



PROJECT CONCEPT NOTE

Application Call and Possible Stakeholders

The project will be submitted to Erasmus+ Key Action-2 Cooperation for the Change of Innovative Good Practices - Strategic Partnership for Education, Training and Youth - Strategic Partnership for Vocational Training Development and will be under the coordination of Turkey, Antalya, Muratpasa Municipality. *The submission deadline for a full project proposal is on the 24th of March, 2020.*

- Partners: Municipalities, Universities and NGO's
- Target Groups: Teachers and Educators
- Final Beneficiaries: Disadvantaged youth groups, living in low-income or drug-abused or crime-abused families

Who we are

The Muratpasa Municipality of After-School Education Center (ASEC) is a youth-focused organization that promotes and supports quality afterschool programs, particularly those serving young people from underserved communities. We can deliver consistent, high-quality education to young people and meet the fundamental needs of their communities. ASEC has helped over 1330 students with dedicated professionals working in afterschool programs to gain and develop the skills they need to provide in various branches (dance, music, robotics-coding etc.) to youth in out-of-school time, building a stronger and more resilient afterschool field.

Zeytinkoy district and its neighborhoods are located in Muratpasa Municipality in Antalya, Turkey, which have long been known as drug abuse and various crime elements. A recent Ministry of Health Turkey survey (2018) found that 31% of youth (0-14) depended on an illicit drug and the majority of them lived in Zeytinköy district. Due to the absence of social and economic opportunities, young people may deal with drugs to earn money or to supplement meagre wages.

Background and Project Goal

Puberty and adolescence periods, which are considered as essential stages of human development, are particularly connected with having a high tendency to commit a crime. Because, along with the bio-psychic problems

experienced during these periods such as family problems, inaccurate education, urbanization, migration, economic problems, etc., and co-occurrence of the above-mentioned factors allow children to be involved in criminal behavior easily. According to a social learning theory, people learn almost all behaviors by observing, imitating and modeling. These social models can be in the near social environment (family, relatives, teacher etc.), as well as cultural institutions and other remote environments are affecting the behavior of an individual.

The 'disadvantaged' youth groups are not mainly homogenous, but include individuals with diverse needs and profiles. Their education success decreases due to a lack of education opportunities, and consequently they have problems with their teachers and friends, and eventually they escape from home or school. Such cases prevail in joining groups (children or youth gangs) that often act abnormally and cause malfunctioning socialization process. School education is one of the most significant factors that teaches a lot of detailed instructions about life to children in a systematic / disciplined manner. Thus it greatly affects their socialization process. However, the above-mentioned groups perceive the school and after-school trainings as unattractive and undistruptive.

In some environments, young people become involved in drug supply networks because they are looking for excitement and a means to identify with local groups or gangs. Finally, in the absence of social and economic opportunities, the target group stops education in its tracks. Here, education can play a counterbalancing role in shaping the personality of the youth of a nation and track back to normative culture. However, educational activities such as normal algebra, geometry, calculus and etc. classes are always found difficult, boring and not relevant to their everyday lives by disadvantaged groups.

According to data from the Ministry of National Education (2018), it is seen that the majority of young targeted group population (83.3%) did not complete their education or left at some level of education, while 5.6% did not attend high school which indicates they completed middle school education. Undoubtedly, going to school or leaving at the stage of primary or middle education means that a significant part of the socialization process is interrupted. In the last 10 years, Turkey has been witnessing a significant increase in access to education whilst half of the training dropout situation continues to be a serious problem. As stated by The European Statistical Office (Eurostat), Turkey is ranked first in terms of early school dropout levels compared with other European countries, followed by Spain then Italy.

In our project, our aim is to support educators with a new and innovative approach, to provide an entertaining and attractive education to youth at risk while promoting educators to pedagogical and didactical approaches towards *Science, Technology, Engineering and Mathematic (STEM)*. The number of the institutions (NGO, State, Private Sector) which are developing STEM training of trainer programs for disadvantaged groups in our region is limited and these institutions are inexperienced in this field of study. As Muratpaşa Municipality, we also aim to make such education, generally provided by private education institutions, accessible to the disadvantaged group through developing STEM training education infrastructure by experienced educators. In this way, we want to contribute to the targeted groups' future by providing equality of opportunities in education, keeping the disadvantaged groups away from crime. Hence assist them to become experts in technology and future scientists, entrepreneurs, teachers and etc.

Objectives planned to be achieved within the scope of the project

Our objective, here, is to foster school teacher's capacity to teach STEM effectively to youth at risk. For this purpose, teachers will be adequately trained to face challenges in using innovative ICT technologies during their STEM lessons. The vocational education is going to contain pedagogies that promotes the range of relationships in which the young students can engage in order to ensure that they are connected to their education. In particular, the project aims at persuading teachers to integrate immersive technologies in educational programs while developing pedagogical way to increase student's knowledge, social and life skills, and refusal skills towards licit and illicit drug use. Outputs of the project during two years:

- Creating the necessary human resources with sufficient knowledge, attitude, skills, teaching methods and techniques to transfer STEM education technology to the disadvantaged youth groups.
- Integrating STEM-styled complementary education activities to after-school education system in order to reclaim youth at risk.
- Providing pedagogical and didactical trainings together with STEM education to the targeted group for promoting better understanding of the beneficiary group.
- Contributing to the multidimensional development of youths through teachers with the necessary pedagogical knowledge.
- Providing equal opportunities in education accessible to the disadvantaged youth groups.

Project Main Activities

1. Requirement Analysis Activities
2. Development of Vocational Training Program
3. Determination and Development of Educational Content
4. Printing and Distribution of Educational Materials
5. Organizing Vocational Training Program
6. Arrangement of Pilot Training
7. Monitoring and Evaluation Activities
8. Visibility, Dissemination and Multiplier Activities

Intellectual Output

1. Beneficial cooperation report for education
2. Orientation of good examples in Europe
3. Pre-test and Post-test forms for trainers
4. Pre-test and Post-test reports for trainers
5. Training materials printed for the trainers towards the training program (STEM trainer training for disadvantaged groups)
6. Digital training video for the trainers
7. Project website (training videos and studies, the results of the project to be published).

Duration and budget of the project:

Our project aims to train the educators concerning STEM-styled trainings for targeted young group living in areas which are at high risk of youth crime commitment. There will be 10-20 trainers overall participating in the training activities within the scope of this project. The content of the intellectual outputs will be prepared through the meetings between project partners. The training materials are planned to be prepared by 2 workshops and they are aimed to be completed under the leadership of a project partner university. A two-year activity plan is going to be prepared and the expected final budget will be approximately 300,000 EUR.

All partners are going to have experiences and expertise with the topic and the target/beneficiary groups of the project. The different stakeholders and interest groups will be well-reflected by the partnership; its geographical

balance is also added to the European value in the outputs. The project partnerships are planned to consist of two city/town/village municipalities that can provide education programs to youth and have education center, two universities as responsible of forming and creation STEM educational program and intellectual outputs, one or two NGO that has experience on rehabilitation of drug and crime among youths.

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