

Erasmus+ Proje Sonuçlarının Paylaşılması ve Yaygınlaştırılması Toplantısı DEOR-03 Mayıs 2018

Bu kitapçıkta, Erasmus+ proje sahibi kişiler ile proje çıktılarının ilgili olduğu düşünölen kurum ve kuruluşların temsilcilerinin bir araya geldiđi, 3 Mayıs 2018 tarihinde Ankara'da gerçekteşirilen Erasmus+ Proje Sonuçlarının Paylaşılması ve Yaygınlaştırılması Toplantısı'nda (DEOR) sunumları yapılan projelere yer verilmektedir.

ERASMUS+ PROJE SONUÇLARI PLATFORMU



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Project Title

Training for teachers how to cope with refugee children in their class

Project Coordinator

Organisation ANKARA YILDIRIM BEYAZIT UNIVERSITESI
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Project Information

Identifier 2016-1-TR01-KA201-034527
Project Web Site <http://teachers4refugees.eu/>
Start Date Sep 1, 2016
End Date Aug 31, 2019
EC Contribution 367,310 EUR
Partners SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI (BG) , Goc Idaresi Genel Mudurlugu (TR) , SDRUZENIJE NA NA RABOTESHTITE S HORA S UVREZHDANIYA (BG) , N.G.O. CIVIS PLUS (EL) , SoftQNR D.O.O. (RS) , PHOENIXKM BVBA (BE) , ANKARA MILLI EGITIM MUDURLUGU (TR)
Topics Early School Leaving / combating failure in education ; ICT - new technologies - digital competences ; Access for disadvantaged

Project Summary

War in the Middle East & North Africa have caused a humanitarian disaster for those countries & its neighbours. According to a report released in September 2015 by UNICEF, 13+ million children are not attending school in the Middle East & North African countries affected by conflicts, while e.g. 1 in 4 schools in Syria cannot be used because they have been destroyed, damaged or been repurposed as shelters or military headquarters. Syria especially has been badly affected during the civil war that has raged through the country. According to the latest reports from the US Agency for International Development (USAID), almost 5 million people are in need of humanitarian assistance, 3.6 million of which are internally displaced in Syria & 1.4 million of which have become refugees in neighbouring countries. Of these refugees, it is estimated by UNICEF that at least 50% (or close to 700,000) are under the age of 18. The needs of refugees begins with the basics like safety, health, nutrition & shelter. Security, shelter & nutrition are met by the international agencies & neighbouring countries. Education however is becoming the top priority to keep all these children occupied & prepare them for their eventual post-conflict return to their nation. It is important to Syria & the region that this generation of Syrian children do not end up irreparable damaged as a result of this war, as it may lead to further bouts of violence in the future. Human Rights Watch (HRW) claims that less than one third of the 700,000 Syrian children who have entered Turkey in the last four years are attending school. According to HRW, language barriers, the cost of schooling & difficulty integrating into Turkish society are the main obstacles stopping Syrian children being taught: e.g. although enrolment is free, proficiency in Turkish is obligatory before they can enrol in Turkish schools. The same is applicable to the refugees that have succeeded in entering European countries & have now started entering the national school systems as well, they require at least knowledge of a national language. Approximately half of the Syrian refugees are under the age of 18 & around 40% under the age of 12. A recent study of children refugees in the Işlahye refugee camp (TR) revealed the following:- 79% had war death in family-60% had seen actual violence on a person- 30% had themselves been abused (kicked, shot at, physically hurt)-almost 45% displayed symptoms of posttraumatic stress disorder- 44% reported depression symptoms- 1/4 reported daily psychosomatic pains in limbs- 1/5 had daily headaches. Many of the obstacles faced by refugee students (especially those that are unaccompanied) reflect in the classroom behaviour & can be explained by the neurodevelopmental effects of trauma. These include, but are not limited to: - challenges processing information, organizing material & establishing goals- challenges attending to classroom tasks, regulating emotions & attention- challenges comprehending cause-effect relationships & taking others' perspectives. A stable institutional setting (such as school & community) can contribute to the refugee student well-being, especially towards the integration & inclusion, as well as mental health. While teachers have an important role to assist students overcome these problems, they have not received any adequate training. PROJECT AIMS & OBJECTIVES Each teacher must be supported & trained about refugee's rights, overcoming language barriers, mental health, etc. so that they are able to engage these students. In fact, following key areas teachers needs to be taught about to enable the student engagement:- create safety & routines- build connections- foster emotional skills- do self-care- learn when to refer- setting behavioural expectations- developing social skills- establishing fair consequences- reinforcing desired behaviour. TRANSNATIONAL The project necessitates a multi-faceted (educational, psychological) partnership & a multi-country approach due to schools in EU + Turkey facing the same challenges with regards to students with a refugee background. 9 partners from 5 countries participate. ENVISAGED OUTCOMES- IO1: Peer support portal for teachers with resources - coordinated by P9.- IO2: Methodological guidance for school principals / headteachers - coordinated by P7.- IO3: Illustrated training material & handbook for teachers - coordinated by P1.* Socio-cultural, psychological & physical* Rights of refugees* Basic language/communication- IO4: Supporting case driven educative videos for teachers - coordinated by P6.- IO5: Development of mobile platform & interaction tools - coordinated by P9.> mobile interaction tools for teachers to

support their work with refugee students & that will be based on the EASY-TO-READ illustrated training material.> mobile version of training material (see above)> language support- IO6: Usability report - coordinated by P8.

