

# ERASMUS+

&

## AVRUPA DAYANIŞMA PROGRAMI

ilhamı al  
katıl  
uygula  
parçası ol

BİR DERLEME:  
KAPSAYICILIK VE  
ÇEŞİTLİLİK PROJELERİ



# İÇİNDEKİLER

1. Physical Therapy as a Tool for Developing Social-Emotional, Non-Verbal Communication and Relationship Skills of Youngsters with ASD
2. EduSign & SignEdu: Joint Venture of Curriculum Studies and Artificial Intelligence in Sign Language
3. Martial Arts Towards Rehabilitation of Cerebral Palsy (CP) Affected People
4. Integrating Special-Needs Individuals into Digi-Holistic Education
5. Model Adapted to the Hearing Impaired
6. Raising Awareness About Ageism
7. We Are at Work Too
8. Crossing the Borders: Social Inclusion of People with Disabilities
9. Becoming Aware of Disability: Developing a Curriculum Based on Cognitive Evolution in Higher Education
10. Giving a Voice to Deaf People in the Metal Sector
11. Struggle Against Violent Extremism
12. Peace Dialogue Campus Network: Fostering Positive Attitudes Between Migrants and Youth in Hosting Societies
13. Let's Overcome Disabilities Together Against Disasters
14. If Accessible, I Am Safe
15. New Life, New Hope
16. Job Coaching Training: Place, Train, Maintain for People with Intellectual Disabilities (ID)
17. Be Yourself, Prove Yourself
18. ICT in Daily Life and E-Learning in Adult Education
19. Upskilling HED Students to Create Transformative Cultural Experiences for Audiences with Disabilities
20. Building Real and Virtual Bridges
21. Engelsiz Rota
22. Discover Europe with HIS
23. From Youth Factory to Europe for Volunteerism and Solidarity
24. Supporting Social Inclusion with ESC
25. Exchange of Hopes within ESC



TÜRKİYE ULUSAL AJANSI

# Erasmus+

# Proje Örnekleri



## TÜRKİYE ULUSAL AJANSI

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Hayatları zenginleştirir, ufukları açar.



AVRUPA BİRLİĞİ

Key Action: Partnerships for cooperation and exchanges of practices  
Action Type: Cooperation partnerships in school education

Project Title

# Physical therapy as a tool for developing social-emotional, non-verbal communication and relationships skills of youngsters with ASD

Good practice example



## Project Coordinator

**Organisation** DUZCE IL MILLI EGITIM MUDURLUGU

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## Project Information

<b>Identifier</b>	2022-1-TR01-KA220-SCH-000085026
<b>Project Web Site</b>	<a href="https://pt4asd.com/">https://pt4asd.com/</a>
<b>Start Date</b>	Dec 31, 2022
<b>End Date</b>	Dec 30, 2024
<b>EC Contribution</b>	250,000 EUR
<b>Partners</b>	SOSU OSTJYLLAND (DK) , AGIFODENT - Asociacion Granadina para la informacion, formacion y desarrollo de las nuevas tecnologias (ES) , Judo Assist Ireland CLG (IE) , International School (RS) , Platon M.E.P.E. (EL) , Haci Hidayet Türkseven Özel Eğitim Uygulama Okulu 3. Kademe (TR) , Yesil Duzce Ozel Egitim Uygulama Okulu 3. kademe (TR)
<b>Topics</b>	Creating new, innovative or joint curricula or courses ; Disabilities ; Key competences development

## Project Summary

### Objectives

Aim is to increase the capacity of organizations working with young people with ASD to improve their motor coordination, social-emotional, nonverbal communication and ability to maintain relationships.

Objectives;

- To teach the barriers to play, socialization and communication skills of young people with ASD and how to overcome these barriers with physical therapy.
- To disseminate good practices among partner organizations.
- Developing an online platform that those interested can benefit from

### Activities

6 mobilities will be realized in the project. Also:

Application of pre-test and post-tests, preparation of bulletins and online platforms, making good practices into spot films, evaluation meetings, development of creative group games and training of educators, parent handbook, application modules of physical therapy, Physical therapy applications, Mobile hand guide applications, Expert workshop for the integration of physical therapy techniques into ASD Training modules.

### Impact

Trainers will learn about the problems that prevent young people with ASD from developing their communication, socialization and play skills, will gain the ability to cope with these problems with physical therapy, and will improve their institutional capacity by learning the best practices. Developing innovative methods in the field of education of individuals with ASD, supporting the personal development of students, and increasing the competencies of teachers are among the project outputs.

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: Partnerships for cooperation and exchanges of practices  
Action Type: Cooperation partnerships in higher education

Project Title

# EDUSIGN & SIGNEDU: JOINT VENTURE OF CURRICULUM STUDIES AND ARTIFICIAL INTELLIGENCE IN SIGN LANGUAGE

Good practice example



## Project Coordinator

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## Project Information

<b>Identifier</b>	2021-1-TR01-KA220-HED-000027580
<b>Project Web Site</b>	<a href="https://edusignedu.com/en/about/">https://edusignedu.com/en/about/</a>
<b>Start Date</b>	Feb 28, 2022
<b>End Date</b>	Aug 27, 2024
<b>EC Contribution</b>	263,159 EUR
<b>Partners</b>	STOCKHOLMS UNIVERSITET (SE) , TÜRKİYE SAĞIRLAR KONFEDERASYONU (TR) , SUOMEN HUMANISTINEN AMMATTIKORKEAKOULU OY HUMAK (FI) , ISARET DILI TERÇUMANLARI DERNEGI (TR)
<b>Topics</b>	Creating new, innovative or joint curricula or courses ; Digital content, technologies and practices ; Disabilities

## Project Summary

### Background

Despite international efforts and legal actions to address the inequities the Deaf face in their daily lives and education, the problems they encounter continue to exist and there is still a need to raise the awareness of society about the Deaf-related issues. Due to the lack of enough number of certified and qualified sign language interpreters, the Deaf face communication problems in their lives. For example, in Turkey, there are about 3.5 million deaf/hearing impaired individuals but only about 250 certified sign language interpreters, which is way below to meet their communication needs. Thus, there is dire need to start or multiply the number of sign language interpreting undergraduate programs and certificate programs to increase the number of qualified sign language interpreters, which consequently create significant employment opportunities for the Deaf. Moreover, due to the language barrier, the Deaf experience serious problems in their school lives and only a limited number of deaf individuals can have access to higher education, which deprives them one of the basic human rights, equal access to education, and decreases their employment opportunities. Subsequently, effective means are to be suggested to make the Deaf pursue their education, especially at the tertiary level. Finally, to get an on-going large scale public attention to the Deaf-related issues, effective means of awareness raising need to be realized.

Sweden and Finland, on the other hand, have for a half-a-century now supported research on sign languages and linguistic accessibility of their deaf people ensured their deaf citizens' access to sign language interpreting services, to education in sign language and, provided sign language interpreter (SLI) training, first in vocational, later in higher education. Nevertheless, the education systems in SLI do vary in these two Member States and there are notable discrepancies in SLI education systems across the EU. In Turkey, on the other hand, we have made technological advances in sign language recognition that could be applicable in higher education regarding Nordic sign languages. – Exchanging best practices in the field of SL research and interpreting among the three applicants with diverse profiles of expertise, - involving newcomers and more experienced organisations - would provide us important knowledge to upgrade and adapt our SLI education to modern requirements.

### Objectives

Considering the objectives of the project, first a sign language coordination network is suggested to coordinate data-driven approach for initiating and/or revising curriculum for sign language interpreting in order to increase both the number of sign language interpreting undergraduate programs and certificate programs, and qualified sign language interpreters. The coordination network will also be responsible for a common disciplined sign language education curriculum across countries, which also form the basis of proposed sign language prep school to make students have enough competence to follow sign language- medium instruction. Likewise, to solve their inequity problem in education, the artificial intelligence (AI)-based infrastructure which can interpret from sign language to text/speech and from text/speech to sign language will be investigated. Via this infrastructure, more accessible written language in education could be hypothesized in future in regular classes. Finally, a deaf and sign language center is planned to be established to coordinate studies and efforts to raise awareness about the Deaf community, and function as an academic body to study sign language teaching, sign language interpreting, and technological innovation that could promote the Deaf to become independent and successful.

### Activities

To realize the objectives, needs, analysis, and context analysis, including international and national legal issues,

will be considered. Besides, the body of knowledge and experience accumulated in the world and especially in the participating countries are shared to exploit to realize the objectives of the project. For this end, curriculum-related practices of Finland and Sweden will be utilized to initiate sign language interpreting undergraduate curriculum. Similarly, sign language teaching curriculum and practice in Turkey, Finland, and Sweden will be examined to start a sign language prep school program and recalibrate the existing educational programmes. Besides, to coordinate all the curriculum studies, steps will be taken to provide a model for an academic coordination network between the three countries. As for the AI-based infrastructure, the infrastructure developed so far in Turkey, will be transferred to a Finnish context, exploiting its corpus and visual data basis on language. Similarly, the research center will be established to handle activities and studies concerning social and academic aspects of the Deaf-related issues.

## Impact

At the end of the project, European Sign Language Coordination Network will be formed which will provide a common framework for sign language education and sign language interpreting programs. Moreover, AI-based infrastructure will be improved, piloted and evaluated in Finland, which can later be exploited in other countries. Via, the research center it is expected to transform all the Deaf-related activities and studies at the international level making them a joint academic and social venture.

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: Partnerships for cooperation and exchanges of practices  
Action Type: Cooperation partnerships in vocational education and training

#### Project Title

# Martial arts towards rehabilitation of cerebral palsy (CP) affected people

Good practice example

## Project Coordinator

**Organisation** GAZI UNIVERSITESI

**Address** GAZI UNIVERSITESI REKTORLUGU PROJELER KOORDINASYON MERKEZI , 06500 ANKARA , Ankara , TR

## Project Information

**Identifier** 2021-1-TR01-KA220-VET-000024808

**Start Date** Feb 28, 2022

**End Date** Feb 27, 2024

**EC Contribution** 125,185 EUR

**Partners** European WingTsun Organisation - Bulgaria (BG) , SDRUZENIJE NA NA RABOTESHTITE S HORA S UVREZHDANIYA (BG) , PHOENIXKM BVBA (BE)

**Topics** Disabilities ; Early childhood education and care ; Physical and mental health, well-being

## Project Summary

### Background

The term Martial Arts is often used as general phrase to describe many of the combat arts, which have developed in eastern cultures over the past millennium. If we review the Martial Arts from the original context of a trio of life skills, then we can identify the healing arts such as acupuncture, the self-exploration arts such as yoga, and the vital life skills such as meditation. Martial arts have a rich history, dating back many thousands of years ago. The arts developed not only in the eastern, but also in all parts of the world, with references of these types of combats arts in the writings of the ancient Egyptians and Greeks. In modern times, the combat arts are performed for both exercise and sport. The health benefits associated with martial arts include strengthen and self-efficacy of the elderly, reduced falls, increased exercise capacity, and benefits to the immune system and autonomic nervous system.

They are seemingly inappropriate for people with impairments. However, it appears that fencing and judo, as well as arm-wrestling are sport disciplines successfully practised by disabled people. They are a great alternative for those lonely, idle and helpless people. They are however also an opportunity for comprehensive rehabilitation. A sport training has primarily a curative, preventive and psychological function. Practising combat sports and strength sports give people with disabilities the opportunity to be more self-sufficient, assertive and financially independent. Their self-esteem improves due to the sport, they feel important and needed.

Martial arts are as a physical and meditative discipline available as complementary strategies able to improve functional capacity, physical performances, postural control of patients suffering from chronic diseases. They can slow their clinical evolution.

In Turkey as well as in other Balkan countries, persons with disabilities are generally excluded from education, employment and community life from a young age. Exclusion deprives them of opportunities to engage and develop relationships with others — opportunities essential to their social development and important determinants of health and well-being. Sport is well suited to helping persons with disabilities acquire social skills they may be lacking, but also for rehabilitation purposes. Martial arts teaches individuals how to communicate effectively as well as the significance of teamwork and cooperation, goal-setting, self-discipline, respect for others, and the importance of rules. Whereas many initiatives focus on making martial arts inclusive for them (e.g. MAINCLUSION project), we focus on the actual effects of martial arts linked to an active rehabilitation process, well structured and formally organised in martial arts sports clubs. It is a fact that certain martial arts have an effective complementary strategy associated with medical and rehabilitation care of chronic diseases and larger scale studies confirm this.

Martial arts also enables persons with disabilities to take risks and learn how to manage failure and success in a safe and supportive environment. Martial arts teachers, sport trainers, rehabilitation experts in the field of CP, Medical and health personnel, physical, occupational and speech therapists, special education teachers provide important role models and can help persons with disabilities to develop skills they can apply in other aspects of their lives.

The benefits of physical activity are universal for all children, including those with disabilities. The participation of

children with disabilities in sports and recreational activities promotes inclusion, minimizes deconditioning, optimizes physical functioning, and enhances overall well-being. Despite these benefits, children with disabilities are more restricted in their participation and have lower levels of fitness (Murphy et. al., 2018).

## Objectives

Our project aims to provide an ECVET based training on how to apply martial arts towards specific rehabilitation of CP (Cerebral palsy) affected people. Why? Cerebral palsy can be debilitating both physically and mentally for an individual. Doctors and researchers alike are constantly searching for new kinds of therapies for people afflicted with such a condition. In fact, martial arts are the total opposite of cerebral palsy with its uncontrolled moves and jerks. Martial arts is all about control of movement and control of power. Hence why martial arts offers the opportunity to counter many effects of CP and ensure a proper engaging and enjoyable rehabilitation. Martial arts thus provides an outlet to release negative energy and counter the rejection these people often faced in their life.

