

Erasmus+ Çocuk Projeleri

No description defined

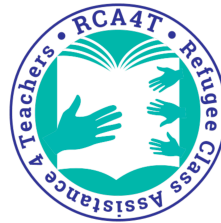
Table of contents

1. Training for teachers how to cope with refugee children in their class	3
2. LEARNING THROUGH LANDSCAPES	6
3. READY, STEADY, START! Better living through old games	9
4. ACTIVe lessons And gamificaTion for bEtter social inclusion	12
5. Let's play lively, study digitally	15
6. Developing the Capacity of Pre-School Education	18
7. SAVE MY LIFE WITH MY RIGHTS	21
8. English Language Acquisition with Blended Learning	23

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

Project Title

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



Project Coordinator

Organisation ANKARA YILDIRIM BEYAZIT UNIVERSITESI
Address AYBU Etlik Milli İrade Binası, Ayvalı Mah. Gazze Cad. No:7 Etlik Keçiören
Ankara Turkey , 06010 ANKARA , TR
Website www.aybu.edu.tr

Project Information

Identifier 2016-1-TR01-KA201-034527
Project Web Site <http://teachers4refugees.eu/>
Start Date Sep 1, 2016
End Date Aug 31, 2019
EC Contribution 331,847 EUR
Partners SOFIA UNIVERSITY ST KLIMENT OHRIDSKI (BG) , Goc İdaresi Genel
Mudurlugu (TR) , ANKARA MILLI EGITIM MUDURLUGU (TR) ,
PHOENIXKM BVBA (BE) , SoftQNR D.O.O. (RS) , SDRUZENIJE NA NA
RABOTESHTITE S HORA S UVREZHDANIYA (BG) , M.K.O. CIVIS
PLUS (EL)
Topics Early School Leaving / combating failure in education ; ICT - new
technologies - digital competences ; Access for disadvantaged

Project Summary

War in the Middle East & North Africa have caused a humanitarian disaster for those countries & its neighbors. According to a report released in September 2015 by UNICEF, 13+ million children are not attending school in the Middle East & North African countries affected by conflicts, while e.g. 1 in 4 schools in Syria cannot be used because they have been destroyed, damaged or been re-purposed as shelters or military headquarters. Syria especially has been badly affected during the civil war that has raged through the country. According to the latest reports from the US Agency for International Development (USAID), almost 5 million people are in need of humanitarian assistance, 3.6 million of which are internally displaced in Syria & 1.4 million of which have become refugees in neighboring countries. Of these refugees, it is estimated by UNICEF that at least 50% (or close to 700,000) are under the age of 18.

The needs of refugees begins with the basics like safety, health, nutrition & shelter. Security, shelter & nutrition are met by the international agencies & neighboring countries. Education however is becoming the top priority to keep all these children occupied & prepare them for their eventual post-conflict return to their nation. It is important to Syria & the region that this generation of Syrian children do not end up irreparable damaged as a result of this war, as it may lead to further bouts of violence in the future.

Human Rights Watch (HRW) claims that less than one third of the 700,000 Syrian children who have entered Turkey in the last four years are attending school. According to HRW, language barriers, the cost of schooling & difficulty integrating into Turkish society are the main obstacles stopping Syrian children being taught: e.g. although enrollment is free, proficiency in Turkish is obligatory before they can enroll in Turkish schools. The same is applicable to the refugees that have succeeded in entering European countries & have now started entering the national school systems as well, they require at least knowledge of a national language.

Approximately half of the Syrian refugees are under the age of 18 & around 40% under the age of 12.

A recent study of children refugees in the Islahye refugee camp (TR) revealed the following:

- 79% had war death in family
- 60% had seen actual violence on a person
- 30% had themselves been abused (kicked, shot at, physically hurt)
- almost 45% displayed symptoms of post-traumatic stress-disorder
- 44% reported depression symptoms
- 1/4 reported daily psychosomatic pains in limbs
- 1/5 had daily headaches.