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

Project Title

Lend a Hand - Social Inclusion Programming for Migrant and Refugee Children at Primary Schools

Project Coordinator

Organisation	GAZI UNIVERSITESI
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Website	www.gazi.edu.tr

Project Information

Identifier	2016-1-TR01-KA201-035130
Start Date	Sep 1, 2016
End Date	Aug 31, 2018
EC Contribution	128,225 EUR
Partners	Pi Pozitif Danismanlik (TR) , UNIVERSIDADE DE COIMBRA (PT) , ANKARA MILLI EGITIM MUDURLUGU (TR) , UNIVERSITA DEGLI STUDI DI FIRENZE (IT)
Topics	Migrants' issues ; Integration of refugees ; Inclusion - equity

Project Summary

According to OECD Pisa results (2009), immigrant students often have to overcome multiple barriers at once in order to succeed at school. Today, the successful integration of migrant children in European schools and societies is both an economic necessity and a pre-condition for democratic stability and for social cohesion (EC, 2008) therefore; it is in host countries' interest to ensure the achievement of migrant children through creating inclusive education. Lend a Hand intends to contribute to social inclusion of immigrant and refugee students in primary schools. We can only achieve this aim if we undertake a holistic intervention at three levels: (i) school level, (ii) policy level, (iii) learning - teaching level. Our project will put forward the school and learning-teaching level findings in to practice while developing an action plan to be disseminated to the policy makers. The action plan will be based on a needs analysis conducted in all partner countries with a representative sample of students with refugee/immigrant background and their teachers, and will be published on project's website and as a hard copy publication (in 4 languages and 100 copies) which will then be posted to policy makers in partner countries. We will then develop two curricula for intensive training of primary school and counseling and guidance teachers based on the needs analysis. We will train 20 teachers per country (C2) which will be following a training of trainers (ToT) to take place in Turkey (C1) with participation of 6 teachers per country during 5 days and 5 trainers from each of the partner organisations. The training of 20 teachers per country will be in the method of a series of monthly sessions over 6 months where the participant teachers will be introduced to the Toolkit (O3) (we will be developing as our third output based on the previous outputs. The toolkit will include ice-breaking activities, energizers, group work, simulation exercises etc. for teachers to integrate in their classes as well as a guide to implement them in the classroom. The toolkit (to be printed in 4 languages and 400 copies) will consist at least 50 different activity and tools addressing to the needs of primary school, and guidance teachers and their students. It will also make suggestions for extra-curricular activities to be organised in schools. Through the 6 months teaching and mentoring activities, we aim at reaching at least 300 students with immigrant/refugee background in our partner countries. We will encourage them to reflect on the activities and prioritise their feedback in finalising the toolkit at the end of the project. For migrant children and their families, school is a whole new world, and represents the ability of the host society to accept or reject them (European Commission, 2008). We will therefore create an international schools network to promote exchange of good practices and values for social inclusion of immigrant students are similar. In this view, we will set up a network of migrant-friendly schools with a total of 250 schools in the partner countries and the EU. We will also undertake a comprehensive dissemination plan consisting of press release, social media accounts, website, webpage for migrant-friendly schools network, quarterly newsletters, national conferences and opening and closure conferences.

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

Project Title

Social Integration Project for Refugees via Vocational Educational Training

Project Coordinator

Organisation	HAK-IS Trade Union Confederation
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Project Information

Identifier	2015-1-TR01-KA202-021874
Project Web Site	http://www.siprvet.net
Start Date	Sep 1, 2015
End Date	Nov 30, 2017
EC Contribution	131,370.74 EUR
Partners	GAZI UNIVERSITESI (TR) , IGMG Hilfs- und Sozialverein e.V. (DE) , COJEP International (FR)
Topics	Access for disadvantaged ; Intercultural/intergenerational education and (lifelong)learning ; Inclusion - equity

Project Summary

According to the official figures total 1million 652 thousand took refuge in Turkey since April 2011 in 4 years period due to the civil war in Syria. Moreover, 2.4 million Syrians took refuge to or immigrated to countries neighbor to Syria or European countries. 228 thousands of said immigrants and refugees lodged in 22 refugee camps established in Turkey's 10 border provinces to Syria.

Syrian refugees and immigrants may cause social prejudices with the justification that they cause discomfort. This negative prejudice complicates their social integration. When we foresee that immigrants and refugees are permanent, it is considered that the major problem to be lived in short and medium terms will be integration. Therefore countries experiencing cases of immigrants and refugees should develop integration projects. Under these circumstances, this project is designed to deal with immigrant and refugee problems at regional, national and European levels since this activity bears a characteristic to solve prejudice, language, skills and recorded employment problems especially for refugees and immigrants.

In this direction, specific activities will executed in this project for the target group to ease their social integration via vocational and language trainings, in order to break down prejudices against migrants and refugees in the community, to increase their capacities and make them gain self confidence by preparing curriculum and modules for vocational training and language training and by producing booklets, billboard ads and documentary film by exchanging knowledge and experience from national and European partners and stakeholders with a multidimensional approach.

In this project whose duration is 24 months, coordinator organisation is HAK-IS, a workers' trade union confederation from Turkey. Partners are Göç Araştırmaları Vakfı (Foundation of Migration Research) from Turkey, IGMG HASENE Relief and Societal Organization from Germany and Conseil de la Jeunesse Pluriculturelle (COJEP) from France.

During the project which is designed on the basis of transnational strategic partnership and its main activities are transnational seminars realized 6 times; 1 kick-off meeting and 4 Immigration Platform meetings. Curriculum and training modules will be tested for the pilot group consisting of 20 persons to be selected from the target group with the project support.

At the end of project activities the aforementioned 1 million 652 thousand Syrian refugees will be effected positively due to the project activities.

Outputs of This Project:

Vocational training curriculum and modules for the Laundry Officer (Level 2) and Scullery Officer (Level 2) having their standards and qualifications will be shall be generated.

The creation of language training curriculum and modules will be 2nd output.

3rd ouput are visual materials (booklets, billboard materials) and documentary film will be produce to fight against social prejudices

The documentary film will be prepared and shot to break social prejudices and broadcasted on local and national TV channels.

All materials developed under the project scope will be shared in English language in internet environment and social networking sites. There should be no limit to access all document given in the said media and it shall be open for all internet users.

All results obtained in the project scope shall be available in internet environment and social networking sites and there shall be no limitation to access to results. It is planned for Project web site to be on air in Turkish and English for a period of 5 years.