For that purpose this partnership will develop the following project results in EN, NL, TR and BG languages:

- PR1: MACPTraining handbook and ECVET compliant training course towards martial arts and the different intervention modalities required to apply them in rehabilitation
- PR2: Dedicated MACPTraining videos that capture such rehabilitation exercises through martial arts, embedded in an online and mobile applications - for Android and iOS devices

Our target groups are:

- Martial arts clubs
- Martial arts experts
- Rehabilitation experts in the field of CP
- Medical and health personnel
- Physical, occupational and speech therapists
- Special education teachers
- Respite, home health aides
- Parents/siblings
- Volunteer instructors
- CP affected people
- Personal assistants (including family members, etc.)
- Entire community

The above mentioned participants will participate in the following activities:

- as members of the national advisory boards in partners' countries they will meet every six months to discuss the project progress and to provide voluntary a feedback for the development of the project results.
- as participants in focus groups for iterative testing - the iterative testing concerns the alpha testing of the draft version of the project results before the actual piloting to validate that the outcomes are reliable and really addressing the preliminary described objectives and that the outputs are reaching the expected impact.
- as supporters for reaching as much as possible stakeholders in piloting implementation
- as supporters for liaison on policy level
- as participants in dissemination and exploitation activities - in each partners' country there will be a national dissemination campaign for information, awareness raising, mainstreaming and exploitation into practice

Whereas many initiatives focus on making martial arts inclusive for them, we focus on the actual effects of martial arts linked to an active rehabilitation process, well structured and formally organised in martial arts sports clubs. It

is a fact that certain martial arts have an effective complementary strategy associated with medical and rehabilitation care of chronic diseases and larger scale studies confirm this.

The novelty lies here especially in how martial arts can support those affected by Cerebral Palsy, with a range of dedicated exercises, that address e.g. muscle tone and strength, body posture, etc. Our project uses century's old wisdom with modern 21st century education techniques to train CP affected people so that they can be in control of their bodies, thereby controlling their pain and their emotional and physical difficulties.

## Activities

The consortium is characterised by its experience and competences in project management and participation such as:

- pedagogy / teaching: P1, P3, P4 have already extensive expertise in the area of pedagogy, sport and teaching, especially in the areas of rehabilitation and inclusion domain, and they will complement with input from their own expertise field, as well as ensure they can adjust the project outcomes to the local country needs.
- martial arts: P5 will bring essential training approaches, content and techniques.
- inclusion: Participating NGOs (P2, P3) and SMEs (P4) will bring on board their expertise in the area of inclusion oriented to Martial arts teachers, sport trainers, rehabilitation experts in the field of CP, Medical and health personnel, physical, occupational and speech therapists, special education teachers, but also to young people with social disadvantages as well as those with disabilities.
- technical expertise: In addition, the initiating team (P1, P3, P4) has all the technical expertise in-house to develop the mobile/online platform application that will host the dedicated educative videos, making them at the same time visually attractive and accessible both for the beneficiary/end-users, as well as sport teacher/end-users.

The initiating team adopted the approach for full participation of selected partners and equality of the efforts in the contribution to the implementation activities. In this regard, the project tasks are distributed even among the partners, taking into account the strengths and expertise of each of them. In terms of responsibilities, following lead responsibilities have been defined per IO, while partners also lead activities under each PR:

PR1: MACPTraining handbook and ECVET compliant training course towards martial arts and the different intervention modalities required to apply them in rehabilitation - overall lead by P1 with the support and chapter/content writing by the rest of the partners

Tasks:

YEAR 1:

A1 - Outline and creation of the curriculum (lead by P1, P2 and P4, contribution by all partners)

A2 - Outline and creation of the handbook (lead by P2 and P4, contribution by all partners)

A3 - Adaptation for training via online learning platform/mobile app in EN, NL, BG, TR (lead by P4, contribution by all, and with support of P3)

YEAR 2:

A4 - Tryouts with beneficiaries - all partners

A5 - Feedback gathering, optimisation and finalisation - lead by P3

PR2: Dedicated MACPTraining videos that capture such rehabilitation exercises through martial arts, embedded in an online and mobile applications - overall lead by P3 with the support and video development by the rest of the partners (at least 4 per partner - 2 videos + 2 testimonials)

YEAR 1:

A1: Functional analysis requirements of videos and mobile application/online portal (led by P3)

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- A2: Prototype development of videos (led by P3 + contribution of all partners - 4 videos by each partner)
- A3: Delivery alpha version portal (led by P3 + contribution of all partners)
- A4: Delivery alpha version mobile app (led by P3 + contribution of all partners)

## YEAR 2:

- A5: Delivery beta version portal (led by P3 + contribution of all partners)
- A6: Delivery beta version mobile app (led by P3 + contribution of all partners)
- A7: Revisions based on piloting (led by P3 + contribution of all partners)
- A8: Iterative improvement of mobile app / online portal (led by P3)

With regards to the Project management and implementation activities the distribution of responsibilities is the following:

- A1: Administrative and financial management - lead by P1 + shared participation by all partners
- A2: Financial monitoring on 6-months base - provided by each partner and reviewed/approved by P1
- A3: Establishment of intranet platform - lead by P1 with shared participation by all partners
- A4: Quality assurance activities - lead by P4 + all partners
- A5: Organisation of dissemination and exploitation activities - lead by P3 + all partners.

## Impact

The project is unique, because it is proposing a range of innovative techniques to stimulate and facilitate the implementation of martial arts as rehabilitation technique. In addition, no projects were identified in Erasmus+ databases that use martial arts as a rehabilitation method. As such the project is new and can contribute with its outcomes to further vocational training (aligned to EQF level 4) for professionals, trainers, teachers and experts in the field of rehabilitation, sport and disability.

Our project aims to formalise this and will provide a handbook and ECVET compliant training course (PR1) towards martial arts and the different intervention modalities required to apply them in rehabilitation, whereby dedicated videos (PR2) that capture such rehabilitation exercises through martial arts will be embedded in an online and mobile applications.

Project result 1 aims to provide an ECVET based training (curriculum, training modules and accompanied handbook) on how to apply martial arts towards specific rehabilitation of CP (Cerebral palsy) affected people. Martial arts is all about control of movement and control of power. Hence why martial arts offers the opportunity to counter many effects of CP and ensure a proper engaging and enjoyable rehabilitation. Martial arts thus provides an outlet to release negative energy and counter the rejection these people often faced in their life.

Initial outline of ECVET compliant modules:

- Module 1: Specific health benefits of Martial Arts
- Module 2: The history of Martial Arts and rehabilitation
- Module 3: Specific rehabilitation needs towards CP affected people
- Module 4: Applying martial arts to the rehabilitation of CP affected people
- Module 5: The importance of Martial Arts to the sports and health community.
- Module 6: An ABC to organising CP rehabilitation martial arts exercises and sessions
- Module 6: Case studies, illustration how martial arts positively affect rehabilitation of CP affected people

The novelty lies here especially in how martial arts can support those affected by Cerebral Palsy, with a range of dedicated exercises, that address e.g. muscle tone and strength, body posture, etc. Our project uses century's

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old wisdom with modern 21st century education techniques to train CP affected people so that they can be in control of their bodies, thereby controlling their pain and their emotional and physical difficulties. The material can be also useful for their work with clients with other disabilities such as: Autism Spectrum Disorder; ADD & ADHD; Crouzons Syndrome; Down Syndrome; Sensory Integration Dysfunction ;Spina Bifida; Traumatic Brain Injury (source: David Reicher M.S. Co-Founder Martial Arts Therapy).

Project result 2 will consists of at least 10 videos, which will present a captured testimonials by martial art trainers as well as 10 actual rehabilitative exercises (ELEMENTS OF INNOVATION) will be identified and filmed, and shared through the mobile/online platform. The novelty lies here especially in how martial arts can support those affected by Cerebral Palsy, with a range of dedicated exercises, that address e.g. muscle tone and strength, body posture, etc. All videos, testimonials, mobile/online platform will be available in all partner languages, as well as English, so they can be easily transferred to other countries.

(See in section annex: Examples of implemented martial arts activities with children with Cerebral palsy).

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

# INtegrating Special-needs Individuals into Digi-holistic Education

Good practice example

European Innovative Teaching Award

## Project Coordinator

**Organisation** Antalya İl Milli Egitim Mudurlugu

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## Project Information

**Identifier** 2020-1-TR01-KA201-093698

**Start Date** Dec 31, 2020

**End Date** Dec 30, 2023

**EC Contribution** 280,304 EUR

**Partners** ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE CONEXAS Y AFINES (ES) , AKDENIZ UNIVERSITY (TR) , UNIVERSIDAD DEL PAIS VASCO/ EUSKAL HERRIKO UNIBERTSITATEA (ES) , UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN (IE)

**Topics** ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Disabilities - special needs

# Project Summary

## Background

### WHY

#### ++ The need for

- \* an innovative module that adapts digital competencies not strategically but in practice
- \* an open digital source with digital materials for students with MID
- \* training for digital/holistic adaptation for SEN teachers
- \* international cooperation on SEN and Digital integration

### NEEDS ADDRESSED

- + Social inclusion and digital integration & + Innovative Practises in the Digital Era
- \*the need for an innovative module adopting a digital perspective in SEN
- \*to create free digital educational resources with a Creative Commons license with digital content in themes under the Social Adaptation Skills course
- \*to strengthen the strategic and structured cooperation between higher education institutions to enable SEN teachers to embrace an innovative Digi-holistic module in classes
- \*the need for students with MID to acquire social adaptation skills through innovative digital content
- + Strengthening the Teaching Profession Profile
- \*to develop a recommendation policy on digital inclusion in SEN
- \*to adapt to digital changes in education at the organisational level
- \*to increase SEN teachers' and SEN parents' pro-European-minded digital literacy skills and increase awareness for digital inclusion of the disabled in society

## Objectives

By implementing Project INSIDE, the project team aimed to

- + strengthen the strategic and structured cooperation between higher education institutions to enable SEN teachers to embrace an innovative Digi-holistic module in classes
- + develop high-quality early childhood education systems (in line with the ECEC Council Recommendation) about teaching-learning materials
- + enable students with MID to acquire social adaptation skills through innovative digital content
- + create free digital educational resources with a Creative Commons license
- + develop a recommendation policy on digital inclusion in SEN
- + adapt to digital changes in education at the organisational level
- + increase SEN teachers' and SEN parents' pro-European-minded digital literacy skills and increase awareness for digital inclusion of the disabled in society
- + maintain effective partnerships for cooperation, which will solve common problems
- + develop our institutions' internationalization strategies and networking

## Implementation

### 1. TPM MEETINGS:

The first meeting was held online because of COVID-19. The milestones & constraints of the project, objectives,

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context, communication channels, reporting system, and responsibilities of each partner were presented.

## 2nd, 3rd and 4th Meetings

### 2. LTT 1 DESIGN OF DIGI-HOLISTIC TEACHING/LEARNING MODULE

The activity was held as an academic workshop. The participants worked actively to evaluate the objectives of Social Adaptation Skills from each other's SEN curriculum components.

### 3. LTT 2 ARTICULATE STORYLINE 360 TRAINING

12 experts from the AMONE had Articulate Storyline 360 training to improve their gamification skills.

### 4. PILOTING OF INTELLECTUAL OUTPUTS

The academicians visited the associated schools to test the e-learning platform and its content with SEN students & teachers.

### 5. MULTIPLIER EVENT IN IRELAND

We merged the dates of the final TPM and Ireland ME to attend the conference as speakers to 6 participants.

### 6. MULTIPLIER EVENT IN TURKIYE

144 participants included SEN teachers, primary school teachers having inclusive classes, psychological counsellors, school administrators, and local authorities. The meeting was held as a workshop for participants in a conference hall for two days.

## 7. DISSEMINATION

### Achievements

#### OUTPUTS (IO)-RESULT(R)

IO1: 'Digi-holistic Teaching/Learning Module' was prepared for SEN teachers to use the digital contents prepared.

R1. The structured cooperation between higher education, regional authorities, and schools enabled SEN teachers to embrace the innovative module.

IO2: 36 digital content (with 3 sections) was created under the 'Social Adaptation Skills' field. Themes covered; PERSONAL CARE, LIFE SKILLS, SHOPPING, EMOTIONAL AWARENESS, COMMUNICATION, INTERPERSONAL RELATIONSHIPS, DECISION-MAKING, SELF-PROTECTION, LEISURE TIME, DIGITAL LITERACY

R2. Teachers/parents activated students with MID in the learning process.

R3. The technical experts gained awareness about the production stages of digital content in the EU.

IO3: An open-access and content-rich e-learning platform was created and provide tailor-made materials for SEN stakeholders.

IO4: An Academic Reports kit including the scientific data analyzed and 3 blog entries, 2 articles, a book chapter, and a congress report were formed.

R4. SEN teachers' & parents' digital literacy skills and awareness of digital inclusion were increased.

R5. The feedback of the parents and teachers revealed the need for digital supportive materials in SEN education for policymakers.

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

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\* 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: Partnerships for Digital Education Readiness

### Project Title

# MODEL ADAPTED TO HEARING IMPAIRED

Good practice example



### Project Coordinator

**Organisation** Eskişehir İl Milli Eğitim Müdürlüğü

**Address** Ataturk Bulvarı No:247 Eskisehir , 26040 Eskisehir , Eskişehir , TR

### Project Information

**Identifier** 2020-1-TR01-KA226-SCH-098211

**Start Date** Jun 6, 2021

**End Date** Jun 5, 2023

**EC Contribution** 216,618 EUR

**Partners** AHMET YESEVI ISITME ENGELLILER ILKOKULU (TR) , Vsl Robotikos mokykla (LT) , Fondazione Istituto dei Sordi di Torino ONLUS (IT) , UNIVERSITATEA DIN PITESTI (RO) , FUNDACION CNSE PARA LA SUPRESION DE BARRERAS DE COMUNICACION (ES) , Valmieras novada pasvaldibas Valmieras Gaujas krasta vidusskola attistibas centrs (LV) , INUK Institut za napredno upravljanje komunikacij, Maribor (SI)

**Topics** Access for disadvantaged ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

## Project Summary

### Background

Projeye başvurma nedenimiz, işitme engelli öğrencilerin uzaktan matematik eğitimine yönelik ihtiyaçlarına çözümler üretme amacımızdır. Covid-19 salgını sürecinde ortaya çıkan zorunluluklar ve uzaktan eğitim uygulamaları, öğrencilerin eğitimine erişimde eşitsizliklerin ortayamasına neden olmuştur. İşitme engelli öğrencilerin dil ve matematik becerilerini geliştirebilmeleri için özel materyallere ihtiyaçları vardır. Ancak pandemi döneminde bu materyallerin yetersizliği ortaya çıkmış ve işitme engelli öğrenciler uzaktan eğitim sürecinde geride kalmışlardır.

