

Erasmus+ Proje Sonularının Paylaşılması ve Yaygınlaştırılması Toplantısı DEOR-14Aralık 2016

Bu kitapık, Erasmus+ proje sahibi kişiler ile proje ıktılarının ilgili olduėu dşnlen kurum ve kuruluşları temsilcilerinin bir araya geldiėi, Trkiye Ulusal Ajansı tarafından 14 Aralık 2016 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 school education

Project Title

Searching For The Labours Of Hercules

Project Coordinator

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Project Information

Identifier 2014-1-TR01-KA201-012990
Project Web Site <http://laboursofhercules.com/en/about-project/>
Start Date Sep 1, 2014
End Date Aug 31, 2017
EC Contribution 365,301.33 EUR
Partners HACETTEPE UNIVERSITESI (TR) , ANOTATI SCHOLI PEDAGOGIKIS & TECHNOLOGIKIS EKPEDEFSIS (EL) , Tudás Alapítvány (HU) , LICEO DI STATO G.BAGATTA (IT) , IES Jándula (ES) , Colegiul Tehnic de Transporturi "Transilvania" Cluj-Napoca (RO) , Varvakeio Model Experimental Lyceum (Upper Secondary School) (EL) , Liceo Statale "G. Lombardo Radice" (IT)
Topics Creativity and culture ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

Project Summary

In its capacity our partnership is proposing to develop, create and operate innovative teaching and learning materials that may be used at different High schools and can be transferred to different classes and education systems such as an online game, an interactive comics, an interactive travel guide on the thematic trip of Hercules with the contribution of pupils at different partner schools. With the help of the open access learning platform and physical mobilities, we will be providing the teachers to enhance their abilities of innovative approaches and implement them into their own experiences. Our partnership is formed with a NGO, two universities and 6 different High Schools. There will be 6 project meetings, 4 works of pupils, 2 joint staff meetings and 1 long term pupil mobility carried out during the project.

We aim to probe into the labours of the mythological hero Hercules, being used as a means of working on different cultures around Europe using ICT tools. Our organisations are mainly situated at places where the labours of Hercules is believed to have taken place. The new labours will then be appointed to him about the cultural values of the partner organisations that affect our European community and we will implement interactive comic for windows/mac computers and extensively to android and IOS. The main concentration of our pupils will be the cultural diversity and the strategic use of the ICT tools. Also we want to enable the teaching staff at our partner organisations to acquire the use of the technology in their respective teaching experiences with the support of ASPETE and HACETTEPE UNIVERSITY, which are specialized in the promotion of applied research in pedagogical applications of ICT in Education, educational technology and pedagogy. In this respect each project meeting will be embedded by the short term activities for learners and joint staff training events. The aim of these events will be to enable both the pupils and the teachers to acquire enough information that they will make use of during the project activities by the two partners such as the interactive comics and the travel guide. Supposedly the indispensable part of the mythology was the language Ancient Greek which is not a part of the curriculum in some of the partner countries. We also want to help students summon up the courage to learn enough Ancient Greek understand the inscriptions on the historical sites integrating it into the online game and the other outputs. All the target objectives will also be carried out on the online learning and teaching platforms.

The experiences gained during the events then will be used to contribute in creating the outputs of the partnership such as the online game, an interactive comics prepared with the ICT tools an thematical travel guide of the Trips of Hercules etc. We also want to help the pupils to pay enough value on the diversity of cultures, the historical places, and the idea of common European citizenship. We will carry out the partnership with an etwinning project to help students to acquire knowledge of web 2.0 tools and to reinforce interaction between partners. For this purpose, we will run activities through the eTwinning platform. The activities will also enhance their competence in foreign languages. In some of the partner schools there are a considerable number of students with special needs. In order to assure the integration of these students in the development of our project we will design activities which will allow us to involve students in modeling activities through the use of ICT skills for laptops, tablets and mobiles, we will help dyslexic and dysgraphic students or poor spellers to get good results, ensure that students in difficult financial situations, improve language skills of students to promote cooperative learning.

We want to provide students to built their own interactive community of informed and passionate individuals as proud of their European as well as national identity by helping to exchange the idea of Europe in the eyes of them through a fun experience on the basis of our common heritage and the culture as well as creating materials that will be used after projec

All in all we want to increase the the quality of education and improve the capacities of our organisations by

promoting the use of the outcomes we will achieve during our project and take up innovative practices in education to make more modern,dynamic,and professional environment inside our organisations. Moreover we want to enable pupils to promote greater understanding and responsiveness to social,linguistic and cultural diversity with the increased competence level of foreign languages and ICT tools and validate the participants recognition and abilities through European reference tool EUROPASS and raise the opportunity to be awarded the European Language label for our efforts to teach Ancient Greek with innovative approaches.

