

ERASMUS+

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AVRUPA DAYANIŞMA PROGRAMI

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BİR DERLEME:
DİJİTALLEŞME (2)

konusundaki Erasmus+ projeleri

     
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6. Developing Farmers' Digital Skills
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11. Industry 4.0 competences for SMEs - Awareness raising tools
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15. Outdoor Learning Against School Failure and Absenteeism
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Bu broşür, ilgili konu üzerinde derleme olup Erasmus+ Programı kapsamında hibe alan tüm örnek projelere erişmek için [Erasmus+ Project Results Platform](https://erasmus-plus.ec.europa.eu/projects) (<https://erasmus-plus.ec.europa.eu/projects>) sayfasını ve Avrupa Dayanışma Programı projeleri için de [ESC Project Platform](https://youth.europa.eu/solidarity/projects/) (<https://youth.europa.eu/solidarity/projects/>) sayfasını inceleyebilirsiniz.

Erasmus+ Proje Örnekleri



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AVRUPA BİRLİĞİ

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

Project Title

Adult self-learning: supporting learning autonomy in a technology-mediated environment



Project Coordinator

Organisation Sarıcam Halk Eğitimi Merkezi
Address Esentepe Mahallesi Atatürk Caddesi No:107 Sarıçam , 01250 Adana , Adana , TR

Project Information

Identifier 2019-1-TR01-KA204-076875
Start Date Dec 1, 2019
End Date May 31, 2022
EC Contribution 152,698 EUR
Partners REZEKNES TEHNOLOGIJU AKADEMIJA (LV) , THREE THIRDS SOCIETY (EL) , ADANA ALPARSLAN TURKES BILIM VE TEKNOLOJI UNIVERSITESI (TR) , FUNDACJA INSTYTUT BADAN I INNOWACJI W EDUKACJI (PL) , Ecoistituto del Friuli Venezia Giulia (IT)
Topics Key Competences (incl. mathematics and literacy) - basic skills ; ICT - new technologies - digital competences ; Pedagogy and didactics

Project Summary

Background

Recent research shows that many adults do not have a clear idea about the use of digital resources and digital applications. The majority of them are unaware of the potential of digital technology for their professional upskilling.

With the advent of digital technologies, learners have unprecedented opportunities and a diverse range of options for engaging in self-directed learning via tools and resources available on the internet. However, selecting learning applications and materials requires expert knowledge and expertise, which an autonomous learner usually lacks. How can a learner in a technology-mediated environment meet his /her learning needs and goals, and how can his/her autonomy evolve effectively in an online environment?

The needs addressed:

- to provide new competences to adult learners using digital resources
- to stimulate/motivate adults in acquiring competences that can improve their career and employability
- to promote self-learning
- to empower people improving their skills in using digital collaborative technologies
- to integrate educational practices such as peer learning, online participatory learning, digital social learning, etc.
- to provide people with advice and guidance on how to learn using digital resources.

Objectives

According to the International Labor Organization (ILO), the majority of new job opportunities in the last decade have been created in the informal and digitally-based economies. Accordingly, the ASL Project aimed to support the setting up of, and access to, upskilling pathways through an advanced educational initiative based on:

- An online collaborative environment designed to motivate adult people in learning tasks
- Structured learning activities following the Pattern-Based Learning approach

Our primary target group consisted of people who need to improve their competences to continue working. This class usually corresponds to people 50+ years old.

The ASL Project aimed to expand learning opportunities for low-skilled, low-qualified adults by implementing innovative digital social education practices through a smart learning environment.

The concrete aims of the ASL Project were as follows:

- to teach learners how to acquire new skills and competencies using learning innovative practices and digital technologies
- to develop a functioning collaborative learning environment to assist them in identifying skill gaps and needs and to collaborate locally and independently for joint capacity-building.

Implementation

- Research studies on 'teaching-learning low-qualified adults in an online environment' was realized within the framework of IO1, with the goal of comparing various online learning approaches for low-qualified/skilled adult learners in order to develop an operative model that was used for project training activities.
- Each partner implemented pilot training courses within the framework of IO3, which aimed to create a curriculum to train low skilled/low qualified adult learners on how to learn using internet resources for professional upskilling.
- Training activities were carried out through the ASL online platform developed within the IO2.
- A research study/book was prepared within the framework of IO4 'Handbook and Recommendations' which

addressed to adult education organizations/institutions, enterprises, governmental authorities, policymakers. It contains desk research and recommendations for adult self-learning.

- The LTTA event on 'Using Pattern Learning And Self-Learning Methodologies' were organized with the participation of adult educators.
- Four TPMs in Turkey, Italy, Greece and Latvia and five Multiplier Events were organized.

Achievements

ASL Project developed the following outputs and results:

- IO1 Research studies 'on ' teaching-learning low-qualified adults in an online environment'.
- A technical report published in Zenodo (Supporting autonomy in a technology – mediated environment DOI: 10.5281/zenodo.3830979)
- An article titled ' Adult Learning And Socialization Processes: RTA Experience'
- IO2 'Intelligent learning environment for participatory adult learning'
- ASL Online Platform: <http://course.aslerasmus.eu/>
- A scientific article titled 'Improving Adaptive Learning in a Smart Learning Environment' (' Environment. Technology. Resources. the 13th International Scientific and Practical Conference. Volume 2, 93-99 <http://journals.rta.lv/index.php/ETR/issue/view/163/showToc>)
- IO3 'Curriculum for Adult Learners' were realized in 6 languages.
DOI: 10.5281/zenodo.6570345 (<https://zenodo.org/record/6570345#.YqeGzGBBxPY>)
- IO4 'Handbook and Recommendations' were realized in 6 languages.
DOI: 10.5281/zenodo.6570188 (<https://zenodo.org/record/6570188#.YqeGW2BBxPY>)
- ASL Project Website: <http://aslerasmus.eu/>

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

ARTIFICIAL INTELLIGENCE EDUCATION FOR YOUTH

Project Coordinator

Organisation MAMAK ILCE MILLI EGITIM MUDURLUGU

Address SAFAKTEPE MAH. 125 CAD. NO 5 SAFAKTEPE ILKOKULU YANI
MAMAK , 06340 ANKARA , Ankara , TR

Website <http://mamak.meb.gov.tr/>

Project Information

Identifier 2020-3-TR01-KA205-097360

Start Date Mar 1, 2021

End Date Apr 30, 2023

EC Contribution 107,210 EUR

Partners Önnheim Förvaltning AB (SE) , zihin haritası derneği (TR) , MIDDLE EAST TECHNICAL UNIVERSITY (TR) , ARDA Beratung & Bildung GmbH (DE) , Ekip Muhendislik Makina Day. Tuk. Mal. Iletisim Ins. Tic. San. Ve Tic. A.S (TR) , Aldous Information Services BV (NL)

Topics Youth (Participation, Youth Work, Youth Policy) ; ICT - new technologies - digital competences ; Research and innovation

Project Summary

Artificial intelligence is the general name of the technology of developing machines that are created with completely artificial tools and can exhibit human-like behaviours and movements, without taking advantage of any living organism. AI plays an increasingly important role in society. In the unqualified employment need, it is expected to create employment growth with the right education and labor policies along with digital transformation in the industry and artificial intelligence technologies. AI is a general-purpose technology, it will affect every profession, every job. A quality education to support this transformation is therefore critical.

With our action driven project, our main goal is to inspire new generation AI leaders and to teach young people (15-24 age group) the knowledge, skills and ethics to meet the need for AI skills with our . Artificial intelligence training will be given to 60 young people to be selected for this purpose, online and face to face by experts from METU's Mathematics Department and Mind Map Association, our local partners.

AI Trainings planned in our project will cover courses such as software language (Python Programming Language), Algorithm and Programming, Advanced Internet Technologies, Mathematics (Linear Algebra and Numerical Computing), Statistics (Basic Statistics, Probability Theory, Sorting, Classification, Clustering Techniques), Data Analysis, Artificial Intelligence, Machine Learning, Deep Learning, Python and Machine and Deep Learning. At the end of this training, the participants will be subjected to a written examination by experts and the 10 most successful young people will be taken to our project partners in Sweden and Germany for training. Through ARDA Beratung & Bildung in Germany, various trainings will be received from Berlin Technical, Frei and Humboldt Universities, and a technical trip will be organized to the German Ministry of Education and Research and the Journal of Science called Spiegel.

The design of the vehicle aging project carried out by the Volvo Company, our partner in Sweden, using artificial intelligence in the automotive industry will be shown. Their work on artificial intelligence applications at Chalmers University will be seen on site. Introducing the Numpy library with Python, data analysis with the Pandas library, and data visualization studies with the Seaborn library will be practically demonstrated. Electric vehicles and artificial intelligence applications developed in CEVT will be introduced to our participants by experts. The most important outcome of all these Artificial Intelligence trainings that will be realized thanks to our project is that the participants create models, compare models, and gain knowledge and skills to decide which model is the best. It will also contribute to the production of infrastructure, resources (books, portal etc.) for artificial intelligence literacy and the production of artificial intelligence curricula in high schools.

With these experiences, the participant teachers are expected to create a training module, develop a curriculum, and develop activities and materials to be applied in the classroom or workshops.

Other intellectual outputs to be created by the participants of our project; It is a public spot and a short film. These will be published on youtube channel and web page and will be free to access. Artificial intelligence training module will be uploaded to the project's web page and the module will be open to unlimited use.

As the coordinating institution, Mamak District National Education Directorate, project management, dissemination and sustainability studies are seen very important. All precautions will be taken in order to reach more people with news, studies and outputs that will explain all the details about our project.

At the end of the project, informed participant youth who understand the fundamentals of Artificial Intelligence will be a part and contributor of important public policies to be created in every field where Artificial Intelligence technologies are applied. It is expected that the Ministry of Education will contribute to the innovation studies related to artificial intelligence, the curriculum will be developed, and it will be adapted to lower levels in the next stage with the proposal of artificial intelligence education curriculum to be created for high schools within the scope of the 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

Code is Loading

Good practice example

European Innovative Teaching Award

Project Coordinator

Organisation Bursa İl Milli Eğitim Müdürlüğü
Address Eski Odun Pazarı Mevkii Çarşamba Sırtı Yeni Hükümet Konağı , 16050
Bursa , Bursa , TR

Project Information

Identifier 2018-1-TR01-KA201-058963
Start Date Nov 1, 2018
End Date Oct 31, 2021
EC Contribution 181,289 EUR
Partners LICEO SCIENZE UMANE "E.GIANTURCO" (IT) , AGRUPAMENTO DE ESCOLAS DOMINGOS SEQUEIRA (PT) , UNIVERSIDAD DE CASTILLA - LA MANCHA (ES) , Centrum Edukacyjne EST (PL) , Ali Osman Sönmez Mesleki ve Teknik Anadolu Lisesi (TR) , Bálint Márton Általános Iskola és Középiskola (HU) , EUROPA TRAINING (UK) LTD (UK)
Topics ICT - new technologies - digital competences ; Open and distance learning ; New innovative curricula/educational methods/development of training courses

Project Summary

Within the project, firstly the status of the coding in the curriculums of partner countries was examined. Afterwards, a situation analysis was created by taking the opinions of teachers and students related to coding and programming thanks to the questionnaires which were prepared for both the teachers and the students specifically. With this analysis results, an international online sharing platform (www.codeisloading.com) was established. Various programming language terms, resources, videos, visuals and various teaching materials were provided in this platform for those who want to learn coding programming. With this digital platform; users (mainly students) could share the blocks of code they have prepared. Viewing, examining and developing shared code blocks by other users from other countries increased student-learning cooperation and user interaction, contributed positively to the commitment of the individuals to the school and to the motivation of learning. The primary target group were the pupils who are directly interested in coding and people who were willing to learn, tend to code, know a programming language or wants to learn how to code.