Projemiz, 6-15 yaş aralığındaki işitme engelli öğrencilerin uzaktan eğitim yoluyla matematik becerilerini geliştirmeyi hedeflemektedir. Matematik dilinin doğasından kaynaklanan zorluklar ve dil odaklı çalışmaların eksikliği nedeniyle işitme engelli öğrenciler erken öğrenme deneyim yetersizlikleri ve dilsel gecikmişlik yaşamaktadır. Bu projede, işitme engelli öğrencilere uygun eğitim materyallerinin geliştirilmesi ve öğretmenlerin mesleki güçlendirilmesi amaçlanmıştır.

Projemizin başvuru nedenleri arasında işitme engelli öğrencilerin eğitimindeki eşitsizlikleri giderme, uzaktan matematik eğitimine erişim sağlama, ortak bir müfredat oluşturma, e-platformun geliştirilmesi ve farkındalık oluşturma yer almaktadır. Proje sonucunda işitme engelli öğrencilerin matematik becerilerini geliştirmelerine yardımcı olacak bir eğitim kaynağı sunmayı hedeflemiştir.

### Objectives

Projeyi uygulayarak elde etmeyi amaçladığımız temel hedefler şöyledir:

- 1) Projemizin temel hedefi, işitme engelli öğrencilerin matematik becerilerini uzaktan eğitim yoluyla güçlendirmektir. İşitme engelli öğrencilerin matematikle ilgili zorluklarını aşmalarına yardımcı olmayı ve onları akranlarıyla aynı seviyeye getirmeyi hedefledik.
- 2) Projemiz kapsamında, farklı ülkelerden katılımcılarla işbirliği yaparak işitme engelli öğrencilere yönelik ortak bir matematik müfredatı oluşturmayı hedefledik. Bu sayede farklı ülkelerdeki işitme engelli öğrencilerin eğitim kalitesini artırarak uluslararası düzeyde bir etki sağlamayı amaçladık.
- 3) Projemizde, işitme engelli öğrencilerin kullanabileceği bir e-platformun geliştirilmesini hedefledik. Bu platformun, öğrencilere matematik becerilerini geliştirme imkanı sunacağını ve istedikleri zaman istedikleri yerden erişilebilirlik sağlayacağını düşünüyoruz.
- 4) MATH projesi, işitme engelli öğrencilere matematik öğretimi konusunda çalışan öğretmenlerin mesleki alanda güçlendirilmesini ve onlara kapsamlı bir eğitim materyali sunulmasını hedeflemektedir. Proje kapsamında, öğretmenlerin ihtiyaç duyukları rehberlik ve materyalleri elde etmelerini sağlamak için öğretmen kılavuz kitabı hazırlanmıştır.

### Implementation

İşitme engelli öğrencilerin matematik becerilerini geliştirmek için projemizde ulus ötesi ve yerel düzeyde çeşitli faaliyetler uyguladık. Etkileşimli öğrenme materyalleri geliştirerek işaret dili destekli animasyonlu eğitim videoları, etkileşimli egzersizler ve gerçek hayatdan örneklerle matematik kavramlarını anlama ve uygulama becerilerini artırdık. Farklı ülkelerden işbirlikçi müfredat geliştirerek öğrencilerin ihtiyaçlarına uygun matematik eğitimi sunduk. İşitme engelli öğrencilere matematik öğretimi konusunda öğrenme öğretme etkinliklerimizde öğretmen eğitimleri düzenledik. Ayrıca, yerelde uyguladığımız çevrimiçi etkinlikler ve yarışmalarla öğrencilerin motivasyonunu

artırdık. Paydaş işbirliğiyle farkındalık oluşturduk ve alan uzmanlarını, STK'ları ve öğretmenleri bir araya getirdiğimiz bir proje final konferansı düzenledik. Sosyal medya ve internet paylaşımıyla projenin sonuçlarını geniş kitlelere ulaştırdık. Üniversitelerde tanıtım toplantıları gerçekleştirerek proje hakkında bilgi verdik. Bu faaliyetlerle işitme engelli öğrencilerin matematik eğitimine erişimini kolaylaştırdık, öğrenme becerilerini geliştirdik ve farkındalık oluşturduk.

## Achievements

Projemizin somut çıktıları ve diğer sonuçları şunlardır:

Projemiz, işitme engelli öğrencilerin matematik alanındaki becerilerini geliştirmeyi hedefledi. Uyguladığımız etkileşimli öğrenme materyalleri, öğrencilerin matematik kavramlarını anlama ve uygulama becerilerini artırmalarına yardımcı olmuştur. Proje kapsamında işitme engelli öğrenciler için özel olarak tasarlanmış eğitim materyalleri geliştirildi. Bu materyaller, işitme engelli öğrencilerin matematik öğrenimine erişimini kolaylaştırdı ve onların öğrenme deneyimini zenginleştirdi. Projemiz, farklı ülkelerden işbirlikçi bir şekilde ortak bir matematik müfredatı geliştirdi. Bu müfredat, işitme engelli öğrencilere uluslararası düzeyde kaliteli bir matematik eğitimi sunmayı amaçladı. Projemizde, işitme engelli öğrencilere matematik öğretimi konusunda çalışan öğretmenlerin mesleki gelişimine önem verdik. Öğretmen eğitimleri düzenleyerek, öğretmenlerin işitme engelli öğrencilerle etkili iletişim kurma ve uygun öğretim stratejilerini kullanma becerilerini geliştirmelerini sağladık. Proje, işitme engelli öğrencilerin matematik eğitimi konusunda farkındalık oluşturmayı ve paydaşlar arasında işbirliğini teşvik etmeyi amaçladı.

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

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

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

### Project Title

# Raising Awareness about Ageism

Good practice example



### Project Coordinator

**Organisation** IZMIR EKONOMI UNIVERSITESI

**Address** SAKARYA CAD NO:156 BALCOVA , 35330 IZMIR , TR

### Project Information

**Identifier** 2020-1-TR01-KA204-093161

**Start Date** Dec 31, 2020

**End Date** Aug 30, 2023

**EC Contribution** 185,853 EUR

**Partners** UNIWERSYTET LODZKI (PL) , ISTITUTO PER SERVIZI DI RICOVERO E ASSISTENZA AGLI ANZIANI (IT) , SZEGEDI TUDOMANYEGYETEM (HU) , PANEPISTIMIO AIGAIOU (EL) , BARTIN UNIVERSITESI (TR)

**Topics** Intercultural/intergenerational education and (lifelong)learning ; Inclusion - equity ; Social responsibility of educational institutions

## Project Summary

### Background

This project has been prepared with the aim of developing a strategic model for lifelong learning centers in European universities, with a focus on Turkey, which is on the path to becoming an aging country, and other aging European countries such as Italy, Germany, Poland, Hungary, and Greece. The objective was to facilitate the greater integration of older adults into society and provide opportunities for them to age actively. Additionally, the project aimed to raise awareness in the public about age discrimination.

### Objectives

The implementation of this project aimed to prevent the social isolation of older individuals by designing activities that encourage elderly to leave their homes and create time for themselves.

It is also aimed to equip the target group of older individuals with 21st-century skills or enhance their existing skills, enabling them to be more socially adaptable and self-sufficient individuals.

Creating awareness about ageism was another objective of the project.

### Implementation

Within the project, 5 outputs had been implemented as follows:

1. Intellectual Output: Internationally Published Book. Aging and Age Discrimination in Europe
2. Intellectual Output: Documentary
3. Intellectual Output: Digital Memory
4. Intellectual Output: Educational Package Supporting Active Aging
5. Intellectual Output: Toolkit: Strategic Model for Lifelong Learning Centers

Also 7 transnational project meetings were held and 2 multiplier events had been completed as follows:

1. Turkish Universities Continuous Education Centers Association National Meeting (02/06/2022):

The intellectual output greatly promoted at this event was our international book, jointly published by the partners. We shared the results of the country-specific statistics on ageism. Beside this intellectual output which was not funded, the second output of the project (training programme for elderly) was promoted.

- 2- National Seniors Day (01/10/2022):

National Seniors Day gave us all an opportunity to pay tribute to the seniors who have helped to build our country and to raise awareness of their concerns. We thought that we should celebrate this day in honor of many achievements seniors have made to our society and to encourage our society to show appreciation and love for those with years of wisdom to share. A senior citizen is understood to be anyone older than 60 years old, however in today's society, this seems quite young! Being very well aware of that, we decided to celebrate that day at the campus of Izmir University of Economics. In order to celebrate the day, an organization was made at October 1st.

## Achievements

In the educational packages, which constituted the 2nd output of our project, each partner institution provided training sessions designed for older individuals, comprising modules on physiological well-being, psychological well-being, and technological well-being. While our Greek partners, upon completing these trainings, organized a second and then a third round of these sessions due to demand and with the encouragement of the university, despite there not being such a provision in the project. Similarly, in Turkey, when the documentary screening of the project took place at Izmir University of Economics, the university's rector decided to repeat such adult education sessions at Izmir University of Economics based on the requests of the elderly individuals who participated in the training for free.

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 vocational education and training

### Project Title

## We are at work too

Good practice example



### Project Coordinator

**Organisation** KONYA IL MILLI EGITIM MUDURLUGU

**Address** Akçeşme Mahallesi Garaj Caddesi No:4 , 42020 Konya , Konya , TR

### Project Information

**Identifier** 2019-1-TR01-KA202-074775

**Start Date** Oct 15, 2019

**End Date** Aug 14, 2022

**EC Contribution** 234,988 EUR

**Partners** Karatay Ozel Egitim Meslek Okulu (TR) , Collegium Balticum - Akademia Nauk Stosowanych z siedzibą w Szczecinie (PL) , CENTRUL SCOLAR PENTRU EDUCATIE INCLUZIVA ALBATROS (RO) , Agrupamento de Escolas Trigal de Santa Maria (PT) , HANTA ASSOCIATES LIMITED (UK) , VITALE TECNOLOGIE COMUNICAZIONE - VITECO SRL (IT) , Município de Torres Novas (PT) , TREND-PRIMA, ZAVOD ZA RAZISKAVE INRAZVOJ ZNANJA, MARIBOR (SI)

**Topics** Labour market issues incl. career guidance / youth unemployment ; New innovative curricula/educational methods/development of training courses ; Disabilities - special needs

## Project Summary

### Background

In order to achieve smart, sustainable and inclusive growth, which is one of the objectives of the EU 2020, it's vitally important to obtain employment, productivity and new skills. PISA Director Andreas Schleicher: "If you're from disadvantaged areas, there's only one chance in your life: to get good education. The main issue in education is that the needy gets the best education." According to the European Disability Academic Network report in 2018, the rate of mild and moderate disability at EU level is 17.1%. While the employment rate of non-disabled individuals in EU28 countries was 73.1%, the rate of disabled individuals remained at 47.4%. So, it's important to ensure that VET should be of a high standard,

The needs are

- a)65% of parents in partner countries come from low education and socio-economic level
- b)72% of parents said that they had never received a professional education for the special situation of their children.
- c)54% of teachers said that students could not be successful in career due to their inability to continue their skills at school/at home.
- d)Problems faced by students are personal hygiene (self-care skills), courtesy, social skills and working skills.

### Objectives

The aim of the We Are at Work Too project is to enable mildly mentally retarded students studying at Special Education Vocational Schools to acquire better social and self-care skills at home (family) with a holistic approach, while at school they receive a higher quality vocational education at the standards demanded by the labor market. to increase employability in their field after graduation. In this context, field research was conducted and the needs of students, parents, teachers and employers were determined.

With this project, it was aimed to raise awareness of families about their children's disability, and on the other hand, outputs were created to increase the professional and social skills of students. In addition, it is aimed to increase the employment of students after graduation with the contents prepared by considering the needs of the labor market.

### Implementation

In the project, 4 intellectual outputs created, 5 transnational project meetings (TPM), 1 learning and teaching activity (LTT), 4 multiplier events (M) and local trainings for students and parents were carried out.

A total of 14 teachers, project coordinators and administrators from special education vocational schools participated in LTT activities.

Activities are organized as hybrid due to the Covid 19 process.

In addition, 8 online meetings were held.

The project was carried out in the field of innovation and 4 intellectual outputs were developed. These;

O2 Family Education Program

O3 Supporting Vocational Training Modules for Students

O4 Implementation Guide for Teachers

O5 E-Learning Platform

O1 The research on Family Education and Student Vocational Competence was completed by the project partners, although it did not receive a grant.

3 national and 1 international multiplier events were organized for the dissemination of intellectual outputs. A total

of 255 people participated in these activities face-to-face and 50 people online.

In addition, local trainings (parents, teachers, students) were organized for the promotion, implementation and dissemination of the outputs created.

## Achievements

A research has been carried out on family education and student professional competence and an article has been published.

The Family Education Program has been prepared as 5 modules and has been translated into the languages of the partner countries.

Supportive Vocational Education Modules for Students were prepared as 5 modules and translated into the languages of the partner countries.

The Implementation Guide for Teachers has been prepared and translated into partner country languages.

E-Learning Platform has been created and all educational content has been published on the platform.

Program introduction videos and e-learning user guide have been created for the introduction and easy use of the project outputs.

All project outputs are also published in the languages of the project partners.

