicable the project measures are. - **Evaluation team and process** – The evaluation was carried out by Dr. Walter Aschmoneit from March 4th to March 19th with extensive participation of all stakeholders. About 162 persons (of which 57 children and 40 mothers) participated in focus group discussions **Methodology**: The evaluation tools were interviews and focus group discussions, one SWOT exercise with project staff, field visits of five community centres backed up by the project documentation and data tables of the excellent data base of STL. – The anonymity of all participants has been respected and the Code of Conduct of tdh and STL observed. – **Limits** of a 14 days’ field visit assessing 25 months of teamwork by the project staff are obvious. Concerning the stakeholders, the NGO representatives as discussion partners could have been more numerous in the evaluation process. But the evaluator is confident to do justice to this project. – **Acknowledgement**: The evaluator would like to thank Ms. Lena Niehaus (tdh), Ms. Zeynep Atike Kılıç-Bercis Mani Şipal (STL project director), Ms. Ece Saka, Ms. Asli Silahdaroglu Bekmenmr. Mr. Miran Walika, all five focal persons, the staff in the five community centres and the Headquarters of STL for the full cooperation.

The Standards

Keeping Children Safe Standards cover four areas:

Standard 1: Policy

The organisation develops a policy that describes how it is committed to preventing, and responding appropriately to, harm to children [Page 13](#)

Standard 2: People

The organisation places clear responsibilities and expectations on its staff and associates and supports them to understand and act in line with these [Page 17](#)

Standard 3: Procedures

The organisation creates a child-safe environment through implementing child safeguarding procedures that are applied across the organisation [Page 24](#)

Standard 4: Accountability

The organisation monitors and reviews its safeguarding measures [Page 40](#)

Figure 1 Four points of Child Safe-Guarding Standards

1. Project, measures and objective of the interim evaluation

Project and measures

The project set the task to implement the four standards in the new “Child Safeguarding Policy” in the own organization (STL including five community centres), in 24 NGOs and 5 CBOs with children from Syrian refugee families and from poor Turkish families as ultimate beneficiaries.

What is child safeguarding?

Child safeguarding¹ is the responsibility that organisations have to make sure their staff, operations, and programmes do no harm to children, that is that they do not expose children to the risk of harm and abuse, and that any concerns the organisation has about children’s safety within the communities in which they work, are reported to the appropriate authorities.

Socio-cultural and political factors

The socio-cultural dimension is marked by the precarious co-existence of Syrian and Turkish culture with increasing discrimination of Syrians since the massive influx of refugees. The early welcome culture by Turkish authorities as well as the civilian population has vanished due to the competition on the labour market and in small business. The issue of “social cohesions” has become more and more important. – The post-emergency situation in Turkish politics is not conducive to open discussions.

Objective of evaluation, reason why

The evaluation is a mid-term review of the project ending on 31.12.2019 with the objective to assess the implementation of the project in relatively difficult circumstances and to explore how sustainable and replicable the project measures are in view of designing a second phase of the project.

Evaluation questions

In addition to the classical five DAC criteria (efficiency, effectiveness, relevance, impact and sustainability) the special questions are:

Are the methods used by the project to implement child-safeguarding structures within the Turkish society long-lasting and sustainable? Which challenges are arising and which potentials can be used further? How sustainable are the structures build already (trainer pool, capacities within STL)? What findings can be gained for the project partner and terre des hommes with regard to the transferability of the project concept with regard to the establishment of child safeguarding structures in other regions? (ToR, Point 6)

2. Evaluation team, Evaluation process and method selection

Evaluator

The evaluator is Dr. Walter Aschmoneit, a German expert, who has been evaluating numerous projects in Asia, Africa and the Middle-East.

Evaluation process

The evaluation took place between March 4th and March 19th 2019 in five project locations of the tdh/STL Project: Istanbul, Antakya/Hatay, Sanliurfa, Viransehir and Diyarbakir. – The evaluator would like to thank Ms. Lena Niehaus (tdh), Ms. Zeynep Atike Kılıç-Bercis Mani Şipal (STL) and all the staff in the five community centres and the Headquarters of STL for the full cooperation.

¹ Keeping Children Safe (KCS) (2014): Child Safeguarding Standards and how to implement them. (44 p.). London. P. 9

3. Participation of target groups and stakeholders in the evaluation

The evaluation has put emphasis on the participation of all stakeholders, particularly the target groups. About 162 persons (of which 57 children and 40 mothers) discussed in focus group discussions the evaluation questions. – External factors -the post-emergency situation in Turkey – did not negatively impact on the work of the evaluator.

4. External factors influencing the evaluation

External factors can be seen in the post-emergency situation in Turkey which differs not really with the situation before cancelling the emergency; the evaluation process however was unimpeded and went smoothly.

B. Methodology of evaluation

Approach and tools

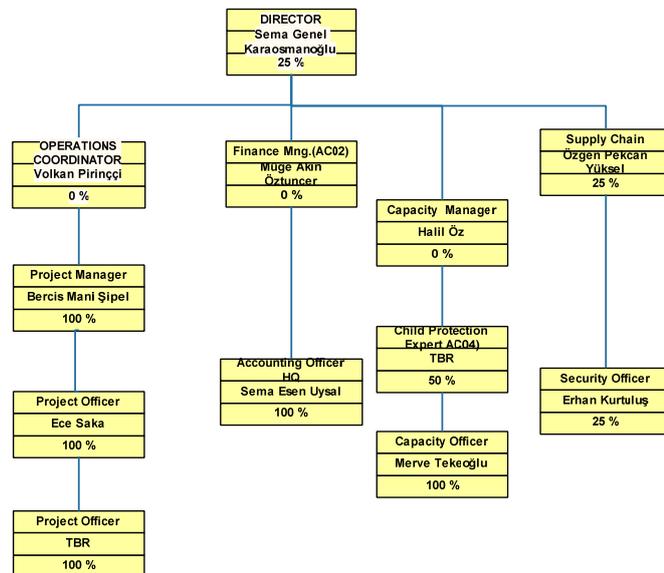
The approach was very participatory with interviews and focus group discussions, one SWOT exercise with project staff, field visits of five community centres, backed up by project documentation (project reports), complemented by an evaluation tool (Excel file with 13 sheets), and data sheets extracted from the excellent SAHANA data base of STL.

Safeguarding anonymity of stakeholders

All participants particularly the children have been respected and their anonymity safeguarded. The Code of Conduct of tdh and STL has been observed strictly.

Adequacy and limits of the methodological approach

It is of course always a hazardous endeavour to evaluate in 14 days the work of ten project staff working in the last 25 months. – From the 24 NGOs more staff should have been interviewed but the circumstances (work load constraints, geographical dispersion) were not favourable. However, the evaluator is confident to do justice to this project.



C. Capacity of implementing organization and partners

INTRO 2 Capacity of the team: The team of actually seven staff (of which one male; two positions vacant; (a third position: M&E has been transformed to project director) is a high calibre team with a high level of academic education and very committed to the cause of the Child Safeguarding Policy. The team spirit is excellent and the relations to the target groups are cordial. Fluctuation however is high; the average project time is 11,4 months out of 25 months. – The team of seven project staff are all based in Istanbul and attend to five project locations. The team is embedded in the big 347 staff STL organization with up to 11 project locations

Graph 1 Organigram of tdh/STL Project

1. STL/tdh Project Team

Of the 10 staff budgeted seven staff are actually given as employed at the time of the evaluation, three positions are vacant. Vacant positions: Child Protection Officer (50%), Child Protection Officer (Arabic speaking); the position M&E Coordinator (50%) has been transformed to the post of project director (25 %). Out of the seven staff actually working in the tdh project all are women except the security officer.

All seven staff are based in HQ in Istanbul. The project manager (Bercis) has worked since the beginning of the project (25 months); the average work time in the project is 11,4 months ranging from 1 to 25 months. The educational level is very high with 2 doctorate degrees and 4 B.A. The average age of the staff is 37 years ranging from 27 to 46 years.

All seven staff had a 6-7 days training in Orientation, Core Humanitarian Standards, Child Protection Code of Conduct; training wishes have been expressed for the topics: Communication Skills, Trainer Training, Leadership Training

The staff is highly qualified, very experienced and very committed, all are united in an excellent team spirit and have very good relations to the target groups.

2. Quality of organization

The tdh/STL Team is embedded in the wider STL organization of over 347 staff in 11 locations in Turkey (see organigram of STL in Annex).

Advantage: The concern of the tdh/STL Project (Child Safeguarding Standards) can influence the whole organization. Disadvantage: Tasks of the wider STL organization can be put on the shoulders of the small tdh/STL team and the competitive labour market in Istanbul is causing a high fluctuation rate.

The five community centres are part of STL and also related to the tdh/STL project with 39 staff (Child Safeguarding Focal Points, PSS Field Worker, MHPSS Sector Manager, MEAL Manager, Member of Ethics Committee, Complaints and Feedback Officer) working on average about 43 days per year for project related activities – but they are not on the payroll of the tdh/STL project.

Fluctuation is relatively high particular in Istanbul: Average work time in the project are 11,4 months, three positions at the moment vacant – mainly due to the competitive labour market in Istanbul.

RECOMMENDATION: 1 Staff: Discuss a more decentralized structure of the project organization. Recruit as soon as possible the vacant positions and discuss whether they can be based in the community centres in the South. When negotiating the next phase of the project include the “focal persons” in the regional community centres in the list of personnel of the tdh/STL project.

STL is implementing six other projects sponsored by Swiss Development Cooperation, Save the Children International, BMZ, GIZ, Diakonie Katastrophen Hilfe, ECHO, UNICEF, Caritas and UNHCR with about 375 staff – all related to refugee and host community children.

Table 1 STL Hubs and project locations

Support To Life Hubs	Support to Life House (Community Center)
Istanbul	Istanbul
Hatay	Hatay
Diyarbakır	Diyarbakır
Şanlıurfa	Şanlıurfa
Viransehir	Viransehir
Mardin	
Mersin	
Adana	
Batman	
Mobile Teams Against Child Labor	
Zonguldak	
Adana	

Map 1 Map of project locations



3. SWOT analysis of staff

On March 5th about 14 staff of STL (of which 3 male) participated in the SWOT analysis: The SWOT analysis proceeded by stages: In the first stage ideas were collected following the logic what are remarkable aspects **inside** the project (“What are you proud of?” – Strength; “what would you like to improve?” – Weakness) and important aspects **outside** the project (“Which opportunities would you like to take advantage of?” Opportunity and “what dangers are there which could impede the smooth implementation of the project?” Threat).

INTRO 3 Self-assessment of STL

team: *The self-assessment in quantitative terms of the SWOT may conclude that the staff is quite self-confident and optimistic (strengths-18) as well as self-critical and realistic (weaknesses-16); the small number of ideas expressed in terms of opportunities(7) hides somehow that there are large vistas(private sector, government institutions); the high number of “threats” (16) indicates the difficult environment in which the project is operating.*

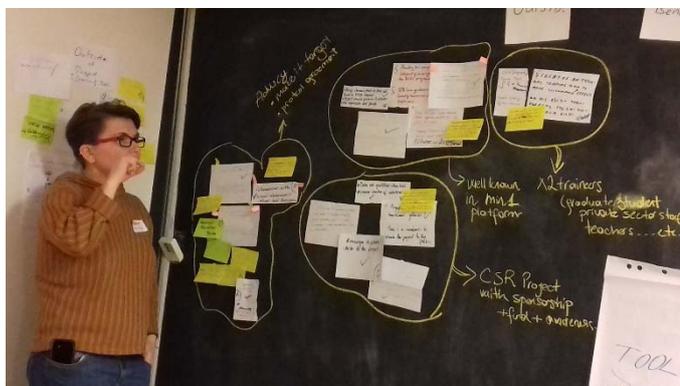


Photo 1 SWOT with STL staff 2019-03-05

In terms of "strength" the participants stressed the increased capacity of the staff, the unique role of STL as beacon concerning Child Safe-Guarding policies, the increased involvement and participation of children in the community centres and the increased experience working with NGOs and CBOs.

In terms of "weakness" the staff mentioned frequently the insufficient number of staff and volunteers, no budget for the community centres particularly the focal persons: also more trainings are needed, and theoretical training should turn more practical, more tools are needed; the staff of the project is based in Istanbul whereas the project activities are in the five locations.

Although the positive outside aspects "opportunities" are only seven in number the opportunities seem to be unlimited to expand the project activities to school, public

institutions (dormitories) and also the private sector (when factories employ child labour then most children are Syrian refugees).

When it comes to negative influences from outside "threats" the staff expressed 18 ideas centering on repressive regulations of the government concerning NGO activities, lack of understanding of Child Safe-Guarding Standards in schools, government departments and even in homes: child labour and child marriage as well as different cultural understandings are seen as an impediment to implement child-safe-guarding policies.

In total 57 ideas (see the complete list in Annex) have been expressed, 18 ideas indicating strength, 16 weakness, 7 opportunities and 16 threats.

In a second phase the ideas were clustered in another logic: Groups of persons or actors from inside (staff, target groups) to outside (partners, government, private sector others). In group work the participants then took the ideas concerning the groups of persons and discussed what can be done to improve the situation; the staff also thought whether this can be done immediately by the project (giving an A), whether it takes time and needs some outside help (giving a B) and whether this can be done only with substantial outside help (giving a C).

INTRO 4 Actions proposed in SWOT analysis: *Employ a child protection/safeguarding expert: focal persons with multiple functions in the community centres; design more activities with children, improve cooperation and monitoring with respect to NGOs and CBOs simplify the procedures, multiply the trainer pool and expand activities to schools, government institutions and the private sector.*

ACTIONS CAN BE TAKEN:

Staff:

One child protection/safeguarding expert is hired for each field (CC), reporting directly to either of these CP program, capacity, social service sub-sector. (C). With the ToR including: Monitoring child safeguarding, monitoring child participation, monitoring child committees, trainings, identification of needs and advocacy in HQ level, developing best practices.

Beneficiaries:

In terms of MHPSS:

Design more activities not for children but with children (A)

Give more space to children to take responsibilities in activities (A)

Create more tools and space for children express themselves in public (A)

Partners:

Sub-granting CBOs is a strength. Developing a better control mechanism could be done. (A)

To improve visibility, first identification of the reasons of lack of visibility then planning how and with which resources we can improve the visibility. Maybe focus on schools to raise visibility and on child safeguarding issues. (A-B)

Identifying more small CBOs and their capacity in the locations STL is working and provide tailor made trainings and support (B for trainings C for support)

Outside:

Defining target organization or groups (A)

Make child safeguarding an agenda in the platforms, not one-by-one organizations. We can start with minimum one platform. (A)

Corporate social responsibility project with sponsorship + fund + awareness raising (B)

Sign a protocol (MoU) on child safeguarding with at least one authority in terms of advocacy strategy (C)

Multiply the CSG trainers at least twice. Enlarge the trainers pool with graduate students, teachers, private sector staff etc. (C)

4. Partners of STL: NGO and CBO

*INTRO 5 **Partners** : The tdh/STL project team cooperates with 25 NGOs (of which 24 have received trainings) plus one government department and five CBOs selected out of 8 in a first training; in addition it can refer special cases to 67 organizations or departments. To this impressive outreach spanning geographically over the whole country 185 university students from three universities have been trained in six workshops.*

*INTRO 6 **Changes in implementation**: Due to political circumstances the implementation (two centres temporarily closed- open again in 2018; low profile in relations with government because of post-emergency situation) could not be carried out fully as planned; the budget changes have been discussed and agreed upon between STL, tdh and BMZ. The total amount remained unchanged.*

Concerning **STL at large** (not only tdh project) most of the staff have been introduced to the Child Safeguarding Standards: In the time between April 2017 and November 2018 12 training workshops (between 1 and two days) have been organized for 213 participants concerning the topics “Child Protection and Child Safeguarding”; the trainers have been Ornella Barros, Bahri Akın, Bercis Mani Şipal and Zeynep Atike Kılıç.

Child Safeguarding Trainer Pool

Two experts (Arij Abou Reslan / international expert, Zeynep Atike Kılıç / STL Child Safeguarding Expert) trained in a first batch 16 national experts in December 2017 and then in a second batch ten selected experts in July 2018. In the pool are: Özgür Deprem, Yusuf Nural, Cem Demirayak, Nurgül Elçik, Yağmur Yılmaz, Berkтуğ Kubuk, Selda Bozbıyık, Zeynep Topalan, Ömer Özdemir, Ebru Ergün. These experts are highly qualified and all in full-time employment – and not easily available for the project for on-the-job consultancies.

24 NGO partners

In the period from May 2018 to February 2019 about 479 staff from the **24 NGO partners** have been trained in 24 workshops on child safeguarding by the 10 trainers of the pool.

Government departments

The planning matrix² included a target with “local authorities”; however the political situation (emergency and post-emergency and the crack-down on NGOs) in Turkey advised to choose a low-profile approach and leave the cooperation with local government departments to a later phase. There was nevertheless a first step: One official of the Department of Social Welfare in Mersin has applied for a training and was effectively trained in Child Safeguarding Standards; he is now member of the trainer pool. His ideas are reproduced in the chapter “elements for a second phase”.

² Result 3: “Until the end of the project at least 50% of the 120 trained local NGOs and local authorities have integrated child protection standards into their workplace and are committing their selves to child protection with an MoU.”

Five CBOs have been selected to introduce the concept of child safe-guarding in their organization and their work-environments within eight months in 2019 and a budget of € 20.000. The selection process has been: In a first training the basic concepts have been introduced, the CBO had to put it into practice and those who did well were then selected for a second training round and awarded a budget.

University Students

In the time from February to November 2018 three trainers from the pool introduced the concept of “Child Safe Guarding” in six training workshops to 185 university students from three different universities, mainly from the faculties of social work and medicine.

5. Networking

The project managers are aware of 67 other organizations, government departments, UN agencies (list see Annex) with similar activities which can be referred to in a variety of cases and which are networking with each other.

6. Changes in the implementing organization and partners

Due to the general situation in the country and the temporary pull-out of international sponsors the STL management decided to trim the organization and abolish the middle level in management: for the tdh/STL project it meant that the program director has been deleted from the payroll. Two community centres had to be closed temporarily for financial reasons (now open again: CC in Diyarbakir and Istanbul). The project design has foreseen that local government should be an important partner; but this is rather a challenge for the future. In the years 2017-2018 it was also difficult to identify reliable NGOs and CBOs as partners – which delayed the implementation process. The changes within the budget lines have been reported by tdh to the BMZ on 22.11.2018. The overall amount of the budget was unchanged. – Another aspect needs to be mentioned under changes of implementation: The cooperation with local government departments (see above) was low profile and must be postponed to a later stage.

III. Assessment by the five classical criteria

A. Relevance

SHORT: 1 RELEVANCE: Relevance for the ultimate beneficiaries (Children from Syria and Turkey) as well as for the targeted organizations (NGOs and CBOs) has been stated in the feasibility study of 2016. Child protection for the implementing organization belongs to the core principles of Support-To-Life and is the raison d’être for the financing organization terre des hommes Germany. For the project country Turkey child wellbeing is a concern in various planning documents and „eliminating children's deprivation“ is part of the Development Agenda. For BMZ / Germany and the European Union child protection is subsumed in the Framework Agreement generally under “civil society” and the concern for Syrian refugees.

1. Relevance with stakeholders
 - a) Relevance with regard to the target group

The relevance with the ultimate beneficiaries – children and youth – is documented in the feasibility study of tdh of 2016 and the periodical needs assessment analyses of STL. The relevance to the targeted civil society organizations (NGOs, and CBOs) is indicated by the numerous applications to acquire expertise in the field of child safeguarding standards.

b) *Relevance with regard to the implementing organization STL and terre des hommes*

(1) STL

ARTICLE 3: SCOPE AND BASIC PRINCIPLES OF ORGANIZATION

“To save the pain of all communities around the world and Turkey who need aid due to the impact of any natural or man-made disasters, without differentiating between nationalities, races, languages, religious beliefs, social classes or political views; carry out humanitarian aid operations for the purpose of enabling them to sustain their lives in a humanely honourable manner...”³

“We are an independent humanitarian organization founded with the principle aim of helping disaster affected communities meet their basic needs and rights. We are conducting our activities since 2005 with principles of humanity, impartiality, neutrality, independence and accountability. Currently, our primary areas of work are Emergency Assistance, Refugee Support, Child Protection in Seasonal Agriculture and Capacity Building”.⁴

(2) Tdh

Preamble

„terre des hommes setzt sich ein für eine Welt in der für alle Kinder das Überleben gesichert ist, kein Kind mehr ausgebeutet wird, alle Kinder Bildungs- und Entwicklungschancen haben, die Kinderrechte verwirklicht sind, wirtschaftliche und soziale Gerechtigkeit und Frieden herrschen und in der Konflikte gewaltfrei gelöst werden.”⁵

c) *Relevance for the partner country: Turkey*

The concern of the Government of Turkey towards the wellbeing of children is expressed in various documents.

Eliminating children's deprivation stemming from poverty, increasing the enrolment and attendance rates of girls, increasing the participation of youth, who are not in education or employment to economic and social life are targeted. Worst forms of child labour such as works in the street, heavy and hazardous works, paid employment in mobile and seasonal agriculture works apart from family work will be eliminated.⁶

d) *Relevance for the EU / BMZ*

(1) EU

“An empowered pluralistic, critical and active civil society is a crucial component of any democratic system and for inclusive and sustainable policy making. This is even more relevant under the state of emergency. Support to civil society will therefore represent a crucial pillar during the last IPA II period, in particular also as a matter to preserve effective pluralism.”⁷

IPA II also finances assistance to Syrian refugees and host communities in the framework of the EU Facility for Refugees in Turkey.⁸

³ STL (2017 ?): Support to Life Regulations. (16 p.). Istanbul. P. 1

⁴ See: <http://www.hayatadestek.org/our-story/?lang=en>

⁵ tdh Mitgliederversammlung (2011): Satzung terre des hommes Deutschland e.V. (10 p.). Osnabrück., P. 2

⁶ Government of the Republic of Turkey; Ministry of Development (2015): Turkey's Sustainable Development Pathway towards Agenda 2030. (43 p.). Ankara. Page 30

⁷ European Commission (2018): Revised Indicative Strategy Paper for Turkey (2014-2020) Adopted on 10/08/2018. (54 p.). IPA II; Brussels; p. 13

⁸ IPA II, p. 16

The Syrian crisis and subsequent influx of refugees to Turkey have posed additional challenges. Complementary to humanitarian assistance and livelihoods support as provided through other EU and non-EU funding, Turkey needs support... ”⁹

2. Relevance of project concept

*SHORT: 2 **Relevance of project concept:** The concept is to anchor firmly the four standards of “Keeping Children Safe” (KCS) in the institutional structures and the daily practice of organizations. This concept is adequate to reach the overall goal of “preventing violence against children and young people”. The concept is also appropriate as a model, to impact on a structural level and to be replicated in wider areas and it is actually being replicated by numerous NGOs. The project followed a clear strategy first remodelling the own organization along the standards of Child Safe-Guarding Policies (summer 2017), then two international experts trained in two instalments a pool of ten trainers (Dec. 2017; July 2018) who in turn trained 24 NGOs (479 staff) and 5 CBOs (May 2018 to February 2019).*

The Standards

Keeping Children Safe Standards cover four areas:

Standard 1: Policy

The organisation develops a policy that describes how it is committed to preventing, and responding appropriately to, harm to children

Standard 2: People

The organisation places clear responsibilities and expectations on its staff and associates and supports them to understand and act in line with these.

Standard 3: Procedures

The organisation creates a child-safe environment through implementing child safeguarding procedures that are applied across the organisation.

Standard 4: Accountability

The organisation monitors and reviews its safeguarding

Concept adequate for the orientation in development

The concept is to anchor firmly the four standards of “Keeping Children Safe” (KCS) in the institutional structures and the daily practice of organizations. This is certainly adequate to include children in their full citizens’ rights in development activities.

And this **concept is** also adequate to reach the **overall goal** of “preventing violence against children and young people”.

Upper aim (impact): The project contributes to the prevention of violence against children and young people in the project region and promotes growing up in a non-violent environment.

The concept is also appropriate as a **model**, to impact on structural level and to be replicated in wider areas and is actually being replicated by numerous NGOs. The **effects on a higher level** are positive.

*RECOMMENDATION: 2 **Lobby: Relevance** – The implementing organization Support To Life and the sponsoring organization terre des hommes should continue to lobby with their respective governments and the EU to include comprehensive and detailed chapters on child*

⁹ IPA II, p. 34

protection and child safe-guarding into their planning documents and international agreements.

B. Efficiency

*SHORT: 3 EFFICIENCY To have an idea of efficiency in a NGO project proxy indicators are used: **Budget:** The budget structure reflects clearly the character of a capacity building project with 60 % personnel costs. When classifying the budget lines with “overhead” and “program” we have an overhead of 22 % which is a good value for a capacity building project. Inside the budget lines of “operational costs” trainings are naturally the main part. Monitoring what the trainings have brought about are left to the general duties of the project staff. – The **audit** statement confirmed that expenses have been done in accordance with the budget. – The **workload** of the project staff is quite heavy and more so since three positions are vacant. Staff in the community centres are not on the payroll of the tdh/STL project; however, the “focal persons” (the contact persons for children) are an integral part of the project concept; they are on the payroll of other sponsors with a full work load in that project. It is unfair to pack additional unpaid tasks on their shoulders which they have to do in their free time. – Project visits are frequent, skype conferences twice a month: **Project management is excellent.***

Is the project working in a cost efficient way? Since a NGO Project is not working in the logic of profit orientation, proxy indicators are used:

Quality of staff, quality of organization (see in: Introduction)

Budget analysis

Workload and responsibilities

Audit

The points “Quality of staff” and “Quality of organization” have been discussed under the chapter Relevance.

1. Budget analysis

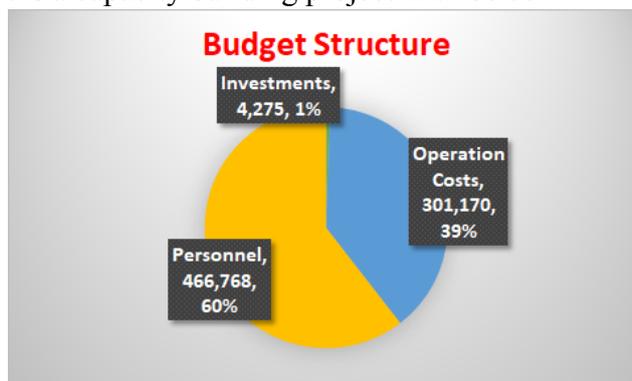
Budget structure

The three budget chapters show clearly that it is a capacity building project with 60 % personnel costs and 39 % operational costs¹⁰, mainly trainings and only one 1 % investments.

Figure 2 Budget Structure

Ratio overhead: program

When we label the various budget lines with “Program” or “Overhead” (see Annex) we find a ratio of 78 % to 22 %.



For a capacity building project the ratio of 22 % overhead is a very good value.

Inside operational costs

¹⁰ Here only direct project costs are considered, not the budget lines like evaluation, reserve etc.

When we look closer at the operational costs we find the bulk being budgeted for trainings – but no activity to follow up whether the trainings have had the desired outcome. Monitoring with close feed-back mechanisms are left to the general tasks of the project staff.