Many of the obstacles faced by refugee students (especially those that are unaccompanied) reflect in the classroom behavior & can be explained by the neuro-developmental effects of trauma. These include, but are not limited to:

- challenges processing information, organizing material & establishing goals
- challenges attending to classroom tasks, regulating emotions & attention
- challenges comprehending cause-effect relationships & taking others' perspectives

A stable institutional setting (such as school & community) can contribute to the refugee student well-being, especially towards the integration & inclusion, as well as mental health. While teachers have an important role to assist students overcome these problems, they have not received any adequate training. Each teacher must be supported & trained about refugee's rights, overcoming language barriers, mental health, etc. so that they are able to engage these students.

It is therefore of utmost importance that the school staff is aware of the challenges and is well prepared for it. The project therefore delivered an illustrated handbook for the teacher with accompanying printed/mobile/online supporting tools that support the teacher throughout the different challenges they face nowadays. Equally, the supporting tools also work towards engaging teachers and refugee students in a manner that is novel, attractive for both the teacher and the student (beneficiary). with accompanying tools and guidelines that offer schools an

important instrument in ensuring integration and inclusion of refugee children from the lowest academic spectrum, directly combating absenteeism among refugee children, and contributing to the well being of their teaching staff. The project necessitates a multi-faceted (educational, psychological) partnership & a multi-country approach due to schools in EU + Turkey facing the same challenges with regards to students with a refugee background. The consortium consisted of 8 partners from 5 countries (TR, BG, BE, GR, SRB).

Within the 36 months life span of the project the following outputs were developed:

- IO1: Peer support portal for teachers with resources
- IO2: Methodological guidance for school principals / head teachers
- IO3: Illustrated training material & handbook for teachers
- IO4: Supporting case driven educative videos for teachers
- IO5: Mobile application.

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

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

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

LEARNING THROUGH LANDSCAPES



Project Coordinator

Organisation FEVZI CAKMAK ORTAOKULU
Address Bahar Mh., 2906. Sk., Karabağlar , 35170 İzmir , İzmir , TR
Website www.izmirfevzicakmakortaokulu.meb.k12.tr

Project Information

Identifier 2017-1-TR01-KA219-046700
Project Web Site <http://learningthroughlandscapes.eu/>
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 125,340 EUR
Partners AGIOS SPYRIDONAS SPECIAL SCHOOL (CY) , 5th Primary School of Xanthi (EL) , Srecko Kosovel Primary School Sezana (SI) , SEHIT MEHMET ALI BOZKURT CUMHURIYET ORTAOKULU (TR) , Primary school "Hristo Botev" Brenitsa (BG) , KIRSEHIR MERKEZ CUMHURIYET ORTAOKULU (TR)
Topics Creativity and culture ; New innovative curricula/educational methods/development of training courses ; Environment and climate change

Project Summary

We live in an alert world, full of stress, pollution and lack of humanity and become increasingly more indifferent to everything around us and do not have time to listen to friends, family, strangers, and why not, to the land. Yes, to the land. It has so much to tell or to reproach. So, let's stop for a while from the fast pace of life and listen to its voice. By means of the project "LEARNING THROUGH LANDSCAPES" we wanted to integrate language and landscape, art and culture. In this respect, the project is an exploration and celebration of oral and written language of science, art, performance and the human imagination. It can be done with people of all ages and abilities, in any landscape, with any language. Our pupils used natural materials to create ephemeral art in an outdoor setting. With bare hands and natural tools, they rearranged leaves, grass, stone, twigs, sand, ice, snow, mud, pine cones and other materials by using color, form, shape, pattern, light, and shadow in order to create art in simple contrast to surroundings. Then they took photographs of their art works with digital cameras. They wrote poetry about their experience while creating the artworks and their feelings about nature. The artworks and the poetry had been collected in a memory book and the pupils in the countries involved in the project sent the books to each other. The project invited partner pupils to discover simple miracles of everyday life, the landscapes that surround us, insisting on the fragile relationship between people, nature, art and the passage of time. We discovered miracles looking the beauties created by nature and had unique feelings when we looked at the ants' walk or listen to the crickets' song. The miracle of the European friendship wore the mark of our partnership.

Through workshops, exhibitions, magazines, trips, transnational meetings, the achievement of some outdoor project activities, we managed to achieve all our objectives. Working together as a united team, all the European partners set up their project corner, maintained a permanent contact by e-mail, contributed to the project website achievement, and organized symposiums and conferences in their towns for promoting the project ideas.

