



The University of Gaziantep, TURKEY



Erasmus+

The University of Gaziantep, TURKEY

**Work for an Inclusive School Heritage**

# Report

**The 3rd Transnational Project Meeting (M3)**

in Gaziantep, April 1 –5, 2019





The report aims to briefly explain the events taking place in 3<sup>rd</sup> and final project meeting held in Gaziantep, Turkey. The transnational meeting was held during 1-5 April 2019. The participants from Slovakia, Romania, Spain and Italy arrived at Gaziantep on 31<sup>st</sup> March and they were placed to their Grand Hotel in Gaziantep. Transnational meeting started on the 1<sup>st</sup> of April and completed on 5<sup>th</sup> of April, 2019. All the participants departed from Gaziantep on the 6<sup>th</sup> of April. Meetings were held in the premises of Gaziantep University. Along with the project meetings, there were several other activities within the realm of the project such as NGO visits, meeting with the pilot schools and observing several practices of social inclusion.

### **The 3<sup>rd</sup> Transnational Meeting (M3)**

The activities realized during the transnational meeting (M3) accomplished all the goals, duties and responsibilities mentioned in the application form.

After a short welcoming on Monday by the project manager on Turkish side, Dr. Melike Ozyurt, the first meeting was held in Cenani Mansion House, a historical building serving now to similar meetings in the center of old town. One of the main aims of this transnational meeting was, along other things, to achieve a general evaluation of the project and the preparation of the final project. To this end, the first meeting on 1<sup>st</sup> of April, there were three important topics to focus on:

#### **1. Overall evaluation of the project in terms of**

- a. Project coordination
- b. Project objectives
- c. Implementation of activities
- d. Dissemination, quality of results and impact
- e. Sustainability
- f. Satisfaction of the stakeholders (Students-teachers)

#### **2. Impacts will be assessed in terms of**

- a. student gains
- b. teaching staff gains
- c. (pilot) schools and universities

#### **3. Dissemination tasks of each partner**

Each of the topics were covered during a 2-hour meeting, which was very efficient in making a general evaluation of the project activities, coordination and quality of the results and sustainability of the outcomes. In this meeting, each partner has given their share of responsibilities and also deadlines were determined to complete the assigned duties. During the meeting the participants had also found an opportunity to share their ideas for the sustainability of outcomes.



After the meeting the participants were taken a short old-town tour including Ataturk museum, game and toy museum, historical houses and caves used as hidden subways during the liberation war at the beginning of 20<sup>th</sup> century. After the lunch, the project team visited Unobstacle Life Center, which started to service in 2008. The Center serves to the disabled people in several departments including hearing, speech, autistic disabled department, special education departments for mild, moderate and severe mentally disabled, indoor swimming pool, hydrotherapy pool, sensory integration therapy, snoezelen therapy, specific learning disability departments, physical therapy unit, vocational workshops, exhibition hall, conference hall, breathing house and multi-purpose indoor gym. In the comprehensive and complex facility of the Center, vocational courses are organized for disabled citizens to be employed in the labor market, their self-confidence is strengthened, efforts are made to increase their interactions with the society and efforts are made to develop social responsibility awareness.

On the second day of the mobility, the visitors attended to a thematic tour for which they were taken a nearby historical city of Şanlıurfa, where Gobeklitepe, Halfeti and Abraham Pool were visited. Gobeklitepe is believed to be the most significant archaeological discovery of the 21st century. It dates back to 12 thousand years ago (8 thousand years older than the pyramids and 7 thousand years older than the Stonehenge). The site is also remarkable with the first patriarchal thought, the first terrazzo flooring and the first statues and reliefs of the Neolithic Age. The participants were also taken to Halfeti which is a district of Sanliurfa province. It's one of the most unusual sites in Turkey because the old town is mostly submerged into the water because of a dam construction. Even though part of Halfeti is lost underwater, it has a very rich cultural heritage and beauties, like a hidden paradise. Another place visited during the tour was Abraham Pool, which is one of Şanlıurfa's main attractions. The pool is also known as the Sacred Fish Pool inhabited by thousands of fish. The Sacred Fish Pool is located in the courtyard of the Abraham Mosque, which dates back to 1211. What makes the Sacred Fish Pool popular is not only the fishes or the colorful gardens that surround it, but its historical significance. The location of the Sacred Fish Pool is the spot where the brutal King Nimrod threw Abraham into deathly flames.