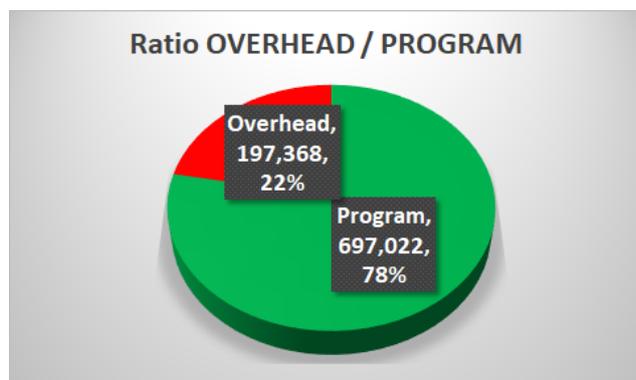


Figure 3 Ratio of Program and Overhead in the budget

RECOMMENDATION: 3 Outcome monitoring: *Under „operational costs“ activities should be included monitoring whether the trainings have been successful and sustainable including close feed-back mechanisms to steer the project. Since activities related strongly to awareness*

raising and sensibilization are difficult to capture and measure, a simple survey should be designed: The first survey at the beginning of the project is then the baseline against which progress in project implementation can measured. The survey should be simple focusing on the central question: “Did you experience physical and mental violence at home, in school, in the streets in the community centres?” This central problem differentiated in a number of multiple choice questions should be asked in a way that the children are sure anonymity is fully respected.

RECOMMENDATION: 4 Activities for children: *In order to have a solid reference of monitoring, additional activities of children (like mapping of safe places) could be included in the project design and the budget.*

RECOMMENDATION: 5: Focal persons: *The project leaders should negotiate with tdh / Germany how to honour the workload of the focal persons in the five centres from Jan. 2019 to Dec. 2019. In Phase II of the project, the focal persons should be on the payroll of tdh – between 50 % and 100 %. - Organize workshop to exchange experiences once or twice a year including focal persons, tdh/STL staff and other expert staff of the community centres.*

2. Budget adjustments

Due to the difficult political circumstances the implementation of the project has been affected in a way that budget changes have become necessary. On 22.11.2018 tdh informed BMZ and asked for approval of the changes. The total amount remained at € 894.390,00.

3. Audit

The audit statement confirms that the project expenses are done in accordance with the established budget lines. A further financial analysis is not done in this mid-term evaluation.

4. Workload and responsibilities

Considering the workload as outlined in the targets and activities the staff of seven persons is hardly sufficient. Given the vacant positions and the fluctuations part. in the Istanbul region the situation may become critical.

The workload in the five community centres concerning Child Safeguarding activities is simply unfair: The tdh sponsored activities are carried out by staff who are on the payroll of other organizations for a full time job and then in addition shouldering the activities sponsored by tdh. This is also demotivating.

5. Project management

The project management is done actually by seven staff of STL based in Istanbul. The five community centres are visited twice a year and in video conferences the project leaders communicate with the focal persons in the centres and the directors of these centres at least twice a month. The relations between the tdh / STL project staff and the personnel of the centres are very cordial and to the point. Project management is excellent.

Again, it is recommended to reflect whether a decentralized structure of the project would simplify the management.

C. Effectiveness

The key question is what difference the project made in practice, as measured by how far the intended beneficiaries really benefited from the products or services it made available.

*SHORT: 4 EFFECTIVENESS: Quality of planning - In the planning process the target groups did participate, also in the feasibility study leading to this project design. The approach "keeping children safe" (KCS) was launched by terre des hommes with the Turkish partner organization Support to Life in 2015 and introduced into the project work in Turkey. The approach aims at changing institutional structures and behaviour patterns – a highly effective strategy. - The **Overall Objective (OO)** focusses on preventing violence against children and the **Project Objectives (PO)** on child protection structures and participation of children. A more direct reference between OO and PO is also an option. - The **Results** are well-chosen by the criteria of clearly identifiable groups of persons: (1) Partners incl. STL staff; (2) Children and youth; (3) Local NGOs and CBOs; the sequence of capacitating first the own organization and staff and then the community centres and finally allied local small organizations: NGOs and CBOs is a logical sequence and a good strategy. – **Indicators:** For the 3 results there are 11 targets or indicators; some formulations of targets include several indicators: One indicator is split in three and another one in two indicators. Then we have 14 indicators of which 10 can be classified as **output** and 4 **outcome** indicators. Of the four outcome indicators, one concerns the staff of local NGOs (and of the local government) and three concern the ultimate beneficiaries of the project: Children. Within the definition of outcome (knowing, accepting, using the services and products of the project) only required (in the planning document) is "knowing" these services. The aspect of OUTCOME is clearly underrepresented. About 50 % of all indicators should be outcome indicators. - In this Capacity Building Project outcome indicators should apply to the institutional structures of STL and partners, the group of NGO and CBO staff whether and how they use training on Child safeguarding standards; and outcome indicators should also address the ultimate beneficiaries: Children and Youth. The outcome should not be limited to "knowing" about CSP but include whether the groups **use** concretely the trainings and how. – **The team:** The motivation of the project team is strong, the team spirit excellent and the relations to the target groups cordial. The five focal persons – not on the payroll of the project – are however pivotal to the implementation of the project; they feel - rightfully so - that it is unfair to work for a project not paying them. Nevertheless, they do an excellent job. – **Achievement of the targets:** The project achieved by mid-March all of the 11 (or split 14 targets) except three in Result (sub-aim) 3. The activities of the 5 CBOs – as planned in Result 3 – just started in early 2019 and will be finished before the end of the project in December 2019. In view of the difficulties and adverse external influences this is an excellent performance.*

1. Quality of the planning of the project

The project has been well planned in a participatory way involving the target groups and local NGOs and CBOs. A feasibility study has been carried out on the basis of which the project has been formulated and agreed upon between terre des hommes / Germany and Support To Life / Turkey. The approach “**keeping children safe**” (KCS) was launched by terre des hommes with the Turkish partner organization Support to Life in 2015 and introduced into the project work in Turkey. The approach aims at changing institutional structures and behaviour patterns – a highly effective strategy.

2. Quality of the objectives and indicators

Overall Objective and Project Objective

Overall Objective (OO): The project contributes to the prevention of violence against children and young people in the project region and promotes growing up in a non-violent environment.

Project’s Objective (PO): Child protection structures are strengthened at local level and the participation of children and adolescents has increased.

The OO focusses on the ultimate beneficiaries – children and youth - and puts the emphasis on decreasing violence against children.

The PO addresses two topics (a) strengthening child protection structures at the local level and (b) participation of children and adolescents.

Quality of the objectives and indicators

Results (sub-aims)

1: Child protection capacities are strengthened in the partner organization and methods and work flows are extended by child protection standards.

2: Children and young people are actively involved in the implementation of the child protection guidelines in the community centres.

3: Child protection mechanisms and capacities at local NGOs, CBOs and authorities are strengthened and extended to include child protection aspects.

Indicators / Targets

Indicators or targets are the heart of a logframe; indicators are “operational objectives” which specify and quantify the higher level objectives (results, PO, OO) which designate the field of action and the general orientation of the project.

In development projects we differentiate four types of indicators

Input indicators (finance, personnel, equipment – available in the budget)

Output indicators specifying the services or products of the project

Outcome indicators specifying the use of these services and products by the target groups

Impact indicators describing the sustainable benefit for the target group.

A good indicator is SMART.

S-pecific (activity in detail)

M-easurable (quantified, when people are involved also in gender)

A-ttainable (or available) (realistic target / or info available at reasonable costs)

R-elevant (related to the sub-aims, objectives and important for steering /reporting)

T-ime bound (start- end, duration)

When describing the status of achievement for a target or an indicator the rule of “5W” – corresponding to the SMART aspects of an indicator - has become a custom in reporting:

Who is it about? (number, gender)

What happened? (activity in detail)

When did it take place? (begin - end and duration)
Where did it take place? (location, area)
Why did it happen? (context of the activity)

For the 3 results there are 11 targets or indicators; some formulations of targets include several indicators: One indicator is split in three and another one in two indicators. Then we have 14 indicators of which 10 are indicating the output and 4 the outcome.

Of the four outcome indicators one concerns the staff of local NGOs and from the local government and three concern the ultimate beneficiaries of the project: Children. Within the definition of outcome (knowing, accepting, using the services and products of the project) only required is "knowing" these services.

Are the indicators SMART? If all the aspects (S-M-A-R-T) are present, then we have 14 x 5 points (70 points); overviewing all 14 indicators we come close to this result: actually we find 66 points. Three points relate to TIMEBOUND not visible - not an important aspect in the context of the project.

The aspect of OUTCOME is clearly underrepresented. About 50 % should be outcome indicators. In this CAPACITY BUILDING Project outcome indicators should apply to the institutional structures of STL and partners, the group of NGO and CBO staff whether and how they use training on Child safeguarding standards; and outcome indicators should also address the ultimate beneficiaries: Children and Youth.

The outcome should not be limited to "knowing" about CSP but include whether the groups USE the trainings and how they benefit concretely.

When the indicators are a good mix of output, outcome and impact indicators and when they are termed in a SMART way the achievements of the projects can be captured comprehensively and accurately.

Figure 4 Design by Elif (12 years) in Diyarbakir

3. Motivation, ownership of the project implementer

The motivation and ownership of the STL project staff is very strong; this is also true for the five focal persons working in the five Community Centres implementing the Child Safeguarding approach on behalf of the tdh project but who are on the payroll of other projects; a feeling of unfairness is expressed – and rightfully so – that their additional workload is not honoured.

4. Quality of the steering and implementation

The quality of steering (frequent visits of the five locations: twice a year and regular skype conferences: twice a month) and implementation of the project is excellent; only external



influences (emergency and post-emergency measures and temporary interruption of funding of two centres: Istanbul and Diyarbakir) interfered into a smooth implementation. Since mid-2018 the situation is back to normal and the implementation proceeds as planned with the emphasis on the five CBO who started in January 2019.

5. Implementation and achievements

For the detailed listing of achievements see Annex.

*SHORT: 5 **Result 1** “Child protection capacities are strengthened in the partner organization and methods and work flows are extended by child protection standards”. A Child Protection Policy and Code of Conduct (CoC) particularly for child safeguarding is developed and approved by the Management. The policy and CoC disseminated in all the field and HQ staff. All the existing guidelines (Communication and visibility guideline, Human Resources guideline, Procurement guideline, Mental Health Psycho-Social-Support guideline), Individual Protection Program / IPP toolkit, forms and documents revised to include child safeguarding aspects. All Child Safe-Guarding related policy and materials as well as the revised tool-boxes and modules translated into Turkish, English or Arabic. Child safeguarding focal points are appointed (however not in the project budget), well known by the children and active in all community centres.*

*SHORT: 6 **Result 2** “Children and young people are actively involved in the implementation of the child protection guidelines in the community centres”. In all five actively working community centres of the project region there is a child/youth led group with 8-15 members, meeting on a different schedule, mostly weekly or every 15 days. All the committees in the Community Centres participate in a "risk identification and supporting resources" Psycho-Social-Support exercise in order to participate in a mapping process for risks and safety measures in that field. Additionally, child friendly versions of posters for child rights, introduction of Focal Points and Code-of-Conducts are prepared and hang on the walls of each Community Centre. Each community centre organised awareness raising (AR) sessions on child protection issues. From 01.01.2017 until 06.02.2019 about 3.754 women participated in these AR sessions.*

*SHORT: 7 **Result 3** “Child protection mechanisms and capacities at local NGOs, CBOs and authorities are strengthened and extended to include child protection aspects”. Until March 2019, 24 local NGO's and 1 local authority (Mersin Provincial Directorate of Social Services) received sensitization trainings on child safeguarding. Among these NGOs, 5 of them applied for the sub-grant. In order to support small CBOs in practice, out of 8 trained CBOs, 5 of them are selected. All 5 of them received the first instalment of their budget of € 20,000 with which targeted qualitative child protection activities are to be implemented. However, the CBOs seem to be overburdened concerning the use of logframes in the proposals and the strict requirements in financial management. - In total 185 students were approached and trained during 2018. - Flyers/hand brochures are prepared to introduce child safeguarding standards and a pathway for NGOs and interested parties.*

*RECOMMENDATION: 6 **Cooperation with Community Based Organizations**: Concerning the cooperation with CBOs it seems unrealistic to require logframes in the proposals (the understanding of objectives, indicators, results, activities is all but clear); instead a structure “actual situation” and “targets” as in the format of BMZ proposals would be more down-to-earth and manageable by the CBO staff. Also a simplified financial management would take off some burden of the CBO staff.*

6. Quantitative Summary: Ultimate beneficiaries

SHORT: 8 Quantitative assessment: The ultimate beneficiaries are certainly the children and youth. STL is managing a hierarchical database (SAHANA) and capturing all aspects of their various projects. When identifying the target groups benefitting from the inputs of the tdh/STL project we may differentiate an “inner circle” with tdh sponsored activities (children’s participation, children committee, big events, parents awareness raising) and a “wider circle”: Children and adults coming to all the Community Centres - not only the five - for any kind of activity – who benefit of the fact that STL has restructured the entire organization along Child Safeguarding Standards.-Inner circle: 320 Children (of which 168 girls) benefitted directly from tdh sponsored activities and 670 students in faculties for social services participated in a CSG-Training. - Wider circle: 7.510 children (of which 3.342 girls) attending one of the activities of the centres of STL benefitted also directly from the child safety measures in the centres. - The data management is excellent!

Table 2 Quantitative summary of target groups

Community Centers	Wider circle (WC)				Inner circle (IC)			
	WC-All persons	WC-Female	WC-All children	WC-Female	IC-All persons	IC-Female	IC-All children	IC-Female
CC Istanbul	727	383	668	324	27	10	27	10
CC Hatay	3,997	2,462	2,860	1,325	61	37	61	37
CC Sanliurfa	3,763	2,393	2,226	855	47	24	46	24
CC Viransehir	1,730	1,058	1,282	607	122	55	118	54
CC Diyarbakir	1,042	799	474	231	68	43	68	43
HQ Istanbul	0	0	0	0	345	246	0	0
TOTAL	11,259	7,095	7,510	3,342	670	415	320	168

RECOMMENDATION: 7 Data management: The field structure of the data base could be complemented (if not already structured in this way) so that the various activities could be attributed to the respective sponsoring organization.

7. Quantitative Summary: Handling of Complaints

Handling complaints is a central piece in the Child Safe-Guarding concept: The children have three ways to lodge their complaints: (i) face to face, (ii) by phone (hotline), or by the complaint box. Children complain face to face and also by phone when they are sure they can trust the person – mainly the “focal person”. When they want to have a higher degree of anonymity they can insert their opinion in the complaint box. All the letters in the complaint box are forwarded to HQ of STL and handled centrally only; the local staff of the community canters is not informed about those complaints.

Photo 2
Complaint
Box 2019-03-
12



Table 3 List
of complaints

The available
data concern
all five

community centres (Diyarbakir, Hatay, Istanbul, Sanliurfa, Viransehir) in the project period up to March 2019. A total of 117 letters have been handled, of which 44 have been written by male persons, 32 by female persons and 41 could not be identified by gender. Syrian persons wrote 107 letters, Turkish 9 and one unidentified. From these 117 letters only 15 have been classified as “complaints” – 49 letters were just a “feedback” 42 were “questions”, 10 were “requests”, one “other”. Of the 15 complaints only three were rated “sensitive complaint” by Syrian girls; and these three complaints concerned “livelihood” questions: all three cases have been “closed” or handled successfully.

SHORT: 9 Complaints: From the 117 letters of the complaint boxes only 15 have been classified as “complaints” (the other letters are requests, questions, feedback...). Of the 15 complaints only three (by Syrian girls) were rated “sensitive complaints”; and these three complaints concerned “livelihood” questions: all three cases have been “closed” or handled successfully. The letters of the children in the complaint boxes have been handled carefully and in strict anonymity, the requests and few complaints have been solved speedily.

RECOMMENDATION: 8 Complaints as indicators: When the data (letters from the complaint box) are given with (i) dates of registration of the letter, (ii) dates of handling / solving the problem then we do have an outcome indicator concerning the actual complaints how the situation improved in this institution and concerning the requests, wishes and proposal we have again an outcome indicator on the participation of children.

RECOMMENDATION: 9 SMART outcome indicators: Discuss with STL staff and partner staff in the first half of 2019 how meaningful SMART outcome indicators / targets can be formulated, existing ones improved and new ones added for Phase II of the project. Make sure in Phase II that 50 % of the indicators are outcome indicators and be sure they are S-M-A-R-T.

Item	Personal complaint
Syria	107
Closed	97
dont_know	37
complaint	4
feedback	20
other	1
question	12
female	26
complaint	4
feedback	8
question	8
request	6
male	34
complaint	4
feedback	10
question	16
request	4
Open	10
dont_know	3
complaint	2
feedback	1
female	3
feedback	2
question	1
male	4
feedback	4
Turkey	9
Closed	9
female	3
question	3
male	6
feedback	4
question	2
(blank)	1
Closed	1
dont_know	1
complaint	1
Grand Total	117

Photo 3: Focal Person
Ayshe 2019-03-11



D. Impact

Impact relates to the question whether the benefits received by the target beneficiaries had a wider overall effect on larger numbers of people in the sector or region or in the country as a whole.

A WIDER IMPACT is hardly monitored by any project – and it is also not for foreseen in the planning documents.

*SHORT: 10 IMPACT understood as influence beyond project boundaries: From the reports as well as from discussions in the five locations it is known that many organizations all over the country request from STL trainings in Child Safeguarding Standards – however this is not monitored, and not foreseen in the planning matrix and neither in the budget. - The **socio-cultural aspects** of this project are marked by the precarious relations between Syrian refugees and the Turkish population. Discrimination has increased and STL is addressing this problem by “social cohesion” courses. – **Risks:** The ethnic relations constitute also a risk to a successful implementation of the project: This problem may be attenuated by the “social cohesion” activities of STL and by the still vague hope of a changing situation in Syria toward peaceful relations between the contending forces and an eventual return of Syrian refugees. – The risk of government restrictions may be handled by negotiating a Memorandum of Understanding (MoU) – however this is a prospect for a next phase of the project.*

*RECOMMENDATION: 10 **Monitoring impact:** Monitor the wider impact of the Child Safe Guarding Approach among NGOs and CBOs, among children in schools and neighbourhoods as well as among Government institutions: How many organizations asked for a training? How many organizations replicated the approach? – Follow publications in the press and update an English language list of publications on Child Safe Guarding. – Monitoring the wider impact should also figure in the budget of phase II.*

1. Socio-cultural aspects,

The socio-cultural aspects in this project are marked by two cultures: The Syrian-Arab culture of the refugee children and their families and the Turkish culture of the neighbourhoods of the community centres located in poorer urban areas. The initial welcome-culture (in 2011) has slowly vanished and since 2015 with the great influx of refugees discriminatory practices are more and more dominant. The term “Syrian” is now used to insult people. STL has reacted promptly to this change and organizes courses on “social cohesion” between the two groups. These activities are financed by other sponsors than tdh/BMZ.

2. Assessment of possible risks

Risks can be seen in the following points: The deteriorating relations between Syrian refugees and the Turkish population and the practices of the Turkish government to restrict activities of NGOs and CBOs. The risk of deteriorating relations between the two ethnic groups is

contained to some extent by the “social cohesion” classes of STL. Furthermore, there is the vague hope that the political and military situation in Syria may evolve towards more peace and tolerance between the contending forces so that Syrian refugees may start to migrate back to their home country.

The risk of government interference is still present and will not change for the rest of the project period. In a new phase there is a chance to start a new phase of STL-Government relations: A Memorandum of Understanding (MoU) may be negotiated to introduce the Child-Safe-Guarding Standards in public dormitories starting with a pilot project and then eventually extend this activity to more locations in the country.

E. Sustainability

Sustainability relates to the question whether the positive outcomes of the project are likely to continue after external project funding ends.

*SHORT: 11 SUSTAINABILITY Two of the **three pivotal elements** for any sustainable project are core components of the present tdh/STL project to implement Child-Safe-Guarding Standards: The main concern of the project is firmly (i) **embedded in the institutions**’ mission statements and statutes; a (ii) **change in behavior patterns** is firmly on the way with any deviation from the standards being monitored and sanctioned. Concerning the third pivotal element of sustainability – (iii) **anchoring the project’s concern in governmental institutions**- it is a delicate issue in the actual precarious political situation in Turkey. Here the team moved carefully – a very wise approach. A first step has been done in Mersin and experiences gained, which is a point of departure for running pilot tests in a second project phase. **The project concept and the implementation is literally spelling sustainability.***

It is certainly somehow hazardous to venture talking about sustainability in a mid-term evaluation. However, a few points merit to be mentioned. Project measures continue after external project funding

- (i) when they are embedded in institutional structures when, or/and when
- (ii) they are of a quality that behaviour patterns are changing, or/and when
- (iii) they are anchored in governmental structures.

1. Embedding in institutional structures

At the core of the project is a threefold change in institutional structures:

Including Child-Safeguarding Standards in the mission statement of the organization

Modifying and adapting organizational procedures in accordance with Child-Safeguarding Standards

Creating a position, focal person, who is the contact person

These changes are solid guarantors for sustainability.

2. Change of behaviour patterns

The institutional changes and the constant monitoring whether CS Standards are respected leads with quite some force to a change in behaviour pattern respecting children as full citizens.

3. Anchoring in governmental institutions

This is a challenge for the future

4. Overall conclusion

SHORT: 12 Overall assessment: The project has done an excellent job in capacity building and Support-To-Life has become a beacon in Child Safe-Guarding Policies solicited by many organizations from all corners of the country. - Attention should be given to capture the achievements in a comprehensive way particularly concerning the ultimate beneficiaries the children (outcome indicators). The team can be proud of the achievements and on the basis of these achievements prepare the next phase.

Recommendations are listed in each chapter in the context of the issues concerned. They are again listed in the summary.

IV. Elements for a second phase

The question “how should a second phase of the project look like” was debated in all discussions with all stakeholders. The individual suggestions below are summarized and structured along the planning matrix of the current project in the recommendation here:

*RECOMMENDATION: 11 Profile of Phase II: The evaluator strongly recommends to continue this project in a second phase. The profile of the second phase should be based on the experiences of the current project implementation. The structure of the planning matrix can be roughly the same: Results – **Result 1** the staff of the tdh project including the focal persons, staff of STL and an enlarged trainer pool (20-30); the staff of the tdh/STL project could be based closer to the project locations outside Istanbul. **Result 2:** Children as ultimate beneficiaries with added activities like mapping of safety zones in the neighborhoods, children’s committees in neighborhoods and cities, activities promoting “social cohesion”, health & hygiene; activities for parents: „How can I communicate with my children?“ and „How can I inform my children about sexuality?“ - **Result 3** regarding NGOs and CBOs with simplified application formats (no logframes, but “actual situation” versus “targets”), intensive preparatory training in financial management. The financial management for CBOs should be simplified. The project period should be longer: 18 to 24 months. A **Result 4** could be added regarding (i) the private sector (factories with child labor, mainly Syrian children) and (ii) government institutions (public dormitories). Activities in both sectors would be test runs to adapt child safe-guarding policies to these institutions. Training materials (booklets, videos, websites) should be produced, disseminated and the outreach should be monitored - **For all results** indicators should be formulated of which at least 50 % are outcome indicators. In the beginning of the second phase a baseline survey should be carried out serving as reference for progress to the following yearly surveys. Intensified monitoring (including wider impact monitoring) should be reflected in the budget. - Emphasis should remain on training and enlarging the pool of trainers including exchange of experiences.*

A. General aspects

Introduce CSP in Public Dormitories

Negotiate a MoU between STL and Ministry of Family and Social Services;
start with 2-3 pilot project testing how to adapt CSP to dormitories

Disseminate the experiences to other localities in an enlarged test phase

Finally, introduction of CSP to governmental institution

Include the private sector, create a label „Child Friendly Company“ (most child labourers are now Syrian children in Turkish factories)

Introduce CSP into academic curricula

B. STL Team (tdh project) and Community Centres

1. STL Team (tdh project)

Focus

CSP Focus Shift the focus from theory to practice, consider practical examples (adapt the tools, produce videos)

The issue of „social cohesion“ has become more important in the last 18 months: How to react?

Training

Organize another ToT – Training

Longer training

Training on advocacy

Training of lawyers in CSP

Training of Syrian trainers (starting with 15, then two practical applications, then second round of training)

Adapt CSP (including Case Management) training in a shorter version for social workers

Deploy trainers also as on-the-job consultants / councillors for NGO and CBO

Exchange of experience

Regular workshops for trainers to exchange experiences

2. Community Centres

The focal person should be budgeted by terre des hommes. Job description: Disseminating training in CSP in CC, schools, neighbourhoods, local government; monitor the Children's Committee; in summer children meet children from other cities and disseminate CSP; establish and monitor a Parents' Committee

Organize regular workshops of focal persons, PSS workers, Case Management workers and managers to exchange experiences: Participants (25-30): 5x5 + 5HQ = 30; at least 3 per CC, Focal Persons a must. (Agenda: Best practices, challenges, feed-back mechanism, lessons learnt, strategic planning), participants (25-30): Focal persons, PSS-workers, program manager, case-management worker).

Rotation of focal persons between the CC (for observation of different ways of implementation, mitigation and prevention of violence) 2-3 days – For a small team rotation will be difficult. This is controversial.

C. Children

tdh financed activities should be added: Like mapping of safe places

Outreach to schools, neighbourhoods

Courses requested

Language: Turkish, English

Music, dance

Trips in the country and to the sea

For parents: „How can I communicate with my children? “

And „How can I inform my children about sexuality? “

Health and First Aid

D. NGOs / CBOs

Simplify financial management procedures

Training on financial management in the beginning

Trainer needed on the job in CSP

More training needed in CSP

Review and monitor the implementation CS Standards in the organizations

Extend the 8-month period to a 18-24 month period (some 12 months)

Module on networking (first a 3-day workshop, then regular meetings).

V. Appendix

V. Appendix

- A. Evaluation related documents
 - 1. Terms of Reference
 - 2. Schedule Work Program (Evaluation)
 - 3. List of interview partners
 - 4. Literature and other sources
 - 5. SWOT Documentation
- B. Project related documents
 - 1. Project planning matrix
 - 2. Achievements by March 2019 (date of midterm review)
 - a) Result 1
 - b) Result 2
 - c) Result 3
 - 3. Budget
 - 4. Audit statement
 - 5. Organigram of STL
 - 6. Staff table
 - 7. Trainings in Child Safe-Guarding
 - a) Child Safeguarding Trainer Pool
 - b) List of STL Internal Trainings
 - c) List of External Trainings: Staff of 24 NGOs, topic Child Safeguarding
 - d) Child Safeguarding Meetings for University Students
 - 8. Community Based Organizations (CBO)
 - a) Matrix of CBO Projects
 - b) Agreement STL - CBO
 - c) CBO Logical Frameworks
 - d) Project Monitoring Report (Template)
 - 9. Networking
 - a) Coordination and networking
 - b) Intermediary persons of the project of STL community centres
 - c) Other NGOs in same project area with similar activities
- C. Guideline Mental Health Psycho-Social Support
 - 1. MHPSS Part I Introduction, Needs Assessment
 - 2. MHPSS Part II Individual and Group Counselling
 - 3. MHPSS Part III Basic Principles: Family and Community Approach
 - 4. MHPSS Part IV Framework: Emotions

A. Evaluation related documents

1. Terms of Reference

Terms of Reference (TOR)

For the Evaluation of the STL-Turkey-BMZ-16-19 project: Strengthening child protection structures in Turkey funded by terre des hommes Germany (tdh), co-financed by the Federal Ministry for Economic Cooperation and Development (BMZ) implemented by the organization STL (Support to Life).