The platform suited everyone's fancy from beginner coders to professionals. In addition, each project partner organized webinars every month for 12 months for the use of a defined coding language. They took nearly one hour and were prepared by experts in the field of coding and there will be high-level information sharing with users. Through the webinars, users had the opportunity to ask questions to the experts, viewed sample applications and evaluate their own coding projects.

Besides the online coding platform, the project also included other innovative outputs. Partner schools organized 2 or 3 days of coding camps (workshops) for students during the project period. Particular importance was given to interaction and participation in these activities and the role of persons with disabilities and their participation was particularly encouraged. Then coding competitions were organized. In these competitions, students tried to create software in determining a theme or a solution to a problem within a certain period of time.

With the implementation of the project outputs, while learning to code in addition to learning mathematical and computational ideas, pupils also learned strategies for solving problems, designing projects, and communicating ideas. These skills were useful for everyone regardless of age, background, interests or occupation. Furthermore, these skills helped them to face many situations they find in life and enabled them to better collaborate between humans and machines.

- Students gained problem-solving, spatial thinking and analytical thinking skills thanks to coding activities.
- The learning habits and culture of students, cooperative working, learning skills, learning by teaching computers were improved.
- A free and easily accessible international learning and teaching atmosphere which is independent of time and space was created.
- Students of the same age were brought together on an online international platform, they worked together, peer learning was provided.

The Code is loading project was completed in 36 months in total, with the 12-month extension period given due to the pandemic. Production of intellectual outputs of the project and the realization of its activities were fully completed. There were 5 Transnational Meetings and 1 Learning, Teaching, Training activity with all partners in order to reach the previously indicated goals of the project.

Coding training is a new approach that was in all curriculums of all countries in the world at present and it is also very popular in the world. Thus, it is foreseen that the outputs of the project will be followed up internationally and will be model educational materials for many schools and institutions.

'Code is Loading' will empower the digital leaders of today & tomorrow.

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

Code Name Robot



Project Coordinator

Organisation Karatay Ilce Milli Egitim Mudurlugu
Address karatay ilce milli egitim , 42100 karatay , Konya , TR

Project Information

Identifier 2018-1-TR01-KA201-059721
Start Date Oct 1, 2018
End Date Sep 30, 2021
EC Contribution 134,388 EUR
Partners Katharina-Heinroth-Grundschule (DE) , Istituto Comprensivo F.Masci (IT) , Osnovna skola Janka Leskovara (HR) , Lietuvos Sporto Universiteto Kedainiu "Ausros" progimnazija (LT) , Izzet Bezirci Ilkokulu (TR) , Agrupamento de Escolas de Vieira de Leiria (PT) , Szkoła Podstawowa nr 2 im. Marii Konopnickiej w Sycowie (PL)
Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Cooperation between educational institutions and business

Project Summary

First of all it's cooperated with different partners from Europe which have coding classes or activities to improve their coding skills under the coordination of Karatay Directorate of National Education.

In general, robotic materials and robots can be expensive. It absolutely requires technical and financial support at this time. Karatay District Directorate of National Education, allocated a substantial budget for robotic coding training. In addition to İzzet Bezirci Elementary School whose MEVKA Project was accepted before, the support started with MEVKA projects in several other schools have continued with the financial support of the National Education Directorate and it changed into and applied as a wide robotic coding Project.

By developing coding techniques for students whole robotic coding for the first time, it's aimed our target groups (mainly primary school students are determined as the target group) gaining knowledge of software first, the algorithm, and the programming language training and finally coding skills. With this project, students and teachers had the chance to experience different coding training methodologies. They developed new coding techniques by exchanging ideas. They synchronously performed the robotic coding activities they planned. When doing the same activities, the studies took place in a tournament atmosphere and this motivated the students. One of the most concrete achievements of coding training was to reveal existing creative design talents. In the last decade, student-centered curriculum has gained weight. The activities that are appropriate to the interests and core competencies of the students were applied. There were many extra curricular activities in our pilot school, İzzet Bezirci Elementary School, but the most interesting and most favoured one was robotics coding training.

The importance of the algorithm in robotic coding is great. Algorithm: The algorithm is a way to solve a problem or to achieve a specific goal. It is usually used in programming and all programming languages are based on algorithm. No matter which software language you use, you need an algorithm. Before you start software, you should place your function exactly. Algorithm has to have a meaning. If you set off without function, nowind can benefit you. Algorithms definitely finish with an end (happy or unhappy). There is no unfinished algorithm. If an algorithm does not end, it is not an algorithm it is an infinite loop.

We can list the materials and systems to be used in coding training as follows.

Primarily LEGO Education and WeDo 2.0 robots on a simple level, then EV3 and Scratch and finally top level Arduino are used in the coding training,

Arduino is a kind of electronic development card. It is an open source application. It is possible to see Arduino on all electronic devices. Arduino is an electronic motherboard. You can use it widely from robotic applications to simple electronic circuits. Coding training beginning with LEGO will continue with robotic or tablet applications that perform very skilful functions coded on Arduino.

For training of new individuals equipped with the skills of the 21st century instead of memorizing, questioning, not criticizing generations, it is planned to develop these skills at an early age with coding training.

By seeing the coding training applied in our Italian, Portuguese, Polish and Croatian partners for many years, we observed and transferred the good practices there.

It was started the digitalization efforts long before the pandemic process even if there are some hitches, it was applied successfully with the partner schools.

More and more schools in Europe are including robotics and computer programming lessons in the school curriculum. Is computer programming now a compulsory skill for the 21st century? At what age can children learn the programming language the earliest?

In some European countries, quick answers are given to these questions. Some European countries have even started to give basic training to primary school students. In fact, this project is an innovative, scientific project and also it's a project which added lots of new skills and concrete benefits to the students. These are ROBOKARATAY project (<https://www.robokaratay.com/roboKaratay>) was initiated with the help of national educational district of Karatay and lots of coding classes were created in different schools with the help of Karatay municipality. İzzet Bezirci primary school which was a pilot school, improved its robocoding studies via this project and became the winner of the national robocoding project which was done in Turkey.

Erasmus + will support individual learning opportunities and institutional collaborations in line with these purposes.

These statements are extremely suitable for our Project purposes.

When we consider that the Ministry of National Education will include coding as a compulsory lesson in the 5th and 6th grades and as an optional lesson in the 7th and 8th grades of secondary school in 2018-2019 academic year, we see how appropriate our project is for this plan.

Later they got the 3rd position in an international competition named "World Educational Robots" competition which was held in China

(<https://www.trthaber.com/haber/bilim-teknoloji/konyali-ogrenciler-cindeki-robot-yarismasinda-dunya-3uncusu-oldu->

In this success the additions of the project is undoubtful. Our project is not only seen via the success of İzzet Bezirci and Karatay educational district of National education but also via the local successes of our other partners.

Our German partner which had newly started to work on coding via the project took the head as the first school doing ROBOCODING in Berlin. So even a German school which is also known as one of the most successful educations in the world had met the robocoding via this project

<https://www.bundeskanzlerin.de/bkin-de/aktuelles/kanzlerin-besuch-tumo-1983890>)

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

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

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

Project Title

Designing Future Innovative Learning Spaces

Good practice example

European Innovative Teaching Award



Project Coordinator

Organisation MINISTRY OF NATIONAL EDUCATION

Address ATATURK BULVARI NO: 98 BAKANLIKLAR , 06510 ANKARA , TR

Project Information

Identifier 2019-1-TR01-KA201-076567

Project Web Site <http://designfils.eba.gov.tr>

Start Date Sep 1, 2019

End Date Aug 31, 2022

EC Contribution 206,346.5 EUR

Partners Zakladni skola Dr. Edvarda Benese (CZ) , Centro Autonómico de Formación e Innovación (ES) , EUN PARTNERSHIP AISBL (BE) , UNIVERSIDADE DE LISBOA (PT) , HACETTEPE UNIVERSITESI (TR) , Verein zur Förderung digitaler Bildungsangebote (AT)

Topics ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics

Project Summary

Background

Design FILS project aims to improve the quality of innovative learning environments, promote the adoption of innovative teaching and learning practices, and restructure teacher training to support the adoption of teaching activities. The project is closely associated with European SchoolNet's Future Classroom Lab (FCL) model that encourages teachers and trainers to rethink the role of pedagogy, technology and learning space design in their schools. In addition, Design FILS project is also related to another Erasmus+ project, NOVIGADO, the aim of which is to support schools and related stakeholders in the transition from a conventional and teacher-centred classroom into teaching practices that promote active learning with the support of innovative learning environments and use of relevant ICT. The common priorities of these initiatives are to stimulate the adoption of innovative learning practices in innovative learning spaces and contribute to the enhancements in the quality of education in these projects.

The most important needs we have addressed are those of students and teachers at schools for innovation. Designing learning environments that go beyond traditional pedagogy and enable students' learning by doing, will support the development of students' problem-solving ability, critical thinking, productivity, teamwork as well as digital skills, which are defined as basic skills for the 21st century. Moreover, Design FILS project focuses on improving teachers' professional development on technology-enhanced pedagogy in innovative learning spaces in Design FILS project, which is important to help schools more efficiently use learning spaces for stimulating active learning of students.

The main reason why this project is implemented internationally is related to promotion of sharing best practices and lessons-learned, exchanging different country examples and involving different stakeholders (teachers, researchers, teachers' trainers, etc.). Within the scope of this project, examples of good practices on innovative learning spaces in Austria, Spain and Türkiye were examined through onsite field visits, as well as the exchange of good practices in Belgium, Czechia and Portugal through virtual learning, teaching and training activities during the Covid period. By analysing best practices, developing outputs based on this practices and organizing Pan-European training contributed to providing EU level standardisation of the trainings in the innovative learning spaces. Therefore, the teachers who will change their teaching practices and methodology of innovative learning spaces attended Design FILS course developed at EU standards through online training platform (intellectual output) , and Design FILS project reached a greater audience in both national and European level.