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

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

Action Type: School Exchange Partnerships

Project Title

# Crossing the Borders; Social Inclusion of People with Disabilities

Good practice example

## Project Coordinator

**Organisation** osmangazi ilkokulu

**Address** osmangazi mh.yavuz cad. no:307 bayrakli , 35535 izmir , Izmir , TR

## Project Information

**Identifier** 2018-1-TR01-KA229-059869

**Start Date** Sep 1, 2018

**End Date** Aug 31, 2021

**EC Contribution** 89,371.69 EUR

**Partners** Centrul Scolar pentru Educatie Incluziva Cluj-Napoca (RO) , Daugavpils 11 pamatskola (LV) , Szkola Podstawowa im. WI. Jagielly w Starych Skoszewach (PL)

**Topics** Inclusion - equity ; Disabilities - special needs ; Social responsibility of educational institutions

## Project Summary

According to OECD and EU data, 15 percent of the world population is disabled and at a disadvantage compared to others. When we asked the teacher of the special needs class in our school about why special needs students (SNS) do not go on break at the same time with the rest of the students, they replied that SNS can be triggered by fast movement and loud noises, adding that other students can be afraid of special needs students and often bother them. We developed our project in order to come up with a solution to this issue. We conducted a survey to evaluate the opinions of the parents on SNS. Our observations of students and the results of parent surveys revealed a higher level of negative attitude towards SNS than anticipated. Our goal with this project was to create a positive change in attitude towards SNS at our school and in our local area.

### Objectives:

Our goal was to help change negative attitudes towards disabled people to positive, to decrease the social exclusion of the disabled while increasing their social inclusion, at the level of primary education.

### What we have done to achieve our goal:

#### 1. Introducing students and parents to special needs children:

SNS were accompanied by their teacher to visit the other classrooms. Students from other classrooms were informed about SNS and their disabilities. Classrooms were provided with story books containing information and success stories about people with disabilities, which the students were encouraged to read. Specialists were invited to school to provide further information to the parents and students on the subject of disability.

#### 2. Showing that disabled people can be productive:

Visits were conducted to establishments providing vocational training to SNS. Participants learned how to produce items such as galoshes, wood painting, etc. An interview and signing day was held with 12-year-old disabled author KeremBaşaran.

#### 3. Friends outside school borders:

\*T-shirt painting \*Making new year cards \*Painting beach pebbles \*Picnic \*Kite festival \*Children's games festival \*Going to public playgrounds together \*Planting trees \*Trip to the zoo \*'Understanding my friend' themed painting workshop \*Group meetings for SNS parents and other parents \*Making an animated short film \*Performing social exclusion themed play \*Trips, games, races and other cultural activities to help mingle SNS with others. \*Step dance performance planned for 23 April couldn't happen due to Covid.

#### 4. Children who can approach SNS:

Children got to meet and interact in events held in and out of school. They got over their mutual prejudices and fears. Friendships created through the process continued in and out of school space.

#### 5. Other parents interacting with SNS parents:

All parents were required to join the events of the project, leading them to get to know and understand each other. Parents of both groups were made to interact.

#### 6. Short film:

We made a short film from the pictures taken throughout the project and put it on YouTube.

#### 7. Play:

The students and parents from both groups worked on and performed a theater play on the social struggles of disabled people written by our special needs teacher. The play was performed on the biggest stage of Izmir to participants from other local schools. It continued being performed in the school stage for local people. All performers got on stage at curtain call to sing "We are the World". All project partners performed this play in their own countries and languages. The recording of the play was shown in the virtual Poland meeting due to Covid.

#### 8. eTwinning project:

We published our project, its events, and results on the eTwinning platform.

### Outcomes:

The target group's attitudes towards SNS were evaluated in "before-after" format by asking the students to draw

pictures and conducting surveys with the parents. It has been observed that while SNS were mostly lonely and unhappy in their “before” drawings, “after” drawings showed them playing happily with friends. The results of the parent surveys also revealed a positive change in their attitudes towards SNS.

Long-term benefits:

Education is the achievement of terminal behavior. This achievement should occur in early ages. In our project, we have observed the possibility of a positive change in the students’ attitude through education. Such a change will likely help increase social awareness about and social inclusion of disabled people in the long term, which will lead them to have equal conditions, and rights and status in society. Disabled people with the opportunity to improve themselves will be able to prove themselves as equals financially, artistically, and athletically. Our women’s goalball theme winning gold medal in the 2021 Paralympic Games is an example of the possibility of achievement for disabled people.

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

# Becoming Aware of Disability: Developing a Curriculum Based on Cognitive Evolution in Higher Education

Good practice example



### Project Coordinator

**Organisation** GAZIANTEP UNIVERSITESI  
**Address** UNIVERSITE BULVARI SEHITKAMIL , 27310 GAZIANTEP , Gaziantep , TR  
**Contact** BURCU KALEOĞLU UÇANER , +90 535 588 1048 , gabam@gantep.edu.tr

### Project Information

**Identifier** 2019-1-TR01-KA203-074191  
**Start Date** Sep 1, 2019  
**End Date** Jul 31, 2022  
**EC Contribution** 152,970.98 EUR  
**Partners** BURSA ULUDAG UNIVERSITESI (TR) , PANEPISTIMIO THESSALIAS (EL) , Akademia Humanistyczno-Ekonomiczna w Łodzi (PL)  
**Topics** New innovative curricula/educational methods/development of training courses ; Inclusion - equity ; Disabilities - special needs

## Project Summary

### Background

Our purpose in applying to the project is to include a course in the curriculum, which will improve higher education students' knowledge, skills, attitudes and awareness of the disabled and disability rights on the basis of human rights and in cooperation with Law and Medicine as two human-based fields of science. In addition, the absence of a course on "The Rights and Problems of the Disabled" that deals directly with disability rights particularly in the curriculum of Faculties of Law in the Turkish Higher Education System was seen as a critical need. This need came up in the communications held with Non-governmental Organizations for the Disabled as well. In the project application period, it was seen that studies in the related literature mostly looked into the deficiencies in the physical infrastructure arrangements for the disabled. However, the starting point of our project is to achieve "Cognitive transition from higher education into society" in individuals concerning the rights and problems of persons with disabilities. The formation of all the intellectual outputs and the activities conducted within the scope of the project serve this main purpose.

### Objectives

Our responsibility in the project is to remove idea-based barriers to the participation of the disabled into social life and direct all available resources and scientific accumulation of this content towards this issue in order to discover the potential that the disabled have. The intellectual outputs emerged from the implementation of our project focused on raising awareness of "disability and disability rights" among persons with disabilities and other individuals of society by higher education students as mentors. In the creation and implementation of the content of the "Disability Rights and Problems" course, one of the intellectual outputs, cooperation was built among universities, nongovernmental organizations for the disabled, public administrations and society, which is included in the European Union's priorities. The course was designed to spread the cognitive transformation about the disabled and disability rights from university students to society. Project outputs contributed to the improvement of disabled individuals' access to information about their rights in all areas, public services for them, participation in business life and their rights afterwards, participation in administrative and decision-making processes.

### Implementation

In the implementation process of the project, many activities were performed under the titles of creating intellectual outputs, dissemination activities, transnational meetings, multiplies activities. The activities are briefly summarized below;

1- When creating the content of the "Disability Rights and Problems" course, a questionnaire was given to the students of the coordinating and strategic partner universities, evaluated and analysed. The courses developed were included in the "Course Catalogue" of the Bachelor's and Master's degree programs of the coordinating university and the Strategic Partner Uludağ University. Distance education module integrated digital course notes were prepared for the course.

2- Many promotional activities were performed in various higher education institutions as the multiplier and disseminating activities of all project outputs. Disability awareness activities were conducted on the International Day of Persons with Disabilities.

3-Papers were presented at national and international symposiums on disability rights.

4-Multiplier events were held about the project outputs in cooperation with Gaziantep Metropolitan Municipality

Barrier-free Life Centre, The Confederation of the Disabled of Turkey, other related institutions and disability associations.

5-All activities were shared and promoted on printed and digital media.

## Achievements

With an interdisciplinary study, intellectual outputs of the project yielded results that would be leading and guiding for all other academic units at a national/transnational scale and higher education level.

1-Project Website was created, providing access to all activities.

2-Surveys were conducted and comparative reports were prepared for each strategic partner country separately (Turkish, English, Polish, Greek) when creating course content.

3-The Disability Rights and Problems Course was put into practice in the Undergraduate program of Gaziantep University Faculty of Law. The 14-week program was completed successfully. The course was included in the transcripts of the 66 students taking the course at graduation. A more comprehensive course of scientific content was added to the curriculum of the Master's degree program of Uludağ University.

4- Students taking the course were encouraged to participate in the project activities and field studies and their levels of awareness and transformation to social benefit were observed and followed.

5- A "Distance Education Module" was created on the curriculum within the scope of the project. "Digital course contents" of each class were opened for students to use on the module.

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 vocational education and training

#### Project Title

# Giving A Voice to Deaf People in Metal Sector

Good practice example



## Project Coordinator

**Organisation** HACETTEPE UNIVERSITESI  
**Address** HACETTEPE UNIVERSITESI BEYTEPE KAMPUSU REKTORLUK  
BINASI , 06800 CANKAYA ANKARA , TR

## Project Information

**Identifier** 2019-1-TR01-KA202-076675  
**Start Date** Sep 1, 2019  
**End Date** Jul 31, 2022  
**EC Contribution** 340,183 EUR  
**Partners** Simsis Sayisal Çözümler Bilişim Yazılım Mühendislik ve Ticaret Limited Sirketi (TR) , Europeiskt Teckenspråkcenter (SE) , Bildungswerk der Bayerischen Wirtschaft gGmbH (DE) , TURK TRAKTOR VE ZIRAAT MAKİNELERİ A.S. (TR) , ANKARA SANAYI ODASI (TR) , Pamukkale Üniversitesi (TR) , TURKISH EMPLOYERS' ASSOCIATION OF METAL INDUSTRIES (TR) , NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA (EL) , TÜRKİYE SAĞIRLAR KONFEDERASYONU (TR)  
**Topics** Disabilities - special needs ; Enterprise, industry, SMEs and entrepreneurship ; New innovative curricula/educational methods/development of training courses

## Project Summary

### Background

The necessity behind this project was made clear through the initial analysis

(1-[https://voc2deaf.com/proje-dokumanlari/#dearflip-df\\_331/1/](https://voc2deaf.com/proje-dokumanlari/#dearflip-df_331/1/) and 2-

<https://dergipark.org.tr/tr/download/article-file/1857484>)

It was clear that The Deaf and Hard of Hearing (DHH) employees existed across several institutions in each of the countries contributing to the project and the in-house and other types of vocational training and in-house and other forms of communication were hindered severely by the lack of resources and material for the end-users specified. Not only this but another issue of career advancement opportunities were also lacking. Thus material to serve employers in the metal sector with DHH employees so they could advance and make full use of the capabilities and capacities of these individuals was an important aspect. Though listed secondly the material produced within the scope of the project including a sign language easy access, multiaccess resource (mobile application and web site) the testing material developed within the project would be of great assistance for self-improvement and self-advancement of the DHH either working actively in the sector or others wishing to enter the sector. It was important that the material produced serves a wide spectrum of end-users including written material to be accessed by the hearing impaired, the sign language videos to be accessed by the DHH and the 3D models to be accessed by all end-users at varying levels of experience in the sector or previous experience.

### Objectives

The objectives of the project were several:

The project is aimed to create a technical sign language and give technical training on standard machine parts by AR technology to hearing-impaired people that work in the metal sector in order to increase technical knowledge and increase communication in the production line. In addition, the guideline will be created in order to reduce the negative and prejudiced attitude of the companies and to provide equal opportunities to the target group to have a career in the company. The project starts with research for identifying standard machine parts in the production line and problems of firms and target groups. After that, sign language is created for the standard machine elements. The sign language is translated into an e-book that is based on AR technology.

The training content will be created for the standard machine element that encompasses which sector standard machine element is used, what for, which part of the production line, and its basic mathematical calculation. Also, the guideline is created for the firm to set goals for the target group and to increase awareness of them in order to give them equal career opportunities to them in the company. Sign language and training translate into AR

Technology which is compatible with cellphones, laptops, and computers. After these activities are completed, the implementation stage starts. The implementation takes place at the pilot company that has a decent amount of hearing-impaired employees. After that, the impact of this AR-based e-book, curriculum, and guidelines on the hearing-employed employees, firms, and the communication between them is measured. After the impact analysis, the dissemination activities take place in order to share the innovation in the metal industry in as many countries as possible within Europe and more.

The specific aims can be listed as follows:

Providing Technical Sign Language to literature

Developing an e-book integrated with Augmented Reality (AR)

Developing Technical Skills of hearing-impaired employees

Ensuring the Sustainability of hearing-impaired employees' Employment

Providing them with Career Opportunities by developing their technical and behavioral skills Extention activities to all Metal industries both in Turkey and the EU.

## Implementation

Activities Group 1 can be summarised as follows: An initial research paper that entails a detailed literature review and situation analysis was implemented. The substeps and implementations within this Group1 activities were, survey creation for the situation analysis; the determination of commonly used machine parts by both employer organizations and mechanical engineers; the identification of problems of the target group, and Identification of problems of companies at the workplace through surveys and interviews; development of a methodology of creation of technical sign language with experts in sign language, linguists and DHH representative NGO'S; the finalizing of the report followed by the translation into partner countries languages from its original draft in Turkish; the preparation of a guide to summarize the research paper and research on projects was the next step; the creation and implementation of the surveys were followed by the drafting of a list of at least 100 standard machine features; writing a draft paper and at this stage making internal assessments and then finalizing the report was an important step. This was followed by the translation of the reports into the partners' languages.

The activities under group 2 activities that can be summarised as the creation and compilation of the can be detailed as follows: Technical sign language for the metal sector can be summarised with the following steps: The translation of machine parts into technical sign language was an initial step. In this step, a guideline was developed to promote a common and linguistically and DHH culture was acceptable sign language repertoire. It entailed contingencies about if a single sign existed across end-users was a machine element; what would be done if multiple signs existed for the same element or what were the steps where no sign was used only explication and explanation were used to refer to the elements. Also, procedures for testing verification of the terms and video contents were based on internal surveys run by the local NGO representatives and the Deaf linguistic experts to verify the terms. The next step was the video shooting. Two types of videos one with only the names or the finger spelling (according to the sign language in question) - to be referred to as shorter videos and longer videos entailing both this initial material and also content to explain the function, use, etc. of the element (the training material) was also shot. The creation of e-books and their translation into the partner country's languages. At this stage, the plain language approach was used to create the flipbooks. Thus textual content initially drafted by mechanical engineers was translated into plain language by each partner country according to the basic tenets listed in a guideline for this purpose plus of course language-specific realities.