Project number: 1738
Project title: Strengthening child protection structures in Turkey
Project country: Turkey
Project term: 01.10.2016 - 31.12.2019
Project budget: 894.390,00 €

Introduction

The project "Strengthening child protection structures in Turkey" is implemented by STL (Support to Life) from October 1st 2016 to December 31st 2019. The project is supported by the German Federal Ministry for Economic Cooperation and Development (BMZ) through terre des hommes.

The project "STL - Strengthening Child Protection Structures in Turkey" contributes to the prevention of violence against children and young people in the project region and promotes growing up in a non-violent environment. Child protection structures have been strengthened at the local level and the participation of children and young people has increased. The direct target group of the project are 1,575 children and young people in the groups of the community centres of STL and the community-based organisations. In addition, 2,000 women, 5 local, newly trained child protection trainers, 50 STL employees, 120 employees of local organisations and authorities and 250 students of the Social Services Department are addressed directly.

Indirectly, a further 50,000 children and young people are reached through further training, the promotion of participation and the implementation of child protection standards in everyday working life.

The evaluation is based on the usual DAC criteria (efficiency, effectiveness, relevance, impact and sustainability) as well as on the standards of DeGEval. The terre des hommes standard terms of reference consist of two elements: (i) the standard structure for the evaluation report (see point 5.) and (ii) the specifying orientation questions (see point 6.).

Objective of the mid-term review

The primary objective of the independent evaluation is to use participatory impact analyses and a target/actual comparison based on the project proposal and indicators to determine the project results and impacts achieved so far (direct and indirect, short and medium-term, intended and unintentional). The evaluation is based on information provided by terre des hommes Germany and the local organization STL as well as on project visits, discussions with all participants in the project (stakeholders) and the evaluation by the expert.

The evaluation focuses on the impact of the preventive measures on violence against children and adolescents in the project regions. In this context, the work with local NGOs and authorities aiming to strengthen child protection skills and to include child protection mechanisms in the everyday work is to be evaluated. The evaluation is aimed to assess the community-based measures and additionally the capacity building measures on local and municipal level.

Period of evaluation:

January/February 2019 and submission of the final report by March 2019.

type of evaluation:

Intermediate evaluation with participatory evaluation methods

structure of the evaluation report

The language of the evaluation report is English. A summary in English to be given in three pages. The report is structured as follows:

I. **Summary 3 - 4 pages**

II. **Main text (up to 35 pages without attachments)**

Introduction

Objective of the interim evaluation, evaluation process and method selection

Project outline

Strengthening Child Protection Structures in Turkey, Mid-Term Review (Walter Aschmoneit)

Key data of the project, situation analysis and framework conditions, socio-cultural, socio-economic, political and ecological factors

Relevance

Relevance with regard to the core problems of the target group, orientation to the priorities of the target group, gender and child orientation, relevance for the objectives of the partner organization and terre des hommes, relevance for the partner country and for the objectives of the BMZ, C&A foundation coordination with other project participants.

Impact (outcome and impact)

Socio-cultural, ecological and socio-economic impacts, intended and unintended impacts, assessment of possible risks, organizational and institutional effectiveness at the organizational and target group level

Effectiveness

Project planning and preparation, evaluation of target group, situation and project goal analysis, analysis of project documents (impact chain) and project conception

Evaluation of the project implementing organization, personnel / qualification, equipment, administration / financial administration and M&E system, motivation, ownership and legitimacy of the lead partner.

Execution of the planned activities (quality and quantity), organizational implementation, evaluation of the applied approaches, instruments and methods

General evaluation of the project implementation, involvement of the target group, strengthening of self-help

Efficiency

Budget evaluation, previous cost-benefit ratio, deviations from the planning and, if necessary, budget adjustments, project management

Sustainability

Socio-cultural, organizational, institutional and political sustainability

Recommendations

project-specific, sector-specific and overall recommendations

General findings (lessons learnt)

Appendix (TORs, project planning matrix, evaluation protocol, schedule, list of interview partners, literature and other sources, pictures and maps, etc.)

Particular Subject

The strategic objective of this project is the holistic implementation of child safeguarding standards within the partner organization, other NGOs and institutions. This holistic approach is guaranteeing the sustainable outcome of the project beyond the project period. In the changing political, economic and social circumstances of Turkey during the last two year, it is not yet clear how long-lasting new structures can be build. The external evaluation should therefore focus on the question if the methods used by the project to implement child-safeguarding structures within the Turkish society are long-lasting and sustainable. Which challenges are arising and which potentials can be used further? How sustainable are the structures build already (trainer pool, capacities within STL)? What findings can be gained for the project partner and terre des hommes with regard to the transferability of the project concept with regard to the establishment of child safeguarding structures in other regions?

Organization of the evaluation

The interim evaluation is planned for January/February 2019 for a total period of 15 days (including reporting). It comprises the following phases:

1. Preparation / study of documents

Meetings with the responsible staff at the terre des hommes office Germany to discuss the evaluation after reviewing the documents (respectively relevant project documents such as applications, reports, visit protocols and other background information), discussion and clarification of special questions and the special focus of the interim evaluation, as well as clarification of logistical questions.

Contact and clarification of further or current questions with the head office of terre des hommes in Germany and establishment of contact with the partner organization.

2. Field phase

Conceptual planning of the field phase with the local project partner, collection of the relevant data using participatory methods (semi-structured interviews, discussions with focus groups, participatory analysis of the achieved results, evaluation of the effects achieved, workshops) involving all project participants from all levels. The results are verified by field visits, participating observations, on-site inspections and technical assessment.

The integration and interpretation of the evaluation with the responsible stakeholders takes place in a final workshop.

3. Reporting

A short report on the preliminary evaluation results, the final workshop and the most important recommendations will be handed over to the partner organization explained and discussed in detail in English before departure.

Strengthening Child Protection Structures in Turkey, Mid-Term Review (Walter Aschmoneit)

The first draft of the evaluation report in English (including a summary) will be presented at the terre des hommes office for a final discussion at the latest six weeks after the end of the project visit. Obvious defects in the report must be remedied without further compensation. The final version of the evaluation report is submitted as a file (Word and PDF).

Expert profile (requirements for the assessor)

university degree or comparable degree in the field of community development and child rights

More than 10 years of experience in international development cooperation with a focus on migration, child rights and child safeguarding

More than 5 years of experience in the implementation of impact-oriented evaluations of projects and programmes in the field of child protection, and community based development in the international and/or Turkish context.

Excellent knowledge of participatory evaluation methods, experience with child rights-based project approach and experience with project implementation through local project partners

Knowledge of the conditions, guidelines and quality requirements for projects funded by the Ministry of Economic Cooperation and Development (BMZ)

Excellent English language skills

Good knowledge of the country and practical expertise on Turkey are an asset.

2. Schedule Work Program (Evaluation)

Day	Location	Activity
1st day (half day) 4 March, Mon	FMO-Istanbul	Travel
2nd day 5 March, Tue	Istanbul Community Centre (CC)	Discussion and SWOT analysis with CC staff. F Meeting with STL and Project managers. Briefing on safety issues, STL work and Project activities. SWOT analysis focus group discussions, interviews with children.
3rd day 6 March, Wed	Istanbul Community Centre (CC)	Interviews with NGO and stakeholders. Travel to Hatay. (flight in the evening)
4th day 7 March, Thr	Hatay CC	Discussion with centre staff. (Half day. Since the travel from Istanbul is in the evening the day before)
5th day 8 March, Fri	Hatay CC	Focus group discussion with children and youth. Focus group discussion, semi-structured interviews with NGO reps. and project stakeholders
Sat, Sun 9+10 March	Travel from Hatay to Sanliurfa by car (around 4,5 hours)	
6th day 11 March, Mon	Sanliurfa CC	Discussion with centre staff. Focus group discussion with children and youth.
7th day 12 March, Tue	Sanliurfa CC	Focus group discussion, semi-structured interviews with NGO reps. and project stakeholders
9th day 13 March, Wed	Viransehir CC	Travel from Sanliurfa to Viransehir (1.5 hours by car)

Strengthening Child Protection Structures in Turkey, Mid-Term Review (Walter Aschmoneit)

Day	Location	Activity
		Discussion with centre staff. Focus group discussion with children and youth. Travel to Diyarbakır, 2 hours. (Accommodation in Viransehir is not suggested so we will have limited time in the CC.)
10th day 14 March, Thr	Diyarbakir CC	Discussion with centre staff. Focus group discussion with children and youth.
11th day 15 March, Fri 16+17 March		Focus group discussion, semi-structured interviews with NGO reps. and project stakeholders. Travel back to Istanbul in the evening or next morning
12th day 18 March, Mon	Istanbul HQ	Debriefing with STL managers
13th day 19 March, Tues	Istanbul- Osnabrück	Return flight

3. List of interview partners

	STL- Staff (F)	STL- Staff (M)	Girls	Boys	Wo men	Men	NGO	CBO	Train er	TOT AL	
Istanbul HQ / Hotel	11	3					1	3	1	19	
Istanbul CC	9	3	4	6	4					26	2 fem Syrian staff, 4 Syrian women
Hatay CC	4	3	9	8	9		1		3	33	9 Syrian women, 17 Syrian children
Sanliurfa CC	2		6	4	9					21	6 Syrian women, 6 Syrian children
Verinsahir CC	4	2	6	5	4					21	4 Syrian women
Diyarbakir CC	1	3	7	2	13	1		4	1	27	1 Syrian child, 1 Russian child, 4 Syrian women, 1 Russian woman
Istanbul HQ Debriefing	5	1								6	
TOTAL	36	15	32	25	39	1	2	7	5	162	

4. Literature and other sources

A Documents STL - tdh - KCS

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B Background Documents

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5. SWOT Documentation

**SWOT Analysis for TDH Project
05.03.2019 at STL HQ**

#	Category	Idea expressed
		STRENGTHS
1	S	Increased capacity and awareness of staff
2	S	A quality committee is established and effectively working and monitoring child safeguarding implementations in the organization
3	S	Project is giving grant to 5 CBO's
4	S	A trainer pool of 10 trainers trained 24 organizations (around 280 people)
5	S	Child participation is increased
6	S	Children committees are established in each CC through this project for the first time and this increased child participation in decision making processes
7	S	STL holds a unique position in Turkey in order to bring child safeguarding issues to Turkey's agenda (- know how, -knowledge, -human resource)
8	S	Created an external training team to for sustainable outcome
9	S	Not changed the world but the organization itself
10	S	Project played a major role for many NGOs in Turkey working with children in terms of hearing child safeguarding concepts and taking it into their agenda
11	S	Project supported STL to include child participation into child safeguarding implementations
12	S	STL developed its child safeguarding capacity from zero to: -policy, -CoC, -complaint mechanism, - child participation
13	S	STL staff capacity increased in terms of child protection
14	S	Organization developed a policy and CoC
15	S	TDH child participation tool (one tool 6 activities) is very useful to integrate child participation into safeguarding implementations
16	S	STL gained working practices with local partners
17	S	Children have a space to express their needs and thoughts through child committees in CC
18	S	Community feedback and complaint mechanism is working effectively
19	S	Almost all the staff has increased capacity and awareness on child protection related topics through the training by this project
		WEAKNESS
1	W	Understanding and implementing child safeguarding takes time
2	W	Not sufficient capacity of staff in terms of turning theory into practice
3	W	Lack of the csg activities and method for temporary seasonal agricultural field
4	W	No budget or position for Child protection expert in each field
5	W	In some fields, turnover rate is very high so CSG focal points change very often
6	W	More age appropriate child participation tools are needed
7	W	Low visibility of the project among public
8	W	Because of the overload, sometimes staff cannot give priority child safeguarding
9	W	More trainings needs to be planned in the fields
10	W	More child safeguarding focal points should be in the fields
11	W	More volunteers should be included in the project
12	W	STL field staff (CC staff) owns child safeguarding concerns more that HQ managers
13	W	It is an HQ based project and not budgeted in the fields (no field staff budget). So this project's activities are difficult for field workers to be prioritized during their workload of their own project. They have their own targets and activities for the project they were hired for.
14	W	Because of high turnover rate in some fields, focal point persons change very often (especially in Istanbul)
15	W	Istanbul is a hard place to get used to live in. So Arabic speaking people may move to other cities more often so this may effect staff turnover rate of STL
16	W	during internal position changes HR does not prioritize if someone is trained for child safeguarding and needed to remain in that position until someone new is capatisized
		OPPORTUNITIES
1	O	Collaboration with school administrations and teachers
2	O	Encouraging private sector to raise awareness on child safeguarding
3	O	STL has the opportunity to reach large number of households through its different projects to increase awareness of parents and guardians in terms of child protection
4	O	Public organizations may put child safeguarding as a priority of their annual or 100 days program)
5	O	Increasing number of NGOs considering child safeguarding as a priority within their structures and implementations
6	O	Need for information in child protection area in ngo, private sector, public sector
7	O	Child safeguarding is getting quite popular in turkey
		THREATS
1	T	Different cultural approaches for child participation

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#	Category	Idea expressed
2	T	Child labor and child marriage
3	T	Lack of funds for internal capacity for NGOs especially in child safeguarding (for future implementations)
4	T	Lack of the cooperation between public organization for child protection/safeguarding
5	T	Child protection perspectives of the public organizations
6	T	Oppressing government (pressure on civil society)
7	T	Not reaching to enough participants for the activities
8	T	Government regulations
9	T	CBO may lose their interest to the project
10	T	The explanation and understanding of the project needs to be better
11	T	During the long period of project, relation with government authorities can change
12	T	In the other areas like home, school that children are living in, child safeguarding is not considered as an important subject and it may cause contradiction for children
13	T	Sub-granted CBOs (both threat and weakness)
14	T	Not able to disseminate in government side
15	T	Lack of perception of child
16	T	It is very difficult to disseminate and have them to integrate child safeguarding in local/central authorities
Strength	18	
Weakness	16	
Opportunities	7	
Threats	16	
TOTAL	57	

B. Project related documents

1. Project planning matrix

Upper aim (impact): The project contributes to the prevention of violence against children and young people in the project region and promotes growing up in a non-violent environment.

Project’s aim: Child protection structures are strengthened at local level and the participation of children and adolescents has increased.

Sub aims (output)	Indicators (possibly plus quantity structure)	
	Actual	Target (aim)
1: Child protection capacities are strengthened in the partner organization and methods and work flows are extended by child protection standards.	<p>A child safeguarding policy is in process, but not yet implemented.</p> <p>Working methods of the partner organization contain so far no child protection aspects.</p> <p>No child protection focal point has been appointed and active</p>	<p>By the end of 2018, a child protection policy is implemented in and together with the partner organization.</p> <p>By the end of 2017, 3 working modules¹¹ of the partner organization are revised, include child protection standards and used in the daily work of the field workers.</p> <p>Until end of 2017 one child protection focal point is established</p>

¹¹ case management, mental health and psychosocial support, awareness raising and community outreach

	<p>in any community centre at the beginning of the project. Cases of violence against children are not recognized and transmitted in many cases.</p> <p>There are no effective feedback mechanisms for children.</p>	<p>and active in each center and the beneficiaries know about the role and responsibilities of this focal point. The focal point detects and documents violence against children and if needed refers them to specialized institutions.</p> <p>A feedback mechanism for children is introduced in each centre. Children know the child protection focal point and know how to communicate their opinions and feedback within the centres.</p>
<p>2: Children and young people are actively involved in the implementation of the child protection guidelines in the community centres.</p>	<p>Youth groups are established in the 5 community centres but are not active independently.</p> <p>No group works independently on the project start and does not organize its own events.</p> <p>Children and young people are not actively involved in the child protection monitoring process of the child protection activities of the community centres.</p>	<p>In each community centre of the project region there is a youth-led group with min. 15 members established, active and meets monthly.</p> <p>Every centre plans and implements a yearly child protection event.</p> <p>By the end of 2017 children and youth are actively involved in the child-protection monitoring processes in the community centres and their semi-annual written observations are taken into account in the annual reporting system.</p> <p>Each community center will organize six monthly awareness sessions on child protection both with Syrian parents and parents from the host community parents.</p>
<p>3: Child protection mechanisms and capacities at local NGOs, CBOs and authorities are strengthened and extended to include child protection aspects.</p>	<p>The employees of organizations, authorities and authorities lack the knowledge and practical guidance on the implementation of child protection activities. Child protection standards and regulations are generally not integrated into the work flow of organizations and authorities.</p> <p>Community-based organizations in the project</p>	<p>Until the end of the project at least 50% of the 120 trained local NGOs and local authorities have integrated child protection standards into their workplace and are committing their selves to child protection with an MoU.</p> <p>The knowledge of trained employees of NGOs and authorities on child protection has risen by 80% and employees use what they have learned in their day-to-day life.</p> <p>5 CBOs of the project region have extended project activities to</p>

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	<p>region have not integrated any separate child protection components in their project work.</p> <p>There is no exchange between authorities and organizations on best practices in institutional child protection.</p>	<p>include child protection components.</p> <p>Best practices on institutional child protection are developed and are exchanged between organizations and authorities.</p>
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2. Achievements by March 2019 (date of midterm review)

a) *Result 1*

Child protection capacities are strengthened in the partner organization and methods and work flows are extended by child protection standards.

Result	Achieved	Remarks (why not achieved)
<p>After the series of trainings on participatory child safeguarding and children rights, all the relevant staff in the fields are capacitated in terms of working with children and assessing child safeguarding concerns. Revised Case Management/Individual Protection Program tool box (IPP Protection Assessment Form, Registration Form, Informed Consent Form, Focus Group Discussion Form, Wellbeing Survey, Post-Evaluation Form and Standard Operations Procedures guideline) is being used by the field workers. All the STL staff is trained on Child Safeguarding Policy and CoC and informed about the binding structure of the documents. Both Turkish and Arabic speaker staff can access and use the tools and documents. Children who are going to the STL community centres know about the child safeguarding focal point in their location and are aware of whom to address in case of need.</p>	<p>A Child Protection Policy and Code of Conduct particularly for child safeguarding is developed and approved by the Management. The policy and CoC disseminated in all the field and HQ staff by November 2017 through various one-day-long trainings. The complaint and feedback mechanism is set and announced to all the beneficiaries including children by 2018 and has been working effectively since. During 2017 all the existing guidelines (Communication and visibility guideline, Human Resources guideline, Procurement guideline, Mental Health PSS guideline), tool-kits (Individual Protection Program-IPP toolkit) , forms and documents revised to include child safeguarding aspects. All CSG related policy and materials as well as the revised tool-boxes and modules translated into Turkish, English or Arabic where necessary. A child safeguarding focal point is appointed, well known by the children and active in all community centres and case office since October 2017. They are assigned as focal points by August 2017 but not started acting until November, after they received several trainings to be prepared enough for the responsibility they are assigned. All the community centre focal points who are directly working with children received CSP toolkit training in May-June, that was provided by tdh Germany in 2016 but wasn't implemented in the centres due to the lack of coordination.</p> <ul style="list-style-type: none"> - All the field staff received Child Rights trainings through July-August 2017. - All the focal points and their related co-workers (in total 27 people from every field) received a 3 days Child Safeguarding Focal Point and Participation training on 4-6 October 2017. - All the focal points and related PSS staff received a 3 days Child Participation follow up training on 4-6 September 2018. - All the focal points participated a workshop on Child Committees and Participation PSS Tools on 11 October 2018. - All the mid and high level managers in the fields participated Child Safe Programming training on 8-9 November 2018. - All the department managers, dept. focal points and mid-level managers in the HQ participated Child Safe Programming training on 14-15 November 2018. <p>Monitoring and training visits to the fields are done approximately in every 3 months. 2 skype meetings are held with all the focal points in the CCs. 2 joint monitoring and experience sharing meetings are organised (one in Istanbul one in Sanliurfa) with the participation of all focal</p>	<p>Mental Health and PSS tools are being revised and a guideline is being developed again due to the new structure and emerging needs of the organisation along with the new beginning projects with MHPSS components. Due to the harder living and working conditions of Istanbul region and also high turnover rate of staff in humanitarian work in Turkey, the focal point persons in Istanbul community centre (CC) had to be replaced more often comparing to our other fields. Accordingly, this effected the activeness and widely recognition of the focal point in that particular CC.</p>

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Result	Achieved	Remarks (why not achieved)
	points in the CCs regarding "Implementation of CSG", "Child Committees" and "Participation PSS Tools".	

b) Result 2

Children and young people are actively involved in the implementation of the child protection guidelines in the community centres

Result	Achieved	Remarks (why not achieved)
<p>Children and youth groups attending to community centres learned in depth about their rights and how to participate in the decision making processes.</p> <p>Children and young people started to get involved and observe the implementation of child safeguarding mechanisms in the centres.</p> <p>Children and young people learned planning and organising an event independently.</p> <p>Children and young people has been a part of peer-learning process.</p> <p>Social collaboration is promoted between two communities.</p> <p>After the AR sessions on current child protection programs in the centres (especially on school enrolment and conditional cash transfer for education sessions) some of the women applied to the authorities for the conditional cash transfer to enrol their child to school.</p>	<p>In all five actively working community centre of the project region there is a child/youth led group with 8-15 members, meeting on a different schedule, mostly weekly or every 15 days.</p> <p>All the children committees in the CCs discuss and play cardboard games on child rights and child participation topics during their weekly meetings.</p> <p>All the committee member children participate PSS activities to include child participation into the implementation of child safeguarding standards.</p> <p>All the committees in the CCs participate in a "risk identification and supporting resources" PSS exercise in order to participate mapping process for risks and safety measures in that field.</p> <p>Since 2017 all the children and youth of community centres (the ones actively working) involved in the assignment of a child safeguarding focal point and their feedbacks are taken into account during the development of the Code of Conduct (CoC). Children participated in risk identification of CCs.</p> <p>Additionally, child friendly versions of posters for child rights, introduction of Focal Points and CoC are prepared and hang on the walls of each CC.</p> <p>Children committees' first semi-annual written observations (report) is prepared by December 2018.</p> <p>Three active CCs planned and implemented a big event by December 2017 including discussions and activities in a child protection context.</p> <p>For 2018, five centres planned a joint big event, a "Child Rights Exhibition" prepared by children in all 5 centres and the posters travelled and exhibited in each CC.</p> <p>One safety net is developed for each 5 CC.</p> <p>Each community centre organised awareness raising (AR) sessions on child protection issues. Though, AR sessions are not organised on six-month cycle but on a monthly or irregular basis depending on the need assessments in the fields. From 01.01.2017 until 06.02.2019 is 3754 women participated these AR sessions in 5 fields.</p>	<p>Although 2 community centres (Istanbul and Diyarbakır) were closed down in 2017, they were reopened in 2018. Then the child/youth led groups (committees) were established and started to meet regularly. But in every CC, committee participants change in almost every 6 months since the children coming to the CCs are changing due to the projects and activities. So mainly, the children committees of every CC are re-established approximately in every 6 months.</p> <p>First children committees in 3 active CC by that times is established on 2017 November so couldn't have the opportunity to familiarize with the monitoring process nor to write a semi-annual report/observations document for 2017. On the other hand, members of the children committees change due to the turn over of children participating to the activities and mostly children committees needs to be re-established in September, after summer. So it was until september 2018 and onwards that children could be capacitated enough to monitor and report CSG implementations.</p>

c) Result 3

Child protection mechanisms and capacities at local NGOs, CBOs and authorities are strengthened and extended to include child protection aspects.

