

# 4 Aralık 2020 Göç ve Mülteciler Konulu Proje Sonuçlarının Yaygınlaştırılması ve Kullanılması (DEOR) Toplantısı Katılımcı Projeler

No description defined

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Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for youth

## Project Title

# SOCIAL INCLUSION OF REFUGEE YOUTH THROUGH SOCIAL ENTREPRENEURSHIP

## Project Coordinator

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## Project Information

**Identifier** 2019-1-TR01-KA205-073436  
**Start Date** Jun 1, 2019  
**End Date** Dec 31, 2021  
**EC Contribution** 99,823 EUR  
**Partners** Ege Sistem Bilisim Hizmetleri Sanayi ve Ticaret Limited Sirketi (TR) , UNIVERSITA DEGLI STUDI DI MESSINA (IT) , INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT (EL) , HARRAN UNIVERSITESI GOC POLITIKALARI UYGULAMA VE ARASTIRMALARI MERKEZI (TR) , (UFUK) HORIZON INSANI GELISTIRME VE BECERILERI TESIS ETMEK SOSYAL YARDIMLASMA VE DAYANISMA DERNEGI (TR) , Directorate General of Migration Management (TR)  
**Topics** Integration of refugees ; Youth (Participation, Youth Work, Youth Policy) ; Social entrepreneurship / social innovation

## Project Summary

In the recent years, millions of people have been displaced due to the civil war in their countries such as Syria. At the beginning, people were forcibly displaced to the neighboring countries such as Egypt, Lebanon, Jordan and Turkey. Of these countries, Turkey ranks first as most refugee hosting countries. In Turkey, a border city Sanliurfa is the city that hosts the most refugees after Istanbul. Along the years passed and with the continuation of internal turmoil in Syria, the refugees seem no longer thinking of going back to their country. Therefore, the process of being integrated into the society where they live should start as soon as possible.

Only a small portion of up to 10% of the refugees living in Turkey are living in the Temporary Accommodation Centers (Refugee Camps). In time, these centers will also be closed. So, in general one of the world's and in particular Turkey's most important problem is the social inclusion of the refugees. Therefore, in this project, we aim to contribute to the problem of social inclusion by producing a solution proposal through entrepreneurship. We want to work with young people for social inclusion. Young people, if they have a job, facilitate their social inclusion, thus contributing to social integration by creating an exemplary role for their community as stronger individuals.

The main aim of the project is to provide for age groups between 25 and 30 a means of improving their life-chances and re-integrating them into society. This will be via the creation of a road map and creation of a feasibility study and model for the development of such policies. In such a way, immigrant youth will be given the opportunity to become part of society and feel part of the wider community. The method chosen to facilitate such a reintegration is the social entrepreneurship. For this, there will be a mentorship system used within the scope of the project. Firstly, 20 social entrepreneur mentor candidates will be given training from different social entrepreneur back ground. Candidates who are successful at the end of the training will become part of the mentor pool. Within the same period, 40 young entrepreneur candidates will be selected by running a joint study with our local / international partners. The youth will receive social entrepreneurship trainings through formal / non-formal / e-learning education methods. Later, having picked from the pools of mentors according to the areas of interest, mentors and mentees will be matched. Young social entrepreneur candidates will subsequently be guided and mentored.

As a result, this could contribute to the employment of young people with fewer opportunities. The project will also support their cultural adaptation in the society, the development of their social responsibilities and the development of industry in the region. The project to be implemented will be benefit from co-operation with international project partners, and will help facilitate a path towards further social and communal integration. The project aims to increase the level of prosperity and employment in the region via the initiative undertaken by Sanliurfa (Teknokent) Sciencepark and national/international partners civil institutions and universities. Such a project is also appropriate to the aims and mission of the European Union and such increased co-operative actions between universities, civil institutes and private industries will be of benefit and use for young people with fewer opportunities. It will also be a means for increased opportunity for R&D and innovation in the area of technology.

In this context;

a) A "University, NGO, Public Institution and Industry Cooperation Center" for migrants will be established within the Sanliurfa Sciencepark.

b) Serve as an interface between industry, university and civil institutions and this will play an important role towards the achievement of Sanliurfa Sciencepark.