Objectives

Design FILS project promotes innovation and technology-enhanced learning inside schools, classrooms and teachers' practices. In this sense, we achieved the following objectives by implementing the project:

- Promoting collaborative work and professional teaching skills.
- Supporting teachers' acquisition of skills required by the 21st century, such as problem solving, critical thinking, productivity, teamwork and digital skills, in innovative learning environments designed in parallel with the goal of 'transforming knowledge into skills'.
- Analyzing good practices and best implementation models on innovative learning spaces involving different stakeholders (teachers, researchers, teachers' trainers, etc.) at European level.
- Developing theoretical background and evidence-based approach for the project and creating "Methodological

Framework for Innovative Classroom Trainings” in order to improve the innovative learning spaces that can be implemented throughout EU

- Developing strategies and guidelines for pedagogical approach and creating “Guidelines for Trainers” that supports teachers and trainers on how to employ innovative teaching strategies in today’s classrooms, how to effectively embed ICT in it and also how to renovate the spaces in order for the learning and teaching practices that take place in them really presents to be innovative and productive in promoting 21st century skills.
- Designing learning and teaching resources and creating sample learning scenarios and activities that will enable the students to deepen in the conceptual learning process.
- Supporting real practice by applying these scenarios in innovative learning spaces by strengthening the skills of teachers to develop interdisciplinary learning scenarios with the project partners.
- Developing evaluation tools which assess and evaluate the quality of training.
- Designing open education platform and provide online training platform for teacher trainings in order to support scenario-based learning in a multi-disciplinary way is one of the main innovative outputs and enable these trainings to reach a greater audience in both national and European level.
- Providing EU level standardised trainings for Pan European trainers, national trainers and teachers in innovative learning spaces.
- Encouraging the use of innovative educational resources/practices and the creation of inclusive and enriched learning environments.
- Supporting the dissemination of good examples and practices in innovative learning spaces within European Commission’s Digital Education Action Plan

Implementation

We implemented all the following activities:

- Organizing project management meetings (29 online meetings) to plan, develop, monitor all the project activities and outputs throughout the project.
- Developing the following intellectual outputs;
 - 1- “Methodological Framework for Innovative Classroom Trainings”
[https://designfils.eba.gov.tr/uploadfiles/designfils_01_mf_english.pdf] providing a theoretical and methodological background for the Future Innovative Learning Space Design Project.
 - 2- “Guidelines for Teacher Trainers on Innovative Classrooms”
[https://designfils.eba.gov.tr/uploadfiles/O2-Guidelines/EN_Guidelines-for-teachers-trainers.pdf] contributing to promote innovation and technology-enhanced learning inside schools’ classrooms and teachers’ practices
 - 3- “O3 Scenario-based learning activities”- 12 scenarios with 10 videos on YouTube
[<https://designfils.eba.gov.tr/uploadfiles/Learning-Scenarios-new-tr.pdf>] and the document “Scenario-Based Learning: Literature Review around key themes to support FILS Scenarios”
[https://designfils.eba.gov.tr/uploadfiles/O3-literature-review-Final_v7.pdf] presenting literature review around the key themes chosen for Future Innovative Learning Space (FILS) Scenarios, the key pedagogical approaches, their benefits, challenges, and key principles of implementing them. The themes of the learning scenarios are aligned with the Methodological Framework for Innovative Classroom Training, and encompass approaches that require careful consideration of learning space and use of technology for teaching and learning.
 - 4- “Evaluation tool for training” enabling to receive feedback from teachers and trainers on the Design FILS course.
 - 5- “Online Training Platform” [<https://designfils.eba.gov.tr/course/>] training teachers and trainers to focus on the various fundamental aspects related to the transformation of learning and teaching spaces, and the methodological and pedagogical changes inevitably associated with this transformation.
- Performing Design FILS course at the following steps:

1- Pan-European Trainer Training: Training 13 Pan-European trainers from Türkiye, Spain and Czechia

2- National Trainer Training: 70 teacher trainers from Türkiye, Austria, Spain and Czechia

3- National Teacher Training: 2867 enrolled teachers (2023 certified teachers out of 2867)

- Adopting and promoting the scenario tool [<https://fcl.eun.org/scenario-tool>] from NOVIADO project to develop learning scenarios in Design FILS course.
- Monitoring Design FILS course process, and providing trainers with the necessary information, guidance and tools in order to engage teachers in planning and implementing in innovative learning spaces.
- Evaluating quality of the Design FILS course via IO4, and developing a training evaluation report (as English) based on the data collected from IO4.
- Translating all the intellectual outputs into 5 languages from the original English version (Turkish, Spanish, Portuguese, German and Czech) to examine best practices on innovative learning spaces.
- Performing 3 onsite LTTAs - “Innovative Pedagogies and Technology in Innovative Learning Spaces” in Austria, “Best Practices on Future Innovative Learning Spaces” in Türkiye and “Principles for Developing Future Innovative Learning Spaces” in Spain. Here you can find a video [<https://twitter.com/CAFIgalicia/status/1547310104181194760?s=20&t=jH12LnmzeiAdRuPVWXkUwQ>] regarding the Santiago’s mobility (July 2022).
- Organising 20 virtual LTTA sessions on innovative learning space design, technology integration, active learning and innovative pedagogical approaches and learning scenario development during the Pan-European Trainer Training in September-November 2021.
- Organizing an international multiplier event - international Design FILS Conference- with 100 participants in Istanbul, Türkiye on 20-21 June 2022.
- Disseminating and exploitation of the project activities and results at local, national and European level

Achievements

Intellectual Outputs

- Intellectual output 1 Methodological Framework for Innovative Classrooms Trainings – this document was developed in English, and translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech).
- Intellectual output 2 Guidelines for Trainers – the document was developed in English, and translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech).
- Intellectual output 3 Scenario-based learning activities – 12 scenarios with 10 videos on YouTube and the document “Scenario-Based Learning: Literature Review around key themes to support FILS Scenarios”, translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech).
- Intellectual output 4 Evaluation Tool – we created pre-course-post-course-self-review questionnaires to assess and evaluate the quality of Design FILS course and give feedback for users and content creators. The questionnaires were integrated into the online training platform/ Design FILS course, and they were translated into 5 languages (Turkish, Spanish, Portuguese, German and Czech). In addition, we are developing a training evaluation report (as English) based on the feedback of trainers and teachers enrolled in the course.
- Intellectual output 5 Online Training Platform – the platform development process includes three separate tasks: content creation, implementation and evaluation the course.
 - 1.creating content: we created the Design FILS course as online training for trainers and teachers. The content was collaboratively developed by the partners and identifies innovation in learning spaces, Designing future innovative learning spaces, Technology-enhanced learning, Innovative pedagogies and Learning Scenarios. The content was translated into 5 languages from the original English version (Turkish, Spanish, Portuguese, German and Czech). CAFI also adapted this course to the e-learning platform for teachers in Galicia (Fprofe-PLATEGA).
 2. Implementing: We arranged an online training “Designing Future Innovative Learning Spaces-Design FILS” with 13 Pan-European trainers (10 Turkish, 2 Spanish and 1 Czech participants) between 27 September 2021

and 3 November 2021. Second, we organised the second online Design FILS training with 70 teacher trainers (49 Turkish, 3 Spanish, 10 Austria, and 8 Czech) between 10 January 2022 and 18 February 2022. Finally, we promoted the online Design FILS training with 2867 enrolled teachers (2023 certified teachers out of 2867) (1825 Turkish, 61 Austrian, 30 Czech, 107 Spanish participants) between 4 April and 18 May 2022.

3. Evaluating: we got feedback from trainers and teachers on the Design FILS course via O4, and we are developing a report (as English) based on the feedback to evaluate the quality of the training.

Learning Teaching Training Activities

- LTTA- we carried out 3 LTTAs “Innovative Pedagogies and Technology in Innovative Learning Spaces” with 14 participants (10 Turkish, 4 Spanish) in Austria on 9-13 May 2022, “Best Practices on Future Innovative Learning Spaces” in Türkiye on 20-24 June 2022, “Principles for Developing Future Innovative Learning Spaces” with 9 participants (8 Turkish, 1 Austrian) in Spain on 4-8 July 2022. Here you can find a video [<https://twitter.com/CAFIgalicia/status/1547310104181194760?s=20&t=jH12LnmzeiAdRuPVWXkUwQ>] regarding the Santiago mobility (July 2022). In addition, we organised 20 virtual LTTA sessions on innovative learning space design, technology integration, active learning and innovative pedagogical approaches and learning scenario development in September-November 2021 for the trainer training at the Pan-European level.

Teacher Training

- The number of the participants in teacher trainers in Türkiye as 49 persons which was 30 initially and registered teachers for the education in Spain was 150 initially and appeared to be 219 in practice. Moreover, for the FLLWiEN part, as FLL organized five "Hexagonal" events for stakeholders at FLL.Wien (presentation of all five laps of the project), 61 certified trainers and users of the MOOC could be stated as 67 percent of the members finalised all the modules and graduated successfully. In the platform, there were more than 3000 total registered users (targeted:1750) within the Design FILS Online Training Platform.

- Multiplier event – we held an international Design FILS Conference with 100 participants in Istanbul, Türkiye on 20-21 June 2022.

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

Developing Farmers' Digital Skills



Project Coordinator

Organisation AYDIN IL TARIM VE ORMAN MUDURLUGU

Address Adnan Menderes Mahallesi Yahya Kemal Caddesi No: 2 , 09010
Efeler/Aydın , Aydın , TR

Project Information

Identifier 2018-1-TR01-KA204-059557

Start Date Nov 1, 2018

End Date Oct 31, 2021

EC Contribution 248,308.75 EUR

Partners Euroform RFS (IT) , AYDIN ADNAN MENDERES UNIVERSITESI (TR) , ANAPTIXIAKO KENTRO THESSALIAS (EL) , Soke Zirai Uretim Isletmesi Tarimsal Yayim ve Hizmetleri Egitim Merkezi Mudurlugu (TR) , KARPUZLU ZIRAAT ODASI (TR) , Institut pro trénink pohostinnosti (CZ) , Aydın Valiligi (TR) , INERCIA DIGITAL SL (ES)

Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Agriculture, forestry and fisheries

Project Summary

The advances in information and communication technologies (ICT), which have become increasingly important, have contributed to the increase of the economic growth of the countries and the improvement of the living standards of the individuals. According to this many countries have recognized the imperative of digital technologies, acknowledging the necessity to educate their citizens.