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

Project Title

International Cooperation For Rehabilitation And Social Integration Of Refugee Women In Turkey And Europe

Project Coordinator

Organisation	GAZIANTEP UNIVERSITESI
Address	UNIVERSITE BULVARI SEHITKAMIL , 27310 GAZIANTEP , Gaziantep , TR
Website	www.gantep.edu.tr

Project Information

Identifier	2016-1-TR01-KA204-033919
Start Date	Sep 1, 2016
End Date	Aug 31, 2018
EC Contribution	198,060 EUR
Partners	JAUNATNES ORGANIZACIJU APVIENIBA IMKA LATVIJA (LV) , ARCA - ROMANIAN FORUM FOR REFUGEES AND MIGRANTS (RO) , GLAFKA s.r.o. (CZ) , Association of Psychosocial Rehabilitation Albania (AL) , INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT (EL) , Akademia Humanistyczno-Ekonomiczna w Lodzi (PL)
Topics	New innovative curricula/educational methods/development of training courses ; Migrants' issues ; Integration of refugees

Project Summary

Nowadays one of the most important and growing worldwide problem is migration. Migration movements effect on not only the refugees but also the local people. Briefly we can tell that migration effect on bilions of people worldwide. It is seen that refugees especially women have problems about integration, and removing psychological matters that result from and being refugee. What the project aims is to produce an applicable model programme for integration to society and rehabilitation of women living out of camps. Refugee women face the challenges of starvation, abduction, violence, sexual/pyhsical/emotional abuse and obtaining admission into a protected country. The project aims at finding solutions the problems faced by the immigrants and refugees, which is also a global problem, and aims especially at the increase of the life standard of women immigrants. The project activities will be implemented in three steps. Rehabilitation, Informative Activities about the Refugee Rights and Social Integration. Some of the main activities are,- Analyzing problem and needs for refugee women,- Transnational meetings for sharing experience, visiting institutions, etc- Training programme and workshop for potential trainers for refugee women- Conferences about the rights of refugees, - Rehabilitation activities,- Art courses as tool for social integration and financial support for refugee womenThe project will be held with the collaboration of seven countries (Turkey, Greece, Romania, Poland, Latvia, Czech Republic and Albania) and 7 transnational meeting will be held in 7 countries. The organizations are selected especially who works with refugees and the women. The project will last in 24 mounths. Estimated results of the project are;- An applicable model and training programme for integration to society and rehabilitation of women living out of camps. This programme can be applicable to refugees in partner countries.- Rehabilitation of participants will be provided integration to society participants will be completed.- Participants' contributions to work life and carrying on own financial lives with this contribution will be provided.- Participants will learn their right and statutes in host country- Academic studies will be gained by making studies about present situation of refugee women.-Intellectual outputs of the project are To be a refugee (Infografic Video), Rghts of Refugees Booklet, Rehabilitatiton of Refugees Handbook. - New Erasmus Plus projects to solve the problems emerged as results of the project.

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

Project Title

Empowering Youth Workers to Reach Out Young Migrants and Refugees

Project Coordinator

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Website www.yasar.edu.tr

Project Information

Identifier 2016-1-TR01-KA205-029674
Project Web Site <http://reachout.yasar.edu.tr/>
Start Date Sep 30, 2016
End Date Sep 29, 2018
EC Contribution 197,529 EUR
Partners JUGEND AM WERK STEIERMARK GMBH (AT) , Istanbul Valiligi (TR) , United Societies of Balkans (EL) , Formazione Co&So Network (IT) , Eski Avrupa Gonullu Hizmeti Gonulluleri Genclik Dernegi (TR)
Topics Integration of refugees ; Migrants' issues ; New innovative curricula/educational methods/development of training courses

Project Summary

Throughout history, people have migrated from one place to another. People try to reach European shores for different reasons and through different channels. Migration is a growing and permanent part of Europe's future. There is a pressure for a more effective EU strategy to promote the economic, social, cultural, and political integration of migrants and the next generation. Immigrants in Europe want to become long-term residents. They say they highly value opportunities to learn the native language. A vast majority says they were interested in civic and political participation. Despite this, the segregation and social exclusion of migrant communities can be a serious problem. Youth workers and social workers play an important role in helping migrants overcoming problems they encounter in a new society and integration. Youth work has much to offer in services for migrants and refugees. They can respond to the complex needs of young refugees within an understanding of the wider context of family relationships and social institutions. Therefore, it is important developing youth workers' knowledge, skills and competences in helping refugees and migrants. Thus, the OBJECTIVE of the project is to develop and test an innovative training curriculum for youth workers to support them in reaching out to young migrants and refugees, and increase youth workers' competences and foster their professional development. The specific aims are: 1) to analyse the training needs of youth workers 2) to develop of an innovative training curriculum for youth workers who work with young migrants and refugees. 3) to train youth workers with this new training curriculum 4) to increase professional knowledge and skills of youth workers in the area of migrant and refugee work 5) to improve the quality of the youth work. The target group of the project are youth workers, youth leaders, youth organizations, NGOs working with migrants, social and community workers, NGOs working on social issues. The approximate number of the direct participants will be 454 and number of the indirect participants expected to be 17400 person. The following activities will be carried out in order to realize project objectives: WP1: Project Management and Implementation (Months 1-24); WP2. Quality Assurance, Monitoring and Evaluation (Months 1-24); WP 3. Dissemination and Exploitation (Months 1-24); WP 4. Need Analysis Research (Month 1-6); WP 5: Curriculum Development (Month 7-18); WP 6. Preparation of Trainers Handbook (Month 19-24); The following methods will be used: The project cycle management method which consists of 5 stages: I- initiation; II- planning; III- implementation (executing); IV- monitoring and controlling; V- closing. Furthermore project activities will be based on a collaborative working method allowing all partners to contribute to the project and communication process. Expected results and long term benefits: 1- Better understanding of the needs and expectations of the youth workers in terms of reaching out to the young migrants and refugees. 2- Development of an innovative training curriculum for youth workers the content of which will be based on the need analysis as well as analysis of current literature and research results on the subject. 3- Development of a Trainers' Handbook containing tips and recommendations for trainers. 4) Implementation of the training programme, training of youth workers at a joint staff training event, increase in professional knowledge and skills of youth workers in the area of migrant and refugee work and, 5) In the long term improvement of the quality of the youth work. The main intellectual outputs of the projects are: O1. NEED ANALYSIS REPORT: Approximately 40 pages, available in all partner languages in online version O2. TRAINING CURRICULUM and MATERIALS: Approximately 60 pages, available in all partner languages, online and paper version O3. TRAINERS HANDBOOK: Approximately 50 pages, available in all partner languages online and paper version LOCAL MULTIPLIER EVENTS: Local dissemination events will be organized in IT, GR, AT and İzmir, TR with 150 participants. JOINT MULTIPLIER EVENT: A joint international multiplier event will be organized in İstanbul, TR with 100 participants. C1. Short-term joint staff training event: The joint staff training event aims to deliver the results of the need analysis research (O1.) and Training Curriculum and Materials (O2.) to target groups, total 24 youth workers will join the training. Expected impact are: All together 454 people will come in direct contact with the project, learn about the outputs and provide feedback and opinions. Their awareness regarding young migrants and refugees and