The third day of the project meeting started with a visit to one of Turkish pilot Schools, IGAL High School. IGAL is close to the University and partner collaborative to the University for teacher preparation activities. IGAL students put very much effort into the WISH project and held several inclusion activities for handicapped people. The students, teachers and managers of IGAL school were very eager to meet the project team and prepared a presentation to share their works with an international audience. During the visit of IGAL, the Prosocial Club students made a presentation, displayed a live rap performance composed for the project and also share their experiences not only to the project team but also to their peers.

After the IGAL visit, the team headed to the University and arrived at Education Faculty, where they met Dr. Mahmut Kalman who is the program coordinator for the undergraduate Syrian students. Dr. Kalman gave a briefing to the project team about the Syrian refugees in Gaziantep and particularly in the University. Dr. Kalman also explained the facilities, activities and programs specifically designed for the inclusion of Syrian refugees



which Gaziantep alone assumed to have been guesting more than 400.000 of them for the last 6 years.

After the debriefing, the project team continued their works with the second project meeting. This second meeting specially aimed to make evaluation and checking the actions taken up until this point of the project. The team discussed issues such as place of PBL in school curricula, SI projects included in school activities, place of SI project in university curricula documents and PBL integrated courses at university level. The meeting proceeded with the task sharing for the preparation of the final project report. The deadlines were also assigned for each partner to complete the duties. Financial situation of the project was also monitored and Matúš Dobeš (co-ordinator's deputy) informed each partner about the issues to which attention should be paid attention in terms of budget management of the project.

The fourth day of the project meeting began with a visit to the second pilot school, that is, Private Bahçeşehir College. All 10<sup>th</sup> graders in once class joined the project and carried out activities for the promotion of disadvantaged people in business world. For that purpose the students had meeting with member of City council as well as representatives from the business world. The students, teachers and managers of Bahçeşehir College met the project team and students made a presentation, displayed a live music performance composed for the project and also share their experiences not only to the project team but also to their peers in the college.

After pilot school visit, the project team visited Moral House which was a center created for Alzheimer's Patient and Patient Relatives. The center was particularly designed according to the needs and expectations of Alzheimer with a barrier-free structure. The center had areas for occupational therapy, sleeping room, masjid, meeting room, hobby garden, sports room, music room, handicraft workshop, physical activity area, walking handrails for patients inside, walking path in center, fully equipped emergency room, disease-appropriate games, and blue and orange colors important for Alzheimer's patients were used in the building and safe environments were created for the patients. Officials working in the center informed the team about the activities and structures. The officials also explained how they helped patients to support their societal inclusion.

The team then headed to Happy Café owned and governed by the Gaziantep Metropolitan Municipality for the more active participation of down-syndrome children in social life. Children with down-syndrome were employed in this café and they were given a chance to participate in daily life with the rest of society. The children with down syndrome socialize in this place.

On the fourth day, the team also visited Kaşibeyaz temporary education center in which Syrian refugee students received their compulsory education. The students were educated by the Syrian teachers in close collaboration with Turkish teachers. Syrian teachers were the ones who used to be teachers in Syria during the peace times. They were given an opportunity to get a paid job in Turkey while educating their offspring.

On the fifth and the final day of the project meeting, the team started the day by visiting Zeugma Mosaic Museum. The museum tries to show its visitors a flavour of the lifestyle, culture and beliefs of the people living at the ancient time in the city, by recreating their environment using full scale replicas of a street, fountain, building walls and foundation



stones, constructed according to the architecture of the time. Mosaics that were found lying nearest to the River Euphrates are displayed at the entrance, followed by those that were found in locations increasingly nearer to the city terraces.

In the afternoon, the most important event was the WISH project Panel and closing ceremony in the Conference Hall of the Education Faculty. Approximately 300 audience participated in the event, including pre-service teachers, pilot school students and teachers as well as members of staff from the Education Faculty. The panel continued for almost 75 minutes and closing ceremony took app. 30 minutes. During the panel one speaker from each project partner gave a speech of 10-15 minutes explaining the activities held in their schools and exemplary practices observed in each of the participating countries. Audiences were also informed about the general aims, objectives and structure of the project along with visual documents including photos and videos.

The project team had a nice final dinner altogether. This dinner was going to be the last meeting of the team, which was hence quite sentimental. The team shared their views and ideas and also expressed that as a team there were strong ties between and among the members and each of the participating countries. All agreed that this project was fruitful in any sense of the word including establishing real friendships. The farewell dinner of the project was ended with real intentions for future collaborations.

All participants left Gaziantep on the 6<sup>th</sup> of April, 2019 early in the morning back to their home.

**Dr. Melike Ozyurt**