

# Erasmus+ Proje Sonularının Paylaşılması ve Yaygınlaştırılması Toplantısı DEOR-27 Aralık 2017

Bu kitapık, Erasmus+ proje sahibi kişiler ile proje ıktılarının ilgili olduėu dşnlen kurum ve kuruluşların temsilcilerinin bir araya geldiėi, Trkiye Ulusal Ajansı tarafından 27 Aralık 2017 tarihinde Ankara'da gerekleřtirilen Erasmus+ Proje Sonularının Paylaşılması ve Yaygınlaştırılması Toplantısı'nda (DEOR) sunumları yapılan projelere yer vermektedir.

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

Action Type: Strategic Partnerships for youth

## Project Title

# Nature for Youth and City

## Project Coordinator

<b>Organisation</b>	Doga Koruma Merkezi Vakfi
<b>Address</b>	Asagi Ovecler Mah. 1065. Cadde 1293 Sokak 9/32 , 06460 Cankaya , Ankara , TR
<b>Website</b>	www.dkm.org.tr

## Project Information

<b>Identifier</b>	2016-2-TR01-KA205-036224
<b>Start Date</b>	Oct 1, 2016
<b>End Date</b>	Mar 31, 2019
<b>EC Contribution</b>	287,984 EUR
<b>Partners</b>	Butterfly Conservation (UK) , MIDDLE EAST TECHNICAL UNIVERSITY (TR) , Anima Mundi società cooperativa sociale (IT) , TECHNOLOGIKO EKPEDEFTIKO IDRYMA THESSALIAS (EL)
<b>Topics</b>	Youth (Participation, Youth Work, Youth Policy) ; Environment and climate change ; International cooperation, international relations, development cooperation

## Project Summary

Sustainable cities is a topic gaining prime importance throughout Europe. A range of environmental action plans and policy instruments are put in place for this aim. Establishing the link between urban population and nature is increasingly considered as an important way towards sustainable cities, as it also contributes to improving life quality and public health of the society. Yet, intense urbanization pressure is acting negatively on natural areas in and around the cities. Similar to many of the developing countries, the pace of urbanization has increased tremendously in Turkey. Ankara, the capital of Turkey, is also following this trend; existing urban life style in Ankara is detached from nature to a great extent. Middle East Technical University (METU), situated at the heart of Ankara, only 5 km to the parliament, covers 4,500 hectares of area made up of mostly natural and pristine ecosystems. The presence of such a big natural reserve in the capital city is a unique commodity and it provides the possibility of experiencing and spending leisure-time in nature. Yet, the importance of such an oasis in the middle of the city is not well recognized and benefited from. In this project, we aim at re-establishing the link between people of Ankara and nature through focusing on the youth of the city. We believe learning about nature around us is an essential component of establishing this link. Dynamism of young people and the access to young people through the campus are valuable opportunities. The project therefore is based on training young people to take a leading role in developing and implementing a nature education program and in establishing an operational centre in the METU Campus, i.e. "Nature for Youth and City Centre (NYC-C)". We recognize that extensive know-how and experience exist in EU countries on this topic. Thus the project aims at benefiting from this experience via effective exchanges carried out to observe similar programs and activities in Europe. Partners from UK, Greece and Italy are selected in this respect. The project has 4 main activities: 1. Mobilisation and capacity building of young people for experience sharing on nature education programs; 2. Preparation of education programs; 3. Establishment of the "Nature for Youth and City Centre"; 4. Dissemination of the developed model in other selected university campuses and in available institutions. Our method is based on training young people through a program developed by professionals on nature conservation, education, sustainability and work with them closely. As a result of these capacity building activities, learning by doing, and peer-to-peer learning experiences, young people will significantly improve their skills and qualifications and will become trainers themselves. They will implement programs which have 5 modules (butterflies, plants, steppe ecosystems, sustainability and climate change). Throughout the 30 months of the project duration, we expect 18,000 people to directly or indirectly benefit from the activities of the project: - At least 60 trainings realized and 3,000 young people participated to nature education programs implemented in the METU Campus, - At least 50 primary and high schools visited and in each visit 100 students followed educations on sustainability, nature conservation and biodiversity of Ankara. - At least 1/3 of the METU students (~ 10,000) made aware of the program and respectively esteem the METU Campus nature. - 5 nature education training programs and related materials prepared and made available; - NYC-C established to support Ankara on sustainability, nature conservation and nature education issues. The project is innovative in many terms, i.e. learning nature in nature and young people becoming trainers and advocates. Yet, the establishment of a centre in METU specialised on nature education is going to be first of its kind in Turkey and it will secure the sustainability of the project's outcomes. We believe the centre will act as a hub and will attract other initiatives on nature education in Ankara and elsewhere. It will create synergy and as a result, will be amplifying the impact of such programs at local, regional and national scales. The centre will also contribute to conservation of nature conservation. Finally, the project will serve to empowering youth on becoming knowledgeable and skilled on sustainability and nature conservation topics, and becoming active citizens promoting these issues in their life. The project aims at canalising the energy of youth to promoting concepts of sustainable and nature friendly cities and urban ecology in the capital of Turkey. The activities of the project might lead to young people starting professional careers in fields of sustainability, nature conservation, and/or gaining a hobby contributing to healthier and happier life opportunities. In the long term, all these will feed into the establishment of sustainable cities in Turkey.

