

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

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

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

Action Type: Strategic Partnerships for youth

Project Title

Nature for Youth and City



Project Coordinator

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Project Information

Identifier	2016-2-TR01-KA205-036224
Project Web Site	http://odtudedoga.org/tr/ana-sayfa/
Start Date	Oct 1, 2016
End Date	Mar 31, 2019
EC Contribution	274,682.5 EUR
Partners	Butterfly Conservation (UK) , MIDDLE EAST TECHNICAL UNIVERSITY (TR) , Anima Mundi società cooperativa sociale (IT) , TECHNOLOGIKO EKPEDEFTIKO IDRYMA THESSALIAS (EL)
Topics	Youth (Participation, Youth Work, Youth Policy) ; Environment and climate change ; International cooperation, international relations, development cooperation

Project Summary

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

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

* 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

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

Project Coordinator

Organisation	ZIHINSEL YETERSIZ COCUKLARI YETISTIRME VE KORUMA VAKFI (ZICEV)
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Project Information

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

Project Summary

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

Leading organization: ZİÇEV (TR)-Civil society organization

Partners:

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

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

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

Intellectual Outputs

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

Multiplier Events

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

Target group of the meeting:

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

Related output : O1

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

Related output: O2

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

Related output: O3

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

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

Expected Results

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

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

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

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

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

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

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

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

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

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

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

Project Title

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



Project Coordinator

Organisation Eskisehir Tarim ve Orman Mudurlugu
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Project Information

Identifier 2016-1-TR01-KA202-034381
Project Web Site <http://www.bestfood-haccp.com>
Start Date Dec 15, 2016
End Date Jan 14, 2019
EC Contribution 124,020 EUR
Partners ANKARA UNIVERSITESI (TR) , SLOVENSKA POLNOHOSPODARSKA UNIVERZITA V NITRE (SK) , UK-Certified Knowledge Association (UK) , E.A.C.E. European Academy gGmbH (DE)
Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

Project Summary

HACCP (Hazard Analysis and Critical Control Point) is the food safety management system ensuring preliminary determination and control of hazards affecting the food safety. It is a legal requirement for food and feed companies to implement HACCP System in Turkey and EU states.

As the food companies do not have sufficient knowledge regarding HACCP system in our country in general, they take support services from consultancy companies to establish this system. Since they are not a part of the system, the sustainability is not ensured for HACCP System which is the essential grounds for food safety.

* Additionally, the professional levels of food auditors obliged to audit this system and the persons providing HACCP training are insufficient.

* Therefore, an innovative common training module is needed to be used in all countries to ensure food safety.

Purpose;

The education methodologies based upon Information Communication (BIT-ICT) for HACCP and Food Safety in member and candidate states of EU contribute elimination of differences between regions and states.

Target Population:

* Authorized persons and employees

* Food auditors

* Students and instructions in colleges and vocational schools educating in food and food safety

* Everyone interesting in the business of food acting in Turkey and EU states.

Number and Profile of Participant Establishments:

Project owner (Directorate of Agriculture and Forestry of Eskişehir) and project partners (Slovakia Agricultural University, Ankara University, Faculty of Veterinary, Euro-Cert European Academy, UK-Certified Knowledge Association).

Project partners consist of effective and authorized official institutes, Universities and Non-Governmental Organizations which conducted similar projects and renders education with knowledge and experience in food safety.

Definition of Undertaken Main Activities:

5 International meetings and 4 multiplier events and 1 closing meeting was organized in scope of the project. The field and office work and implmenetations, similarities and differences in Turkey, Germany, England, Slovakia were evaluated. The knowledge and experience and current legal procedures were discussed in a meeting. HACCP audits of meat facilities-slaughterhouse-milk processing facilities, feed factories, hotel restaurants and diners, etc. acting in Eskişehir, London, Berlin and Nitra were conducted and their documents were examined with project participators in the field work.

The knowledge and experiences were shared in subjects given in the program during the office works. The good and bad implementations, similarities and differences were discussed and teamwork was conducted.

Therefore, international works were conducted and innovative common ICT Training Modules (8 modules, 30 hours, 35 courses, 7 examinations, 140 questions) which may be implemented by all countries as open source and free modules prepared in Turkish, English, German and Slovakian not just one language of EU were developed.

All project activities:

*Made news in national and local newspapers;

*Published in official websites of all partners and application holders;

*Published in Ministry and University magazines;

*Shared in webpage of the project;

*Shared in the Facebook page (Bestfood with Haccp in Eskişehir).

Obtained Results and Impact:

Results;

1 website (www.bestfood-haccp.com) and 8 ICT training modules (30 hours and 35 courses, 7 examinations, 140 questions) were prepared in Turkish, English, German and Slovakian which may be used by all countries as a result of knowledge and experience sharing and project.

