

# PROJE SONUÇLARININ YAYGINLAŞTIRILMASI VE KULLANILMASI (DEOR) TOPLANTISI

**22 Aralık 2022**

**Tema: Kapsayıcılık**

**1. Hacettepe Üniversitesi,**

“Giving A Voice to Deaf People in Metal Sector”

**2. Konya İl Milli Eğitim Müdürlüğü,**

“We are at work too”

**3. Gaziantep Üniversitesi,**

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

**4. Aydın İl Göç İdaresi Müdürlüğü,**

“Immigrant Friendly Cities”

**5. Bursa Büyükşehir Belediyesi Tarım Peyzaj A.Ş.,**

“Enhancing Social Inclusion of Youth Through Employment In Agri-Food Sector”



# Erasmus+ Proje Sonularının Paylaşılması ve Yaygınlaştırma Toplantısı DEOR - 22 Aralık 2022

Bu kitapıkta, 22 Aralık 2022 tarihinde Erasmus+ kapsamında proje hibesi almış kurumlar ile proje ıktılarının ilgili olduėu düşünölen kurum ve kuruluşların temsilcilerinin online olarak bir araya geldiėi Erasmus+ Proje Sonularının Paylaşılması ve Yaygınlaştırılması Toplantısı'nda (DEOR) sunumları yapılan projelere yer verilmektedir.

# Table of contents

1. <a href="#">Giving A Voice to Deaf People in Metal Sector</a> .....	3
2. <a href="#">We are at work too</a> .....	8
3. <a href="#">Becoming Aware of Disability: Developing a Curriculum Based on Cognitive Evolution in Higher Education</a> .	11
4. <a href="#">Immigrant Friendly Cities</a> .....	15
5. <a href="#">ENHANCING SOCIAL INCLUSION OF YOUTH THROUGH EMPLOYMENT IN AGRI-FOOD SECTOR</a> .....	18

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

Project Title

# Giving A Voice to Deaf People in Metal Sector

Good practice example



**ONE GESTURE IS  
ENOUGH**

## Project Coordinator

**Organisation** HACETTEPE UNIVERSITESI  
**Address** HACETTEPE UNIVERSITESI BEYTEPE KAMPUSU REKTORLUK  
BINASI , 06800 CANKAYA ANKARA , TR  
**Website** [www.hacettepe.edu.tr](http://www.hacettepe.edu.tr)

## Project Information

<b>Identifier</b>	2019-1-TR01-KA202-076675
<b>Project Web Site</b>	<a href="https://voc2deaf.com/">https://voc2deaf.com/</a>
<b>Start Date</b>	Sep 1, 2019
<b>End Date</b>	Jul 31, 2022
<b>EC Contribution</b>	340,183 EUR
<b>Partners</b>	EUROPA TRAINING (UK) LTD (UK) , Simsis Sayisal Çözümler Bilisim Yazilim Mühendislik ve Ticaret Limited Sirketi (TR) , Europeiskt Teckenspråkcenter (SE) , Bildungswerk der Bayerischen Wirtschaft gGmbH (DE) , TURK TRAKTOR VE ZIRAAT MAKINELERI A.S. (TR) , ANKARA SANAYI ODASI (TR) , Pamukkale Universitesi (TR) , TURKISH EMPLOYERS' ASSOCIATION OF METAL INDUSTRIES (TR) , NATIONAL TECHNICAL UNIVERSITY OF ATHENS - NTUA (EL) , ISITME ENGELLILER EGITIM FAALİYETLERİ DERNEĞİ (TR) , TÜRKİYE SAĞIRLAR KONFEDERASYONU (TR)
<b>Topics</b>	Disabilities - special needs ; Enterprise, industry and SMEs (incl. entrepreneurship) ; New innovative curricula/educational methods/development of training courses

## Project Summary

### Background

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

(1-[https://voc2deaf.com/proje-dokumanlari/#dearflip-df\\_331/1/](https://voc2deaf.com/proje-dokumanlari/#dearflip-df_331/1/) and 2-  
<https://dergipark.org.tr/tr/download/article-file/1857484>)

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

### Objectives

The objectives of the project were several:

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

The training content will be created for the standard machine element that encompasses which sector standard machine element is used, what for, which part of the production line, and its basic mathematical calculation. Also, the guideline is created for the firm to set goals for the target group and to increase awareness of them in order to give them equal career opportunities to them in the company. Sign language and training translate into AR Technology which is compatible with cellphones, laptops, and computers. After these activities are completed, the implementation stage starts. The implementation takes place at the pilot company that has a decent amount of hearing-impaired employees. After that, the impact of this AR-based e-book, curriculum, and guidelines on the hearing-employed employees, firms, and the communication between them is measured. After the impact analysis, the dissemination activities take place in order to share the innovation in the metal industry in as many countries as possible within Europe and more.

