

## AVRUPA 2020 STRATEJİSİ DOĞRULTUSUNDAKİ HEDEF VE ÖNCELİKLER

Avrupa 2020 stratejisi, belirlediği akıllı, sürdürülebilir ve kapsayıcı büyüme öncelikleri kapsamında istihdam, eğitim, sosyal içerme, Ar-Ge ve iklim ve enerji konularında birbirini destekleyen 5 hedef belirlemiştir. Sözü edilen bu hedeflerin gerçekleştirilmesi amacıyla 7 girişimin hayata geçirilmesi öngörülmektedir. Bu girişimler “Yenilikçilik Birliği”, “Hareket Halinde Gençlik”, “Avrupa için Dijital Gündem”, “Kaynakları Verimli Kullanan Avrupa”, “Küreselleşme Çağı için Sanayi Politikası”, “Yeni Beceri ve İşler için Gündem” ve “Yoksulluğa Karşı Avrupa Platformu”dur. Stratejide, iyimser senaryonun hayata geçirilmesi amacıyla AB için birbirini destekleyen üç öncelik belirtilmektedir:

- I. Akıllı Büyüme: Bilgi ve Yeniliğe dayalı bir ekonomi
- II. Sürdürülebilir Büyüme: Daha verimli kaynak kullanan, yeşil ve rekabet edebilir bir ekonomi
- III. Kapsayıcı Büyüme: Ekonomik, sosyal ve sınırsal anlamda bütünleşmeyi sağlayan yüksek istihdam ekonomisi

### Eğitim ve Öğretim 2020'nin 4 Ana Hedefi

1. Hayatboyu öğrenme ve hareketliliğin gerçekleştirilmesi,
2. Eğitim ve öğretimin kalite ve verimliliğinin arttırılması,
3. Eşitlik, sosyal dayanışma ve aktif vatandaşlığın sağlanması,
4. Eğitim ve öğretimin her aşamasında girişimcilik de dahil olmak üzere yaratıcılık ve yenilikçiliğin teşvik edilmesi.

### Stratejik hedeflerde gösterilen başarının ölçülebilmesine yönelik olarak 2010-2020 dönemi için belirlenen Avrupa Temel Ölçütleri

1. Yetişkinlerin en az % 15'inin yaşamboyu öğrenime katılımının sağlanması,
2. Okuma, matematik ve bilim alanlarında 15 yaş grubunda başarısızlık oranının % 15 altına düşürülmesi,
3. Eğitim ve öğretimi erken bırakma oranının, %10'un altına indirilmesi,
4. 30–34 yaş aralığında yükseköğretime erişim oranının en az % 40 oranına çıkartılması,
5. 4 yaş ile zorunlu ilköğretim yaşı arasındaki çocukların % 95'nin okul öncesi eğitime katılımının sağlanması,
6. Yükseköğretimde hareketliliğin artırılması ve bu kapsamda mesleki eğitim ve öğretmen hareketliliğini de içerecek bir ölçüt belirlenmesi,
7. İstihdam edilebilirliğin artırılması,

8. Yabancı dil öğrenme oranının artırılması, tüm AB vatandaşlarının ana dillerine ilaveten en az bir yabancı dil öğrenmesi.

### **YATAY ÖNCELİKLER**

**İlgili ve yüksek kalitede beceri ve yeterliklerin kazanılması:** İstihdam edilebilirliği, sosyo-egitimsel ve mesleki gelişimi artırmak amacıyla temel yeterliklerin (temel, çapraz ve yumuşak beceriler, girişimcilik, yabancı dil ve dijital beceriler dâhil) kazanılması ve geliştirilmesinde bireylerin desteklenmesi. Program ayrıca, bu tür yeterliklerin değerlendirilmesine yönelik araçları geliştiren veya yaygınlaştıran eylemlerin yanı sıra eğitim, öğretim ve gençlik faaliyetlerinin yürütülmesinde veya bu faaliyetlerin kalitesi ve uygunluğunun değerlendirilmesinde “öğrenme çıktıları” yaklaşımlarını uygulayan eylemleri destekleyecektir.

**Sosyal dâhil etme (içerme):** Özellikle yenilikçi entegre yaklaşımlar yoluyla eğitim, öğretim ve gençlik faaliyetlerinde dâhil etme, çeşitlilik, eşitlik, cinsiyet dengesi ve ayrımcılıkla mücadele gibi konuları teşvik eden eylemlere öncelik verilecektir.

Program, 1) sosyal, sivil, kültürler arası becerileri, medya okuryazarlığını ve eleştirel düşünceyi, geliştirmeyi ve ayrıca ayrımcılık, ırkçılık, fiziksel zorbalık ve şiddet ile mücadeleyi güçlendirmeyi ve 2) dezavantajlı konumdaki öğrencilerin erişimini, katılımını ve öğrenme performansını geliştirmeyi ve öğrenme çıktılarındaki eşitsizliği azaltmayı amaçlayan eylemlere öncelik verilecektir.

**Dijital çağda açık ve yenilikçi uygulamalar:** Yenilikçi yöntemler ve pedagojileri ve uygun olduğunda katılımcı yönetimi teşvik eden ve öğrenme malzemeleri ile araçlarını geliştiren eylemlerin yanı sıra eğitim, öğretim ve gençlik alanlarında Bilgi ve İletişim Teknolojilerinin (BİT) etkin kullanımını destekleyen eylemlere öncelik verilecektir. Bu önceliklere, eğitim, öğretim ve gençlik politikalarındaki gelişmelerin itici gücü olarak araştırma ve yenilikçilik faaliyetleri ile sinerjinin desteklenmesi ve yeni teknolojilerin teşvik edilmesi de dâhildir.

**Eğiticiler:** Öğretim mesleği için en iyi ve en uygun olan adayların başvurması, seçilmesi ve görevlendirilmesini destekleyen eylemlerin yanı sıra yüksek kalitede eğitim, öğretim ve gençlik çalışmasının teşvik edilmesini destekleyen eylemlere öncelik verilecektir. Program; özellikle erken okul terki, dezavantajlı öğrenciler, sınıflardaki ve diğer bağlamlardaki çeşitlilik ve iş tabanlı öğrenme konusunda çalışan eğiticilerin (öğretmenler, öğretim elemanları, eğitimciler, rehberler vb.) ve gençlik çalışanlarının mesleki gelişimini destekleyecektir.

**Beceri ve yeterliliklerin şeffaflığı ve tanınması:** İstihdam edilebilirliğin yanı sıra öğrenmeyi ve işgücünün hareketliliğini kolaylaştıran; eğitim ve öğretimin farklı düzeyleri ve türleri arasındaki, eğitim/öğretim ve iş dünyası arasındaki ve farklı işler arasındaki dönüşümü kolaylaştıran eylemlere öncelik verilecektir. Ayrıca, yeterliliklerin ve öğrenme çıktılarının (beceri ve yeterlilikler konusunda daha iyi hizmet, bilgi ve rehberlik sağlanması yoluyla elde edilenler dâhil) tanınmasının yanı sıra şeffaflığını ve karşılaştırılabilirliğini teşvik eden eylemlere de öncelik verilecektir. Bu önceliklere, yaygın, sargın, dijital ve açık öğrenme yoluyla elde edilen yeterliklerin yerel, bölgesel, ulusal veya Avrupa seviyesi/uluslararası seviyede tanınması ve doğrulanmasının desteklenmesi için yenilikçi çözümlerin teşvik edilmesi de dâhildir.

**Sürdürülebilir yatırım, performans ve verimlilik:** Özel aktörler ve sermaye için çekici fonlama modellerinin teşvik edilmesi de dâhil olmak üzere Avrupa Yatırım Planının etkin olarak uygulanmasının yanı sıra eğitim, öğretim ve gençlik sistemleri ve politikalarında kalite üreten kanıta dayalı reformların tasarımını destekleyen eylemlere öncelik verilecektir. Performans tabanlı fonlama ve maliyet paylaşımı da dâhil olmak üzere, hem örgün ve hem de yaygın bütün öğrenme formlarına sürdürülebilir yatırım yapılmasının sağlanması için yenilikçi yöntemlerin kullanılması.

## **ALANA ÖZGÜ ÖNCELİKLER**

### **Yükseköğretim alanında,**

Yükseköğretim için AB Modernizasyon Gündemi'nin gözden geçirilmesine ilişkin kamuoyu görüşünün alınması sürecinde belirlenen sorun alanlarına uygun olarak aşağıdaki eylemlere öncelik verilecektir:

Öğrencilerin bilgi ve becerilerinin kalitesinin ve uygunluğunun/ilgililiğinin artırılmasının yanı sıra daha fazla öğrenci merkezli öğrenme yaklaşımlarının, BİT'nin daha iyi kullanılmasının ve yükseköğretim kurumları, işverenleri veya sosyal girişimler arasındaki daha iyi bağlantıların teşvik edilmesi,

Yükseköğretim kurumlarının sosyal angajmanlarının desteklenmesi ve öğrencilerin kültürlerarası ve sivil yeterliklerinin teşvik edilmesi,

Ortaklıklar ve disiplinler arası yaklaşımlar yoluyla yenilikçilik ve yaratıcılığın desteklenmesi ve yükseköğretimin rolünün bölgesel olarak güçlendirilmesi,

Eğitim ve araştırmanın karşılıklı olarak birbirlerini desteklemesini sağlanmanın yanı sıra iyi öğretme yöntemlerinin teşvik edilmesi ve ödüllendirilmesi,

Kurumsal ve sistem seviyesinde yönetişimin, şeffaflık ve geri besleme mekanizmalarının iyileştirilmesi,

Uluslararasılaşmanın, tanınmanın ve hareketliliğin teşvik edilmesi ve Bologna ilkeleri ve araçlarına uygun değişikliklerin desteklenmesi.

### **Okul Eğitimi alanında, aşağıdaki eylemlere öncelik verilecektir:**

**Öğretme meslek profillerinin (öğretmenliği, okul liderliği ve öğretmen eğitimi dâhil) aşağıdaki hedeflere sahip eylemler yoluyla güçlendirilmesi:** Öğretme mesleği kariyerinin daha çekici hale getirilmesi; seçme ve mesleğe alma sürecinin güçlendirilmesi; öğretmenlerin mesleki gelişmelerinin güçlendirilmesi ve İlk Öğretmenlik Eğitiminden başlayıp sürekli mesleki gelişime tabi tutmaya kadarki süreçte farklı aşamaların birbiriyle bağlantısının kurulması; öğretmenlerin sınıf içi çeşitlilik (göçmen kökenli okul öğrencileri dâhil) ile başa çıkma konusunda desteklenmesi; öğretmenlere işbirlikçi ve yenilikçi uygulamaları benimsemeleri hususunda destek verilmesi ve eğitimde liderlik rolünün güçlendirilmesi (okul liderlerinin rolü ve profili, dağıtılmış liderlik ve öğretmen liderliği dâhil).

**Beceri ve yeterliklerin kazanılmasının teşvik edilmesi:** Örneğin, etkili ve yenilikçi öğretim ve değerlendirme yöntemleri yoluyla matematik, fen ve okuryazarlık becerilerindeki az gelişmişliğin irdelenmesi; girişimcilik eğitiminin teşvik edilmesi; özellikle çevresel ve/veya kültürel bağlamda fen öğretimi yoluyla eleştirel düşünme becerilerinin güçlendirilmesi; dil öğrenimi ve öğretiminde bütüncül bir yaklaşımın benimsenmesi ve öğretimin bugünün giderek artan çok dilli sınıflarındaki çeşitlilik üzerine inşa edilmesi yoluyla.

**Okulların, erken okul terki ve dezavantaj oluşturan hususlarla mücadele etmesinin yanı sıra akademik spektrumun en alt seviyesinden en üst seviyesine kadar tüm öğrencilere (özel sorunlarla (örneğin dil sorunu gibi) karşılaşabilecek göçmen kökenli çocuklar da dâhil) başarı getiren kaliteli eğitim sunmalarının desteklenmesi;** okul içindeki tüm aktörler arasındaki işbirliğinin yanı sıra

ebeveynlerle ve okul dışı diğer paydaşlarla işbirliğinin güçlendirilmesi; eğitimin farkları kademeleri arasındaki geçişin iyileştirilmesi; öğrenme ve öğretimde işbirliğini ve bütüncül yaklaşımları teşvik eden okulların ağ kurmasının desteklenmesi ve değerlendirme ve kalite güvencesinin iyileştirilmesi.

**Uygun fiyatlı ve yüksek kalitede erken çocukluk eğitimi ve bakımına (ECEC) erişimi artıran çalışmaların desteklenmesi.** Çocukların yaşlarına uygun olarak gelişimlerinin desteklenmesi, daha iyi öğrenme çıktılarının elde edilmesi ve herkes için eğitime iyi bir başlangıcın garanti altına alınması amacıyla ECEC sistemlerinin ve hizmetlerinin kalitesinin artırılmasının (özellikle AB ECEC kalite çerçevesinin ileriye taşınması suretiyle) yanı sıra erken çocukluk eğitiminin faydalarının diğer okul eğitim düzeylerine taşınmasının ve ECEC için yeni uygulama, yönetim ve finansman modellerini geliştiren projelerin garanti altına alınması.

**Mesleki Eğitim ve Öğretim (VET) alanında,** aşağıdaki eylemlere öncelik verilecektir:

**Sosyal ortakları, şirketleri ve VET sunucularını dâhil etmek** ve çıraklık tipi eğitime özel ilgi göstermek ve alanda sağlam sonuçlar elde etmeye yönelik yerel ve bölgesel boyuta özel olarak odaklanmak suretiyle tüm formlarda iş tabanlı öğrenmenin teşvik edilmesini amaçlayan VET iş ortaklıklarının geliştirilmesi.