Result	Achieved	Remarks (why not achieved)
<p>A Child Safeguarding Trainer Pool is established.</p> <p>Child protection capacities of NGOs and local</p>	<p>The initial ToT is conducted by on 5-8 December 2017, with the participation of (10 female 6 male) 16 trainer candidates on the content.</p> <p>Follow up training is conducted in 3-6 July 2018 to exchange experiences and dive deep into the child safeguarding subject. Only 10 trainers are chosen to participate further trainings and become a trainer in the pool.</p>	<p>Due to the late start of the project and the challenges and confusions recognized in the field, priority is given to the institutional capacity building through several child protection and safeguarding trainings and monitoring. In that regard, establishment of a child safeguarding</p>

Strengthening Child Protection Structures in Turkey, Mid-Term Review (Walter Aschmoneit)

Result	Achieved	Remarks (why not achieved)
authorities are strengthened through the child safeguarding sensitization trainings and relevant materials. CBOs operating in the region extended their capacity and work flows to include child safeguarding standards.	<p>Until March 2019, 23 local NGO's and 1 local authority (Mersin Provincial Directorate of Social Services) received sensitization trainings on child safeguarding. Among these NGOs, 5 of them applied for the sub-grant to develop a child safeguarding policy integrate CSG standards into their work. 4 of them accepted to be granted.</p> <p>184 people from 23 NGOs participated to the pre/post tests to measure risen knowledge. 92 % (170 person) demonstrated increased knowledge. Maximum knowledge increase 84 %, minimum 1 %, average is 32 %.</p> <p>Pre-selected 7 CBO received a two-day introductory training on child safeguarding, project planning, budgeting and implementation on 19-20 December 2018.</p> <p>In order to support the small CBOs in practice, out of 7 trained CBOs, 5 of them are selected according to their revised project proposals for the sub-grant call. All 5 of them received the first instalment of their budget of € 20,000 with which targeted qualitative child protection activities are to be implemented.</p> <p>A meeting was held in April 2018 127 student of Social Services Department in Medipol University on CSG. Three different meetings were held with 40 students of Acibadem University in total. One meeting was held with Turkish Medical Students Associations Club member 18 students in July 2018. In total 185 students were approached during 2018.</p> <p>1 animation video is produced and broadcasted on STL's social media accounts.</p> <p>Flyers/hand brochures are prepared to introduce child safeguarding standards and a pathway for NGOs and interested parties.</p> <p>The meeting is planned for the last year of the project (2019).</p>	<p>trainer pool is delayed until the end of 2017.</p> <p>Since the initial ToT is realised in December, all the further training activities postponed to 2018 and 2019.</p> <p>Location of the local NGOs are not limited with 4 but expended on nation wide basis due to the demand coming from many NGOs working with children and also due to STL's expanding operations capacity to 8 locations.</p> <p>On the other hand, the "signing MoU" and "Training 25 local authorities" parts of this indicator possibly may not be achieved. The justification concerning the political situation in Turkey is explained in the 2017 Annual Report that was sent to TdH Germany</p> <p>Please note that, if the increase is calculated taking the pre-test mark as the reference, the average increase is higher: Average increase is %922.</p> <p>This indicator might be a difficult to achieve regarding the political climate in Turkey. The authorities as well as the organizations may hesitate for common meetings, as it was explained in the 2017 Annual Report.</p>

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3. Budget

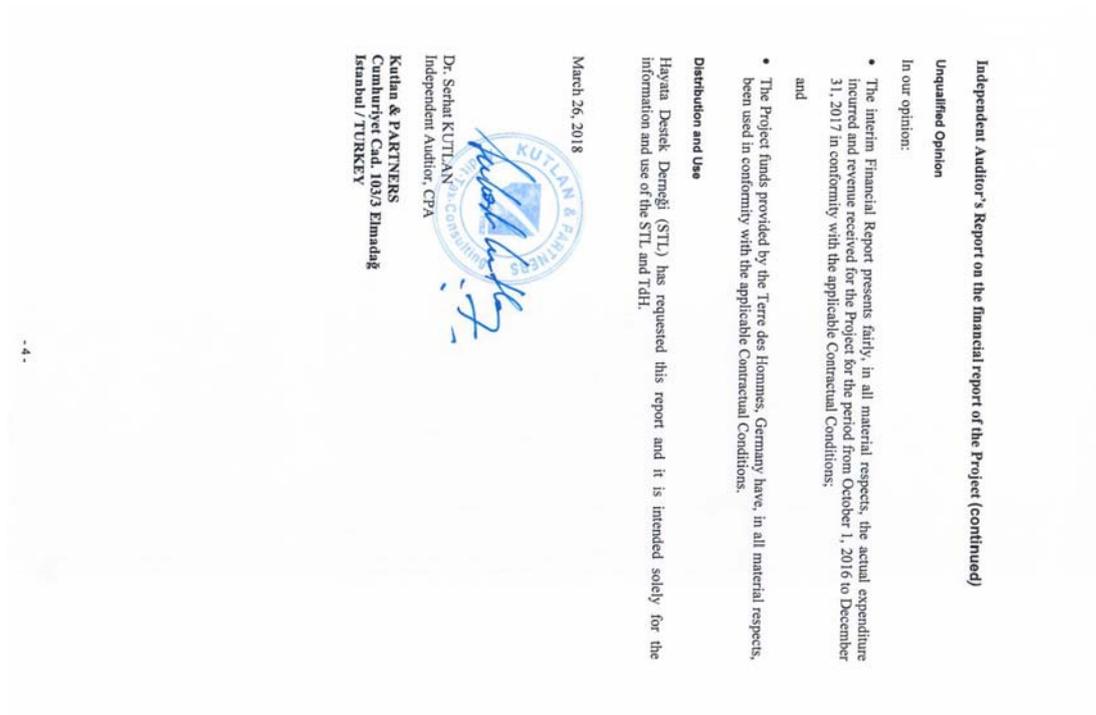
item	NEW		Op/Pr	OLD	DIFFERENCE
1 fur Investitionen		4,275		4.275,00	0,00
1.1 4 Laptops	3,054		P	3.054,00	0,00
1.2 4 Handys	1,221		P	1.221,00	0,00
2 fur Betriebsausgaben		301,170		286.961,00	14.209,00
2.1 Buromiete (anteilig 25%)	41,068		O	53.120,00	-12.052,00
2.2 Buronebenkosten	15,722		O	12.320,00	3.402,00
2.3 Kommunikationskosten	9,240		O	9.240,00	0,00
2.4 Lokale allg. Verwaltungskosten (z.B. Bankgebühren)	800		O	800,00	0,00
2.5 Reise- und Transportkosten Projektpersonal	8,000		P	8.000,00	0,00
2.6 Audit	8,361		O	10.875,00	-2.514,00
2.7 Institutioneller Kinderschutz (Training, Materialien-Toolbox)	22,955		P	18.766,00	4.189,00
2.8 Kinderschutz und Partizipation in Gemeindezentren	19,040		P	27.300,00	-8.260,00
2.9 Ausbildung Kinderschutz-TrainerInnen	44,266		P	20.900,00	23.366,00
2.10 Weiterbildung Behörden und lok. Organisationen	4,440		P	8.640,00	-4.200,00
2.11 Fachtreffen Kinderschutz	6,000		P	6.000,00	0,00
2.12 Weiterbildung und Forderung CBOs	111,000		P	111.000,00	0,00
2.13 Weiterbildung Mitarbeitende	9,078		P	0,00	9.078,00
2.14 Datenbank Kinderschutz	1,200		P	0,00	1.200,00
2 fur Betriebsausgaben				286.961,00	14.209,00
3 fur Personal		466,768		478.352,00	-11.584,00
3.1 Programm Manager/in (25%)	12,003		P	24.264,00	-12.261,00
3.2 Project Manager/in	68,896		P	94.320,00	-25.424,00
3.3 ProjektkoordinatorInnen (2)	121,360		P	121.360,00	0,00
3.4 ReferentIn Finanzen und Öffentlichkeitsarbeit	54,612		P	54.612,00	0,00
3.5 Supply Chain ManagerIn (25%)	24,672		P	28.800,00	-4.128,00
3.6 M&E Beauftragte/r (50%)	31,736		P	69.732,00	-37.996,00
3.7 Sicherheitsbeauftragte/r (25%)	20,967		P	17.424,00	3.543,00
3.8 Kinderschutzbeauftragte/r (50%)	56,066		P	47.160,00	8.906,00
3.9 Personalnebenkosten	23,695		P	20.680,00	3.015,00
3.10 KinderschutzbeauftragteR (Arabisch sprechend)	21,061		P	0,00	21.061,00
3.11 ProjektdirektorIn	31,700		P	0,00	31.700,00
4 fur Projektbetreuungsreise		3,375		6.000,00	-2.625,00
4.1 Projektbetreuungsreisen	3,375		O	6.000,00	-2.625,00
5 fur Machbarkeitsstudie		10,000		10.000,00	0,00
5.1 Evaluierung	10,000		O	10.000,00	0,00
Projektausgaben (Soli)		785,588		785.588,00	0,00
Mittelreserve fur unabweisbare Mehraufwendungen 3,50 % (bis zu 3,5 % der Projektausgaben)	27,493	27,493	O	27.493,00	0,00
Zwischensumme	813,081			813.081,00	0,00
Verwaltungskosten 10,00 % (pauschal, i.d.R. max. 4 % / im Einzelfall bis max. 10 % bzw. 14 %)	81,309	81,309	O	81.309,00	0,00
Gesamtausgaben	894,390	894,390		894.390,00	--i.

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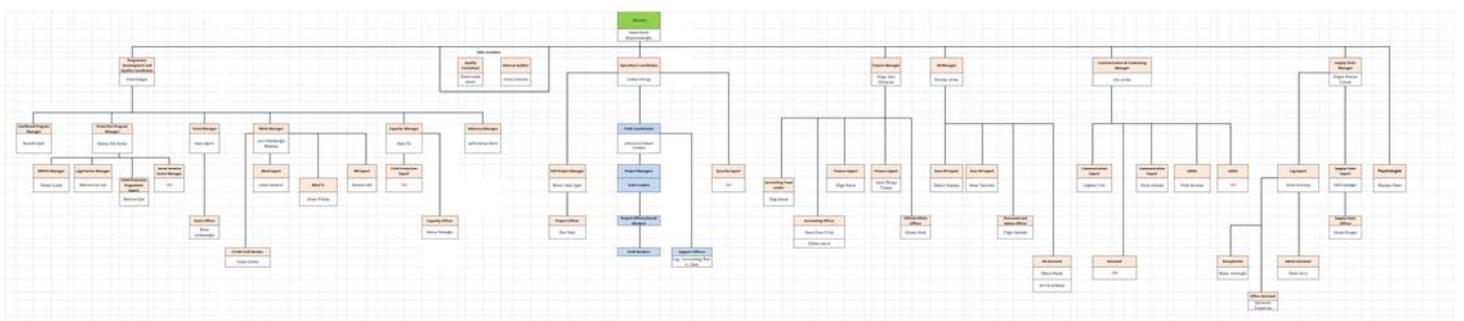
item	NEW		Op/Pr	OLD	DIFFERENCE
			Program	697,022	
			Overhead	197,368	

Vacant positions: M&E Coordinator (50%), Child Protection Officer (50%), Child Protection Officer (Arabic speaking)

4. Audit statement



5. Organigram of STL



6. Staff table

#	Name	Location (Centre)	Place / position in project	Work share in this project in %	Sex (f / m)	Year of Birth	Age	Time active in project (months)	Educational level	Trainings in development (person-days)
1	SEMA ESEN UYSAL	İSTANBUL	Accounting Officer	100%	F	11.09.1986	33	24	Bachelor's Level	6 Days
2	SEMA GENEL KARAOSMANOĞLU	İSTANBUL	Director	25%	F	08.04.1973	46	6	Doctor's Degree	7 Days
3	KIYMET BERCİS MANİŞİPAL	İSTANBUL	Project Manager	100%	F	06.08.1979	40	25	Doctor's Degree	7 Days
4	ECE SAKA	İSTANBUL	Project Officer	100%	F	08.05.1990	29	3	Bachelor's Level	6 Days
5	ERHAN KURTULUŞ	İSTANBUL	Security Officer	25%	M	28.05.1982	37	4	Bachelor's Level	6 Days
6	ÖZGEN PEKCAN YÜKSEL	İSTANBUL	Supply Chain Manager	25%	F	01.12.1975	44	17	Bachelor's Level	7 Days
7	MERVE TEKEOĞLU	İSTANBUL	Project Officer	100%	F	21.04.1992	27	1	Two-year Degree	6 Days
8										
9										
10										
				67,86 %		Average	37	11,43		
				25,00 %		Min	27	1,00		
				100,00 %		Max	46	25,00		

7. Trainings in Child Safe-Guarding

a) *Child Safeguarding Trainer Pool*

NO	Trainer/Facilitator	Date	Total Participants
1	Arij Abou Reslan, Zeynep Atike Kılıç	05-06-07-08.12.2017	16
2	Arij Abou Reslan, Zeynep Atike Kılıç	03-04-05-06.07.2018	10
			26

Child Safeguarding Trainer Pool

Two international experts (Arij Abou Reslan, Zeynep Atike Kılıç) trained in a first batch 16 national experts in December 2017 and then in a second batch ten selected experts in July 2018. In the pool are: Özgür Deprem, Yusuf Nural, Cem Demirayak, Nurgül Elçik, Yağmur Yılmaz, Berkтуğ Kubuk, Selda Bozbıyık, Zeynep Topalan, Ömer Özdemir, Ebru Ergün.

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b) List of STL Internal Trainings

NO	Trainer/Facilitator	Date	Training Topic	Total Participants
1	Ornella Barros	24-25.04.2017	Child Protection and Child Safeguarding Workshop/HQ	33
2	Ornella Barros	26.04.2017	Child Protection and Child Safeguarding Workshop/Hatay	14
3	Ornella Barros	28.04.2017	Child Protection and Child Safeguarding Workshop/Urfa	11
4	Bahri Akin, Bercis Mani Şipal	15.05.2017	Child Participation PSS Tools/Adana	5
5	Bahri Akin, Bercis Mani Şipal	17.05.2017	Child Participation PSS Tools/Şanlıurfa	9
6	Bahri Akin, Bercis Mani Şipal	01.06.2017	Child Participation PSS Tools/Hatay	9
7	Zeynep Atike Kılıç	04-06.10.2017	Child Safeguarding Focal Points and Child Participation Training/HQ	38
8	Zeynep Atike Kılıç	05-07.09.2018	Child Participation Training/HQ	17
9	Zeynep Atike Kılıç- Bercis Mani Şipal	11.10.2018	Children Committees and Participation tools Workshop/HQ	9
10	Zeynep Atike Kılıç	06.11.2018	Child Safeguarding Training/Hatay	15
11	Zeynep Atike Kılıç	08-09.11.2018	Child Safe Programming/Adana	29
12	Zeynep Atike Kılıç	14-15.11.2018	Child Safe Programming/HQ	24
				213

c) List of External Trainings: Staff of 24 NGOs, topic Child Safeguarding)

N O	Organisation	Trainer/Facilitator	Date	Total Participants
1	Her Yerde Sanat Derneği	Zeynep Topalan	11.05.2018	12
2	ASAM (Nevşehir)	Özgür Deprem	07.06.2018	8
3	Tarlabası Toplum Merkezi	Ebru Ergün, Ceren Suntekin	23.06.2018	7
4	AAR Japan (Mardin)	Zeynep Topalan	08.05.2018	11
5	ASAM (Al Farah ve Dolapdere Merkezleri/İstanbul)	Ebru Ergün, Ceren Suntekin	23.05.2018	211
6	Mavi Hilal İnsani Yardım ve Kalkınma Vakfı	Ebru Ergün	18.01.2019	15
7	Mersin Çocuk Hakları Derneği	Ömer Özdemir	05-06.01.2019	19
8	SHUD (Mersin)	Yusuf Nural, Ömer Özdemir	02.06.2018	4

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N O	Organisation	Trainer/Facilitator	Date	Total Participants
9	Nirengi Derneği	Selda Bozbıyık	20.04.2018	6
10	ORAV	Selda Bozbıyık	24.04.2018	10
11	Bir Dünya Çocuk Derneği	Selda Bozbıyık	14.12.2018	14
12	Yuva Derneği (Hatay)	Nurgül Elçik, Yağmur Yılmaz	23-31.05.2018	17
13	DRC (Hatay)	Nurgül Elçik, Yağmur Yılmaz	29-30.05.2018	23
14	Sulukule Gönüllüleri Derneği	Cem Demirayak	26.05.2018	5
15	Maya Derneği (Mersin)	Selda Bozbıyık	30.11.2018	5
16	AKDEM	Yusuf Nural	24.12.2018	18
17	Türkiye Aile Planlaması Vakfı	Cem Demirayak	20.04.2018	10
18	Kırıkkale ASAM/MUDEM	Özgür Deprem	09.05.2018	10
19	Mersin Akdeniz Sosyal Hizmet Merkezi Müd. (ASPİM)	Ömer Özdemir	25.05.2018	11
20	ASAM Kayseri	Özgür Deprem	12.10.2018	17
21	MEDAK (yönetim kurulu)	Berktuğ Kubuk	08.04.2018	5
22	Lider Kadınlar Derneği (WHH çalışma ortağı)	Zeynep Duygu Ulusoy	18.05.2018	20
23	WHH	Cem Demirayak	01-05.02.2019	10
24	Mülteci-Der (İzmir)	Yusuf Nural	08.06.2018	11
				479

d) Child Safeguarding Meetings for University Students

NO	Organisation	Trainer/Facilitator	Date	Total Participants
1	Türk Tıp Öğrencileri Birliği Kulübü	Berktuğ Kubuk	10.07.2018	18
2	Acıbadem MEDAK	Berktuğ Kubuk	17.02.2018	16
3	Acıbadem Üniversitesi MEDAK Kulübü	Berktuğ Kubuk	21.04.2018	5
4	Acıbadem MEDAK3	Cem Demirayak	24.11.2018	19
5	Medipol Üniversitesi	Zeynep A. Kılıç	02.04.2018	127
				185

8. Community Based Organizations (CBO)

a) Matrix of CBO Projects

#	Name of CBO	Name of CBO in English	Own Staff	Volunteers	Location	Staff	Parents	Children	Girls
1	Her Yerde Sanat Derneği (HYSD)	Art Anywhere Association	26	10	Mardin	30	60	120	70
2	LOTUS Genç Alan Derneği	Lotus Young Field Association	4	25	Diyarbakır	27		100	55
3	Sulukule Gönüllüleri Derneği (SGD)	Sulukule Volunteers Association	5	10	İstanbul	6	8	21	11

4	Tarlabaşı Toplumunu Destekleme Derneği (TTM)	Tarlabaşı Community Support Association	4	60	İstanbul	10	8	50	30
5	MAYA Derneği	Maya Association	4	18	Mersin	24	40	40	20
			43	123		97	116	331	186

b) Agreement STL - CBO

AGREEMENT

Between

Support to Life / Hayata Destek

Registered Address:

Koşuyolu Mahallesi Cenap Şhabettin Sk No: 42,

34718 Kadıköy/İstanbul

Representative:

Sema Genel Karaosmanoğlu

and

Sulukule Volunteers Association

Registered Address

Representative

Introduction

In this agreement;

Support to Life refers to the Support to Life Association in the Agreement.

It is referred to as the Sulukule Volunteers Association in the Agreement.

The Change Circle Project; will be referred to as the Project.

Sulukule Volunteers Association and Support to Life Association will be individually referred to as the "Party" and collectively as the "Parties".

1. Project and Activity Framework

Support to Life approved to finance the project called "Change Circle" by granting a total of TL 122,198.75 during the period of 01.02.2019 - 30.09.2019. The Project Proposal, its Budget and Logical Framework, which are submitted by the Sulukule Volunteers Association and approved and adopted by the Board of Directors of Support to Life the decision no. 2 of 28.01.2019, are integral part of this agreement. (Annex 1: Project proposal, logical framework, project budget).

The Project shall be carried out within the period mentioned above in accordance with the activities specified in the Project Proposal and Logical Framework, which have been agreed in writing by the Support to Life.

Support to Life provides technical support for the implementation of the project on the issues of the development of procedures complying with the child safeguarding policy and relevant standards under the consultancy of a trainer from Child Safeguarding trainers' pool, and of the purchasing processes and financial processes.

Sulukule Volunteers Association shall be responsible for the employment of the project team and the payments such as all workmanship claims, all kinds of compensation, tax and premium payments etc. within the scope of the project.

Sulukule Volunteers Association assumes the entire managerial responsibility of the project, principally, the conduction of the activities in a manner compatible with the project schedule. The financial support undertaken by the Support to Life in the Agreement is valid within the period specified above.

The financial support will be transferred in Turkish Lira.

As approved by the agreement signed by the parties on 01.02.2019, the remittances shall be made by the Support to Life to the Sulukule Volunteers Association's bank account, whose details are below, in accordance with the monthly financial reports submitted by the Sulukule Volunteers Association.

Account Holder: Sulukule Volunteers Association

Account No (IBAN):

Bank Name:

Bank Address (Branch): Karagümruk Branch (242)

Currency: TL – Turkish Lira

Swift Code: YAPITRISXXX

2. Grant Funding

a. The financial support in this agreement shall be delivered in accordance with the above-mentioned amount offered. Support to Life contributes to the project by providing financial support. No change is made in the use of the grant received under this agreement without the written approval of the Support to Life.

b. Sulukule Volunteers Association shall inform immediately the Support to Life of the situations as follows, otherwise shall be deemed as default:

- If the conditions or force majeure situations, which are vitally important for the objective of the project and use of grant, develop,
- If the significant changes are necessary to be made in the activities planned,
- If the activities planned will not be implemented,
- The expenditure under or over the planned total expenditure will be made,
- If any event occurs that may lead the liability of the Support to Life
- If it notices an action or situation that may constitute a malfeasance, forgery of documents, fraud, corruption, or any crime or misdemeanor, or it suspects this kind of situation exists in the Project activities.

- If an additional grant will be received from other institutions for the same purpose during the project carried out with the grant of the Support to Life,

c. If there is an item in the budget or an amount in an item that is not spent, unless a written confirmation allowing the use of the excess amount is received from the Support to Life, the amount that is not spent shall be returned to the Support to Life within 3 working days.

d. In the event that a change in the grant subject to this agreement is needed or foreseen to be needed, Sulukule Volunteers Association shall inform the Support to Life in a timely manner.

e. Sulukule Volunteers Association shall use the financial support it has received efficiently and economically.

f. If necessary, Sulukule Volunteers Association may make a 10% shift between the sub-items of the budget provided that it does not exceed the main budget item. In the event that the budget item exceeds or falls behind its limit more than 10%, it should inform the Support to Life and take its preapproval. Human Resources items and total budget figures cannot be exceeded.

g. All expenses should cover the project period that is between 01.02.2019 - 30.09.2019. The deadline for the payment of project period expenditures is 31.10.2019. The expenditures, which are out of the project period and the expenditures to be made after 31.10.2019 cannot be met from the project budget financed by the Support to Life. If a grant amount provided by

the Support to Life but not spent is found and/or an interest is obtained because of the unspent amount after this date, the relevant sums must be returned to the Support to Life within 3 working days.

h. Support to Life can control the expenditures made for the project. It can point out the expenditures that are found risky to be eligible by the donor. The amounts of the expenditures that are decided inappropriate by the donor or the auditor shall be deemed as covered by the equities of Sulukule Volunteers Association.

3. Transfer Schedule

a. 50% of the grant amount will be transferred to the interest-free deposit account of Sulukule Volunteers Association to be opened for the project implemented following the signing of the contract. This account shall only be used for money transfers linked to the project that is the subject of this contract.

b. The remaining 50% of the grant amount, if it is approved, shall be transferred to the same account in the following months in accordance with the monthly written project progress reports and financial reports and projections.

Period / Total 1. Installment 2. Installment

8 months

Total Amount: TL 122,198.75

TL 61,099.37 TL 61,099.37

4. Finance

a. Following the deposit of the funds to the specified account, Sulukule Volunteers Association shares the copies of the related bank receipts with the Support to Life.

b. Sulukule Volunteers Association has to keep a separate reporting and filing system that includes a list containing the documentation of all expenditures and purchases in the project. The reporting and filing system must comply with the Financing rules of the Support to Life. The institution holding the books according to the balance sheet account has to keep all expenses made for the project and payment documents in the official accounting records by creating a separate project accounts on the basis of the budget. The institution holding the books according to the business account has to record all the expenditure and payment documents in the official business book and also to report the actual situation of the project officially on the basis of the budget items.

c. All scanned copies of documents such as vouchers and receipts indicating all expenditures in the project shall be forwarded to the Support to Life. The institutions must share these documents with the Support to Life on demand for 5 years.

d. A payment document shall be added to each invoice (voucher for cash payments, receipt, bank statement, bank transfer receipts, etc.).

e. The expenditure documents should include the following information.

-Person / institution to whom the payment is made.

-Reason of the payment,

-Payment document,

-Payment day,

-Project code.

5. Requirements in the Reporting

a. Sulukule Volunteers Association shall regularly submit a Written Project Progress Report and a Financial Interim Report every month until the end of the project. Written interim reports should not exceed 1 A-4 sheet and provide information on the project activities of the relevant reporting period. Also, additional information and documents should be added regarding the activities.

b. It shall submit a detailed written and financial monthly progress report to the Support to Life on the dates specified below. At the end of the project, it shall submit a written and financial final report.

- 15.04.2019 Written and Financial Monthly Progress Report (for February-March period)
- 15.05.2019 Written and Financial Monthly Progress Report (for April period)
- 15.06.2019 Written and Financial Monthly Progress Report (for May period)
- 15.07.2019 Written and Financial Monthly Progress Report (for June period)
- 15.08.2019 Written and Financial Monthly Progress Report (for July period)
- 15.09.2019 Written and Financial Monthly Progress Report (for August period)
- 06.11.2019 Written and Financial Final Report

Project progress report provides information about the project activities of the relevant period. It includes comparison of planned and reached targets and conditions.

c. Sulukule Volunteers Association shall present a Final Report and a Financial Final Report to the Support to Life until 06.11.2019.

The written final report shall present the monitoring and evaluation regarding the project, and their results. In addition, the final report shall include the project achievement and the evaluation of project results.

The Financial final report should include followings:

- A detailed 8-month list showing the project's incomes and expenses covering the duration of the project.

- Income and expenditure statement that include the comments and explanations of final deviations from the budget.

d. Photos showing activities in the coverage of the project shall be included in the reports.

e. Written Report and Financial Report templates shall be provided by Support to Life and these templates shall be used whilst Sulukule Volunteers Association prepares and submits the reports.

6. Monitoring and Evaluation

Support to Life shall have the opportunity to jointly monitor the project during the term of the contract. Project implementation processes and visits should be planned with the close cooperation of Sulukule Volunteers Association. Support to Life reserves the right to make its own evaluation. Sulukule Volunteers Association allows the Support to Life authorities, employees and representatives to access the project sites and relevant project records for monitoring, evaluation and inspection;

7. Audit

Audit of the project implementation and its financial audit shall be carried out by an independent audit firm to be selected by the Support to Life. The external audit shall be carried out within 1.5 months after the end of the project. Information about the selected audit firm and the process is shared with the institution. The audit firm communicates with the institution receiving the fund about the process.

8. Bribery and Corruption

Support to Life takes certain measures such as the determination of the rules and standards, creation of working conditions that will not allow the personnel involved in unguarded situations in order to reduce the risks regarding the prevention of any kinds of corruption and bribery effectively.

Accountability and transparency are considered as the preconditions for the prevention of corruption. The signatories to this agreement have agreed that all possible preventive measures shall be taken and that any problem in this regard shall be promptly communicated.

9. Child Safeguarding

Sulukule Volunteers Association establishes its own Child Safeguarding Policy in the implementation of this project, and undertakes to build and strengthen its institutional internal capacities based on Child Safeguarding standards, to provide an environment in which children can express themselves by providing child participation and to implement Child Safeguarding in the best manner.

10. Compelling Reason

If the conditions regarding the implementation of the project objectives become difficult or dangerous for Sulukule Volunteers Association, this situation shall be communicated and all necessary information shall be forwarded to Support to Life immediately. This agreement may be terminated in writing depending on the situation.

In case of termination of the agreement due to compelling reason, Sulukule Volunteers Association shall return the remaining part of the grant to the Support to Support.

11. Responsibilities

a. Sulukule Volunteers Association operates as an independent organization and assumes full and sole responsibility for the possible consequences and outputs of the activities identified by the applicable legislation.

b. In the project and activities, the issues such as making official declarations, taking permissions from the relevant institutions for the realization of the activities and events are carried out under the authority of the Sulukule Volunteers Association.

c. The Sulukule Volunteers Association has the sole responsibility to comply with the legal responsibilities imposed while carrying out the project and other activities.

d. The Sulukule Volunteers Association discharges the Support to Life from all payments for compensation and/or penalties related to the allegations made and legal procedures conducted because of the violations of the applicable laws and/or the rights of the third persons by it or its team or the persons from whom its team is responsible.

e. No element under this agreement can be construed in such a way that there is an employer and employee relationship or primary employer and sub-employer relationship or employer and contractor relationship between the Support to Life and the Sulukule Volunteers Association.

f. Sulukule Volunteers Association agrees to take all necessary permits for the team employed in the project and to perform all necessary legal procedures for the employment during the project.

g. Sulukule Volunteers Association agrees to inform the Support to Life about the negotiations with government agencies and different institutions, and about their following processes.

h. Sulukule Volunteers Association agrees to obtain the necessary permits for the conduction of the project activities. In cases such as the refusal of the request for permission by any government agency or the cancellation of a permission previously received, it shall inform the Support to Life immediately.

i. The entire project team within the scope of the approved budget is contracted with the Sulukule Volunteers Association, therefore, the Sulukule Volunteers Association is responsible for the administration of the monthly salaries of these people.

12. Confidential Information

a. None of the Parties may disclose the confidential information of the other party and the information about the project to third parties. (Except for the auditors to be appointed by the Support to Life and funding institution Terre des Hommes-TDH.) The parties agree to protect all confidential information created by the Sulukule Volunteers Association in the scope of the project or obtained by becoming a party to this agreement.

b. The parties agree to protect and keep confidential the personal information of children, which is acquired under the scope of the project in applications under the Child Safeguarding framework, from the third persons.

13. Intellectual Property

- a. All external reports, publications, and materials covered by the media that are provided by any of the Parties and declares the participation of the other Party are subject to the prior written approval of both Parties.
- b. Support to Life logo, name or other symbols may not be used by Sulukule Volunteers Association in publications or other external communications without the prior written approval of the Support to Life. For each use, the approval must be obtained via prior letter.
- c. All materials and visual products to be developed within the scope of the project will be examined by the Support to Life before publication and, if they are found appropriate, visibility of the Support to Life will be ensured within the framework of the visibility rules of the Support to Life.
- d. The intellectual property rights of all kinds of materials (including but not limited to the reports, data and designs stored or not stored electronically) to be prepared by the Sulukule Volunteers Association, its employees, members or representatives shall belong to Sulukule Volunteers Association.
- e. With the signing of this Agreement, the Sulukule Volunteers Association grants a worldwide, non-exclusive, irrevocable and free permit to use all Materials to the Support to Life, and the term of “use” means, in this context, the reproduction, publication and sub-licensing of all Materials and the intellectual property rights of these Materials without being subject to any restriction and this also includes reproduction, sale and gathering of the Materials and products to be used by and person or to be sold in any place of the world or to be subject to any business transaction.