The specific aims can be listed as follows:

Providing Technical Sign Language to literature

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

Developing Technical Skills of hearing-impaired employees

Ensuring the Sustainability of hearing-impaired employees' Employment

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

## Implementation

Activities Group 1 can be summarised as follows: An initial research paper that entails a detailed literature review and situation analysis was implemented. The substeps and implementations within this Group1 activities were, survey creation for the situation analysis; the determination of commonly used machine parts by both employer organizations and mechanical engineers; the identification of problems of the target group, and Identification of problems of companies at the workplace through surveys and interviews; development of a methodology of creation of technical sign language with experts in sign language, linguists and DHH representative NGO'S; the finalizing of the report followed by the translation into partner countries languages from its original draft in Turkish; the preparation of a guide to summarize the research paper and research on projects was the next step; the creation and implementation of the surveys were followed by the drafting of a list of at least 100 standard machine features; writing a draft paper and at this stage making internal assessments and then finalizing the report was an important step. This was followed by the translation of the reports into the partners' languages. The activities under group 2 activities that can be summarised as the creation and compilation of the can be detailed as follows: Technical sign language for the metal sector can be summarised with the following steps: The translation of machine parts into technical sign language was an initial step. In this step, a guideline was developed to promote a common and linguistically and DHH culture was acceptable sign language repertoire. It entailed contingencies about if a single sign existed across end-users was a machine element; what would be done if multiple signs existed for the same element or what were the steps where no sign was used only explication and explanation were used to refer to the elements. Also, procedures for testing verification of the terms and video contents were based on internal surveys run by the local NGO representatives and the Deaf linguistic experts to verify the terms. The next step was the video shooting. Two types of videos one with only the names or the finger spelling (according to the sign language in question) - to be referred to as shorter videos and longer videos entailing both this initial material and also content to explain the function, use, etc. of the element (the training material) was also shot. The creation of e-books and their translation into the partner country's languages. At this stage, the plain language approach was used to create the flipbooks. Thus textual content initially drafted by mechanical engineers was translated into plain language by each partner country according to the basic tenets listed in a guideline for this purpose plus of course language-specific realities. The curriculum creation and translation group of implementation activities to be listed under this heading were initially the translation of the curriculum into sign language as explained in the activities grouped under 2. Group3 activities furthermore, entailed the preparation of guidelines for companies. The creation of an AR-based mobile application including issues such as providing accessible design through choosing the right coloring, icons, and info packages all approved by the end-users representative NGO were additional efforts to the 3D modeling, CAD Data Optimization, UW Expansion, and Animation, Simulation Programming. The implementation and output analysis groups of implementation activities in Group 5 can also be summarised as follows: A pilot implementation at Türk Traktör (an employer organization) followed by the drafting of the implementation report. From these, there was the preparation of the model implementation guideline for partner countries. This was followed by the training deliveries and improvements implemented on the model based on feedback.

## Achievements

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

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

impact analysis report are available on the publically accessible website.

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

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

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

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

3b) A third guideline is entitled the guideline for plain language. This concrete output includes a step-by-step guide to producing plain language versions of training material. And issues such as qualifications of experts, the definition and aim of plain language use, the plain language do's and don't's in similar settings

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

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

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

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

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

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

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



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

### Project Title

# We are at work too

## Project Coordinator

**Organisation** KONYA IL MILLI EGITIM MUDURLUGU  
**Address** Akçeşme Mahallesi Garaj Caddesi No:4 , 42020 Konya , Konya , TR  
**Website** <http://konya.meb.gov.tr>