importance of the youth work will be increased. The knowledge, skills and competences of youth workers who joined the training events will be increased. For partner organizations: The training of their staff with a new training program will increase quality of their services.

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

Project Title

Socializations of Disabled Individuals with Professional Artistic Activities

Project Coordinator

Organisation IMKB ZUBEYDE HANIM MESLEKI VE TEKNİK ANADOLU LİSESİ
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Project Information

Identifier 2016-1-TR01-KA202-034531
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 136,500 EUR
Partners Istituto Istruzione Secondaria Superiore "Rosa Luxemburg" (IT) , SELCUK UNIVERSITESI (TR) , Akademia Humanistyczno-Ekonomiczna w Lodzi (PL) , DIRECTORATE OF SECONDARY EDUCATION OF TRIKALA (EL) , KARATAY REHBERLIK VE ARASTIRMA MERKEZI (TR) , 1 EPAL TRIKALON (EL) , EOTVOS LORAND TUDOMANYEGYETEM (HU)
Topics Early School Leaving / combating failure in education ; Quality Improvement Institutions and/or methods (incl. school development) ; Access for disadvantaged

Project Summary

This partnership will develop appropriate opportunities for students with learning disabilities such as low self-esteem, dyslexia, dysgraphia, dyscalculia, etc. The partnership has 8 partners. Applicant school (VET high school for girls) (Turkey) , Karatay Counseling and Research Center will do the determination of target groups and also it is an Educational Organization that provides implication and coordination of guidance and counselling activities in all types of schools, Selcuk University Faculty of Medicine and Selcuk University Arts&Sciences Faculty (Turkey) for Associate Professors of Psychiatry for the methodology and training for the teachers and seminars for parents of the target group and activities , Istituto Istruzione Secondaria Superiore "Rosa Luxemburg"Artistic Gymnasium and Vocational School (Italy) , West Hungary University the Institute of Pedagogy (Hungary), University of Humanities and Economics (Akademia Humanistyczno – Ekonomiczna AHE) (Poland) The university is an expert in research and analysis; designing of curricula; implementation of courses' e-learning and development of e-learning platforms, tools, materials; dissemination; courses of creativity, self development, workshops, seminars; and also an expert in dissemination and sustainability of European projects and they are part of a European network CENTER (Competence, cooperation and communication in the C-E.N.T.E.R. of dissemination of EU project results) and one of our employees is an accredited Promoter and specialist of Projects' dissemination. They have a network of contacts on European level (currently we cooperate with more than 250 organisations: universities, VET providers, consulting companies, schools).Objectives are;-socialising the target students with the professional artistic activities;-accessing, organising and presenting information in a variety of forms;-broadening the range of audiences for their work;-developing understanding of providing highly motivational activities for students;-linking to other learning and to real-world situations and experiences that reflecting gender & cultural diversity-increasing opportunities for student interaction and decision making;-increasing the need for students to develop critical thinking and effective information processing skills;support collaboration, creativity, independent learning and reflection The project activities will be evaluated through specific methods and instruments under the experts from partner universities with Training of teachers.Mobilities , school activities can be evaluated through questionnaires, observation, dartboard, diary. The didactic materials developed during the project will be evaluated by their users within the project and by the prospective users.-the partnership website and online forum, presenting the project, the partners, the activities, their results, the final products, the events organized and newsletters after each international meeting;-comparative analyses of traditional (and, some time, conservative) and non-formal artistic activities, made from each partner school based on the experience and pilot training sessions organised by Coordinator School as a conclusion of all;-professional artistic group activities (Sports , drama , PE , ICT , hair design , fashion , nursery , photography and media, produced by partner schools, in partnership for students with difficulties, for a large scale of subjects, pedagogical approaches and tools;-workshops will be organized by each school, together with teachers from schools in their regions, for multiplying the results of their activities; interviews with the target group and teachers in the meetings will be recorded and will be produced a DVD under the control of expert partner. - educational researches, innovative teaching and e-learning methods prepared by partner Universities, -movies, physical , artistic ,and supporting opportunities of activities made by partners, using the non-formal methods or combinations of them, uploaded in project site, in the websites of the partners involved in the project.With this project we would like to motivate teachers to be innovative and to let their students being creative and actively involved in the teaching and learning process. By motivating teachers, their students will be better motivated to follow the schools classes and to finalize their compulsory education, for acquiring the necessary competencies required on the labour market, as well as acquiring life skills. In this way we can help to reducing the rate of drop-out and to contribute in this way to the achievement of the objectives of the Europe 2020 Strategy, including the headline education target to reduce early school leaving to less than 10% but also to the objectives of the strategic framework for European cooperation in education and training (ET 2020).