**VET sunumundaki kalitenin artırılması** amacıyla, EQAVET tavsiyelerine uygun kalite güvence sistemlerinin bir parçası olarak Mesleki eğitim ve öğretimde kalite güvence sistemlerinin bir parçası olarak mezun izleme sistemleri dâhil çıktılara dayalı VET sunumunun benimsenmesine yönelik geri besleme döngülerinin oluşturulması.

**Müfredatlardaki temel yeterliklerin tanıtılmasının** yanı sıra bu müfredatlardaki öğrenme çıktılarının elde edilmesi, yayılması ve değerlendirilmesine yönelik ortak metodolojileri içeren VET'teki temel yeterliklerin daha da güçlendirilmesi. Hem başlangıçtaki VET, hem de sürekli VET odak noktaları olmalıdır.

**Özellikle sürekli (continuing) VET kalitesinin, arzının ve erişilebilirliğinin artırılması; yaygın ve örgün öğrenmenin doğrulanması;** işyerinde öğrenmenin teşvik edilmesi; etkin ve entegre rehberlik hizmetleri ile esnek ve geçirgen öğrenme yollarının sağlanması ve sürekli VET aracılığıyla düşük becerili kesimlere özel ilgi göstererek herkes için eğitim ve yeterliliklere erişimin güçlendirilmesi.

**BİT kullanımı yoluyla etkin açık ve yenilikçi eğitimin geliştirilmesine odaklanmak** suretiyle hem okul bağlamında, hem de iş tabanlı bağlamda VET öğretmenlerinin, eğitimcilerinin ve rehberlerinin başlangıçtaki ve devam eden mesleki gelişimi için sistematik yaklaşımların ve fırsatların tanıtılması.

**Yetişkin Eğitimi alanında,** aşağıdaki eylemlere öncelik verilecektir:

**Yaygın ve sargın öğrenme yoluyla elde edilen becerilerin doğrulanması da dâhil olmak üzere okuryazarlık, sayısal veya dijital becerileri elde edecek** şekilde düşük becerili veya düşük nitelikli yetişkinlerin ihtiyaçlarına uyan yüksek kalitede öğrenme fırsatlarının geliştirilmesi ve genişletilmesi.

**Düşük becerili veya düşük nitelikli yetişkinlerin okuryazarlık, sayısal veya dijital becerilerini geliştirmelerini veya iyileştirmelerini teşvik eden etkin bilgilendirme,** rehberlik ve motivasyon stratejileri yoluyla arz ve talebin artırılması.

**22** **BİT'in etkin kullanımı** yoluyla düşük becerili veya düşük nitelikli yetişkinlere okuryazarlık, sayısal veya dijital becerilerin etkin olarak öğretiminde eğitimcilerin yeterliklerinin geliştirilmesi ve genişletilmesi.

**Gençlik alanında**, aşağıdaki eylemlere öncelik verilecektir:

**Kaliteli gençlik çalışmasının teşvik edilmesi.**

Bu kapsamda, gençlik çalışanlarının kapasitesi ile gençlik çalışmasındaki kapasitenin artırılmasını destekleyen; marjinal durumdaki gençlere ulaşılması ve gençler arasında ırkçılığı ve hoşgörüsüzlüğü önlemeye yönelik olarak etkin yöntemlerin geliştirilmesi ve paylaşılmasında gençlik çalışanlarını destekleyen; marjinalleşme riskine sahip gençler ile yeni giriş yapmış göçmenler ve genç sığınmacılar dâhil göçmen kökenli gençlere özel önem vermek suretiyle imkânları kısıtlı gençlerin (NEET'ler yani eğitim ve istihdamda olmayanlar dâhil) içerilmesini ve istihdamını güçlendiren; kültürlerarası diyalogu teşvik eden ve toplumda çeşitlilikle ilgili bilgiyi ve kabullenmeyi güçlendiren; gençlerle ilgili bütün eylem alanları arasında daha fazla sinerjiye imkân sağlayacak şekilde gençlik çalışmasını sektörler arası işbirliğine açan; gençlerin gençlikten yetişkinliğe geçişini, özellikle de işgücü piyasasına entegrasyonunu daha kolay hale getiren; gençlerin yeterliklerini geliştiren ve kalite standartları ile, etik ve mesleki kuralları oluşturan; politika, araştırma ve uygulama arasındaki bağlantıları güçlendiren; gençlik ve gençlik politikalarının durumu hakkında daha iyi bilgi sunan ve Avrupa, ulusal, bölgesel ve yerel seviyede gençlik çalışmasının, yaygın ve sargın öğrenmenin tanınmasını ve doğrulanmasını teşvik eden projelere öncelik verilecektir.

**22** **Gençlerin yetkilendirilmesinin teşvik edilmesi:**

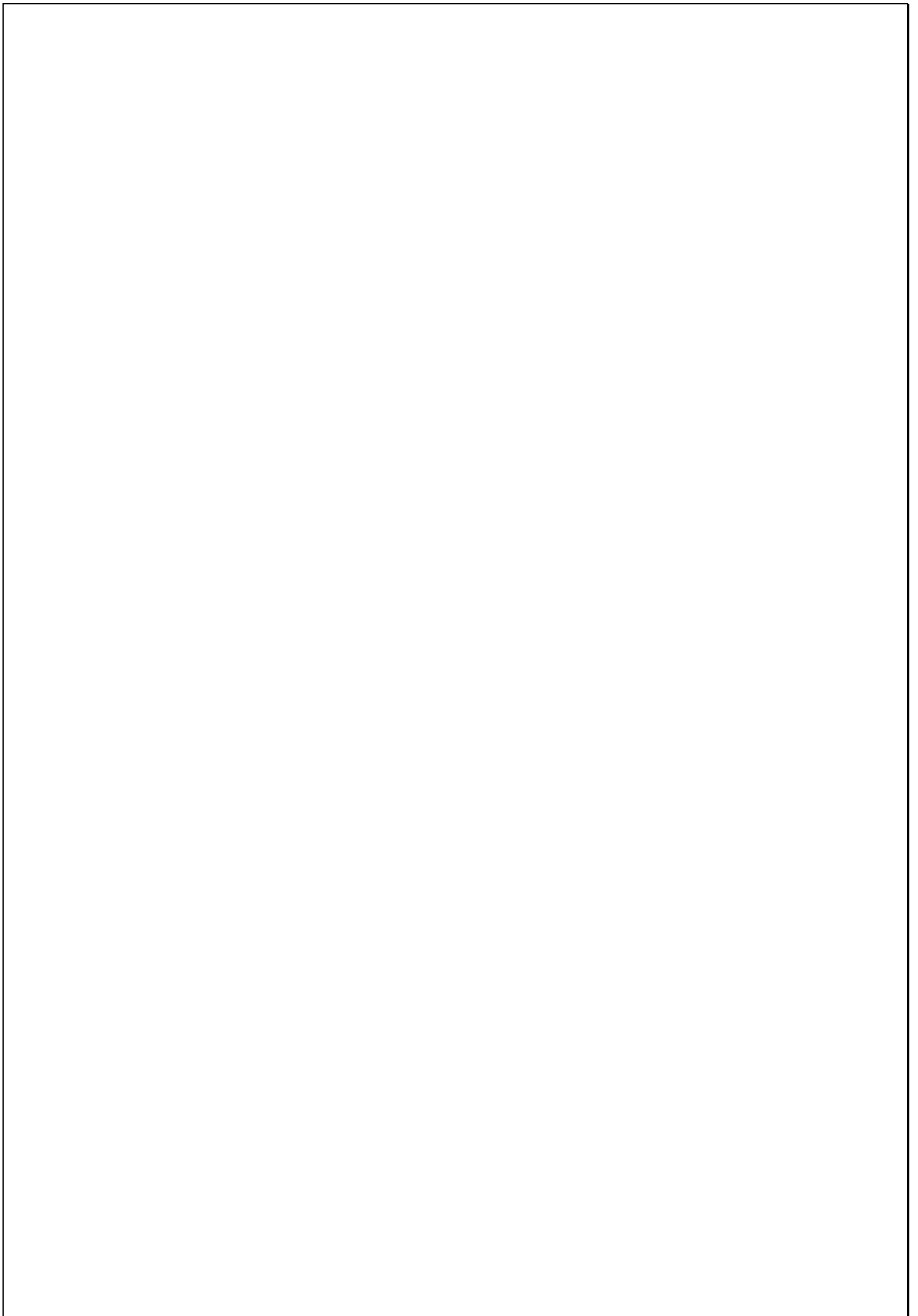
Bu kapsamda, Avrupa'da demokratik ve sivil hayata tüm gençlerin daha fazla katılımını teşvik eden; yerel, bölgesel, ulusal, Avrupa veya global seviyede gençlerin politik ve sosyal katılımını genişleten ve derinleştiren; gençler arasında gönüllülüğü teşvik eden; temel Avrupa değerlerini dikkate alarak tüm gençlerin sosyal olarak dâhil edilmesini artıran; çeşitliliği, kültürlerarası ve dinler arası diyalogu, özgürlük, hoşgörü ve insan haklarına saygı gibi ortak değerleri teşvik eden; gençlerde eleştirel düşünceyi ve medya okuryazarlığını geliştiren; özellikle sosyal alanda olmak üzere gençlerin girişimcilik algısını güçlendiren; gençlerin kendi hayatlarını etkileyen politik veya sosyal süreçler içerisinde seçilmiş politika yapıcılar, kamu görevlileri, çıkar grupları, sivil toplum kuruluşları veya münferit kişilerle bağlantı kurmalarını, kendi görüşlerini dile getirmelerini ve bunları etkilemelerini sağlayan projeler aracılığıyla özellikle sosyal olarak dışlanma riski altındaki gençlerin haklara erişimine, özgürlüğüne, katılımına (e-katılım dâhil) ve aktif vatandaşlığına özel vurgu yapılarak gençlere yönelik bütün eylem alanlarında daha fazla sinerjiye izin veren sektörler arası işbirliğinin güçlendirilmesi amaçlanmaktadır.

STRATEJİ ve ÖNCELİKLER KAPSAMINDA PROJE OLARAK EN ÇOK HİBE ALAN POPÜLER KONULAR

1. Erken Okul Terklerinin Azaltılması
2. Sürdürülebilirlik
3. BİT Kullanımı
4. Mesleki Eğitimde Yenilikçi Uygulama ve Yaklaşımlar
5. Mesleki Eğitimin Kalitesinin Artırılması ve Yeni İş Kollarını Destekleme/ İstihdam Edilebilirlik
6. Engelli Bireylere İlişkin Çalışmalar
7. Sosyo Kültürel Yönden Dezavantajlı Bölgelerdeki Bireylerin Eğitime Uyumu
8. Çevresel Atık Malzemelerinin Değerlendirilmesi
9. Mesleki Eğitim için İş Tabanlı Eğitim
10. Mesleki Eğitimcilerin / Yetişkin Eğitimcilerinin Profillerini Güçlendirme
11. Yaygın Eğitim için Uzaktan Öğrenme
12. Yabancı Dil Gelişimini Destekleme
13. Medya Okur Yazarlığı / Dijital Yeterlilikleri Geliştirme
14. Yetişkin Bireylerin Ve Eğitimcilerinin Mesleki Ve Sosyal Becerilerini Artırma
15. Yenilenebilir Enerji Kaynakları ve Sürdürülebilirlik
16. Endüstri 4.0, Eğitim 4.0
17. Sosyal Dahil Etme
18. Göç ve Göçmen Öğrenci Sorunları ile Başa Çıkma
19. Kadının İstihdamı
20. Uluslararasılaşma
21. Girişimcilik
22. Yeşil / Eko Okullar
23. Ab Konusunda Farkındalık Geliştirme
24. Okulları Uluslararası Hale Getirme
25. Sosyal Dezavantajlar Fakirlik Ve Göç Sorunları
26. Gençlik Çalışanlarının Profillerinin Güçlendirilmesi
27. Yaygın Ya Da Sargın Öğrenme Yöntem Ve Becerileri Geliştirme
28. Eğitim Ve İş Dünyasının Entegrasyonunu Sağlama, İstihdam Edilebilirlik
29. Dijital Çağa Uyum Ve Yenilikçi Uygulamalar
30. Eğitimde Ve Sektörel Alanlarda İnovatif Fikirler Geliştirme
31. Temiz Enerji Kaynaklarının Desteklenmesi, Küresel Isınmaya Karşı Yapılabilecekler/ Ekoloji
32. İklim Değişikliğine Karşı Farkındalık Sağlama
33. Psiko- Sosyal Ve Kişisel Gelişim
34. Dezavantajlı Bireyleri Öğretime Dahil EtmeErken Okul Terklerinin Azaltılması
35. Sürdürülebilirlik
36. BİT Kullanımı
37. Mesleki Eğitimde Yenilikçi Uygulama ve Yaklaşımlar
38. Mesleki Eğitimin Kalitesinin Artırılması ve Yeni İş Kollarını Destekleme/ İstihdam Edilebilirlik
39. Engelli Bireylere İlişkin Çalışmalar
40. Sosyo Kültürel Yönden Dezavantajlı Bölgelerdeki Bireylerin Eğitime Uyumu
41. Çevresel Atık Malzemelerinin Değerlendirilmesi
42. Mesleki Eğitim için İş Tabanlı Eğitim
43. Mesleki Eğitimcilerin / Yetişkin Eğitimcilerinin Profillerini Güçlendirme
44. Yaygın Eğitim için Uzaktan Öğrenme
45. Yabancı Dil Gelişimini Destekleme
46. Medya Okur Yazarlığı / Dijital Yeterlilikleri Geliştirme
47. Yetişkin Bireylerin Ve Eğitimcilerinin Mesleki Ve Sosyal Becerilerini Artırma
48. Yenilenebilir Enerji Kaynakları ve Sürdürülebilirlik
49. Endüstri 4.0, Eğitim 4.0
50. Sosyal Dahil Etme
51. Göç ve Göçmen Öğrenci Sorunları ile Başa Çıkma
52. Kadının İstihdamı
53. Uluslararasılaşma
54. Girişimcilik
55. Yeşil / Eko Okullar
56. Ab Konusunda Farkındalık Geliştirme
57. Okulları Uluslararası Hale Getirme
58. Sosyal Dezavantajlar Fakirlik Ve Göç Sorunları
59. Gençlik Çalışanlarının Profillerinin Güçlendirilmesi
60. Yaygın Ya Da Sargın Öğrenme Yöntem Ve Becerileri Geliştirme
61. Eğitim Ve İş Dünyasının Entegrasyonunu Sağlama, İstihdam Edilebilirlik
62. Dijital Çağa Uyum Ve Yenilikçi Uygulamalar
63. Eğitimde Ve Sektörel Alanlarda İnovatif Fikirler Geliştirme
64. Temiz Enerji Kaynaklarının Desteklenmesi, Küresel Isınmaya Karşı Yapılabilecekler/ Ekoloji
65. İklim Değişikliğine Karşı Farkındalık Sağlama
66. Psiko- Sosyal Ve Kişisel Gelişim
67. Dahil Etme
68. E-öğrenme ve Uzaktan Öğrenme
69. Sağlıklı Yaşam ve Obezitenin Engellenmesi
70. Gençlerin Sosyal Sportif ve Kültürel Alanlarda Aktif Kılınması