Improvement of digital infrastructures and mobile technologies creates new opportunities for increased digital participation of citizens; however, digital participation faces many challenges. In particular, most of the farmers cannot use the programs and services to follow the technological developments due to the lack of digital skills. The role and importance of ICT and information literacy in agricultural activities is presented through a review of European development initiatives and related theoretical insights. ICT and information literacy will reveal barriers to existing skill levels and encourage readiness to adopt new information and technologies. As an important social group, farmers should be empowered through training programs within the education system and other initiatives aimed at upgrading existing knowledge. Digitalization in Agriculture is one of the issues that both the EU and Turkey attach great importance to. It is necessary to develop the digital literacy of the farmers, in other words their skills to use digital technology, communication tools or networks, and to use the digital environment effectively.

The project "Developing Farmers' Digital Skills (DIGIFARMER)" was designed in the light of these needs; and was carried out with a strong partnership of 9 institutions/organizations which are Aydın İl Tarım ve Orman Mudurluğu (Provincial Directorate of Agriculture and Forestry)-Turkey, Aydın Valiliği (Aydın Governorship- EU and Foreign Relations Office)-Turkey, Aydın Adnan Menderes Üniversitesi-Turkey, Institut pro trénink pohostinnosti-Czech Republic, Anaptixiako Kentro Thessalias (Developmental Centre of Thessalias)-Greece, Euroform RFS, Italy, Inercia Digital SL-Spain Soke Zirai Uretim Isletmesi Tarımsal Yayım ve Hizmetleri Eğitim Merkezi Mudurluğu (Directorate of Agricultural Production Enterprise, Agricultural Extension And In-Service Training Center), Turkey and Karpuzlu Ziraat Odası (Chamber of Agriculture), Turkey.

Our project aims to contribute to the active participation of rural farmers/producers in social and business life by increasing their digital skills, thus increasing their efficiency and productivity in their lives.

It will provide training/learning opportunities in the development of digital skills that enable the rural population to benefit from new technologies and tools.

The objectives of our project are;

- to increase the digital skills of farmers/producers who live in rural areas
- to develop trainers' cross-skills and competencies
- to develop an innovative educational methodology in the digital field
- to increase productivity & efficiency through increasing farmers' transversal skills
- to develop digital citizenship skills of rural farmers
- to ensure farmers to use internet tools & smartphone applications in social and business life effectively.

During the implementation of the project, the following outputs were produced:

- Digifarmer Web Site - digifarmer.net,
- "Farmers' Digital Skills" Training Course/ Module,
- Learning/educational materials (printed and digital):
- "Farmers' Digital Skills" book,
- "Farmers' Digital Skills" Methodological Handbook,
- Brochures: Guidelines for E-Learning Platform, "Farmer Platform & Forum/Discussion Platform" Guidelines for Moderator, "Farmer Platform & Forum/Discussion Platform" Guidelines for User
- E-Learning Platform - <https://moodle.digifarmer.net>,

- Digifarmer smartphone application interface (both Android: DigiFarmer and IOS: Digifarmer),
- Digifarmer Network "Farmer Platform" – <https://netwok.digifarmer.net>
- Digifarmer Forum/Discussion Platform – <https://bb.digifarmer.net>

Totally 372 farmers participated in the surveys. Pilot trainings were conducted with 183 farmers face-to-face and 400 participants enrolled to the E-learning Platform. 23 trainers from partner organizations were trained to develop their digital skills and competences. Multiplier events were organised in 5 partner countries with over 300 participants.

In order to enable farmers to take part in this world, it is necessary to increase their competence in this field by providing them with digital skills through trainings and various tools.

Competences in basic computer skills and information literacy will contribute to the empowerment and liberation of farmers, enabling them to become active participants in further agricultural development stages and in decision-making chains.

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: Partnerships for Digital Education Readiness

Project Title

Digital Facilitator Trainer Role



Digital Facilitator
Trainer Role

Project Coordinator

Organisation OSMANIYE IL MILLI EGITIM MUDURLUGU
Address Adnan Menderes Mh. , 80010 Osmaniye , Osmaniye , TR
Website www.osmaniye.meb.gov.tr
Contact Mehmet Ali SAVCI , 0 532 694 05 96 , yarpuzlu1@gmail.com

Project Information

Identifier 2020-1-TR01-KA226-VET-097638
Project Web Site <https://www.digifactproject.com/en/home/>
Start Date Jun 1, 2021
End Date Apr 30, 2023
EC Contribution 104,072.7 EUR
Partners FEMXA FORMACIÓN S.L.U (ES) , Asociatia TEAM 4 Excellence (RO)
Topics Open and distance learning ; ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

Project Summary

Background

The overall aim of the project was the design and creation of the new figure of Digital Facilitator Trainer for VET educators. To achieve this, partners used digital technologies and open pedagogies to support the competence development of educators.

Digital tools are essential for youth education in the digital era. These tools are essential also for educators. The educators give them support in expressing through digital media, communicating in the digital world, interpreting information, and making informed decisions. However, the entities were not yet fully prepared to support their target groups, especially those with fewer opportunities, to engage with education for employment. Therefore, we proposed an innovative learning methodology for teaching and learning digital in 3 digital fields: Artificial Intelligence (AI), gamification and analytics.

OPEN EDUCATION AND INNOVATIVE PRACTICES IN A DIGITAL ERA

To promote a new model of educators, we chose innovative pedagogies and methods for teaching, learning and assessment that support trainers and learners to use digital technologies in creative, collaborative and efficient ways. We designed the competence map and testing the DFT role, supporting with educational resources which are free online course and repository.

Our online digital repository design offered to educators a toolbox of non-formal education methods and AI, gamification and analytics educational resources. Instructional design was used for creating learning experiences and materials such that to result in the acquisition and application of knowledge and skills.

#1 pillar: VET: SUPPORTING THE UPTAKE OF INNOVATIVE APPROACHES AND DIGITAL TECHNOLOGIES FOR TEACHING AND LEARNING.

The specific aim after Pandemic was to promote networking of institutions across the EU, sharing their resources and expertise, and collaboration with technology through a new model of digital training. With this purpose, providers and experts in educational technologies and relevant pedagogical practice developed tailor-made solutions adapted to local challenges and realities. With this, our innovative approach with the DFT role was to test and implement innovative practices in the field of education, training and youth.

The Digital Education Action Plan (2021-2027) and the European Digital Competence Framework included AI and data-related skills and supported the development of AI learning resources for schools, VET organisations, and other training providers. A 2018 OECD study found less than 40% of educators felt ready to use digital technologies in teaching, with wide differences across the EU. Also, 2020 public consultation results respondents said that online learning resources and content need to be more relevant, interactive and easy to use. We believed that the benefits of the online world after pandemic should be expanded beyond the consumption of digital skills. Our aim was to boost educators and trainers in digital competences in these 3 indispensable fields to engage and support the training with young people, adapting their know-how to new online learning.

The Digital Education Action plan built on the 2018-2020 plan which had the following priority areas: making better use of digital technology for teaching and learning, developing digital competencies and skills and improving education through better data analysis and foresight. DigiFacT settled new guidelines to train and support educators to engage positively in the youth. Special focus was on the needs of young people in relation to the labour market.

#2 pillar: HORIZONTAL: SUPPORTING EDUCATORS, YOUTH WORKERS, EDUCATIONAL LEADERS AND SUPPORT STAFF

DigiFacT helped educators to develop their digital competences and at the same time to implement them under the European framework. This project was targeting the needed digital skills each educator/trainer should have in

this era and encouraged them to continue keeping motivating and increasing more the interest in youth. For that, partners paid special emphasis on gamification, to keep learners motivated and prevent them from abandoning the courses, adapting the training to the youth styles and perception. Artificial Intelligence also played an important role, Facial recognition was used during Pandemic to monitor test and examinations. Calculating motivation or boredom became important for educators and easy to analyse. Finally, the data analyse improved and permitted educators to design new paths and upgraded during the training. For instance, information about habits and timetables in training, gave trainers and teachers patterns to implement individual corrective measures during the training.

Objectives

By implementing this project we wanted to achieve the following objectives. Those objectives were:

- To improve the pedagogical and digital skills of 80 educators by using the DFT innovative methodology developed especially for fostering innovative learning opportunities and provide learning materials for professional development for VET teachers and trainers.
- To develop a Digital Community in the use of technology for digital training in VET in Europe, under the guidance of 90 educators with increased pedagogical skills by using this model.
- To increase the awareness of young people and 150 youth workers from partner countries about the use of innovative methodologies.

Implementation

BEFORE PROJECT STARTED

Osmaniye MEM (OMEM) as project coordinator realized the following issues:

- Confirmed with the project partners the approved application and started the project;
- Delegated the PM and FR;
- Formed the PMB (partners' leaders and FR);
- Created a Partnership Agreement (PA) including the main sections from the grant agreement, which was concluded between applicant and National Agency (NA), that were signed by all partners;
- Kept the original mandates and original PA;
- Created a mailing list (e.g. on Google group) for internal communication between partners;
- Established the collaborative tool (e.g. Google Drive) where the partners worked and shared information and materials;
- Established written work procedures in a Management and Quality Assurance Handbook.

BEFORE PROJECT ACTIVITIES STARTED

PM prepared:

- Project plans (Implementation, Communication plan and channels; Stakeholders' management; Risk management; Quality management; Dissemination and exploitation strategy);
- Project meeting templates;
- Quality indicators expected for each activity, meeting, course, event and deliverable.

The FR was:

- Recommended to partners to use the project number in all relevant bank transactions or to open separate bank accounts for the project;
- Elaborated procurement plan to ensure that the project budget was spent according to the plan and in line with the activities;
- Transferred the pre-financing amounts to each partner and kept the original bank order.

Project visibility. PM teams of all partners did the following activities:

- 1) Wrote a press release to announce the start of the EU funded project, post on the website and distribute to the partners to announce the success on their website and at EU level;

- 2) Created a project website with 2 admin users: the PM and Femxa as responsible for dissemination activity;
- 3) Provided to Femxa the quality indicators for:
 - a) website
 - b) social media accounts
 - c) press releases
 - d) newsletters
- 4) Created a list of media contacts and stakeholders in collaboration with all partners to keep them informed about the project and got in contact for project promotion during various events.

INTERNAL COMMUNICATION BEFORE IO ACTIVITIES

Each leader of IO activity prepared and communicated the following:

- list of tasks completed and the detailed requirements of each deliverable;
- templates for each deliverable;

Achievements

In order to achieve the project aims we proposed an innovative learning environment for teaching and learning in AI, gamification and data analysis, creating a new model of DFT. We identified a range of critical success factors, for which we had developed relating methodologies:

TARGET GROUP INVOLVEMENT

During implementation, we focused on the TGs perception about the progress. The specific objectives and associated activities were planned to obtain results and gradually involved TGs to test and confirm the validity. 75% satisfaction was considered “Confirmed” and acceptable to go forward.