## Project Information

**Identifier** 2019-1-TR01-KA202-074775  
**Project Web Site** <http://www.weareatworktoo.com>  
**Start Date** Oct 15, 2019  
**End Date** Aug 14, 2022  
**EC Contribution** 234,988 EUR  
**Partners** Karatay Ozel Egitim Meslek Okulu (TR) , Collegium Balticum - Akademia Nauk Stosowanych z siedzibą w Szczecinie (PL) , CENTRUL SCOLAR PENTRU EDUCATIE INCLUZIVA ALBATROS (RO) , Agrupamento de Escolas Trigal de Santa Maria (PT) , HANTA ASSOCIATES LIMITED (UK) , VITALE TECNOLOGIE COMUNICAZIONE - VITECO SRL (IT) , Município de Torres Novas (PT) , TREND-PRIMA, ZAVOD ZA RAZISKAVE INRAZVOJ ZNANJA, MARIBOR (SI)  
**Topics** Labour market issues incl. career guidance / youth unemployment ; New innovative curricula/educational methods/development of training courses ; Disabilities - special needs

## Project Summary

In order to achieve smart, sustainable and inclusive growth, which is one of the objectives of the EU 2020, it's vitally important to obtain employment, productivity and new skills. PISA Director Andreas Schleicher: "If you're from disadvantaged areas, there's only one chance in your life: to get good education. The main issue in education is that the needy gets the best education." According to the European Disability Academic Network (ANED) report published in January 2018, the rate of mild and moderate disability at EU level is 17.1%. While the employment rate of non-disabled individuals in EU28 countries was 73.1%, the rate of disabled individuals remained at 47.4%. European Special Education Needs and Integration Education Agency says "individuals with special education needs are often categorized as marginal or at risk of social exclusion in relation to the labour market." So, it's important to ensure that vocational education should be of a high standard, suitable for individual needs of students, and all groups are integrated, especially those with disabilities

Within the scope of the project, in our needs analysis;

a)65% of parents in partner countries come from low education and socio-economic level

b)72% of parents stated that they had never received a professional education for the special situation of their children.

c)54% of teachers stated that students could not be successful in career due to their inability to continue their skills at school/at home.

d)It has been determined that the most common problems faced by students who graduated from the Department of Food and Beverage Services are personal hygiene (self-care skills), courtesy, social skills and working skills.

The aim of the project is to provide better social and self-care skills at home (in the family) with a holistic approach for the mentally disabled students who are educated in special education vocational schools and to increase the employability of these students after graduation in their own fields by taking a higher quality vocational education at the standards demanded by the labour market. For this purpose, there will be 5 intellectual output(IO), 5 transnational project meetings(TPM), 3 learning teaching training activities(LTT), 4 multiplier events(M) and local trainings for students and their parents. Two people will participate in the TPM meetings of the project and these will be project coordinators and managers from the partner countries. A total of 30 teachers, project coordinators and managers from special education vocational schools will participate in LTT activities. The project will be carried out in the field of developing innovation and 5 outputs will be developed

These are;

O1 Research on Family Education and students' vocational qualifications

O2 Family Education Program

O3 Supportive vocational training modules for students

O4 Handbook for Trainers

O5 E-Learning Platform

Two learning-teaching training activities will be carried out for the testing of project intellectual outputs and training of trainers

3 national and 1 international multiplier events will be organized for dissemination of IOs. A total of 240 people will attend these conferences

We plan to use qualitative and quantitative indicators to monitor management meetings, intellectual outputs, training activities, dissemination activities and project products throughout the project.

Konya II MEM will plan and follow the process in coordination with our university partner SSW and tech partner VITECO in order to ensure that all project activities have good quality results in terms of quantity and quality.

Quality control, monitoring and successful implementation of the activities will be discussed at TPMs. In order to evaluate whether our project has achieved its objectives, we will use the most commonly used PDCA (Plan-Do-Check-Act) cycle to project management. Accordingly, the success indicators we have identified earlier will be a guide for us.

