



İZMİR İL MİLLÎ EĞİTİM MÜDÜRLÜĞÜ

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## PROVINCIAL DIRECTORATE OF NATIONAL EDUCATION ERASMUS+ ACCREDITATION COORDINATORSHIP

İzmir Province National Education Directorate is a state department in charge with the planning and coordination of all kinds of educational and training activities in pre- school, primary, secondary and adult education in İzmir Province. The institution includes many departments such as; training teachers and In Service Training, Adult education, Culture, Health, Research and Development, Projects, Special Education and Guidance, and Sports departments. In addition, it provides, together with ministry of education and mayor, financial support and investment for the above mentioned institutions and departments. The institution is responsible for 52.191 teachers, 5.000 full time working personnel, 700.854 students 3737 primary /secondary schools, in-service training and adult training centres. The institution creates projects in the local, national and international levels. It is in cooperation with all other local, regional and national institutions since it is a state organization.



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As an Erasmus+ School Education–accredited institution for the 2021–2027 term, Izmir Provincial Directorate of National Education coordinates a large and vibrant consortium of schools, comprising 44 partners in 2025 and 160 partners overall since the outset. Since 2021, our consortium has included science high schools, science and art centres, project schools and two accredited Future Classroom Lab (FCL) schools, offering a rich and diverse landscape of innovative practice and educational excellence for our international collaborations.



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As a coordinating body, we operate on the principle that each partner school independently manages its own activities in line with its allocated Erasmus+ grant, while we provide continuous guidance and support throughout the process. Whether they host incoming visitors in Türkiye or take part in activities at host institutions abroad, we expect our participants to develop workshops and other structured learning activities when designing programmes and learning agreements that reflect our core priority areas: digital transformation, environmental sustainability, inclusion and the wellbeing of students and staff, while also engaging in benchmarking to compare practices and identify opportunities for improvement. We attach particular importance to the mutual exchange of good practices between schools, ensuring that each collaboration leads to shared learning, capacity building and long-term impact.





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## Pre school Education

For Early Childhood Education Institutions, international visits are planned with a focus on “Forest Schools and Environmental Education,” as well as on pedagogical approaches such as Montessori, Waldorf, and Reggio Emilia. Activities also include screen-free coding experiences, all designed to enhance innovative practices and contribute to strengthening the European dimension of early childhood education.





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## Special Education Schools

In our Special Education Schools, we prioritise recognising the unique needs of each student and fostering truly inclusive classroom practices. Schools are encouraged to experiment with innovative individualised learning plans and implement activities tailored to emerging educational approaches. Emphasis is placed on the integration of digital learning materials in special education, supporting student wellbeing, and cultivating green skills, thereby combining pedagogical innovation with social and environmental responsibility.







## Primary, Lower Secondary, Upper Secondary and Multi-Grade Schools

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Within the consortium, “Primary, Lower Secondary, Upper Secondary and Multi-Grade Schools” are expected to enhance their capacity to implement innovative teaching and learning approaches. Under the project activities, institutions are encouraged to strengthen competencies in areas such as innovative pedagogical methods, makerspace and design-based learning, gamification, flipped classrooms, coding, Future Classroom Lab (FCL) practices, STEAM, robotics, digital literacy, and—specifically for multi-grade schools—techniques for working with heterogeneous classes. In addition, schools are invited to integrate wellbeing in education and themes such as ethical consumption and green skills into their daily practice, thereby supporting both learners and educational staff.





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To ensure that this objective can be monitored through tangible outcomes, partner institutions are asked to identify which changes have taken place in their schools following the implementation of project activities. These may include: increased use of new technologies and innovative teaching methods; strengthened digital literacy and transversal digital competences at all levels of education; lesson plans explicitly designed around newly acquired skills; classroom activities enriched with new methods and tools; the planning of project-related videos, films and visual materials; organisation of workshop activities; internal and external seminars; debriefing and evaluation sessions after international mobilities; progress reports; the development of whole-school wellbeing programmes addressing both mental and physical health; and the creation of educational materials and digital content that promote ethical consumption and green skills.