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

Effective School Management in EU Dimension

Project Coordinator

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Project Information

Identifier 2014-1-TR01-KA201-013209
Start Date Sep 1, 2014
End Date Aug 31, 2016
EC Contribution 84,397 EUR
Partners Nafarroako Ikastolen Elkarte (ES) , Inspectoratul Scolar Judetean Teleorman (RO) , Regione Molise (IT)
Topics International cooperation, international relations, development cooperation ; Quality Improvement Institutions and/or methods (incl. school development) ; Research and innovation

Project Summary

There are several elements consisting the education at school and one of the most of them is "school management". Because all the decisions taken and activities carried out by school management teams not only effects students but also all components (teacher, personal, parents) at a school. The duty of school management is to keep alive the school according its objectives. The expected basic function from school headmaster is to reconcile expectations of people (staff and students) and groups out of school and to make real the school's objectives while directing the school. However, school management teams can face some problems while they are doing their duties. Some of the problems are related to students, teachers, school building and office stock, social, cultural, politic and economic situation of the school's region, school's culture and climate, even to the management skills that school management teams have. Therefore, Karaman Provincial National Education of Directorate and the other participant organisations studied on effective school management practices and shared their experiences within the partnership.

Objectives

Through the project we tried to find out general and common problems at schools, especially originated from school management teams and tried to find out solutions to the problems. We also tried to minimize the problems at schools which are located in the regions of partner countries. Addition to these all the partners cooperated and shared their experiences about education, especially on the topic of "Effective School Management".

Participating Organisations

The project carried out by 4 partners from Turkey, Romania, Spain and Italy.

Karaman Provincial National Education of Directorate; is a state institution in charge with the planning and coordination of all kinds of educational and training activities in pre-school, primary, secondary and adult education in Karaman. The institution is responsible all of the activities related to schools, students teachers and other stakeholders. The institution gives in service training services to teachers to develop themselves on different topics. Also seminars and courses are held for people in disadvantaged area in order to help them to develop themselves and to find jobs. The institution also applies and implements both EU and local projects to improve its organisational capacity.

Inspectoratul Scolar Judetean Teleorman; offers training courses on a wide range of topics (school management methodology for all school subjects, interculturality, parent education, human rights, democracy, promoting European values and integration) these courses are either proposed by Teleorman House of Teachers or have been provided as a result of collaboration with various training institutions from other parts of Romania. Being aware of the need to comply with the educational practices from other European institutions, the institution has provided training courses to teachers and other participants to educational process in order develop their knowledge and abilities related to the competencies identified in the European framework.

Nafarroako Ikastolen Elkarte; is to promote in an associative manner the ikastola's model and the Basque language and culture. It aims to provide comprehensive, quality education, in Basque, offering some services (economic, administrative, educational) legal advice and representation. Among its objectives the Association also seeks and organizes any other educational activity in any branch of knowledge or technical training, artistic, sports or other.

Regione Molise; is a public body and the organisational chart shows that the structure is divided into: Presidency, Regional Council and 6 General Directorate with specific activities and purposes. The system enables an efficient governance providing development of social welfare, economy, infrastructures and employment, protection of historical, cultural heritage, supporting local investments, research and external trade. With its employees and consultants, works for political, legal, economic and social integration in the EU, giving information about European Funding Programmes and supporting for the exploitation of International Relations. It has an ad hoc structures with experts and staff with a long experience in the management and implementation of international and European projects.

Undertaken Activities

to produce “Different Aspects of Effective School Management” (intellectual output)

to produce booklet and leaflet

to establish website

to organize a multiplier event for the Intellectual Output

Results and Impact Attained

At the end of the project all the partners had chance to share knowledge with each other and to transfer good practices. There was an effective atmosphere of cooperation. All the activities carried out by the partners had a positive effect on partners and awareness was achieved on the educators about how to manage a school effectively.

The intellectual output of the project will make contribution to the school management on the readers.

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

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Project Information

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

Project Summary

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

The main target was to work with people from vulnerable social groups who do not have or lack the skills to stay active online. They provided with training which enabled them to operate a PC, use the internet and other relevant software such as communication software (Skype, Facebook, etc). With the help of local and international activities, people shared experiences, connected with each other and learned new cultures. With project activities, partners collaborated to remove the problems to make digital technologies and internet more accessible to the target group and attractive on both a non formal and informal basis. On personal level the learners got the chance to raise their self- esteem by fighting with digital illiteracy by improving their knowledge. They had the opportunity to develop contemporary communication skills to catch the world, to communicate and to share.

Project activities stimulated awareness of the possibilities of learning digital world, made them user instead of just being watchers. The project gave a chance to see the richness and possibilities of digital world to them. Project participants had also chances to improve their language skills with language course activities. Projects 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: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for adult education

Project Title

Drug Addiction Awareness on Adults

Project Coordinator

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Project Information

Identifier 2014-1-TR01-KA204-013144
Project Web Site <http://www.yesilay.org.tr/en/news/detail/international-short-video-competition-lets-ta>
Start Date Sep 1, 2014
End Date Aug 30, 2016
EC Contribution 109,812.26 EUR
Partners Nacionaline tabako ir alkoholio kontroles koalicija (LT) , Istanbul Halk Sagligi Mudurlugu (TR) , Associação Dianova Portugal (PT) , Stichting EURAD (Europe Against Drugs) (NL)
Topics Health and wellbeing ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

The overall objective of our project is to develop innovative communications strategies and products for adults in order to provide a concrete contribution to the formation of social consciousness and awareness on drug addiction.