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

# Developing an innovative platform to impact millions of refugees with social circus!

## Project Coordinator

**Organisation** HER YERDE SANAT DERNEGI  
**Address** Gul mah. Mimarbasi Serkis Elyas Lole Kultur ve Sanat Sok , 47100  
Mardin , Mardin , TR  
**Website** [www.heryerdesanat.org](http://www.heryerdesanat.org)

## Project Information

**Identifier** 2015-3-TR01-KA205-024571  
**Start Date** Mar 1, 2016  
**End Date** Aug 31, 2018  
**EC Contribution** 228,490 EUR  
**Partners** Die Stelzer - Pruchniewitz & Hauck GbR (DE) , Afghan Educational Children Circus (AF) , Nomadways (FR) , GOETHE-INSTITUT EV (DE) , Mobile Mini Circus for Children (DK) , Art eye (PL)  
**Topics** International cooperation, international relations, development cooperation ; New innovative curricula/educational methods/development of training courses

## Project Summary

In the summer of 2015, Europe experienced the highest influx of refugees and displaced population since the Second World War. Over four million people have fled Syria. The vast majority of them reside now in camps in the neighboring countries, including Turkey. Many refugee camps are crowded and undersupplied, subjecting people to bad conditions and youth to a severe lack of education. The risk is that a generation of displaced youth will be growing up without an education. In this context, "Developing an innovative platform to impact millions of refugees with social circus!" aims to offer alternative sources of non formal education to refugee and displaced youth in and around Europe with social circus. Our proposal is to develop a cross-sectoral international network and platform to engage a large number of people and organisms in social circus activities with refugee and displaced youth all over Europe. Our project will involve over 250 participants from social circus schools staff and other partner organisations to young social circus trainers and students from refugee or displaced communities. Their work will impact over 37000 refugee or displaced youth through circus shows and performances. And our overall project will engage and reach over 100000 people interested in social circus and refugee issues in and around Europe. Our activities include 9 trainings about management and planning ; social circus training methods ; social media, identity building and public relations ; team identity building ; engaging volunteers ; products development & marketing for social circus ; big scale social circus events organisation and management by young volunteers. They also include 400 social circus workshops, 24 youth circus shows, a mobile photo exhibition, 2 fundraising concerts and 2 youth circus festivals. The results of our project involve training material and practical info to implement social circus activities, methods, processes and network to multiply social circus activities and impact ; a web portal to engage stakeholders into social circus projects ; a social network and communication platform for refugee and displaced youth practicing social circus and a mobile application to connect social circus actors in Europe and the world.

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



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

## Project Title

# Design of curriculum for teachers and other professionals working for individuals with intellectual disabilities

## Project Coordinator

<b>Organisation</b>	ZIHINSEL YETERSIZ COCUKLARI YETISTIRME VE KORUMA VAKFI (ZICEV)
<b>Address</b>	Bahçelievler Mahallesi, 79. Cadde, No:33 Gölbaşı / Ankara , 06830 Ankara , Ankara , TR
<b>Website</b>	<a href="http://www.zicev.org.tr">www.zicev.org.tr</a>

## Project Information

<b>Identifier</b>	2015-1-TR01-KA202-022422
<b>Project Web Site</b>	<a href="http://www.ozelegitimakademi.org">http://www.ozelegitimakademi.org</a>
<b>Start Date</b>	Sep 1, 2015
<b>End Date</b>	Aug 31, 2017
<b>EC Contribution</b>	233,420.8 EUR
<b>Partners</b>	GAZI UNIVERSITESI (TR) , golbasi ozel egitim uygulama merkezi ve ozel egitim is uygulama merkezi (TR) , CHRISTLICHES JUGENDDORFWERK DEUTSCHLANDS GEMEINNUTZIGER EV (CJD) (DE) , ALKIM SAGLIK REHABILITASYON EGITIM VE OGRETIM HIZMETLERI LIMITED SIRKETI (TR) , UniTS - Università del Terzo Settore (IT)
<b>Topics</b>	Overcoming skills mismatches (basic/transversal) ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences



## Project Summary

Project name: : Design of Curriculum for Teachers and Other Professionals Working for Individuals with Intellectual Disabilities

Leading organization: ZİÇEV (TR)-Civil society organization

Partners:

- Gölbaşı Special Education and Practices Center (School) (TR)
- UniTS - Università del Terzo Settore (IT)
- Gazi University (TR)
- CJD BBW Frechen(DE)
- İLKALKIM Special Education and Rehabilitation Center (TR)

**Project Description:** This project has been designed to improve professional skills and qualifications of teachers and other professionals working for individuals with intellectual disabilities and have no former education in the field of special education through designing a training program/curriculum for them. The training program will be prepared in 3 modules called "managing and changing behavior", "improvement of communication & language skills" and "evidence based practices" through utilizing the best practices of the European partners, UniTS (IT), CJD (DE) and also considering the needs of the target group in Turkey. Preparation of a curriculum for such a learning process and implementation of it with all actors involved is important to improve both quality and productivity, and to have more sustainable processes. The curriculum will also be adaptable to the digital platform using ICT and other educational tools aimed at training & retraining of current and potential target group. To this end, an e-learning portal will be designed & functionalized within the project. Curriculum and e-learning portal design processes will be supported through joint staff trainings to understand existent practices and the programs used at the European level. Through on-site training opportunities in real educational settings of the individuals with IDs, professionals working in the field of special education will be provided to complete their understanding in real settings.

**TARGET GROUPS:** Teachers and other professionals working for individuals with IDs.

**Intellectual Outputs**

- O1. Current Situation and Needs Analysis Report-Policy Report
- O2. New vocational training program/curriculum and Guideline (for teachers and professionals who are working for individuals with disabilities and have no former special education training)
- O3. Digital version of curriculum content and test-question set
- O4. E-learning portal and web site
- O5: Training program and materials for short-term training in Italy
- O6: Training program and materials for short-term training in Germany

**Multiplier Events**

a) Dissemination and awareness raising on current situation and needs analysis with min.50 participants in total.

Target group of the meeting:

- \* Burocracy and governance stakeholders
- \* Academic staff and teachers

Related output : O1

b) Awareness raising meeting on the new curriculum with min.50 participants from stakeholders

Related output: O2

c) E-Portal dissemination event with 50 participants from stakeholders

Related output: O3

d) Closing Event in Manisa or Bolu at Turkey with 50 participants from stakeholders

Related outputs: O1, O2, and O3, O4, O5 and O6

#### Expected Results

\*Conducting a current situation analysis to determine training needs of the teachers and other professionals who are working for individuals with intellectual disabilities and who had no former special education training in the past,

\* Designing an innovative, evidence based training Programme/curricula for teachers and other professionals working in the field of special education on behavior control and improvement of communication and language skills of individuals with intellectual disabilities :

\* Promoting use of digital learning, and supporting the creation of flexible learning pathways in line with learners' needs and objectives through designing an e-learning portal for the use of teachers and other professionals working for individuals with intellectual disabilities

• Supporting E-learning based learning opportunity for the professionals with on-site joint staff training opportunity in real educational setting with the individuals with IDs.

\* Improving relations and partnerships among public and private sector, civil society and universities at national and international levels through designing an innovative vocational training programs /curricula for the teachers, and other professionals working in the field of special education

\* Disseminating project outputs to the stakeholders and the target groups through conducting multiplier events

\* Creating sustainable and continuous environment in the field of special education through promoting high quality VET practices at European standards and considering European LLL and vocational education strategies

• Providing professional and methodological tools for the policy makers through preparing a policy report

• Creating a best practice at national and international levels through implementing a new project

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



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

## Project Title

# The Establishment of HACCP Training Modules on Food and Feed Safety in the Light of European Standards.

## Project Coordinator

**Organisation** Eskisehir Gida Tarim ve Hayvancilik Mudurlugu  
**Address** Arifiye Mahallesi, Suleyman Cakir Caddesi No. 26 , 26100 Eskisehir ,  
Eskişehir , TR  
**Website** [www.eskisehir.tarim.gov.tr](http://www.eskisehir.tarim.gov.tr)

## Project Information

**Identifier** 2016-1-TR01-KA202-034381  
**Start Date** Dec 15, 2016  
**End Date** Jan 14, 2019  
**EC Contribution** 124,740 EUR  
**Partners** ANKARA UNIVERSITESI (TR) , SLOVENSKA POLNOHOSPODARSKA UNIVERZITA V NITRE (SK) , UK-Certified Knowledge Association (UK) , EURO-CERT European Academy gGmbH (DE)  
**Topics** New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

## Project Summary

1- Ground forming the cause of your project preparation: HACCP is a systematic approach affecting the food safety and ensuring to be previously specified and brought under control the hazards. In order that the system is built and implemented in a similar manner by all EU countries, it is necessary that the people in the occupational group who provide training on HACCP, make HACCP audits and are liable to build and implement HACCP system in the food companies will be trained with the common training modules and also improve their professional levels. The implementation of this system became compulsory by laws in the EU countries since 1998. Its implementation has become compulsory in our country by the Food Law no 5996, enacted in 2010. In order that HACCP system can be disseminated and implemented in all countries, it is necessary that the people, working at the food companies implementing HACCP System will increase their knowledge and experiences. It is necessary for this to be created a common training module, which can be implemented in all countries, by discussing the innovative methods and good-bad implementations of the different EU countries.