The curriculum creation and translation group of implementation activities to be listed under this heading were initially the translation of the curriculum into sign language as explained in the activities grouped under 2. Group3 activities furthermore, entailed the preparation of guidelines for companies. The creation of an AR-based mobile application including issues such as providing accessible design through choosing the right coloring, icons, and info packages all approved by the end-users representative NGO were additional efforts to the 3D modeling, CAD Data Optimization, UW Expansion, and Animation, Simulation Programming.

The implementation and output analysis groups of implementation activities in Group 5 can also be summarised as follows: A pilot implementation at Türk Traktör (an employer organization) followed by the drafting of the implementation report. From these, there was the preparation of the model implementation guideline for partner countries. This was followed by the training deliveries and improvements implemented on the model based on feedback.

## Achievements

The research reports, literature reviews, and situation analysis reports explained above are publically made available on the project website.

In addition to the research reports, literature reviews, and situation analysis reports also information on standard machine elements, the guidelines prepared for curriculum design and accessibility, and the implementation and

impact analysis report are available on the publically accessible website.

In addition to this other concrete outputs made publically available include:

1) Detailed explanations of creating sign language repertoires. These include documents for TSLD (technical sign language development process; standard machine elements compilation processes; the technical sign language development specific videos for each partner country. Plus language guides, step-by-step guides for each implementation; language profiling procedures; ethics, and forms examples. And the Technical sign language development training videos and ppts.

2) In terms of the development of technical sign language repertoire, the various concrete outputs include multiple contents. There is a step-by-step guide to technical sign language repertoire development. Various issues such as qualifications of experts to be used at this stage, the platforms required, detailed aims and objectives, (even if broad-based suggestions) do's and don'ts information has been provided in this guideline 1.

3a) The guideline that could serve as a model for other projects in the field of recording and display of sign language material includes a step-by-step guide to recording and display of sign language material. Furthermore, issues such as qualifications of experts, the technical equipment standards required, etc. are all outlined as suggestions within the guideline.

3b) A third guideline is entitled the guideline for plain language. This concrete output includes a step-by-step guide to producing plain language versions of training material. And issues such as qualifications of experts, the definition and aim of plain language use, the plain language do's and don'ts in similar settings

3c) A fourth guideline entitled guideline for creating and designing accessible interfaces is also available on the public access to open websites. The guideline entails information on a step-by-step guide to creating and designing accessible interfaces on app and web platforms

And issues such as qualifications of experts, issues that should be taken into consideration for the DHH community, and the plain language do's and don'ts in similar settings.

3d) A fifth guideline entitled projects with DHH partners is created more for the use of hearing partners in similar projects. This guideline includes a guide for hearing and DHH partners to work on projects on an equally accessible basis. Also, Issues that should be taken into consideration for the DHH community, the DHH culture, the use of interpreters, preparation of written and other materials are some of the issues referred to.

3d) The 6th guideline is entitled developing assessments and evaluation materials for the DHH. includes many issues that can be summarised as a guide for assessment and evaluation procedures and resources for the DHH community. Plus, Issues that should be taken into consideration for the DHH community, the use of interpreters, which type of testing material will allow for the display of full potential of acquired content, and other material selection and presentation are some of the issues referred to.

4) Further concrete outputs are the website and the mobile applications explained in detail above.

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

# Struggle Against Violent Extremism

Good practice example



### Project Coordinator

**Organisation** KONYA IL MILLI EGITIM MUDURLUGU  
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### Project Information

**Identifier** 2017-1-TR01-KA201-046311  
**Start Date** Sep 1, 2017  
**End Date** Aug 31, 2019  
**EC Contribution** 152,460 EUR  
**Partners** SELCUK UNIVERSITESI (TR) , Nyströmska Skolan (SE) , Zespol Szkol Ponadpodstawowych 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

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, had already proved that radicalisation and extremism remained a challenge for our societies. All types of extremists had turned out to be more globalized and they make use of opportunities provided by internet. As a result, it was getting difficult to detect the actions of these groups earlier and protect lives of innocent people..

By taking into account these realities we initiated SAVE Project as a prevention based approach.

Our first target group was teachers. We created educational materials to equip them with the knowledge and the skills to detect the warning signs of extremism and how to respond to them. We prepared a guide "Empowering Teachers Against Extremism" and we organized a training activity for teachers in Poland. Then participant teachers organized training activities for the teachers in their schools.

Our second direct target group was students. We focused on strengthening their resistance to extremism. These young people were defined as Peace Envoys and they were selected by other students by elections. With the help of these elections they experienced democracy from the first hand. We organized two different LTT activities for young people.

The first one was in Hungary. During this training activity the topics were selected to empower them on respect for human dignity, freedom (including freedom of expression), the rule of law and respect for human rights, citizenship, preventing stereotypes, discrimination, extremism, enriching democratic values, cultural diversity. Materials used in this training activity was brought together as a guide to be used by other young people both in and outside the partner organizations. These guide has been translated to Turkish, Polish, Slovenian, Hungarian and English. After the training young people organized training activities for their friends in their school who didn't take part in this activity in Hungary.

The second LTT activity towards young people focused on improving students critical thinking and media literacy skills. This training activity was released in Slovenia. Participants learnt how extremist and radical groups use online channels to deceive young people and recruit them in their nets. Youngsters learnt online propaganda techniques and how radical groups use them for their purposes. During the training activity participants learnt how to create their own propaganda as counter-extremist movement. They developed their own videos and disseminated it through their own and institutional social media channels. Training materials have been brought together as a guide and translated into English, Polish, Turkish, Hungarian and Slovenian so that participants of the training activity could use them to organize similar training activities for their schoolmates.

### Number and profile of participants

There were seven partner organizations from 6 different countries. There was one local educational authority, one university, one NGO, one ICT company and three schools within partnership. In addition to these partners there were associated partner organizations from Lithuania, Bosnia and Herzegovina, Bulgaria, Italy, Macedonia and Romania.

### Methodology:

Plan,do,check,act (PDCA) was the methodology of the project for the control and continuous improvement. We created a project management office for monitoring of the project and each step has been planned, checked and implemented successfully.

### The results of the projects were:

1- Project web page where all the carried out activities and produced intellectual outputs have been shared with

wider

- 2- Europe wide baseline assessment,
- 3- Teacher training module,
- 4- Lesson plans and worksheets for teachers,
- 5- Guide for young people
- 6- Guide for young people for media literacy and onlien propaganda videos
- 7- Peace campaign videos
- 7- Research conducted for young people and teachers
- 8- E-Twinning project
- 9- Teacher training course content for the teachers from other countries

Teachers from partner organizations have been equipped with the skills to discuss the extremism issues with their students. Young people had the chance to come together with other youngsters from different countries. For majority of them it was for the first time in their lives to come together people from other countries. They got rid of their prejudices. They learnt extremism concept and how to protect them from online propaganda. Partner organizations improved their international cooperation skills. During the project new partnerships have been established. Partners from Poland, Slovenia, Hungary and Turkey have worked in 3 different youth project. Konya II Mem prepared a training content to "Empower Teachers Against Extremism" It's been advertised via social media and School education gateway <https://bit.ly/2IQzTAm>

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 higher education

Project Title

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

Good practice example



## Project Coordinator

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## Project Information

**Identifier** 2017-1-TR01-KA203-046676  
**Start Date** Oct 2, 2017  
**End Date** Apr 1, 2020  
**EC Contribution** 159,710 EUR  
**Partners** UNIVERSIDADE ABERTA (PT) , GAZIANTEP UNIVERSITESI (TR) , ERASMUS UNIVERSITEIT ROTTERDAM (NL) , HUMBOLDT-UNIVERSITAET ZU BERLIN (DE) , ALMA MATER STUDIORUM - UNIVERSITA DI BOLOGNA (IT)  
**Topics** Inclusion - equity ; EU Citizenship, EU awareness and Democracy ; New innovative curricula/educational methods/development of training courses

## Project Summary

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

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

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

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

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

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

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

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

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

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

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

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

### Project Title

# Let's Overcome Disabilities Together Against Disasters

## Good practice example



### Project Coordinator

<b>Organisation</b>	ESKISEHIR IL AFET VE ACIL DURUM MUDURLUGU (ESKISEHIR AFAD)
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### Project Information

<b>Identifier</b>	2016-1-TR01-KA204-034345
<b>Start Date</b>	Sep 1, 2016
<b>End Date</b>	Aug 31, 2018
<b>EC Contribution</b>	169,845 EUR
<b>Partners</b>	HANDY CLUB OSTRAVA ZAPSANY SPOLEK (CZ) , ANADOLU UNIVERSITY (TR) , SPOŁECZNA AKADEMIA NAUK (PL) , TurkishRedCrescentEskisehirCityBranch (TR) , BALGARSKA AGENTSIYA ZA RAZVITIE (BG)
<b>Topics</b>	Disabilities - special needs ; Access for disadvantaged ; Post-conflict/post-disaster rehabilitation

## Project Summary

**The Project Content:** The project is subject the design and delivery of an accessible disaster education module and outputs for people with physical, hearing and visually disabilities. With the awareness of the difficulties that disabled people have in accessing educational resources, accessible educational materials prepared for physical, visual and hearing impaired individuals within the scope of the project suggests a solution to the lack of this subject. The educational materials enable disabled people to access information easily owing to accessibility features. Project is important that disabled people to include equal opportunities in access to public resources, educational resources and information on disasters and to include disability individuals in disaster management system.

**Partnership and participating organisations:** The project was carried out under the coordination of Eskisehir AFAD in cooperation with Anadolu University, Turkish Red Crescent Eskisehir Branch, University of Social Sciences in Poland, Handy Club Ostrava Disabled Society in Czech Republic and Bulgarian Development Agency in Bulgaria. Anadolu University and the University of Social Sciences have contributed to be developed distance education module, training methodology and information technology, Eskisehir AFAD in scope of disaster and Handy Club Ostrava in scope of disability contributed to be developed and designed of education materials, Bulgarian Development Agency and Turkish Red Crescent Eskisehir City Brunch contributed to be designed and developed guidelines.

**Description of undertaken main activities:**

**1-Project Short Film:** The short film was made to reach the target group of the project and to create social awareness. The film is published in social media, congresses and workshops.

**2-Project Lauch:** The Project Launch was made in Eskisehir participated with local and national disability associations, political and administrative authorities, academicians and people and the project was introduced to target groups and related organisations in January 27, 2017

**3-Disaster and Emergency Awareness Survey for Disabilities:** This is a survey study which aims to determine disaster awareness levels of people with disabilities to produce intellectual outputs and to present project content to people with disabilities. This study composes of 41 questions and prepared in Turkish, English, Polish and Czech. This study were carried out in Eskisehir, as online country-wide in Turkiye, Ostrava and Lodz. The results of study are being published as online to be used in scientific articles. At the same time, the study result made by Eskisehir AFAD, were dealed to Disaster and Emergency Management Authority and related disaster and country-wide emergency organisations. (Research on 1,801 people from across Turkey, Czech Republic Ostrava from 145, Poland 50 participants from Lodz)

**4-Transnational Project Meeting:** Turkey Eskisehir (January 2017), Ostrava (March 2017), Sofia (July 2017) Lodz (October 2017) a total of 4 times, including 3-day transnational projects meeting was organized. At the meetings, the studies were made on project management, responsibilities, monitoring good practices across institutions, capacity building activities and the development of intellectual output.

**5-Intellectual Outputs:** "O1-Distance Education Module" was prepared in cooperation with Anadolu University and University of Social Sciences and it has been made available for disabled people in 5 languages (English, Turkish, Bulgarian, Czech and Polish). "O2-Training/Practice Simulation Module" was prepared in cooperation with Eskisehir AFAD and Handy Club Ostrava and the module that comprises training materials in 5 language (e-book, audio book, animation, simulation, video) has been made available for people with disabilities. "O3-Guidebooks-Guidelines" were prepared in cooperation with BDA and TRC Eskisehir City Branch in per language

**6-Multiplier Events:** The project results and outputs were presented to total of 381 the physical, visual and hearing impaireds in the target group of the project and they were trained in 5 different activities.

**7-Dissemination events and impacts:** Project results and outputs were presented to AFAD representatives in all provinces with the support of Ministry of Interior AFAD Presidency (Dissemination Seminar, July 2018, in

Eskisehir). It is provided project to be disseminated all of Turkey by giving education to experts. Project results were disseminated through written, visual and social media. The promotion video of the project results were sent online to 200 national and international organizations. The project declarations were made and the project activities and results were announced at scientific congresses, workshops. The project was awarded the "Barrier-Free Information Service Award'18" by the University of Manisa Celal Bayar.

(Link:<http://www.milliyet.com.tr/eskisehir-afad-uluslararası-engelsiz-eskisehir-yerelhaber-3019296/>)

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 vocational education and training

Project Title

## If accessible, I am safe

Good practice example



If accessible,  
I am safe!

Erişebiliyorsam güvendeyim!