- 1) Initiation: We gathered information and identified needs of educators, young people and youth workers; analysed options and proposed an innovative solution.
- 2) Planning: Planned stakeholders’ involvement (their interest and plan to transfer results)
- 3) Execution and Monitoring and control took place in the same time (Monitored by OMEM)
 - IO1. Research methodology on teaching styles was cross-checked with Youth Advisory Board and the competence map and Instructional Design was “Confirmed” by educators, which were discussed and improved the methodology during C1,C2, C3 (M10-11)
 - IO2. Creation of the Online Community, with educational materials for educators were crosschecked during the online course . Together with Open badges, recognition system were tested by YAB and “Confirmed” during the pilot course by educators during M19-22
- 4) Closing: dissemination and transfer the results to all stakeholders; during ME3,4 external events, SALTO-youth, newsletters) and during ME 1-3. (M21-23)

By this approach of involving the TGs in elaboration and testing stages, we ensured that the results were adapted to their needs. The YAB and the Network of youth workers extended the area of transferability of the results towards other similar youth organizations, contributing to building the capacity among youth workers and youth organizations.

PARTNERSHIP ENGAGEMENT

In order to create an innovative learning environment for teaching and learning digital skills we organized a training session C1,C2 and C3 (M10-11), to exchange of good practices about online pedagogical methods to be applied to the new DFT. Thus, we had a common understanding of how to increase the innovative methodology, contributing to development of high quality IO2 – online community and educational materials. Further on, we shared the achievements with minimum 150 educators during national webinars, promoting the use of digital skills in VET education.

METHODOLOGY for online course development used by T4E- (Erasmus+ LoCoMotion <https://course.oeru.org/MOOC4all/>)

The ADDIE instructional design model (Chow 2014 <https://www.aect.org/>) were used to develop and run the

online course:

- 1) ANALYSIS carried out in accordance with the research methodology developed during drafting the project proposal.
 - a) design data collection methods and tools (e.g. the online survey and the interviews) that were carried out with potential learners from the project participating countries.
 - b) training needs analysis survey among target groups and desk research of similar courses and existing educational material related to the digital education topics.
- 2) DESIGNED the online course structure and flow, decided the pedagogical model to be adopted and the corresponding type of assessment; designed the learning activities and learning objects for the knowledge to be offered to the learners in an attractive and efficient mode; set the online course schedule.
- 3) DEVELOPMENT:
 - a) learning materials and assessments were produced. The learning materials consisted of original content created by the partners in various digital media: pdf, ppt, video, audio lectures.
 - b) the platform for hosting, management and delivery of online course was selected– e.g. The open-source Moodle
 - c) the badge system implemented. Partners decided how the badges were awarded and managed. The learning progress and achievement of the individual learner were indicated using the (open) digital badging option of Moodle. A graphic design software (e.g. Photoshop) was used to design the badges.

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

Game Based Learning Financial Literacy



Project Coordinator

Organisation TURKIYE AVRUPA VAKFI

Address İsmailpasa Sok. No:47 Kosuyolu / Kadiköy , 34718 Istanbul , İstanbul , TR

Contact Ferhan Kaptan , +905324740660 , mfkaptan@gmail.com

Project Information

Identifier 2018-2-TR01-KA205-060714

Start Date Sep 1, 2018

End Date Nov 30, 2021

EC Contribution 193,437 EUR

Partners UNIVERSITAT POLITECNICA DE VALENCIA (ES) , ASOCIACION DE EMPRESARIOS JOVENES DE VALENCIA (ES) , ISTANBUL OKAN UNIVERSITESI (TR) , Finlit Partners Oy (FI) , Barem Dis Ticaret Organizasyon Danismanlik Limited Sirketi (TR) , DK Bilgi Teknolojileri AS (TR)

Topics Entrepreneurial learning - entrepreneurship education ; ICT - new technologies - digital competences ; Inclusion - equity

Project Summary

The project has been designed in line with the notion of financial literacy and its significance on the financial inclusion of young people and improvement of entrepreneurial skills of young entrepreneurs through finance in a technological and innovative pattern. A number of international surveys and PISA tests, have evidenced a rather low level of understanding of financial matters and of basic economics among the average financial consumer. Even relatively straightforward financial products can appear quite complex to the average citizen who has little or no financial education. The lack or low level of financial literacy exposes the citizens to the risk of falling into debt, and of experiencing difficulties in the event of some unexpected adverse circumstance. It also makes it harder for individuals to ensure a satisfactory standard of living in retirement. So from the designed project view, the financial education is all about improving the financial well-being of individuals and society. By the general acceptance, from the project view, also it is essential to promote financial education amongst students and youths from an early age, as the knowledge and skills acquired by them at that stage will serve them in good stead as they progress through life. In this sense, the main objectives of the project is to develop a curriculum for financial literacy learning and implement this by scenarios to an innovative instrument, game-based learning tool, to improve the financial literacy competences of young people in Turkey and Spain, and develop a curriculum based on exploitation of serious game in financial literacy training and education. The project also aims at enhancing the European context of using technology and innovation in training and education in full accordance with the EU 2020 Strategy in general and the EU Agenda 2020 for Entrepreneurship in particular. The target group of the project is 1.000 young people from between ages 15-25 from different background in Turkey and Spain. Alongside with them, stakeholders representing universities, Ministry of Education, private and public institutions from financial sector will also be expected to participate in the project activities and beneficiaries of the project. Moreover, through the dissemination of the project via online instruments such as website and social media accounts, it is expected that the project will be able to reach out about 10,000 people. Within the project, a series of activities will be held including development phase through which the Turkish and Spanish games will be developed; transnational meetings of the partners at which the issues of the projects will be discussed, production of intellectual outputs, and multiplier events to disseminate the project outputs and results. A methodology titled 'Strategic and Operational Management' will be used to carry out the project from managerial point of view. Within the production of the game, a specific and advanced technological algorithms and software development systems will be used by the experts. At the end of the project it is expected that the financial competences of young people will improve, hence, their participation in the financial decision-making processes will be increased and more young entrepreneurs will enter into the world of entrepreneurship. Moreover, financial literacy education and training, currently, held within conventional methods, in Turkey and Spain will be technology based. Last and not least, the European added-value within the sector and through the cooperation of partners from Finland, Spain and Turkey will be strengthened, and the project will make contributing to the relations between Turkey and the EU through financial literacy that is included within the Chapter 9 Financial Services of the Acquis.

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

Project Information

Identifier 2018-1-TR01-KA204-059285
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 vocational education and training

Project Title

Increasing of Vocational Competences of Commercial Vehicle Drivers



Project Coordinator

Organisation Türkiye Şoförler ve Otomobilciler Federasyonu
Address Fevzi Çakmak 1. Sokak No: 5 Kızılay-Çankaya , 06420 Ankara , Ankara , TR

Project Information

Identifier 2019-1-TR01-KA202-074813
Start Date Dec 1, 2019
End Date May 31, 2022
EC Contribution 174,250 EUR
Partners PONS SEGURIDAD VIAL SL (ES) , TÜM EGITIM DERNEKLERI FEDERASYONU (TR) , CNA Associazione Provinciale di Pesaro e Urbino (IT) , IBF Internationales Bildungs-und Fahrschulzentrum GmbH (DE) , Training 2000 psc (IT) , OZEL OGRETIM KURUMLARI GENEL MUDURLUGU (TR)
Topics International cooperation, international relations, development cooperation ; Open and distance learning ; Transport and mobility

Project Summary

Background

Driver training in Turkey is legally given in classrooms through face-to-face training. Training centers may use some digital training materials from time to time to support trainees. In the digital age we are in, where it is very easy to access and obtain the information, it is thought that it is necessary to use these tools in the training of drivers. Especially considering that they are constantly mobile due to their profession, educational environments that they can easily access and benefit from will be attractive for the drivers. In the practice carried out under the authority of the Ministry of National Education, General Directorate of Private Education Institutions (MEB ÖÖKGM), one of the project partners, theoretical and practical evaluation exams are held after the trainings for the professional qualifications of drivers classified as SRC 1-2-3-4 documents. There is a need to increase the effectiveness and efficiency of these exams for both the trainee and the Ministry of National Education, and to enrich the digital-based exam contents.

The preparation of a valid occupational standard, qualification and training program for commercial vehicle drivers throughout the EU, the delivery and evaluation of these trainings with new learning methods ensure the transnational character of our project. With our project, the general situation of the driving profession in the EU and partner countries was observed and compared, the developments were transferred to the training programs, new training methods were tried, and the drivers were given the opportunity to improve their professional competence by accessing training materials without time and space limits. VET providers have also expanded their vision with new education and training methods, and they have come a long way in providing more effective and efficient services.

Objectives

The aim of our project is; to ensure that the drivers employed in the road transportation sector gain the transferrable professional knowledges, skills and competencies through the utilization of digital technologies in the trainings and examinations and to strengthen the capacity for conducting international business and the communication networks of the vocational education-training providers and other social parties in this sector.

By implementing the project: it was intended;

- To contribute to the studies that will ensure that the professional qualifications and professional documents of the drivers who transport passengers are recognized in the EU countries and that will support their mobility,
- To encourage the use of new training methods and technologies (such as preparing interactive digital materials, providing distance training) in driver training,
- Contributing to the digitalization of drivers and trainers, increasing their digital competencies,
- Contributing to the representatives of partner countries and organizations to share their knowledge and experience and to develop a culture of learning and working together,
- Contributing to the creation of a common EU culture.

Implementation

The following activities were carried out during the project:

- 1- Regarding the management, dissemination and quality of the project;
 - The project management team was established, the team created the mail group, the google drive page and the transnational project meetings held remotely via phone and face-to-face project execution.
 - A project logo was designed to promote the project, a project brochure was prepared in 5 languages, the project website and facebook account were opened, newsletters were prepared in 5 languages, multiplier events were

held in 4 partner countries, other dissemination channels used by the partners (magazines, news, websites, meetings) etc.) and the project was shared with target groups and the public.

- With the periodically prepared internal progress reports, interim report, surveys evaluating partnership, feedback forms evaluating TPMs, surveys evaluating pilot trainings, etc., the quality of the project and its outputs were monitored regularly.

2- Within the scope of Intellectual Output 1: National reports and international reports were prepared on the legislation regulating the profession of drivers employed in the road transport sector in partner countries, the definition of their profession, occupational standards and national qualifications, training, examination and certification, training methods and materials used in training.

3- Within the scope of Intellectual Output 2: A competency map and training program for the professions related to urban passenger transportation was prepared with the participation of all project partners in a way to meet the needs of the parties in the sector.

4- Within the scope of Intellectual Output 3: Based on the aforementioned common competence map/training program, interactive digital training materials for all modules on the map and self-assessment tests were prepared to measure one's own level of knowledge.