2-Objectives of your project: The objective is to make contribution to the elimination of the regional differences by developing ICT-based training methodologies about HACCP issues in the EU Member States or Candidate Countries. so objective is to make contribution to the dissemination of this system in the food companies by increasing the number of people, learning HACCP.

3- Its participants and their profiles: the participants of this project are the academicians, providing training on ensuring food safety, food inspectors, teachers, giving food safety lessons at the vocational schools and official auditors

4-Activities: The transnational meetings will be held in each participant country by gathering the good and innovative implementations in the regions and countries of the project partners and in order that an innovative implementation be created and the participants will meet at these meetings in order to ensure the innovation and exchange their ideas.

5-Method that you use in the project execution: Our objective is to ensure an Online HACCP training modules, being an innovative product, to be used by all countries at the end of the project with the share of the knowledge and experiences about HACCP implementation, regulations and site studies in different EU countries and our country and that all occupational groups, working in the field of food, receive this training and also improve their professions via ICT. The followings will be realized within the scope of the project; preliminary works on website,transnational meetings (office and field studies, developing a 24-month activity and implementation plan, specifying modules and lessons, methodology methods),developing ICT modules, multiplier events, dissemination and visibility studies

6- Impacts and results: All project partners will have HACCP training modules with ICT technology within the scope of the good practices and new methods in the EU and the current EU regulations at the end of the project. This will be composed of 7 Modules, 35 lessons and 30 hours. While the ICT program will be our biggest concrete result through the website where it will be published. Firstly, the professional competencies of the participants, taking part in the project, will increase at the stage of creating module and the other food instructors and inspectors, working in their institutions, will be impressed by this project. The audit performance of the food inspectors will increase and the audits will be productive.The food companies can easily build and implement their own HACCP systems without receiving support from the consulting firms. The number of the people, learning HACCP in the food companies, will increase. The quality and safety of the food products will show increase. Since the public's confidence in the companies, the demand in the products of these companies will also increase and the food companies will economically reach prosperity. The food poisoning complaints, other spoiled food complaints and product disposal will decrease.The different implementations among the EU countries, in particular England, Germany and Slovakia, being our project partners will decrease through these innovative common training modules. The commercial activities among the EU countries will show increase.The contribution will be made to the EU principle of free movement of goods owing to the positive impacts experienced locally, regionally and nationally by means of successive effects. When the safety of foods of animal

origin is ensured within the scope of HACCP especially in our country, the importation and exportation of these products will be made with the EU Member States and also there will not be any excessive price fluctuations. This will make positive contributions to the EU economy.

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



Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: Strategic Partnerships addressing more than one field

## Project Title

# Beat Cyberbullying; Embrace Safer Cyberspace

## Project Coordinator

**Organisation** Afyonkarahisar İl Milli Eğitim Müdürlüğü  
**Address** Albay Reşat Çiğiltepe Caddesi no: 9 , 03100 Afyonkarahisar ,  
Afyonkarahisar , TR  
**Website** [www.afyon.meb.gov.tr](http://www.afyon.meb.gov.tr)

## Project Information

**Identifier** 2014-1-TR01-KA200-013354  
**Project Web Site** <http://www.becybersafe.org/>  
**Start Date** Sep 1, 2014  
**End Date** Aug 31, 2016  
**EC Contribution** 130,091 EUR  
**Partners** 1 Konsulent Øystein Samnøen (NO) , CEIPES - Centro Internazionale per la Promozione dell' Educazione e lo Sviluppo (IT) , NATIONAL MINISTRY OF EDUCATION (TR) , INTERFUSION SERVICES LIMITED (CY) , KOMUNIKUJEME OPS (CZ) , UNIVERSIDADE DE COIMBRA (PT) , THE UNIVERSITY OF MANCHESTER (UK) , ARTEMISAWORLD, S.L. (ES)  
**Topics** ICT - new technologies - digital competences ; Early School Leaving / combating failure in education ; New innovative curricula/educational methods/development of training courses

## Project Summary

Today, the internet usage rates among children/teenagers are growing at an uncontrollable speed. Considering that these children were born into this 'information age', it is inevitable that this virtual world affects real life more and more each day. This kind of high usage rates brings about risk factors besides its positive contributions and numerous benefits. Recent studies also show that although children and teenagers are encouraged to use information technologies effectively, they don't receive satisfying education on how to protect themselves from the harmful aspects of the internet. Cyberbullying is not the most common problem that children face while using information technologies, but it is one of the most serious ones as it leads to long term negative effects like psychological problems, violence, absenteeism and early school leaving, poor marks, and poor social skills on children. Cyberbullying is repeated verbal or psychological harassment carried out by an individual or group against others on the internet base.