### Project Coordinator

**Organisation** ESKISEHIR IL AFET VE ACIL DURUM MUDURLUGU (ESKISEHIR AFAD)

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## Project Information

<b>Identifier</b>	2018-1-TR01-KA202-058236
<b>Start Date</b>	Sep 1, 2018
<b>End Date</b>	Aug 31, 2020
<b>EC Contribution</b>	176,074.97 EUR
<b>Partners</b>	Previform - Laboratório, Formação, Higiene e Segurança do Trabalho, Lda (PT) , HANDY CLUB OSTRAVA ZAPSANY SPOLEK (CZ) , VYSOKA SKOLA BANSKA - TECHNICKA UNIVERZITA OSTRAVA (CZ) , ESKISEHIR TEKNIK UNIVERSITESI (TR) , ASOCIACION DE INVESTIGACION DE LA INDUSTRIA DEL JUGUETE CONEXAS Y AFINES (ES)
<b>Topics</b>	Research and innovation ; Access for disadvantaged ; Post-conflict/post-disaster rehabilitation

## Project Summary

The subject of the project:

The project focuses on the design of accessible temporary accommodation models for persons with disabilities and vocational training for disability-sensitive, accessible and secure temporary disaster accommodation solutions.

What does the project provide to disabled individuals and professionals?

- Project provides equality of opportunity for individuals with disabilities in accessing livable shelter after disasters and producing disability-friendly disaster accommodation solutions,
- It is important for professionals to gain knowledge, skills and professional competence in producing disability-friendly accommodation solutions and designs.

Stakeholder analysis:

The project was created with the partnership of organizations and educational institutions specialized in the field of disasters and emergencies, architectural, technical and industrial design, technology, disability and innovation:

- Eskişehir AFAD (Disaster and Emergency)
- Eskişehir Technical University (Technical education, architecture and industrial design)
- Ostrava Technical University, Czech Republic (Emergency and Safety training, technical design)
- AIJU Institute of Technology, Spain (Industrial and technical design)
- Handy Club Ostrava, Czech Republic (Disability)
- PREVIFORM, Portugal (Innovation, occupational health and safety, laboratory center)

Project studies were carried out with a multidisciplinary study. The project was actively carried out with the participation of 29 project employees. Project employees; It consists of professional staff such as manager, project specialist, project assistant, social worker, architect, data preparation officer, academician, industrial engineer, interior architect, civil engineer, industrial designer, emergency specialist. Eskişehir Technical University architecture and design students and members of the disabled associations contributed indirectly to the project.

Project outputs produced:

1. Research and Analysis Report for Professional Staff: It includes evaluation of living spaces and accommodation facilities of disabled people in terms of structural and non-structural risks, field researches-technical researches and analysis reports. It has been prepared in 6 different formats as Turkish, English and Czech.
2. Disability Friendly Temporary Housing Technical Guide for Professional Staff: It includes universal accessibility designs of temporary accommodation facilities, living spaces and urban furniture for physically, hearing and visually impaired people. It has been prepared in Turkish, English, Spanish, Czech and Portuguese.
3. Disability-friendly temporary housing model and prototype: A temporary housing prototype that includes security standards and accessibility requirements. The prototype also serves as a training ground for professionals.
4. Introductory and educational film and animation: It consists of a training and promotional film and animation that explain the disabled-friendly temporary accommodation designs and security solutions for professionals and those concerned. It has been prepared in Turkish and English.

Project Activities:

- Transnational Project Meeting: Hosted by Eskişehir AFAD and Eskişehir Technical University, it was held with the participation of the project partners about the project management, coordination, determination of the tasks and the project process. In addition, a project launch and a project exhibition were held with the participation of national and local media.
- Learning / Teaching / Training Activities: It was carried out in 3 times with the participation of all project staff in the organization of the host partners in Czech Republic, Spain and Portugal. During the events, educational and

cultural activities were carried out that demonstrate the professional knowledge and competencies of the project staff and support the development of transversal skills.

- Multiplier Event: It was performed as online workshop. Hosted by Eskişehir AFAD and Eskişehir Technical University, it was carried out online at national and international stage with the participation of the administrators, academicians, students and professionals. Project results and outputs were introduced at the event. The project web page has been created and the activities and outputs have been integrated into the system.

- Dissemination activities:

1. Eskişehir AFAD has opened stand in scientific congresses, and papers on the project process and results have been published online congresses, as well. The project activities were shared on Twitter and Facebook social networking platforms. News about the project was provided to be published in local and national, visual and written media.

The project results were presented to the Minister of Interior and the Minister of Environment and Urbanization by Eskişehir AFAD.

Project posters and promotional products were prepared and distributed on certain days.

2. Eskişehir Technical University participated in scientific congresses physically and online, and papers on the project process and results were published. In addition, articles about the project were prepared and published in magazines and newspapers.

3. The news bulletin was prepared by Handy Club Ostrava and the project was disseminated in digital environment and an article was prepared on the project in a magazine on disability.

4. The news bulletin and article related to the project was prepared by AIJU and PREVIFORM and disseminated in digital media.

5. All partners spread their project activities through social media and internet pages.

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 Schools Only

### Project Title

# New Life New Hope

Good practice example



### Project Coordinator

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### Project Information

**Identifier** 2017-1-TR01-KA219-046022

**Start Date** Sep 1, 2017

**End Date** Aug 31, 2019

**EC Contribution** 123,845 EUR

**Partners** Selcuk Yasar Alaybey Ortaokulu (TR) , Scoala Gimnaziala Ion Heliade Radulescu (RO) , SEPUGS "Vasil Antevski Dren" (MK) , Agrupamento de Escolas Gil Eanes (PT) , KARSIYAKA ORTAOKULU (TR) , Colegio Cristo Crucificado (ES)

**Topics** Creativity and culture ; Access for disadvantaged ; Early School Leaving / combating failure in education

## Project Summary

This project dealt with the problems recognized by all the partner schools involved, which were treated in the international surroundings, through the exchange of good practice and experience. Those problems were related to the poor levelsome pupils were exposed to the various forms of discrimination, peer pressure or bullying, prejudice of the ambience, which made them to stop participating actively in the school and social life, even to achieve poor results in school.

The purpose of this project was to provide the conditions for quality education for all pupils. The theme of the project presented in all project activities which we wanted the all participants to become encouraging tolerance, suppression of discrimination, prejudice and bullying, as well as the civic rights, including migrant crisis. The aim of the project was to upgrade the development of the awareness of the tolerance, respecting diversity, importance of suppressing the discrimination and prejudice.

The methodology improvement was conducted through the experience and good practice exchange between the international partners, and also through firm bonding of the educational and pedagogical component, as well as through focusing on pupils and encouraging them on solving problems, argumentative dialogue within school, local community, even in multicultural surroundings.

The target groups were : project activities, aged 10-18, whose learning results were average or below, 72 teachers participated in project activities and conducted the designed teaching methods, all the pupils and teachers of partner, schools who were informed ; early school leaving encouraged to more tolerance, suppression of discrimination and prejudice, at the same time were aware of the importance of education in this process.

The mobility activities were organized. The participants were the pupils, teachers accompanying pupils as well as the teachers who participated in the educational process of the hosting school. This direct cooperation between the pupils from the different countries represented very encouraging educational and pedagogical method and environment in which the literacy level was raised far above the basic reading and writing skills due to the boosting of communication skills, the use of foreign language, recognising the differences. This cooperation also enabled participants to perceive the problems of discrimination or bullying in other countries, and the ways of dealing with them. Teachers developed and improved their skills and their working methods.

We summarized the content of our project in this way ;

Changing country of world people because of the reasons such as war, disaster , political , social , economic and education especially children who need to go to school. (At the age of school). Our aim was to reduce bad effect to minimum.

We aimed to increase common values such as (tolerance , human and children rights , democracy , ethnic and universal values) among world people at back plan.

1. Our aim was to make their integration easier to host country's culture , country they immigrated to live
2. To solve adaptation problem so that they can go on their education
3. To decrease the number of students who leave school.

With the help of questionaries, we understood the values that were beginning point between countries and people and we defined common fields. We worked together at education and added universal values to education and also social life. For that reason giving suggestions to shareholders and people, presentation activities and creating distinguishably were base of our project.

It was mentioned about people who were unjustly treated- their pole and life stories.

1. To define problems between host country's people and source country.
2. Individual integration problems.
3. Point of view host country's people.
4. Increasing ways of dialogues among people.

We thought these works were useful in a long term work.

1. Due increased between settled and migratory and they began to adapt each other with understanding.
2. Common worth/ common values which everybody accepted between people were defined.
3. Appearing ethnic values in universal values increased.
4. For people who migrated to host country it was source in order to form education modal at adaptation and support to country's culture and economy.
5. Preparing ground for education of settled and migratory about adaptation, language and common values.

At the end of this project, the disagreement among people and countries decreased and a healthy, habitable, permanence dialogue began.

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

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

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

### Project Title

# Job Coaching Training : Place, Train, Maintain for people with Intellectual Disabilities (ID).

Good practice example

### Project Coordinator

**Organisation** YEDITEPE UNIVERSITY VAKIF  
**Address** KAYISDAGI STREET AGUSTOS CAMPUS 26 , 81120 Istanbul , TR

### Project Information

**Identifier** 2014-1-TR01-KA204-013427  
**Start Date** Sep 1, 2014  
**End Date** Aug 31, 2016  
**EC Contribution** 91,615 EUR  
**Partners** Alexander Technological Educational Institute of Thessaloniki (TECHNOLOGIKO EKPAIDEFTIKO IDRYMA THESSALONIKIS) (EL) , AKADEMIA WYCHOWANIA FIZYCZNEGO JOZefa PILSUDSKIEGO W WARSZAWIE (PL) , Down Sendromu Dernegi (TR)  
**Topics** Access for disadvantaged ; Intercultural/intergenerational education and (lifelong)learning ; New innovative curricula/educational methods/development of training courses

## Project Summary

### Job Coaching Training : Place, Train, Maintain for people with Intellectual Disabilities (ID)

Employment rate is very low (0,009%) among youth with ID in Turkey. In Europe, people with ID are unemployed on a long-term basis and their employment levels and economic activity fall quite below that of even people with other types of disabilities. In Poland, very few are employed and there is no framework for supported employment. In Greece, although there is a greater access of people with ID in education and training, the families face with the relatively limited social and financial support, and there is also very limited access to employment. Thus, job coaching in the concept of supported employment can be considered a well-suited access to improve the sustainability in their jobs and facilitate the integration between the employers and co-workers without disabilities in the job environment. In this context, job coaching training may contribute the facilitation of their success in jobs that the people with ID are placed in.

Therefore, the aim of the project was to create the job coaching concept in Turkey, Poland and Greece, and train young university graduates as job coaching trainers.

The participants of the project are

1-Yeditepe University Faculty of Health Sciences, Department of Physiotherapy and Rehabilitation, Istanbul, Turkey-YU group

2-Alexander Technological Educational Institute of Thessaloniki, Greece-ATHEI-ILL group

3-Akademia Wychowania Fizycznego Jozefa Pilsudskiego w Warszawie, Department of Physiotherapy, Poland-AWFJ group

4-Association of Down's Syndrome, Turkey, Istanbul-Down's Turkey Group

In this context, the main activities undertaken were as follows;

1-Under the hosting of Yeditepe University one workshops and one symposium were accomplished.

2-A web site ([www.jobcoachingtr.com](http://www.jobcoachingtr.com)) was made in English and it is free on-line. The Turkish translation studies will be completed by the end of this year.

3-A transnational book titled with "Job Coaching for People with Intellectual Disabilities: Place, Train, Maintain the model for Turkey, Greece and Poland" (13 Chapters; 142 pages) was performed including the educational and social status of people with ID in the partner countries, job coaching actions should be taken to upgrade their vocational status in the community, and the case studies of youngsters assessed and placed or planed to be placed to jobs during the process of this project. It is free on-line through the web site of the project (<http://jobcoachingtr.com/Jobcoaching/transnationalbook.html>)

4-20 hard copies will be distributed between the partners by December 2016 as it was planned

5-An elective course titled with "PTR 264 Job Coaching Training: Place, Train, Maintain for People with Intellectual Disabilities – (2 2 3) 3ECTS" in Yeditepe University was opened and forty-two (42) students enrolled and completed the course. Ten students from Akademia Wychowania Fizycznego Jozefa completed the course for three days (18hrs). Alexander Technological Educational Institute of Thessaloniki opened the course for students who were all successful. Each course was embedded into the curriculum of the universities as electives, and prepared according to the Bologna Process but also according to the characteristics of the universities and cultural diversions of each country.

6- A Job Coaching Training Manuel (4 Sections; 41 pages) was made to guide the job coaches during the job coaching process (vocational profile, work site analyses of employee and employers etc.) for people with ID.

7-A scientific paper was prepared explaining the aim and structure and the achievements of this project and submitted to the British Journal of Occupational Therapy by August 2016.

8-The project was presented as two posters, first in the 5th National Physiotherapy and Rehabilitation Congress in May 20-25, 2015 in Turkish, and then, in a national exposition in relation to accessibility and disability in

Turkish and in English. A presentation of the project was performed in March 30, 2016 during the meeting organized by the International Office of the Yeditepe University regarding to the project preparations on Erasmus Plus.

Overall, we may conclude the job coaching training that the project team had in this project that was given to the project members provided them the required knowledge and skills to train job coaches in their home countries. Sixty-two undergraduate and graduate students who had the job coaching courses, in addition to the target groups joined to workshops and the symposium increased their knowledge and awareness on the training of job coaches for people with ID, locally, regionally, as well as in national and international level.

The Association of Supported Employment, Turkey was set as a result of this project is expected to continue to disseminate the knowledge and practice of job coaching activities for the sustainability of the outcomes of this project.