- c) The transfer of information and technology between the University and the Industry will be increased thus facilitating further joint projects to be carried out in the future.
- d) Enabling young refugees to be empowered through entrepreneurship trainings.
- e) With the mentoring system, young entrepreneurs who have the possibility of social entrepreneurship will be supported to realize their entrepreneurial dreams and their post-project situations will be followed.
- f) Situational analysis will be carried out with sociological field studies on the entrepreneurship of young refugee youth.
- g) In this project, which will be implemented with our international partners, information exchanges, various comparisons and shared experiences will be prepared in a joint report.
- h) The web-based Entrepreneurship Management portal will constitute both as a source portal and as an example of modelling for future implemented projects. The Web portal will be a sustainable platform to bring together social entrepreneurs, trainers and mentors.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for youth

## Project Title

# A Strengthened Network and an Integration Map For Refugees

## Project Coordinator

**Organisation** IGAM  
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## Project Information

**Identifier** 2016-3-TR01-KA205-037114  
**Project Web Site** <http://imappy.org>  
**Start Date** Feb 1, 2017  
**End Date** Apr 30, 2019  
**EC Contribution** 253,302.89 EUR  
**Partners** Tera Ankara Musavirlik Mimarlik Muhendislik Taahhut Ticaret Ltd Sti (TR) , VSI PASAULIO PILIECIU AKADEMIJA (LT) , A.D.E.L. - ASSOCIATION FOR DEVELOPMENT, EDUCATION AND LABOUR (SK) , IASIS (EL) , TDM 2000 (IT)  
**Topics** Inclusion - equity ; Youth (Participation, Youth Work, Youth Policy) ; Integration of refugees

## Project Summary

Context/background of the project; There are 70,8 million forcibly displaced people in the world today, 25,9 million are refugees and 3,5 million are asylum seekers forced to leave their countries to escape war, persecution, or natural disasters. About 80% of this number of forced migrations is destined to arrive in other developing countries, which, in addition to their own social and economic challenges, struggle to develop policies and services to host these vulnerable populations. The Syrian refugee crisis is no exception to that. Since 2011, over 3,7 million refugees fleeing the civil war in Syria have been hosted in Turkey. Alongside with refugees with other nationalities, Turkey is the most refugee hosting country in the world. The inability to find employment and make a decent living, in addition to several problems pertaining to social integration, constitutes a major push factor for immigration. Considering refugees -contrary to what many believe- are some of the most advanced members of their country it shows that highly-skilled population is on the move. Their main reasons for leaving their previous locations are the lack of non-exploitative employment opportunities that matched their skills, financial needs, concerns for security and protection, search for better opportunities for their children, and the hope for educational opportunities. Overviewing the current situation and rethinking the near future in the Middle East and Europe, donations and volunteers have been pouring into the refugees however stories of waste and inefficiency are becoming more common. Mostly, waste is linked to the volume of donations or disorganization. We believe that the easiest ways to build a collective response to the crisis of this kind and to prevent resources to go waste, is to provide better coordination and unity among NGOs. Therefore, we call NGOs for better unity and coordination which were resulted in a better economic, and social life, and as their children require educational and psycho-social support for refugees.

Objectives; 1-) Strengthen the European and international dimension of adaptation of refugees through NGOs, 2-) Raise capacities of NGOs working with refugees by fostering cooperation, networking and exchanges of practices in the field of youth, 3-) Developing an integration map especially for young refugees living in Europe who do not have any access to social and basic information about the asylum country or has no parents or families and provide them with information and support

Number and profile of participating organisations; 6 partners in this strategic partnership: IGAM from Turkey is the lead applicant, TERA Ankara from Turkey, IASIS from Greece, TDM 2000 from Italy, ADEL from Slovakia and Global Citizens Academy from Lithuania

Description of undertaken main activities; Transnational meetings, Workshops by the participation of NGOs, Training of young refugees on I'mappy (Multiplier events), Closing conference (workshop)

Results and impact attained; The project results include project's website, I'mappy application, user guide for NGOs and survival kit for refugees. This motivates the established dissemination strategy of directing activities at the identified stakeholder groups including: Internal: Young refugees, NGOs active for refugees, Individuals supporting learning and teaching (teachers, educational developers, and more); External: Refuge related institutions of all kinds, Public authorities and policy makers (local authorities, governmental Departments and agencies, those responsible for refugee issues at all levels), Subject communities. Key specific motivation for the above groups is our belief we have something special and innovative. Main target group for I'mappy project is the young refugees. At the end of the project, it is aimed to reach many young refugees through the application I'mappy. Dissemination of this application to young refugees is the crucial point since it was a very big support for integration period of the refugees. I'mappy project does not target only young refugees in Turkey as explained through the whole document. All refugees in the project partners' countries are considered in the project. Therefore, dissemination activities were carried out for the young refugees in all partners' countries.