Under this objective, our project involves;

- The activities to exchange the experiences and implementation between the partners
- The activities to develop, to test and to implement innovative practices
- The activities enable the recognition and validation of the knowledge, skills and competencies get form formal and informal learning.

Our project;

- will contribute to the development of the corporate capacity of the partner organizations,
- will encourage local, national and international cooperation between project stakeholders,
- will improve the quality of continuing education and learning about drug addiction.

Project Name:

To Develop a Communication Strategy and the Communication Tools To Create Awareness on Drug Addiction

Overall Objective:

To develop innovative communications strategies and products for adults in order to provide a concrete contribution to the formation of social consciousness and awareness on drug addiction.

Project Duration:

2 Years

Target Audience:

Adults at and over the age of 25, particularly parents. However, the final beneficiaries will be children, young people and the whole community.

Result:

Output 1: A communication strategy on drug addiction

- Target audience and needs analysis in every partner country: First part of the survey
- Staff training programs (short-term transnational mobility between partner's countries)
- Analysis of example applications (short-term transnational mobility)
- A workshop in Turkey (Each partner will participate)
- To develop a communication strategy and the application methods accordance with the strategy

Output 2: Media tools (short films, viral films, posters, etc.).

- A competition between university students of communication faculties in the each partner country (to prepare a Specification (according to the strategy), announcements, evaluation, award ceremony)
- Adaptation and implementation of the tools to the partner countries.
- Evaluation the effect of the tools used on the target: The second part of the survey

Coordinator: Turkish Green Crescent Society (TR)

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

Consumer Academy

Good practice example



Project Coordinator

Organisation Turkish Ministry of Customs and Trade - The Directorate General for Consumer Protection and Market Surveillance

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Project Information

Identifier	2014-1-TR01-KA204-013317
Project Web Site	http://consumeracademy.gov.tr/
Start Date	Sep 1, 2014
End Date	Aug 31, 2016
EC Contribution	203,870.22 EUR
Partners	The Center of Consumer and Market Research Consulting Test and Education (TR) , T.C. ANKARA VALILIGI TICARET IL MUDURLUGU (TR) , AVIVA POLAND - VOCATIONAL TRAINING SP. Z O.O. (PL) , SIMPLY ALLIANCE LTD (UK) , TUKETICI VE CEVRE EGITIM VAKFI (TR) , NEMZETI FOGYASZTOVEDELMI HATOSAG (HU)
Topics	Open and distance learning ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

Project Summary

According to the previous studies on consumer profile carried out in Turkey, the level of consciousness among consumers on issues such as consumer rights, legal framework and recourse mechanisms needed to be improved to establish a properly and efficiently working consumer protection system. Under the previous Twinning Project conducted by the Ministry, the Consumer Information System (TUBIS) was formed. The system accessed via www.tuketici.gov.tr address was established in order to simplify the reach of consumers to basic information and news; however a more extensive platform was needed for consumers' education issue.

On the other hand, the new act on consumer protection no. 6502 entered into force in May 2014 was designed according to the needs of the consumers and the secondary legislation were revised in concordance with the related EU directives. The 28th Chapter of the negotiations between Turkey and EU is Consumer and Health Protection. Scanning of the legal framework and implementations within EU and the rest of the world is on the Ministry's agenda for the past decade especially.

Combining those necessities, building an online education platform ensuring the participation of individual consumers, NGOs, public institutions, private sector representatives, members of the academic institutions and judicial organs, as well as partners from EU became a must and formed the basis for Consumer Academy.

Consumer Academy, is an online education platform in which;

- various audio-visual materials were produced and classified according to the user profiles,
- the users of different profiles get in contact and interaction in line with their own roles and purposes in terms of consumer protection,
- besides sharing the current information and experience, an environment available for producing new information was formed through the interaction among the actors in the field of consumer protection,
- the information produced is transmitted to the masses and specifically targeted groups in Turkey and abroad through various communication channels.

Reaching these also ended up in;

- an increase in the level of consciousness among the consumers, in terms of the legal framework in Turkey and the EU especially.
- a decrease in the unnecessary workload of the Ministry, Consumer Problems Arbitration Committees and Consumer Courts.
- a new channel for the NGOs and academic institutions to gather information, produce knowledge from the gathered information and transfer the knowledge to the target groups using a reliable source of communication administered by a public institution.
- a new and quick mechanism to learn settlement resorts on consumer disputes regarding general, product safety and advertisements complaints
- a medium where online education tools were made available to the e-learners and users of all kind.

To enhance the quality of the products of the project and incorporate the legal attitudes and implementations from the EU, Hungarian Authority for Consumer Protection (Public), Docklands Academy London (Education Institution) and Aviva Ltd. Poland (Private) participated in the project as partners. As well as their role in the formation of the platform, these partners contributed to the dissemination activities abroad. Those three institutions functioned as a hub to establish a network within Hungary, England, Poland and eventually to form links with other stakeholders from the rest of Europe.