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

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

Action Type: Strategic Partnerships for school education

### Project Title

# Be Yourself Proof Yourself

Good practice example

## Project Coordinator

**Organisation** Toki Ulucan Ortaokulu

**Address** Kayapasa Mah. Unye Cad. No222 , 60600 Niksar , Tokat , TR

**Contact** Burcu İpekci , 00905446216223 , burcipekci@hotmail.com

## Project Information

**Identifier** 2014-1-TR01-KA201-013179

**Start Date** Sep 1, 2014

**End Date** Aug 31, 2016

**EC Contribution** 169,480 EUR

**Partners** OPENCOM i.s.s.c. (IT) , Zespol Szkol Sportowych Gimnazjum Sportowe nr 1 (PL) , Zakladni skola a materska skola Cesky Tesin Hrabina, prispevkova organizace (CZ) , Scoala Gimnaziala Adrian Paunescu (RO) , Model Experimental High School of University of Patras (EL)

**Topics** Access for disadvantaged ; Early School Leaving / combating failure in education

## Project Summary

Our Project mainly targeted to students during their puberty period and facing family problems such as divorced or one parent families. We focused on these groups while after surveys we detected low self-confidence on these students that can somehow lead to early school leaving. Furthermore, we recorded from journal references that students with low school acceptance are not developing harmonically all their intelligences and during their adult life is more possible to divorce suffer from adult depression or mental illness, and practice violence. In every school day attitude, these students seem to have communication problems with other students and usually have no or only one friend. Their introvert is also reflected within their families and their classes. One of the most unwanted results is low academic success for these student groups. This finding was confirmed by tests in all partner schools, where almost 20% of these students have indeed low skills in several subjects. We then conducted a plan to reduce or even face this problem. Our major goal was to develop all kind of skills for these students, communication, collaboration, expression, digital skills, foreign language skills, and emotional intelligence, friendship, orientation and socialization skills.

According to the strategies of EU 2020, we supported students in their social life and academic level always in cooperation with our partners. What we did? We dedicated each student's mobility into specific activities aiming to cultivate relative skills. We have prepared meetings in order to involve students actively in music groups, drama activities, performances, art lessons, ICT, sports developing multiple intelligences and enabling them to get involved and interrelated in several school subjects by using the cross cultural design. According to bibliography such activities are improving self-confidence of students, developing social skills and cultivating multiple intelligences. After all these activities new pedagogical approaches supported and educational material produced (uploaded in the relative ERASMUS+ web page), available ongoing to all interested educators, teachers and students.

Apart from the materialized outputs we must refer and mention the intangible benefits. Framed within ICT application such as Facebook page or e-twinning page students from different countries developed relationships maintained mainly through instant messaging or chatting. We can mention that students really introvert in their schools with no relationships, developed within a single mobility time strong relationship with students from other countries. This was especially mentioned by all teachers revealing the true success of our project. Furthermore, activities such as street soccer or effectively time spending environments (coffee breaks, theater watching, and sightseeing) assisted students' social skills helping them forming their recognition profile. At the end of the project we really recorded that in many schools early leaving was reduced, especially if the students participating in our project were carefully chosen.

On the other hand we must mention that the academic skills of many of these students were really improved. We can mention that many students especially from the Greek partner school succeeded in their exams joining now the Greek Universities. Apart from these records we can refer to all partner schools ensuring that similar findings were observed. It seems that socialization and participation to mobilities gives students extra motivation to school life in all its aspects, even in academics. Of course practicing on special subjects and activities and not just approaching them theoretically gives special interests on Physical Education Lessons, Language Lessons, Math, Music, Social Sciences and Science. We approached these subjects under the perspective of organized courses by volunteer teachers. These courses were mainly ICT based motivating students to develop both their academic achievement and physiological well-being in their life. All partner countries supported ICT based content development integrating students into a modern education approach, mainly aiming to make them aware of their talents, gain trust and respect themselves.

As a conclusion we must mention that we recorded an increase to the rate of students' social skills of almost 40%, and a respective decrease of the rate of low skills on basic subjects up to 20%. This was mainly achieved because of the detailed and well organized preparatory and evaluation meetings of the national coordinators (teachers). All meetings were very well prepared and additionally the Italian partner OpenCom provided its

experience and know-how to integrate positively all intellectual activities. Their knowledge strongly assisted our Project towards students' motto: "I am recognized, I have capabilities, I trust myself and I am aware of my responsibilities. Finally they are able to say "I am really hap

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

# ICT in Daily Life and E-Learning in Adult Education

Good practice example

### Project Coordinator

**Organisation** Sincan Halk Egitim Merkezi ve ASO

**Address** Kültür Sokak No:12, Fatih-Sincan , 06932 Ankara , Ankara , TR

### Project Information

**Identifier** 2014-1-TR01-KA204-012939

**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

Key Action: Partnerships for cooperation and exchanges of practices  
Action Type: Cooperation partnerships in higher education

#### Project Title

# Upskilling HED Students to create transformative cultural experiences for audiences with disabilities

## Project Coordinator

**Organisation** TURKIYE BILIMLER AKADEMISI  
**Address** Bayraktar Mah. Vedat Dalokay Cad. No 112 Çankaya Ankara , 06670 ANKARA , Ankara , TR  
**Website** <http://www.tuba.gov.tr/en>

## Project Information

**Identifier** 2023-2-TR01-KA220-HED-000177708  
**Project Web Site** <https://inclusioninhed.eu/>  
**Start Date** Mar 15, 2024  
**End Date** Mar 14, 2026  
**EC Contribution** 250,000 EUR  
**Partners** ANADOLU UNIVERSITY (TR) , Stichting for Education on Agility Liberating Structures (NL) , Ozel SOBE Ozel Egitim ve Rehabilitasyon Merkezi (TR) , Udruzenje Balkanska mreza muzeja / Association Balkan Museum Network (BA) , ARTIFACTORY (EL)  
**Topics** European identity and values ; Promotion of alternative forms of participation ; Democracy and inclusive democratic participation

## Project Summary

### Objectives

iINCLUSION focuses on a new e-SKILLS PORTFOLIO for HED students to assist audiences with visual, auditory, intellectual disabilities, mobility impairments and ADS access cultural heritage. The main objective is to reconcile educational curricula and market needs for an inclusive cultural heritage as per the UN Convention on the Rights of Persons with Disabilities, the EU CHARTER OF FUNDAMENTAL RIGHTS and the EU PILLAR OF SOCIAL RIGHTS reaching out 87 million audience with disabilities.

### Activities

WP1: TRANSNATIONAL PROJECT MANAGEMENT, COORDINATION AND MONITORING

WP2: ESTABLISHING A SKILLS BLUEPRINT FOR THE MANAGEMENT OF AUDIENCES WITH DISABILITIES IN CULTURAL HERITAGE

WP3: EXPLOITING ADVANCED PEDAGOGIES TO SUPPORT HED STUDENTS EXPLOIT THE POTENTIAL OF DIGITAL CULTURAL HERITAGE FOR AUDIENCES WITH DISABILITIES

WP4: LEADING HED STUDENTS TO REWIND THE DIGITAL CULTURAL SUPPLY FOR AUDIENCES WITH DISABILITIES

WP5: COMMUNICATING AND BRANDING PROJECT ACHIEVED RESULTS

### Impact

6 SKILLS-BASED INNOVATIONS (4 novel digital cultural services for audiences with disabilities; 1 new Business Model in the heritage sector; 1 new Professional Profile in Digital Culture; The Multimedia Digital Publishing Skills Set); 2 TRAINING TOOLS; 19 SKILLS BUILDING ACTIVITIES; 8 POLICIES, STRATEGIES & RESEARCH REPORTS; 2 QUALITY ASSURANCE & CERTIFICATION TOOLS (OPEN DIGITAL BADGE); 10 LOW CARBON COMMUNICATION TOOLS; 3 PERMANENT NETWORKS; 41 PROJECT EVENTS (27physical; 14digital)

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

Key Action: Cooperation for innovation and the exchange of good practices  
Action Type: School Exchange Partnerships

Project Title

# BUILDING REAL AND VIRTUAL BRIDGES

Good practice example



## Project Coordinator

**Organisation** Istituto Istruzione Superiore Statale Italo Calvino Rozzano

**Address** Guido Rossa , 20089 rozzano , Lombardia , IT

## Project Information

**Identifier** 2020-1-IT02-KA229-079259

**Start Date** Sep 1, 2020

**End Date** Aug 31, 2023

**EC Contribution** 101,218 EUR

**Partners** Dimitar Talev Secondary School (BG) , AKSU UCAK BAKIM TEKNOLOJISI MESLEK VE TEKNIK ANADOLU LISESI (TR) , Agrupamento de Escolas de Cristelo (PT)

**Topics** Creativity and culture ; ICT - new technologies - digital competences ; Inclusion - equity

## Project Summary

Building real and virtual Bridges intended to create a connection among different groups from different countries, both in a real and virtual world. Its aim was to go beyond frontiers, remove obstacles in order to reach effective communication, and promote a constructive sharing of ideas among teachers and students. The final goal was meant to reach a profitable cooperation for the purpose of achieving inclusivity, integration, tolerance through the correct use of the new technologies due to an efficient team-work on matters related to the birth of stereotypes, Bullying and Cyber-bullying at school. Over the last decade cyberbullying has become a global issue affecting young people. With the increased use of mobile technologies and permanent online access more children have become involved in cyberbullying as victims, perpetrators and/or bystanders.

All the activities were addressed to students aged 13 to16 who shared the same educational syllabus in all the partner Institutions involved.

The planned activities were: teachers and students mobility; overview of the phenomenon through a questionnaire administered in all the European Schools involved; training course for teachers and students: workshop on the origin and the breakdown of prejudice; workshops on writing and reading skills, video editing, music, for the development of students' creative and critical thinking; visits to museums and cultural sites followed by group works and workshops on common Cultural Heritage; travel journals containing all the participants' thoughts and opinions in order to build a website promoting good practices; final questionnaire to submit to all the students involved in the mobility; seminars held by the students involved in the mobility to share and spread the results from questionnaires among their fellow students in a peer educational context; publication of results from questionnaires together with a selection of excerpts from the students' travel journals; dissemination.

All the students aged 13 to16 from the partner institutions were involved in the project themes thanks to specific activities and their engagement in the questionnaire. 15 students, aged 13 to 16, and 6 teachers (5 students and 2 teachers per each School Partner) were selected through an internal announcement of selection for an experience abroad within the two years length of the project. The project intended to pay particular attention to underprivileged students with fewer possibilities in order to favour their inclusion: the goal was to support at least 3 participants out of 15 who may have economic, educational, cultural or social disadvantages.

The internal announcement for students was based on the following criteria: Target group: students aged 13 to 16; reference letter with the student's profile, shared with all the teachers of the class (class council); the latest report card with behaviour grade; motivation statement in English; contest related to the project (creation of a logotype, a claim or an acronym to better identify/highlight the idea "Building Bridges" represents); interview with Erasmus commission to evaluate the candidate communication skills (the interview will be in English).

Underprivileged students with fewer possibilities were vouched for by the class council certifying Special Educational and Cultural Needs and the ISEE (or EESI) certifying the financial situation of the household of the student. The internal announcement for teachers was based on the following criteria: Motivation statement in English; Interview with Erasmus commission to evaluate the candidate's communication skills. Language requirements for all participants: CEFR level B1. The participants had to undergo a test which evaluated their ability to understand and use English without effort.

The EU Kids Online 2011 Report has stated that 6% of kids between 9 and 16 years old have been a cyber-bullying victim and this rate has increased to 12% in 2014 among kids between 11 and 16 years old. This research shows that cyber-bullying is perceived as an alarming and growing phenomenon. By analysing the phenomena linked to the risk outbreak and by adopting appropriate methodologies, we suggested to integrate our

current school activities with more innovative ones in order to build and consolidate bridges between present and future, related to our students' civic, affective and cultural education.

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

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

Key Action: Learning Mobility of Individuals  
Action Type: Discover EU inclusion action

#### Project Title

# Engelsiz Rota

## Project Coordinator

**Organisation** Malatya Gençlik ve Spor İl Müdürlüğü  
**Address** Ozalper Mahallesi, Alparslan Turkes Bulvari No:3 , 44300 Malatya , Malatya , TR  
**Website** <https://malatya.gsb.gov.tr/>

## Project Information

**Identifier** 2025-1-TR01-KA155-YOU-000298577  
**Start Date** Nov 1, 2025  
**End Date** Jan 31, 2027  
**EC Contribution** 26,650 EUR

## Project Summary

### Objectives

By implementing this project, we aim to strengthen the social cohesion of young people with disabilities and fewer opportunities, increase their cultural awareness and help them express their views and contribute to the creation of barrier-free cities that will be built after the earthquake with the knowledge they will gain. Our project will enable young people to gain self-confidence, develop their social skills and increase their social participation, and to be informed about the opportunities that Europe offers. From a youth work practice perspective, our aim is to strengthen disadvantaged young people and their living conditions, support them in active citizenship and social participation, and contribute to their personal development. At the same time, thanks to the learning outcomes, they will be able to share with local administrators how to implement barrier-free cities examples in Europe in their own cities.

### Impact

We expect our project to create various results and effects in the short and long term:

#### 1. Personal Development:

There will be a significant increase in the participants' self-confidence and social skills. Young people will strengthen their personal development by meeting with intercultural interaction and different perspectives.

#### 2. Social Cohesion and Social Participation:

Young people's social cohesion will increase and they will participate more actively in their communities after the project. The experiences they gain across Europe will encourage them to participate in local and international volunteering activities. Participants will become more active individuals in society and will inspire others thanks to the new skills and knowledge they acquire.

#### 3. Cultural Awareness and European Citizenship:

Young people's awareness of European cultures will increase and this experience will make them feel closer to European values. Interaction with different cultures will contribute to young people's adoption of values such as tolerance, respect and solidarity. Young people will learn about opportunities and mobility programs in Europe, and these experiences will guide their future career plans.

#### 4. Social Awareness and Social Responsibility:

The social awareness and social responsibility levels of young people will increase. The experiences and awareness they gain during the project process will increase their desire to contribute more to society. They will also provide democratic participation by sharing their ideas in creating barrier-free cities in post-earthquake urban development. Young people will contribute to social change at the local level by transferring the knowledge and experiences they gain to their communities. These effects will allow young people to actively contribute to their individual development and society, and in the long term, will contribute to the construction of cities without barriers and the strengthening of values such as social harmony and solidarity.