14. Governing Law and Dispute Resolution

- a. This Agreement is implemented, construed and interpreted in accordance with the laws of Turkey.
- b. In case of failure to reach agreement via negotiations or arbitration, they are solved through legal procedures under the laws of Turkey.

15. General Terms and Conditions

- a. Any amendment to this agreement by either party or both parties shall be in writing and shall be approved by the receiving Party. The amendments are requested and officially negotiated, and the amendments to the agreement made officially are signed by the authorized signatories of the Parties. The amendments do not enter into force unless they are signed by the authorized signatories of the Parties. Electronic signatures are also valid.
- b. The Parties shall immediately inform each other in writing of any changes in the conditions of the institution or of the situation in case of a requested change in the conditions which may directly affect the implementation of the Project.
- c. No Party may assign all or part of this agreement to any third party without the prior written consent of the other Party.
- d. Either party may terminate this agreement by only means of a two-month prior notice sent by one of the parties to other party in writing. It is agreed that the suspension, reduction, or cancelation of the activities in exceptional situations may take place in the events of the breach of the principles by one of the Parties because of unexpected reasons, and of illegal or political activity of any of the Parties or of the situations in which the safety of the team cannot be enabled, or that their activities are suspended because of the removal of their permissions or authorities.

16. Entry into force

This agreement shall enter into force after it is signed by all parties.

ANNEXES

- 1) Project Proposal, Project Logical Framework, Project Budget
- 2) Support to Life Guidelines for Financial Rules and its annexes
- 3) Support to Life Guidelines for Supply Chain Rules and its annexes

4) Support to Life Communication and Visibility Principles and annexes
 By signing this agreement, the Parties agree to conduct the communications regarding this agreement and the activities in the scope of this agreement in an open and professional way;

This agreement has been prepared and signed by the Parties in two copies on the date specified below.

SUPPORT TO LIFE ASSOCIATION
 ASSOCIATION

SULUKULE VOLUNTEERS

Name and surname

Name and surname

Title

Title

Signature

Signature

Date

Date

01.02.2019

c) CBO Logical Frameworks

(1) HYSD LogFrame

HYSD	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
General purpose	Reinforcing organizational child safeguarding capacity in order to reduce risks regarding damages that children may encounter Art Anywhere Association (HYSD) and to create a safe place for children, developing standards and mechanisms to ensure child safeguarding and integrating these mechanisms in the organization's operational process.			N/A
Special purpose	Sustainability of HYSD organizational child safeguarding capacity is been created and strengthened.	Number of employees and volunteers informed with regard to respective policy and whose signatures were obtained	Attendants list (signed)	
	HYSD's CSG (child safeguarding) policies, procedures and mechanisms are created with the participation of children and all other stakeholders and everyone knows the duties and responsibilities identified in this regard.	Number of policies and procedures approved with a BoD (Board of Directors) resolution [minimum 3: policy and procedure document, code of conduct document, complaint mechanism document] Number of families, children	List of family participants (with signature) and list of children participants (without signature) Policy and procedure documents signed by BoD Policy, Code of Conduct and other respective organizational documents signed by the employees and volunteers	

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HYSD	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
		(without signature), employees and volunteers informed and undersigned with regard to respective policy		
	An effective complaint and feedback mechanism is developed.	Number of informed persons	Attendants list Complaint mechanism tools	
	The venues and physical environment is made child-friendly and safe for children; risks in this regard are eliminated.	Number of persons who made repairs Number of repaired materials Number of venues	Before and after photos of repaired places	
Results	1. Child Safeguarding Instructor contributed to the process for creating the policy for the duration of the project.	Number of persons to be consulted under the project	Signed list proving attendance in the meetings	
	2. Members of the CSG Commission of the organisation regularly attended the meeting and the policy is created.	Number of Meetings Number of Attendants	Signed attendance list Meeting report Policy sharing	
	3. Child Safeguarding commission is informed regarding the child safeguarding implementations and concerns	Number of attendants Number of Meetings	Training report and signed list of attendants	
	4. Risks are identified with the employees, families and children.	Number of Meetings Number of Attendants	focus group meeting reports and signed attendants list (separate lists shall be created for families, employees and children)	
	5. A network map of organizations offering local services on Child Protection is created by the commission.	Number of Meetings Number of Attendants and printing the map	List of meeting attendants Sharing the map	
	6. Risk elements in the social circuses are eliminated.	Number of persons who made repairs Number of repaired materials	Before and after photos proving repairs were made	
	7. Workshop facilitator took part in play-book workshops	Number of Workshops	Signed list of attendants	

HYSD	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	and contributed in developing the booklets.	Number of Attendants	Sharing workshop content / images	
	8. A play-book on CSG measures and standards and tools for complaint mechanism are prepared in the workshops with child participation.	Number of Workshops Number of Attendants	Child-friendly play book Attendants list	
	9. Translation of the policy is made and the child friendly posters of the procedures are hang on respective places in the organization as well as the translations of the play book is available for the access of children.	Number of Posters Number of Booklets	Poster Samples Sharing booklets	
	10. The policy and play book are printed and available in the organization for the access of children and adult beneficiaries.	Number of Prints Number of venues	Photos showing they are posted in the organization	
	11. Children, families and employees attend the meetings for announcing the policy and are informed about the policy and complaint feed-back mechanism.	Number of beneficiaries and stakeholders informed about the policy	Signed attendants lists Meeting reports	
	12. Parents and other stakeholders are informed about child safeguarding policy	Number of prints	Photos showing that they are distributed	
	1. Child Safeguarding trainer is hired as a consultant for a total of 20 days and training sessions are held for the duration of the project.	Number of meetings and training sessions Number of persons	Attendants list Post-consultation/training report Photo	
	2. 16 child safeguarding commission meetings are held.	Number of Meetings Number of Attendants	Attendants list Meeting reports Photo	
	3. Two training sessions are offered to child safeguarding commission.	Number of Training Sessions Number of Attendants	Signed attendance list Training report	
Activities	4. 10 commission members conducted risk identification meetings once with 30 employees, once with 120 children and once with 60 families.	Number of Meetings Number of Attendants	Focus group discussions report Attendance List Photo	
	5. A meeting is held with the Child Safeguarding commission to create a service map of organizations who offer local services on CS.	Number of Meetings Number of Attendants	Sharing Maps Attendants List Photo	
	6. Repairments are made in areas that pose risks for	Number of repairs	Photo	

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HYSD	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	child safeguarding in social circuses.			
	7. Workshops to create child friendly a play-book on CSG policy and procedures are made with the attendance of a total of 120 children with 1 workshop conductor over a total of 12 days of work for the duration of the project.	Number of Workshops Number of Attendants	Workshop program Workshop attendants lists Photo	
	8. Child safeguarding policy and the play book are translated into English and Arabic.	Number of Translations	English and Arabic versions	
	10. 50 Turkish, 30 English, 20 Arabic Child Safeguarding policies and 50 Turkish, 30 English, 20 Arabic play books are printed.	Number of Prints	Booklet sample	
	11. 10 commission members conducted meetings for sharing the Child Safeguarding policy once with 30 employees, once with 60 families and once with 120 children.	Number of Meetings Number of Attendants	Focus group discussions report Attendance List (Signed) Photo	
	12. Child safeguarding policy handouts are printed to be distributed to families and stakeholders	Number of Prints	Handout copy	

(2) LOTUS LogFrame

LOTUS	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
General purpose	Developing organisational capacity on child safeguarding and integrating it to all internal projects and processes			N/A
Special purpose	1) Creating child safeguarding policies and procedures for the association and developing child safeguarding implementations	Child Safeguarding Policy, Code of conduct, Complaint - feedback mechanism, Needs-risk analysis documents, principles of communication and visibility, child-friendly forms and tools	CS policy documents and attachments signed by BoD	

LOTUS	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	2) Ensuring participation of children in decision-making by establishing a Children Commission	1 children commission	attendants list, decisions made and reports, photos	
	3) Increasing collaboration through establishing a Child Protection Network across the province	1 child protection network	Regular meeting reports photos	
Results	1) Organizational directors, employees and volunteers received Child Safeguarding training and their knowledge and awareness increased	number of training sessions number of attendants 60% increase in knowledge	attendants signature list Training program Preliminary test / final test results	
	2) Diyarbakır Child Protection working network has been created	Number of meetings Number of organizations that attended the meetings by proxy	Attendants signature list Meeting notes / reports	
	3) Participation of children in developing CS policies, procedures and mechanisms was ensured	Number of workshops Number of children	Workshop program and attendance tools Workshop result reports Photos	
	4) Children Commission was created and their participation in association decision making process was ensured	Number of meetings Number of attendants	monthly meeting reports, meeting resolutions attendants signature list	
	5) Awareness of children with regard to child rights, child safeguarding and child participation increased. All children were informed about the association's child safeguarding practices	Number of workshops where children were informed about CS practices (focus persons, code of conduct, complaint and feedback mechanism) number of attendants	attendants list workshop report Child-friendly versions of focus persons, code of conduct and complaint mechanism (posters, etc.)	
	7) All documents and processes for providing the association's Child Safeguarding Policy, standards and practices were prepared with the participation of the foundation's directors, employees and volunteers and feedback from beneficiary children.	Child Safeguarding Policy document, Code of conduct document, Complaint - feedback mechanism document, Needs-risk analysis documents, principles of communication and visibility, child-friendly forms and tools	CS policy documents and attachments signed by BoD	

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LOTUS	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	8) The visibility of child protection and child safeguarding issues on social media increased	news and social media posting	page views follower tracking, visibility figures	
Activities	1) 20 foundation employees (Board of Directors, employees and volunteers) received training on Child Safeguarding (3 sessions), Non-violent Communication with Children (2 sessions) and Child Protection Case Management (3 sessions).	number of training sessions number of attendants	Attendants list Training program Photo	
	2) Monthly meetings were held with representatives of 6 NGOs and 1 local public organization for collaboration and coordination on child protection and child safeguarding. A total of 7 meetings were held.	Number of meetings Number of organizations that attended the meetings by proxy	Attendants signature list Meeting notes / reports	
	3) 4 workshops were organized with 100 children for creating CS standards (needs and risk analysis, identification of focal persons, code of conduct, complaint and feedback mechanisms) with participation of children.	Number of workshops Number of children	Workshop program and contents Workshop result reports Photos	
	4) A total of 7 meetings were held with 10 children to create a Children Commission	Number of meetings Number of attendants	monthly meeting reports, attendants signature list	
	5) 2 workshops were organized with the children whom the foundation works with (100 children) about child rights, foundation's child safeguarding practices and child participation and they were informed about the Children Commission.	Number of workshops Number of children	Workshop Photos Instructor/workshop report Training/workshop program	
	6) The foundation's directors and representatives of employees and volunteers made 7 regular meetings to create the CS policy, procedures and mechanisms (identification and analysis of risks, code of conduct, principles of visibility and safe communication with children, child-friendly consent and approval forms, complaint -	number of meetings	attendants signature list meeting resolution and conclusion reports	

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LOTUS	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	feedback mechanism, CS policy).			
	7) Posting on the association's web page and social media accounts the works conducted with Children Commission, child protection network and on the field of child protection.	news social media posting	post/page images	

(3) MAYA LogFrame

MAYA	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
General purpose	Development of organizational child safeguarding policy, revising and strengthening existing program in the field of working with children in the seasonal agriculture program in terms of child safeguarding			N/A
Special purpose	Creating a safe activity and work area suitable for children living in the seasonal agricultural area	Area maintenance and repair, rendering the area suitable for conducting activities Renewal of the area and the materials used in such way to make them safe and child-friendly	Photos Reports regarding the arrangements and improvements made and their results	
	Ensuring coordination and collaboration on child protection across the province by establishing Mersin Children Network	Children Network 2019-2020 Work plan	meeting reports	
	Conducting psychosocial and education activities for children living in the seasonal agriculture area	Revision on PSS tools and modules Number of social and educative activities	Standardized tools and modules Activity reports Photos	
	Development of organizational child safeguarding capacity	Child Safeguarding Policy, Code of conduct, Complaint - feedback mechanism, Needs-risk analysis documents, principles of communication and visibility, child-friendly forms and tools	CS policy documents and attachments signed by BoD	

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MAYA	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
Results	1-4 employees, 20 members and 15 volunteers were informed about child safety and the project	60% increase in knowledge	Post-orientation attendant evaluation form Preliminary / final test	Contributes to effective performance of our project
	2- 1 Risk Analysis report was created.	Number of reports	Report (BoD approved)	Allows identifying the current status and the risks
	3- 1 CS Policy Document, Principles of visibility and social media, recruitment procedures and other procedural organization documents and tools, 1 CS Code of Conduct document and 1 Complaint Mechanism were created.	Number of documents	Documents (BoD approved)	Allows creation of CS policy documents and procedures
	4- Existing PSS tools were reviewed and standardized from a child safeguarding perspective	Number of revised tools and modules	PSS Facilitator handbook and materials	Changes were observed in children's moods.
	5- Renovation was made to create a safe and child-friendly area for children	Number of repaired and amended materials / places and explanation reports	Before and after photos of repaired places	Allows creation of child-friendly venues and areas that are safe for children
	6- Children expressing themselves through art was supported through photo event.	Number of photos Number of children taking part in the exhibition with their photos	Photos	Participation of children is increased. Allows creating awareness with regard to living spaces and related issues.
	7- Awareness about families working and living in seasonal agricultural areas and their children was created	Number of persons attending the exhibition	Short surveys made with exhibition attendants following the exhibition	N/A
	8- Child safeguarding practices were created by Child Safeguarding Quality Commission and followed up	Number of child safeguarding policy and procedure documents	Monitoring Reports	Creation of procedure documents is ensured with CS Quality Board
	9- Children and their families know the CS Focal Person and Code of Conduct and can effectively use Feedback and Complaint Mechanism	Increase in the knowledge of children with regard to child safeguarding and complaint mechanism	Report of focus group meeting held with children Report of feedbacks and complaints received from children	Attendance of children is increased through focus person and mechanisms.
	10- Awareness on Child Protection and Safeguarding was raised through work with representatives from 5 vocational groups in the area where the foundation conducts its work.	Increase in knowledge among attendants	Short surveys made with workshop attendants following the workshop	Awareness of vocational groups working with children in the area where the foundation conducts works is increased.

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MAYA	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	11- Mersin Child Protection Network was created with 10 organizations.	Number of organizations creating a network	Children Network Statement of Foundation Participation commitment documents of organizations Children Network 2019-2020 Work plan	Infrastructure is being provided for sustainable child safeguarding approaches and child protection capacity development.
	12. Attention of public was drawn to a particular child protection issue during children festivals	Number of festivals Number of attendants	Report on festival subject and program Photos	Awareness was created in the organizations attending the festivals with regard to the project.
Activities	1- 1 Project orientation training was conducted for foundation's employees (4 persons), foundation members (20 persons) and all volunteers	Number of orientation training sessions Number of attendants	Training attendants list Training reports Photos	Orientation training allows learning the project content and goals
	2- A Risk Analysis Meeting was held separately with foundation employees (4 persons), foundation members (20 persons), 40 children and 40 family representatives (3 meetings in total).	Number of meetings Number of attendants	Meeting attendants list Meeting reports Photos	It is ensured that risks are identified.
	3- Meetings were held separately with foundation employees (4 persons), foundation members (20 persons), 40 children and 40 family representatives (3 meetings in total) in order to develop a Child Safeguarding Policy and Procedure.	Number of meetings Number of attendants	Meeting attendants list Meeting reports Photos	N/A
	4.1- A new mobile-tent area was established for 3-6 year old children to be able to participate social activities	Number and nature of arrangements made in the area Increase in the number of children taking part in PSS activities	Photos Activity reports	N/A
	4.2.- PSS activities and materials were revised be more child-friendly.	Number of revisions made	Revision report Observation charts completed by PSS facilitators	Children's participation and creation of child-friendly areas are being ensured.
	5- Foundation building was eliminated off safety risks; renovation and repairs were made	number of repairs	Photos	
	6- During 2 workshops, 20 children take pictures of their living spaces to be exhibited	Number of workshops Number of children who took pictures	Event reports Photos	Psycho-social situation of children are improved and it is ensured their moods undergo a change.

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MAYA	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	7- A photo exhibition focusing on "being a child in a seasonal agriculture area" was organized	Number of exhibitions Number of viewers	Exhibition photos Viewer signature / opinions book	Awareness is created.
	8- Child Safeguarding Quality Commission was established. 3 meetings were held and 3 reports were written, which were presented to Board of Directors and the employees.	Number of Quality Commission members Number of meetings	Quality Commission Job Description Document (BoD Approved)	Inspects the applicability of child safeguarding works and ensures creation of the foundation's policy documents and procedures.
	9- 3 activities were organized with 40 children aged 3 to 6 in order to identify Child Safeguarding Focus Person, Create Code of Conduct and to learn how to use the Feedback and Complaint Mechanism effectively.	Number of workshops Number of attendants	Workshop program Workshop attendants lists Photos Workshop outputs and report	Ensures increase of child participation.
	10- 1 Child Safeguarding Awareness Workshop was made with representatives from 5 vocational groups in the area where the foundation conducts its works.	Number of workshops Number of attendants	Workshop program Workshop attendants lists Photos	Awareness of vocational groups working with children in the area where the foundation conducts works is increased.
	11- 6 meetings were held with the attendance of representatives from 10 organizations working on Child Protection in Mersin in order to create Mersin Children Network.	Number of meetings Number of meeting attendants	List of meeting attendants (signed) Meeting reports	Infrastructure is being provided for sustainable child safeguarding approaches and child protection capacity development.
	12- 2 festivals were organized in the tent area at the beginning and end of the project.	Number of festivals	Festival program Photos	Increases awareness about the project conducted.

(4) SGD Logframe

SGD	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
General purpose	To ensure that SGD creates a safe environment and work practices for children and minimizes risks			N/A
Special purpose	21 children, 6 teachers and 8 parents got actively involved in the development of Child Safeguarding Policy and Procedures of SGD and supports implementation of the policy.	Reports of workshops where Code of Conduct is created with children, teachers and caregivers.	Photos showing the workshops where Code of Conduct is created together (can be taken from the back). Supplementary materials explaining Code of Conduct to children and families (posters, brochures, etc.)	

SGD	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	SGD's field team, volunteers, board and all Child Safeguarding Quality Commission members (all of them) know and practice the duties and responsibilities defined under Child Safeguarding Policy and Procedures as well as respective mechanisms.	Number of policies and procedures approved with a BoD resolution [minimum 3: policy and procedure document, code of conduct document, complaint mechanism document] Number of employees and volunteers informed and undersigned with regard to respective policy	Policy and procedure documents signed by BoD Policy, Code of Conduct and other respective organizational documents signed by the employees and volunteers	
	80% of all stakeholders, children benefiting from SGD's activities and their families are aware that SGD has Child Safeguarding Policy and Procedures.	Number of beneficiaries and stakeholders informed about the policy informed about the policy [The number of children, families and stakeholders at the start of the project is aimed to reach 80% informed persons, separate for each group, by the end of the Project]	Report of phone surveys to be made with sample persons to be chosen from among adult stakeholders Report of assessment game activity to be conducted at the end of the project with sample persons to be chosen from among children	
Results	1. 21 children took part in the Child Safeguarding workshops and gained knowledge while contributing to development and implementation of CS policies and standards.	Changes in the knowledge, awareness and attitude of children about child safeguarding	Report of focus group meetings to be made with children, preliminary and final test results	
	2. 6 teachers took part in the Child Safeguarding workshops and gained knowledge while contributing to development and implementation of CS policies and standards.	Changes in the knowledge, awareness and attitude of teachers about child safeguarding	Focus group meeting report	
	3. 8 women took part in the Child Safeguarding workshops and gained knowledge while contributing to development and implementation of CS policies and standards.	Changes in the knowledge, awareness and attitude of women about child safeguarding	Focus group meeting report	
	4. 10 volunteers took part in the Project Orientation session and gained knowledge while contributing to development and implementation of our policy.	Changes in the knowledge, awareness and attitude of volunteers about child safeguarding	Focus group meeting report	

SGD	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	5. 8 children who are Advisory Board Members directly contributed to the process of development and monitoring of our policy.	Number of meetings held by the board Number of suggestions / feedbacks communicated by the board Number of regulations made according to the opinion of the board	Board work report (approved by children) Report of focus group meeting held with the board	
	6. The Child Safeguarding Map is known to SGD field team, volunteers and Board.	Number of briefing activities with regard to Child Safeguarding Map Number of persons who received briefing	Notes from meetings made with the site team, volunteers and BoD members	
	7. SGD Feedback and Complaint Mechanism were announced to all children and stakeholders taking part in the activities.	Number of briefing sessions / announcements made during the activities Number of briefed persons or persons to whom the announcement was communicated (with a breakdown of gender and age)	Information provided with regard to briefing sessions in the reports regarding the activities Photos of announcements / complaint boxes / brochures	
	8. SGD Volunteers attending the revised orientation gain knowledge about the policies and procedures through the orientation and know how to implement them.	Number of volunteers who took part in the orientation	Evaluation survey regarding the orientation session	
	9. Child Safeguarding Policy and Code of Conduct child-friendly posters are posted in the hallways of the schools where SGD activities are conducted and in the foundation venue in various languages.	Number of venues	Photos	
	10. Representatives of 10 non-governmental organizations and 5 public organizations (schools and respective public organizations) that are stakeholders of SGD are knowledgeable about SGD's Child Safeguarding Policy and Code of Conduct.	Number of organizations Number of organization representatives	Phone survey to be conducted with organization representatives	
	11. 5,000 persons were informed through social media about the concept of Child Safeguarding and the	Social media statistics	Social media event report	

SGD	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	works conducted by SGD on this matter.			
	12. Work schedule, monthly report templates and checklists were created by Child Safeguarding Quality Commission for implementing and constantly improving Child Safeguarding Policy and Procedures.	Number of ÇGKK meetings	Meeting minutes Appendices (work schedule, report template, checklist) Photos	
Activities	1. 15 workshops were conducted with 21 children aged 6 to 18 for creating Child Safeguarding Policy, Procedures and Standards as well as learning how to use them effectively.	Number of workshops Number of attendants	Workshop program Total number of workshop attendants (specifying the age and distribution ratio) Photos	
	2. 2 workshop activities were conducted for 6 teachers working in Karagümruk area	Number of workshops Number of attendants	Workshop program Workshop attendants lists (signed) Photos	
	3. 2 workshop activities were conducted for 8 women providing care for children who take part in the project.	Number of workshops Number of attendants	Workshop program Workshop attendants lists (signed) Photos	
	4. Project orientation training was held for 10 volunteers who will support activities in the field	Number of orientation training sessions Number of attendants	Orientation program Number of attendants (signed) Photos	
	5. An Advisory Board consisting of 8 children was created for preparing and monitoring SGD Child Safeguarding Policy and Procedures.	Number of Consultation Board members	Consultation Board job description (approved by children) Meeting and monitoring minutes (approved by children) Photos	
	6. 1 workshop was conducted with 10 persons comprising of field team, Board and volunteers in order to create a Child Safeguarding Map.	Number of workshops Number of attendants	Workshop attendants list (signed) Child Safeguarding Map document	
	7. 1 work meeting was held with 10 persons comprising of field team, Board and volunteers in order to create complaint and feedback mechanism within the organization.	Number of meetings Number of meeting attendants	Meeting attendants list (signed)	
	8. SGD Volunteer Orientation Program content was reviewed and revised with a view to Child Safeguarding Policy and Procedures (a guide for	Number of revisions made	Revision report Facilitator guide	

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SGD	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	facilitators providing the orientation was added) and pilot implementation was made.			
	9. Child Safeguarding Policy and Code of Conduct child-friendly versions were prepared in different languages, printed and posted as 50 posters.	Number of posters	Poster samples	
	10. 15 visits and meetings were made for sharing SGD Child Safeguarding Policy and Code of Conduct with 5 public organizations (schools and respective public organizations) and 10 non-governmental organizations.	Number of visits and meetings Number of organizations Number of organization representatives	Visit and meeting minutes Visit and meeting photos	
	11. 20 posts were shared on the social media with regard to Child Safeguarding concept and SGD's activities in this regard (Project activities + child safeguarding concept once every two weeks).	Number of posts Date of posts	Post print-outs	
	12. Child Safeguarding Quality Commission to comprise of 2 persons was created in the organization.	Number of Quality Commission members	Quality Commission Job Description Document (BoD Approved)	

(5) TTM LogFrame

TTM	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
General purpose	Developing TTM's child safeguarding mechanisms by incorporating child participation approach			N/A
Special purpose	Creating a policy document of TTM, particularly for child safeguarding and realizing necessary mechanisms for its implementation and capacity development steps through participative methods	- Number of policy documents created - Number of updated policy documents - Completion ratio for the improvements stipulated for physical area - Whether the Child Safeguarding Commission is operational - Number of Workshop volunteers to	- Policy documents - Report on completion ratio of improvements stipulated for physical area - Report on whether Child Safeguarding Commission is operational - Distribution report on the number of workshop volunteers to whom the workshop handbooks were distributed - Report on the number of persons who were informed	

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TTM	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
		whom the workshop handbooks were distributed - number of persons who were informed about the Child Safeguarding of target groups	about the child safeguarding of target groups	
Results	1. Preparation of needs and risk analysis reports	- creation of 3 reports for 3 separate groups	- Respective reports	- Reports were created from the feedbacks of sample groups who might reflect the needs of target groups
	2. Development of policy documents regarding child safeguarding and participation	- Number of policies and procedures approved with a BoD resolution [minimum 3: policy and procedure document, code of conduct document, complaint mechanism document] - Number of employees and volunteers informed and undersigned with regard to respective policy	- Sample of respective resolutions - List of undersigned employees and volunteers	
	3. Revisions of documents on TTM working principles, volunteer principles and communication principles	- Number of policies and procedures revised with a BoD resolution - Number of employees and volunteers informed with regard to respective policy	- Issuing policy documents on the web site - Respective BoD resolutions - Number of volunteers who approve the respective resolutions and principles	
	4. Increasing the awareness of stakeholders with regard to child safeguarding and participation	- Number of beneficiaries and stakeholders informed about the policy	- Focus group meeting reports - Site work reports	
	5. Perpetuating notification of stakeholders with regard to child safeguarding and participation	- Creation of stipulated dissemination tools (Videos, handouts, posters)	- Sample of respective visual and audio materials	- Posters, videos and handouts will allow new stakeholders to be informed about

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TTM	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
				the policies after the project as well
	6. Making the venue physically safe for children	- Completion of furnishing the child-friendly area - Completion of minimum 80% of the improvements identified in the preliminary survey	-Photos -Financial documents regarding purchase	
	7. Empowering and increasing the capacity of workshop volunteers by way of printing the <i>Amazing Workshop</i> Implementor Manual	- User survey made on volunteers who received the manual	- 85% positive feedback from among workshop volunteers	- Workshop volunteers will be willing to read the manual and apply it in their works in TTM - Risk of excessive increase in the printing budget due to rate fluctuations
Activities	1. Conducting needs and risk analysis works with stakeholders [adults living in the neighborhood / children / BoD, employees, -partner-volunteers] with regard to child safeguarding and participation - Community dweller 12 persons (Site work) -Children: 20 persons (Workshop) -BoD, employees, - partner- volunteers: 15 persons (Meeting)	- Number of accessed community dwellers - Number of accessed children - Number of accessed BoD, employees, - partners-volunteers	- Site work reports - Workshop reports - Meeting minutes - List of meeting signatures	- Stakeholders will be willing to take part in needs and risk analysis works, - They'll allow their personal information to be shared so the works can be documented
	2. 2 workshops for writing the child safeguarding and participation policy documents	- Number of workshops	- Workshop reports - List of signatures	- Consensus among workshop attendants and maintaining unity of language
	3. Updating TTM working principles, volunteer principles and communication principles documents with 2 workshops depending on child safeguarding policy document	- Number of workshops - Number of revisions	- Workshop reports - List of signatures	- Consensus among workshop attendants and maintaining unity of language
	4 Training for 3 separate groups to be organized by child safeguarding trainers for stakeholder groups [community dweller adults / children / BoD, employees, - partners- volunteers] on child safeguarding and participation. - Community dweller 8 persons (Workshop) - Children: 50 persons (Workshop)	- Number of accessed community dwellers - Number of accessed children - Number of accessed BoD, employees, - partners-volunteers	- Workshop reports - Meeting minutes - List of meeting signatures	- Stakeholders will be willing to take part in training works, - They'll allow their personal information to be shared so the works can be documented

TTM	DESCRIPTION	INDICATOR	VERIFICATION TOOLS	RISKS / ASSUMPTIONS
	-BoD, employees, - partners- volunteers: 50 persons (Training)			
	5. Creation and dissemination of versions of child safeguarding and other policy documents that are suitable for stakeholder groups - Children: A poster design for safeguarding and participation documents - Community Dweller Adult: Creation of a handout explaining the head office child safeguarding policy and other activities - Volunteers: 4 videos to be used during orientation [Volunteers, working principles, safeguarding and participation]	- Poster design - Handout design - Number of videos	- Final version of poster - Handout sample - Video files	- Posters, videos and handouts will allow groups to be informed about the policies
	6. Repairment and renovation of physical venue in order to make safer for children	- Completion of furnishing the child-friendly room - Completion of improvements observed in other areas or areas with shortcomings	- Financial documents of the works conducted - Photos of child-friendly area - Preliminary report on stipulated improvements	Failure to cover the costs of amendments to be made in physical venue within the framework of the budget owing to unforeseen issues with the physical infrastructure
	7. Preparation of <i>Amazing Workshop</i> Implementor's Manual	- Booklet texts	- Manual texts	

d) Project Monitoring Report (Template)

Protection Monitoring Report - Koruma İzleme Raporu

Saha/Field:

Proje kodu/Project code:

Raporun kapsadığı dönem/Reporting period:

Rapor tarihi/Reporting date:

Introduction and methodology – Giriş ve metodoloji

In this section, please write the general topic of the report, the methodologies used for data collection and analysis.