If relevant, longer-term benefits: Application of I'mappy and websites of the project alongside with user guides and survival kits were available after the project ends. Each output was updated regularly by the lead applicant IGAM hence the project's sustainability was ensured.

Link to project card: [Show project card](#)



Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for higher education

Project Title

# Peace Dialogue Campus Network: Fostering Positive Attitudes between Migrants and Youth in Hosting Societies

Good practice example



## Project Coordinator

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## Project Information

<b>Identifier</b>	2017-1-TR01-KA203-046676
<b>Project Web Site</b>	<a href="https://peacemakers.ku.edu.tr/">https://peacemakers.ku.edu.tr/</a>
<b>Start Date</b>	Oct 2, 2017
<b>End Date</b>	Apr 1, 2020
<b>EC Contribution</b>	159,710 EUR
<b>Partners</b>	UNIVERSIDADE ABERTA (PT) , GAZIANTEP UNIVERSITESI (TR) , ERASMUS UNIVERSITEIT ROTTERDAM (NL) , HUMBOLDT-UNIVERSITAET ZU BERLIN (DE) , ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA (IT)
<b>Topics</b>	Inclusion - equity ; EU Citizenship, EU awareness and Democracy ; New innovative curricula/educational methods/development of training courses

## Project Summary

Over the past years, the Eurasian landscape has witnessed unprecedented levels of international migration. The UN statistics estimate that the number of international migrants globally reached 272 million in 2019, an increase of 51 million since 2010. Currently, international migrants comprise 3.5% of the global population, compared to 2.8% in the year 2000, according to new estimates released by the United Nations (<https://www.un.org/development/desa/en/news/population/international-migrant-stock-2019.html>).

The main objective of this project is to foster a more peaceful generation in Europe and in Turkey that approaches migrants with positive attitudes. The project aims to enhance social, civic and intellectual competencies recognized as effective tools to prevent and tackle discrimination, radicalism and racism, and to promote social inclusion through intercultural communication, interaction and empathy.

The project aims to achieve this objective via an international peace dialogue campus network of university students, led by 29 “Peace Envoys” trained through rigorous academic preparation, experiential education and leadership development. The Peace Envoys are composed of students coming from different disciplines at the partner universities.

Three boot camps were organized in Rotterdam, Istanbul, and Bologna, designed in topics crucial to peacebuilding e.g. intergroup contact, stereotypes and prejudices, social inclusion, inequality and social justice, European citizenship, project cycle management and so on. The Peace Envoys have been assigned with the task of creating peace dialogue students’ clubs in their home universities, which will finally become a “Peace Dialogue Campus Network”, recruit and pass on their knowledge to other students to become peacemakers, and implement their own inclusion projects on their campuses and/or in their cities. Their projects in Istanbul, Gaziantep, Bologna, Berlin and Rotterdam have all been successful, with most of them reaching out beyond the borders of the university campuses.

The Project has produced 4 Intellectual Outputs; Need Analysis, Strategy Paper, Online Course Curriculum and Train-the-trainer Camp Tool Kit for Peace Envoys, and Peace Dialogue Campus Network Best Practice Guide (Best Practice Guide for University Students on How to Design Your Own Social Inclusion Project). All the outputs are open-access resources available to students, scholars and the general public via the project website.

The Need Analysis and Strategy Paper were prepared based on an extensive literature review and analysis of the historical and current situation of migration to the countries of the project partners and policies developed over the years by authorities. They aim to identify the prejudice and discrimination level between migrants and natives in cities of the partner universities, by conducting surveys for three different target audiences; native students, migrant students and migrants who are at university age, but do not have access to university. The surveys were conducted in 7 languages; Turkish, Dutch, German, Italian, Portuguese and Arabic, via online tools (Qualtrics) and face-to-face interviews.