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

Project Title

Let's Overcome Disabilities Together Against Disasters

Project Coordinator

Organisation	ESKISEHIR IL AFET VE ACIL DURUM MUDURLUGU (ESKISEHIR AFAD)
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Project Information

Identifier	2016-1-TR01-KA204-034345
Project Web Site	http://afad.anadolu.edu.tr
Start Date	Sep 1, 2016
End Date	Aug 31, 2018
EC Contribution	175,020 EUR
Partners	HANDY CLUB OSTRAVA ZAPSANY SPOLEK (CZ) , ANADOLU UNIVERSITY (TR) , SPOLECZNA AKADEMIA NAUK (PL) , TurkishRedCrescentEskisehirCityBranch (TR) , BALGARSKA AGENTSIYA ZA RAZVITIE (BG)
Topics	Disabilities - special needs ; Access for disadvantaged ; Post-conflict/post-disaster rehabilitation

Project Summary

The subject of the project: "Strategic Partnerships aimed at developing innovation regarding integration of disabled people in disaster and emergency management". The project involves physically disabled, visually impaired and hearing impaired people. One of the aims: The aim of the project is to improve the level of key competences and skills of the participants in a non-formal educational experience, developing and reinforcing networks, increasing their capacity to operate at transnational level in the field of disability and disasters&emergency. The other aim: Developing ability of disabled people to become prepared against disaster and emergency risks. The basic preparing rationale of the project is lack of preparative and protective systems for disabled people in disaster and emergency cycle. Disabled people as disadvantageous groups are one of the most damaging affected resulting from disasters. It's also supposed to be developed progressive practices and trainings for disabled people and staffs working on disability about disaster and emergencies rather than shallow theoretical informations. The project involves exchange of experience and know-how between different types of organisations for this purpose. The project takes form under three essential topics; disability, disaster&emergency and education. Eskisehir AFAD experienced in disaster&emergency, Anadolu University experienced in educational technology, Univeristy of Social Sciences Lodz experienced in educational methodology, Handy Club Ostrava experienced in disability issues, Turkish Red Crescent Eskisehir City Branch experienced in volunteering and disaster&emergency, Bulgarian Development Agency experienced in lifelong learning and social development activities have collaborated for this aim. The importance of the project: This project will contribute for disabled people on the following topics;-integration of disabled people in in disaster and emergency management cycle.-being prepared for risks of disasters and emergencies.-increasing disabled people awareness against risks of disasters and emergencies-contributing to recognize their own forces and abilities of solving problems throughout disaters and emergencies. This project will contribute for staff on the following topics;-interaction between staff in different types of organisations and countries by means of personel mobility.-developing capacity and ability of staffs in the fields of expertise. Innovatively intellectual outputs will be developed regarding disabilities adult education against disasters risks by sharing of experiences and know how at transnational project meeting. These outputs; Distance Education Module, Practice Simulation Module and Guideline. Implementation process and planned outputs of the project will be intruduced to regional organisations, disability and disaster organisations via local project introducing meeting. This will also include sharing of experience and contributions of local organisations. Beneficiary disabled people could be attain Distance Education Module on e-platform at any time. Practice Simulation Module will be conducted for disabled people on Disaster Awareness Seminars, multiplier event. That the disabled people learn by practicing will be ensured in this way. In addition, Guideline including project process and being accessible will guide for everyone and organisations with respect to disability and disaster risks. Practice Simulation Module will be disseminated on Disaster Awareness Seminars. As well as Disaster Awareness Seminars, project activities and results will be disseminated by local Tv programme, printed media, social media, booklet&brochure, booths and stands. Hereby, that results of the project disseminate all beneficiaries will be ensured. Planned added value of these activities is developing social benefit.

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

Project Title

All Special Kids - Parents

Project Coordinator

Organisation	KARSIYAKA ILCE MILLI EGITIM MUDURLUGU
Address	Zübeyde Hanım Caddesi Hükümet Binası No:1 , 35530 İzmir , İzmir , TR
Website	www.karsiyaka.meb.gov.tr

Project Information

Identifier	2015-1-TR01-KA204-022424
Project Web Site	http://www.askparents.eu/
Start Date	Nov 1, 2015
End Date	Oct 31, 2017
EC Contribution	134,461 EUR
Partners	Vitale Tecnologie Telecomunicazioni - Viteco S.r.l. (IT) , MERSEYSIDE EXPANDING HORIZONS LIMITED (UK) , CENTRUL SCOLAR DE EDUCATIE INCLUZIVA (RO) , ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE, CONEXAS Y AFINES (ES) , PARAGON LIMITED (MT)
Topics	Social dialogue ; Access for disadvantaged ; ICT - new technologies - digital competences

Project Summary

There are several million EU citizens with a disability (a term used for adults at post-school level) or with special educational needs (a term used for children at school level). They are one of the largest groups of disadvantaged citizens in the EU. Every ten minutes another parent receives the news that their child is disabled. For parents, raising a child with a disability can cause more daily stress, long-range health problems, feelings of isolation, high levels of stress, increasing in depression than parenting a child without disabilities. They are always lonely, have to work extra to preserve their marriage, worry about dying. When parents learn that their child has a disability or a chronic illness, they begin a journey that takes them into a life that is often

filled with strong emotion, difficult choices, interactions with many different professionals and specialists, and an ongoing need for

information and services. Initially, parents may feel isolated and alone, and not know where to begin their search for information, assistance, understanding, and support.

One of the things parents learn when they have a child with special needs is that having a child with special needs is not an after school special, a Lifetime movie, or a very special episode of an otherwise humorous show. It's a whole-life commitment, and generally no one really asks them if they are interested before they sign up.

Some people romanticize the notion of having a Child with Special Needs. You can hear the capital letters when they talk. They cock their heads to the side and ask you how you are feeling, how you are doing, how you are holding up all the time. They mean well. They think they are being kind. And they probably have no idea why you've stopped returning their calls.