With this project, the partnership is planning to raise awareness of the society and to provide core knowledge and guidelines which can help students, parents, and teachers for avoiding the undesired results of cyberbullying. The project also aims to reveal different ways of motivating and engaging teenagers in safer use of internet. Our target group is 9-16 ( it was changed after the need analysis ) aged teenagers of which the majority consists of school age children. So as to reach these objectives.

The partnership consists of Afyonkarahisar Provincial Directorate for National Education (TURKEY-coordinating partner), Turkish Ministry of National Education -YEGITEK (TURKEY), University of Manchester (ENGLAND), Konsulent Øystein SamnØen (NORWAY), Interfusion Services Limited (CYPRUS), Artemisaworld S L (SPAIN), Kominikujeme OS (CZECH REPUBLIC), CEIPES (ITALY), Universidade de Coimbra (PORTUGAL).

As for the main activities of the project, making a literature review in order to build a comprehensive approach on the subject matter, conducting a needs analysis that provides a diagnosis of the current situation, risks, problems, and the requirements of online teenagers, parents, and educators, applying a study(questionnaires/surveys) on the target groups about the internet usage attitudes, digital literacy, online safety measures, awareness of cyberbullying, effects of cyberbullying, reactions on cyberbullying, organizing seminars for teenagers, parents, and educators, forming a project website, forming a blog or a facebook group, conducting national and transnational conferences, running a campaign against cyberbullying, preparing a guidebook for parents and educators, preparing a handbook for teens, creating an ICT tool, managing and monitoring activities, assessment and evaluation activities, and dissemination activities can be listed briefly.

The impact of the project on the participants and partner organizations has been the development of extensive knowledge and experience on the field, improving cross-cultural dialogues, improving individual and institutional administrative and communication skills. Awareness of teenagers, parents and educators have been increased on the concept of 'cyberbullying', digital literacy of the target groups has been improved, a perspective of precautions and safety measures against cyberbullying have been acquired by the target groups, low school success, absenteeism and early school leaving related to cyberbullying have been minimized, a reference guide has been created on the field, and a great effort has been made to build a safer digital world for children. Through BECYBERSAFE, the partnership wants to create a set of approaches and strategies within the EU's vision based on different ways of motivating and engaging teenagers in safer use of internet. BECYBERSAFE serves as a prevention tool for teenagers; an advisory guideline for the educators and the parents.

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 school education

## Project Title

# Strategies for Talented and Gifted Pupils' Teachers

## Project Coordinator

**Organisation** GAZI UNIVERSITESI  
**Address** GAZI UNIVERSITESI REKTORLUGU PROJELER KOORDINASYON  
MERKEZI , 06500 ANKARA , Ankara , TR  
**Website** [www.gazi.edu.tr](http://www.gazi.edu.tr)

## Project Information

**Identifier** 2015-1-TR01-KA201-021420  
**Start Date** Sep 1, 2015  
**End Date** Aug 31, 2018  
**EC Contribution** 346,191 EUR  
**Partners** EDUCENTRUM ZU (CZ) , ISTITUTO COMPRENSIVO STATALE B.  
LORENZI FUMANE VR (IT) , Ländliche Erwachsenenbildung Thüringen  
e.V. (DE)  
**Topics** Disabilities - special needs ; ICT - new technologies - digital competences  
; New innovative curricula/educational methods/development of training  
courses

## Project Summary

People give more importance to education with every passing year. Teachers play a critical role in reflecting curriculum into classroom environment, training successful and equipped individuals, meeting individuals' differentiating needs. Teachers' attitudes in classrooms and strategies they follow are of great importance in terms of students' development. For this reason teachers should have advanced skills to teach students with special needs and take care of them as well as having skills to teach typically developing children.

It is important to specify individuals' different features at early ages and follow early intervention programs in line with these features. The earlier intervention is started the greater is the impact on children's academic progress. It is indicated in the literature that talented and gifted students constitute a group, who has to get special education. The aim of this project is to raise the awareness of teachers who teach talented and gifted children in mixed classrooms and build up innovative strategies for teachers to practice in classrooms and support them to improve their professional profiles. Because early intervention is important target group is chosen as teachers, who teach in early years settings, preschools and primary schools. Within the scope of this project a strategy book, a how-to instruction book, a simulation environment and animations will be developed as intellectual outputs. Teachers will be provided to learn how to practice the strategies, which they have to follow in classrooms through seminars enabling them to access digital environments and implement the strategies with the help of simulation and animations.