The online course “How to stop discrimination and enhance cultural dialogue” was designed and developed as a self-learning open class course to pursue the goals and promote the fundamentals of the PEACEMAKERS project. Assessment is provided across the topics for self-learners and a set of assessments for those who want to get ECTS was created. The methodology, a proposed topic timeline is available, topic tasks are presented, the resources included, and a syllabus focused on the main subjects of the project’s three boot camps. The outputs of the Project are all included in the course which will make them available to a broader interested public.

This “Best Practice Guide for University Students on How to Design Your Own Social Inclusion Project” is prepared for university students planning to start a social inclusion project. A step-by-step approach guides the way to a successful social inclusion student project that will raise awareness in their circles and attract others to get onboard. The PEACEMAKERS Project is taken as a case study. The details of the Peace Envoys’ projects and best practices are gathered in this guide. Peace Envoys from all partner universities, as well as other universities in the world, will be able to use this guide as a resource to develop new projects in the future.

The impact of the project was threefold: First, it educated the Peace Envoys who can share their knowledge with their fellow students and friends; second, the general public was informed about people with a migrant background, their situation and personal histories through enhanced intercultural dialogue, intergroup contact and communication, which reduce stereotyping, prejudices and discrimination; third, stakeholders have learned about and from the project results.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

Project Title

# Providing Learning Skills about Generating Solutions of Refugee Parents Facing to Educational Problems of Their Children



Refugee Parents  
Education Project

Project Coordinator

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## Project Information

<b>Identifier</b>	2017-1-TR01-KA204-045870
<b>Project Web Site</b>	<a href="http://refugeeparentseducation.com">http://refugeeparentseducation.com</a>
<b>Start Date</b>	Sep 1, 2017
<b>End Date</b>	Aug 31, 2019
<b>EC Contribution</b>	133,897.5 EUR
<b>Partners</b>	ASOCIACION CULTURAL Y DEPORTIVA LAHOYA (ES) , European Center for Education, Science and Innovation (BG) , Aile, Calisma ve Sosyal Hizmetler Gaziantep Il Mudurlugu (TR) , Sprijin si Dezvoltare (RO) , ANAPTIXIAKO KENTRO THESSALIAS (EL) , Kayra Yoneylem Egitim-Arastirma-Muhendislik-Danismanlik Ltd. Sti. (Kayra Yoneylem education-research-engineering and consulting company) (TR)
<b>Topics</b>	Inclusion - equity ; Integration of refugees ; New innovative curricula/educational methods/development of training courses