1. Through this project we improved the quality and increased the mobility volume involving many pupils and teachers in each partner school. We reduced the early school leaving, the pupils being involved in attractive activities, giving them trust in own skills. The pupils learning with migrant background had been improved and our schools gained prestige in their community. Mobility gave us the chance to develop many teaching and learning approaches, to make new European friends, to share the joy of being in a host family, to make cultural exchanges.
2. Our project promoted gender equality and inclusive learning approaches by the planned activities. It was relevant for the national context of each partner school, taking in account the proposed objectives, carefully chosen by the coordinator and the other partners. The results proved that the pupils' activities were linked to the work world according to the actual European context.
3. "LEARNING THROUGH LANDSCAPES" encouraged our pupils in learning better English as modern and communication project language. The pupils developed life long friendships in the project throughout Europe, by making pen pals, writing e-mails or postcards, and face to face meetings.
4. Our pupils improved their IT skills becoming creative and innovative to share with their partners, having an active role in creating our project website content, online memory books, the PowerPoint presentations of our schools, towns, countries, project activities and disseminations, and the booklet.
5. This project was a support to literacy and transversal key competencies, all the partner schools contributing to the tasks and final products achievement, to pupils' acquirement of the basic life skills necessary for the personal development, future employment, and active European citizenship.
6. Aiming a good cooperation between our schools' headmasters and their management experiences exchange, our project was relevant for the opportunity of our schools development. It integrated pupils from different cultures with a common purpose, developing them a better understanding of the correlation between values in life. Each country organized events covering national identity through activities dedicated to the protection of the

environment, to show to our partners how we feed ourselves and the children in need with healthy national food, all the actions developed having the support of our schools leaderships.

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

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

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

READY, STEADY, START! Better living through old games

Project Coordinator

Organisation HALIME DEMIREL ORTAOKULU
Address ORHANGAZI MAH. TÜRKMEN KÖYÜ CAD. KALECİK SOK. NO:25
EREĞLİ/KONYA , 42310 EREĞLİ , Konya , TR
Website www.halimedemirelortaokulu.meb.k12.tr
Contact KAMIL KOCATAS , +905533970456 , kamilkocatas@gmail.com

Project Information

Identifier 2017-1-TR01-KA219-046227
Project Web Site <http://readysteadystartka2.weebly.com/>
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 121,500 EUR
Partners SCOALA GIMNAZIALA IUSTIN PIRVU (RO) , Szkoła Podstawowa im. Marii Konopnickiej w Słodkowie Trzecim (PL) , Sredno uchilishte "Hristo Botev" (BG) , Kuziu gimnazija (LT) , Rigas 18. vidusskola (LV)
Topics Health and wellbeing ; ICT - new technologies - digital competences ; Teaching and learning of foreign languages

Project Summary

"Ready, Steady, Start!" the project that provides "Better living through old games" Such a better living will be constructed using the traditional games and toys that children grandparents used to play in their childhood. Play was always been associated with games and toys. Almost everyone likes to play and such a desire continues throughout our life. Numerous projects on games and toys have been already realized. Therefore, this project will mostly use the theme of traditional games and toys as an instrument for making children life better:

- at home - by improving the interaction between students, their parents and grandparents, because the game is an activity that can involve all ages playing together.
- at school - by using traditional games in an untraditional way in the classrooms to make learning through games more enjoyable, engaging and interesting.
- outdoor – by playing games for health benefits that can be seen as a part of healthy and active lifestyle; they help students to improve healthy eating habits and prevent obesity.

The Partners of the Project are as follows:

Halime Demirel Ortaokulu (Coordinator School, Turkey)

Rigas 18 Vakara (Mainu) Vidusskola (Latvia)

Kuziu Gimnazija (Lithuania)

Scoala Gimnaziala Iustin Pirvu (Romania)

Publiczna Szkoła Podstawowa Im. Marii Konopnickiej W Słodkowie Trzecim (Poland)

Sredno Uchilishte "Hristo Botev" (Bulgaria)

The target groups of the project are:

- a) primary and secondary school students in partner schools - there are more than 2500 pupils in total attending to the Partner schools.
- b) parents and grandparents of these students - there are around 4000 parents and 2000 grandparents, excluding those who migrated abroad for employment reasons and grandparents who live in geographically distant places.
- c) teachers and management of the partner schools - 200 teachers and assistant teachers.