## KA101 PROJELERİNDE KULLANILABİLECEK KONU BAŞLIKLARI

1. BT ve Grafik tasarım
2. Cinsiyet eşitliği
3. CLIL - İçerik ve Dil Entegre Öğrenme
4. Çatışma yönetimi
5. Çevre ve İklim
6. Çocuk koruma / cinsel taciz eğitimi
7. Çok kültürlü Sorunlara ve Karma Yetenekli Sınıflara Yaklaşım
8. Değerler eğitimi, ahlak eğitimi
9. Ders dışı Etkinlikler
10. Eğitim Sağlayıcıları için Yumuşak Beceriler
11. Eğitimde BİT
12. Engelli Bakımı
13. E-Öğrenme Platformlarını Kullanma
14. Erken Okuldan Ayrılma
15. Göçmen Çocukların Okullara Entegrasyonu
16. Görev Tabanlı Öğrenme
17. İletişim yöntemleri
18. İlkokul Çocukları için Bilim
19. İnsan kaynakları yönetimi
20. Kapsayıcı eğitim
21. Kodlama ve Robotik
22. Montessori
23. MOOC ve uzaktan öğretim metotları
24. Mülteciler
25. Okul Sisteminde Tükenmişlik Önleme
26. Okullar için koçluk stratejileri
27. Okullarda Altı Düşünme Şapkası
28. Okullarda Girişimcilik Öğretimi
29. Okullarda Stres Yönetimi
30. Okullarda Yaratıcılık Öğretimi
31. Oyun Tabanlı Öğrenme ve Oyunlaştırma
32. Öğretime Yenilikçi Yaklaşımlar
33. Özel ihtiyaçları olan çocuklar
34. Problem Tabanlı Öğrenme / Araştırma Tabanlı Öğrenme
35. Psikososyal gelişim
36. Sınav korkusu önleme yöntemleri
37. Sınıf Yönetimi
38. Stem
39. Tablet ve Etkileşimli Tahta Kullanımı eğitimi
40. Tarım
41. Temel ve çapraz beceriler
42. Ters Çevrilmiş Sınıf
43. Üç boyutlu yazıcılarının kullanımı
44. Yabancı dil öğretimi
45. Yenilikçi eğitim becerileri
46. Yönetim Becerileri
47. Zaman yönetimi ve stres yönetimi





# Erasmus+ Okul Eđitimi (KA1) İy Uygulama rnekleri

Bu kitapıkta, Erasmus+ Proje Platformunda iyi uygulama rneđi olarak iřaretlenmiř okul eđitimi alanındaki bireysel hareketlilik projelerine yer verilmektedir.

## ERASMUS+ PROJE SONULARI PLATFORMU



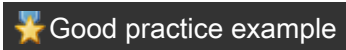
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## Project Title

# YENİ LİSAN YENİ İNSAN



## Project Coordinator

**Organisation** ATATÜRK ORTAOKULU  
**Address** Mevlana Mahallesi Derman Sok. , 58040 Sivas , Sivas , TR  
**Website** <http://sivasataturkortaokulu.meb.k12.tr>

## Project Information

**Identifier** 2014-1-TR01-KA101-002141  
**Start Date** Jul 1, 2014  
**End Date** Jun 30, 2015  
**EC Contribution** 21,600 EUR  
**Topics** EU Citizenship, EU awareness and Democracy ;  
Intercultural/intergenerational education and (lifelong)learning ; Teaching  
and learning of foreign languages

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## Project Summary

Projemizin temeli, okulumuzdaki öğretmenlerin İngilizce dilini öğrenmenin zor olduğunu düşünmesidir. Okulumuzdaki öğretmenler yıllarca İngilizce dersleri almalarına rağmen İngilizce dilinde yeterliliklere sahip değillerdi. Bu düşünce okulumuzdaki öğrencilere de yansımisti. Ayrıca okulumuzdaki öğretmenlerin daha önce yurtdisi tecrübeleri olmamisti. Bu sebeple farklı kültürleri de tanıma fırsatları olmamisti. Bütün bunları kapsayan bir kurs seçmek istedik. Katılımcılarımızın farklı branşlardan olmaları sebebiyle Genel İngilizce kursunu almaya karar verdik.

Projemizin baslıca amacı, okulumuzdaki öğretmenlerin İngilizce diline karşı önyargılarını kırmaktır. Katılımcıların İngilizce dilinin sandıkları kadar zor bir olmadığını, yaparak ve yaşayarak anlamalarını sağlamaktır. Katılımcıların farklı bir kültürü tanımaları ve çok-kültürlülük kavramını tecrübe etmeleri başka bir amacımızdır. Diğer bir amacımız bu projenin, katılımcıların öğretmenlik mesleğine katkıları sağlamasıdır. Çünkü kursta dersleri veren eğitimcilerden öğrendiğimiz yöntem ve teknikleri kendi okullarımızdaki derslerde kullanacağız. Bu amaçlar okulumuzun ihtiyaçlarına da cevap niteliğindedir ve okulumuzun profesyonelleşme planını da yerine getirmesinde önemli bir adım olmuştur. Bu amaçlar öğrencilerimize de projenin devamındaki eğitim-öğretim yılında olumlu şekilde yansiyacaktır.

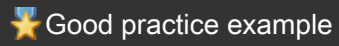
Projemize sekiz öğretmen katılmıştır. Bunlar Okul Müdürü, İngilizce Öğretmeni, Türkçe Öğretmeni, iki Matematik Öğretmeni, Sosyal Bilgiler Öğretmeni, Fen ve Teknoloji Öğretmeni ve Beden Eğitimi Öğretmenleridir. Bu katılımcılar seçilmeden önce okulumuzda bir ihtiyaç analizi çalışması yaptık ve sonuçlara göre bu katılımcıları belirledik. Daha sonra ihtiyaç analizime uygun bir Uluslararası eğitim kurumu aradık ve hareketliliğimiz planladık. Katılımcılar kendini geliştirmek isteyen öğretmenlerdi ve bu proje onlara çok katkı sağlamıştır.

Projemizin baslıca faaliyetleri sırayla şunlardır. Katılımcılarla birlikte alacağımız Genel İngilizce eğitimi ve bu eğitimin uygulanması hakkında iletişimde bulunduk. Projeden en fazla faydayı sağlayacak öğretmenler seçildi. Yurtdisi hareketliliğimizi gerçekleştirdik. Hareketlilik sonrasında final toplantısı yapılarak projemizde katılımcı olmayan öğretmenlere aldığımız eğitim ve edindiğimiz tecrübe aktarıldı. Önceden belirlediğimiz amaçlar gözden geçirildi ve hepsinin de basarıldığı, bunun kurumumuzun profesyonelleşme planına çok önemli katkıları sağladığı belirlendi. Projemizi anlatan broşürlerle projemizin yaygınlaştırılması sağlandı. Ayrıca yerel gazetelerde projemiz hakkında bilgiler fotoğraflar paylaşıldı. Okuluza Erasmus+ panosu yapıldı. Projemize ait bir web-site yapıldı. Projemizin uygulanmasıyla birlikte, katılımcı öğretmenlerin yabancı bir dil öğrenmeye olan ilgi ve istekleri artmış, önyargıları kırılmıştır. Katılımcılar farklı bir kültür hakkında tecrübeye sahip olmuşlar, mesleki becerilerinin gelişimine katkı sağlamışlardır. Okuldaki diğer öğretmenlerin de Avrupa Birliği projelerine ilgileri önemli ölçüde artmıştır. Bir sonraki eğitim-öğretim yılında öğrenciler, katılımcı öğretmenlerinden daha fazla tecrübe öğrenebileceklerdir. Projemizin uzun vadede yararları ise öğrencilerimizin dil öğrenme serüveninde onları olumlu yönünde etkileyecektir. Okulumuzun eğitim kalitesi artacak ve okulumuzda başka Avrupa Birliği projelerinin devamını sağlayacaktır.

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

## Project Title

# Öğretmenlerimizle Öğrencilerimiz de Yenileniyor



## Project Coordinator

Organisation	Yucetepe Ilkokulu
Address	YÜCETEPE MAHALLESİ GENÇLİK CADDESİ 89. SOKAK NO12 ANITTEPE , 06580 ÇANKAYA , TR
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## Project Information

Identifier	2014-1-TR01-KA101-003703
Start Date	Jul 1, 2014
End Date	Jun 30, 2015
EC Contribution	25,402 EUR
Topics	ICT - new technologies - digital competences ; Creativity and culture ; New innovative curricula/educational methods/development of training courses

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## Project Summary


As Yücepete Primary School, we have made frequent meetings in order to achieve our mission and vision (to become a leader with its thoughts, ideas and activities among the existing schools). We have regularly prepared "Yücepete Elementary School Strategic Plan". The results of Analysis report showed us that precautions had to be taken. Our needs were to improve the quality of our educational environment, teaching-learning techniques, to increase the satisfaction of employees, to be more productive and efficient in the field of changing and evolving information technology, sports and artistic tasks, to provide inservice training for our staff. All of these needs forced us to run for a project so as to eliminate educational problems. Undertaken activities of the project could be divided into four sections: preparation, training, implementation and dissemination. Project activities began with putting up a poster on the school wall giving information of the project. Project preparation activities continued with the selection and training of participants for in service training course. Teachers were selected to interview by the school administration. 7 class teachers, 2 English teachers and School Manager took part in the project team. The teachers have had more than fifteen years of teaching experience. The participants love learning as much as teaching and have strong communication skills. The teachers in the project were also the ones who had never been abroad. The participants have known English to some extent. They were tested before the start of project. These teachers have also had computer skills. Participant agreement was signed with the teachers for project-team. Before training mobilities, Two English teachers of the school had English classes with the participants. The participant teachers had English proficiency exam at the end of the course. The qualification of the teachers about using computers and information-communication technology were also measured. The teachers prepared presentations about school, city, Turkish National Education System, example lessons which exhibited their training methods and techniques. In addition, They prepared short videos about traditional children games. The teachers read academic articles, searched for websites, blogs, mobile applications about new teaching methods and techniques. Moreover, the cultural preparation was really crucial. Weekly project team meetings were also held. In these meetings, project team tried to arrange how to apply the learning outcomes of mobilities into lessons - next year curriculum, further responsibilities of project and the following tasks to be done. The second phase included activities of the host organizations. They were the presentations of new learning and teaching techniques in order to improve educational environment, innovative learning, art and creativity, communication strategies, information and communication technology, creativity, innovative teaching techniques in sports, learning methods and foreign language teaching methods. Courses included both theoretical and practical information. With the help of workshops, we experienced concrete applications of learnings. Both mobilities created real classroom atmosphere for the participant teachers. Moreover, Course providers organized cultural trips after lessons, which were instructive, well-organized and appealing. We had the opportunity to implement learning outcomes during the implementation phase. We applied what we have learnt in our classrooms and in extracurricular activities with a great pleasure (workshop pictures, videos during trainings and presentations helped us). Eventually, We shared our experience with a wider audience (teachers in our school and neighbouring schools). We organized meetings and workshops. We set up a project website [www.yucepete.net](http://www.yucepete.net), twitter account, facebook page and a group called "Erasmus + KA 1 Öğretmenlerimizle Öğrencilerimiz de Yenileniyor". We built one project classroom for class teachers: "Our World" and one for English lessons: "Yücepete is Europe". We have published two project magazines and sent them to schools around us and the other national schools. Our organization is now preparing CD and project brochure for the next semester. We were also on media. We shared information about our project in SABAH newspaper. Our project has contributed to both the teachers' and the students' cognitive and social developments. In addition, this project gave us an opportunity to see the European dimension of education. In this way, our school will accelerate efforts to improve the quality issue, curriculum, teaching methods, techniques, the physical structure of organization. Above all, the goals in European Development Plan will be met. Thanks to mobilities we've met lots of colleagues. We are now expecting to build Strategic Partnership with them.