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

Key Action: Learning Mobility of Individuals  
Action Type: Discover EU inclusion action

#### Project Title

# Discover Europe with HIS

## Project Coordinator

**Organisation** TURKIYE HERKES ICIN SPOR FEDERASYONU  
**Address** EHLİBEYT MAHALLESİ TEKSTİLCİLER CADDESI EKŞİOĞLU İŞ MERKEZİ NO:16/5 BALGAT , 06520 ANKARA , Ankara , TR  
**Website** [www.his.gov.tr](http://www.his.gov.tr)

## Project Information

**Identifier** 2024-1-TR01-KA155-YOU-000209778  
**Project Web Site** <https://his.gov.tr>  
**Start Date** Nov 14, 2024  
**End Date** Nov 13, 2025  
**EC Contribution** 9,279.5 EUR

## Project Summary

### Objectives

Today, a glaring disparity exists between the opportunities available to young people in urban and rural settings. Urban youth are often privileged with more resources, training programs, and avenues for growth compared to their rural counterparts. Consequently, the challenges faced by rural youth remain largely unaddressed, despite mirroring those of their urban peers. The pressing need for initiatives tailored to rural youth becomes evident, focusing on skill development and problem-solving within their specific context.

Central to this project is the recognition of rural youth's limited access to opportunities abundant in urban areas. Our objectives are twofold: firstly, to rectify this imbalance by providing equitable access to resources and opportunities, thereby empowering rural youth to address their own challenges. Secondly, we aim to foster holistic development and education among rural youth, guided by the principles of inclusivity and sustainability.

A core aspiration of this endeavor is to cultivate a generation of "wise young people" within rural communities. Through targeted programs and support, we endeavor to unearth and nurture the talents inherent in rural youth, fostering self-confidence and resilience. By doing so, we not only aim to address the immediate needs of rural youth but also to catalyze their long-term success and contribution to their communities.

### Impact

Within the framework of the DiscoverEU's inclusion activity program, this project aims to empower rural youth with limited opportunities to transcend boundaries, mirroring their urban counterparts through equal access to opportunities. By providing these young individuals with the chance to explore Europe, delve into its rich tapestry of diversity, culture, and history, and interact with peers from across the continent, we aim to broaden their horizons and cultivate a deeper understanding of different cultures. Through these transformative experiences, participants will not only develop a global perspective but also establish concrete career aspirations, bolstering their self-assurance and autonomy.

Furthermore, our project seeks to foster cultural exchange among participants from diverse backgrounds, serving as a catalyst in combating prejudices. By facilitating interactions between young people from various cultures, we endeavor to promote tolerance and understanding. Participants hailing from rural areas will particularly benefit, gaining exposure to Europe's cultural richness while learning to embrace diversity.

At the heart of our project lies the ambition to nurture a cohort of "wise young people" among rural youth, equipping them with the tools and mindset to thrive in an interconnected world. Notably, the low passport ownership rate in Turkey underscores the need to broaden international exposure among its populace. Thus, our project not only aims to address this disparity but also endeavors to unearth and nurture the talents of rural youth, positioning them as active contributors to global discourse and progress. Through our efforts, we aspire to transform the trajectory of rural youth, empowering them to chart their own path towards success and fulfillment on the world stage.

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

Action: Volunteering Projects  
Action Type: Volunteering Projects

#### Project Title

# From Youth Factory to Europe for Volunteerism and Solidarity

## Project Applicant

**Organisation** Abdullah Gul University  
**Address** Barbaros Mah. Erkilet Bulvarı Sümer Kampüsü , 38000 Kayseri , TR

## Project Information

**Identifier** 2020-3-TR01-ESC11-096999  
**Start Date** Jan 1, 2021  
**End Date** Jun 30, 2023  
**EC Contribution** 28,618.11 EUR  
**Topics** Youthwork ; Inclusion and diversity

## Project Summary

### Objectives

The aim of the project to be organized by Abdullah Gül University (AGU) with partners from Spain, Romania and Portugal is to encourage solidarity with the activities of volunteers.

In line with this aim, the objectives of the project are;

- \* To encourage voluntary work,
- \* To support the adoption of the concept of solidarity as a value,
- \* To ensure that the participants work to ensure positive social change,
- \* To increase the awareness of the concept of volunteering in the local, national and international arena,
- \* To ensure social inclusion through activities in participating institutions,
- \* To ensure the recognition of non-formal education,
- \* To enable the participants to professionalization in non-formal education,
- \* Increasing the number of young people who have information about youth work through youth information,
- \* To ensure that participating youth introduce their own culture and get to know the culture of the country they are going to,
- \* To break stereotypes and prejudices against cultures with intercultural learning methods,
- \* To enable the participants to develop their communication skills in a foreign language,
- \* To increase the digital skills of the participants,
- \* Developing cooperation between project partner institutions,
- \* Supporting the personal, social and professional development of the participants with the experiences they have gained,
- \* To encourage participants to gain active citizenship skills,
- \* To encourage the development of entrepreneurship skills of the participants,
- \* To ensure that participating institutions share good practice examples.

At the end of the project, volunteering activities and solidarity will be encouraged as a result of this project.

### Activities

Within the scope of the project, 3 activities will be implemented in Spain, Portugal and Romania. Among these activities, Romania and Portugal activities are short-term; Spanish activity is a long-term activity. A total of 11 young people with fewer opportunities will benefit from the project. Participating youth will consist of young people with economical fewer opportunities. Project participants will be selected from youth who has participated in at least one voluntarily activity, who can regard volunteering as a responsibility, and who are aware of the concept of respect for differences.

In the Spanish mobility of our project, volunteers will work with handicrafts, provide language support to refugees, volunteer with children with cancer, inform youth about the Erasmus + program, and conduct fieldwork within the framework of youth information and volunteering. They will also receive Spanish language support. In the Romanian mobility, the volunteers will work to establish a network, work in the field of youth information, conduct social inclusion activities within the scope of field work, organize activities promoting their own culture, receive Romanian language support, and carry out activities promoting their activities within the scope of visibility studies (social media, etc.) . Participants in Portugal's mobility will carry out studies for students and young people in schools related to non-formal education, will do sports activities with children, prepare their own projects, receive

training on their duties, and receive Portuguese language support. In all studies, participants will receive training on their duties.

## Project management

Within the scope of the project, all roles in AGU and project partners were determined. AGU will be responsible for the project management as the supporting institution and will do this task in cooperation with the partners. The partners of the project are Adamastor from Portugal, Association Tineri 3D from Romania and Proyecto Pigmalion Ciudad Real from Spain. Cooperation with partners will be achieved through regular meetings held on zoom.

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

Action: Volunteering Projects  
Action Type: Volunteering Projects

#### Project Title

# Supporting Social Inclusion with ESC

## Project Applicant

**Organisation** Kastamonu Valiligi AB, Valilik Proje ve Koordinasyon Merkezi  
**Address** Sehitler Sokak No:3 , 37200 Kastamonu , TR

## Project Information

**Identifier** 2019-3-TR01-ESC11-079656  
**Start Date** Jan 1, 2020  
**End Date** Dec 31, 2022  
**EC Contribution** 41,056 EUR  
**Topics** Youthwork ; Inclusion and diversity

## Project Summary

### Objectives

The aim of the project to be organized by Kastamonu Governorship is; Voluntary social inclusion as a result of activities in Bulgaria, England and Portugal. Together with our project, it is aimed to ensure social inclusion. Our project will have a positive impact on the participants, participating institutions and target groups. Participants will take an active role in social inclusion processes, gain a better understanding of the meaning of volunteering, promote positive change in society, recognize non-formal learning techniques and youth work and develop foreign languages. Participating institutions will have experience in the project and will have the chance to produce new projects with new partners. They will also ensure that groups with limited opportunities around them are involved. The target audience will get to know the Erasmus + and ESC program more closely and will be included in the society.

### Activities

Our project will be implemented in Portugal, Bulgaria and United Kingdom and 14 young people will participate in this project. Twelve of these young people will be youth with fewer opportunities for economically, socially and geographically. The most important feature of the participants will be voluntary work and participation in social inclusion. In Portugal, participants will work with children, organize activities to involve children, plan their own projects, receive language support and participate in field activites. In Bulgaria, volunteers will be involved in youth information meetings, social inclusion, field studies on social entrepreneurship, plan their own projects and receive language support. In the UK, they will provide youth information, organize activities using ICT, work on involving marginalized groups and receive language support.

### Project management

Our project will include Go Digit All from the United Kingdom, ASSOCIATION INTERNATIONAL INITIATIVES FOR COOPERATION from Bulgaria, PROATLANTICO - ASSOCIACAO JUVENIL from Portugal. Our governorship will be responsible for project management, but each host institution coordinator will report to the project coordinator in charge of the project's activities in their own country. Effective cooperation with our partners will be ensured through both written agreements and meetings.

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

Action: Volunteering Projects  
Action Type: Volunteering Projects

#### Project Title

# Exchange of Hopes within ESC

## Project Applicant

**Organisation** ISTANBUL AREL UNIVERSITESI  
**Address** TURKOBA MAHALLESI ERGUUVAN SOKAK NO:26/K TEPEKENT -  
BUYUKCEKMECE , 34537 ISTANBUL , TR

## Project Information

**Identifier** 2019-3-TR01-ESC11-079222  
**Start Date** Jan 1, 2020  
**End Date** Dec 31, 2022  
**EC Contribution** 8,720 EUR  
**Topics** European identity and values ; Inclusion and diversity ; Culture

## Project Summary

### Objectives

We aim to implement this project to create an international multi-cultural environment, provide communication activities between young people and our colleagues in our university, based on, solidarity and contribute to a certain extent to participant's employability. In addition to this, is to creating awareness about European values and opportunities and conducting youth activities in the Büyükçekmece region of Istanbul.

The main objective of our project is to provide universal perspective and global citizenship awareness to young people and students with economic, cultural and geographical terms of fewer opportunities. We have 60 student clubs as part of our University and we are already running social responsibility projects with local people and students. However, these activities have a lack of international dimension. To fix this deficiency, we want to extend our activities with the help of the ESC projects. Therefore, we applied to be an ESC organization and got the volunteering accreditation. Next step for us will be likely to create projects that can help our beneficiary whom our students and local youth. "Exchange of Hopes within ESC" project will help our target groups to be open-minded and see the world with different aspects.

Through this opportunity, our local environment will be able to improve strong ties with the European Community and young people from different countries. We believe that this way more tolerance, cooperation, and respect which all the World needs, will generate amongst youth people. Our youth clubs already organize activities about social, cultural and sports subjects. These activities include seminars, training, Congress, workshops, awareness campaigns, social responsibility activities, healthy lifestyle activities. In this Project, our ESC volunteers will be attending the aforementioned activities with our students and local young people and take an active role with them. Volunteers will be also collaborating with the University's Youth Activities Center, Career Center, Sustainable Education Center, Erasmus+ Office, Student Clubs Office and Leadership Office. Thus, we plan to contribute to employability by providing professional experience and competence to our participants coming from abroad.

### Activities

"Exchange of Hopes within ESC" is a European Solidarity Corps - Individual Volunteering project which includes 2 volunteers from each country; Ukraine, Romania, Italy, and Greece. Activities will take place for 8 months in Istanbul - Turkey and hosting organization is Istanbul Arel University. The project activities will start on 1st of March 2020. Our project will be carried out in total of 8 participants with fewer opportunities. Every participant will be part of the project for two months periods.

The appropriate volunteer profile for this project will be provided by equal opportunities for all participants with fewer opportunities, young people aged 18-30 years, ensuring gender equality among participants, making elections open and clear, regardless of gender, ethnic group, religion, identity or political views. Selection criteria for each volunteer we will select for this project: participants willingness to participate in volunteering activities, whether or not previously experience of being in abroad (giving priority to disadvantaged candidates without foreign experience), eagerness to adapting to multicultural environments, having limited opportunities and having economic, geographical, social, educational, and cultural disadvantages. To achieve this aim, the cooperation partners, the European Commission to Turkey and we need the economic and educational support of the National Agency. We have great faith in intercultural communication and youth. We therefore want to create

opportunities for young people suffering from various disadvantages to interact and work with different cultures. With this project, we think that volunteers and local youth will learn a lot from each other. In addition, this project will be an important step to introduce the ADP program and informal learning methods and to encourage young volunteers for further projects.

During activities, volunteers will take part in trainings, workshops, social responsibility projects, and European norms and values in which non-formal learning methods are planned before the project application. In addition, our activities will include youth information seminars, campaign activities and developing skills both professionally and socially. For each planned activity, tasks will be distributed regarding volunteers motivation that they will be able to form and manage groups, to discuss certain topics, to keep learning records and optionally to conduct surveys in the field of interest in terms of youth information. For each of our volunteers, English speaking practices will be organized at TANDEM (English conversation club activity) four days a week, as well as one or two days a week at the basic level of Turkish, where they will be able to meet their daily needs.

## Project management

All the practical and logistical arrangements will be taken care of by Istanbul Arel University - Youth Activities Center' staff, making sure that the volunteers are provided with all the necessary facilities in order to live comfortably, to have the possibility to stay in contact with their family, friends and sending organization (by providing Internet connection in everywhere), to easily move in the city center we will provide Istanbul Kart where they can use local transportations.

The roles of the partners and their tasks were established before the project start date with the following responsibility:

- Istanbul Arel University- host organization will involve the volunteers in activities based on a balance of learning and service. AREL will submit the volunteering project's application to the Turkish National Agency and will be responsible for the general management during the whole project. We will arrange all the practicalities about the hosting safety good living and work conditions, linguistic and task-related tutoring, and mentoring and will provide support to the volunteers during the whole project. The coordinator is in charge of opening the communication channels between all the partners, to ensure a fast and efficient exchange in the network (mainly by email and WhatsApp group); will provide administrative support and quality measurements.
- Sending organizations will be in charge of organizing the practical details and preparing the volunteer before the departure, providing support to the participant during all the phases (before, during and after the activity) of the project.

We will ask for support from our partners to find volunteers in accordance with the content and profile of our project. In addition, they will ensure that volunteers are well prepared and given pre-departure training before they change their social environment. In this training, participants will be well-informed about activity agreement, participant documents, Travel Insurance, Youthpass certificate, CV in Europass format and motivation meetings will be held with all participants. Supporting organizations will also support volunteers in their reintegration process after their activities.

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