The overall objectives of the project are:

- to explore traditional games and toys with the contribution of the grandparents in order to contribute children emotional and social development.
- to reinforce cultural identities and explore diversity through traditional games.
- to exchange between the countries traditional games that help the cognitive, emotional and social development of the children
- to break the deadly cycle of physical inactivity by creating early positive experiences for children.
- to raise awareness of the benefits of games for children for the body, cultural and social learning, positive social values and skill development.
- greater motivation and interest towards the different ways of traditional games and toys, as well as an important improvement of their linguistic skills and social abilities among our students.
- to promote healthy eating among children and to raise awareness to encourage healthy eating habits.
- integration of innovative teaching practices in their daily work and improvement of linguistic skills of our teachers.
- knowledge of new activities and methodologies and active participation in some of the planned activities.
- to exchange best practices among the project partners especially in regard to raise interest in learning and schooling.

- creation of a system of collaboration between the school and associations, institutions and stakeholders.
- to develop and propose a book "Better Living through old games" aiming to improve interaction between the oldest and youngest generations in school environment, make learning through games enjoyable and interesting, promote healthy and active lifestyle.

Qualitative achievement indicators of the project are as follows:

- Increased interaction between the pupils and their families
- Developed awareness on European traditional games that may be incorporated to syllables in different level of school education
- Developed awareness for healthy lifestyle and for the cultural diversity on the European continent
- Enhanced involvement of pupils facing situations making their participation difficult
- Advanced IT capability of the partner schools especially in terms of innovative technologies and platforms that may be used for education purposes

Quantitative achievement indicators of the Project are as follows:

- number of pupils involved in the project activities
- number of parents and grandparents participated to the project activities conducted in schools
- number of participants in the multiplier events organized by the partners
- number of traditional games learnt and played during the project and adapted to educational process
- number of visits to the project website, Twitter and Facebook groups
- quantity of time the students spent for teaching and playing traditional games and health benefits that students recognize

In sum, the outcomes the project for children and young people are a combination of exercise for the body, cultural and social learning, positive social values and skill development.

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

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

ACTIVE lessons And gamificaTion for bETter social inclusion

Project Coordinator

Organisation Biltes Ortaokulu
Address Merkez Mahallesi Sardunya Sokak No:3/1 Kağıthane , 34406 istanbul , İstanbul , TR
Website www.biltes.k12.tr

Project Information

Identifier 2017-1-TR01-KA219-046711
Project Web Site <https://www.erasmusactivate.com/>
Start Date Oct 1, 2017
End Date Sep 30, 2019
EC Contribution 77,419 EUR
Partners Daugmales pamatskola (LV) , Miedzynarodowa Szkoła Podstawowa Edukacji Innowacyjnej w Lodzi (PL) , INSTITUTO EDUCACION SECUNDARIA LA SOLEDAD (ES)
Topics Early School Leaving / combating failure in education ; Integration of refugees ; Inclusion - equity

Project Summary

Social exclusion is a form of discrimination. It occurs when people are wholly or partially excluded from participating in the economic, social and political life of their community, based on their belonging to a certain social class, category or group. Due to migration to Europe situation is getting worse. It has been reported by European researches that approximately 1 in 6 children report experiences of social exclusion at schools. While belonging and connectedness to peers is important at any age, it is particularly relevant in adolescence.

Research suggests that adolescents are particularly sensitive to peer rejection and as a group, may experience the most significant mental health effects such as depression and anxiety in response peer rejection. Since best way to fight exclusion is starting at childhood and adolescent, the project will be taken place at schools. Aim of the project is to contribute to social inclusion of children and teenagers from different cultures, disabled students, migrant students and socially excluded students from different reasons.

Biltes is the coordinator school of the project, Miedzynarodowa Szkola Podstawowa Edukacji Innowacyjnej from Poland, IEK TSOCHATZI KLEONIKI - CRAFT from Greece, INSTITUTO EDUCACION SECUNDARIA LA SOLEDAD from SPAIN, Daugmales pamatskola from Latvia will be the partners of the project.