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

Project Title

# Kültürün Üç Boyutlu Hali (KÜB)

 Good practice example

## Project Coordinator

**Organisation** Duzce Guzel Sanatlar lisesi  
**Address** Beyciler Mh. 1582. Sk. Pk:81030 Düzce Merkez/düzce, Turkey , 81100  
Düzce , Düzce , TR

## Project Information

**Identifier** 2015-1-TR01-KA101-017284  
**Start Date** Sep 1, 2015  
**End Date** Aug 31, 2016  
**EC Contribution** 6,644 EUR  
**Topics** Creativity and culture ; Key Competences (incl. mathematics and literacy)  
- basic skills



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## Project Summary

Sculpture form is an important branch of fine arts. This art is an integrated part of daily life. Art Education affects human's self improvement in every way. Education systems which are important in human's improvement, are developed and changed in the course of time according to needs. Thus, it's needed that teachers who train art education must develop themselves in terms of new formations and technology.

The vision of our school is to be a school which provides student's personal skills and by this way making them informed and skillful make those students as cultured people who lives and produces for their society protects his own future and country.

New projects are needed in order to increase our school's educational quality, improve the quality of students and to increase occupational adequateness of those who performs education programmes. In this direction a project team was constituted.

The aim of this Project was to enable to improve the occupational adequateness of art teachers. Within this scope the aim was to learn the methods of sculpture workshop and be able to recognize the equipment and advanced technology being used, to analyze sample workplaces for performing in Fine Art High School and to analyze the sculpture studies in the class and practise them.

This Project was prepared with the aim of developing the occupational adequateness of the art teachers of Düzce Fine Art High School three dimensional art atelier Works to provide improvement on technological skills related the branch, and also to make the attenders to learn to use their gain effectively on education within this the occupational adequateness of art teachers were developed. Besides the advanced technology and equipment could be recognized.

A manager, and three teacher from fine art high school join the educations. The participants were the staff who Works on art. After the Project evaluation and activities of dissemination was done.

This education was intended to improve various skills of participants on sculpture. Within the scope of education the participants who wants to improve their skills of effective and productive usage on educational activities visited the workshop or institution which carry out sculpture. They joined a workshop of some chosen sculpture artists and interviewed with them. They also visited galleries and museums having samples on this branch. The selling offices were visited with the aim of studying current advanced sculpture building equipments and got information from these places. Museum visits, observations, researches, interviews, the ways of practice were carried out during the training.

After the activities Partners published on the reports about the results of project on their own websites. Teachers organized a meeting of sharing and briefing for the teachers who works in the region of Düzce Fine Arts High School. Besides an informing brochure was prepared by teachers and teachers present a presentation related sharing the content of the project to the students of Düzce Fine Arts High School.

The participants working on the project got chance to increase their knowledge on the techniques, applications and samples on sculpture and get new skills. The participants increased their experience and knowledge on sculpture and get new abilities in collaboration with experienced trainers.

The participants got chance to learn sculpture technology and applications related equipments, techniques; had experience on sample works and by this way had chance to improve their personal skills on this field.

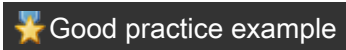
During the training, the participants learnt new techniques and new methods on sculpture and observe good workshops. It contributed the perspective of art teachers working in Düzce in positive way in dissemination activities. The techniques and applications of sculpture partaking in this project opened the way for planning new projects on different art fields such as music, theatre, art, etc with the collaboration with European Community by taking samples of studies being done. It also increased the motivation of art teachers for this kind of projects.

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

Project Title

# FIND ME,BRIGHTEN ME!



## Project Coordinator

**Organisation** BOR MEHMET AKIF ERSOY ORTAOKULU  
**Address** AHMET KUDDUSI MAHALLESİ SEHİT YILMAZ GOKCEN CADDESİ  
NO:7 , 51700 BOR , Niğde , TR  
**Website** [www.bormehmetakifersoyortaokulu.meb.k12.tr](http://www.bormehmetakifersoyortaokulu.meb.k12.tr)

## Project Information

**Identifier** 2014-1-TR01-KA101-003843  
**Start Date** Sep 15, 2014  
**End Date** Sep 14, 2015  
**EC Contribution** 6,600 EUR  
**Topics** Access for disadvantaged ; New innovative curricula/educational methods/development of training courses ; Overcoming skills mismatches (basic/transversal)

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## Project Summary

Title: Find me, brighten me!

The 1/3 of our students are living under hard socio-economical conditions. 2/3 of those students have low marks and any of them doesn't have enough social skills. Regarding the teachers most common duty as to prepare the students to the life itself, we wanted to support our classes with different and new teaching techniques. Our other aims were helping the students get to know their own abilities in spite of their deficiencies and changing the students' point of view about school. With the help of a training course we took in Barcelos, Portugal and an e-twinning project which was held with different cultures we intend to increase the students' interests in both different cultures and their own culture, create and maintain close ties between young Europeans, see how it is possible to have permanent friendship with people in different countries, know better about partner countries' cultural structure and to take attention to different countries' cultural elements through education process. We also have goals for the participant teachers who attended the training course in Portugal such as improving personal and professional skills, supporting career development via learning different teaching items and techniques, increasing their guidance for the socio-economically disadvantaged students.

The main idea of this project was to promote creativity, language learning and personal fulfilment through using different techniques during class uniting all the students regardless of their socio-economic situations and physical appearance. This project was held by Bor Mehmet Akif Ersoy Secondary School in order to cling the students to life and help them have a certain aim in life. The activities were held by 3 different branches' teachers by guiding almost 80 disadvantaged students.

Here are the end Products:

- a drama course for the students
- the project website will be updated regularly;
- the logo of the project;
- a poster ;
- a brochure ;
- a painting facility among parents and students;
- the performance of the drama course
- an e-twinning project;
- presentations and questionnaires will be done periodically;

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

## Project Title

# Erken Okul Terkiyle Mücadelenin 8 Metodu (The eight methods of fighting early school leaving)



## Project Coordinator

**Organisation** Golbasi Mesleki ve Teknik Anadolu Lisesi  
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**Website** [www.golbasimtal.meb.k12.tr](http://www.golbasimtal.meb.k12.tr)

## Project Information

**Identifier** 2015-1-TR01-KA101-017190  
**Start Date** Sep 1, 2015  
**End Date** Aug 31, 2016  
**EC Contribution** 13,248 EUR  
**Topics** Early School Leaving / combating failure in education ; New innovative curricula/educational methods/development of training courses ; Pedagogy and didactics

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## Project Summary

Our school is the unique vocational high school of Golbasi district and more than 200 students (231 students in 2014 year) are signed up in the each year. These students are graduating from the compulsory primary education without any problems. Students, who come from the compulsory education to our school, are not more successful students in Turkish, Mathematics, and Science lessons during their compulsory education. For this year, only in the first term of the 2014-2015 school year, 37 of 231 students, (16%), in 9th grade, have dropped out of school mainly due to failure. These students don't have mental problems either. These statistical figures are not very different in 10, 11 and 12th classes.

The students, leaving school early, affects our county because the necessary requirements for the intermediate employees are not met. Financial expenses which are made by low-income families for their children go to waste. Leaving education early causes students to keep on their lives as aimless and unskilled individuals. In addition, students, who leave school early, are bad models to their peers.

Thanks to our project, the percentage of early school leaving students, in 9th classes and other upper classes , will decrease to level of 10% per year in the first year and will lower 5% per a year, at the end of 3 years. For this purpose, awareness was also created among our school teachers and administrators, the parents, in Golbasi district and most importantly in our students.

Thanks to our project, our goals were to raise the quality of vocational education in our school and to reduce to leave school early because of failure, by applying the innovative teaching methods in education, so we intended to increase the number of employed individuals.

The subject of our project was the innovative education and teaching methods for reduction of early school leaving and the investigation of Dutch dimension. With this project, innovative methods in our school and vocational schools in our district was planned to disseminate, by means of observations, made in the Netherlands where most of the problems, in the field of education, have solved.

The methodology, used in conducting the project, was transparency and openness. Every activity and writings in the project was recorded and financial expenses was always open to inspection.

At the end of our project, by using innovative methods of education, our goal is to increase the school's success in our vocational school and to reduce the number of students leaving school early because of failure, by means of information, we received and experiences, we gained through the Dutch partner. For this purpose, at the end of 3 years, the fact that the student who goes to Golbasi Vocational and Technical Anatolian High School, will graduate from this school, will be placed .

Our project included 6 management staff and teachers of Golbasi Vocational and Technical Anatolian High School. The total budget of our projec was € 13248. Placement program was held in June 2016 with 6 participants, took place in the city of Assen in the Netherlands.

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

Project Title

# plan B

 Good practice example

## Project Coordinator

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## Project Information

**Identifier** 2016-1-TR01-KA101-027929  
**Start Date** Oct 1, 2016  
**End Date** Sep 30, 2017  
**EC Contribution** 46,560 EUR  
**Topics** Early School Leaving / combating failure in education ; Quality Improvement Institutions and/or methods (incl. school development) ; Labour market issues incl. career guidance / youth unemployment

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## Project Summary

Our Project, which has been qualified for a Grant by Turkish National Agency, has been completed with success in accordance with its aims. 3 different units has been created Throughout the Project.

CAREER PLANNING AND MONITORING CENTER was established. In March 2017, teachers in this unit applied a questionnaire consisting of 208 questions to 9th grade students. As a result of this questionnaire evaluation, the tendencies of the students were determined and we interviewed with their parents. At the beginning of the academic year of 2017/2018, the parents and students were brought together and the strategies to be followed in this period were explained in detail. Thanks to the work of the Career Planning Unit, at the end of the 2017/2018 academic year, students will be enabled to make a better decision in the 11th grade about their study field selection taking into account the development and tendencies of the students.

EDUCATION COACHING SYSTEM was established. The teachers who took part in this unit started to coach the 12th grade students who study in our school in 2017/2018 school year. With the participation of 17 teachers who participated in the Plan B project and 3 volunteer teachers, a total of 20 teachers started their activities to increase their motivation to the upper levels by constantly monitoring the student groups of 5-7 for each coaching teacher.

PARENTS SCHOOL was activated. In the ESL risk group, the parents of the students started to be educated abot 6 different topics in each academic year. In this scope, a protocol between the Family and Social Policy Directorate and our school has been signed and according to this protocol, special support was provided to our teachers who will train the parents.

With this project;

-The skills and competences of our staff, who will work in these three units established our school, have been increased.

-Contributions were made to increase the academic achievement of our students and reduce their absenteeism rates.

- A school environment was created that motivates people to learn and teach.

-Our families, which are the main building block of the community, have been strengthened.

- Contributions were made to enable qualified individuals in the society by helping them to continue their educational life.

The total number of participants has been 20. In 3 different mobilities we carried out, 6 of our staff went to Germany,8 to PORTUGAL and 6 to NETHERLANDS. Projects participants have been selected among staff that worked in established units in our school according to criterias decided earlier. Participants shared their experiences and information with other colleagues after returning from mobilities.

Career Planning training was provided to our staff through the training in GERMANY.

With the training in PORTUGAL, our staff acquired the knowledge and skills required to be an Educational Coach



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Through the education in the Netherlands, information and material support was provided to our staff to use in their parents school training.

Impacts of the project;

- Awareness about the importance and necessity of education has been raised.
- Students have increased their self-confidence, interest, belief and motivation to learning activities
- The tendency of students to develop positive attitudes towards education has increased.

Participants benefited from the experiences of their colleagues in different cultures and increased the sense of becoming an EU citizen

- Participants improved their professional and foreign language skills in communication.
- They communicated more strongly with students and family
- The parents started to have a more active participation in education
- The quality of education has started to increase thanks to high-motivated family, students and teachers
- The academic success of the students increased and their absenteeism rates started to decrease
- Awareness has begun to emerge in the society about the necessity of preventing ESL.
- Other education institutions in our city started to work for establishing similar systems for their own institutions.

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

## Project Title

# Öğretmenler Öğreniyor Okullar Gelişiyor



## Project Coordinator

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## Project Information

Identifier	2015-1-TR01-KA101-020030
Start Date	Dec 31, 2015
End Date	Dec 30, 2016
EC Contribution	16,552 EUR
Topics	Quality Improvement Institutions and/or methods (incl. school development) ; Early School Leaving / combating failure in education ; New innovative curricula/educational methods/development of training courses

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## Project Summary

Determining behaviors that are targeted, the arrangement of physical environment, providing the necessary tools and equipment, the implementation of program, measurement and evaluation of result is the task of the teacher in each education institution. Therefore, it is the prior condition for the teacher to be sufficient in the educational process in order to educate people in desired quality. The improving of teacher proficiency will improve the quality of institution at the same time. We have aimed to strengthen the quality of our institutions by the development of more powerful teacher competences in all mandatory education institutions in our district, increasing the professional satisfaction in the institutions, reinforcing the quality of our institutions by contributing to the formation of a more dynamic and professional environments with this project. Our other goal has been make the teachers use drama, creative and innovative approaches more actively in their classes, observe the examples of good practices and adapt them in to their curriculum thus, not only will they improve their professional competence but they also will make the students love their school in order to reduce the number of early school leaving and absenteeism.

2 teachers from the school attended each training. The number of participants was 8 teachers in total. Participants were elected among teachers and administrators who could take an active role in the project, would be able to represent our institution and had a language proficiency.

Our project has been conducted by using innovation approaches and the methodologies of EU. These methodologies are a set of methods that collect the activities of the whole process from preparation to the final report of a project in the same methodology. The most important reason for the management of the project in these standards was a quality team work and taking into account of the human factor keeping the communication the highest level.