At the local level, TÜPADEM (Hacettepe University - The Center of Consumer and Market Research, Consulting, Test and Education), TÜKÇEV (Foundation for Consumer and Environment Education) and Ankara Provincial Directorate of Trade - one of the most active provincial organization units of the Ministry of Customs and Trade – were included in the project due to their high potential to contribute in the formation of the content within Consumer Academy and their capacity to disseminate the project results throughout the country.

In order to reach the desired results and disseminate project results during the project term and onwards, 4 transnational meetings;

including the Kick-off meeting and Closing Conference to be held in Turkey and one meeting in Hungary and England each, 1 local and 4 project evaluation meetings was organized. Formation of the Consumer Academy on-line education platform, production of videos, organization of the transnational meetings, printing of project and academic study results and translation activities were all subcontracted.

In the long term, Consumer Academy also contributed to the interactive information production and sharing culture among the actors in the scope of consumer protection.

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

Undergraduate curriculum and e-course on Evidence-Based Dentistry

Good practice example



Project Coordinator

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Project Information

Identifier	2014-1-TR01-KA203-011254
Project Web Site	http://http://evidencebaseddentistry.eu/
Start Date	Sep 1, 2014
End Date	Aug 31, 2016
EC Contribution	133,284 EUR
Partners	STICHTING KATHOLIEKE UNIVERSITEIT (NL) , KATHOLIEKE UNIVERSITEIT LEUVEN (BE) , UNIVERSITE PARIS DIDEROT - PARIS 7 (FR) , UNIVERSITETET I TROMSOE (NO)
Topics	ICT - new technologies - digital competences ; Key Competences (incl. mathematics and literacy) - basic skills ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

Harmonizing dental education and mutual recognition of dental degrees has always been on the agenda of dental associations since the EEC Directives in 1978. Besides the increase in the numbers of dental schools and students, new tools introduced to health care necessitate integrating the crucial subjects and tools to undergraduate dental education to promote convergence. Besides the convergence issue, bringing in the culture of updating knowledge by the use of ICT, at the same time by improving searching, finding and appraising skills is another necessity for improving quality of dental education. However, exponential rise in scientific information coming from research findings, advances in dental materials, technology and treatments presents a big challenge for dentists in making clinical decision for the treatment of an individual patient. The apparent need to take an action in those issues constituted background of this project.

Evidence based dentistry (EBD) is the practice of dentistry that integrates the best available scientific evidence with clinical experience and patient preference in making clinical decisions. This approach provides efficient and cost-effective patient care by improving quality and reducing variations. Teaching EBD in undergraduate dental education is crucial for students to acquire its skills earlier in professional life that can be continued for lifelong self-directed learning. The objective of this project was to analyze the current situation of EBD teaching in partner countries, to develop a joint curriculum and a need-targeted e-course for teaching, learning and training EBD.

To reach this objective, 5 dental schools of universities from Turkey, Belgium, Norway, France and Netherlands with key persons all experienced in dental education and especially in the subject of EBD took part in project. The main activities to reach the project objectives included completion of shared tasks determined for each intellectual output in a timely manner, transnational project meetings, monitoring, evaluation, dissemination and reporting.

As presented in the proposal, we produced a joint evidence based dentistry curriculum together with learning outcomes and assessment tools ready to integrate to dental curriculum. We also produced an e-course readily available in an open source allowing free access to the target group. It is a high quality, relevant learning material for dental students, teachers, practitioners and institutions with no cost.

Project activities provided a medium of transnational cooperation by combining skills, experiences, knowledge and exchange for good practices with an impact on modernization and convergence of undergraduate dental education. The dissemination activities produced awareness on evidence based dentistry concept with an impact on enhancing patient safety on patients' side and reducing malpractice on the dentists' side.

Long-term availability of intellectual outputs to wide audience without any cost and the large impact on dental schools, dentists, teachers, students and policy makers are the longer-term benefits of the project.

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

Inclusive Education in Early Childhood: Developing Good Practices

Project Coordinator

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Project Information

Identifier 2014-1-TR01-KA203-011754
Project Web Site <http://www.goprince.eu>
Start Date Sep 1, 2014
End Date Aug 31, 2017
EC Contribution 335,988 EUR
Partners KATHOLIEKE HOGESCHOOL VIVES ZUID (BE) , HANZEHOGESCHOOL GRONINGEN STICHTING (NL) , VILNIAUS KOLEGIJA (LT) , UNIVERSITY OF NORTHUMBRIA AT NEWCASTLE (UK) , INSTITUTO POLITECNICO DE COIMBRA (PT) , UNIVERSITY COLLEGE SYDDANMARK (DK)
Topics Inclusion - equity ; Pedagogy and didactics ; Disabilities - special needs

Project Summary

European Union Commission puts emphasis on education and training policy that enables all citizens, irrespective of their personal, social or economic circumstances, to acquire, update and develop over a lifetime both job-specific skills and the key competences needed for their employability and to foster further learning, active citizenship and intercultural dialogue. It is also believed that early childhood education and care can lay the foundations for these goals in life in terms of education, well-being, employability, and social integration, especially for children from disadvantaged backgrounds. Educational disadvantage should be addressed by providing high quality early childhood education and targeted support, and by promoting inclusive education. Inclusive education can be defined as the education of children with and without disabilities in the same setting, mostly in classrooms. Its primary goal is to fight marginalization and exclusion. Inclusive education can be regarded as an important way to achieve “Education for All”.