Bu kısımda raporun genel konusunu ve veri toplama ve analizi için kullanılan metodolojiyi yazınız.

Findings – Bulgular

In this section, please write in detail the problems and their consequences identified in the analysis.

Bu kısımda genel konuyla ilgili analizden çıkan sorunları, sorunların doğurduğu sonuçları başlıklar altında yazınız ve detaylandırınız.

Case stories – Vaka hikayeleri

In this section, without giving any personal information, please write in detail 1-2 cases most relevant to the topic and the problems faced.

Bu kısımda konuyla ilgili en alakalı 1-2 vakayı ve yaşanan sorunları kişisel bilgiler verilmeden detaylandırarak yazınız.

Our efforts on the issues - Hayata Destek olarak yaptıklarımız

Bu kısımda eğer varsa sahada yaptığımız çalışmalar, girişimler ve görüşmelerimizi yazınız. Please write here if as STL we have any efforts on the issue, actions taken or meetings conducted.

Conclusions and recommendations – Sonuç ve öneriler

In this section please write a general conclusion and list the recommendations that you suggest to find solutions. Please mention which actors are addressed such as STL (name of dept), public authorities (name of authority), UN agencies, NGOs etc.

Bu kısımda raporla ilgili genel sonucu yazınız ve soruna çözüm olabilecek önerilerinizi listeleyiniz. Önerilerinizi yazarken hangi aktörlere hitaben yazdığınızı belirtiniz: STL içindeki departmanlar, kamu kurumları (isimleriyle), UN ajansları, NGO'lar vb.

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9. Networking

a) *Coordination and networking*

#	Province	Full Name of organization	Acronym	Subject of coordination/networking	How many times per year do you meet?
1	Ankara	Directorate of General Migration Management	DGMM	NGO-State Coordination group	10+
2	Ankara	United Nations Development Programme	UNDP	National Livelihood Working group	12
3	Mardin	United Nations High Commissioner for Refugees	UNHCR	Case Management Group	12
4	Şanlıurfa	United Nations High Commissioner for Refugees	UNHCR	Case Management Group	12
5	Şanlıurfa	United Nations High Commissioner for Refugees	UNHCR	Provincial Inter-Agency Meeting	12
6	Hatay	United Nations High Commissioner for Refugees	UNHCR	Case Management Group	12
7	Gaziantep	United Nations High Commissioner for Refugees	UNHCR	SE Protection Working Group	12
8	Gaziantep	United Nations High Commissioner for Refugees-United Nations Population Fund	UNHCR/U NFPA	SE SGBV Sub-Working Group	12
9	Gaziantep	United Nations High Commissioner for Refugees-United Nations Population Fund	UNHCR/U NFPA	SE MHPSS Sub-Working Group	12
10	Gaziantep	World Health Organization	WHO	Health Working Group	12
11	Ankara	United Nations High Commissioner for Refugees	UNHCR	National Protection WG	12
12	Ankara	United Nations High Commissioner for Refugees- United Nations Internationals Children Emergency Fund	UNHCR/U NICEF	National Child Protection Working Group	12
13	Ankara	United Nations High Commissioner for Refugees- United Nations Internationals Children Emergency Fund	UNHCR/U NICEF	National Education Working Group	12
14	Gaziantep	United Nations High Commissioner for Refugees- United Nations Internationals Children Emergency Fund	UNHCR/U NICEF	SE Child Protection Sub-Working Group	12
15	Gaziantep	United Nations High Commissioner for Refugees	UNHCR/C ARE	Protection Assistance Task Force	12
16	İstanbul	United Nations High Commissioner for Refugees	UNHCR	SGBV Sub-Working Group	12
17	Gaziantep	World Food Programme	WFP	ESSN Task Force Meeting	12
18	İstanbul	United Nations High Commissioner for Refugees	UNHCR	Protection Working Group	12
19	Gaziantep	United Nations High Commissioner for Refugees	UNHCR	Information Management Working Group	12
20	Gaziantep	United Nations High Commissioner for Refugees	UNHCR	Southeast Inter Sector Working Group	12
21	Gaziantep	United Nations High Commissioner for Refugees	UNHCR	Inter Agency Task Force	12
22	Adana	United Nations High Commissioner for Refugees	UNHCR	Child labour in Seasonal Agriculture	12
23	İstanbul	Ministry of National Education	MoNE	Education Working Group	6
24	Şanlıurfa	GAP Elementary School	-	PSS Follow up for children in need	24
25	Şanlıurfa	Mehmet Sacli Elementary School	-	PSS Follow up for children in need	24
26	Şanlıurfa	Ümmül Hayr Selma Hatun Secondary School	-	PSS Follow up for children in need	24

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#	Province	Full Name of organization	Acronym	Subject of coordination/networking	How many times per year do you meet?
27	Şanlıurfa	İbni Sina Elementary School	-	PSS Follow up for children in need	14
28	Şanlıurfa	Turan Elementary School	-	PSS Follow up for children in need	6
29	Şanlıurfa	PİCTES	-	Collaborations	5
30	Şanlıurfa	Provincial Directorate of MONE	-	Skills Building Courses, Partnership	6
31	Şanlıurfa	GAP Youth Center	-	Events, Collaboration, Courses	30
32	Şanlıurfa	Public Transportation Department of Metropolitan Municipality	-	Safety and Security Need	1
33	Şanlıurfa	Karaköprü District Directorate of Ministry of Youth	-	Activity Organising, use of space	24
34	Şanlıurfa	Refugee Information and Coordination Center	-	Social Cohesion Activities	5
35	Şanlıurfa	TRC Community Center	-	Social Cohesion Activities, Collaboration	6
36	Şanlıurfa	Counselling and Research Center	-	Counselling Follow up	30
37	Şanlıurfa	ASAM	-	Social Cohesion networking	5
38	Şanlıurfa	Disability Coordination Center of Metropolitan Municipality	-	Social Cohesion networking	4
39	Şanlıurfa	Care International	-	MHPSS and Skills Building Coordination, Events, Activities	5
40	Şanlıurfa	Concern	-	Social Cohesion networking	5
41	Şanlıurfa	AAR JAPAN	-	Coordination, case management for children	10
42	Şanlıurfa	RET International	-	Activity, Courses, Events	40
43	Şanlıurfa	Law Clinic	-	AR Sessions, Activity Support	10
44	Şanlıurfa	Turkey Education Volunteers Foundation	-	Activity, Use of space, Collaboration	40
45	Şanlıurfa	HarranUniversity the departmen of Sociology	-	Social Cohesion Networking	20
46	Şanlıurfa	Viranşehir Social Service Center	SHM	Child Protection	12
47	Şanlıurfa	Viranşehir Social Assistance and Solidarity Foundation	SYDV	Child Protection	24
48	Şanlıurfa	Relief & Resilience through Education in Transition	RET	Case Referral	12
49	Şanlıurfa	Youth Center	-	Child Protection	36
50	Şanlıurfa	Guidance and Research Center	RAM	Child Protection	4
51	Şanlıurfa	Public Edication Center	HEM	Livelihood	7
52	Şanlıurfa	Danish Refugee Council	DRC	Child Protection	4
53	Şanlıurfa	Provincial directorates of national education	MEM	Child Protection and Labor	10
54	Hatay	Provincial Directorate of Family, Labour, and Social Policies	PDoFLSS	Activity permission, case referrals, mobile team	10+
55	Hatay	Turkish Red Crescent Children and Youth Center	TRC	Case Referrals	5
56	Hatay	Provincial Directorate of National Education	PDoNE	Access to Educational Rights	5
57	Hatay	District Directorates of National Education		Access to Educational Rights	10
58	Hatay	Community Volunteers Foundation	TOG	Crosscutting Implementations on Child and Women Protection	4
59	Diyarbakır	Family Working Social Services Directorate	AÇSHM	All activity permission and case informings	10
60	Diyarbakır	Provincial Directorate of Migration Management	PDMM	Case management activity and official relations	20
61	Diyarbakır	Social Service Center	SHM	Case management collaboration	12

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#	Province	Full Name of organization	Acronym	Subject of coordination/networking	How many times per year do you meet?
62	Diyarbakır	Children Support Center	ÇODEM	Events partnership	12
63	Diyarbakır	Baglar Youth Center	-	Corporational Relations and collaborations	5
64	Diyarbakır	Rengarenk Children Association	-	Corporational Relations and collaborations	15
65	Diyarbakır	Family and Children Foundation	AÇEV	Corporational Relations and collaborations	3
66	Diyarbakır	Police Station Child Unit	-	Translation Supports	5
67	Diyarbakır	Municipalities	-	Events partnership	2
68	Diyarbakır	Provincial Directorate of Community Health Center	-	Activity partnership, AR and Vaccination Campaign	3
69	Diyarbakır	Social Assistance and Solidarity Foundations	SASF	Case Management activities	25
70	Diyarbakır	Immigrant Health Centers		Case management activities	5
71	Mersin	Family Working Social Services Directorate	AÇSHM	Refferal of Sexual abuse, violence, early marriage and neglect cases	12
72	Mersin	Social Service Centre	SSC	Refferal of Sexual abuse, violence, early marriage and neglect cases	50
73	Mersin	Saadet Öğretmen Çocuk İstirmanı ile Mücadele Derneği	UCİM	Cooperation and collaboration on Sexual abuse cases	10
74	Mersin	MAYA Organisation	MAYA	Partnership within THD Project	8
75	Mersin	Turkish Red Crescent Children and Youth Center	TRC	Case referral for familiy unification and school materials	25
76	Mersin	Çocuk İzlem Merkezi	ÇİM	Cooperation and collaboration on Sexual abuse cases	10
77	Mersin	BAR Association	BAR	Case referral for appointing lawyer on Child protection cases	40
79	Mersin	Migrant Health Centers	GSM (ASAM)	Case referral for Access to Health services	12
80	Mersin	Provincial Directorate of National Education	PDoNE	Case referral for Access to Education	8
81	Mersin	District Directorate of National Education	DDoNE	Case referral for Access to Education	50
82	Mersin	Social Assistance and Solidarity Foundations	SASF	Referral for CCTE support	30
83	Mersin	Sosyal Hizmet Uzmanları Derneği	SHUDER	Cooperation and collaboration on Sexual abuse, violence, early marriage and neglect cases	8

Strengthening Child Protection Structures in Turkey, Mid-Term Review (Walter Aschmoneit)

b) Intermediary persons of the project of STL community centres

#	Community centre	Type of persons	# persons	Type of service	Person-days of service per year
1	Şanlıurfa Community Centre	PSS Field Worker	3	PSS Activites	50
2	Şanlıurfa Community Centre	Project Manager	1	All Activites	40
3	Şanlıurfa Community Centre	Child Safeguarding Focal Point	1	PSS Activites	95
4	Viranşehir Community Centre	PSS Field Worker	3	PSS Activites	30
5	Viranşehir Community Centre	Project Manager	1	All Activites	30
6	Viranşehir Community Centre	Child Safeguarding Focal Point	1	PSS Activites	95
7	Diyarbakır Community Centre	PSS Field Worker	3	PSS Activites	50
8	Diyarbakır Community Centre	Project Manager	1	All Activites	15
9	Diyarbakır Community Centre	Child Safeguarding Focal Point	1	PSS Activites	90
10	Adana Community Centre	PSS Field Worker	3	PSS Activites	15
11	Adana Community Centre	Project Manager	1	All Activites	30
12	Adana Community Centre	Child Safeguarding Focal Point	1	PSS Activites	30
13	Hatay Community Centre	PSS Field Worker	3	PSS Activites	50
14	Hatay Community Centre	Project Manager	1	All Activites	20
15	Hatay Community Centre	Child Safeguarding Focal Point	1	PSS Activites	95
16	İstanbul Community Centre	PSS Field Worker	5	PSS Activites	30
17	İstanbul Community Centre	Project Manager	1	All Activites	30
18	İstanbul Community Centre	Child Safeguarding Focal Point	1	PSS Activites	60
19	HQ	MHPSS Sector Manager	1	MHPSS Activites	20
20	HQ	Capacity Manager	1	Capacity Building	50
21	HQ	Child Protection Program Officer	1	All Child Protection Activites	40
22	HQ	MEAL Manager	1	MEAL	30
23	HQ	Member of Ethics Committee	2	Complaints Mechanism	15
24	HQ	Complaints and Feedback Officer	1	Complaints and Feedback Mechanism	30
			39	SUM	1040
				AVERAGE	43,3

Strengthening Child Protection Structures in Turkey, Mid-Term Review (Walter Aschmoneit)

c) Other NGOs in same project area with similar activities

#	Name of NGO	Project area	Type of target group	Number of project staff (estimate)
1	Kızılay (RED Crescent) CCTE Office-Education	Hatay	Syrians and Non-Syrians	40-50
2	Kızılay (RED Crescent) Comunity Center	Hatay	Syrians and Non-Syrians	40-50
3	UNCHR	Hatay	Syrians all age group	30-40
4	YUVA Foundation-Community Services	Hatay	Syrians all age group	20-25
5	ASAM-case management	Hatay	Syrians and Non-Syrians	30-40
6	ASAM -Versatile Support Center	Adana	Syrians and Non-Syrians	30-40
7	Uçan Balon Association-Child Protection	Adana	Turkish youth	10-15
8	TEGV-education	Adana	Children	20-25
9	IOM	Adana	Refugees	20-25
10	Genç Engelliler Derneği-MHPSS	Adana	Disabled people	10-15
11	KAMER, women-children protection	Diyarbakır	Women-children-Turkish	20-25
12	Türkiye İnsan Hakları Vakfı-MHPSS	Diyarbakır	Turkish	10-15
13	Rengarenk Umutlar Derneği-community center	Diyarbakır	All	8-10
14	AAR Japan -protection-health	Mardin	Refugees	15-20
15	WHH-protection	Mardin	Refugees	15-20
16	Göçmen Dayanışma Derneği-health	İstanbul	All	15-20
17	Yeryüzü Doktorları-health	İstanbul	All	40-50
18	AID Doctor-health	İstanbul	All	30-40
19	Türkiye MS Derneği	İstanbul	All	10-15
20	KADAV-gbv	İstanbul	Women and children	30-40
21	Mavi Kalem Sosyal Yardımlaşma ve Dayanışma Derneği-PSS	İstanbul	All	20-25
22	ASAM-PSS	İstanbul	All	20-25
23	İKGV-PSS	İstanbul	All	20-25
24	Kızılay-Case management and PSS	İstanbul	All	30-40
25	UNCHR	İstanbul	All	25-30
26	Genç Hayat Vakfı-youth	İstanbul	Youth group	15-20
27	UNFPA	İstanbul	All	10-15
28	Uluslararası Mavi Hilal Derneği-case management and PSS	İstanbul	All	25-30
29	TOG-youth	İstanbul	All	50-70
30	YUVA Foundation-Community Services	İstanbul	All	40-45
31	DRC-CFS	Şanlıurfa	Refugees	10-15
32	RET International-GBV (PSS-AR)	Şanlıurfa	Refugees, children and women	10-15
33	CONCERN (education)	Şanlıurfa	Refugees	10-15
34	UNCHR	Şanlıurfa	Refugees	15-20
35	AAR Japan -case management	Şanlıurfa	Refugees	15-20
36	Kızılay / Community Center	Şanlıurfa	Syrians and Non-Syrians	30-35
37	ASAM /Legal and PSS support	Şanlıurfa	Syrians and Non-Syrians	15-20
38	IOM	Şanlıurfa	Refugees	10-15
39	UNICEF-Child Protection	Gaziantep	Children	10-15
40	PASS (CFS)	Şanlıurfa	Children	10-15

C. Guideline Mental Health Psycho-Social Support

1. MHPSS Part I Introduction, Needs Assessment

1. Introduction

After the armed conflict emerged on March 2011 in Syria, millions of Syrians left their countries to reach a safer life and migrated to various parts of Europe, mainly to neighbouring countries. Turkey is one of these country with around 3 million refugees. Today, the country has become both a transition route to Europe and a permanent settlement centre for them. Millions of refugees who are unable to reach basic needs such as food, water, electricity, fuel or medical equipment due to wars are struggling to survive in hunger, disease and poverty. These compelling circumstances, or the pressure of various political policies, force the people to become identity less and undocumented strangers. They are living in uncertainty, where they have never been before, as asylum-seekers, breaking away from their homes and homeland.

These hard situations cause several psychological and social problems. People who have experienced these type of traumas, generally face up to stress related problems. In addition, adaptation phase to a new social environment can be experienced painfully.

Many refugees are exposed to multiple traumas during premigration, migration and post migration phases. Most of them repeatedly reported experience of psychological disorders such as anxiety, depression, psychosomatic symptoms, sleep disorder, agoraphobia and post-traumatic stress disorder.

While mental health problems effect the social life and skills of people, social experiences have a strong impact on the psychological structure of them. Therefore, any psychological or social relief program needs to be multi-dimensional and perfectly comprehensive.

2. How Does Migration Effect Mental Health

All the migration process is stressful and may cause negatively the asylum seekers' mental health. We can theorize the risk factors in to 3 main period like: pre-migration, migration and post-migration. Most of the refugees may be exposed to some traumatic experiences in both pre- migration and post-migration phase.

Refugees and migrants may feel overwhelmed or confused and distressed, and experience extreme fear and worries, outbursts of strong emotions such as anger and sadness, nightmares and other sleep problems.

Many are affected by multiple losses and are grieving for people, places and life left behind. They may feel fearful or anxious, or numb and detached. Some people may have reactions that affect their functioning and thinking capacities and therefore undermine their ability to care for themselves and their families and cope with dangers and risks on their path.

The effects of stress can be diminished by basic services, safety, and social support. Rates of disorders related to extreme stress, such as posttraumatic stress disorder (PTSD), are higher in refugees than in people who are not compulsorily displaced.

However, for most refugees and migrants potentially traumatic events from the past are not the only, or even most important, source of psychological distress. Most emotional suffering is directly related to current stresses and worries and uncertainty about the future. Being a refugee or a migrant does not, therefore, by itself, make individuals significantly more vulnerable for mental disorders, but refugees and migrants can be exposed to various stress factors that influence their mental wellbeing.

3. Main Stress and Protective/Curative Factors

Many of asylum seekers may be exposed to multiple traumas in both pre-migration and post-migration phases. According to the findings of several academic researches, the main pre-migration risk factors can be listed economical, political, educational, occupational and

cultural. In addition, they can be exposure to physical, psychological and sexual violence. There can be also several risk factors during the migration phase depends on road, time and difficult/unhealthy life setting.

On the other hand, there are several risk factors after the migration period like, broken social networks, uncertainty about the future, social isolation, loss of family members etc.

Negative Stress Factors on Mental Health	Protective/Curative Factors
<p>Pre-Migration Stress Factors Traumatic Experiences Loss of Family Members Exposure or Witness to Violence</p> <p>Migration Stress Factors Traumatic Experiences Physical / Psychological Violence or Harrasment Difficult Life Conditions</p> <p>Post- Migration Stress Factors Uncertainty About Future Fears About Social Life (Residence, Nutrition, Loneliness etc.) Economic Difficulties, Unemployment Social Isolation Yearning for the Past Discrimination of Host Community Difficult Life Settings Cultural Obstacles Language Barrier New Social Roles and Responsibilities</p>	<p>Acceptance of Application for Asylum Providing Livelihood Opportunities Psychosocial Support Education with Mother Tongue Sense of Security Including the All Family to the Program Psycho-Education Mental Health Services</p>

4. Differences on Psychological Problems According to Gender

Academic researches show that, despite there is little differences on psychological risk factors between women and men, experienced problems and defence mechanisms vary according to gender. Gender differences are also evident in terms of femininity and masculinity perceptions, expectations and decision-making processes.

Studies have shown that men are more conservative than women, that they engage in work and hobbies, and are more involved in society. The most important problem for men is economic hardship and they are more reluctant to accept (not economical but social and emotional) help from strangers. In addition, although women are more affected psychologically by factors, they are more easily adaptable to adverse conditions.

Women	Men
Mainly psychosomatic symptoms Frequent depressive moods Outbursts of anger Loss of sexual interest Crying, stupor Continuous fear, anxiety Sexual harassment and violence Feelings of guilt Loss of life (self) control Difficulties on carrying out daily activities Sense of insecurity Adaptation problems	Separation crisis Cultural masculinity perceptions Expectations Decision making process Changings in social roles Adaptation problems Economic difficulties Loss of social status Sense of insecurity

5. Mental Health for Children and Adolescents

Children and adolescents are more exposed to environmental stress factors and affected negatively than adults. Children who have experienced crisis events and uncertain life conditions may have several psychological symptoms. Loss of family members, witnessing violence, separation from care givers and other possible negative experiences during migration, may be reasons of severe psychological problems.

After migration, there are also many risk factors such as, education in a different language, cultural adaptation problems, social discrimination and isolation. In addition, psychological problems of other family members can severely affect the children. They cannot understand the experienced social crisis easily and this uncertainty may increase the severity of trauma. According to a recent research which implemented with 116 Syrian kids (13-16 age group) who live in Turkey: 58 % of them stated that they have experienced a severe stressful event and 61% of them stated that they have witnessed a severe stressful event.

Risk Factors	Protective/Curative Factors
Exposure to traumatic experiences Separation from care givers Exposure to violence and harassment Psychological problems of parents Broken social networks Separation from friends Witnessing loss of family members Inefficient Social support Decreasing of social relations with family members	Strong Psychosocial Support Non-formal Education Family reunification

Risk Factors	Protective/Curative Factors
Generational Conflict Discrimination Pre- migration traumatic experiences Uncertainty about future Education in a different language Environmental Obstacles Economic difficulties Unhealthy accommodation	

6.1 Identifying MHPSS Needs

Humanitarian actors in emergencies often encounter challenges in knowing Who is Where, When, doing What (4Ws) with regards to mental health and psychosocial support (MHPSS). Such knowledge is essential to identify gaps in humanitarian response. In addition, the main standardized tools like Assessment Schedule for Serious Symptoms (WASS) and Humanitarian Emergency perceived Needs Scale (HESPER) will be implemented by STL professionals in order to:

- a) Establishing a common understanding about the of the size and nature of the response
- b) Identifying gaps, disadvantages and advantages
- c) Determining main methods of the program
- d) Establishing a strong referral system for further interventions
- e) Establishing coordination mechanism.
- f) Improving transparency and legitimacy of the MHPSS field through structured documentation
- g) Improving possibilities for reflecting on patterns of practice and for drawing lessons for future response.

6.2. Needs Assessment Methodology

- a) **In Depth Interviews** indepth interviews with all target group members, included severely affected people.
- b) **Focus group Discussions** FGDs are very important for finding out psychosocial needs and devising better interventions. These groups needs to be carried out according to gender, age and the common symptoms.
- c) **Implementation of Assessment Schedules.** In order to detecting serious symptoms in humanitarian settings, internationally standardized assessment tools will be used.

6.3. Areas of needs Assessment

- a) Psychological Needs
- b) Social Needs
- c) Medical Needs
- d) Other needs that highlighted by beneficiaries

7. Strategic Objectives

- a) **Protection** -To ensure that all requirements of the right based approaches will be provided. STL professionals will avoid from any harmful actions in both direct and indirect manner
- b) **Care, Support and Treatment** - To ensure that all beneficiaries have access to timely, quality and effective care, support and treatment services.
- c) **Durable Solutions** - To develop and incorporate strategies and interventions into policies and programmes for durable solutions

d) Capacity Building - To build and strengthen, knowledge and to provide necessary technical tools to the STL professionals.

e) Coordination and Integration-To coordinate, advocate and effectively integrate MHPSS policies and guidelines in a comprehensive program by strengthening and expanding strategic partnerships with key stakeholders.

8. Interventional Strategies

In order to provide timely and precise intervention, different phases of humanitarian crisis need to be determined. Proper interventions should be implemented correspondent with early, acute and late phases of the crisis.

8.1.1 Early/Acute Phase – Information Sharing and Psycho-Education

Early phase interventions include providing psychoeducation and proper information about psychological symptoms, nature of the crisis and psychosocial issues. The main aim of these work enable the people to gain control of their life.

The studies show that majority of the people who have affected from humanitarian crisis or have psychological symptoms, not aware of the nature of their problems. So this information deficiency causes pessimistic perceptions and lack of willing to search help. Most of the time this situation exacerbates the symptoms and make the solution difficult.

When people who have been diagnosed with a mental health condition are able to understand what the diagnosis means, they are more likely to view their illnesses as treatable conditions rather than shameful diagnoses indicating they are “crazy.” Building a better understanding about the nature of the problem also prevents the social stigmatizations.