## Project Summary

Our project started in 2017 by receiving grant support within the scope of European Union Erasmus + Adult Education Projects under the coordination of Gaziantep University. Locally, Gaziantep Governorship Family Labor Social Services Provincial Directorate, Kayra Consultancy and Training, transnationally ACD LA HOYA from Spain, AKETH from Greece, ECESI from Bulgaria have partnered in our project. Also institutions such as the Gaziantep Governorship, Gaziantep Metropolitan Municipality, Gaziantep Provincial Directorate of National Education and Red Crescent Community Center have provided support as stakeholders. Due to the war that started in Syria in 2011, approximately 500,000 refugees came to Syria in the border city of Gaziantep. In this process, refugees began to face problems such as social adaptation and conformity where they came from after their basic needs such as shelter and nutrition were met. At this point, they faced many problems in the field of education. At this point, our project aims to ensure that refugee parents with school-age children are a part of the solution to the problems they faced in their children's education life, their children, children's schools and teachers, to ensure that their children understand the importance of communication with other parents in their class enabling them to see the truth by taking them from the emotional situation, take them from the point they are to move to the target point. At the same time, our project aims to ensure that local parents acquire empathic approaches towards refugee parents and contribute to the social adaptation and conformity process. In accordance with the objectives of our project, we first prepared a needs analysis report in order to better understand the needs and requirements of refugee parents during their children's education and their thoughts and emotional situation about the society they are trying to adapt and to provide resources for our Training Module. Firstly surveys prepared together with the partners in Arabic, English and Turkish and implemented in Turkey, Spain, Greece and Bulgaria. By this way 693 refugees parents 156 indigenous parents in Turkey, 600 refugees parents 120 indigenous parents transnationally, totally 1293 refugee parents 276 indigenous parents were reached. The results of these questionnaires were carefully examined and reported separately by each country and then a needs analysis report containing general results was propounded. (IO1) is a guide resource for the training module prepared for parents as well as an important analysis report for policy-making for local and national decision-makers. As a matter of fact, since refugee, the social integration of families, social adaptation and conformity processes came across as universal problems; this report has contributed to the whole world in terms of revealing universal problems. Secondly a web platform serving as a public and dissemination office for the project (IO2) was achieved. Thanks to this platform, all documents and information needed were shared and the project process was monitored. Lastly, one of the most important works of our project is the Training Module (IO3), which we created under the guidance of our needs analysis report. The main objective in the development of our training module is to mobilize refugee parents in the lifelong learning model, to move them from the point they are located to the targeted point and to gain new learning skills by restructuring them and to ensure that they become self-improving individuals, to raise awareness, improving both development of parents and the quality of education of their children by making them active parents. The module, which includes important topics such as Expectations, Awareness, Values Education, Life Standard Study, consists of 16 courses totally. After implementing Module's focus group studies primarily in Turkey, in May 2019, instructor training was provided on the module in our LTT activity then the focus group activities of the module were also reported by our transnational partners. This training module is used in the continuous training centers of Gaziantep Provincial Directorate of Family Labor Social Services, one of our local partners. Kayra Consultancy and Training provides this service to the requesting parents. At the same time, the training module is being used by our transnational partners and dissemination activities are continuing. The Training Module has been shared in pdf format over our web platform and made ready for the use of the trainer candidates by making printed booklet. In addition, the entire training module is available at [refugeeparentseducation.com](http://refugeeparentseducation.com). Since the module's English document is also

prepared, it is suitable for usage all countries facing refugee problems. The module is also an application guide for the ease of use of expert trainers and psychologists of all institutions and organizations providing services in adult education.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them



Key Action: Cooperation for innovation and the exchange of good practices

Action Type: Strategic Partnerships for adult education

## Project Title

# Immigrant Friendly Cities

## Project Coordinator

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## Project Information

**Identifier** 2018-1-TR01-KA204-059285  
**Start Date** Sep 3, 2018  
**End Date** Mar 2, 2021  
**EC Contribution** 163,238 EUR  
**Partners** Sosyal Etki ve Yenilikçi Eğitim Derneği (TR) , ANAPTIXIAKO KENTRO THESSALIAS (EL) , MOBILIZING EXPERTISE AB (SE) , WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH (DE) , FONIX AS (NO) , CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (IT) , Aydın Valiligi (TR)  
**Topics** Integration of refugees ; ICT - new technologies - digital competences ; Access for disadvantaged

## Project Summary

The digital age offers local governments unprecedented possibilities to engage with residents in novel ways. Cities across the globe are using digital tools, such as web portals and applications (apps), to improve access to public services, enhance responsiveness, better understand the needs of the populations they serve, and provide platforms for deeper civic engagement.

Research has shown that disadvantaged groups, including immigrants and minorities, are high users of smartphones and social media, and could theoretically be reached through these tools. Newly arrived immigrants are some of the most vulnerable in society and are often in need of support settling in and connecting to information about local services and jobs. However, these groups are often thought to be digitally, as well as socially excluded, and the move by governments to online platforms could exacerbate existing barriers to accessing public services. Furthermore, these groups may lack the necessary digital skills and host-country language ability to take full advantage of digital government services.

Based on interviews with city officials, local nongovernmental organizations (NGOs), academics, business practitioners, and experts on immigration and digital inclusion, the article analyzes city efforts to capitalize on the new opportunities offered by digital technology to reach immigrant communities, and explores the efforts of municipal governments to ensure that no one is left out of these technological shifts. Cities serve as epicenters for immigration and hubs of innovation in digital governance; some have developed digital-inclusion strategies aimed at reducing the digital divide and thus helping integration efforts.