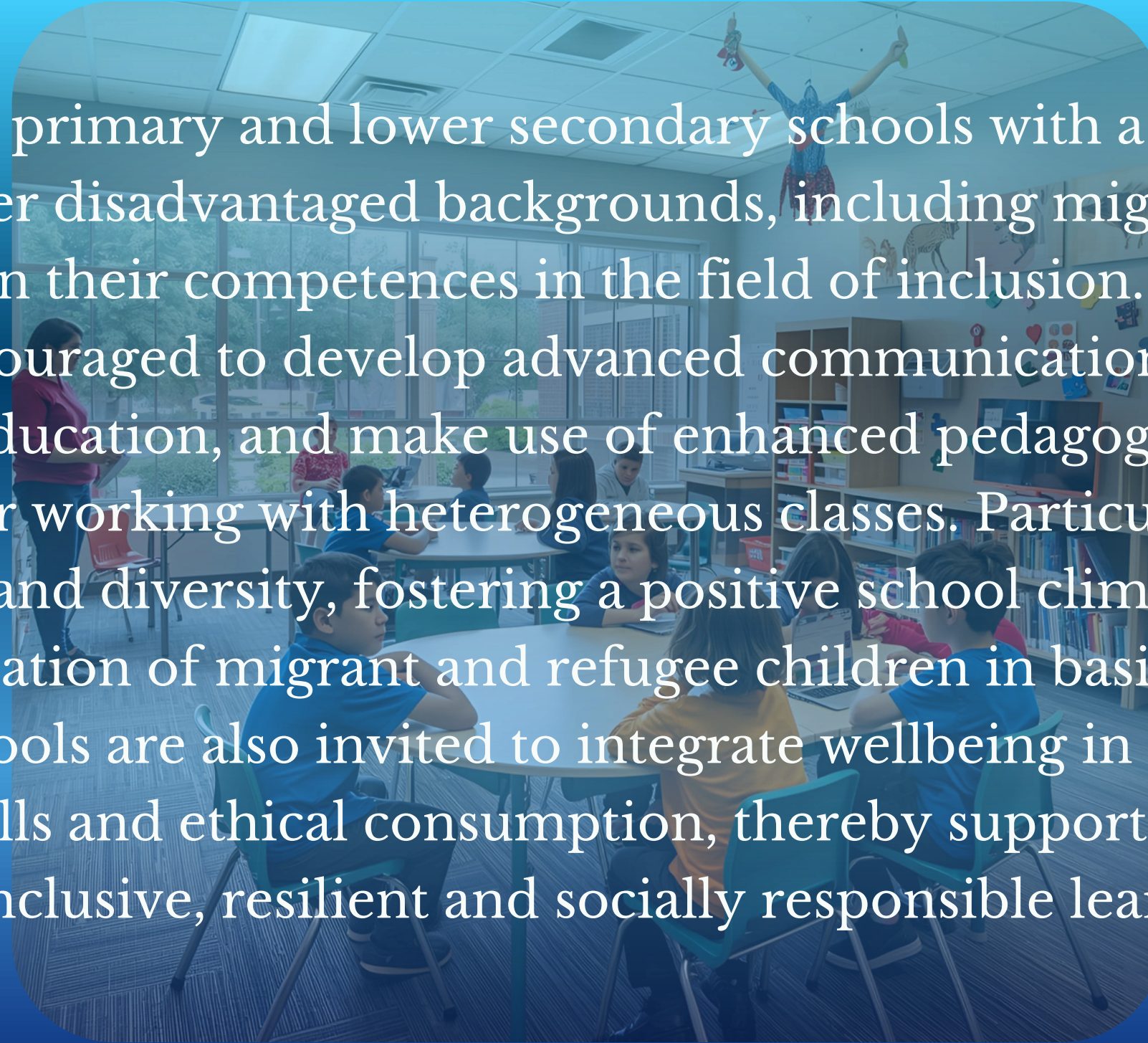




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## Primary and Lower Secondary Schools with a High Number of Disadvantaged Learners (Students with Disabilities, Migrant and Refugee Backgrounds, etc.)

Within the consortium, primary and lower secondary schools with a high number of students with disabilities and other disadvantaged backgrounds, including migrant and refugee learners, are expected to strengthen their competences in the field of inclusion. Through project activities, these institutions are encouraged to develop advanced communication and social skills, promote genuinely inclusive education, and make use of enhanced pedagogical tools and methods, including techniques for working with heterogeneous classes. Particular emphasis is placed on classroom inclusion and diversity, fostering a positive school climate and wellbeing, and supporting the participation of migrant and refugee children in basic education grounded in democratic values. Schools are also invited to integrate wellbeing in education and to address themes such as green skills and ethical consumption, thereby supporting both learners and staff in building more inclusive, resilient and socially responsible learning environments.