Psychoeducation sessions can be implemented through following styles:

- A field worker can explain to the individuals or group, the ways that how mental health condition might impact functioning

- A MH Employee can explain how the prescribed medications counteract the symptoms to the beneficiaries who have psychiatric diagnoses

- Facilitators can manage the group to help the individuals diagnosed

- Self help and support group can be designed to encourage people to share information and self-coping strategies to each other

8.1.2 Early/Acute Phase – Psychological First Aid

After a crisis or a traumatic event, people might experience several physical, psychological and behavioural reaction in a wide range. While some of them develop psychopathological symptoms and long term difficulties in recovery, the others might handle the situation more easily.

PFA is an immediate intervention that should be implemented in the aftermath of stressful experience. It begins with ensuring the physical safety and prevent from additional traumatic experiences, then detecting and helping the possible people who have missing or lost family members. The grief emotions also require special interest. Emotionally over whelmed people should be stabilized and oriented.

PFA also plays an important role in information gathering process. Physical illnesses, mental health conditions, needs for medications, nature and the severity of the traumatic experiences can be gathered through this process. The following information also can be reached by PFA sessions: separations from loved ones or concerns about them, alcohol or drug use past, availability of social support, youth, adulthood and family concerns over development impact, extreme feelings such as guilt or shame, losses of home, property and neighbours.

PFA sessions will be implemented trained/well informed professionals and all process designed and evaluated upon evidence-based approaches. Long term changes on adaptive functioning will be reported.

8.2.1. Post Emergency Phase- Mental Health Services

Exposure to stressful/traumatic events can cause serious consequences. People who affected by the crisis may have severe mental health conditions which include anxiety, depression, drug or alcohol use and stress related psychosomatic diseases. In addition, chronic, long term disorders such as psychosis (schizophrenia, bipolar disorder, mania.), age related disorders such as dementia or suicidality can be detected among the target group.

All these conditions require special interventions which include individual and group counselling and a effective referral system within both internal (between different departments of STL) and external (between STL and psychiatric clinic or hospitals) extent. The focal points of the counselling activities are trained psychologists. Evidence based counselling sessions should be supervised by expert therapists and reported by them. Development of beneficiaries' mental health conditions should be monitored by both the MHPSS and the MEAL team.

Post psychiatric intervention phase also very important. Because of the national mental health system of the country does not include proper psychotherapy for the patients, this responsibility has to belong to NGOs that provide MH services. In addition, controlling the medicine use is also another task.

Because of the sensitivity of the domain, STL's MHPSS team design a comprehensive intervention model which include both pre-medical intervention and post- medical intervention period. In addition, non-severe psychological counselling needs received by the MHPSS team

After psychological interventions, all beneficiaries should be engaged to the psychosocial support activities. Group works have an important healing impact beyond the socialization.

8.2.2 Post Emergency Phase- Psychosocial Support

The Psychosocial Working Group (PWG) suggests that the psychosocial well-being of communities is best defined with respect to three core domains: Human capacity, that identifying an individual's own human capacity is the same as realizing his or her own strengths and values. Secondly social ecology, refers to social connections and support, including relationships, social networks, and support systems of the individual and the community. And culture and values, refers to cultural norms and behaviour that are linked to the value systems in each society, together with individual and social expectations.

From an overall perspective, psychosocial support program helps children, families and communities to improve their psychosocial wellbeing. It is about encouraging better relations between people and building a better sense of being a community. It also focuses on promoting tolerance, acceptance and existing care and support systems in the community. Psychosocial support program of STL covers the situation within three main domains: emotional wellbeing, social wellbeing and skill buildings. Although skill building activities theoretically classified separated from PSS, community based humanitarian work require more comprehensive and engaged approach. Gaining specific skills closely effect the psychosocial healing process.

This program includes following objectives:

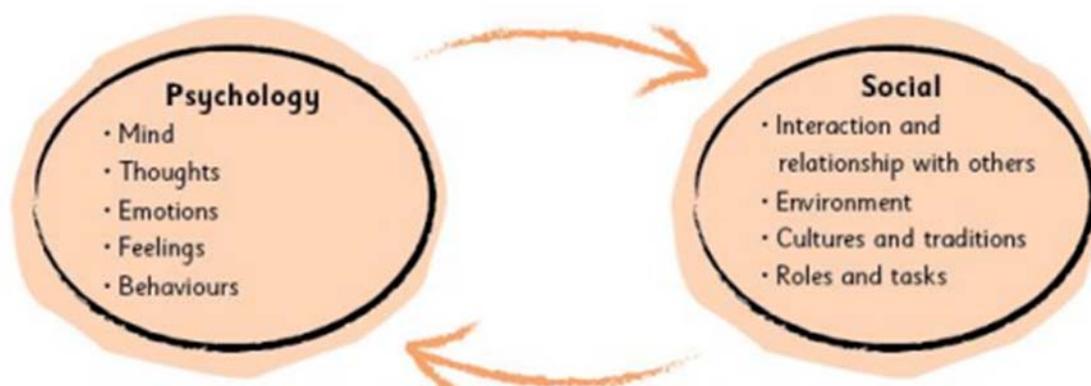
Emotional Well Being: Increased ability to deal with and expressing emotions, feelings and thoughts. Secure attachments with caregivers. Increased self-awareness, self-worth and value and self-esteem. Increased hopefulness and optimism about the future. Decision-making.

Social Well Being: Increased sense of creativity and imagination. Increased self-awareness, self-worth and value and self-esteem. Increased sense of creativity and imagination. Improved interpersonal skills- communication skills.

Skill Building: All possible works according to the assessed needs which include academic skills (language, math, drawing, music) and livelihood oriented skills.

2. MHPSS Part II Individual and Group Counselling

9. STL's PSYCHOSOCIAL APPROACH AND INTERVENTIONS



The term psychosocial is used to emphasize the close connection between psychological aspects of the human experience and the wider social experience. Psychological effects are those that affect different levels of functioning including cognitive (perception and memory as a basis for thoughts and learning), affective (emotions), and behavioural. Social effects concern relationships, family and community networks, cultural traditions and economic status, including life tasks such as school or work.

The Psychosocial Framework of 2005 – 2007 of the International Federation defines psychosocial support as “a process of facilitating resilience within individuals, families and communities” [enabling families to bounce back from the impact of crises and helping them to deal with such events in the future]. By respecting the independence, dignity and coping mechanisms of individuals and communities, psychosocial support promotes the restoration of social cohesion and infrastructure”.

That is to say, Psycho-social support can be define as helping people recover after a crisis has influenced deeply their lives. Support to Life conducts community-based Psychosocial support which focuses on strengthening people’s resilience. The main goal of psychosocial support is to encourage people to recover and strengthen people’s ability to deal with the challenges which they may face with it.

10. PSYCHOSOCIAL WELLBEING

According to World Health Organization, the definition of health is “a state of complete physical, mental and social well-being” and not merely “the absence of disease or infirmity”. The Psychosocial Working Group suggests that the psychosocial well-being of individuals and communities is best defined with respect to three core domains which are human capacity, social ecology, culture and values. Human capacity can be defined as individual’s knowledge, abilities and capacities. Social ecology refers to social connections and support between individual and community. Culture and values refer to cultural norms and behaviour that are connected to the value system in each society.

10.1 Psychosocial Well-being and Mental Health

The Inter-Agency Standing Committee describes mental health and psychosocial support as “any type of local or outside support that aims to protect or promote psychosocial well-being and/ or prevent or treat mental disorder”.

10.1.1 Why Psychosocial Support is important

Psychosocial support:

is about helping children, families and communities to improve their psychosocial wellbeing

is about encouraging better connections between people, and building a better sense of self and community

is expressed through caring and respectful relationships that communicate understanding, tolerance and acceptance

is about promoting everyday consistent care and support in the family and community.

The main pillar of MHPSS can be named as group counselling, individual counselling;

10.2 Individual Counselling

Individual counselling is the therapeutic process between client and counsellor in trust relation which aim to increase the life quality of client, to help client to make them reach their own coping mechanism, to increase insight of client about the problems that they face with it. In individual counselling, the goals of clients will be specified regarding their needs. In the meanwhile, the duration of the process is depending on the problems and needs of the clients.

10.3 Group Counselling

A form of psychosocial treatment in which number of clients meet together with counsellor(s) for the purpose of sharing, gaining personal insight and improving interpersonal coping strategies.

Most groups share several goals with regard to the participants:

1. Decreasing feelings of isolation, stigma and shame
2. Challenging the survivors’ perceptions of themselves as being ‘different’
3. Increasing feelings of self-esteem
4. Instilling hope of recovery by involving others who have managed
5. Developing trust in others
6. Practicing interpersonal skills
7. Developing a social support network

11. SOME ACTIVITIES THAT CAN BE USED BASED ON INDIVIDUAL and GROUP COUNSELING

11.1."The Tree

Time: 10 to 15 minutes Time:

Rationale: This exercise will help group members relax and reconnect with their inner strength and resources.

Activity: After a breathing or relaxation warm-up, ask group members to find a comfortable position sitting on the ground or on a chair. Have them close their eyes or lower their gaze and focus in on their breathing.

Give them the following instructions: "Imagine being in a beautiful place. It may be a place you know well or a place that only exists in your fantasies. It is a place that you love and where you feel safe. You enjoy being in this place and you start to explore your surroundings. You notice in the distance a soft, green hill and at the top of the hill a beautiful big tree. You admire the tree and walk toward it. "When you come close, you see the large trunk and strong branches. The branches and leaves protect you from too much sun or rain. You touch the tree trunk and feel the bark. You turn around and sit down with your back leaning against the tree trunk. You feel and enjoy the strength of the tree. Imagine that you are becoming one with the tree. You feel the deep, strong roots connecting you with the ground. You feel the nourishment coming to you through the tiny and numerous roots that give you water. You feel proud and free like the big branches spreading out into the sky. You hear the leaves whispering encouragement in the soft wind. You enjoy the warmth of the sun as well as the freshness of the rain. The birds nesting and singing in your treetop make you feel happy. You feel the energy the sun gives you. You feel what it is like to receive everything you need: the earth, the sun and the whole universe are giving you energy and the nourishment you need. Enjoy this feeling. Keep this feeling deep inside you and realize that whenever you want, you can return to this tree.

"When you feel you are ready to come back to this room, imagine slowly walking away from the tree. Open your eyes and come back into this room."

Extension: After the exercise you may have group members draw the trees they have imagined. They can then share these images and about the art-making process with the group.

11.2. "Wise Woman"

Time: 10 to 15 minutes

Rationale: This exercise will help group members relax and reconnect with their inner wisdom and resources.

Activity: After a breathing or relaxation warm-up, ask group members to find a comfortable position sitting on the ground or on a chair. Have them close their eyes or lower their gaze and focus in on their breathing.

Give them the following instructions: "Take several deep breaths. Begin to imagine that you are taking a walk in a peaceful place. Hear any sounds around you as you walk. Feel the breezes. Smell any flowers as you go. Off in the distance you begin to see what looks like a building and an old woman in front of it. As you come closer to her, you notice what she is wearing, the colour of her skin and her hair. Her face is shining as she watches you coming toward her. You realize that she is a very wise woman and that she has a message for you. "Ask her a question and see what she tells you. Now she is reaching behind her to give you a box. She is giving you a box with a present inside. You have received a gift from this wise woman. Open the box now and see what your present is. Once you see it and take it, you slowly begin to walk away from her, back down the path. You may look back again to see this wise woman, but continue on your journey."

Extension: Have group members draw a picture to capture their encounter with the wise woman, or have them share their images and create a group story based on one or several of the images.

11.3. "House of Feelings"

Time: 10 to 15 minutes

Rationale: This exercise will help group members relax and reconnect with their inner wisdom and resources.

Activity: After a breathing or relaxation warm-up, ask group members to find a comfortable position sitting on the ground or on a chair. Have them close their eyes or lower their gaze and focus in on their breathing.

Give them the following instructions: "Imagine that all your feelings are living together in one house - the 'house of your feelings.'

"Imagine what it looks like. Is it big or small? Is there a garden? What color is it? Are there windows? Imagine that each of your feelings has its own room in this house. There is a room for your joy, a room for your sadness, a room for your happiness, a room for your fear, a room for your love, a room for your anger, a room for your pride, a room for your hope and so on. Each of these rooms has a door, which can be closed. And since it is your house of feelings, you are the master of this house and you can decide which of your feelings you would like to visit in its room. You can enter the room, meet the feeling, and when you think it is enough, you can say goodbye, go out and close the door.

"When some feelings are bothering you and threaten to overwhelm you, imagine your house of feelings and tell the feeling that it should go into its own room, close the door and stop bothering you. Sometimes you might have to say this several times. Imagine the shape and colour of the feeling and then let it go into its room and close the door."

Extension: Have group members draw a picture to capture their experience of the House of Feelings. You can also work specifically with one feeling if the person or people are in a relatively stable emotional place.

11.4. "Non-Dominant Hand Drawings"

Time: 15 to 20 minutes, plus sharing time

Materials: Paper, markers, coloured pencils and crayons

Rationale: This easy, playful activity helps to reduce fears, embarrassment, resistance and pressures around making "good art". Often, the first reaction to art activities is, "I'm not an artist"; "I'm not very creative"; "I was never good at art". Non-dominant hand drawing is an activity that is purely about expressing one's self.

Activity: Using the hand that you DO NOT write with, use the art materials to create a drawing of something that will tell the group something about you. Depending on where a group is in their process, you can choose any theme around which to organize the activity, i.e., "draw something that makes you happy"; "make a drawing of a journey you have taken or would like to take."

12. Principles of MHPSS Approach

Human Rights* and Equity

Participation

DO NO HARM

Building on Available Resources

Integrated Support Systems

Multi-Layered Support

13.1 Crisis Intervention Pyramid



13.1.1 Basic Principles in the Implementation of Psychosocial Support Programme

MHPSS program of STL depends on four basic principles:

Multi layered support

Community based and Participatory approaches

Care with terminology

Early intervention

 Viable intervention

13.1.1.a. Multi-layered Support

When a humanitarian crisis occur, people are affected from that in very different ways. Their needs are also varying in broad spectrum. Because of that mental health and psychosocial support of STL is to develop a layered system of complementary supports that meets the needs of different groups.

In IASC MHPSS guideline this illustrated by a pyramid All layers of the pyramid refer a group of needs and all of them highly important. STL's implementation of mental health and psychosocial support should cover all these layers.

13.1.1.b Basic Services and Security

This level is describing the basic physical needs including food, shelter, water, health care and security needs. The well-being of people who affected by crisis should be protected by the right services which provide the basic needs and protection. In the meanwhile, provision of basic services and security helps to promote psychosocial well-being.

13.1.1.c Community and Family Supports

For most people, their communities and families mean a natural protection network. When they face with a stressful experience people first of all tend to ask help from their families or other significant social figures in their communities.

But in many emergencies families and communities might be separated (or lost) and lost their protection capacity due to traumatic experiences. At this point if there are some people who can re-gain their psychosocial well-being by reaching the community support, the works below should be done:

 Family tracing and re-unification

 Assisted mourning and communal healing ceremonies

- Teaching constructive coping mechanisms
- Supportive parenting programs
- Youth groups
- Women groups
- Livelihood activities and activation of social network

13.1.1.d Focused Non-Specialized Support

This layer includes the support activities for the people who require more focused individual, family or group interventions by trained and supervised workers. PFA, basic mental health care and psychosocial support activities are belonging to this layer.

13.1.1.e Specialized Services

The last step (the top layer) covers the situations which cannot be covered within a humanitarian work or existing capacity of the team. For example, psychiatric disorders or symptoms which severely affect the daily functioning or other kind of health problems which require more convenient place and/or professional help.

For the intervention to these kind of situations follow these steps:

- Detect the case and determine the problem
- Determine the available clinics or other NGO's who provide more sophisticated health service
- Inform the team and the family
- Inform the clinic or the NGO
- Refer the case

3. MHPSS Part III Basic Principles: Family and Community Approach

Basic Principles in the Implementation of Psychosocial Support Programme

MHPSS program of STL depends on four basic principles:

- Multi layered support
- Community based and Participatory approaches
- Care with terminology
- Early intervention
- Viable intervention

Multi-layered Support

When a humanitarian crisis occur, people are affected from that in very different ways. Their needs are also varying in broad spectrum. Because of that mental health and psychosocial support of STL is to develop a layered system of complementary supports that meets the needs of different groups.

In IASC MHPSS guideline this illustrated by a pyramid All layers of the pyramid refer a group of needs and all of them highly important. STL's implementation of mental health and psychosocial support should cover all these layers.

Basic Services and Security

The first layer includes (re)establishment of security and basic services that address basic physical needs (food, shelter, water, basic health care, control of communicable diseases). During or after a humanitarian crisis, STL staff should be aware of the basic needs of the people and establish an appropriate intervention to meet these needs.

Providing basic needs are highly important for psychosocial well-being. It's nearly impossible to implement a psychological help activity while the people need urgently some physical help.

In addition, providing food or shelter or other kind of basic needs have an important healing effect.

For this aim:

- Observe the field and detect the physical needs
- Talk to people and learn their priorities
- Determine the group who has urgencies
- Check the available sources
- Plan the implementation

Community and Family Support

For most people, their communities and families mean a natural protection network. When they face with a stressful experience people first of all tend to ask help from their families or other significant social figures in their communities.

But in many emergencies families and communities might be separated (or lost) and lost their protection capacity due to traumatic experiences. At this point if there are some people who can re-gain their psychosocial well-being by reaching the community support, the works below should be done:

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- Assisted mourning and communal healing ceremonies
- Teaching constructive coping mechanisms
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- Women groups
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Focused, Non-Specialized Support

This layer includes the support activities for the people who require more focused individual, family or group interventions by trained and supervised workers. PFA, basic mental health care and psychosocial support activities are belonging to this layer.

Specialized Services

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For the intervention to these kind of situations follow these steps:

- Detect the case and determine the problem
- Determine the available clinics or other NGO's who provide more sophisticated health service
- Inform the team and the family
- Inform the clinic or the NGO
- Refer the case

Community Based Approach

STL's MHPSS program should be based on community resources and improve their capacities of resilience. For this aim following activities should be done:

- Mapping and building on local resources
- Organizing community level meetings. Try to engage all possible significant stakeholders
- Using organic community networks. Try to find already existing structure
- Community mapping and analysis should take into account local power structures

Focus on mobilizing and training community level volunteers and promoting peer support
Try to provide meaningful participation at all stages
Coming up with messages that are locally relevant and meaningful on psychosocial well-being and child protection

There are also some principles should be followed in order to work within a community based approach:

CBP is a process, not a project
Select Community Counterparts with Care
Communities are well placed to identify their protection challenges but external partners have an important role.
Effective protection/support interventions require accurate diagnosis
Community work requires expertise and training
Supportive Supervision in essential
Promote Sustainability from the Start.
Support and work with existing community.
Develop an advocacy strategy for sustainable change

Key Strategies for Community Based Approach

According to the UN agencies key strategies for a community based psychosocial program could include the following steps:

Centre Based Psychosocial Support Activities

This step includes structured group activities which aim at all vulnerable target groups. In a safe environment while the people who has the same problems find a chance to come together, at same time professional facilitators help them to improve their resilience. Experience sharing groups, PSS activities, skill building activities are also the other important parts of the program. Because of the multi-dimensional effect of the emergencies, the response program should be more comprehensive and efficient to meet any kind of needs.

2) Mobilization of family and community support networks

Try to re-activate family and community support networks. Mobilizing child and youth groups and networks can be a key strategy for promoting peer-support. Collective community activities, parent teacher committees and parent-child groups can promote a sense of togetherness.

3) Creation of a strong referral system

Some beneficiaries may have some problems which cannot be solved by existing program. For these kind of situations, it's important to create a strong referral system

4) Integration of psychosocial support in education

In order to make the PSS programme strong and comprehensive, formal education system should be included. STL establishes a strong relationship with the schools and works collectively.

4. MHPSS Part IV Framework: Emotions

14. Framework

STL PSS framework includes the operational milestones in terms of Psychosocial Support. There are three main domains in the framework: Social Wellbeing, Emotional Wellbeing and skills Building. And there are also several clearly objectives for each domain.

For social wellbeing, the changes we want to create are:

- Increased sense of belonging
- Increased trust in others
- Improved interpersonal skills: cooperation
- Improved interpersonal skills: building better relationships, empathy and conflict management (Social wellbeing and skills building)
- Improved interpersonal skills: communication skills (Social wellbeing and skills building)

For Emotional Well Being:

- Increased ability to deal with and expressing emotions, feelings and thoughts
- Increased self-awareness, self-worth and value and self-esteem
- Increased hopefulness and optimism about the future
- Secure attachments with caregivers

For Skill Building:

- Increased sense of creativity and imagination (with social wellbeing)
- Decision-making (with emotional wellbeing)
- Improved interpersonal skills: communication skills (with social wellbeing)
- Improved interpersonal skills: building better relationships, empathy and conflict management. (with social wellbeing)
- Language classes
- Computer classes
- Reading and writing classes
- Other types of activities which determined with the beneficiaries as a result of needs assessment process.

14.1 Emotional Well Being

For STL, it's highly important to promote emotional well beings of beneficiaries. During and after any kind of humanitarian crisis, people are affected in different ways. Emotional harms are one of these negative outputs.

Damages on the Emotional structure might be apparent or hidden but they are existing. In order to re-organise the life and eliminate the negative effects of crisis, working on emotions and try to stabilize them is very important.

Especially children may experience difficulties to understand the crisis ('what happened?' 'Why this occurs?' 'What will be happen to me in the future?') So modules of this domain aim at providing children with tools to recognise and deal with their own emotions and those of others in constructive ways. It also aims to teach them emotional adaptation and how to focus on positive lessons they have gained from painful situations.

14.1. A) Increased ability to deal with and expressing emotions, feelings and thoughts

Emotional regulation is a way of dealing with strong feelings like anger or frustration. After a humanitarian crisis people may lose the control of their emotions. Thus they become more vulnerable for emotional harm. In addition, expressing ways of the emotions might be missing. Especially children generally face with difficulties to express their emotions in an adaptive way with the environment.

At this point a professional help should be provided. This help aims at helping the beneficiaries to dealing with the emotions, such as stress management or anger control. Teaching them the more convenient way of emotional expression is also another point.

Sample Activities and Contents

In order to reach the goal of this module, there are several booklets and the contents to use during implementation. It's important to consider that these contents just provide a baseline to

the group works and have not to be compulsorily implemented. Facilitators can extend these contents or create their own tools based on this theoretical base.

Dealing with emotions booklet

This booklet includes three main modules. The first one is called ‘What are the emotions’ and focused to increasing awareness about emotions. The second one focused on when and how to react. And the last one aims at teach how to deal with emotions.

Session 1: What Are Emotions

Goal: Children have learned to differentiate between emotions

Methods: Group talk, Exercises, After-talk

Resources: 10 Cards with different emotions on it: Happy, Frustrated, Sad, Furious, Shocked, Shy, Surprised, Proud, Irritated, and Fearful

Exercise 1: Follow the leader

Warming up (5-10 minutes).

1. Make the children stand in a circle.
2. Step forward with a certain sound & movement (for example ‘Helloooo’ with a happy voice & gesture).
3. Let the whole group imitate exactly what you did.
4. Go on making a variety of sounds and movements using different emotions that the group can imitate. (You can say hello in a 100 different ways: angry, sad, proud, arrogant, afraid, hopeful, loud voice, small voice, etc.). The more varieties you make, the more you stimulate expression and imagination within the group.
5. When the group gets ‘hang of it’, let (different) children facilitate a round.

Group talk

Welcome everybody! The coming 3 sessions we are going to look at emotions. Who knows what emotions are? (Children will answer).

Note: beforehand, identify the word ‘emotion’ in the local language. There might not be one single word for it (!) which implies you will need some time to explain what an emotion is. Emotions are feelings of people. In the game we just did, we also saw emotions. Which emotions did you recognize? (Happy, sad, angry) Who of you is sometimes happy? And sad? And angry? Are you always angry? No! Feelings can change. It depends on what happens in your life.

Having those feelings is normal. But if you are ALWAYS angry, or ALWAYS sad then there is something wrong. (You can give an example of your own life.)

Exercise 2: Emotion relay

Reading emotions from different facial expressions (15–20 minutes).

1. Divide the group in 4 smaller groups. Make the groups stand at a distance from one another, so that one group will not disturb another.
2. Ask each group to stand in line.
3. Let the numbers 1 (those children standing in front) face you. Ask the others to turn their back, so they cannot see what happens.
4. Ask the numbers 1 to come forward and show them one of the prepared cards with an emotion. (Or whisper the emotion into their ear).
5. Ask the numbers 1 to run back to their group, tap number 2 on the shoulder, who then turns around. The numbers 1 express the given emotion, without talking.
6. Now number 2 should tap number 3 on the shoulder and show him/her the same emotion.

7. As soon as the last one in line has understood the emotion, let him/her run forward to you. The child picks the card with the right emotion on it. If correct it is a point. (Keep the score for the 4 groups!)
8. Repeat the game with a new front (wo)man; preferably as many times as necessary to give every child the opportunity to be number 1.
9. The group with the most points is the Emotion Champs of that session!

Group talk

It is important to recognize emotions. You can read emotions from somebody's face. How else can you know what someone is feeling? How would you, for instance, see that somebody is angry? (Let the children answer and show what they mean (gestures or other body language, tone of voice). In the following game we will try to show emotions in different ways, with the whole body.

Session 2: When and How To React

Goal: Children have more understanding of their own emotions and reactions

Methods: Group talk, Exercises, After talk

Resources: Emotional worksheet

Exercise 1: Emotional worksheet

Reflecting on personal emotions and reactions (20-40 minutes).

1. Divide the group in small groups of 5. Separate girls from boys if you think this is more suitable.
2. Make the children discuss how do the individual children react when being sad? Or happy? Or angry? Explain that each child in the group can say something about their own emotions and reactions. Let them think of examples from their daily lives.
3. Hand out the emotional worksheet, one for each child. Make the children have a look at the questions.
4. Ask the children to discuss the answers in their small group.
5. Let them choose one emotion and reaction and make a small drama play of it. It can be just a small scene in which that emotion comes forward. So once the children have chosen the emotion & the reaction, they will have to think of a situation to show in the drama scene. 'They will have to divide roles and think of the small story' they want to show.
6. Set a stage and make each group perform the play/scene while the rest is audience! If time, let the audience give feedback on what they saw after each scene

Note: as facilitator you have to help the small groups. See if everybody can contribute; stop them from teasing somebody with a certain feeling or reaction. Emphasize that everybody has feelings and that this is a normal thing. The Emotional worksheet only discusses the emotions happiness, sadness, anger and fear, because these are the easiest to recognize – and the most relevant emotions.

My name is..	
I am happiest when..	
I am saddest when..	
I hate it when..	
My greatest fear is..	
When I am happy, I..	
When I am sad, I..	
When I am angry, I..	
When I am frightened, I ..	
Sometimes I feel..	
And when I do (feel like this) I would...	

Exercise 2: Pass the bird

Closing game (5-10 minutes).

1. Make the children stand in a circle.
2. Make a 'cup' of your two hands and tell them that you are holding a very small bird in your hands. And that you are going to pass the bird around the circle.
3. Let the imaginary bird pass around the circle once. Tell the children that they must be very careful while handing over the bird, as it is very small.
4. Pass the bird around again and ask the children to whisper or say something nice to the bird. Like: hello little bird, I like you because your wings are so beautiful.
5. Tell the children that the bird wants to fly but that it needs their help. Cautiously throw it across the circle to each other and catch.
6. Let someone 'throw' the bird up in the air and everyone wave goodbye.