It is estimated that 600 students and teachers will directly 13000 students and teachers indirectly benefit from project. Teachers will be chosen by taking into consideration of their enthusiasm to participate and disseminate the project activities, language skills, project experiences, leadership abilities. Criteria for selecting students are their vulnerability level for exclusion, language skills, and leadership skills. In order to achieve the objective of the project series of activities at national and international level will done. Most important activity of the project uses education as the instrument. Preparing and implementing lessons which includes active involvement of students such as peer learning, gamification, active learning will make students interact and work together resulting in construction of new friendships, understanding each other, tolerating different cultures and believes, acceptance of diversity and understand the importance of being together. Lesson plans of these learning activities will be planned by all participating teachers, discussed at M1 of the project, and implemented first during the 4 LTTAs of project and then nationally at partner countries. Other activities of the project are;

- Formation of school choir (these choirs will compose songs which emphasizes on importance of acceptance of diversity and sing them at each LTTAs)
- Formation of unity club (these clubs will promote the project, work for obtaining more inclusive school by preparing posters, activities at school)
- Traditional art activities (At each LTTA, students from the host school will teach their traditional art works to participating students who will teach these works to the students at their own schools. This activity will give students opportunity to learn different cultures and work together)
- Street game activities (At each LTTA, students from the host school will teach their local street game which needs large group of students to participating students who will teach these games to the students at their own schools. During this activity students can make new friendship)
- Erasmus + Corner where the materials of the club, logo of the project, and the art work for the project will be displayed and the visuals from mobilities will be displayed.

These activities are expected to change the behavior of the students to become more inclusive by giving them opportunity to make new friends, express their thoughts and feelings to each other, and know different cultures and people. Leader students at the school will guide other students to include all students to activities inside and outside the classroom. Since in these activities socially excluded students will actively involve, their interpersonal skills will be developed. Therefore they will better express themselves, make new friends easier. Teachers' role in this activities will be conducting the lessons with methods that include all students interacting with each other so that they get familiar with each other and make new friends. There are many impacts of the project; students will develop sense of tolerance and acceptance for each other, teachers will learn the application of different teaching

methods by preparing lesson plans and applying them during LTTAs, schools will be more inclusive therefore more successful.

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

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

Let's play lively, study digitally

Project Coordinator

Organisation ANKARA ELMADAG CUMHURİYET İLKOKULU
Address CUMHURİYET CAD. NO.67 ELMADAĞ , 06780 ANKARA , Ankara , TR
Website <http://elmadagcumhuriyetilkokulu.meb.k12.tr/>
Contact Levent Yalvaç , +905326968205 , leventyalvac@yahoo.com

Project Information

Identifier 2017-1-TR01-KA219-046238
Project Web Site <http://play-lively.com/index.html>
Start Date Oct 2, 2017
End Date Oct 1, 2019
EC Contribution 72,736 EUR
Partners OOU "Strasho Pindjur" Sokolarci (MK) , Scoala Gimnaziala Mihai Viteazul (RO) , Spoleczna Szkola Podstawowa nr 1 w Tarnowie im. ks. prof. J. Tischnera (PL) , Klaipėdos Maksimo Gorkio pagrindinė mokykla (LT) , 78 High-school Hristo Smirnovski (BG)
Topics Pedagogy and didactics ; Intercultural/intergenerational education and (lifelong)learning ; ICT - new technologies - digital competences

Project Summary

With this project, the aim is controlling children's computer addiction, in order to unconscious prohibitions digital games, we will apply to them lots of activities with their same age of those children. While children are confident with the technology, they are still developing critical evaluation skills and need our help to make wise decisions. In this area to give wise decisions behalf of children by teachers and parents, they (teachers and parents) need to be educated. Educated teachers and parents can determine the correct orientation to children. In this project it is also aimed , in this era, virtual world and real world must be lived together by children on the ground of regular system.

Overall, the parents that responded deciding what games were appropriate for their children ultimately had to be their decision based on their judgment of each child. Have the confidence to say 'no' if we do not think a game is appropriate for our child. But it is impossible to take them under control by the prohibits. We must create to them other opportunities. We must teach them how to use internet, computers, electronic devices in a useful way. Firstly , we must be educated in this area as conscious teachers and parents.