The GOPRINCE (Inclusive Education in Early Childhood: Developing Good Practices) Erasmus+ Project is a response to this call for a best practice approach and aims to make a contribution to the sharing of knowledge, understanding and best practices in inclusive education in early childhood education. The project was carried out by seven partner institutions from Turkey (Coordinator), Belgium, Denmark, Lithuania, Netherlands, Portugal and UK. The goal of the project was to analyse the inclusive education and its practices in each country and develop a new model with best practices in each country to use in teacher education to improve their teaching skills in inclusive classrooms in early childhood education. In the project we developed REACCH model which has 6 key elements, namely; Reflection, Ethos, Adaptations, Communication, Collaboration, Holistic view and supported the use of each element of with case studies prepared in different forms, such as video recording, stories, power-point presentations. The reports about inclusive education in each partner country, the model and case studies were provided as a manual to be used in teacher training to improve teaching skills in inclusive classrooms. This manual was also translated into partner country languages.

During the project, the manual was used in intensive study programs. Pre-service teachers from partner institutions were trained and they were provided opportunities to gain knowledge and intercultural understanding about developing competencies and talents of disadvantaged children in inclusive classrooms through lectures, workshops and school visits and case studies in international group works; and they were encouraged to reflect about their experiences and to think how they can implement the good practices they experienced in their future teaching profession in international group works. In multiplier events, the model and case studies were introduced to in-service teachers and professionals from local educational authorities. In most of the participating universities and university colleges the project results of 6 keys of REACCH inclusive education model and case studies have been integrated in the curriculum.

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

Nutrition Of Good, Disharmful, Organic

Project Coordinator

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Project Information

Identifier 2014-1-TR01-KA202-013309
Start Date Sep 1, 2014
End Date Aug 31, 2016
EC Contribution 111,980 EUR
Partners Nevsehir Halk Sagligi Mudurlugu (TR) , Nevsehir Il Milli Egitim Mudurlugu (TR) , Duisburger Werkkiste gGmbH (DE) , KIRSEHIR IZCILIK VE SPOR KULUBU DERNEGI (TR) , Kapadokya Gelisim Dernegi (TR) , BUCKINGHAMSHIRE NEW UNIVERSITY (UK)
Topics Health and wellbeing ; Pedagogy and didactics ; Open and distance learning

Project Summary

Diabetes and obesity are only the two of ever-increasing and problematic illnesses in the world recently. Especially type2 diabetes occurs in later years depending upon malnutrition and decrease in the quality of living. Our project's general purpose is to contribute to the protection of community health care by developing the awareness of the society about the importance of a balanced and healthy diet against diabetes and obesity which occur depending on malnutrition. Our main purpose is to create two curricula, one to be used in vocational training and the other to be used in every phase of life and create awareness about balanced diet with the aim of changing people's dietary habits.

A university in the UK with former experience in health studies, a vocational school, established for public and social benefits in Germany are taken as partners to reach our targets. Public institutions and organizations and NGOs are our local partners.

Our target group in our project is:

1. Vocational training specialists working on public education in partner organizations: A new collaborative working platform has been established to create two new curricula with our project.
2. Institution Managers: 7 Institution managers: Contribution to the solution of problems will be provided about problem solving in cooperation with other institutions with this project.
3. NGO managers and members: Selected with the aim of developing new strategies for official institutions and NGOs through observing the best applied examples in the EU in order to reach large segments of our society
4. 7 ICT technicians: Our technicians have been informed about new techniques and software and made use of this information in the preparation of the curricula.
5. 7 distant education specialists: Selected with the aim of getting information about more effective methods and techniques of distance teaching

The outcomes of our project are easily accessible to everybody. In order to achieve this, strategies for dissemination have been developed and it was possible to reach a great number of people and a website to be reached online was created.

Although our project is a two year project, 8 transnational visits and 1 final workshop were accomplished in eighteen months. As regards intellectual outputs, 'Preparation of Diet Menus' module and 'Nutrition Training' module were prepared, to be used both on-line and in formal education. Moreover, 71 participants out of 75 invited representatives from different institutions in seven groups have discussed the subject of healthy nutrition under seven headings to prepare an Action Plan. Our project was planned to start on 01.09.2014, however, the first activity started much later owing to reasons outside the project and completed on 31/08/2016.

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

Creating a More Effective Referee Education and Training System

Project Coordinator

Organisation TURKIYE BASKETBOL FEDERASYONU
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Website www.tbf.org.tr

Project Information

Identifier 2014-1-TR01-KA202-013362
Start Date Sep 1, 2014
End Date Jan 31, 2017
EC Contribution 256,311.18 EUR
Partners Deutscher Basketball Bund e.V. (DE) , FIP - Federazione Italiana Pallacanestro (IT) , Fédération Française de Basketball (FR)
Topics International cooperation, international relations, development cooperation ; Research and innovation ; New innovative curricula/educational methods/development of training courses

Project Summary

Under the title of "Strategic Partnerships for Vocational Education and Training," the Turkish Basketball Federation, applied to the Erasmus + Programme Key Action 2: Cooperation for Innovation and the Exchange of Good Practices for funding. The title of the project is "Creating a More Effective Referee Education and Training System".