Session 3: How to Deal with Emotions

Goal: Children have learned to deal with their emotions

Methods: Group talk, Exercises, After talk

Resources: 3 big cards depicting an A, B and C respectively

Group Talk

Today we look at how we deal with emotions. Emotions and reactions are linked to something that happens. Can you give us some examples? (The children give examples).

Let me give you an example (or give an example one of the kids told you): your mother was angry with you and yelled at you. That made you feel sad and also a bit angry. Then your little sister came to ask you to carry her and you got really angry with her so that you want to slap her....

This is just an example, but it does happen like that, right? Today we will look at how we can deal with our emotions and with our reactions. This is not easy. But let us try.

Exercise 1: Role Play

Thinking about and testing the adequacy of emotional reactions in given situations (30-45 minutes).

1. Divide the group in small groups of 5 or 6 children.
2. Make the small groups. Ask every child to give one example of a situation, emotions and reaction.
3. Let the group pick one situation and ask them to make two short role-plays: first one with the situation, emotion and a negative reaction (a reaction that does not help to solve the situation or that leads to more problems). Then the same role-play, with the same situation and emotion BUT change the reaction in something more helpful.
4. Ask them to show the role-plays to the other groups.
5. Gather the whole group and discuss the role-plays: what are helpful, constructive reactions? Is it difficult to react like this? Why is it, for instance, easier to beat somebody than to sit down to tell him that you did not like what he just said or did? Yet, the latter option is better for everyone to feel good and happy!

Note: take your time for this! Really let the children talk about their reactions. If you feel that your group needs more time to discuss dealing with emotions, then spend another session on it. Discuss this with your manager or make your own plan for an extra session.

Exercise 2: Emotion & reaction quiz

Discussing emotional reactions (15-20 minutes).

Strengthening Child Protection Structures in Turkey, Mid-Term Review (Walter Aschmoneit)

1. Make three ‘answering posts’ with the cards you prepared: A, B and C. For instance, attach the three cards to the wall – not too close to one another.
2. Let all children stand in a line, about 10 meters from the answering posts. Position yourself in such a way that all children can hear you.
3. Read aloud the first quiz question from the annex on page 20.
4. Read aloud the three possible answers. Ask the children to pick one. Explain them to demonstrate their choice by running to the corresponding answering posts.
5. Ask the group what they think is the best answer – and why.
6. Give the right answer and explain why. Reason why the other options are not right.
7. Proceed to the next question and follow steps 4 to 6 again.

Note: the purpose of this quiz is to make children think. This is not an assessment to see how many children know the correct answer. So do not mark results as a teacher does at school. Instead, discuss the given emotional reactions.

Note: you also can do this quiz in small groups so that kids have to discuss about the answer before choosing one.

Note: the bold answers are the correct answers.

Note: you can come up with other questions if you know better ones, or if you wish to have more than these ten.

1. What do you do when a boy in class calls you a liar?
A. You kick him.
B. You ask him: “Why did you call me a liar?”
C. You start crying and run to your mother.
2. Your friend just won a football match. You yourself also love to play football, but you were not chosen for the team. Still, you are angry about that. Your friend comes to inform you that he won the match. He is very excited and wants to tell about the match. What do you do?
A. You tell him to stop bothering you.
B. You pretend to listen, but you do not want to hear what he is saying.
C. You listen to him. It is not his fault that you are not in the team.
3. You had a very good mark for mathematics at school and you are very happy. What do you do?
A. You run home and start telling about your marks to the first person you meet there.
B. You tell your best friend.
C. You do not tell anybody.
4. Your mom is angry at you, but you do not know why. What do you do?
A. You run away from home to your auntie’s place.
B. You find out why she is angry.
C. You get angry too.
5. A friend accuses you of having stolen his books. This is untrue, but your friend is really angry. What do you do?
A. You fight.
B. You go home and decide this boy is no longer your friend.
C. You ask him why he thinks that you have stolen his books and explain that you did not.
6. You didn’t sleep well. You had a bad dream. What do you do?
A. You tell somebody you trust.

- B. You run away from home, because you fear your home now.
- C. You keep quiet.

14.1.B) Increased self-awareness, self-worth and value and self-esteem

The term of 'Vulnerable' refers a situation of people which they become fragile and unprotected against external effects. People might lose their self-esteem, and self-awareness. They can underestimate their strengths while emphasizing weaknesses. Due to the strength of the traumatic experiences, these negative emotional effects can be extended. Due to regulation of this situation a comprehensive intervention should be implemented include, re-building self-esteem and enabling people to recognise their strengths

Sample Activities and Contents

A Toolkit on Positive Discipline

Exercise 1: The Concept of Self

Goal: To understand how we build our self-image, the sources of information, the values attached with it

Target Audience: Parents and older children

Methods: Reflection, discussion, brainstorming

Resources: Flip chart paper, marker pens, VIPP cards, Sticking glue

1. Ask the participants to note down (individually) three positive things and three negative things about themselves.
2. Ask the participants to reflect where, when, how, and from whom they have learnt these traits about themselves, and how they attach a value to it
3. Ask the participants to make 'self-building blocks'. Each block can be assigned to one trait and be coloured according to the value (e.g. yellow for positive and grey for negative). The width of each block can be proportionate to the impact the trait has on the person's life.
4. Collate the answers to the following questions on a chart paper:
 - * Who are the primary people that define characteristics or traits in us?
 - * How do we learn to attach a value to it?
 - * In which stage of the development cycle does this happen most?
 - * What are the consequences of these?

Notes. Highlight that our primary caregivers are the most significant people in helping us learn about ourselves. The values they attach to us have a strong impact throughout our lives. Therefore, it is very important to relate to children with encouragement enabling them to develop positive self-esteem.

If we treat children negatively they are vulnerable to blame and judgement. This is especially damaging when the blame and judgement is directed at the child and not at the behaviour. Also stress that our self-esteem is a product of all that we learn about ourselves from people around us. Very often, we perpetuate that behaviour on children because we believe that we hold the characteristic assigned to us. We do so without questioning.

Exercise 2: Who Counts?

Goal: To learn the importance of self-acceptance despite the risk of others' disapproval

Target group: Adults such as parents, teachers and other professionals, Children

Methods: Discussion, reflections

Resources: Paper and pencils as needed

1. Introduce the activity by asking participants if they have ever done something they felt good about but knew that their friends would laugh at or criticise. Ask for several examples.
2. Ask the participants to listen to the following situations and be prepared to finish the scenarios by giving a response to each:
 - Ahmet is smart, likes to go to school and studies very hard. Most of his friends do not like to study and say that it is a waste of time. Ahmet is thinking of not trying for a scholarship because...
 - Ayşe is very good at taking care of younger children and she tries to help them as much as she can. She enjoys helping around the centre. Her friends encourage her not to be so responsible and 'hang out' with them. Sometimes she does this because...
 - Gülay knows the difference between right and wrong, but she wants to fit in too. When her friends encourage her to make fun of another girl, she does it even though she knows it will hurt her feelings because....
 - Ali knows that drugs can be harmful to himself and others. Taking drugs is now very popular among his friends and they offer him some almost daily. He is thinking of trying them because...
3. Invite participants to share examples of responses to the different scenarios.

Content questions

Were any of these situations familiar to you? Share some examples.

Personalised questions

What have you done in situations like these?

How will you feel about yourself if you do something that you know is wrong or something with which you aren't comfortable?

Do you think it is better to risk other's disapproval and feel good about yourself and your decisions or to do what your friends want?

Do you have any friends who have similar interests? How do you feel when you are with these friends? How do you feel when you are with friends who have different interests?

What things can you do to support feeling good about yourself?

Notes. Between having feelings toward the self and risking others' disapproval is extremely important for children and young people aged 12-25 years when peer pressure is predominant. However, high self-esteem in young people will help them face such pressures in a responsible manner. Stress that self-acceptance is critical for developing good self-esteem

Exercise 3: Who's Choice

Goal: To recognise that there are certain rules or terms for living in society. To practice making plans in order to have better control of one's lives and achievements

Target group: Adults such as parents, teachers and other professionals. Older children

Methods: Discussion, brainstorming

Resources: Flip chart paper, marker pens Four signs in large lettering: 1. None 2. Little 3. Some 4. A lot

1. Place the signs on the walls around the room. Ask the participants whether they feel they have control over their own lives or not, and have them stand under the sign that matches their response. Divide the participants standing under each sign into small groups of three persons (depending on the size of the participants) and distribute flip chart paper and markers to each group.
2. Ask each group to answer the following questions:

- * What are the aspects of your life that you feel in control of?
- * What are the aspects of your life that do you not feel in control of?
- * In what aspects of your life would you like to take more control?

3. Have each group give their opinions or answers. After each group has presented their replies, allow the other to give feedback (whether it is possible or not).

4. After all the groups have spoken, have them make a plan for developing the ability needed to be in control of the issues they listed for question 3. (For groups that think they do not have any control over their lives, other groups may be recruited to assist in starting the planning process). Have each group present their results once again.

Content questions:

What are some things that we cannot control in our lives?

When does a person have the most control over their own life?

Why do many feel that they do not have control over their own lives?

If we did not have restriction in controlling our own lives, what would be the result?

Personalised questions:

What requirements must we follow before we are able to control our own lives?

Have you ever wanted to do something but an adult has said that you are not ready?

How did you react? What was the response to your reaction?

If we conduct ourselves within societal terms, what is the result?

If we want to change the societal terms what should we do?

14.1.C) Increased hopefulness and optimism about the future

As a result of crisis people may have depressive mood or increased level of anxiety. Typical reaction in these situations are losing hope and optimism about life and the future. They might become severely sceptic and pessimistic. Severity of the crisis takes the future plans, dreams and life energy.

Every human being needs plans and dreams, to have goals to work towards in life. This is an important point for also the sense of safety. So one part of Psychosocial Support activities of STL should be dedicated to increasing hopefulness and optimism about the future.

Sample Activities and Contents

Psychosocial Support Source Book for Vulnerable Children

Exercise 1: Life Tree

Goal: The use of metaphors invites children to tell stories about their lives in ways that make them stronger and more hopeful about the future

Target Group: Children aged 8 to 18

Methods: Discussion, Reflection

Resources:

- One flip chart sheet for each child. Or other paper materials.
- Colourful writing materials such as crayons, paint and markers. Food colouring and other paints made locally, such as those made using green tomato leaves, burnt bricks and charcoal, can also be used.
- Writing materials (pencils, pens, markers).
- Tape or sticky material to stick the children's drawings on the walls.

Implementation

- Gather the children and begin the meeting with a brief discussion about trees in general. Give the children ample time to talk about the different kinds of trees that they know.

- Ask the children to talk about the different parts of trees. This should include the trunk, roots, branches, leaves, and fruits.
- The caregiver should also ask children to talk about forests.
- Explain the purpose of the Tree of Life and inform the children that the Tree of Life is an activity in which people draw a tree on a piece of paper, which include roots, the ground, the trunk, the branches, the leaves and the fruits.
- Ask children to imagine that they are a tree and what it would be like to think of parts of their life as parts of a tree. For example, the roots are where they come from, the branches are their hopes, dreams and wishes, the leaves are important people that have been or are in their lives.
- One of the caregivers should present his/her Tree of Life to give the children a good sense of what they will be doing. The caregiver may also present trees which were drawn by other children, as long as he/she has permission from the concerned children to use their trees.
- Give the children an opportunity to ask questions and seek clarification of the process and its importance. Make sure that all fears and doubts are dealt with before they start drawing.
- Invite the children to spend some time creating their personal Trees of Life. Tell the children that if they do not want to participate in the process, that is ok.
- Once the trees are drawn, give the children a chance to share their drawings and their story. Those that do not want to share their trees and stories should not be forced to do so.

Roots

- Village of origin
- Your family history
- Important people in your life

This is where the children come from (village, town), and their family history (origins, family name, ancestry, extended family). The roots also represent people that have taught the children the most in their lives, their favourite place and a treasured song or dance where they come from.

Ground

The ground metaphor invites children to explore (talk about or express through drawing) their lives at present and some of the activities that they are engaged in during their regular daily life. Important information to include on the ground

includes:

- Who the child lives with now
- What the child does every day

Trunk

The trunk metaphor invites children to talk about or present in drawing some of their skills. Ask the children to consider the following in order to help them develop a list of their skills:

- Things that they are good at
- Talents which they possess
- Things that they do well
- Things that other people tell them that they are good at doing

The caregivers should take note of the skills that:

- May have become apparent when children talk about what they do in their daily life.
- Children have demonstrated during an activity. The caregiver should ask children some probing questions that will enable them to come up with other skills that they possess and

have managed to use during other activities done, for instance, at a Children's Corner, Life Skills Camp and Support Group.

- Children display while they interact with the caregiver, which may include skills in physical acts, skills of caring, and kindness.

The caregivers should also encourage children to:

- Remind their colleagues of the skills that they may have observed in each other just in case some of the friends forget to put these skills on their trees. It is exciting to observe the little whispers and movements that the children make as they go to their friends to share their observations and make these reminders.

- Include the skills that have emerged from the observations and discussions on their trees.

- Link the skills to the dreams and hopes and see whether they match in one way or another. Children may choose things to do in the future, based on the skills that they have. They may have to develop their skills or work hard in new spheres in order to achieve their dreams and hopes.

Branches

Hopes, dreams and wishes

The history of these hopes, dreams and wishes.

How these hopes, dreams and wishes may be linked to significant others like caregivers, family members, peers, community members, back in the child's life/home.

How these hopes, dreams and wishes may be linked to their skills (the trunk).

Leaves

Peoples who are important for you (children)

What was special about this person to you?

Did you have good times with this person?

Would this person like it that you remember her/him in these ways?

Fruits

The "fruits" represent gifts that the child has been given. These do not necessarily have to be material gifts but could be acts of kindness, care and love from others

Examples of gifts that children may mention receiving from significant others could include:

- Kindness, care and support from my mother when she was alive.
- My uncle worked hard to earn money so that I could go to school.
- Clothes, food and shelter from my family.
- Support from my sister. Etc...

14.1.D) Secure attachments with caregivers

Relationships with the important adults (especially caregivers) are highly important for children. These relations must be safe and healthy. But as a result of humanitarian crisis these bond might be effected negatively. Parents or other caregivers may loose their energy or focus to their children.

So a comprehensive intervention should include the topic of attachments. These bonds should be strengthened with both children and the caregivers.

Sample Activities and Contents

Relationships with Adults Booklet

Exercise 1: My Caregivers

Goal: Children have explored the relations they have with the (most) important adults in their lives, with a focus on their caregiver(s)

Methods: Group talk, Exercises, After talk

Resources: large sheets of paper, pencils (preferably colored), markers/chalks and board

Session 1: Cover the space – version on adults

Emotionally orienting on possible adult relations (10 minutes).

1. Ask the children to walk around the space – without talking or making contact with others. Just for themselves.
2. Tell them to try and cover the whole space. This means they will constantly be trying to fill up empty spaces.
3. Tell them that, when you clap, the children must quickly form groups of 2, 3 or 5.
4. Repeat this several times, until you see people are able to respond correctly to those instructions.
5. Add the following instructions: at the clap, the children must freeze in an image of adults (individual images) and child-adult relations (group images). Examples: teacher in a classroom, mother-child, angry father, happy family, a teacher with a proud pupil et cetera. Encourage them to be creative, think of different images that are nice for the children to portray!

Group talk

In this exercise you have just expressed different relations that exist between you and adults. That is the theme for the coming two sessions: who are the important adults in your life? What kind of relationships do you have with them? We will also discuss problems or difficulties that you may have with your parents, teachers, or other adults. Together we will find out what we can do to improve our relationships with them.

Exercise 2: Social mapping of adults

1. Give every child a piece of paper and a pencil.
2. Ask everyone to draw a circle in the middle of the paper, in which to write their own name/draw themselves.
3. Tell them to think of the most important adults in their life (parents, grandparents, teachers, neighbours, et cetera). For each adult they draw a circle and fill them in with the names or titles of those adults (they can also just draw the adult if they prefer that). The distance between the 'own' circle and a particular adult may express something about the particular relationship.
4. Ask them to draw lines between their own circle and the adults. At that line, let them indicate how they feel about that particular relationship: good/bad, strong/not strong, supportive or not et cetera. This way, everyone makes a map of their own relationships with adults.

14.2. Social Well Being

Another important domain is Social Well Being. People need a life within a community, a comprehensive umbrella of supportive relations. They also exist in that community with an active member of that social structure.

When a humanitarian crisis occurs, social wellbeing also affected as well as emotional wellness. Interpersonal skills might be damaged. The sense of trust in others may decrease. As a result, a person can lose his/her safe position and relations among people.

14.2. A) Increased Sense of Belonging

Humans have an instinctive need to belong. Belonging is a lifelong requirement. Belonging is about people feeling needed, valued, or important to other people, groups, or environments. (Source: Early Childhood Australia)

During and after a humanitarian crisis this structure might be damaged. A systematic implementation should be designed which aims at building children's sense of belonging by helping them to feel socially connected to other ones, to feel that they are a part of a larger social whole, and to feel secure in their daily routines.

Sample Activities and Contents

Positive Discipline Toolkit

Exercise 1: Respect for Self and Others

Goal: To give every participant a chance to receive positive attention from the rest of the group

Target Group: Adults such as parents, teachers and other professionals and Children

Methods: Game playing, reflecting

Resources: NA

Ask the participants to stand next to each other in a large circle. One participant stands in the centre of the circle. She/he says her name out loud, and at the same time makes a motion to "accompany" her name (for e.g. clapping, gesturing, bending and straightening, spinning around).

Ask the whole group to immediately repeat her name and motion back to her, in unison. This allows the participant to feel acknowledged by everyone.

The participant in the centre then takes her/his place in the circle and a new participant comes into the centre and the process is repeated. This is more fun if you can keep the participants moving quickly.

Ask the participants:

How did it feel to be in the centre of the circle?

Did they choose a range of different types of movements? Why not?

Notes: Summarise that everyone needs her/his own space to be respected and recognised as a unique human being. Every person has his/her own way of living (different movements in the exercise) which need to be respected.

Exercise 2: Likes, Dislikes and Differences

Goal: To make participants become more aware of things they have in common with others and to make participants recognise the ways in which each person is unique

Target Group: Adults such as parents, teachers and other professionals. Children

Methods: Group work, reflection, discussion

Resources: Paper, pencil

Ask the participants to form groups of three. Give a sheet of paper and a pencil to each group; ask them to divide the paper into three sections.

In the first section, the group should list three things that all the members of the group like; in the second section, they list three things they all dislike. In the last section, each group member should write one way he/she differs from the other group members.

When this is done, discuss with all the participants:

How did you decide what you liked and disliked?

Were you surprised by any of the things you had in common?

What are the ways in which each person is unique and different?

Notes: Highlight that it is not possible to be liked by everyone. Each of us has someone who likes us. Our self-esteem does not need to be linked with what people think about us; rather, we have to be able to define our own criteria to judge ourselves

14.2.B) Increased trust in others

The sense of trust is the beginning point of relationships. It's impossible to creating relations without that. People need to socialize with other people to emotional regulation.

The interventions of this topic aim at increasing the trust towards peers and adults during the activities and on a longer term.

Sample Activities and Contents

My Safety and My Well Being

Exercise 1: Making and Keeping Friends

Goal: Identifying positive qualities girls should look for in a friend, to learn how to communicate when facing a problem with a friend.

Target Group: Adolescent Girls

Methods: Group Work

Resources: Flip chart paper, markers, coloured pens, blind fold, Ayşe and Yasemin story board

ACTIVITY 1 TRUST (15 minutes)

SAY:

We will play a game which is built on trust and the one who is blindfolded will have to trust their guide to get them from one side of the room to the other (there should be a start and an end point).

DO:

- Play a game where one girl to be the guide and one girl will be blindfolded.
- The rest of the girls will act as obstacles
- On opposite ends of the room, the guide will try and direct the blindfolded girl from one side of the room to the other (verbally)
- Do this activity 3-2 times with different girls volunteering.

ASK:

- (To the blindfolded girl) How did you feel about having to trust someone to guide you across the room?
- (Ask the guide) how did you feel about being responsible for the girl getting from one side of the room to the other?

Girl Chat:

How do you know which friends you can trust?

ACTIVITY 2 QUALITIES OF YOUR IDEAL FRIEND

SAY:

We have spoken about trust and what it means to you. Now we will look at the qualities you look for in a friend that you can trust.

DO:

Split the girls into groups of four. And give them a flip chart paper per group and some colored pens and markers.

SAY:

- As a group, I want you to think about the qualities you think are important to have in a friend and I want you to write these down.
- You will then present this back to the wider group.

DO:

Pick out the key things that are identified by the group and write them on a flip chart paper. And once all of the girls have finished presenting, read back the key things they have mentioned that they look for in a friend.

Girl Chat:

- Do you think you have friends like this?
- Do you think you are this type of friend to someone else?

ACTIVITY 3 TALKING TO MY FRIENDS

SAY:

Sometimes we can face difficult situations with our friends. Our friends can hurt our feelings and we all have different ways of dealing with this. It can be very hard to share our hurt feelings in a good way.

ASK:

- How many of you have had your feelings hurt before by a friend?
- What did it feel like?
- How did you react?
- What are some of the things you can do to let your friends know that they have hurt your feelings? (write these down on the board)

SAY:

These are a few tricks you can use to communicate your feelings well both to your friends and to others e.g. family members (write these on the board) such as:

- Repeat the message you heard.
- Use statements that express how you feel or what you think, instead of using statements that make assumptions or judgments about the other person. These statements are about our own experience of the situation and not others'. Which means you might say, "I feel sad because you told my secret to someone" instead of saying "you are a bad friend for telling my secret"
- Make sure to speak slowly and calmly so the other person can understand what you are saying.
- Be friendly

DO:

Tell girls that you will read a story about two friends:

SAY:

Now working in pairs, take turns pretending to be Amira. Express to Yasmin why you are upset.

Think about the tips discussed earlier.

DO:

- Split the girls in to pairs
- Go around the room to listen to the pairs practice
- Make sure they are using techniques from the tips and provide support to them where needed.
- Ask a few pairs to volunteer to share their dialogue with the wider group.

Girl Chat:

- Why was it important for Amira to tell Yasmin how she feels instead of telling Yasmin what she did wrong?
- Can you share a time when you did not use a statement expressing how you feel to a friend but instead just told them what they did badly? What was the outcome?

Ayşe & Yasemin Story

Ayşe & Yasemin are good friends. Ayşe recently heard that Yasemin told other girls in their community one of Ayşe's secrets. Ayşe trusted Yasemin to keep her secret and was very upset that Yasemin broke this trust and told other people. Now Ayşe is worried that people will gossip and will tell lies about her and this will reach her family

14.2.C) Improved interpersonal skills: Cooperation

This module includes all activities which focused on the cooperation among the beneficiaries. PSS structure of the STL should be focused on creating peer groups, experience sharing groups and other kind of cooperative structures in order improve interpersonal skills.

Sample Activities and Contents

Youth in Action. Cooperation Toolkit For Young Cooperators

Exercise 1: Building Bridges

Goal: To raise awareness of different roles in your group and to reflect on roles and responsibilities in team work

Target Group: 10+ age group

Methods: Group work, reflection, discussion

Resources: Paper, Masking tape, Big stone

1. Split participants into groups of four to six. One person in each group will be an observer and cannot interfere in the group work.
2. Each group receives paper and masking tape. With these materials, they need to build a bridge. The bridge needs to be strong enough to hold a heavy stone and must cross a river that is at least 15cm wide and 10cm high.
3. While the groups are trying to fulfil the task, the observers should take note of the following:
 - How do the groups work together?
 - Who takes which roles (leader, builder, giving ideas...)?
 - What are their challenges?
 - What do they do well?

Debriefing

First ask the participants:

- How are you now?
- Are you satisfied with the work in your group?
- What role did you take? Were you happy in this role?
- How did you communicate? How did you take decisions?

Then ask the observers:

- How well did you think the group managed the task?
- How did they work together?
- What roles did people take?

Ask everyone:

- What would be a co-operative way to take decisions?
- What roles and responsibilities do you have to divide in your co-operative? How can you do this?
- How can you find out about skills in the group?
- How can you set rules for your group?

Notes: The facilitator should take notes of the last points on flipchart paper.

Exercise 2: The Majority Wins?

Goal: To reflect on different ways of decision-making and to introduce tips for reaching consensus in a group

Target Group: 10-15 age group

Methods: Group Work

Resources: Flipchart paper and markers. Copies of the appendix ‘tips for consensus-finding’ for every participant. Copies of the role cards

1. Explain the group that they have to take a very important decision: They need to decide how much school holidays children should have and when. They will all take different roles in the discussion.
2. Split into three groups, with more than half of participants in group 1, less in group 2 and even less in group 3. Give some time for them to read their role description.
3. Come back together and ask them to come to a decision on the matter. Explain that there is one important regulation though:
Children are not allowed to vote.
4. Ask for the outcome of the decision. Then ask:
 - How do you like this outcome?
 - Is this a fair way of taking decisions?
6. Explain that the group can take another decision on the same matter. This time, every person has one vote.
7. Give time to decide and then ask for the outcome of the decision.
8. Ask again if participants like the outcome and if it is fair. What do different groups think?
9. In a third round, ask participants to come to a consensus. They should find a solution everyone can agree with. When they have a decision, make sure everyone really agrees.
10. Ask again:
 - How do you like the outcome?
 - Is this a fair way of taking decisions?
11. Give participants a copy of the ‘tips for consensus-finding’ and read them together.
 - Do you agree?
 - Can you add other tips?
 - Did you use some of them in your discussion?

Debriefing

- What are advantages and disadvantages of different forms of decision-making?
- Do you know other forms of decision-making?
- How do you want to take decisions in your co-operative?

14.2.D) Improved interpersonal skills: building better relationships, empathy and conflict management (Social wellbeing and skills building)

As a part of socialization process, STL PSS program aims improving beneficiaries’ interpersonal skills. Due to structured activities conflict management, and building empathy will be provided. Thus children will be able to build more sensitive, strong and healthy relationships.

14.2.E) Improved Interpersonal Skills: Communication Skills

Being able to communicate effectively is the most important of all life skills. Communicating well is an important part of making and keeping friends. It is also an important part of everyday life and can be used at work, school, with your family and others.

This module aims at:

- Improving cooperation with peers through development of communication techniques;

- Increasing children's ability to express themselves non verbally and ability to identify people's nonverbal signs;
- Establishing better understanding of social interactions by understanding non verbal communication.

14.3 Skill Building

Because of some modules of Skill Building are shared with other domains They are will be explained in details again. These modules are: Increased sense of creativity and imagination (with social wellbeing), Decision-making (with emotional wellbeing), Improved interpersonal skills: communication skills (with social wellbeing) and Improved interpersonal skills: building better relationships, empathy and conflict management. (with social wellbeing) In addition, STL PSS programme includes several different classes like Turkish, English, Arabic, reading and writing and other kind of activities. These activities are determined with beneficiaries.

Map 2 Administratyive map of Turkey



Description : Turkey Political map showing the international boundary, provinces boundaries with their capitals and national capital.

Disclaimer

Map 3 Map with STL project locations