By means of this project an interaction and a cooperation among partner organizations from different countries will be provided. Teachers from different countries will come together and an intercultural interaction will be materialized as well as improving awareness on the topic. Through this project, in which Gazi University from Turkey takes place as coordinator organization, Europole, LEB and EDUcentrum will conduct a series of scientific studies at local level, a standard scientific example, which may be a source of inspiration for further researches will be set. Project partners are highly experienced organizations in teacher trainings and talented and gifted children's integrative education. They will contribute to project from different aspects. In this way international sustainability of the project is expected to be provided in a long term relationship.

At the first stage, a baseline study revealing the state of art related to project topic will be done. A comparative analysis will follow baseline study in order to compare the situation in partner countries. This will lead the project implementations to a need analysis to determine teachers' training needs on the topic. Data collection tools of need analysis will be based on the baseline study and comparative analysis. Data collection tools of need analysis will be applied to teachers, who work in early years settings, preschools and primary schools. GU will prepare journal articles tackling conducted activities from different point of views.

An international academic conference will be the following project activity. The results of the baseline study, comparative analysis and need analysis will be presented in this conference, academicians from all over the world will be invited and allowed to present their researches on the topic as well. Later on development and piloting phases of training materials will follow. A draft strategy book will be developed based on the need analysis. In this book strategies for teachers related to classroom and behavior management will be featured. Synchronously a how-to instruction book explaining the usage of simulation environment and animations will be developed. At the stage of preparation of digital environments, which is one of the key points of the project, various animations will be prepared to show teachers how to use the developed strategies. In addition a simulation environment will be prepared. At the piloting stage, trainings will be given to teacher trainers and teachers respectively and they will be trained on how to use the mentioned strategies in classrooms by using training materials.

Afterwards dissemination activities will take place. Seminars for teacher trainers and teachers will be given. A valorization conference will be held in order to share the project results with stakeholders after the reporting stage is completed. All the outputs will be published on the project website and so all stakeholders and interested people and organizations will be reached. This project will contribute to;

- a- Academia in terms of inspiring new researches,
- b- Teachers in terms of improving professional profiles
- c- Talented and gifted children in terms of being recognized earlier and being supported with innovative teaching approaches.

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

# Let the Hopes Blossom

## Project Coordinator

<b>Organisation</b>	Manisa Valiligi
<b>Address</b>	1. Anafartalar Mah. Mustafa Kemal Pasa Cad. , 45020 Manisa , Manisa , TR
<b>Website</b>	<a href="http://manisa.gov.tr">http://manisa.gov.tr</a>

## Project Information

<b>Identifier</b>	2015-1-TR01-KA204-022124
<b>Project Web Site</b>	<a href="http://www.letthehopesblossom.org">http://www.letthehopesblossom.org</a>
<b>Start Date</b>	Dec 1, 2015
<b>End Date</b>	Nov 30, 2017
<b>EC Contribution</b>	153,310.51 EUR
<b>Partners</b>	Manisa Rehberlik ve Arastirma Merkezi (TR) , CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (IT) , MANISA IL EMNIYET MUDURLUGU (TR) , AEVA - ASSOCIACAO PARA A EDUCACAO EVALORIZACAO DA REGIAO DE AVEIRO (PT) , BUCKINGHAMSHIRE NEW UNIVERSITY (UK) , BEST INSTITUT FUR BERUFSBEZOGENE WEITERBILDUNG UND PERSONALTRAINING GMBH (AT)
<b>Topics</b>	New innovative curricula/educational methods/development of training courses ; Early School Leaving / combating failure in education ; International cooperation, international relations, development cooperation

## Project Summary

European Commission published a report concerning early school leaving in November 2014. According to this report, the EU average rate of early leavers from education and training is now 11.9%, the EU average rate among boys is 13.6% whereas it is 10.2% among girls (Eurostat). Turkish Confederation of Employer Association has interpreted the average rate of early school dropout in Turkey as 37% (39, 5 % among girls and 35% among boys). It is also asserted that the children who left school are under the risk of committing crime and early school leaving is described as the kindergarden of juvenile delinquency (Gavin, 1997). The children falling into the category of early school leavers and juvenile delinquents are generally from disadvantaged backgrounds with fewer opportunities and are given priority by European Commission.

Our project aims to provide key competencies to develop the measures to prevent early school leaving; to decrease the risk of those to commit crime; to guide them back to their education or vocational education to get qualified enough to find a good job and integrate them into social life; to develop a new joint methodology to tackle those; to prepare a e-training course including this new methodology and implementations; to train the adults dealing with these children and as a result to contribute to decrease the rates of leaving school prematurely and juvenile delinquency to fewer than 10% by 2020.

The project targets mainly people who are in close relationship with truants and juvenile delinquents such as; parents, teachers, principals, community and juvenile police officers, counselors, lectures training these people etc. via on line in-service trainings.