The potential short and long term benefits are;

Parents of the students who are studying in the partner schools will benefit from the training activities at schools and other parents from different schools will benefit from e-learning platform and dissemination conferences. So that they will complete these trainings and will support their children at home for their vocational education. In this way, they will not only improve their own personal development but will also contribute to their children's education in the home environment for a better future and career. The most important target group in our project, the students who are studying in the department of food and beverage services, will receive support from their families as well as the problems they face in business life will be completed with supportive training modules and they will be ready for the work life. Employment and job attendance rates will increase and they will be able to have the job as the demanded personnel demanded by employers

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

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

Action Type: Strategic Partnerships for higher education

Project Title

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

Good practice example



## Project Coordinator

**Organisation** GAZIANTEP UNIVERSITESI

**Address** UNIVERSITE BULVARI SEHITKAMIL , 27310 GAZIANTEP , Gaziantep , TR

**Website** [www.gantep.edu.tr](http://www.gantep.edu.tr)

**Contact** BURCU KALEOĞLU UÇANER , +90 535 588 1048 , [gabam@gantep.edu.tr](mailto:gabam@gantep.edu.tr)

## Project Information

<b>Identifier</b>	2019-1-TR01-KA203-074191
<b>Project Web Site</b>	<a href="https://e-abilityproject.com/">https://e-abilityproject.com/</a>
<b>Start Date</b>	Sep 1, 2019
<b>End Date</b>	Jul 31, 2022
<b>EC Contribution</b>	152,970.98 EUR
<b>Partners</b>	BURSA ULUDAG UNIVERSITESI (TR) , PANEPISTIMIO THESSALIAS (EL) , Akademia Humanistyczno-Ekonomiczna w Lodzi (PL)
<b>Topics</b>	New innovative curricula/educational methods/development of training courses ; Inclusion - equity ; Disabilities - special needs

## Project Summary

### Background

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

### Objectives

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

### Implementation

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

- 1- When creating the content of the "Disability Rights and Problems" course, a questionnaire was given to the students of the coordinating and strategic partner universities, evaluated and analysed. The courses developed were included in the "Course Catalogue" of the Bachelor's and Master's degree programs of the coordinating university and the Strategic Partner Uludağ University. Distance education module integrated digital course notes were prepared for the course.
- 2- Many promotional activities were performed in various higher education institutions as the multiplier and disseminating activities of all project outputs. Disability awareness activities were conducted on the International Day of Persons with Disabilities.
- 3-Papers were presented at national and international symposiums on disability rights.
- 4-Multiplier events were held about the project outputs in cooperation with Gaziantep Metropolitan Municipality

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

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

## Achievements

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

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

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

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

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

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

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

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

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

Project Title

# Immigrant Friendly Cities



## Project Coordinator

**Organisation** Aydın İl Goc İdaresi Mudurlugu  
**Address** Efeler Mahallesi, No:, Hürriyet Blv. No:17 , 09020 Aydın , Aydın , TR  
**Website** <http://aydin.goc.gov.tr/>

## Project Information

**Identifier** 2018-1-TR01-KA204-059285  
**Project Web Site** <http://immigrant-friendly-cities.eu>  
**Start Date** Sep 3, 2018  
**End Date** Sep 2, 2021  
**EC Contribution** 157,444 EUR  
**Partners** Sosyal Etki ve Yenilikçi Eğitim Derneği (TR) , ANAPTIXIAKO KENTRO THESSALIAS (EL) , MOBILIZING EXPERTISE AB (SE) , WISAMAR BILDUNGSGESELLSCHAFT GEMEINNUTZIGE GMBH (DE) , FONIX AS (NO) , CENTRO INTERNAZIONALE PER LA PROMOZIONE DELL'EDUCAZIONE E LO SVILUPPO ASSOCIAZIONE (IT) , Aydın Valiligi (TR)  
**Topics** Integration of refugees ; ICT - new technologies - digital competences ; Access for disadvantaged



## Project Summary

The digital age offers local governments unprecedented possibilities to engage with residents in novel ways. Cities across the globe are using digital tools, such as web portals and applications (apps), to improve access to public services, enhance responsiveness, better understand the needs of the populations they serve, and provide platforms for deeper civic engagement.

Research has shown that disadvantaged groups, including immigrants and minorities, are high users of smartphones and social media, and could theoretically be reached through these tools. Newly arrived immigrants are some of the most vulnerable in society and are often in need of support settling in and connecting to information about local services and jobs. However, these groups are often thought to be digitally, as well as socially excluded, and the move by governments to online platforms could exacerbate existing barriers to accessing public services. Furthermore, these groups may lack the necessary digital skills and host-country language ability to take full advantage of digital government services.