Our Trainings: Enhancing Students' Motivation through Inquiry- Based Learning (14– 20, 2016 in Italy Verona), Special Education Classroom: Effective Strategies and Productive Learning Environment (24-30 October 2015 in Dublin Ireland), Drama as a Teaching Tool in Education ( 23-29 May - , 2016 Madrid Spain), How to motivate Students are to finalize their compulsory education. Innovative teaching and learning Methods for reducing early school leaving in a lifelong learning society (12-18 June 2016 in Holland) will be held between the dates.

We anticipate that our project were going to be enhanced the quality of our school and our teachers by reinforcing the pedagogical competence of the teachers. It has also contributed our institutions and teachers to be professionalism and internationalization. The classes have be more attractive and enjoyable by innovative approaches in education such as creative learning and drama as a result of this pupils' achievement and attendance will boost. we believe that we will carry out the work more effectively for the children with special educational needs and the children who are at risk of early school leaving and absenteeism with the training we received.

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

## Project Title

# Dikkat Eksikliğine Dikkat



## Project Coordinator

Organisation	CAKMAK SEHIT MAHMUT COSKUNSU ORTAOKULU
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Contact	PINAR ÖZKAN

## Project Information

Identifier	2015-1-TR01-KA101-018198
Project Web Site	<a href="http://www.facebook.com/groups/1780952192168258/">http://www.facebook.com/groups/1780952192168258/</a>
Start Date	Dec 31, 2015
End Date	Dec 30, 2016
EC Contribution	18,271 EUR
Topics	Access for disadvantaged ; Disabilities - special needs

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## Project Summary

### ABSTRACT:

Recently, improper and unconscious use of technology has increased the ratio of the lack of attention. So this increase has led us to do this project. Therefore as teachers, families and management we studied and learnt the content of the activities in order to provide for the students having been diagnosed as Attention Deficit Disorder (ADD) or showing the signs of ADD living as self-confident, independent and social people. Then we studied to adapt European teaching examples in our schools in Turkey.

Our project's first aim was to be able to prevent the students with ADD from disappearing in the classroom and to be able to help them to gain a place in society. The second aim was to change negative attitudes of families, other students and the people in their environment towards these students. The third one was to reduce the factors that cause ADD as much as possible. The last and the most important aim was to minimise the rate of medicine treatment.

11 participants from 7 different branches have been selected for this project and each of these participants is an expert on their own branches. Some of the participants have done Master Degree (with thesis) and some of them are still doing. They are all open to trying new methods, improving themselves by attending different seminars and vocational training courses; they have different certificates in various sports, they have taken place in special education symposiums conducted in the region, they research and share what they have learned with their colleagues and students also they practice in their classes to their students. Moreover they arrange inter-schools tournaments on chess, skills and book reading etc, two of our participant teachers are doing chess coaching by aiming to prepare their students to the provincial and district-wide chess tournament. They are contributing teachers to science, mathematics and technology projects (ITEC, e-Car - 1.Catch the rainbow, Pilot Acer - European School Net, Istanbul the European Capital of Culture).

When executing the project, first of all a student group including 10-14 year-old students were established that represent the target audience. Certain inventories were used on this group of the students at certain intervals. The results of the implemented inventory were documented in detailed monthly reports. In order to address to an audience as wide as possible it was benefited from various media and broadcast organizations, social media (Facebook, Twitter, etc.), public spots methods and some brands' social responsibility resources. Hereby, lots of behavioral changes occurred not only on the student group, but also including the residents of our region on a wide community.

As a result of the project, target audience has been mostly accepted individuals in their classroom, in family, and in social environment. They have had self-confidence, their negative attitude towards school has turned into positive attitude and they have adopted social rules. Additionally, the most important effect of the project we predicted was to have progress on medicine treatment method in ADD and we had great progress on it. Besides, the development of thinking skills and effective time usage were predicted.

Of this project the long-term potential benefits are learning how to use technology correctly and turning from the unconscious consumers to the conscious consumer. Moreover, we thought that the negative statuses of ADD have brought with will be eliminated to the maximum extent in the future.

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

## Project Title

# Beni Ben Yapan Farklılıklarım, Yarattıcı Dramayla Ben de Varım



## Project Coordinator

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## Project Information

Identifier	2015-1-TR01-KA101-016743
Project Web Site	<a href="http://www.farkimdrama.org">http://www.farkimdrama.org</a>
Start Date	Dec 31, 2015
End Date	Dec 30, 2016
EC Contribution	41,904 EUR
Topics	Gender equality / equal opportunities ; Early School Leaving / combating failure in education ; Access for disadvantaged

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## Project Summary

With the effort of Project Development Team, our school has been performing to be an international institution in accordance with 2020 strategy of EU Commission. Our students show differences in terms of their personal characteristics, intelligence levels and family background. Due to the current facts of the school such as full time inclusion activities for disabled students, presence of the students who are accommodated in orphanage (under protect program), fled from war, sexist approach of the pupils between the ages 10-14, reluctance of the students to attend the courses, failures in setting purpose, the need for new educational approaches has increased. Our teachers are currently using the methodologies which has traditionally been using and has been proven to be effective on the students with certain individual development characteristics and various learning needs. Failure of the Syrian students to speak Turkish results in interpersonal communication problems and negatively impacts academic skills; however, creative drama activities which includes various musical activities and games have already proven to be more effective as a universal language to communicate. With the impact of rapid changes in the field of education and inter cultural interactions, there has been an increasing need to improve the current methodologies applied for the target group as well as the development of the professional skills of our teachers. Particularly after the number of the students in the target group increased, it had been necessary for our students to make contributions in terms of coping with peer victimisation, respect for individual differences, keeping and increasing the success level of the school. It has been seen that creative drama is successfully implemented in European countries.

Creative drama activities are often implemented to create an attractive school environment for our students who are in the inclusion groups (attention deficit, hyper activity, physical and mental deficiency), accommodates at boys orphanage, or emigrated to the city as war victims. In this regard, we increased their verbal communication skills of these students, met their social needs, ensured their school attendance and integration with the school, coped with peer victimisation and improved their problem solving skills in terms of conflicts through creative drama. It was also reached to integrate creative drama to the courses in all branches to ensure that all students access the education by learning through experiences, enjoying without being isolated. Thus, it became possible for all the students to strengthen the ties among themselves, strengthen their group cooperation and love the school. With this activities we strengthened adaptation these students which have been exposed to social exclusion and their parents to the school and strengthened the communication between themselves.

The Project was provided by 24 participants. These participants were selected among those who have attended similar drama courses, can apply their learnings during the classes, currently continue their master degrees, open to self development, enthusiastic and interactive and can represent our country abroad in the best way.

New learning outputs was achieved in terms of creative drama as a result of two constructed education opportunity to Czech Republic (1-5 February 2016) and Portugal (18-22 July 2016).

The following methodology and techniques were followed: a preliminary test before the courses and a final test were applied to measure to what extend participants and target group show development after the acceptance of the project. The experiences gained were applied in the classes, drama boards, a web page, social media, digital parents boards. Regular meetings were held with the teachers who took part in the implementation, the observations were shared and feasibility of the project was followed through the interviews of the Guidance Service with the target group.

The competences of the participants increased to implement "learning by practicing and experience" methods in an universal and contemporary manner. The optimistic impact spreading from the class to the school helped the target group to gain a positive perspective and increase their entrepreneurship for the future. Taking into account that there are also similar groups in the surrounding schools, it became possible to spread the impact over the other students and teachers with similar institutions by holding up a seminar. Emotional feelings such as social exclusion, absence of the sense of self belonging, mistrust was minimized. The students which learn to build self confidence and trust others were encouraged to set his/her targets in the life.

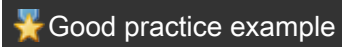
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Link to project card: [Show project card](#)



## Project Title

# CLIL (Content and Language Integrated Learning) Metodolojisinin Farklı Disiplinlerde Uygulanması



## Project Coordinator

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## Project Information

Identifier	2015-1-TR01-KA101-019907
Start Date	Dec 31, 2015
End Date	Dec 30, 2016
EC Contribution	8,304 EUR
Partners	Instituto de Enseñanza Secundaria Nosa Señora dos Ollos Grandes (ES)
Topics	ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses ; Teaching and learning of foreign languages

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## Project Summary

Our school has performed Comenius School Partnership project between 2012-2014 this is the first AB project we have ever had since our school was founded. Via this project our school has had a chance to see what we have lack of. As an example both, our teachers and students have some weak points in foreign language competence. This issue has been discussed by Strategic Planning and Coordination Project Team between 2015-2019 with School Developing Plan and this plan has forced us to come up with an idea of that project.

So we have decided to study Content and Language Integrated Learning Methodology because we need to provide our language skills and teaching techniques and tools.

CLIL methodology can be identified such a method that has language in all parts of it Physics, Maths Art Music can be taught using foreign language. It can be accepted as a continued progress of "Communicative Method" and also the next step of it. This method is very popular in Europe these days and used intensively countries such as Finland, Belgium and Spain.

As a result we have chosen Spain as one of the partners CLIL method so well. Our co-partner has carried out this technique for years and given the lectures of Economy Entrepreneurship and Philosophy using that methodology. Our first and the most important aim is to show and teach how to carry out CLIL methods into our lessons. We also want to learn how our co-partner schools use methods and tools of the Methodology and then we would like to ask for their experiences, advices, observations for passing what we have learned from them to our colleagues.

There are some experienced teachers in our co-partner school. Some of them also give lectures at the university of Lugo. Our participant teachers studied between April 4-8, 2016, for five days IES Nosa Señora dos Ollos Grandes Lugo city, Spain. They have learned CLIL methods, sources and tools. They had a chance to visit the classes having benefit from methods. They exchanged knowledge and experience with executive teachers there. Our total number was 6 at most including for different fields led by school director. Our participants have been chosen from the fields of science, language, verbal and visual subjects. Participants have had a chance to see how to apply this method in the classes and to carry out it in their own classes

Participants have improved their language skills besides learning new techniques and tools. Before mobility, they participated a 60-hour total language course five days a week between February 15 and April 1. And they practised at IES Nosa Señora dos Ollos Grandes school. Our teachers have been informed about the European education system, comparison of our system with the European one, saw the differences and similarities between us and them.

Meanwhile we have had some deals and shared about our experiences we had had with our ex-partners of European Comenius Project. We are looking forward to making new deals and cooperation with them.

Our Project has had some advantages about,

- Giving detailed information about CLIL methodology, how to carry it out and get progress
- Use those methods at school using new techniques and tools
- Informing other teachers with slides, DVD records, videos and photos at the conference hall.
- In school activity plan (2015-2019) having some contributions after the usage of these methods.
- Contributing to our students' language and cultural development
- Helping our students to give confidence for their personal development on the way of EU citizen
- knowing about different cultures, languages and religions and having a relationship between those cultures mutually
- Fulfilling our students' need for being enterprising, cooperating, respecting other cultures, languages and religions, being bound to the principles humanrights and democracy
- Contributing our school's experiences for our EU projects now and then.

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

## Project Title

# Let's Play and Learn Together



## Project Coordinator

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## Project Information

**Identifier** 2015-1-TR01-KA101-020958  
**Start Date** Dec 31, 2015  
**End Date** Dec 30, 2016  
**EC Contribution** 133,475 EUR  
**Partners** Kairos Europe Limited (UK) , INMAD - International Institute for Managing Diversity (AT)  
**Topics** Early School Leaving / combating failure in education ; EU Citizenship, EU awareness and Democracy ; Quality Improvement Institutions and/or methods (incl. school development)

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## Project Summary

### PROJECT HISTORY

Our institution has been located at a settlement area where families with cultural and economic disadvantages live and we are working with children between the ages 4-10 year olds.

In our project, we've applied a survey to the sample group of 250 students chosen from our schools students and we've detected the game-based learning ,is the most effective learning method for our children in that age and we have reached the conclusion that they want to play more educational games in classes and at the school.

Our institution is on a mission of constant renewal and development and our teachers are a dynamic team who are working enthusiastically to develop their professional competencies, and also prepare a strong future for their students.

We've decided to apply the Erasmus+programme to be able to offer individual development opportunities to our teachers and to internationalize our organization and to upgrade it to the standards of the EU and we prepared and implemented a needs analysis questionnaire .According to the data obtained from the survey , we've detected the title of the issues that our teachers need for educational development and training

### PROJECT OBJECTIVES

With EU training strategy it is intended the countries work together ,learn from each other and to ensure compliance today's information society with each level of high-quality education and training and contribute to the development of national economy.

With this Project we've aimed to create opportunities for our teachers to receive training courses in different countries ' educational institutions in subjects determined with need analysis ,and to provide professional development for our teachers and to enable our institution to reach European Union standards and thus internationalize in terms of education.

### NUMBER AND PROFILES OF PARTICIPANTS:

All participants ,including pre-school teachers ( at least one teacher in each branch) were chosen among the teacher of our institution.

Our English teachers were among the teachers who were taking mobilities in order to solve language and communication problems which might occur during the training courses.In our project 50 teachers took training courses abroad in subjects identified with the need analysis.

### METHODOLOGY USED DURING THE STUDY:

Taking training courses for our teachers in subjects identified with the need analysis from EU member countries based on the principles of teaching learning.

### EXPECTED RESULTS AND EFFECTS OF THE PROJECT:

With this project our teachers:

- \*improved new teaching strategies by adopting the principle of teaching how to learn
- \*learned English as a foreign language.
- \*learned kid games belonging to different cultures and provided cultural transfer to our students by teaching them.
  
- \*developed the teaching skills by using games.
- \*gained skills of educational materials.
- \*was able to understand the importance of social,linguistic and cultural diversity better.
- \*gained ability to use Turkish language effectively and expressed the idea comfortably by selecting the correct words,spelling and prosody in speech.