'ASK Parents (All Special Kids Parents)' project has been developed expressly to respond to the information needs of parents—those who have just learned their child has special needs and those who have lived with this reality for some time but who have reached a transition point where they need new information or renewed support.

The project is intended as a source of information and reference for parents who have a child with special needs. The intended and most important message of the stakeholders for the parents of children with special needs is making them feel that 'THEY ARE NOT ALONE!'

The main aim of "ASK Parents" project is, the promotion of psycho-social adjustment and to raise the quality of life of the families with children who are at risk of development or disabled by guiding, counseling and training services through ensuring active participation in the education of their children. We think that children benefit most from their education when parents and professionals work together as partners.

The consortium of the project consists of 6 different countries: Turkey, Spain, Italy, Malta, the United Kingdom and Romania. Our target group is the parents of children with special needs. Each country will work with at least 40 parents (total 240) during the project lifetime. 60 (out of) participants will be the people with fewer opportunities.

Project Methodology: 6 Work Packages (WP) will be implemented during the project lifetime.

WP1: Management (Turkey)

WP2: Research and Development (the United Kingdom)

WP3: Development of Open Educational Resources (Spain)

WP4: Monitoring and Evaluation (Malta)

WP5: Testing and Validation (Romania)

WP6: Dissemination (Italy)

Project Outputs:

O1: Pedagogical e-Guide for Parents of Children with Special Needs (TR)

O2: Mobile Phone Application(ES)

Project Multipliers:

E1: Seminar (TURKEY)

E2: Seminar (SPAIN)

E3: Seminar (ITALY)

E4: Seminar (MALTA)

E5: Seminar (UNITED KINGDOM)

E6: Seminar (ROMANIA)

E7: Conference (TR)

Teaching/Learning/Training Events:

1) Short-term joint staff training events

2) Blended mobility of adult learners

Envisaged Impact of the Project: Parents of children with SEN and people and organisations working for these parents will have access to a new innovative tool Pedagogical e-Guide and Mobile-Phone Application which contribute to improve their personal skills and self-confidence.

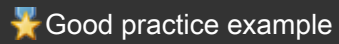
Long-Term Benefits of the Project: In the long run, the project contributes to;

- In the future, we will have more informed, talented and more social parents of children with SEN, contributing for a healthier European society.

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

Project Title

My School is My Home now



Project Coordinator

Organisation	Altindag Ilce Milli Egitim Mudurlugu
Address	Yeni Ziraat Mahallesi Etlik Cddesi No: 10 Atındağ /Ankara , 06130 Ankara , Ankara , TR
Website	altindag.meb.gov.tr

Project Information

Identifier	2015-1-TR01-KA204-022361
Project Web Site	https://www.evdeegitim.eu
Start Date	Nov 1, 2015
End Date	Oct 31, 2017
EC Contribution	235,762.81 EUR
Partners	Dost Egitim Turizm Insaat Tekstil Sanayi ve Ticaret A.S. (TR) , Necmettin Erbakan Üniversitesi (TR) , Altindag Rehberlik ve Arastirma Merkezi (TR) , Euryaid asbl (LU) , BOSK (NL) , Uluslararası Buyuk Egitimciler ve Ozel Egitimciler Dernegi (UBED) (TR) , Dr. Pretis (AT) , MSH Medical School Hamburg GmbH (DE)
Topics	Disabilities - special needs ; Access for disadvantaged ; Open and distance learning

Project Summary

Background

“My school is my home now” addresses children in EU28, who – due to medical and/or disability status might not be able to obtain inclusive education in mainstream school and who are in need of specific homeschooling or (concerning younger children) home visiting programs.

It is estimated that 6% of children in EU28 show vulnerabilities concerning their development and subsequently concerning pre-academic or school education.

Especially for TR – based on new legal requirements of 12 years compulsory education create a strong need concerning training and support material both for the involved teachers and parents. Also in other EU countries - despite high theoretical consensus about the involvement of parents as “expert-partners” in educational processes – full participation is still a challenge as professionals sometimes do not have the necessary skills (e.g. how to involve parents concerning individual Family Support Plans in preschool education). “My school is my home now” focuses on the transfer of existing knowledge and skills within EU networks (Eurlaid and parent association BOSK) specifically towards the needs of TR school administration, teachers and parents.

Aims

“My school is my home now” is to increase knowledge and skills of teachers and preschool professionals to be able to better support children in their home environment if they are not (yet) able to attend mainstream educational setting.

“My school is my home now” increases the cooperation between parents and professionals by stimulating exchange and providing (mainly ICT based) information material.

“My School is my home now” provides support for teachers and parents and their children being confronted with home schooling.

“My School is my home now” aims to increase competences of teachers and the transfer of learning situations into families by

- A focus on the development of individual family support plans (IFSP)
- A training methodology for teachers
- Educational online resources for students and teachers

Target Groups

Parents of children with disability or comparable significant health status which might inhibit regular school attendance.

Teachers/educators working in home visiting systems or home schooling systems.

Intellectual Outputs/Results and impact attained

1) Portal/homepage (available in TR, EN, DE, NL) has been created containing information about objectives, activities and final results of the project, distance learning software, about the role of digital technology in optimizing the communication possibilities and in facilitating the educational integration of disabled students.

2) Ready for use, web based and/or distance education kit (TR, EN, DE) has been created containing general information about the opportunities that digital technology offers in facilitating the communication, social support and education integration of disability/diseased students. The software is used visual and live processing: adapted text, pictures, strategies and the principles of distance education.

3) Research findings concerning the needs of families having home-schooled children TR has been conducted. EU: Of families having students who need special education.

4) Psychosocial support education materials for families (TR, EN, DE,NL): Content prepared to support the family.

This content covers disability, trauma and trauma coping processes, communication methods, etc. legal rights of people with disabilities.