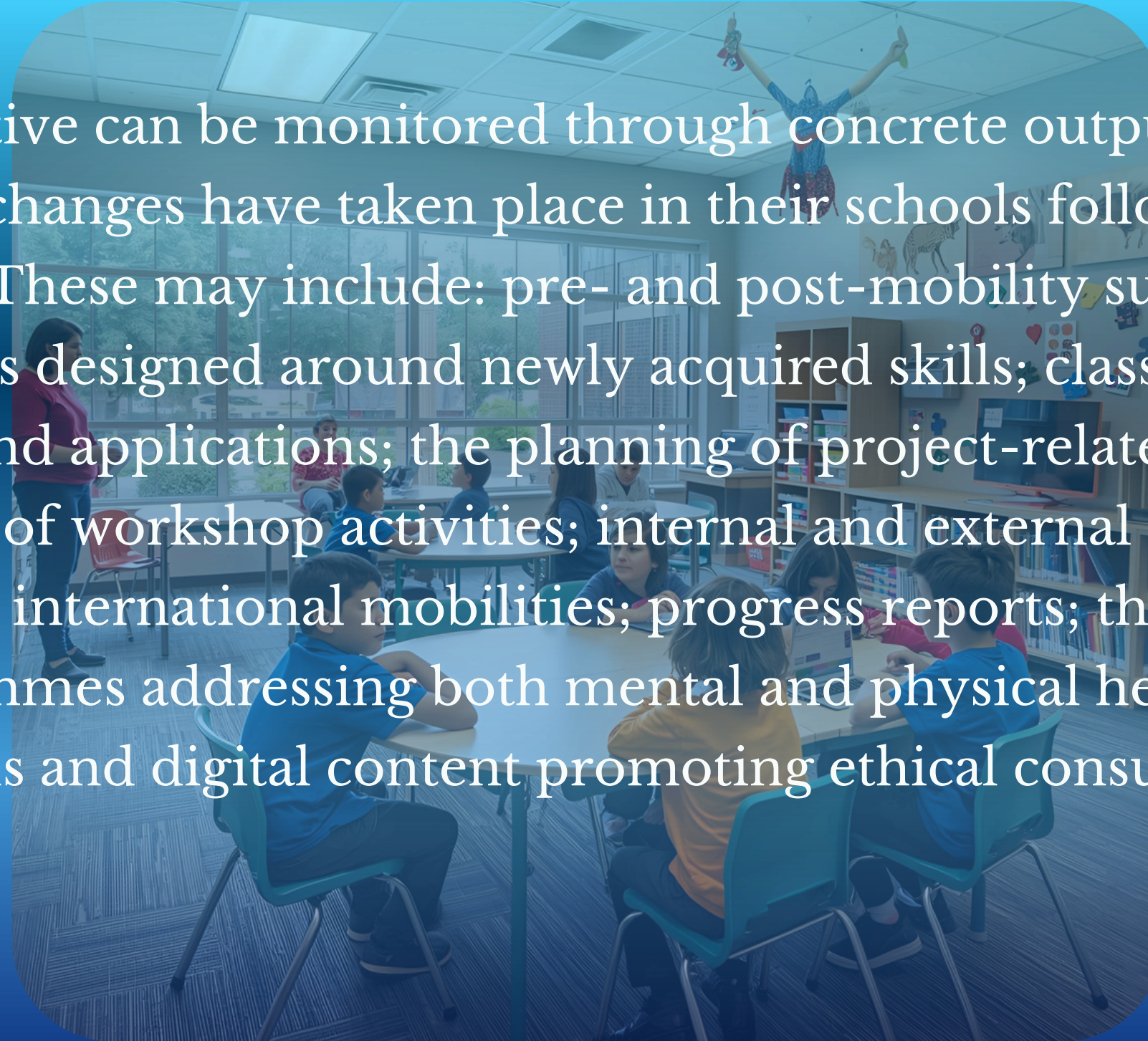




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## Science and Art Centres (BİLSEM)

To ensure that this objective can be monitored through concrete outputs, partner institutions are asked to identify which changes have taken place in their schools following the implementation of project activities. These may include: pre- and post-mobility surveys administered to participants; lesson plans designed around newly acquired skills; classroom activities enhanced through new methods and applications; the planning of project-related videos, films and visual materials; organisation of workshop activities; internal and external seminars; debriefing and evaluation sessions after international mobilities; progress reports; the establishment of whole-school wellbeing programmes addressing both mental and physical health; and the development of educational materials and digital content promoting ethical consumption and green skills.