5- Within the scope of Intellectual Output 4: In order to test the prepared competence map/training program, pilot trainings were held in 4 countries for the drivers who transport passengers in the target group within the city and for driver trainers. The results of the trainings were converted into national and international reports. For this purpose, primarily, training and testing methodology documents were prepared. At the end of the project, a Training Plan document containing all the results of the other outputs except intellectual output 1 was prepared and translated into other languages.

Achievements

At the end of the project activities;

- A report that addresses the evaluation of the legislation regulating the profession of the drivers employed in the road transportation sector in the project's partner countries, the definition of their profession, the professional standards and national qualifications, trainings, examinations and certifications, the training methods and materials used during the trainings, etc,
- An analysis study where the expectations of the drivers, driver trainers and the employers in the partner countries from the vocational training,
- An analysis study where the professional standards, national qualifications and the training programs related with the professions in the EU and the partner countries are compared and the differences between them are presented,
- A competence map, training methodology and training program for the professions related with the goods and passenger transportation, prepared in participation with all of the project partners in such a manner that will meet the needs of the parties in the sector,
- Training and examination infrastructure and materials prepared to be used in the pilot driver training based on the joint training program in question,
- Testing and reporting of the training methods and materials in all of the partner countries on the drivers and trainers and manuals that will provide guidance to the drivers and trainers are prepared.

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

Industry 4.0 competences for SMEs - Awareness raising tools



Project Coordinator

Organisation CANKAYA UNIVERSITESI VAKFI
Address OGRETMENLER CADDESİ 14 BALGAT , 06530 ANKARA , Ankara , TR

Project Information

Identifier 2018-1-TR01-KA202-058637
Start Date Dec 3, 2018
End Date Dec 2, 2021
EC Contribution 195,747 EUR
Partners HAMEEN AMMATTIKORKEAKOULU OY (FI) , Training 2000 psc (IT) , ECOSISTEMAS VIRTUALES Y MODULARES SL (ES) , TURKISH SOCIETY OF HVAC AND SANITARY ENGINEERS (TR)
Topics New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences ; Open and distance learning

Project Summary

CONTEXT: EU economy is substantially supported by the industrial sector which is a critical enabler of progress and employment. Nevertheless, over the recent past, the contribution of industry to the EU economy is decreasing for which forced European Commission(EC) to set a goal for increasing the contribution of industry to the economy by 2020. Hence, through EC's Digital Single Market strategy, all industrial sectors would be supported so that they can make use of the new technologies and shift to Industry 4.0. Digitalisation in Industry 4.0 provides new business models that challenge traditional businesses. Europe needs to fully take advantage of the opportunities Industry 4.0 offers, to become more competitive. Digitalisation in companies can create ten times better performance, however, Europe has not used its digital potential, as though 47% of EU citizens shop online, only 14% of SMEs use internet to sell products and services and less than 2% of European enterprises are taking full advantage of digital technologies like mobile communications, social media, big data analytics and IoT. Industry 4.0 is expected to significantly advance the supply chain and production in manufacturing industry. It can speed up innovation and supports faster design processes and increase profitability. The industrial sector contributes essentially to the EU economy which is a critical driver of growth and employment. European Trade Union Confederation emphasizes that development of new tools to support and manage transformational change is essential. Industry 4.0 benefits and transformation of traditional businesses through new digital advancements is realized differently by EU countries. Moreover, there are different levels and standards of skills and competencies of the work force new digital era in different countries of Europe.

MAIN AIM: The main of iCOINS project was to develop common EU competences for raising awareness of SMEs on Industry 4.0 through an innovative Training Course. The primary target groups are VET teachers, trainers and mentors. Additionally, iCOINS serves the needs of SMEs staff, higher education staff and students, vocational institutions, vocational higher education institutions/teachers, public administration staff. Common future needs of SMEs in the context of Industry 4.0 for SMEs were aimed to be identified, and common sets of learning outcomes defined based on ECVET and ECTS principles. Through innovative blended learning contents on industry 4.0 themes, iCOINS targets a mind change of SME entrepreneurs and employees which will enable creation of a community of practice in learning and training process. Through iCOINS project, it was aimed to develop a common competence map and training modules on raising awareness on Industry 4.0 in SMEs. An OER platform with training modules and a training course plan for trainers was created. A Training methodology handbook enables trainers to transfer knowledge to trainees by using iCOINS outputs. The outputs were tested by pilot trainings and disseminated by multiplier events.

METHODOLOGIES: iCOINS introduces a methodical approach to meet the SMEs' needs for awareness raising on Industry 4.0 principles, enhancing VET trainers' skills in using innovative methods and tools to transfer the knowledge. OER allows trainers to implement innovative methodologies by using online resources. Open Badges can be released as a recognition of achievements reached within trainings. iCOINS methodology, promotes continuous professional development of VET teachers, trainers and mentors in work-based settings, with focus on developing effective open and innovative education through use of OER.

MAIN ACTIVITIES:

- Developing a competence road map for building capacity on industry 4.0 in SMEs;
- Creation of a multilingual Internet platform with practical operational features: modules, exercises, learning outcomes, and open online badges in partners' languages;
- Design of ECVET-based integrated open badges to recognize newly acquired competencies;
- creation of training methodology handbook and training course plan to guide trainers in using the course material in their training

The partnership was formed on basis of required competencies and special strengths for project realization and composed of Cankaya University(CAUN),Turkey; EVM,Spain;HAMK, Finland;TRAINING 2000, Italy; Turkish Society of HVAC and Sanitary Engineers(TTMD),Turkey; SUPSI,Switzerland(associated partner); and OSTIM, Turkey(associated partner). At the proposal stage, LAMK from Finland was involved however after the grant approval, organisation left consortium due to staff shortage issues. HAMK Häme University of Applied Sciences joined consortium.All academic partners involved in project have already extensive experience in training services,strongly experienced in the development of structured training models,and use of eLearning tools.All industrial partners are experienced in innovative training projects.

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

Investigation of Traditional Cheese Production Technology and Standards in the Light of European Union

Good practice example



Project Coordinator

Organisation Eskisehir Tarim ve Orman Mudurlugu
Address Arifiye Mahallesi, Suleyman Cakir Caddesi No. 24 , 26100 Eskisehir ,
Eskişehir , TR
Website www.eskisehir.tarimorman.gov.tr

Project Information

Identifier	2019-1-TR01-KA202-077415
Project Web Site	http://www.bestcheese.eu
Start Date	Sep 1, 2019
End Date	Aug 31, 2022
EC Contribution	126,886 EUR
Partners	UNIVERZA V LJUBLJANI (SI) , ANKARA UNIVERSITESI (TR) , BATMAN TARIM VE ORMAN IL MÜDÜRLÜĞÜ (TR) , SLOVENSKA POLNOHOSPODARSKA UNIVERZITA V NITRE (SK) , Azienda Sanitaria Provinciale di Agrigento (IT)
Topics	Quality assurance ; ICT - new technologies - digital competences ; Agriculture, forestry and fisheries

Project Summary

Background

Due to the increase in the demand for traditional cheeses in Turkey and EU Countries and the demand outside of the geography where they are produced, production technologies should be developed and hygiene standards should be provided at the maximum level.

In Turkey and some EU countries, there are application differences between countries and regions because the professional knowledge and experiences of the personnel who provide training and supervision to primary producers is not sufficient in the technologies and hygiene of local cheeses. Although the educational outputs made within the nation are limited, it is necessary to create common training materials as a result of sharing knowledge and experience by working one-on-one with the VET of EU in order to adapt to the European Union. It is important to increase the education and training abilities of VET by using ICT Technology instead of classical methods. In Turkey's 2018 EU Progress Report and our Ministry's Strategic Target for 2023 it is stated that progress should be made in food production technologies and safety. So, we wanted to do our official duty in the process of harmonization with the EU acquis with our project partners within the scope of the Erasmus +

Objectives

To contribute to food inspectors and trainers and primary producers, especially VET on food safety and production in Turkey and EU about learning the production technologies of local cheeses, using them in their daily and professional lives, producing new products and improving themselves professionally, Through the educational materials developed within the scope of our project and our website, which can be accessed through the web site.

*Our project, prepared in accordance with EU Legislation, has a scientific outputs. With these outputs, users increase their learning and teaching capacities and competencies with ICT Technology,

*With our innovative modules prepared in five different languages, open to everyone and free of charge; To improve the professional knowledge and experience of everyone who needs education in Turkey, EU countries and all over the world, with ME and effective dissemination,

AS A RESULT:Through the joint modules and training materials developed within the scope of our project, we aimed to minimize the differences in professional knowledge and practice in "development of the production standards of local cheeses and hygiene practices", and to increase commercial activities between regions and countries.

Implementation

1- ZOOM MEETINGS

a) With local partners on 10 March 2020

b)- A meeting was held with all our project partners on March 26, 2020.

2- INTERNATIONAL PROJECT MEETINGS (5 units)

a) 20-24 September 2021 First International Meeting (TPM-1) Eskişehir

b) 23-26 November 2021 TPM-2 Ljubljana / Slovenia

c) 28 March-01 April 2022 TPM-3 Nitra /Slovakia

d) TPM-4 Agrigento / Italy on 24-28 May 2022

e) TPM-5 was held in Eskişehir on 20-22/07/2022.

3-MULTIPLIER EVENTS WERE HELD (ME) 6 pcs

a)- 19/08/2022 (ME) for Group 1 ESKISEHIR

22/08/2022 ME for Group 2, ESKISEHIR

b) -15/08/2022 ME Ankara

c)- 08/08 /2022 ME 1st group Batman

11/08/2022 ME group 2 Batman

d)- 23/ 08 /2022 ME Nitra / Slovakia

e)- 12.08.2022 ME Ljubljana / Slovenia

f)- 9.08.2022 Agrigento / Italy 1st group

23.08.2022 Agrigento / Italy 2nd group

4-WEB SITE and ICT TRAINING MODULES ARE PREPARED (10 lessons in 5 languages, 2 exams, 1 certificate of participation)

5-DISSEMINATION ACTIVITIES

*The results of all international project meetings were reported on the websites of the institutions, local and national newspapers, and social media.

*Project outputs of the project was www.bestcheese.eu dissemination activities were carried out and the activities continue.

Achievements

1- PROJECT OUTPUTS:

a) 1 Web Site (5 interfaces)

b) 2 ICT Training modules (5 languages, 10 lessons and 2 exams, 1 participation certificate.) Up to now, 245 users logged the Web Site. from Turkey and EU Countries and other countries have become members of the site. A total of 60 people received participation certificates.

c) BestCHEESE Erasmus + Facebook Group

d) The Bestcheese Erasmus YouTube channel was opened.

2-OTHER RESULTS

*With our project, the knowledge and experience of VET on local cheeses production technology has increased. Other institutions and stakeholders were also positively affected by the multiplier effects.

*The institutional capacity of our institution and our partners has increased.

*Collaboration was established for new projects (bestHONEY).