In this way, our project aims to create permanent information services for immigrants by developing web platforms, mobile Apps and online trainings for immigrant advisors. The need to develop immigrant information services exists because in many cases people have a lack of information when moving into a new country or a new city about how to proceed with residence permits, social security issues, jobsearch etc. and even about what services are available. For this purpose the project will produce a web platform as a OER for migrants, refugees and asylum seekers in 6 languages and a mobile APP for refugees. So there will be information services in the nearby area which genuinely work and are organized in co-operation between different public authorities. Adult education trainers will also improve their competences by offering new ways of learning, as a result of the cooperation and exchange of experiences at international level. As education is considered indispensable to integration there is an increasing need to prepare all adult education providers, immigrant advisors and officers in public authorities in the most affected EU countries to initiate relevant programmes with the newly arrived migrants and refugees. Additionally, the project aimed at developing and growing the multicultural skills of these staff by organizing MOOC (Massive open online course) on the web platform. The objective of the Partnership is to propose and implement ways for better managing the integration of migrants and refugees considering in particular cities' challenges and needs. Increasing the supply of and encouraging individuals' engagement in adult learning as a means of strengthening social inclusion and active participation in the community and society, and improving access to adult learning for migrants, Roma and disadvantaged groups, as well as learning provision for refugees and people seeking asylum, including host country-language learning, where appropriate. Totally 450 refugees/newly arrived immigrants will join the surveys and workshops as participants. And totally 80 staff will join the MOOC to develop their skills and competences in refugee integration.

By the end of the project, public authorities will create a web based platforms, APP and they will train their staff. So the refugees/immigrants should have public guidance services by using digital tools. A learning model will be developed with digital tools and fostering respect and understanding for diversity, intercultural competencies and values

Refugees and newly arrived migrants will communicate with others beyond one's own group, to move about

independently, or thus helping them to adapt to a place of arrival easily, efficiently and effectively. Newly settled migrants and refugees are equipped with functional and practical language skills to carry out simple tasks required of them during their first few months in-country.

Link to project card: [Show project card](#)

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships for adult education

## Project Title

# Volunteer-based tutoring model for low-skilled migrants & refugees – Volutoring

## Project Coordinator

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**Website** [www.abmerkezi.org.tr](http://www.abmerkezi.org.tr)

## Project Information

**Identifier** 2018-1-TR01-KA204-058621  
**Project Web Site** <http://www.volutoring.eu>  
**Start Date** Sep 1, 2018  
**End Date** Aug 31, 2020  
**EC Contribution** 181,055 EUR  
**Partners** CSV MARCHE CENTRO SERVIZI PER IL VOLONTARIATO DELLE MARCHE (IT) , Innovation Training Center, S.L. (ES) , SYMPLEXIS (EL) , ELDERBERRY AB (SE) , CSI CENTER FOR SOCIAL INNOVATION LTD (CY)  
**Topics** Key Competences (incl. mathematics and literacy) - basic skills ; Migrants' issues ; Integration of refugees

## Project Summary

Developed literacy, numeracy and digital skills can facilitate the integration of refugees & migrants by providing access to information about available education, health or other services, about political and administrative information on the host country, and support systems/organizations available. They can also support the learning of the host country language, looking for a job, getting qualifications recognized.

The scope of the project is to develop a comprehensive tutoring approach for building key skills and competences of low-skilled adult migrant-refugees (1st main target group), in order to facilitate their integration in the educational, professional and social life. This comprehensive capacity plan will be based on a volunteer-based tutoring model facilitated by an electronic platform and supported by volunteers or professionals (2nd main target group), who will act as tutors to the low-skilled adult migrants/refugees for building their literacy, numeracy & digital skills building, necessary for empowering the target group to fruitfully participate in social and economic life and to improve their self-reliance.

The basic objectives of the project are: a) To foster social inclusion of low-skilled adult migrants in their recipient countries by building their literacy, numeracy and digital skills; and b) To elevate the level of support skills' building services to migrants by introducing a new tutoring methodology, facilitated by volunteers.

This project will be implemented in 6 countries (Turkey, Greece, Spain, Italy, Sweden and Cyprus), either heavily affected by the recent migration flows or hosting a significant number of third country nationals (i.e. Sweden).