5) Teacher Training Set (TR, EN, DE,NL): Training guides/ curriculum for the career development of the teacher who gives education to the disabled or chronically ill students and supports family of the disabled students has been prepared.

Expected Impact and longer-term benefits

“My School is my home now” increases the competences of teachers in cooperation with parents and children and leads to higher educational output for the children.

Awareness of the opportunities that digital technology offers as answer to their specific needs. The approaches applied in this project will constitute examples of good practice and will be taken over by other institutions who work with children with special needs.

Awareness of companies that produce digital technology on the disabled students particular needs. Awareness of Public Institutions on the disabled students particular needs.

Awareness of the families who have disabled children on the disabled students particular needs.

Consortium

Multisectoral and multi-geographical partnership including TR, AT, DE, LU and NL. There are total of nine partners comprises the consortium. From Turkey there are five partners of whom two are government organisation, an NGO, a University and a private sector organisation in the education sector. From AT there was a private sector organisation from education sector. From DE a university. From NL there is an NGO constitutes of the parents of disabled children. From LU there was an NGO operating through Europe wide.

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

Project Title

Struggle Against Violent Extremism

Project Coordinator

Organisation KONYA IL MILLI EGITIM MUDURLUGU
Address Akçeşme Mahallesi Garaj Caddesi No:4 , 42020 Konya , Konya , TR
Website <http://konya.meb.gov.tr>

Project Information

Identifier 2017-1-TR01-KA201-046311
Start Date Sep 1, 2017
End Date Aug 31, 2019
EC Contribution 153,435 EUR
Partners SELCUK UNIVERSITESI (TR) , Nyströmska Skolan (SE) , Zespol Szkol Ponadgimnazjalnych w Chojnie (PL) , KOSZEGI TESTVERVAROSI EGYESULET (HU) , Selcuklu Mahmut Sami Ramazanoglu Anadolu Imam Hatip Lisesi (TR) , PIA, informacijski sistemi in storitve d.o.o. (SI)
Topics Inclusion - equity ; Social dialogue ; EU Citizenship, EU awareness and Democracy

Project Summary

Context Background:

Cases of violence, suicide bombers, blasts in capital cities and planned terror attacks, combined with the worrying number of young people joining extremist groups and enlisting to fight for them abroad, prove that radicalisation and extremism remain a challenge for our societies. Ideologies that motivate extremist groups is diverse and these ideologies include religious inspired extremism, left wing, anarchist and right wing ideologies as well as nationalist and separatist ideologies. All types of extremists have turned out to be more globalized and they make use of opportunities provided by internet. As a result, it is getting difficult to detect the actions of these groups earlier and protect lives of innocent people. Trying to solve this developing global problem with traditional law enforcement techniques is not enough. The requirement of a broader methodology which aims at earlier intervention and prevention is a stubborn fact.

Objectives

The Paris Declaration of Education Ministers of 17 March 2015 points education as a powerful weapon against extremism. Schools and educators are on the front-line to help, identify and safeguard youngsters at risk of radicalization so SAVE is a prevention-based project.

*Teachers will be equipped with the knowledge and the skills to detect the warning signs of extremism and how to respond to them.

*Students will be empowered on respect for human dignity, freedom (including freedom of expression), the rule of law and respect for human rights, citizenship, stereotypes, discrimination, extremism, democratic values, cultural diversity, critical thinking and media literacy skills in order to strengthen their resistance to extremism

*Multiagency cooperation will be established to strengthen the response.

Number and profile of participants

There are seven partner organizations from 6 different countries. There is one local educational authority, one university, one NGO, one ICT company and three schools within partnership.

Description of activities

There will be a Europe Wide baseline assessment to identify levels of awareness and extent of extremism in schools in 12 EU countries. It will be an online questionnaire based survey. After the analysis there will be a teacher training activity for Empowering teachers. Following this training, teachers will prepare lesson plans to include "extremism issues" in curriculum of mainstream schools. After the first plans, to introduce them to wider audience teachers will organize workshops in their schools for teachers in both their schools and neighbor schools.

After teacher trainings second part of the project, empowering students against extremism, will start. After this activity "Peace Envoys" from each partner school will be elected by democratic elections. Students will take part in learning activities with students from partner countries. They will learn fundamental values that lie at the heart of the European Union. Students will organize workshops in their countries for other students. Second part of young people's training will focus on strengthening students' ability to think critically and exercise judgement so that, particularly in the context of the Internet and social media, they are able to grasp realities to distinguish fact from opinion, to recognise propaganda and to resist all forms of radicalization and extremism. In addition to learn how to protect them against to extremist groups. As a part of this training "Peace Envoys" will learn how to create their own "Digital Peace Propaganda" as a counter extremism movement. After this training activity students will organise training activities for other students in their countries. They will prepare their propagandas and disseminate them via social media and local/national/international channels.

Methodology:

Plan,do,check,act (PDCA) will be the methodology of the project for the control and continuous improvement. Each activity will be applied by taking account this methodology.

Results will be: Project web page, Europe wide baseline assessment, teacher training module, lesson plans and worksheets, two different modules for students, (Young Peace Envoy Training Module, Digital Literacy and Online Propaganda Training Module) Peace Campaign Videos,

Long Term Impact:

Teachers will get benefit from the developed skills to prevent young people from joining extremist groups. It will be clear for young people that extremist actions have terrible consequences; and, last but not least with the help of SAVE project the influence of those who spread extremist ideological propaganda, hatred speeches and separatist ideologies will minimize. We will be able to bring local stakeholders (through support letters) together to fight against violent extremism and their future cooperations via project web-page. New cooperations and projects will be long term benefits of the SAVE project

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

Project Title

A bridge between cultures: a method on the necessary policies and strategies for Roma students and their parents inclusion in Educational Systems



Project Coordinator

Organisation	CONSELLERÍA DE EDUCACIÓN, INVESTIGACIÓN, CULTURA Y DEPORTE
Address	AVENIDA CAMPANAR Nº32 , 46015 VALENCIA , Comunidad Valenciana , ES
Website	www.gva.es

Project Information

Identifier	2014-1-ES01-KA201-004324
Project Web Site	http://www.bridgebetweencultures.eu/
Start Date	Sep 1, 2014
End Date	Aug 31, 2017
EC Contribution	235,851 EUR
Partners	Tundzha (BG) , Inspectoratul Scolar al Judetului Alba (RO) , KONAK KAYMAKAMLIGI (TR) , COMUNE DI SIDERNO (IT)
Topics	Romas and/or other minorities ; Early School Leaving / combating failure in education ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

The situation of Roma children in the Union is particularly worrying and the social exclusion of Roma children is often linked to low participation in early childhood education and care as well as higher education, and to elevated school drop-out rates.