- 
- \*was informed about the different EU Member States countries' educational systems and they expanded their horizon.
  - \*attained a more comprehensive understanding of the applications and systems of different regarding teaching ,education and youth in policies.
  - \*increased the awareness regarding Europe projects and EU values in accordance with this understanding.
  - \*was informed about organizing and dissemination of educational projects between countries .
  - \*increased the opportunities for professional development and career development .
  - \*became individuals who strive to make positive contributions to the development and modernization of our corporate culture.
  - \*became individuals who support our internationalization strategies.

#### LONG TERM POTENTIAL BENEFITS OF THE PROJECT:

The individual and professional development of teachers' qualifications , will directly affect positively all their students that they will teach in their next professional lives.An enhancement and internationalization and transnational vision of development have been provided to reach the standards of EU at our institution through the multinational cooperation provided with this project .Teachers who are learning how to learn has adopted this principle to their students so they have trained life long learning targeted students.

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

## Project Title

# Diline Dil, Mesleğine Değer Ekle



## Project Coordinator

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## Project Information

Identifier	2015-1-TR01-KA101-018882
Start Date	Dec 31, 2015
End Date	Dec 30, 2016
EC Contribution	25,860 EUR
Topics	Key Competences (incl. mathematics and literacy) - basic skills ; Teaching and learning of foreign languages ; Quality Improvement Institutions and/or methods (incl. school development)

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## Project Summary

### PROJECT CONTENT AND PURPOSES;

English is now a requirement for many professions. In addition to improving the general English level of employees, it is expected that Professional English will also be at a good level. English knowledge has a very important place in terms of both individual development and career progression.

Our school is a vocational education institution established by the protocol signed between the Turkish Textile Foundation and the Ministry of National Education and still continuing to implement the protocol. Planning of Turkish Textile foundation and our Professional activities require, English correspondence fairs participation in career days international conferences and meetings. In such a situation having high level English Knowledge and skill can play an effective role improving ourselves in our career.

By the Project 10 teacher in the field of textile technology participated in "Textile Vocational English Course" for 12 days. The objectives realized of Project.

The Objectives of the Project are:

While the participants develop the general English on the one hand, they also have the opportunity to learn and reinforce the current vocational terms we need.

Advanced technical vocabulary and expression methods have improved the dominance over Professional English and improved self-awareness of terminology and forms of communication specific to the field

Participants have gained value in the individual and career field

Develop professional English to capture potential overseas opportunities

They have provided more quality education to their students by dominating professional English.

When necessary, they are able to participate in international conferences and seminars and fairs, and are able to communicate effectively in English and present their English in their own field. All kinds of information can be followed up in our English-language publications about our field at the time of convenient access.

As workshop and laboratory teachers, we have been able to provide our students with versatile quality education in our own field.

Under the guidance of the workshop and laboratory teachers, our national and international competitions encourage the participation of our students.

In order to increase mobility in national and international education and labor markets, awareness has been provided to our teachers about the use of EUROPASS supplements

New joint projects are being developed by strengthening the work of cooperation in the development of vocational education by going to cooperate with the institutions related to our field in the EU countries.

With rising the qualities of students who educated in this method, we have worked to increase their job opportunities

### PARTICIPANT NUMBER AND PROFILE;

Participants consisted of teachers and administrators who provided training in the field of Textile Technology. The project included 10 teachers with at least three years of experience.

Our mobility was realized between July 10th and 23rd in Bildung und Kultur in Germany.

### METHODOLOGY;

The project has been carried out using transparent, fair, participatory, responsible and effective evaluation methods.

### CONCLUSION AND EFFECTS;

Our workshop and laboratory teachers who train in field of Textile Technology increased their qualifications by learning vocational foreign language thanks to English course. They have access to all kinds of foreign source information about their fields. It is possible to increase the qualifications of the education and training by providing them to read the completely English machine maintenance and repair manuals prepared for maintenance and repair of all types of machines taken in their fields.



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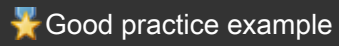
They can participate in international fairs, conferences, seminars and symposiums organized in their fields. They have gained the opportunity to improve themselves by following published English articles and periodicals published in their professions.

The quality of the textile training offered by the institution will increase and meet the demands of the industry. Vocational English was elected as an elective course.

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

## Project Title

# Öğrenmede isteklilik ortamı oluşturma



## Project Coordinator

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## Project Information

<b>Identifier</b>	2015-1-TR01-KA101-018641
<b>Start Date</b>	Dec 31, 2015
<b>End Date</b>	Dec 30, 2016
<b>EC Contribution</b>	20,604 EUR
<b>Topics</b>	ICT - new technologies - digital competences ; Quality Improvement Institutions and/or methods (incl. school development) ; New innovative curricula/educational methods/development of training courses

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## Project Summary

In Turkey, the reasons for not being at the desired level of vocational training are; failed students are seeing vocational education as a last resort, students in some areas recognize their individually development lately and because of this their unwillingness and inability to adapt fast enough to technological developments.

The teaching of the programming language is subject-based; it causes to forget the former subjects. Students do not see their personal developments and they don't believe success. Finally, after the graduation, students are living labor shortages because they don't understand the logic of programming. When they unable to achieve their desired financial status, they get into different jobs instead of their trainings.

As participants, who agreed to take part in the workshop and popularizing it, teachers who know the flash programming language AS3, were selected. There has not been any discrimination among the participants. Participants were actively involved in the study and dissemination at the end of the training.

During the course, we prepared the video game software and lecture videos and applications. After that we published them at [www.yazoyna.com](http://www.yazoyna.com) at the beginning of the academic year. We have also published them on YouTube. However, due to the fact that the name of our site is games and the games are made for the lectures, the Ministry of National Education has blocked our site by the internet filter. That's why our site has become active in schools around mid-December. Students who were willing to use it are used but not very effectively. The videos are prepared as the product based. The drawings necessary for the game are given in the application. A new code structure was given in each game. The student observed that the games could be done with very little code. This has increased the interest in programming and writing games of students.

The gaming software course's curriculum was started to prepare during the training. The curriculum will be sent to the Ministry of Education for 2017-2018 training year. At the end of the training, the gaming software will be implemented at one of the two classes which have Graphics and animation courses at our school's Information Technology part. The development levels of the both classes, which will taken or not, will be compared. Participants will prepare flash games with the students. Internationally, these games can be playable freely of charge on our website.

In the dissemination activities carried out on the elementary school students, the interest of the students was observed. Students were asked to us how we students in your school can.

When the Ministry of Education accepts the game software curriculum, it will be held at vocational schools. The trained teachers will give education to the other teachers if it will be necessary and by this way our school will be a training center.

With the implementation of the curriculum, individuals who have educated and worked with their own subjects will grow up. Thus the employment shortage can be overcome and leaving, directing to different professions at an early age will decrease among individuals.

The training center is in the Bielefeld city of Germany. We trained in the branch in Berlin.

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

## Project Title

# Her Çocuk Yeni Bir Umut



## Project Coordinator

Organisation	Gurpinar IMKB Teknik ve Endusturi Meslek Lisesi
Address	Sayaca cad. No:8 , 34528 İstanbul , İstanbul , TR
Website	<a href="http://gurpinarimkbeml.meb.k12.tr">http://gurpinarimkbeml.meb.k12.tr</a>

## Project Information

Identifier	2014-1-TR01-KA101-004124
Start Date	Aug 1, 2014
End Date	Jul 31, 2015
EC Contribution	54,006 EUR
Topics	Early School Leaving / combating failure in education ; Pedagogy and didactics ; Quality Improvement Institutions and/or methods (incl. school development)

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## Project Summary

There are 20 participants consisting of teachers and executive staffs who had been involved in the Gurpınar IMKB Technical and Industrial Vocational High School's European Union project.

Positive behaviors are expected from teenagers as our future is on their hands. However, the tendency to violence and crime rate in middle schools are continuously increasing. One of the most contributing factors to these teenager behavioral problems is family violence. Teenagers under family violence ask for help only from their teachers. Being a teacher in this critical situation, we should be able to assist our students by supporting them socially and physiologically. Therefore, our teachers should learn influential communication methods with students and their families, managing conflicts between students and efficient guidance methods.

Moreover, we cannot find a solution to pretend our students are expelled from our school as a result of attendance policy. When a student is absent more than 10 days without excuse or 45 days with excuse, s/he is expelled regardless of her/his performance. Pretending expelled students from violence and crime becomes more and more intractable. Therefore, our teachers' learning strategies and methods that increase student motivation have helped us solve this problem.

Another problem we have is the defects in our disciplinary punishment practice. Students may feel they are rubbish when they face disciplinary action without exploring reasons behind the violation and without analyzing the level of student recovery. To reduce disciplinary actions, it is very important to practice the penalty-reward method used in many European schools by learning behavioral management and early development psychology.

Our project becomes very important at this level as it provided 2 weeks of education in 4 different countries. By educating our teachers and executive staffs, the quality of education in our school was increased to the international level. We have just started to use international methods for analyzing violence and practicing the results. This project reduced the tendency to crime and pushed individuals toward education and social life, which goes in line with one of Erasmus Plus priorities of "reducing early school leavers under 10%".

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

## Project Title

# Şiddetsiz Karşı Koyma



## Project Coordinator

**Organisation** AKKAPI MESLEKI VE TEKNİK ANADOLU LİSESİ  
**Address** AKKAPI MAH. 12149 SOK. , 01040 SEYHAN , Adana , TR  
**Website** [www.akkapieml.meb.k12.tr](http://www.akkapieml.meb.k12.tr)

## Project Information

**Identifier** 2015-1-TR01-KA101-016961  
**Start Date** Dec 31, 2015  
**End Date** Dec 30, 2016  
**EC Contribution** 29,860 EUR  
**Topics** Approaches to contain violence and tackle racism and intolerance in sport ; Early School Leaving / combating failure in education ; Social dialogue

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## Project Summary

As a negative result of industrialization, urbanization, and technological advances, recently there has been an increase of violent and aggressive behaviours in school area and families. Attitude problems in childhood and puberty phase are related with genetic, biological and social factors (unemployment, poverty, parents' low educational level, marital conflict and divorce, etc.) as well as inappropriate communication patterns within family.

Especially parents' child raising style, solid, inconsistent and punitive attitudes of them, negative communication within the family, intrafamilial violence are considered as substantial variables at this point. Likewise negative parental attitudes and negative parent-child interaction play an essential role when children develop and persist behavioral problems.

With this Project, it's aimed to restructure the common life of family, to improve the patterns of intrafamilial interaction, to increase the parenthood abilities of the parents and thus to keep adolescents from violence and aggressiveness, to decrease the stress level of parents and the feelings of desperation, following the parent oriented course program which the staff of our institution is going to take, with the psycho-educational program to be organized for the families who live in migration regions which will be held first in our school then with the spreading activities in Adana, Seyhan.

Within the context of the Project, The Project team took a two phase abroad education program about decreasing violent and aggressive behaviours. After receiving the training abroad, the other staff of our school was informed about the course and the project, and violence education programs were implemented especially for the families of the students of our school in the framework of the received education abroad. Scales, pre-test, pro-test and data obtained from the observation measurements applied to the parents for the efficiency of the implemented family education were made into a report and was orally presented at the VI. National Council of Counseling and Guidance Practices Conference which was held with the cooperation of Gaziantep University Psychological Counseling and Guidance Department and Turkish Psychological Counseling and Guidance Association between the dates 1-3 December 2016 in Gaziantep Divan Hotel. It is planned to be converted into a scientific article in the next step. Lastly, parental education practices have been extended by providing seminars and in-service trainings to the faculty members of Çukurova University Educational Sciences Department, Seyhan 2. Education District school administrators, school education staff and student families.

Within the framework of the project the before and after parental education observation measurements and scientific measurements and analysis of the changes which are supposed to occur on families and students were carried out and the results were presented at a scientific congress. In the following process efforts are being made to converse the project results into an article in a peer-reviewed international journal. In this way, efforts are being made to disseminate project studies at a scientific level.

Thanks to the activities planned in the Project, it is believed that there have been an improvement on issues like the violence and aggressiveness behaviours which is one of the main problems of our school and school drop outs caused by that, the cooperation among school staff, family and students. It is believed that the training course has been extended with in-service trainings and seminar studies and contributed to educators and experts who have problems in these areas.

Within the scope of the Project a ten person team who will take the education was established. While choosing the participants following abilities were taken into consideration;  
Participated to voluntary activities about violence and aggressiveness,  
Able to communicate well with family and school staff,

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Have linguistic ability,  
Have abroad experience,  
Have certificates about subjects like anger management, overcoming stress, problem solving, communication skills within the family, Project preparation methods and techniques,  
Have the ability and experience about the use of technology  
Have experience about research and publication,  
Have abilities to giving seminars to families and managing group educations.