The present situation with regard to the referee classification, evaluation and education system is explained in detail within the relevant sections of this Project application. The advantages and disadvantages, and most specifically the needs of this sector have been analysed and the importance of creating an updated system which answers to the needs of modern basketball has been outlined.

The education and training of top level referee instructors has been situated as the core goal of the Project, after which wider circles of the education system will later be adjusted accordingly down the hierarchical ladder into grassroots officiating levels.

In order to train referee instructors, a referee training system must be created. In order to create an effective, sustainable referee education system, quality input from the top organisations of Europe are required.

Taking this necessity into consideration, the Turkish Basketball Federation set out with making a short list of the top countries in Europe with regard to the most developed referee systems, after which the French, German and Italian National Federations were incorporated as partners.

The project began with a detailed analysis of the present systems in these 4 top countries in European basketball - the methods, principles, implementations, advantages, disadvantages and also any possible shortcomings or problems. This detailed analysis used as a basis towards creating the best applicable system the Project can come up with.

All four partners carefully worked on project reporting and national research templates to gather relevant data, and accurately evaluate the reports and research within each respective country. The outcome contains strong guidelines on 3 main questions: "Who to train" "What to teach" and "How to train".

The answer of "who to train" give us a clear definition of characteristics of potential referee instructors and also detailed job descriptions. The answer to "what to teach" later constitute the curriculum of referee and instructor training, and the answer of "how to train" the methodology of referee and instructor training. The developed curriculum and its related methodology attached together and a training manual referee training and training for instructors was created.

After the training manual has been created, the referee instructors – the core target group of the Project – come together and be trained according to this modernised manual (Training of Instructors Phase 1). The total number of the participants of this training would be 44, comprised of 10 referee instructors and 1 trainer of instructors from each respective country.

Upon completion of this training, the referee instructors sent back to their respective countries to test what they have learned within their working local systems. This is done by organising national referee education (refreshment) clinics in each partner country within the designated period of the project calendar.

These same referee instructors then brought back together to report on their findings and test results, and to discuss their experiences - which methods worked well, which did not, what should be improved, etc. (Training of Instructors Phase 2) At this point our draft training manual revised according to the feedback obtained from the instructors.

A Project Handbook prepared to disseminate the new Referee Education and Training System. This was translated into the French, German Italian and Turkish and printed for local usage in all partner countries. The handbook consists of a 'The Training Module for Referee Instructors' (O3) including the 'Curriculum' (O3-A1), the 'Training Methodology' (O3-A2) and the 'Training Manual' (O3-A3)

The 'Set of Competences for Instructors' (O2) is another output that was circulated and put into use in all partner countries.

At the completion of this project, the new system officially will be used by the Turkish, Italian, German and French Basketball Federations. Upon successful usage and within a certain period of time, the ultimate goal of the project could later be to disseminate this innovative referee education and training system to a larger number of European Basketball Federations - specially those countries who might be a little behind and could really benefit from it – in order to create a single referee education system unifying all national basketball federations of Europe.

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

Enhancement of Skills in Retail



Project Coordinator

Organisation GIDA PERAKENDECILERI DERNEGI
Address AYAZMADERE CAD.10/1 , 343449 Istanbul , İstanbul , TR
Website www.gidaperakendecileri.org

Project Information

Identifier 2014-1-TR01-KA202-013308
Project Web Site <http://www.e-learnretail.org/>
Start Date Sep 1, 2014
End Date Aug 31, 2016
EC Contribution 280,187.96 EUR
Partners MEHMET ALI BUYUKHANLI MESLEKI VE TEKNİK ANADOLU LİSESİ (TR) , Kauppiaitten Kauppaoppilaitos Oy (FI) , Berufskolleg an der Lindenstraße (DE) , KATEGORI MAGAZACILIGI DERNEGI (TR) , Uyum Gıda ve İht Mad San ve Tic A.S (TR) , BOGAZICI UNIVERSİTESİ (TR) , MS İstanbul İc ve Dis Ticaret Limited Şirketi (TR) , Bimeks Bilgi İşlem ve Dis Ticaret Anonim Şirketi (TR) , CENTRO DE FORMACAO PROFISSIONAL PARA O COMERCIO E AFINS (PT) , A.S. Watson Guzellik ve Bakim Urunleri Tic. A.S (TR) , Saypa Alisveris Merkezleri Ins.Gıda Elek Day Tuk Mal San Ve Tic A.S (TR) , Metro Grosmarket Bakirkoy Alisveris Hizmetleri Limited Şirketi (TR) , MigrosTicaret A.S (TR) , Sok Marketler T.A.S (TR)
Topics Open and distance learning ; New innovative curricula/educational methods/development of training courses ; Recognition, transparency, certification

Project Summary

The Food Retailers Association (GDP) with Category Retailing Association (KMD) and the project partners designed “Enhancement of Skills in Retail” Project in order to create standardized online vocational education and publicity for the industry as a way to raise awareness for the employment opportunities. The project web site <http://www.e-learnretail.org> and the European Union Moodle training platform as a web site <http://pergel.boun.edu.tr/> were adopted for Retail Vocational Training.