140 people registered and took courses from Turkey, EU states and other countries in 2 month after the completion of project. 70 people were entitled to receive certificates by obtaining over 60 points from all examinations. This number is expected to exceed 1000 people in 1 year.

Total of 30.714 visitations meaning average 1023 visits daily were obtained in January 2019. Visitations were made from 96 countries in January.

Multilingual support of the project allows the whole world to access education with our project.

Impacts;

- * The professional capabilities, knowledge and experiences of the participants increased;
- * Audit performances of food auditors increased;
- * Number of food companies establishing HACCP increased;
- * Corporate capabilities of project owner and project partners increased;
- * Profitability of food companies increased;
- * Number of persons learning about HACCP System in Turkey and EU states increased;
- * Awareness regarding HACCP increased.

Long-Term Benefits:

- * The implementation differences between countries will decrease;
- * The commerce between regions and countries will become easier;
- * The economies of Turkey and EU states will be better,
- * HACCP Education conducted in scope of program for food auditors realized by the Ministry of Agriculture and Forestry will be removed, and it will be realized with free modules. It will positively change the Turkish economy.

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 addressing more than one field

Project Title

Beat Cyberbullying; Embrace Safer Cyberspace



Project Coordinator

Organisation Afyonkarahisar II Milli Egitim Mudurlugu
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Project Information

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

Project Summary

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

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

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

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

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

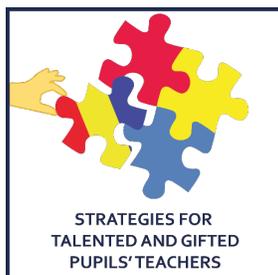
Link to project card: [Show project card](#)

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

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

Project Title

Strategies for Talented and Gifted Pupils' Teachers



Project Coordinator

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Project Information

Identifier 2015-1-TR01-KA201-021420
Project Web Site <http://strateach.eu>
Start Date Sep 1, 2015
End Date Aug 31, 2018
EC Contribution 314,023.44 EUR
Partners EDUCENTRUM ZU (CZ) , Ländliche Erwachsenenbildung Thüringen e.V.
(DE) , Polo Europeo della Conoscenza - IC Bosco Chiesanuova (IT)
Topics Disabilities - special needs ; ICT - new technologies - digital competences
; New innovative curricula/educational methods/development of training
courses

Project Summary

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

The earlier intervention started to have a greater impact on pupils' academic progress. It is indicated in the literature that talented and gifted pupils constitute a group, who has to get special education. The aim of this project was to raise the awareness of teachers who teach talented and gifted pupils in inclusive classrooms and build up innovative strategies for teachers to practice in classrooms and support them to improve their professional profiles. Because early intervention is important the target group was chosen as teachers, who teach in early years settings, preschools, and primary schools. Within the scope of this project a strategy guide book, a how-to instruction book, animations and a simulation were developed as intellectual outputs. Teachers were provided to learn how to practice the strategies, which they have to follow in classrooms through seminars. Moreover, they could access digital environments and implement the strategies with the help of simulation and animations.

By means of this project interaction and cooperation among partner organizations from different countries were provided. Teachers from different countries came together and intercultural interaction was materialized as well as awareness on the topic was increased. Through this project, in which Gazi University (GU) from Turkey takes place as coordinator organization, Europole, LEB (till 31.05.2017), and EDUcentrum conducted a series of scientific studies at the local level, a standard scientific example, which may be a source of inspiration for further researches was set. Project partners are highly experienced organizations in teacher training and talented and gifted pupils' inclusive education. They contributed to project from different aspects. In this way, international sustainability of the project is expected to be provided in a long-term relationship.

At the first stage, a baseline study revealing the state of art related to the project topic was performed. A comparative analysis followed the baseline study in order to compare the situation in partner countries. This led the project to a needs analysis to determine teachers' training needs on the topic. Data collection tools of needs analysis were based on the baseline study and the comparative analysis. These tools were applied to teachers, who work in early years settings, preschools and primary schools. GU prepared journal articles considering the conducted activities from the different point of views.

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

Afterward, dissemination activities took place. Seminars for teacher trainers and teachers were given. A valorization conference was held in order to share the project results with stakeholders after the reporting stage is completed. All the outputs were published on the project website and so all stakeholders and interested people

and organizations were reached.

This project will contribute to;

- a- Recognize talented and gifted pupils earlier and support them with innovative teaching approaches.
- b- Increase the awareness of teachers about giftedness/talentedness.
- c- Support both the social adaptation and self-realization of gifted pupils.
- d- Use technology-supported materials in teacher training activities.
- e- Improve teachers' professional profiles in terms of giftedness and talentedness

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 the Hopes Blossom

Project Coordinator

Organisation	Manisa Valiligi
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Website	http://manisa.gov.tr

Project Information

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

Project Summary

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

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

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

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

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

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

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

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

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

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

Project Title

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

Good practice example

Project Coordinator

Organisation MIDDLE EAST TECHNICAL UNIVERSITY
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Website <http://www.metu.edu.tr>

Project Information

Identifier 2015-1-TR01-KA203-021755
Project Web Site <http://mewewhole.com>
Start Date Sep 1, 2015
End Date Aug 31, 2017
EC Contribution 196,665 EUR
Partners APEC Egitim Danismanlik Ltd. (TR) , UNIVERZA V MARIBORU (SI) , CREDA onlus (IT) , UNIVERSITY OF GLOUCESTERSHIRE LBG (UK)
Topics Energy and resources ; New innovative curricula/educational methods/development of training courses ; Environment and climate change

Project Summary

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

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

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

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

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

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

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

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

* 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

Let's Fathers, Come Preschools!