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



## Project Title

# Profesyonel Gelişimin Sürdürülebilir Bir Kaynağı Olarak Akran Koçluğu (Peer Coaching as A Sustainable Source of Professional Development)



## Project Coordinator

Organisation	Mursalli Sabahat Oguz Orta Okulu
Address	Mursalli Mahallesi Morkent 2 Sokak No:12 , 09700 Germencik / AYDIN , Aydın , TR
Website	mursallisabahatoguzoo.meb.k12.tr

## Project Information

Identifier	2015-1-TR01-KA101-017100
Start Date	Dec 31, 2015
End Date	Dec 30, 2016
EC Contribution	8,790 EUR
Topics	Youth (Participation, Youth Work, Youth Policy) ; Access for disadvantaged ; Early School Leaving / combating failure in education

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## Project Summary

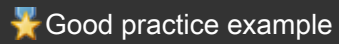
### Project Summary

The reason why this project is carried out at Mursallı Sabahat Oğuz Secondary School is to equalize the disadvantaged students in every sense. The school consists of disadvantaged students such as: students of transported education(70%), students whose parents are divorced and whose mum or dad is dead(10%), students who have to work due to financial trouble(15%), students whose families immigrated from east to west due to unemployment. Such problems lead to students that are lack of self-knowledge, unaware of their potentials, not able to make plans for future. Peer coaching can be useful for these students. Moreover, the parents are not interested in their children's education and do not try to make future plans for their children. Teachers want to apply Peer Coaching at school and aim to be a family, a friend and a teacher for the students. Thus, the disadvantaged students will be equalized with other advantaged students, will gain self-knowledge and self-confidence, learn to set right goals and increase his/her learning potential through self-learning. This project is aimed to be permanent as a culture. As a result, it is also aimed to provide sustainable, logical, and permanent development in accordance with Europe 2020 Strategic Plan. In time, these students will also be saved from being an aimless, diffident and passive adults who don't contribute to economy. We aim to raise individuals who are qualified, self-confident, enterprising and contributing to economy. The teachers chosen for the course are: H. Bora BAYRAMCI; both school director and experienced physical education teacher. In his teaching career, he obtained many sportive successes. He has a powerful sense in motivating students, and making students realize their potentials. Fatih UZUNOĞLU, English teacher and contact person of the project. He is loved by the students and sensitive teacher. He has an experience of abroad education in Poland and make students love the subjects he teaches. Fatma SÖNMEZ is science teacher. She has good communication with students and willing to take part in projects. She has represented the school in national projects called "Bu Benim Eserim". Buse TAVAZ is social studies teacher. She motivates students, and directs them to take part in artistic and extracurricular activities. Kamuran YAPICI is Technology and Design teacher. She has a moderate and merciful approach to students and she is loving and reformist teacher. Bayram OKUDAN is physical education teacher. He has first places in football and volleyball branches in town and city. He also has very good communication with disadvantaged people. He has no hesitation to communicate with the parents of students. Our methods of applying the project are: first determination of the course in accordance with the needs of school. In preparation stage, a team was formed and necessary legal, cultural, social and linguistic preparations were made. In the context of legal preparations, learning agreement and contract were signed with the course provider. The social and cultural structure of the country where the course takes place were searched. For linguistic preparations, an English course was started for those members whose language level is not enough. They learnt English enough for course at least B1 level. The course was provided through Public Education Centers. These works were shared by the group members. After the course was completed, peer coaching education was provided for other teachers who weren't able to join the course. We disseminated the output of the Peer Coaching Project through international projects such as Key Action 2, seminars in town or city, through internet or written media(magazine, web site etc.), social media (Facebook, Twitter etc.). At the end of the project, it is aimed to raise individuals who are self-confident, aware of their goals, who can determine their interests, set right goals. They will be successful students who learned self-learning. When they are grown-ups, they will have completed their education and will be working in the field they feel happy and become a qualified work force. They will contribute to national economy and will be citizens who produce and adapt themselves to changing conditions.

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

## Project Title

# Geleceğin Sınıflarını Ters-Yüz Ediyoruz



## Project Coordinator

Organisation	BORUSAN ASIM KOCABIYIK MESLEKI VE TEKNİK ANADOLU LİSESİ
Address	Hadimkoy yolu caddesi. 1999. sokak no:10 , 34522 Esenyurt , İstanbul , TR
Website	www.borusan.meb.k12.tr

## Project Information

Identifier	2015-1-TR01-KA101-017148
Project Web Site	<a href="http://erasmus.bakaml-forum.com/">http://erasmus.bakaml-forum.com/</a>
Start Date	Dec 31, 2015
End Date	Dec 30, 2016
EC Contribution	32,240 EUR
Topics	New innovative curricula/educational methods/development of training courses ; ICT - new technologies - digital competences

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## Project Summary

The studies in our school aiming to increase academic success of students have shown that improving the Professional skills of teacher contributes to students success to a large extent. New methodologies have been investigated. The effective use of ICT in education enhances the learning style which is changing fast with technology and give the opportunity of learning at their own speed independent from time and place thus increase the academic success. In that regard, it has been decided that teachers should be given training course to enhance the use of ICT competency in education. Effective exploitation of ICT in education requires different teaching methods and approaches. Therefore we have followed new, fresh and flexible methodologies. With that purpose, we've decided to participate ICT in Education and "Flipped Classrooms Life Learning" (FCLL) success of which was proved in various studies. This technique reverses the traditional learning environment. Students learn the subject outside of the classroom by watching online lectures and carrying out research at home. Then students engage in discussions in the classroom with the guidance of a teacher that contributes to permanent learning. Ten Participants in each branch have been selected. At the end of the study, each teacher from different branches have shared their experience and knowledge in seminars thus other non participant teachers have been informed all the experiences of courses, as well. The first training course about ICT took place on May, 2016 Prague. The aims of the course are to integrate information technologies into education by means of introducing teachers new e-learning platforms, prepare their own course material, and explain some key skills which help teachers cope with possible problems in using technology. Other training FCLL course took place on June in Rome. Actually that training contributed greatly to our school Project in terms of our seeking for innovative approaches in using the technology in classrooms thus met our demands to a great extent. Since learning mostly occurs outside of the classroom that reverses the traditional learning environment it's called flipped classrooms in education literature. It's a win-win situation for both students and teachers. One of the main objective of the program is to enable students use of technology outside of the school, manage their own learning style, study at their own pace, motivate them to be curious for seeking new knowledge. In addition in this methodology students are no longer merely passive receiver for information. Since it is a student-centered approach, teacher is not only source of learning, instead teachers support students in becoming self-directed learners. Flipped model moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, learners will watch or listen to lectures at home, collaborate in online discussions, carry out research at home before the class starts, as they are already prepared, use the time in the class room to do their homework with the guidance of a mentor. When students watch or listen to lectures at home, and then solve problems and apply the new knowledge in the classroom, they get less frustration with their homework. When the trainings completed, course certificates were allocated to each participant teacher. Europass certificate is arranged FCLL training. As a result of the trainings, we arranged meetings in the school for our teachers, as the first dissemination phase of our Project, to introduce the Project, share all the experiences acquired through the courses and what we are going to do during the semestre. We demanded support from every branches to initiate good practices. Participant teachers prepared e-contents, webpages, and curriculums relevant to their branches. They assigned two separate classrooms equivalent to one another till the end of November. They directed flipped classroom students to make use of web pages they prepared. Mentors led students to apply flipped techniques inside and outside of the classroom thereby enabled optimum learning. On the other hand, in traditional classroom, teachers went on teaching in usual way in the given time like all other classes. After completed units, they applied evaluation exam for both traditional and flipped classrooms were also applied questionnaire and requested to evaluate the flipped model and its process. Result of surveys and exams proved that students applied 'blended-flipped learning model' were more successful than those in traditional class environment. In December, various billboards, detailed brochures were developed and prepared to increase awareness and introduce our Project in broader terms. Accordingly the teachers from different schools with different branches

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were invited to our school to introduce project,its outcomes and deliverables;as a result,the second phase/step of dissemination of the Project was completed.We created a e-Twinning (139254).<http://erasmus.bakaml-forum.com>

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

Project Title

# ÖĞRENCİLERİM İÇİN ÖĞRENİYORUM

 Good practice example

## Project Coordinator

**Organisation** Erbaa Özel Egitim Uygulama Merkezi I. Kademe Mudurlugu  
**Address** Erbaa Merkez , 60100 tokat , Tokat , TR  
**Website** erbaaozelegitim.meb.k12.tr

## Project Information

**Identifier** 2015-1-TR01-KA101-018371  
**Start Date** Jun 1, 2015  
**End Date** May 31, 2016  
**EC Contribution** 15,456 EUR  
**Topics** Disabilities - special needs ; Access for disadvantaged ; Research and innovation

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## Project Summary

Our school gives education to mentally disabled students, who, we think, have to perform the biggest challenge in our society. Our teachers needed to develop their experience and improve their skills in teaching students with special needs. To this end, the project "I LEARN COS I TEACH" has emerged and funded by the national agency. The project is an Erasmus + KA1 on school education and includes the mobility of the teaching staff. Within this project, 7 teachers from our school has taken a series of training from STI HOLLAND on some topics such as; self-care, daily life, language and speech, academic skills, social coherence, sexual education, sport trainings and family education for 7 days. Some schools have been visited and observed. The participants have learnt new techniques and materials from these trainings, observations, workshops with field experts and vis-à-vis talks with parents.

Before the mobility, the participants have attended a 120 hour of English course for level A1 Adult Education Centre, Erbaa where they learnt some basic English conversation. Within this course a dictionary of common special education terms has been prepared and participants made use of it. The participants language skills development has been supported by some social activities.

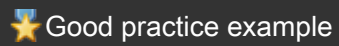
After the trainings withdrawn, the participants were given A1 English, Europass mobility and Europass CV certificates.

Thanks to the project "I LEARN COS I TEACH" the participants had the opportunity to experience a European way of their profession, the education of the students with mental disability. They saw, and learnt the good practices in Europe and performed them. Then, they used these techniques in their classrooms and created new materials. To disseminate the project, a meeting to share the gained experience with the shareholders in our district was held. The project team has arranged a seminar for families. To increase the visibility of the project, pencils, brochures, banners, notebooks and cardboard files were delivered appropriately. The website of our school was actively used to announce the activities of the project. The experience we acquired was shared with the local policy makers, district directorate of national education and center of guidance and research in Erbaa. The project was introduced to the public in the city center of Erbaa and disability clubs in high schools made a news issue in their own boards.

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

## Project Title

# Hedefimiz Eğitimde Kalite



## Project Coordinator

<b>Organisation</b>	Afyonkarahisar Kocatepe Anatolian High School
<b>Address</b>	Güvenevler Mah. Mithat Paşa Cad. NO:2 , 03200 Afyonkarahisar , Afyonkarahisar , TR
<b>Website</b>	www.akalafyon.meb.k12.tr

## Project Information

<b>Identifier</b>	2014-1-TR01-KA101-005766
<b>Start Date</b>	Sep 1, 2014
<b>End Date</b>	Aug 31, 2016
<b>EC Contribution</b>	19,266 EUR
<b>Topics</b>	ICT - new technologies - digital competences ; Intercultural/intergenerational education and (lifelong)learning ; Quality Improvement Institutions and/or methods (incl. school development)



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## Project Summary

Our school has a team of training personnel which has written many national and international EU projects since 2008 and conducted a three-partnered Comenius project and also a national youth project. Besides EU projects it also prepared scientific projects for institutions, which are experts in their fields, such as TÜBİTAK ( The Scientific and Technological Research Council of Turkey) and it had a significant success with them. Especially the Heads of the Branches have participated in various national in-service trainings about their branches at different times. However, four teachers joined international mobility during the Comenius project and our teacher of information-technologies took the advantage of individual education program abroad. If we take into consideration that our school has an educational staff of about 30 teachers and only 5 of them had an experience of educational activity abroad, it is not enough for our school to have a European dimension. For this reason we plan to realize the first pace of our project by participating in the course 'Finnish Lessons for European Schools' in Finland, a country which has proved its success in PISA and other international tests. The second pace will be taking part in the in-service training titled 'Education for Tomorrow' which will be held in Slovenia and enlighten us to improve the educational standards of our school. Our aim is to make our school improve its quality according to European Development Plan, to make our teachers learn new teaching techniques, to have professional competence in the internal coordination of teaching and learning, to promote the motivation of students in terms of learning, academic, personal and social development and to support their career planning.

Our Project team consists of 11 personnels who are head teachers of Maths, Science , English, History, Geography , Literature and Second Headmaster and guidance and consultant teacher. Other participants will be chosen according to some criterion determined by Project team and school administrators soon after the project has been granted. In the scope of the course the schools and the universities will be visited; some studies will be done about the quality plan, inclusion, teaching approaches and methods, special needs education, integration of ICT; school teachers and managers will share their ideas and they will strengthen their perception about new teaching methods to provide a more qualified education . In the light of this Project a Quality Improvement Plan will be composed in our institution (school); with different observation forms, meetings with school society and the questionnaires , progress of this Project (program) and the contribution to teachers, administrative staff, students and their parents will be examined and reported. All the activities about our Project will be announced with displays on school boards in our institution and with meeting out of our school ( district meetings of head branch teachers and head masters ) and this will provide an outstanding reputation to our Project.

With the help of our project, adding a European dimension to our institution, raising the quality in learning and teaching, and the motivation towards education among all the persons consisting school society, using innovative and effective methods in education and school management areas are some of the expected outcomes.

Moreover, we are planning to add a different dimension to our learning and teaching process via using some various education sites such as e-twinning. As the key indicator which shows whether our project has reached its objectives or not, raising motivation of using innovative and improving techniques and methods in teaching and learning among our students and teachers, increasing 10 % of academic success of our students (based on lesson marks and entrance exam of university), decreasing 20 % of discipline events, and 10 % of increase in joining and organizing social and cultural events or activities are among our success criterion.

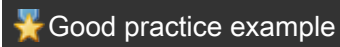
In conclusion, we assume that the impacts of our project both in and out of the institution will be visibly positive, our teachers and students will lead a more prosperous and effective education process and our school will set a good example to the other institutions in our venue with the techniques and innovative methods used at school. The main indicator of which will be its being the most preferred school after the entrance exam of Anatolian High Schools and the national or international activities, events its students and teachers participate and the prizes they win.