Computer games dictate their own fantasy world for children. Children always builds dreams in their brains. Children grow up their own dreamed world. The children must produce their own game and should live their own dream world. They should play all together with other children nearly at the same age. They should learn how to do communication, how to do cooperative eachother. Computer games are restricting their dreams. They are thinking the world very far away from the realty. In this study both children, teachers and parents will learn a lot of subjects (ITC, foreign language, cultural games, sociality, globalization, art , sport, gardening etc..). In real world activities and ITC implementations will take part in children life as a reality. By the way difference between real games and digital games will be clearer by the children imagine world.

This study aims to determine the awareness of children at primary school age and their parents towards digitally games. It quickly became apparent that there was a big difference between what concerned parents understand and what their technologically savvy children know. The rapid pace at which new media are evolving left adults and children stranded either side of a generational digital divide. But panic or no panic, the virtual world and the real world do contain risks, and children left to navigate a solo path through either, face many dangers. The trouble is that although as adults we instinctively know how to protect our children offline, we often assume that their greater technological expertise will ensure they can look after themselves online. But knowledge is not the same as wisdom. This review is about the needs of children. It is about preserving their right to take the risks that form an inherent part of their development by enabling them to play digital games and surf the net in a safe and informed way. In this project, by listening to children and putting them at the heart of this review – and by replacing emotion with evidence – we hope that we have provided some very necessary focus to what is a very necessary debate.

This project includes intense education programme. When the teachers were educated on smart boards and Moodle course and such programmes (kahoot.it etc.), students will use smart board and how to use to join Moodle course , Moodle lesson test, homework via internet . So, computer and internet usage will be active in lessons. Students and also parents, teachers will use devices digitally contents as training , learning method. So, not spend their leisure time as trash. Teachers, parents and children will take place sometimes separately, sometimes all together the activities of gardening, indoor activities (art, music, theatre, singing , gym sports, folk dance) , outdoor activities (picnic, tracking, sports, games), foreign language , computer , natural sources and environmental lessons , practises.

We need to disseminate this project in overall partners country and wide area of countries. As we planned, in general to deal with the dissemination plan for all partners. Because this project dealt the children's general digital problems in every country. Problem side is the main situation is very common. As we won't be focused only the problem, dissemination activities will be able to cater to a wider area as possible. Although in this side of the students the problems and implementations are common, here characteristic of the target group structure may be different for each participating country. Therefore, this project is a unique project.

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

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

Project Title

Developing the Capacity of Pre-School Education

Project Coordinator

Organisation Cankiri Milli Egitim Mudurlugu
Address Cumhuriyet mah. Hükümet Konağı, Kat: 3 , 18100 Cankiri , Çankırı , TR
Website cankiri.meb.gov.tr

Project Information

Identifier 2016-1-TR01-KA201-034856
Project Web Site <https://cankiri.meb.gov.tr/decapredu/>
Start Date Oct 1, 2016
End Date Sep 30, 2018
EC Contribution 95,590.9 EUR
Partners Istiklal Anaokulu (TR) , Gradinita cu PP Stefan cel Mare si Sfânt Dorohoi (RO) , Obshtina Shumen (BG) , Olcme Degerlendirme ve Sinav Hizmetleri Genel Müdürlüğü (TR) , Obshtinski Mladejki Dom - Shumen (BG) , Mesto Komárno (SK) , Detska gradina "Bratya Grim" (BG) , Materska skola (SK) , Inspectoratul Scolar Judetean Botosani (RO) , Asociatia Parentis Dorohoi (RO)
Topics ICT - new technologies - digital competences ; International cooperation, international relations, development cooperation ; Quality Improvement Institutions and/or methods (incl. school development)

Project Summary

Early childhood education and pre-school education have a positive influence on children's development. Young children are ready to learn, but their early experiences are crucial in facilitating their learning. Preschool education can produce substantial gains in children's learning and development. The researches show us that the more time children spend in pre-school, the better their performance in primary school. Recent evidence based on PISA survey shows that in 58 of 65 countries, 15 year old students who had attended at least a year of pre-primary school outperformed students who had not. Behind the success of the first 10 countries of PISA results is in the importance of pre-school education, and creative thinking skills lie behind particularly in the areas of mathematics and science at a young age.