The above will be achieved through the implementation of the following activities:

1. Design and development of capacity building course for volunteer tutors
  - 1.1. Preparatory work
  - 1.2 Specification of the didactic methodology
  - 1.3 Content Development of capacity building course on literacy, numeracy and digital skills
2. Design, development and piloting of capacity building web platform
  - 2.1 Development of web platform infrastructure
  - 2.2 Pilot Testing Implementations
  - 2.3 Finalisation and Translation of the Web platform and upload of the capacity building content
3. Capacity building of volunteer tutors and provision of tutoring support to low skilled migrants in terms of literacy, numeracy and digital skills
  - 3.1 Selection of beneficiaries per participating country
  - 3.2 Delivery of skills-building trainings of trainers programme
  - 3.3 Implementation of the tutoring support scheme
  - 3.4 Promoting and expanding the use of the tutoring methodology
  - 3.5 Compilation of National Reports and Transnational Report on the Tutoring Support Scheme

At local level, the project will develop the skills and competences of number of (at least 60) volunteers or potential volunteers involved as tutors of low skilled and low qualified migrant adults for building their literacy, numeracy and digital skills during the implementation of the tutoring scheme, enabling them to elevate the level of support services provided by them to low skilled migrant adults. At the same time, at least 120 low skilled and low qualified migrant adults will have their literacy, numeracy and digital skills built by receiving tutoring support from the trained volunteers. This will facilitate their acceptance by local communities and also allow them to access the labour market easier, therefore unemployment and social exclusion rates will be reduced in the longer term.

Moreover, professionals, volunteers and higher education graduates wishing to become volunteers for low skilled migrant adults, as well as other organizations working with/providing support to low-skilled/low-qualified migrant adults at local regional or national level, will have access to new improved methodologies and tools to can enable them to provide more appropriate and tailor-made services to their target groups. In this way, the level of support services provided to migrant adults will be elevated and the organisations and institutions providing such services will be enhanced.

Local, regional or national authorities involved in policy making and implementation of social inclusion strategies promoting the integration of low-skilled/low-qualified migrant adults in their recipient communities will have increased awareness on how the mainstreaming of the proposed methodology in their social inclusion Action Plans and practices can support their work towards the upskilling of the population and the reduction of marginalization and unemployment.

By developing basic skills of low-skilled/low-qualified migrant adults, the project connects with other Erasmus+ Adult Education and VET, and wider EU activity, since, as mentioned above, it will contribute to the Erasmus+ Programme objectives and the priorities of the New Skills Agenda for Europe.

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Key Action: Jean Monnet Activities  
Action Type: Jean Monnet Academic Modules

### Project Title

# Jean Monnet Module on European and International Migration Law

## Project Coordinator

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## Project Information

**Identifier** 610742-EPP-1-2019-1-TR-EPPJMO-MODULE  
**Start Date** Oct 24, 2019  
**End Date** Oct 23, 2022  
**EC Contribution** 23,019 EUR

## Project Summary

Due to the developments of the last decade at international and European levels as well as the specific relationship between the EU and Turkey, European and international migration now deserves to be treated as an independent area of law both for teaching and for academic research. In this regard, the initial objective of the Proposed Module is to establish an in depth teaching, research and discussion environment on European and International Migration Law at Bilkent University. To address the objectives of the proposed Module effectively, several sets of activities are being proposed: The teaching activities of the Module shall include two courses, namely, “European Union Law” and “European and International Migration Law” to be taught by the proposed Module Coordinator and shall be offered to all undergraduate and graduate students of Bilkent University. To increase dissemination both courses shall be video-recorded each day of class by the Communication Office and shall be uploaded on the YouTube Channel of Bilkent University. Non-teaching activities of the proposed Module includes “Talks on Migration” series and “Annual Conferences on European Integration and Migration”. Talks on Migration shall be organized at Bilkent University where leading academics and experts shall be invited as keynote speakers taking the interdisciplinary character of migration into consideration. “Annual Conferences on European Integration and Migration” are to be organized in collaboration with Ondokuz Mayıs, Yalova, Erciyes, Atatürk, Dicle Universities in Samsun, Yalova, Kayseri, Erzurum and Diyarbakır. Annual Conferences shall be given by academics or experts on the issues of both European integration and migration. Other dissemination activities include publication of the book at the end of the three year period of the Module titled European and International Migration Law, preparation of an interactive web-portal and the use of social media for the activities of the Module.

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