The project aims to address measures to promote Roma students' development as an entry point for fostering the sustained social inclusion of Roma students in the participating nations. Above all, involving together Roma students and parents representatives, regional and local authorities, stakeholders and NGOs the project aims to focus on how we can together create appropriate policies, enforce their implementation and monitor their progress. Our target group will be Roma community and inside it: Roma teenagers; Roma teenagers' families; Schools with Roma people: students and teachers; Roma mediators; Roma teaching assistants; Associations and organizations involved in social work with the Roma community.

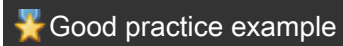
The project will explore the situation of Roma students and their parents inclusion in the consortium's nations, the problems with which they face: it will outline the policies implemented at national and EU level; it will highlight how to take effective measures to ensure equal treatment and full access for Roma boys and girls to quality and mainstream education and it will create and test an inclusive and tailor-made model about teaching and learning methods, including learning support for struggling learners and measures to fight illiteracy. The model will increase the access to, and quality of, students' education and care; reduce early school leaving throughout all levels of education, including at secondary level and vocational training; consider the needs of individual pupils and address those accordingly, in close cooperation with their families; encourage greater parental involvement. In order to achieve its aims the project partners will use a bottom up approach, based on their direct experiences in the field in order to develop best practice based strategies to answer to the identified problems and establish a fruitful cooperation among all of the subjects playing a role. We'll design a model of intervention that foster the integration of this collective group, and we'll realize: didactic laboratories; practical activities; teacher trainings; Workshops and Roundtables on Improving Roma Collective Awareness in Education and exploring the problem of Roma failure and dropping out; a guide about "Practice What You Preach: innovative didactic and guidance methodologies Roma students and their parents inclusion in Educational Systems"; a guide about "Roma's school failure and dropping out: A School for tomorrow's Europe".

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

Project Title

ICT in Daily Life and E-Learning in Adult Education



Project Coordinator

Organisation Sincan Halk Egitim Merkezi ve ASO
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Project Information

Identifier 2014-1-TR01-KA204-012939
Project Web Site <http://ictproject.org/>
Start Date Sep 1, 2014
End Date Aug 31, 2016
EC Contribution 236,442.6 EUR
Partners SCOALA GIMNAZIALA NR. 95 (RO) , Stowarzyszenie Zalasowian (PL) , Verein für Inklusion und Soziale Arbeit e.V. (DE) , Molkoms Folkhögskola (SE) , CEPER FUENSANTA (ES) , Oslo Voksenopplæring Skullerud (NO)
Topics ICT - new technologies - digital competences ; Inclusion - equity ; Access for disadvantaged

Project Summary

In the Project, different type of organizations in the European Union collaborated to fight digital illiteracy among adults and youth who are not able to use or unaware about ICT in daily life and who belong to vulnerable social groups like school drop outs, immigrants and women in order to equip them with the skills needed to use digital technology. We live in a world today where using digital technologies and accessing information via internet is becoming increasingly necessary, using services like health and education, attaining jobs, connecting friends, relatives and colleagues, sharing moments, ideas and experience, expanding innovation and remaining globally competitive. It was thought that target group are struggling to gain basic access to technology because of various reasons and ways. In this respect by providing different activities people equipped with the basic digital skills to get the advantages of being digital and necessary skills to face the "online" challenge. Throughout the Project period, basic computer knowledge, internet usage, tablets and their applications for the specified purposes were the main subjects of the activities with the help of seminars, meetings, courses, competitions and exhibitions. The partnership also aimed to support people by using web tools to socialize with other EU citizens online and personal (through mobilities). They had new friends, saw different cultures and lives. It gave them a chance reduce their loneliness and in some ways their isolation and helped to improve social inclusion. The project also enabled different organizations in EU to share best practice, their expertise and experience in supporting target group to face challenges brought about by online technology.

The main target was to work with people from vulnerable social groups who do not have or lack the skills to stay active online. They provided with training which enabled them to operate a PC, use the internet and other relevant software such as communication software (Skype, Facebook, etc). With the help of local and international activities, people shared experiences, connected with each other and learned new cultures. With project activities, partners collaborated to remove the problems to make digital technologies and internet more accessible to the target group and attractive on both a non formal and informal basis. On personal level the learners got the chance to raise their self- esteem by fighting with digital illiteracy by improving their knowledge. They had the opportunity to develop contemporary communication skills to catch the world, to communicate and to share. Project activities stimulated awareness of the possibilities of learning digital world, made them user instead of just being watchers. The project gave a chance to see the richness and possibilities of digital world to them. Project participants had also chances to improve their language skills with language course activities. Project participants saw the similarities and differences of cultures. On national level partner organizations addressed and informed project target groups about project activities; inviting people to join in local workshops. On international level online interactive E-Learning modules about ICT have been the most effective and beneficial side of the project. The E-Learning Modules which were based on learning by doing and scenario based learning have been used not only by EU citizens but also by people who are from different countries of the world because of the structure of the Modules which are easy to use and educational. Also the Modules have been prepared in 8 different languages, so it helped the increase the number of people that the Project targeted. The modules will be active for years and the number of the beneficiaries will be duplicated in years.

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