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

## Project Title

# Öğrenme Süreçlerinde Motivasyon ile Yaratıcılığın ve Yeni Fikirlerin Desteklenmesi



## Project Coordinator

**Organisation** ODTU Gelistirme Vakfi Ozel Mersin Ortaokulu  
**Address** Çağdaşkent Mh. 93016. Sk. , 33250 Mersin , TR  
**Website** [www.odtugvo.k12.tr/mersin.aspx](http://www.odtugvo.k12.tr/mersin.aspx)

## Project Information

**Identifier** 2015-1-TR01-KA101-021000  
**Start Date** Jun 1, 2015  
**End Date** May 31, 2016  
**EC Contribution** 11,316 EUR  
**Topics** Early School Leaving / combating failure in education ; Quality Improvement Institutions and/or methods (incl. school development)

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## Project Summary

There have been many revisions to increase the ability of students and their academic level in the Turkish education system in recent years. The new system emphasizes the incorporation of new ideas, creative thinking, the process of learning how to learn, the ability to solve everyday problems using scientific problem-solving methods. In light of these changes, it has been a challenge for the teachers to adopt themselves to the new program. To overcome this problem, international cooperation is needed to increase our teachers' qualifications. Aim of the project is to increase the capacity of our teachers to be in line with the new education system. Project includes English, Math, Science, Drama and Information Technology courses as well as student clubs like Robotics, Makers, Destination Imagination, Mind Games and Science and Math Applications. Our goal is to replace the traditional teacher-centered system with the new system that emphasizes innovation and creativity by using exciting and motivating student-centered activities. The project is planned to last in twelve months. During this time, the impact of the project on our courses and club activities will be evaluated. The program of the mentioned courses and clubs will be revised after our six teachers participate in the ten-day education program in Italy. The enriched revised program will be instituted during the spring term of the 2016-2017 academic year. It is expected that there will be improvements in the students' participation levels, creativity and their ability to produce innovative ideas. The students, who will learn how to learn with these enriched activities, will be supported to be individuals who can make connections between their everyday lives and scientific knowledge using social communication skills. Through attending the course and project's activities the participants will be expected ;-

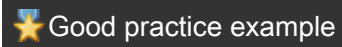
- to improve their foreign language knowledge and skills through the language course,
- to advance the ability and the knowledge of planning creative activities with the children in the lessons, elective lessons and the club hours
- to learn how to advance attendance to social activities and the communication levels of the students
- to gain experience in attending international projects
- to gain the ability of associating the knowledge they give to students with daily life experiences
- to help the students increase the ability of problem solving, creativity and coming up with new ideas.

By dissemination activities as a part of the project, it is aimed to train a minimum of 160 teachers from 48 schools locally and regionally through the presentation of two conferences both national and regional; and to inform more people about the training and the activities by means of parent training sessions, web sites and newspapers. By the end of this international project the quality of education will be improved due to the enriched educational activities. Our school will also have the opportunity to experience an international partnership project with the e-twinning project as a fit strip. Moreover, our school will have chance to take part in bigger projects and collaborations.

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

## Project Title

# Fen Derslerinde Teknoloji Kullanımı Becerilerinin Artırılması



## Project Coordinator

Organisation	Goynuk Fen Lisesi
Address	Esentepe Mah. 12 Sokak , 07994 Antalya , Antalya , TR
Website	<a href="http://goynukfenlisesi.meb.k12.tr">http://goynukfenlisesi.meb.k12.tr</a>

## Project Information

Identifier	2014-1-TR01-KA101-001039
Start Date	Aug 1, 2014
End Date	Jul 31, 2016
EC Contribution	29,025 EUR
Topics	ICT - new technologies - digital competences ; New innovative curricula/educational methods/development of training courses

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## Project Summary

In the 21 century, technology is an important part of educational activities. In Turkey tablet computers are distributed to high school students and teachers in order to make them use the technology actively in education. According to Europe 2020 Strategy, more investment in education, innovation and technology is highlighted. Therefore, teachers need to improve their professional capacity in order to use technology in their lessons. Technology should be used widely in science lessons and innovative and creative methods should be learned in science high schools. In Education and Training 2020 Strategy, improving the quality and efficiency of education and training and enhancing creativity and innovation in each level of education are also emphasized.

As a Science High School, our project aims to;

- improve technology usage skills of teaching staff in science lessons,
- help students to prepare national and international science projects and and assess these projects
- contribute to local community by organizing national and international science events.

In order to reach these aims our 20 staff will attend 4 different courses.

1. In "Video Production in Science Classroom" course, staff will improve these skills: classroom management in science lessons, sound lesson preparation, inclusion of different learning methods, research and project work in the science classroom and the acquisition of technical skills, competence and confidence with the use of the video camera in the classroom.

2. In "Earth Day in Science Education" course, staff will learn to teacher environment protection, use alternative media and technology in their lessons, and adopt natural and alternative energy resources and recycling in their lessons.

3. In "Interactive Science Events in Schools" course, staff will learn to plan and organize different science events to share the experiences and knowledge they gain abroad, help students to share science and contribute to local public. They will also learn to disseminate and exploit resources.

4. In "VISConti- Model for Assessment of Science Projects" course, staff will learn the assessment of project work of students in science related subjects. This assessment model was developed by Science

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Education European Platform (SEEP) and they will guide students to prepare TÜBİTAK projects and other international science projects.

Staff development will be assessed by using pretest and post-test. The staff will write a report after the course and prepare a presentation and disseminate the course content at school and share them with other teachers. All course content and presentations will be published on school web page for dissemination.

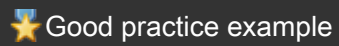
Teachers who attended at "VISConti- Model for Assessment of Science Projects" course will give lectures on preparing science projects to students and motivate them to apply for national and international science projects. Moreover, they will prepare projects for Erasmus+ program and TÜBİTAK with students.

Teachers who attended at "Interactive Science Events in Schools" course will start to organize science events with the contribution of Akdeniz University and share project outputs for dissemination in the national level.

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

## Project Title

# Otistik Güneş



## Project Coordinator

<b>Organisation</b>	RIFAT ARGUN OZEL EGITIM UYGULAM MERKEZI I. KADEME
<b>Address</b>	ÇAĞDAŞKENT MAH.90311 SOK NO:10 , 33640 TOROSLAR , Mersin , TR
<b>Website</b>	www.rifatargunoeum.meb.k12.tr

## Project Information

<b>Identifier</b>	2014-1-TR01-KA101-005082
<b>Start Date</b>	Dec 31, 2014
<b>End Date</b>	Dec 30, 2015
<b>EC Contribution</b>	21,270 EUR
<b>Partners</b>	RIGAS DOMES IZGLITIBAS KULTURAS UN SPORTA DEPARTAMENTS (LV) , Scoala Gimnaziala Speciala Pascani (RO) , CEE Para Niños Autistas (ES)
<b>Topics</b>	Disabilities - special needs ; Access for disadvantaged ; New innovative curricula/educational methods/development of training courses



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## Project Summary

The necessity of qualified education for children with autism in order to fulfil their individualization and adaptation to independent living cannot be disputed. With "Autistic Sun" project, we had mobilities to Spain, Latvia and Romania where we realize that these countries are better than our country in implementations and advanced educational activities for special education schools after our researches in the field of special education. Joining job shadowing activities in the schools in these countries, we have increased quality and quantity of our educational applications for autistic learners to learn living independently and adapt social life with their families. We delivered "Participant Identification Form" to determine staff for mobilities among the teachers at first stage in our school. A deputy manager in charge of special education from our District Directorate of National Education joined Project execution team and assessed these forms. 18 participants who have new academic information, fluent social and verbal communication, and foreign language proficiency, advanced aspects of creativity, follow international publications and use technology actively were determined according to applications and searches. We observed our participants' educational methods and techniques implemented in special education, the materials used in education of autistic individual, the policies of these countries in special education for individuals, the continuity of the education with parent-school collaboration, national and international publications, using ICT in special education, rehabilitation studies, outdoor activities that support education, activities carried out for awareness-raising and awareness of autism, the practices that require any kind of innovation and creativity for contributions to Autism field in these schools in Spain, Latvia and Romania.

13-17 April 2015 Spain / Murcia: 6 participants made observations during the 5-day activities; The teachers observed applications by having theoretical knowledge about the specific methods and techniques like ABA and TEACCH in Special Education in most of EU countries. The teachers witnessed the necessity of ICT usage (Information Communication Technology) in the education of Autistic children actively. They viewed both national and international publications about SEN. Participants attended educational performances carried out in the class concurrently (applications against specific students in crisis, types of behaviour) and they examined sample study cases. Also participants had a chance to visit a pre-school about special education where there were mainstreamed Autistic students. Innovative approaches in curriculum were observed during the job shadowing activities. Participants paid attention to the diversity of materials used in special education. By gathering required reports, we took a step to implement these innovative approaches in our institution.

26-30 October 2015 Romania / Paşcani: 6 participants from our school had a chance to examine inclusive education policies for special education, curriculum content, educational techniques, materials and collaboration of parents-school that provides sustainability of Special Education in the country for 5 days. "Multi-therapy method" which has been used in educational activities of autism has greatly affected our team. In this school, they provide different therapy methods for autistic individuals to recognize their senses and rapid integration of individuals to adapt social life. The dance group which has been shaped by functional integration of both special education students and the regular students showed us that we can create qualified social work for Special education.

23 - 27 November 2015 Latvia / Riga: 6 participants had a chance to observe special education boarding school activities for 5 days in group of schools founded on three different campuses. The obligation for the start of special education with an early childhood education is the most rigorous policy in this country. We observed that these countries shaped their classes according to learners' levels not their ages. In our opinion, forming groups according to learners' levels has many positive sides. They aim to help children by real practises for adaptation to normal social life for Autistic children.

The assessment meetings were held with the participants after each mobility by presentations firstly to parents and then to teachers at our school by bringing together each teacher's observational reports, photos and videos. After completion of project mobilities process, the team prepared a collaborative work to disseminate the results

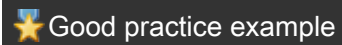
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of the project to 90 participants including Special Education Teachers, parents, principals and academics. We aimed at promoting the positive effects of both experiences and local implementations of project activities.

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

## Project Title

# Avrupa Standartlarında Okul Personeli Pedagojik Eğitimi



## Project Coordinator

<b>Organisation</b>	Davultepe Atatürk Ortaokulu
<b>Address</b>	Davultepe Atatürk Ortaokulu Davultepe Mah. Barbaros Cd. no: 13 Mezitli , 33000 Mersin , Mersin , TR
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## Project Information

<b>Identifier</b>	2014-1-TR01-KA101-005519
<b>Start Date</b>	Aug 1, 2014
<b>End Date</b>	Jul 31, 2015
<b>EC Contribution</b>	55,928 EUR
<b>Topics</b>	Early School Leaving / combating failure in education ; Pedagogy and didactics ; Healthy lifestyle, active ageing

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## Project Summary

As European Project Unit of Davultepe Atatürk Secondary School at the meeting early last year headed by our school headmaster we set to work by aiming to give European Project to our school to Turkey National Agency. For this purpose, including eTwinning portal on behalf of the EU project we have established links abroad through this portal. We have created our Project by using our links for the call purpose of National Agency to the interests of the School Education Staff Training and Staff Mobility and training Staff Mobility. This Project have been created to carry out European Standarts to our school about ten issues as defined by our School Project Unit.

We have determined these issues by using training seminars of institutions providing pedagogical training for foreign teachers:

- 1- To reduce the student absences
- 2- To reduce Early School Leavings
- 3- The conflict management in the classroom
- 4- The management of the different cultures in the classroom
- 5- To gain healthy eating habits
- 6- Stress management, making effective and efficient plans and time management into the classroom
- 7- Effective communication and convincing methods
- 8- To increase the creativity in the classroom
- 9- Stress management
- 10 - The team leadership and management skills of our teachers and administrators pedagogical training for foreign teachers.

Our teachers will receive this training as two weeks courses term at different times respectively to Italy, Germany, The Netherlands and Spain. Within the framework of this course education system of experienced schools have made successful efforts in Europe on these issues will be examined. Acquired gains will be transferred to our school. Our school situated in Mersin takes a significant number of immigration has students from different culture and social background. It is very important to be supported our project about the issues determined above and seriously needs of our teachers to transfer European Standards to our school. Attendees teachers are waiting the acceptance of our project quite willingly and excitedly. When our project is accepted our teachers wanting to get involved in as a participant will fill an application form. Our participants will be designated ad main and reverse according to framework of transparency criteria determined by our school follow team. Thus, impartial, transparent and fair selection will be made. Not to disruption of educational process in school our teachers will continue mobility with two teachers at five stages at different time. Our participants will be trained by two trainers experienced in their field determined by host institutions. Again in this training experiences and the methods they use will be transferred to our participants in the school in the country where they are. With the achievements of the project reaching by the right way to students and their parents the state of living together harmoniously in education of person from different culture and society in secondary school contribute progress of our school and society in European Standards. Every profession is possible to compensate for errors in the product but compensation of error in education may be impossible. When considering this realistic definement our teachers regarded intellectuals of our society. And according to present conditions teachers must be trained and equipped pedagogical and professional training along with the realization of our project not only in educational life but in social life will have basement of training students. With the training of our participants our school will be major source of interest this training will provide positive reflections to our teacher's social environment and our students' parents. Positive transfer of European Standards to our school will be held. Furthermore, the vast majority of our teachers have never been abroad before we think they have, our teachers by this purpose will have service passport owners they will gain significant improvements in living standards. Our EU project is

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designed to provide our teachers chance to go abroad and progress in social professional and cultural and their knowledge improved there according to European Standard will be transferred to our school. The project's success will be the success of this region.

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