Seven different organizations from public bodies to NGOs with different expertise and experience about early school dropout and juvenile delinquency cooperate within the context of our project according to their expertise. Three intellectual outputs which will be created at the end of the project are as follows; 1- An innovative method that can be applied on the staff of the organizations with different expertise, 2- A new curriculum and its modules and 3- A new e-training system for adults in combating the truants and juvenile delinquents. The partnership intends to develop e-training material and a new pedagogical approach exploiting ICT resources, combining an on-line training based on the curriculum mentioned above, specifically designed for this sector, with practical experience.

1300 will have been reached either via questionnaires or interviews during the implementation period, 25 participants will have taken active part in the project and join mobility, our target group who are 800 people will have been trained according to the new methodology and curriculum, and approximately 84000 people will have been reached via dissemination activities in five partner countries at the end of the project.

The project intends to foster transnational cooperation in order to exchange ideas, experiences, good samples and implementations, and to observe the different studies and working styles at European dimension during the project via five transnational meetings.

Five conferences one of which is the final conference in Turkey will be held in five partner countries for the introduction and dissemination of the project results and the e-training system to a wide range of organizations and participants.

The project will be managed according to the equality, transparency and governance principles. All the studies carried out and the budget management will be open and shared with all the partners.

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

# Stimulating ESD Competences of Teachers through 3 level module: Me, my country, our world /Our Common ESD Book

## Project Coordinator

**Organisation** MIDDLE EAST TECHNICAL UNIVERSITY  
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## Project Information

**Identifier** 2015-1-TR01-KA203-021755  
**Project Web Site** <http://mewewhole.com>  
**Start Date** Sep 1, 2015  
**End Date** Aug 31, 2017  
**EC Contribution** 206,205 EUR  
**Partners** APEC Egitim Danismanlik Ltd. (TR) , UNIVERZA V MARIBORU (SI) , CREDA onlus (IT) , UNIVERSITY OF GLOUCESTERSHIRE LBG (UK)  
**Topics** Energy and resources ; New innovative curricula/educational methods/development of training courses ; Environment and climate change

## Project Summary

One of the ways for changing our unsustainable lifestyles to sustainable is education. Thus, teachers are vital actors in motivating young people for changing lifestyles through a sustainable future. UNESCO (2005) declared that there is a need to reorient education to promote public understanding, critical analysis and support for sustainable development. Thus, teacher education has changed substantially and EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) came into agenda as a new vision.

-With almost 70 million teachers in the world, teachers are holding this great potential to transform societies for a sustainable future.

Therefore, the target group of this study is future teachers in primary and elementary education. In addition to strengthen teachers' power for a sustainable future:

-Majority of teacher education programs do not include sustainability related content and ESD is not part of teachers' professional development. For example, according to Turkey's Sustainable Development Report, 2012; there is a strong need for integrating sustainability into Turkish education system in order to achieve sustainability, to reduce poverty, to increase quality of education and to reach millennium development goals. However, ESD is one of the weak sides of Turkish education system and there are limited implementations, the major reason being a lack of suitable material for teachers.

This project aims to strengthen teachers for changing youngsters' lifestyles through a sustainable future, by means of creating an innovative, creative, holistic, transformative pedagogical ESD source.

The context of the project is based on creating the source; we call as ESD Book from now on, because this source will be different from the ones created so far.

Through this project an important global need for ESD will be met; an ESD material will be presented for the global use, especially targeting teachers, composed of real stories of unsustainability/sustainability targeting the readers' cognitive and affective domains for changing their life styles. The innovative feature of the book comes from its context. It will give the stories in line with the history of the human-nature relationship, beginning from the beginning of the planet to today's global challenges

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

# Let's Fathers, Come Preschools!

## Project Coordinator

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**Address** Baglica Kampus Eskisehir Yolu , 06790 Ankara , Ankara , TR  
**Website** [www.baskent.edu.tr](http://www.baskent.edu.tr)

## Project Information

**Identifier** 2016-1-TR01-KA203-034905  
**Start Date** Sep 1, 2016  
**End Date** Aug 31, 2018  
**EC Contribution** 178,037 EUR  
**Partners** Yasam Boyu Egitim Dernegi (TR) , GOETEBORGS UNIVERSITET (SE) , Stichting Drio (NL)  
**Topics** New innovative curricula/educational methods/development of training courses ; Quality Improvement Institutions and/or methods (incl. school development)