The aim of this project is to create a basement about pre-school education in terms of learning outputs of students, common guidance and counselling system, common content of parents' education in Europe. To take the attentions to the need of unity in Europe about pre-school education and to create common e-tools for pre-school education this project was carried out transnationally. The project partners are Romania, Bulgaria, Slovakia and Turkey with their associated partners in local. In the scope of this project an educational online platform was created which provides access to the pre-school teachers, headmasters and inspectors in order to follow the learning outcomes of pre-school students and self check-list for pre-school teachers. E-tool development activities was designed and carried out by coordinator and partners with relevant expertise in the area. Pre-school outputs was uploaded on this platform. Coordinators of each country created director accounts and schools, the directors created teachers' accounts and the classrooms, the teachers created the students and parents' accounts to follow developments of pre-school children.

The other problem that we addressed with our project is inspection in pre-school. The inspection is generally done by the headmasters of the kindergarden. Another type of inspection is done by the inspectors of the ministry or by the local or regional authority depending on the country. On many occasions the staff making this inspection is not a pre-school teacher, so they cannot be efficient in the inspecting; that's why we found ideal ways of efficient inspection systems and share the experiences how efficient inspection model should be.

When we consider the awareness of pre-school, we can find out that many parents aren't still aware that pre-school is the most important phase of the educational life of their children. Therefore, we have to inform the public about the importance of pre-school. However, there are not enough campaigns to introduce pre-school to the public. There is not a unity in Europe about the content of parents education about pre-school. Guidance for students and parents are also one of the important issues to be addressed in pre-school. There are not much information about guidance for students and parents, so we developed models about this topic. With this project we compared the applications of guidance in pre-school and introduce good models.

The outputs of the projects are e-tool, booklet, seminars, e-twinning space, workshop and reports, 'Raising Awareness Demonstration' of students for the public, exhibition, dissemination meetings. This project is believed to have had a positive and long-lasting effects on the participating organisations, and this project resulted in the development, transfer and implementation of innovative practices at organisational, local, regional, national and European levels. This project produced an innovative approach to addressing target groups, by providing ICT-based methodology for the participating organisations and other organizations all over Europe. The partners of the project have improved their capacity of implementing an EU project and increased the quality in the preparation, implementation, monitoring and follow-up of EU projects. The organizations increased their capacity and professionalism to work at EU/international level and improved their management competences and internationalisation strategies. The basis was constructed to provide a unity of common pre-school education

around Europe. The cooperation capacity increased between European organizations. Seminars for teachers and parents were organized, the awareness of the public about early childhood education and care was increased. The teachers and the inspectors of the regions improved their knowledge.

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

Key Action: Cooperation for innovation and the exchange of good practices
Action Type: Strategic Partnerships for Schools Only

Project Title

SAVE MY LIFE WITH MY RIGHTS



Project Coordinator

Organisation Acarlar Anaokulu
Address Yenikent Mah 27.Sok No:35 Acarlar , 09610 Incirliova , Aydın , TR
Website acarlaranaokulu.meb.k12.tr

Project Information

Identifier 2016-1-TR01-KA219-033936
Project Web Site <https://cocukhaklarcom.weebly.com/>
Start Date Sep 1, 2016
End Date Aug 31, 2018
EC Contribution 105,825 EUR
Partners Istituto Comprensivo Confalonieri Milano (IT) , DIADRASTIKO EUROPAIKO SXOLEIO (EL) , Detska gradina N 155 "Veselina" (BG) , Scoala Gimnaziala Baiculesti (RO)
Topics International cooperation, international relations, development cooperation ; Home and justice affairs (human rights & rule of law) ; Access for disadvantaged

Project Summary

Erasmus + School Education Strategic partnership projects in the field of school education within the scope of save my life with my rights partners of the project we are coordinators of; italy; romania; and bulgaria. The aim of our project is to educate children who know, own and protect their rights, to teach european values and to contribute nationally and internationally.

As a result of the research; It has been determined that the education rights of the children are protected but in social, cultural and sportive activities, both the families and the schools are insufficient in the education of the disabled students. In the final meeting of our project between 2009 and 2012, a project idea about children's rights was created by brainstorming and discussion method. With this project, we have decided to create an education environment that considers the best interests of all children in all environments.

Original objectives of our project Improve the quality of early childhood education and care; Strengthen the profile of teaching professions; Inclusive education, teaching and youth.