The initial cooperative communications have been made through several channels depending on the location of the partners. Meetings were held and correspondences have been carried out with the partners in principle agreed on. All partners have wide audiences, networks and communicative skills and means to disseminate the project results. The workshops and meetings were held where brainstorming and planning was done by vocational education and human resources professionals of leading sector companies where the following conclusions were assessed;

- *Fundamental Retail Training curriculum needs to be renewed and standardized nation-wide
- *A Fundamental Retail Training content should be developed, that has to be compatible with distance learning
- *The Fundamental Retail Training should be sustainable, updatable, extendable, configurable when needed, where needed
- *Dissemination of the Retailing Training is great importance, both as traditional and distance learning.
- *Fundamental Retail Training should be recognized as a requirement for all blue-collars.
- *Members of both associations, who participated to the ‘Standards of Retail Sector’ workshops organized by Mesleki Yeterlilik Kurumu (Vocational Qualifications Authority), concluded a consensus on the adoption of vocational training standards and professional qualifications.
- *Blue-collar (store staff) need to be trained tested and certified within the framework of improved standards.
- *Exams/tests at the end of the trainings should be designed as accessible and common.
- *Certificate of Proficiency should be recognized nationally/internationally and ease the employment.

Implementation of this project is based on the intention of partners to strengthen their cooperation in the framework of the vocational trainings and skill enhancement in retail sector, through addressing the issues and challenges limiting the employability.

- Promotion of employment of young and women in the retail sector;
- Standardization of Vocational Retail Training
- Elimination of financial and time-consuming burden of retraining
- Extend the accessibility of the vocational trainings to all
- Upgrade vocational training to the European level, therefore support the social and commercial mobility and understanding
- Cultural dialog amongst partners and participators
- Develop team-work in international level amongst partners and participators
- Improved internationalized perspective

There are five main outcomes of this project:

- 1) FORMATION OF THE VOCATIONAL EDUCATION MODULES FOR RETAIL : The education modules formed within the framework of the Project under the following titles:
 - a) Basic Information
 - b) Customer Relations
 - c) Sales

- d) Cash Procedures
- e) Supply-Chain
- f) Regulations
- g) Self-evaluation Test
- h) Glossary

The sample modules are attached at Appendix to the project report and all of the modules could be seen on the training platform as a web site <http://pergel.boun.edu.tr/>

2) SWOT ANALYSIS: In order to ensure the benefit of retail sector employees from a broad participation education platform and to get the highest efficiency from the Project, the strong aspects, weak aspects, possible opportunities and threats of the Project will be analyzed.

3) FORMATION OF THE ONLINE EDUCATION SYSTEM: The online education system was formed within the framework of the Project on the web site <http://pergel.boun.edu.tr/>

It was structured by Boğaziçi University which was among the Project partners at the same time. The online education system show compliance with both EU and Turkey vocational compliance criteria in addition to being easily accessible. The European Union Moodle training platform as a web site <http://pergel.boun.edu.tr/> were adopted for Retail Vocational Training.

4) PREPARATION OF THE QUESTION PACKAGES AND EXAMINATION SYSTEM: At the end of each module, there are quizzes regarding the relevant subject with which the students will strengthen what they have learnt.

5) EFFECT ANALYSIS: Effect analysis was made as to assess the development of the retail sector employees and the reflections of this development on the sector as a result of this Project. It was expected that the Project deliverables and reports will enlighten the future studies of 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

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

Action Type: Strategic Partnerships for youth

Project Title

"EMLT Module Distance Education System as a new product for reducing the Education Job Mismatch in European Area"



Project Coordinator

Organisation ANADOLU UNIVERSITY
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Website www.anadolu.edu.tr/en

Project Information

Identifier 2014-2-TR01-KA205-014437
Project Web Site <http://emlt.eu/>
Start Date Feb 1, 2015
End Date Jul 31, 2017
EC Contribution 285,526.94 EUR
Partners ESKISEHIR SANAYI ODASI (TR) , Masarykova univerzita (CZ) , MILLI EGITIM BAKANLIGI (TR) , THE UNIVERSITY OF WESTMINSTER LBG (UK) , FRIEDRICH-ALEXANDER-UNIVERSITAET ERLANGEN NUERNBERG (DE)
Topics Labour market issues incl. career guidance / youth unemployment ; New innovative curricula/educational methods/development of training courses ; Open and distance learning

Project Summary

"EMLT Module Distance Education System as a new product for reducing the Education Job Mismatch in European Area" offers a new, innovative technological product from the EMLT project team (including all partner organizations and applicant organization).

The process of creating this module will be developed in two stages: First the "Research part" and secondly, the "Creative part". In the research part, the curriculum, pedagogy and methodology of the EMLT will be fully investigated. The first aim of the research part is defining the dimensions of the education- job mismatch and its causes, both in Turkey and the partner countries. The EMLT Module is designed in consultation with the university, public and private sectors. The cooperation between sectors is going to take the current sociocultural circumstances of host and partner countries into consideration. The main purpose of the EMLT project is to identify the reasons, dimensions and results of the "education-job mismatch" in the research phase of the project. In the implementation phase, the aim will be to decrease the education- job mismatch among young people by means of the emergent EMLT digital self-development product.