## Project Summary

Let's Fathers Come to Preschool (LFCTP) is a Erasmus+ KA2 strategic partnership project on the field of higher education between Baskent University from TR, and Gothenburg University from Sweden, Stricring Drio from NL and Life-Long Learning Association from TR. Today, father involvement (FI) is now accepted as an important factor that lead healthy child development. Mainly father involvement research focused on FI in children's overall lives. Parent involvement, as mostly focused issue in education, is equated with mother involvement in many European countries since mothering is associated with child care while fathering is associated with breadwinning. This situation becomes more visible when the early childhood education is under the consideration since the target age group of early childhood education is 0-8 years old, a period in which children need more care when compared with further educational steps. Unfortunately, lack of higher level of FI resulted in negative consequences on the part of children, fathers, mothers and ECEC programs. For instance, previous research have indicated that high father involvement resulted in less school-drop outs, higher self-esteem, higher academic achievement among children, better fathering ability among fathers, better feeling of being supported among mothers and completely actualizing their vision regarding involving parents into education for ECEP. When considered these positive impact of FI, it is clear that there is a need to increase FI in ECEC settings. Main objective of this project is increaseing the visibility of father involvement in early childhood education. To reach this aim, this project have the purpose of increasing early childhood educators' awareness of the importance of father involvement encouraging them to involve fathers into their educational process through increasing their feeling of competence for involving fathers, increasing the father-friendliness of early childhood education settings. For this purpose, in this project two main intellectual outputs, Father Involvement Guidebook and Handbook of Father Involvement Activities for Early Childhood Education Programs, will be developed with the shared work of all partners. In addition to these intellectual outputs, a project web-site and learning platform that will be used by ECE teachers, fathers, mothers and scholars interested in father involvement will be developed.. Moreover, by using social media devices such as Facebook, Twitter and LinkedIn, project process and results will be disseminated to public, relative stakeholders and informal partner organizations. Target group of the project is 1830 people; 30 teachers, 600 children and 1200 parents. through multiplier events it will be aimed to reach 300 individuals (200 in Turkey, 50 in Sweden and 50 in Netherland) who are project stakeholders, early childhood educators, candidate early childhood educators adn scholar from different universities in the field of early childhood education. In addition to these individuals, through project web-site and learning platform and social media groups it is expected to reach at least 5000 early childhood educators and parents. During the project there will be five transnational meetings, two training activities, one short term learning activity in Sweden and one long-term teaching activity. Through transnational meetings, a continous communication will be established between partner organizations. In addition to these meetings, partner organizations will conduct online meetings once in four months to encure budget, time and quality management. Short term learning activity will be organized for early childhood educators in pilot pre-schools from Netherland and Turkey. Through this learning activity, it is aimed to provide opportunity for early childhood educators to observe good practices in Sweden, trains them through a workshop on father involvement organized by Gothenburg university and enlarge early childhood educators vision of father involement through visiting different early childhood settings and their father involvement activities. Two intellectual outputs developed during the project will be prepared in English but they also be translated into Turkish, Dutch and Swedish to increase the people who can benefit from the outputs. These intellectual outputs will be presented through project web-site for the use of target population (early childhood educators, fathers, mothers and scholars interested in father involvement). Expected impacts of the project includes, increasing early childhood educators competence of including fathers into early childhood education, increasing fathers' awareness the importance of their involvement, increasing mothers' knoaladge on their own impact on fathers' involvement, increasing father-friendliness of early childhood education and overall making the issue of father involvement in ECEP more visible in partner countries and European Union.

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



Key Action: Sport  
Action Type: Collaborative Partnerships

Project Title

# Fans Against Violence

★ Good practice example

★ Success story

## Project Coordinator

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## Project Information

**Identifier** 557060-EPP-1-2014-1-TR-SPO-SCP  
**Project Web Site** <http://www.fansagainstviolence.net>  
**Start Date** Jan 1, 2015  
**End Date** Dec 31, 2016  
**EC Contribution** 393,280 EUR  
**Partners** LIETUVOS KREPSINIO FEDERACIJA (LT) , FEDERACION ESPANOLA DE BALONCESTO ASOCIACION (ES) , HRVATSKI KOSARKASKI SAVEZ (HR) , BULGARSKA FEDERACIA PO BASKETBOL (BG)

## Project Summary

Fans Against Violence is an international project, which aims to reduce fan violence in basketball. Fan violence in sport is a serious issue that has various negative effects on clubs, athletes, spectators and even the image of the game itself. This project aims to decrease the violence by increasing the communication between fans of different teams, raise empathy and ultimately create a value of being a fan of basketball instead of being only the fan of a team. The project is unique because of three aspects. Firstly, it is a project managed by Basketball federations, as the main policy makers in basketball from Bulgaria, Croatia, Lithuania, Spain and Turkey and it increase the corporate and sustainable partnership in European Level. Second aspect is the methodology of the projects, as its' main idea is to involve Fan groups as an active part of problem solving. Since fan leaders are the only people who can control fan groups' behaviors, we plan to reach them at first place and appoint them as an active part of the project. And third, we aim to build a Structural Dialogue between all stakeholders to make efficient policies against violence and fan incidents. Even tough Basketball federations are in charge of the project, the great value could only be revealed by the active participation of clubs, fans and other stakeholders such as players, academicians, law enforcement agencies, and media. By the strategic implementation of the project, the positive values are going to be spread to basketball games in selected leagues with a campaign designed and lead by Fans. The outcomes, the positive results and the intellectual outputs of this project could later be implemented by other European basketball federations and other sport branches as a constitute good example .

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