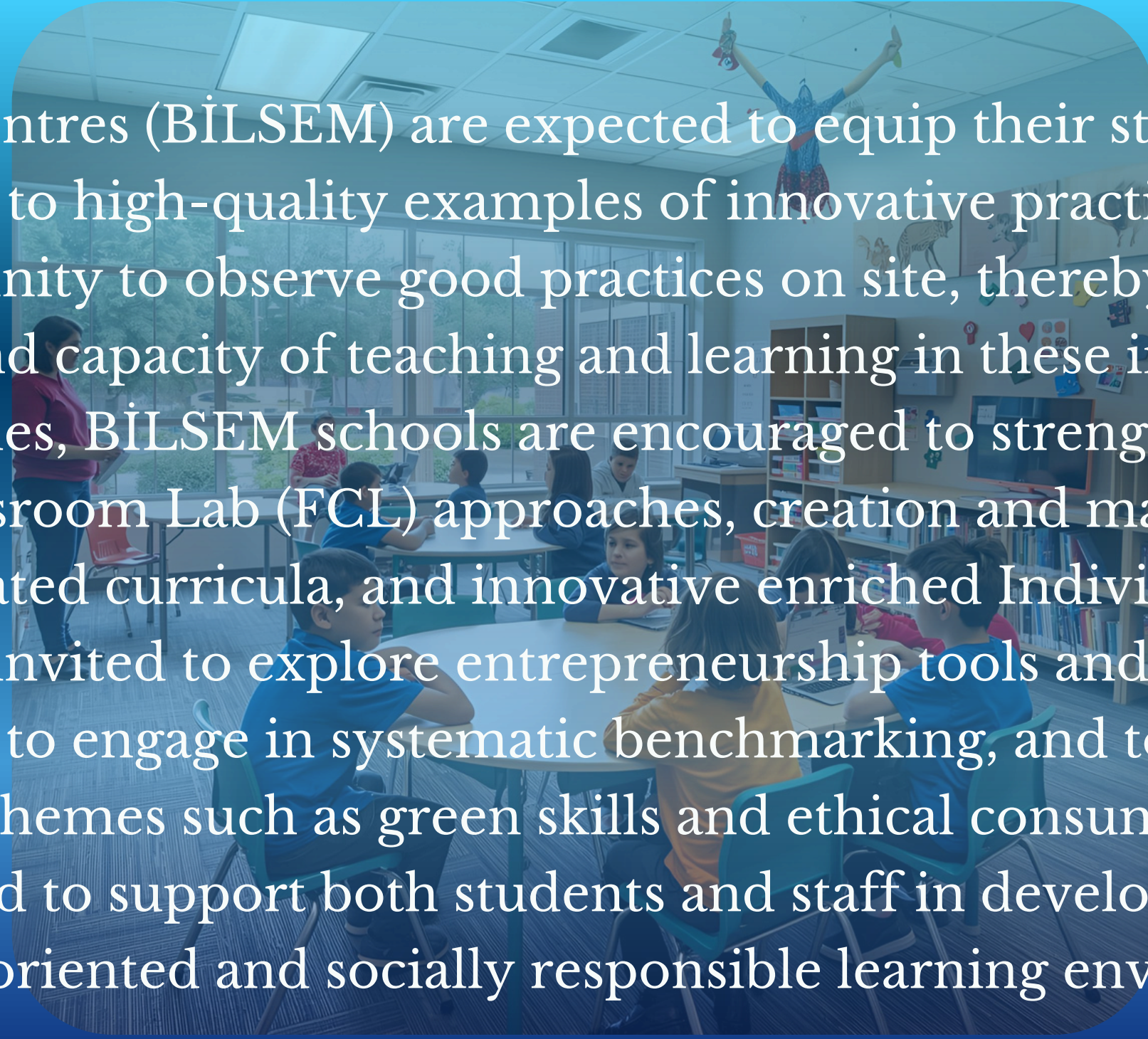


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## Science and Art Centres (BİLSEM)

Our Science and Art Centres (BİLSEM) are expected to equip their students with 21st-century skills through exposure to high-quality examples of innovative practice. A key element in this process is the opportunity to observe good practices on site, thereby enhancing the overall quality and capacity of teaching and learning in these institutions.

Under the project activities, BİLSEM schools are encouraged to strengthen their competences in areas such as Future Classroom Lab (FCL) approaches, creation and makerspace studios, STEAM, robotics, coding, integrated curricula, and innovative enriched Individualised Education Plans (IEPs). They are also invited to explore entrepreneurship tools and competences for both teachers and learners, to engage in systematic benchmarking, and to integrate wellbeing in education together with themes such as green skills and ethical consumption. In this way, project activities are expected to support both students and staff in developing forward-looking, research-oriented and socially responsible learning environments.