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 youth

Project Title

Sign Language Speaking Tour Guides



Project Coordinator

Organisation Mavi Pencere Özel Egitim Dernegi

Address Buca Koop Mh. 220/70 Sk. No:15/A , 35390 Buca , İzmir , TR

Project Information

Identifier 2015-3-TR01-KA205-024137

Project Web Site <http://www.signguides.org>

Start Date Feb 1, 2016

End Date Jan 31, 2018

EC Contribution 122,120 EUR

Partners Doncaster Deaf Trust (UK) , ASOCIATIA TEDY BEAR (RO) , IZMIR TURIST REHBERLERI ODASI (TR) , Buca Akademi Dersanesi (TR) , Turkish National Federation of the Deaf (TR) , Istituto Statale Sordi (IT) , Fundación Pública Andaluza el Legado Andalusí (ES)

Topics New innovative curricula/educational methods/development of training courses ; Teaching and learning of foreign languages ; Disabilities - special needs

Project Summary

When Turkey Disability Survey and Turkey Employment Agency's data are examined together, the maximum of %15 of hearing impaired individuals are capable to work and only 5% of them are employed. It can be said that, 95% of hearing impaired individuals are unemployed. The target audience of our Project is hearing impaired individuals between the ages of 18-30 who don't have any business. The basic desire of the hearing impaired individuals is to find a respectable place in society by producing as every healthy human. To participate in their social life, depends to sustain independent living. The most important way to ensure this is employment. If hearing impaired individuals work, produce and gain, they participate in social life and get happy. Unemployment is a huge problem. The most important aim for the hearing impaired should be to remove this issue from the agenda of them. Our main reason for making this Project is to prepare a new certification program for hearing impaired individuals in order to provide employment. With this study, we will educate hearing impaired tour guides who use sign language and we will offer different job opportunities to hearing impaired people by creating a new model of vocational training. A training program is not available in this area. If appropriate educational areas are created, numerous hearing impaired people may be employed in this sector. Well trained persons with disabilities will have more opportunities to have a job. This study is a first and completely original work to open a new field of employment for hearing impaired citizens in our country. At first, the participants that we trained will work with professional tour guides as assistants. There isn't a certificate program for hearing impaired individuals for being tour guides with cockades in our country. This certificate program will be created within our project.

Project Partners: Doncaster Deaf Trust (England) Fundación Pública Andaluza el Legado Andalusi (Spain) Istituto Statale Sordi (Italy) Asociatia Tedy Bear (Romania) Turkish National Federation of the Deaf Chamber of the Guides of Izmir (IZRO) Buca Academy

Throughout the process, we aim to convert the certificate program that we have prepared as a tour guide of a Deaf Faculty in a university. After compilation of our project, the results that we aim to achieve can be summarized below.

- Developing the Tour Guide Certificate Program" for hearing disabled.
- Creating a new employment area for hearing impaired people.
- To provide guidance for domestic and foreign hearing impaired individuals.
- To create a workforce that can adapt to evolving technology and can struggle with the competitive market technology by giving better quality of vocational training.
- Giving importance to sign language training in vocational education area.
- Understanding different applications resulting from intercultural recognition.
- Participants will have the opportunity learn the mother tongue and sign language of the country they visited also can explain their language and develop their foreign language.

The methodology of our project can be summarized as a route map consisting of 5 steps.

- a. Preparation of Project
- b. Conceptual Design
- c. Application
- d. Continuous assessment and evaluation.
- e. Dissemination and Sustainability

Our project is a 24 months study and the operating plan adopted by all of our partners are as follows.

Preparation Of General Meeting (Turkey) Preparation Of General Meeting (Spain) General Preparation Meeting Selection Of Youth Hearing Impaired Participants Preparation Of Lesson Plans Basic Turkish Sign Language Education English Language Teaching Vocational Training Courses-Section 1 Vocational Training Courses-Section 2 Preparation Of International Sign Language (ISL) Education ISL Training Preparation Of Evaluation Meeting and Tourism Training Evaluation Meeting Tourism Training Preparations Of Vocational Training Application In Field (Aegean Region) Vocational Training Application In Field (Aegean Region) Preparations Of Vocational Training Application In Field (Abroad) Vocational Training Application In Field (Abroad) Collection Of Assessment Results, Finalization And Reporting The Study Intellectual Outputs - Preparation Of Vocational Education Certificate Program.

Fulfillment of the first meeting, the distribution of tasks. Determination of Vocational and Applied Education, Foreign Language and ISL training. Determination of Norms of National Occupational Standards Determination of Qualification Level Preparation of Intellectual Outputs Book Preparation Of Final meetings Preparation of Multiplier Events Final Meeting in Izmir/Turkey Multiplier Events/ Istanbul Conference Multiplier Events/ Ankara Conference Preparation of the Project Booklet and Final Report Publishing Project Booklet

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