* The knowledge level of VET in the fields of food safety and production has increased. Their capacity to use ICT technology has increased.

*Quality standards will increase and commercial activities will increase in food businesses producing local cheese in Turkey and EU Countries.

* In the long term; With the increase in import and export capacity, the economy of Turkey and EU Countries will be positively affected.

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

Practices for Increasing Export-oriented Entrepreneurial Skills of VET Learners



Project Coordinator

Organisation USAK KARAHALLI ORGANIZE SANAYI BOLGESI

Address Konak Mh. Cemil Özer Sok. No:2 Kat:2 Daire:203 Karahallı , 64700 Usak
, Uşak , TR

Project Information

Identifier	2019-1-TR01-KA202-076388
Start Date	Dec 1, 2019
End Date	Feb 28, 2022
EC Contribution	187,949 EUR
Partners	CIS SCUOLA PER LA GESTIONE D'IMPRESA SOCIETA CONSORTILE A RESPONSABILITA LIMITATA (IT) , KM GROUP YATIRIM ONLINE DIS TIC. LTD. STI. (TR) , UNIVERSITY OF USAK (TR) , OECON GROUP BULGARIA (BG) , EPIMELITIRIO CHALKIDIKI (EL) , GOSPODARSKA ZBORNICA SLOVENIJE CENTER ZA POSLOVNO USPOSABLJANJE (SI) , DRUSTVO ZA RAZVIJANJE PROSTOVOLJNEGA DELA NOVO MESTO (SI) , Sehit Tuncay Durmus Mesleki ve Teknik Anadolu Lisesi (TR)
Topics	New innovative curricula/educational methods/development of training courses ; Cooperation between educational institutions and business ; Open and distance learning

Project Summary

Background

The overall objective of this project was to develop export-oriented entrepreneurship skills of VET learners via open-access training modules. Entrepreneurial candidate VET learners who are equipped with export skills will be much more preferred in business life, and these learners will contribute to the economic development of the country. Therefore, this project will integrate vocational education with the real sector. In order to move to export-oriented VET, the capacity of VET learners should be built.

Globalization trends in the world have increased the importance of exports in recent years. Exports are important in terms of the growth of countries and companies and increasing their competitiveness. For this reason, exports have an important place in terms of increasing the national income and welfare of the countries. It is very important for the employees to know the basic export information so that the export of the country can be performed without interruption. In this context, the success of exports is closely related to the qualified labor force in the country. Therefore, it is important for learners to learn export operations as well as their jobs both in terms of their employability and entrepreneurship.

Objectives

In order to achieve this goal, the specific objectives of the project are

- to prepare training materials (Learning material as PPT, Handbook as Word, Guideline as Word) about export in English and partner countries' languages (Bulgarian, Greek, Italian, Slovenian, Turkish),
- to develop an online e-learning website for learners for easy access to information; in English and partner countries' languages (Bulgarian, Greek, Italian, Slovenian, Turkish).
- to prepare a policy report as a strategic road map for policymakers to encourage the use of these outcomes in vocational education; in English and partner countries' languages (Bulgarian, Greek, Italian, Slovenian, Turkish).

By using these training materials and the e-learning platform, VET learners will gain professional qualifications in terms of export, during, and after the transition from vocational education to business life. Since all the outputs have been prepared for utilization and benefiting of VET learners, they will be able to enhance their entrepreneurship skills through benefitting from these intellectual outputs. Because they will gain very crucial information about export in addition to their sectorial know-how.

Implementation

In the beginning, project management and implementation activities were conducted according to the up-to-date timeline.

A kick-off meeting was organized by the applicant in Uşak in order to plan the project lifecycle. However, because of the Covid-19 restrictions, the other TPMs couldn't organized face-to-face. They realized virtually via online platforms.

After kick-off meeting, in order to monitor and control the work plan and project activities, Online Meetings were organized nearly every month via online platforms (GoToMeeting and Google Meet). After each meeting, meeting minutes were prepared.

There were 3 intellectual outputs developed during the project. For O2, the consortium prepared training

materials (Learning material-PPT, Handbook-Word, Guideline-Word) about export in English and partner countries' languages (Bulgarian, Greek, Italian, Slovenian, Turkish). For O3, an online e-learning website was developed; in English and partner countries' languages. For O4, a policy report was prepared.

5 Multiplier Events were organized in each partner country. In order to distribute in the multiplier events, an export guide was designed and printed as a catalog.

Achievements

The results during the project and on its completion were achieved as follows;

- By developing these intellectual outputs, open access to materials, curriculum and policy report were ensured.
- By organizing 5 Multiplier Events in partner countries, it was ensured that the project reached the target groups. Totally 267 people participated in the events.
- A Memorandum of Agreement was signed and stamped between partners and the applicant.
- The project management handbook was prepared with the help of partners.
- Project website (www.expovet.net) and social media accounts (Facebook, Instagram, Twitter, LinkedIn etc.) were created in order to provide dissemination.
- A report was prepared using professional and methodological instruments for policymakers to encourage the use of these outcomes in vocational education.
- Partner organizations and their staff gained experience and developed themselves about transnational project management and EU programs. Hence, the project contributes to the cooperation among partners at the EU level.
- The cultural awareness of all participants was enhanced. A kick-off meeting was organized in Usak in February 2020, however, after Covid-19 pandemic situation occurs, the other TPMs were made online.

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

Tablet-Based Cognitive Gaming Platform for Seniors



Project Coordinator

Organisation Etimesgut Ilce Milli Egitim Mudurlugu

Address İstasyon Mah.Akasya Cad. No57/A Hükümet Konağı Etimesgut Ankara ,
06790 Ankara , Ankara , TR

Project Information

Identifier 2018-1-TR01-KA204-058258

Start Date Dec 1, 2018

End Date Nov 30, 2021

EC Contribution 144,915 EUR

Partners E-SENIORS: INITIATION DES SENIORS AUX NTIC ASSOCIATION (FR)
, PHOENIXKM BVBA (BE) , VIENNA ASSOCIATION OF EDUCATION
VOLUNTEERS (AT) , MARIE CURIE ASSOCIATION - MCA (BG) , G.M
EUROCY INNOVATIONS LTD (CY)

Topics ICT - new technologies - digital competences ; Access for disadvantaged ;
Health and wellbeing

Project Summary

The necessity of protecting cognitive health has become an important element for active ageing. It is widely believed that cognition, like our muscles, gets stronger with work. This view has been proven by many cognitive studies.

With the project activities, 6 tablet-based games were developed to protect and improve cognitive health. Before the games were developed, the situation regarding adult education in the countries of the partners was determined, the needs of the adults were determined, the scenarios of the tablet-based games were written according to the learning objects, and the games were developed in 6 different areas. Games published with open access in 6 different languages on the Android platform. Pilot implementation was held in 3 different countries and the results were reported. In addition, user manuals and questionnaires have been developed for the trainers.

The project activities focus on the protection of cognitive health, and the importance of preventive measures against Alzheimer's and dementia was emphasized.

The project aims to develop a tablet-based cognitive gaming platform for seniors to use in a group format, contain multiple cognitive strategies and grow more challenging as performance improves. Tablet-based gaming platform developed according to the cognitive training program to cognitive stimulation which aims to increase general cognitive and social function. In this way, senior people attend enjoyable group activities to experience the tablet games about memory, attention, reasoning & planning, processing speed and sequential processing.

Target groups are:

1. Senior people who are 55+ years old
2. Senior people with physical disabilities
3. Senior people with permanent health issues (diabetes, mild level dementia etc.)
4. Trainers of senior people

There are 3 intellectual outputs to reach the project goals and objectives. These are:

- IO1. Cognitive skills-based training scheme for seniors
- IO2. Tablet-based cognitive gaming platform for seniors
- IO3. Accessible learning platform for trainers

The project is based on mobile games development for senior people's cognitive skills development about memory, attention, visual perception, reasoning & planning, procession speed and sequential processing. This is the innovation part of the project because there is not any developed learning content for cognitive skills development of senior people and project partners will focus on learning content creation, learning scheme, mobile games development and online assessment of the senior people's progress and development through mobile games.

Project partners are experienced organisations in KA2 Strategic Partnership projects. Partners are education authority, senior e-inclusion association, voluntary based educational association, inclusion and accessibility company, software development company and training provider to senior and disabled people. Partner organisations have experience on:

- Adult education
- Training content development
- ICT and interactive technologies
- Creativity skills

- Online and mobile learning systems

A total of 3 transnational meetings were held in the project, Planned two mobilities and multiplier events could not be realized due to the pandemic situation.

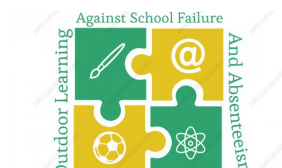
Link to project card: [Show project card](#)

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

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

Project Title

Outdoor Learning Against School Failure and Absenteeism



Project Coordinator

Organisation OSMANIYE IL MILLI EGITIM MUDURLUGU
Address Adnan Menderes Mh. , 80010 Osmaniye , Sakarya , TR
Contact Medine GÜNEY , +905382485645 , medineguney69@gmail.com

Project Information

Identifier 2018-1-TR01-KA201-058715
Start Date Oct 1, 2018
End Date Aug 31, 2021
EC Contribution 82,180 EUR
Partners APPIS- Associação Paredes pela Inclusão Social (PT) , Liceul Tehnologic "Traian Vuia" Tautii Magheraus (RO) , INSPECTORATUL SCOLAR JUDETEAN MARAMURES (RO) , 2o GENIKO LYKEIO NEAS IONIAS MAGNISIAS (EL) , 80.YIL CUMHURİYET ANADOLU LİSESİ (TR) , DİEFTHINSI DEFTEROVATHMIAS EKPAİDEFSIS MAGNISIAS (EL)
Topics Access for disadvantaged ; ICT - new technologies - digital competences ; Early School Leaving / combating failure in education

Project Summary

Students face school failure especially at 9th grade but they face school dropout and school leave problems especially at 8th and 10th grades. In 2017, in Osmaniye, 2142 9th and 10th grade students dropout their schools. The rate was around 15% in Osmaniye, more than 10% in Marmureş, 17,8% and 19,3% at different grades in Paredes and 15% in Greece. In project application period school failure and school dropout rates were very close to each other in partner countries.

According to the Euro-stat database early school leavers from education and training of population aged 18-24 Turkey, Spain, Portugal and Romania were in the first lines. If we couldn't have taken measures at secondary or lower secondary levels the population of unqualified or illiterate workforce rates would have been higher than 2020 targets.

Moreover academically unsuccessful students failed to set goals for their future. And in the long run it became a big problem for our city and country. These students would face problems in finding qualified jobs and this would effect their whole life.