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## Cross-Cutting Criteria for All School Types

For all participating school types within the consortium, the following cross-cutting criteria and indicators are used to monitor impact and progress:

All institutions are encouraged to engage in international collaboration through eTwinning projects, to increase their experience in both KA1 and KA2 actions, and to support learners in creating joint products with their peers during virtual or face-to-face mobilities. Schools are expected to work towards obtaining eTwinning School and Cybersecurity School labels, and to establish creative learning environments such as Future Classroom Labs (FCL), Makerspace/Design, STEAM and Robotics laboratories, actively using these spaces for educational activities.





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At staff level, we aim to increase the number of teachers holding Europass Mobility documents, foreign language certificates and recognised qualifications in digital competences. Project activities should be systematically disseminated on institutional websites and social media accounts, supported by targeted videos and visual materials. Internal and external seminars linked to project outcomes, together with pre- and post-mobility surveys and tests, will provide further evidence of impact.

Additional indicators include an increase in the number of staff trained in project cycle management and project leadership, the establishment of “healthy and quality life” coaching roles, and the planning and delivery of related training and activity plans. Where relevant, institutions are encouraged to conduct needs analyses and develop work schedules on topics such as healthy living, complemented by school-based and out-of-school activities (e.g. nutrition, sleep and stress management, meditation, nature walks).





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Ethical consumption will be monitored through pre- and post-test results, as well as through benchmarking activities and comparative analyses between host institutions and consortium members. Participant diaries documenting observations related to green skills and inclusion, the outcomes of local projects and initiatives focused on the green agenda, and sustainability-themed training certificates and recognition documents will all serve as verifiable indicators. Finally, responses to the relevant themes in the European Commission's participant surveys will be reported as part of the evidence base demonstrating the quality, relevance and long-term impact of project activities.





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Through this accreditation, our consortium seeks not only to organise mobility activities, but to build lasting partnerships that foster innovation, inclusion and wellbeing in education. By working together on our shared priorities—digital transformation, environmental sustainability, inclusive practices and healthy school communities—we aim to create learning environments where both students and staff can thrive. We would be delighted to cooperate with host institutions that share these values and are willing to engage in a meaningful, long-term exchange of expertise and good practices.

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[www.izmirarge.meb.gov.tr](http://www.izmirarge.meb.gov.tr)





## 2025 Consortium Members

- Narlidere Sıdıka Akdemir  
Rehberlik Araştırma Merkezi
- Bayraklı Bilim Ve Sanat  
Merkezi
- Gaziemir Bilim Ve Sanat  
Merkezi
- Torbalı Bilim Ve Sanat Merkezi
- Balçova Özel Eğitim Anaokulu
- Bergama Bağımsız Anaokulu
- Orkide Anaokulu
- Yanbastı Kardeşler Anaokulu
- Adnan Mazıcı İlkokulu
- Ankara İlkokulu
- Bornova Fatih Sultan Mehmet  
İlkokulu
- Gümüldür Hasan Eren İlkokulu
- İnönü İlkokulu
- İsmail Hakkı Pamukçu İlkokulu
- Rıza Ozmenoglu İlkokulu

- Şehit Uzman Cavus Ali  
Akdagan İlkokulu
- Tekeli Şehit Er İbrahim  
Kocagöbek İlkokulu
- Ulukent İlkokulu
- Bornova Cımentas Ortaokulu
- Bornova Yunus Emre  
Ortaokulu
- Burhan Özfatura Ortaokulu
- Cemil Meriç Ortaokulu
- Develi Ortaokulu
- Dr.Güngör Özbek Ortaokulu
- Güzelyalı Ortaokulu
- Mediha Mahmutbey Ortaokulu
- Ödemiş Ortaokulu
- Özel Rota Ortaokulu
- Sait Güzelcan Ortaokulu
- Selahaddin Eyyubi İmam  
Hatip Ortaokulu

- Ulamis Ortaokulu
- Adnan Menderes Anadolu Lisesi
- Çiğli Sezai Karakoç Anadolu Lisesi
- Gaziemir Nevvar Salih İşgören  
Anadolu Lisesi
- Gümüldür Bilgin Bülent Kiliç  
Anadolu Lisesi
- Haldun Koşay Anadolu Lisesi
- Karşıyaka Alev Alatlı Anadolu  
Lisesi
- Karşıyaka Gazi Anadolu Lisesi
- Narlıdere Cahide Ahmet  
Dalyanoğlu Anadolu Lisesi
- Necmettin Erbakan Anadolu İmam  
Hatip Lisesi
- Ödemiş Ayhan Kökmen Fen Lisesi
- Özel Karabağlar Delta Anadolu  
Lisesi
- Şehit Erol Olçok Anadolu İmam  
Hatip Lisesi