Good practice example



Project Coordinator

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Project Information

Identifier 2016-1-TR01-KA203-034905
Project Web Site <http://www.fatherscomepreschools.com/>
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 167,469.86 EUR
Partners Yasam Boyu Egitim Dernegi (TR) , GOETEBORGS UNIVERSITET (SE) , Stichting Drio (NL)
Topics New innovative curricula/educational methods/development of training courses ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

Studies showed that high father involvement supports children's language and cognitive development, psychological well-being, social and emotional development. It was also indicated that high father involvement in education decreases early school-drop out- one of the main aims of European Union-, increase children's academic achievement, self-esteem, self-confidence and all developmental abilities. Traditional gender role of mothers attitudes leads pre-schools to overemphasize the involvement of mothers while spending insufficient effort to involve fathers. Although there are some efforts and studies, father involvement in early childhood programs is not widespread.

Main objective of this project was to increase the visibility of father involvement in early childhood education. Therefore it was aimed to increase father involvement through increasing early childhood educators' awareness of the importance of father involvement and supporting all adults in early childhood education settings. Within this context, the purpose of the project was to provide resources for teachers to use while organizing father/parent involvement activities which supports high involvement of fathers. Başkent University from Turkey, Sticting Drio from Netherlands, University of Gothenburg from Sweden and Life Long Education Association from Turkey were the partners of the project. The aim of the project was reached through three main intellectual outputs: Father Involvement Guidebook , Father Involvement Activities Handbook and project web site/learning platform. The Father Involvement Guidebook was prepared to inform early childhood educators about the importance of father involvement and the ways to create a father-friendly early childhood settings and to help teachers provide parent education classes related to father involvement. Father Involvement Activities Handbook was prepared for teachers to include father-centered parent involvement activities in their educational programs. The web page/learning platform of the project was opened to share all information and the outputs of the project. The forum was opened in the project web site in order to initiate and increase the connection of teachers to share their information and activity suggestions or father involvement. By using social media devices such as Facebook, Twitter and LinkedIn, project process and results were disseminated to public and relative stakeholders. All intellectual outputs were prepared in English and translated to Swedish, Dutch and Turkish. The main target group of the project was teachers, fathers, mothers and children. The effectiveness of the project activities on teachers, fathers and mothers were measured with pre and post analysis. The interviews were semi-structured with the pre-test questions focusing on the views and perceptions of father engagement in Turkish, Dutch and Swedish preschools, and the post-test questions focusing on change or improvement in parental and father engagement. The children were asked to talk about and draw the activities that they enjoy doing with their fathers/parents before and after project activities. The results showed an increase in father/parent engagement in the short term and positive perspective towards activities and implementation of some activities in future. Transnational meetings and online meetings were effective to increase collaboration and then quality of project. Long and short term learning activities provided opportunity for early childhood educators to observe good practices and enlarged their vision and knowledge of father involvement . Multiplier events provided the dissemination of the project outputs and possibilities to work with other stakeholders in this area. Public institutions, visual and written media, academicians and organizations are activated to get involved in the project. The teachers of preschools were informed about the project web site, social media and fliers. The media were informed about our work. With the project, an increase in early childhood educators competence of including fathers into early childhood education, increase in fathers' awareness the importance of their involvement, increase in mothers' knowledge on their own impact on fathers' involvement, increase in father-friendliness of early childhood education was obtained and this created an impact with father involvement in Early Childhood Education more visible in partner countries .The dissemination activities will continue in future in earlychildhood education programs in universities, in different preschools, NGOs and governmental organisations using project

outputs. It is believed that produced intellectual outputs of this project will be used effectively in all European countries to increase fathers' involvement in early childhood education settings that will highly support the children's development.

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

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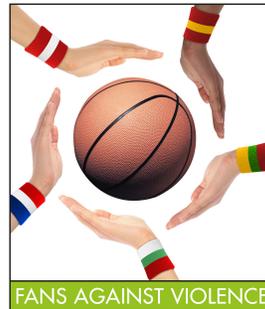
Key Action: Sport
Action Type: Collaborative Partnerships

Project Title

Fans Against Violence

Good practice example

Success story



Project Coordinator

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Project Information

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

Project Summary

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

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

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