In this way, our project aimed to create permanent information services for immigrants by developing mobile Apps and online trainings for immigrants. The need to develop immigrant information services exists because in many cases people have a lack of information when moving into a new country or a new city about how to proceed with residence permits, social security issues, jobsearch etc. and even about what services are available.

-For this purpose the project Immigrant Friendly Cities produced Immigrant Friendly Cities Mobile App in 8 Languages for refugees which includes information about the cities of Aydın (Turkey), Leipzig (Germany), Trikala (Greece), Lund (Sweden), Palermo (Italy), Sandefjord (Norway), the general rights and acquired information of immigrants, and internet resources. At the same time, detailed information about the province in health, education, training, law, tourism, education, security, residence and citizenship is available on mobile devices.

-Besides this services for refugees, we also focused on Adult education trainers to improve their competences by offering new ways of learning by creating MOOC Platform in 7 languages. MOOC has been prepared to provide permanent and digital age-appropriate information service by developing Massive Online Open Courses. Within the scope of the project, the Massive Open Online Course (MOOC) Massive Open Online Course platform has been prepared for adults who work with immigrants or who are interested in migration. MOOC consists of 8 modules which are available in 7 languages. Access to the training is free and online certification is available. Modules of the MOOC are;

- 1) Effective Time Management in Personal Development
- 2) Digital Learning
- 3) Developing tolerance towards disadvantaged groups such as racial/ethnic/religious groups, refugees
- 4) Effective Communication with Immigrants and Disadvantaged Groups
- 5) Developing Entrepreneurial Skills of Immigrants
- 6) Developing Professional Skills of Migrants to Integrate them into the Labor Market
- 7) Non-Formal Education
- 8) Conflict Management

Each of these titles includes downloadable Educational Material, Related Videos and quiz questions. So there is information services in the nearby area which genuinely work and are organized in co-operation between different public authorities. Adult education trainers will also improve their competences by offering new ways of learning, as a result of the cooperation and exchange of experiences at international level. As education is considered indispensable to integration there is an increasing need to prepare all adult education providers, immigrant advisors and officers in public authorities in the most affected EU countries to initiate relevant programmes with the newly arrived migrants and refugees.

Totally 160 refugees/newly arrived immigrants joined the piloting as participants. And totally 80 staff joined the MOOC to develop their skills and competences in refugee integration.

At the end of the project, the refugees/immigrants reached public guidance services by using digital tools. A learning model was developed with using online education platforms and fostering respect and understanding for diversity, intercultural competencies and values. Newly settled migrants and refugees were equipped with functional and practical language skills to carry out simple tasks required of them during their first few months in-country.

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

# ENHANCING SOCIAL INCLUSION OF YOUTH THROUGH EMPLOYMENT IN AGRIFOOD SECTOR



### Project Coordinator

**Organisation** Bursa Buyuksehir Belediyesi Tarimas Bursa Hayvancilik Tarim Tic San AS  
**Address** Hal yolu cd No 2-1 Yolcati , 16150 Bursa , Bursa , TR  
**Website** [www.tarimas.com.tr](http://www.tarimas.com.tr)

## Project Information

<b>Identifier</b>	2019-3-TR01-KA205-079155
<b>Project Web Site</b>	<a href="http://agrifoodproject.com/">http://agrifoodproject.com/</a>
<b>Start Date</b>	Feb 1, 2020
<b>End Date</b>	Jan 31, 2022
<b>EC Contribution</b>	116,089.5 EUR
<b>Partners</b>	CENTRAL RESEARCH INSTITUTE OF FOOD AND FEED CONTROL (TR) , AKTSIASELTS TOIDU- JA FERMENTATSIOONITEHNOLOGIA ARENDUSKESKUS (EE) , ASOCIACION EMPRESARIAL DE INVESTIGACION CENTRO TECNOLOGICO NACIONAL DE LA CONSERVA (ES) , MINISTRY OF AGRICULTURE AND FORESTRY (TR)
<b>Topics</b>	Labour market issues incl. career guidance / youth unemployment ; Youth (Participation, Youth Work, Youth Policy) ; Rural development and urbanisation

## Project Summary

### Background

Sehven oluşturulmuştur.

### Objectives

Sehven oluşturulmuştur.

### Implementation

Sehven oluşturulmuştur.

### Achievements

Sehven oluşturulmuştur.

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