All our schools have integrated the activity plans related to the project target into the school plans and have implemented the priorities for the work in the general education environment.

The aim of our project is to educate children who know, own and protect their rights, to teach European values and to contribute nationally and internationally. In our project, activities have been planned taking into consideration the principles of children's rights agreement. In line with the principles of children's rights, games were played in the classroom for the realization of the rights of education, play, entertainment, nutrition and protection. With the museum, cinema, theater, health center and police center trips, the children have been able to have fun and learn.⁷⁸ The teacher benefited from learning-teaching efficiency in drama, art, music and special education. 1500 students were directly affected by the activities.

We preferred active learning both in local studies and international activities, so both children and teachers were directly affected by the project while carrying out the project activities and learning permanence was ensured. Within the scope of the project, we focused on efforts to raise teachers' qualifications. We modernized teaching and study techniques with children. We shared good practice and pedagogical experience and continuously strengthened our partnership.

Results and dissemination materials related to our project can be accessed by using the project name at the following address.(Erasmus+ Project Results ; Youtube; facebook; padlet; blog; eTwinning (save my life with my rights) .

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: School Exchange Partnerships

Project Title

English Language Acquisition with Blended Learning

Project Coordinator

Organisation Necmi Muammer Ortaokulu
Address Minarei Sağır Mahallesi, İnönü Caddesi No63 , 60400 ZİLE , Tokat , TR
Website www.zilenebcmimuammer.meb.k12.tr

Project Information

Identifier 2018-1-TR01-KA229-059950
Project Web Site <http://englishblendedlearning.blogspot.com/>
Start Date Oct 8, 2018
End Date Apr 7, 2020
EC Contribution 106,021 EUR
Partners Primary School Number 1 in Tuszyn (PL) , Ogres Valsts gimnazija (LV) , ISKENDERUN CUMHURİYET ANADOLU LİSESİ (TR) , SCOALA GIMNAZIALA NR. 1 ALBESTI (RO)
Topics ICT - new technologies - digital competences ; Teaching and learning of foreign languages ; Intercultural/intergenerational education and (lifelong)learning

Project Summary

The project idea "English Acquisition with Blended Learning" started from the idea that lack of English learning motivation at schools. It is a common problem in schools that English learnt as a second language. Research has shown that with the improving technology children and teenagers are inclined to use social media, online games and other activities in Internet. Blended learning is a realizing way that empower learners to be dynamic in their learning in school and outside the school. Subtests are given to the learners to make the learning permanent yet instructors can't give them productive input or the homework comprises of tests or exhausting exercises. Innovation causes learners to gain aptitudes when incorporated with the privilege methods. With this strategy, learners can center around expanding their insight and accomplish higher learning abilities. So, partners from Turkey, Romania, Poland and Latvia involved in this project.

A life full of learning and teaching requires use of the new devices and technology. That is the reason another fundamental point of the project is to set up our students for a computerized future and we will utilize distinctive ICT devices, ensuring youngsters to completely prepared in web safety and netiquette before the learners starts to use the webpage. The ICT skills of both pupils and teachers will be improved when creative learning and teaching strategies will be encouraged in the schools. Additionally a variety of platforms and webtools will be utilized to convey information among instructors and learners of the participant schools.

During the project there will be five short-term mobilities. Three Short-term joint staff training events will be held respectively in Turkey, Poland and Latvia. Two Short-term exchanges of groups of pupils events will be held in Romania and Turkey. Learning Teaching Training activities will provide all participants(students, teachers, staff and parents) improving communication skills, competence in digital skills and awareness of different cultures.

At the end of eighteen months, with virtual classroom on the internet inside and outside of school, language teachers will share homework, questions, quizzes, notes, presentations, videos, animations about the previous class as well as the next class. So, at school teachers will have more time for other teaching activities and students will be able to get instant feedback, correction, reinforcement wherever they wish and when they want it. The virtual classroom will provide flexibility and convenience in the learning environment so this will have positive effects on increasing motivation and success for learning.

This project won't be confined to the participant schools in it yet it plans to empower different schools, and also instructive organizations, to know about the acquisition of English. It will be expanded to the typical educational programs or can be utilized as a part of most school subjects. Through the numerous tasks and the open approach of project, the project web page will be available to public use.

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