Although the countries had different cultural backgrounds, they had almost the same educational problems such as;

- Early school leave,
- Students' lack of learning motivation,
- High rates of dropout and school failure due to disinvestment in school by parents and students
- Unwillingness and lightheartedness at setting goals
- Students looked after by single parents or grandparents

Project Objectives were;

- Decreasing school failure and dropout at secondary schools with outdoor learning interventions and effective use of eTwinning school clubs to improve students' sense of belonging to school and improving their academic success as well as raising parents' investment on their child's education.
- Sharing best practices and good methodologies that help the educational community to solve their own problems;
- Creating a learning community between partner regions, integrated local institutions as schools and non-profit organizations.

PARTICIPANTS

120 teachers from partner schools took part in 'outdoor learning' and 120 teachers on 'eTwinning' training activities. So in each local partner schools in Turkey, Portugal, Greece and Romania, partner schools reached 50% of students in risk, visited families (around 800 parents) of those students, did various training activities and conferences for them.

50% of teachers were responsible for a school club and they guided club activities at his / her school and all of the students had to take part in one school club. With effective club activities we reached more than 2000 students. And all of the teachers were responsible for family visits and they did. During Covid 19 this is done by digital tools or phone.

PROJECT ACTIVITIES WERE

- To decrease students' school failure and improve their academic success partner school teachers were trained on the effective use of outdoor learning activities and eTwinning to increase students' learning motivation and academic success.
- To develop feeling of belonging to school partner schools organized art activities and eTwinning project at the end of each educational year. An exhibition was planned with the attendance of all local authorities, parents and teachers and students but because of Covid-19 pandemic partners did one virtual exhibition via artsteps web2.0 tool.

-With e Twinning School Club activities students improved their use of ICT tools and English. With e Twinning projects students' understanding of different cultures and paying respect to cultural differences developed. And teachers learned new methodologies from their colleagues in partner schools. All teachers and students had gained the understanding of European Citizenship.

-Each project partner team worked equally in parents training about the importance of parents investment in children's education and respecting teens. All the project activities were done student centered.

RESULT and IMPACT

Outdoor Learning Activities for students facing school failure and school leave and making school more livelier via eTwinning and Art school clubs , understood well in national and European level. The importance of family investment in school and their students was understood and accepted by students' families via family visits and workshop activities in small groups of parents. With the decrease level of school failure and school dropout at partner schools, the partner institutions become more visible in local and national level with the increase in school success and decrease in school absenteeism and became visible at European level with the eTwinning projects created by project partner schools (My Heritage My City) and other partners from European schools.

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

Safe Digital Marketing for Agripreneurs

Good practice example

Project Coordinator

Organisation Aydın Valiligi
Address Veysipaşa Mahallesi, Hükümet Bulvarı, Hükümet Konağı , 09100 Aydın , Aydın , TR
Website www.aydinabgov.tr

Project Information

Identifier 2020-1-TR01-KA204-094469
Start Date Dec 31, 2020
End Date Jun 29, 2023
EC Contribution 235,523 EUR
Partners AYDIN ADNAN MENDERES UNIVERSITESI (TR) , Sosyal Etki ve Yenilikçi Eğitim Derneği (TR) , Baldaque & Alves da Silva, Lda (PT) , AYDIN IL TARIM VE ORMAN MUDURLUGU (TR) , INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT (EL) , Soke Ziraat Üretim İşletmesi Tarımsal Yayın ve Hizmetleri Eğitim Merkezi Müdürlüğü (TR) , EUROPEAN GRANTS INTERNATIONAL ACADEMY SRL (IT) , INERCIA DIGITAL SL (ES)
Topics Agriculture, forestry and fisheries ; New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

Project Summary

Background

After the COVID-19 pandemic, people have had to conduct all their communication and business online and growing with the digital world, digital marketing has a significant place because more consumers are becoming online every day.

In order to succeed in digital marketing, entrepreneurs need to know the importance of using the digitally safe marketing as well as using various digital marketing channels. Conventional marketing methods can no longer reach people as much as digital marketing. Among people engaged in digital marketing, maybe the most vulnerable ones are the agripreneurs. Since the agricultural community is very weak in digital skills and accordingly in digital marketing; they are so defenceless to the digital threats like phishing, e-commerce fraud etc.

The survey conducted at the beginning of the project also confirmed this. While farmers in Turkey, Greece and Italy give more importance to digital marketing issues, Spanish and Portuguese farmers give less importance. Safety & security stand out as the subject with the lowest average. It is very important for all individuals to acquire the skills in ensuring digital security, which is vital for agripreneurs who will use online tools to sell the goods/services.

Objectives

Improving the skills of agripreneurs through 'Safe Digital Marketing' is inevitable, and priority is given to increase the digital marketing skills of farmers including safety & security.

Digiagrimark project aimed to contribute to digitalisation in agriculture and increase the economic and environmental sustainability of the agricultural sector by improving farmers' skills in digital marketing and digital security.

The objectives of the project were

- Establishing an innovative and sustainable educational e-learning platform and developing a curriculum/course on safe digital marketing for agricultural and digital sector
- Extending the competences of trainers, staff and agripreneurs using innovative tools and OERs
- Increasing awareness on the online safe & secure marketing in agricultural sector
- Opening new doors to farmers to evaluate their products and increase their income.

Implementation

In line with the aim and the objectives of the Digiagrimark Project below activities were implemented:

- * Needs Analyses with a total of 224 farmers, and Currents state analyses were conducted in partner countries ES, GR, IT, PT and TR.
- * Desk, research and content production activities were carried out to produce intellectual outputs (IO1, IO2, IO3)
- * 1 Learning Teaching Training Activity was organised with the participation of total 21 staff of project partners in Portugal (Porto).
- * Within the scope of IO2 activities, test/pilot trainings were conducted with a total of 227 participants to test the platform and training materials.
- * Five Transnational Project Meetings were organised with the participation of total 87 staff from the project partners.
- * In order to share all the activities, results and outputs, five Multiplier Events were organised with the participation of total 292 attendants in partner countries (ES, GR, IT, PT and TR)

Achievements

1 Project Website (in EN, ES, GR, IT, PT and TR)

INTELLECTUAL OUTPUT 1:

- * 1 Curriculum/Course (Learning Outcomes, Curriculum) in EN and partner languages (ES, GR, IT, PT and TR)
- * Current State Analyses for 5 partner countries (ES, GR, IT, PT and TR)
- * 1 Needs Analyses Report

INTELLECTUAL OUTPUT 2:

- * Digiagrimark Training/Learning Modules (9 modules) and Training Book (300-364 pages) (in EN, ES, GR, IT, PT and TR)
- * Digiagrimark Trainer Handbook: (in EN, ES, GR, IT, PT and TR) (79 pages)
- * Digiagrimark Education Platform (e-platform) (in EN, ES, GR, IT, PT and TR)
- * Digiagrimark E- Platform user guides (in EN, ES, GR, IT, PT and TR)
- * Digiagrimark Summarising Videos (on Digiagrimark YouTube Channel) (in EN, ES, GR, IT, PT and TR) (total 54 short videos)
- * Interactive files / Scorm packages (for 9 modules, in EN, ES, GR, IT, PT and TR)
- * Testing/Pilot Training Evaluation Report

INTELLECTUAL OUTPUT 3:

- * Agripreneur's Safe Digital Marketing Guidebook (116-127 pages) (in EN, ES, GR, IT, PT and TR)
- * Agripreneur's Safe Digital Marketing Roadmap (interactive Storyline files in EN, ES, GR, IT, PT and TR)
- * Agripreneur's Safe Digital Marketing Toolbox on the Digiagrimark Project Website (in EN, ES, GR, IT, PT and TR)

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

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

Project Title

VRforDrugRehabilitation: Developing and Using Virtual Reality Technology for Rehabilitation of Drug Users in Probation Service

Good practice example

Project Coordinator

Organisation District Governorate of Torbali
Address Ertugrul District, Mithatpasa Street, No:69 , 35860 TORBALI , İzmir , TR
Website <http://www.torbali.gov.tr/>

Project Information

Identifier 2018-3-TR01-KA205-061550
Project Web Site <http://www.vr4drugrehab.org/>
Start Date Feb 1, 2019
End Date Dec 31, 2021
EC Contribution 166,872.7 EUR
Partners EGE UNIVERSITY (TR) , QUALIFY JUST - IT SOLUTIONS AND CONSULTING LDA (PT) , IZMIR DENETIMLI SERBESTLIK MUDURLUGU (TR) , European Strategies Consulting (RO) , Savunmasan Arge Silah Sanayi Yazılım Robot Teknolojileri Motorlu Araçlar Ticaret Limited (TR)
Topics ICT - new technologies - digital competences ; Post-conflict/post-disaster rehabilitation ; Health and wellbeing

Project Summary

Europe is an important market for drugs, supplied both from domestic production and trafficking from other world regions. Developments in European countries are both influenced by and impact on global drug trends. According to Council of Europe's latest report there are around 1.6 million persons under the supervision or care of the probation services in Europe, representing an average rate of 219 probationers per 100,000 inhabitants.

It is well documented the high prevalence of drug use among probationers and the wider offender population. In fact, large proportions of the people who enter criminal justice systems and prison have a history of drug use and injecting. Also, many of these people continue to use drugs while they are in prison and for some, this can be an environment where they switch to more harmful patterns of drug use. Research also shows that ex-inmates return to environments that strongly trigger relapse to drug use and put them at risk for overdose. For these reasons, prison and probation settings are important settings for the provision of responses addressing drug use and its harms to health (imprisonment is associated with higher rates of bloodborne virus infection among injecting drug users), prison safety and security, as well as the broader community through increased reoffending and infections on release.

In regards to treatment options, research shows that new technologies such as VR, augmented reality and video games hold promise to support and enhance individuals in addiction treatment and recovery. Specifically, the use of VR-immersive, multi-sensory and viewer-centred three-dimensional computer-generated environments is gaining considerable attention as a research, education and treatment tool. One of the VR's potentials is to expand the cue reactivity methodology.

The project envisioned developing a VR tool for substance dependence treatment as an adjunct to cue exposure therapy for persons under the supervision or care of the probation services. The project sought to develop a rehabilitation model for drug user probationers (between 18-30 ages) by using VR technology. It targeted the increasing number of drug users among young people, since they tend to be more easily motivated to engage in treatment and rehabilitation programmes, in comparison to elder drug users.

The project aimed to reveal these outputs: research and proposal of the best structure and implementation methodology for drug users in rehabilitation, creation of a Virtual Reality (VR) software programme for drug addiction rehabilitation, developing methodology of using VR technology for drug users and adapting to current rehabilitation in probation system as a new methodology, Charting A New Trainer Training for youth worker experts about how to use VR technology for drug addiction rehabilitation and Development of VR for Drug Rehabilitation Pilot Programme. VR for Drug Rehabilitation programme be created as a new methodology for young drug users in probation system. 4 trainings delivered to youth probation experts from each partner country.

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