BEST PRACTICES REPORT

CORE Project Output-7

TÜRKİYE ULUSAL AJANSI
TURKISH NATIONAL AGENCY

Funded by
the European Union

CORE
PROJECT

Introduction

1. Background and Context

The global research and development (R&D) landscape is evolving rapidly, with increasing emphasis on innovation and evidence-based practices. However, the European Union (EU) faces significant challenges that hinder its potential to maintain competitiveness in this arena. These challenges include the aftermath of financial crises, sluggish economic growth, and an ageing population. A critical area of concern is the EU's relatively low investment in research, which stood at 1.9% of GDP in 2008, significantly below the 2.5% recorded in the United States during the same period. Additionally, knowledge production remains unevenly distributed, concentrated in a few Member States, further exacerbating disparities within the EU.

Amidst this backdrop, doctoral education emerges as a cornerstone of the EU's strategy to strengthen its knowledge economy. Doctoral candidates contribute directly to the research and innovation ecosystem through advanced research training and individual research experiences. With the EU's strategic objective to increase R&D investment to 3% of GDP, there is a growing demand for highly skilled researchers to drive innovation and progress. Recognizing the vital role of social and educational sciences in addressing societal challenges, this project aims to equip early-career and established researchers with the methodological tools and competences necessary to excel in their fields.

2. Project Overview

Our project titled *Competence Oriented Methodologies for R&D in Social and Educational Sciences* (Reference Number: 2021-1-TR01-KA220-HED-000031999) seeks to address these pressing challenges by fostering the development of tailored methodologies and resources for researchers. The primary objective is to bridge methodological gaps and provide researchers with the skills to undertake rigorous, impactful studies in social and educational sciences. This aligns with the broader Erasmus+ program objectives of promoting education, training, and innovation across Europe.

The project involves collaboration between universities, research institutions, and sectoral experts, each contributing their expertise to create comprehensive, accessible resources. By focusing on

capacity building and methodological rigor, the project aims to empower participants to advance their academic and professional careers while contributing to the EU's R&D goals.

The priorities of this project have been carefully selected to align with the aims and objectives, drawing upon the framework outlined in **"Towards a European Framework for Research Careers"** published by the European Commission. This framework categorizes researcher careers into four distinct stages, each with unique challenges and development needs:

1. **First Stage Researchers (R1)**: These are individuals conducting research under supervision, often at the pre-PhD level. They possess foundational knowledge and an ambition to learn but lack the skills to independently carry out research.
2. **Recognised Researchers (R2)**: These include research assistants and PhD holders who have begun to gain independence. While they possess the technical skills for research, they often lack competencies in preparing, managing, and evaluating research projects.
3. **Established Researchers (R3)**: These researchers exhibit significant independence, can design and conduct projects, and collaborate effectively with academia and industry.
4. **Leading Researchers (R4)**: These are experts and leaders in their field, capable of managing and guiding major research initiatives while serving as role models for earlier career stages.

The design and execution of this project consider the specific needs and challenges of **R1** and **R2 researchers**, with the overarching objective of fostering their professional growth and facilitating progression to higher career stages.

Project Objectives

The project's primary objective is to **enhance the research skills and competencies of academicians and researchers** in social and educational sciences, thus accelerating their career advancement. Tailored training methodologies will be developed to address the methodological gaps and equip researchers with the tools necessary for independent and collaborative work.

Specific objectives include:

- **For First Stage Researchers (R1):** Developing tools to improve foundational research skills and foster independence, enabling these researchers to transition into Recognised Researchers (R2).
- **For Recognised Researchers (R2):** Creating advanced tools and training content to enhance project preparation, implementation, and evaluation skills, thereby strengthening their capacity to collaborate with colleagues and stakeholders. This will prepare them for progression to the Established Researchers (R3) stage.
- **Addressing methodological gaps:** Tackling the deficiencies in research methodologies in the social and educational sciences.
- **Promoting e-learning opportunities:** Increasing access to innovative learning approaches such as blended learning, digital platforms, and open educational resources.
- **Fostering collaboration:** Building networks and synergies between higher education institutions, research organizations, and other stakeholders.

Alignment with Priorities

Higher Education Priority: Stimulating Innovative Learning and Teaching Practices

The project is designed to fill existing training and methodological gaps in social and educational sciences by:

- Creating tailor-made, multidisciplinary learning methodologies.
- Incorporating open, online, and blended learning approaches to ensure adaptability for mature and early-career researchers.
- Testing and refining these methodologies through pilot training sessions, leveraging feedback from all stakeholders.
- Using e-learning platforms for modular courses that promote lifelong learning and enable learners to upskill effectively.

The emphasis on innovative practices aligns with the EU's goals to modernize higher education and address skill shortages in R&D sectors.

Higher Education Priority: Building Inclusive Higher Education Systems

The project's focus on **Recognised Researchers (R2)** is expected to improve collaboration between academia and the business sector by equipping researchers with the skills to design and manage R&D projects. Similarly, the tailored content for **First Stage Researchers (R1)** will enhance employability and career progression by equipping them with essential tools and competencies.

By fostering inclusivity, the project aims to create opportunities for researchers across different career stages, sectors, and regions, enabling access to high-quality training and resources.

This project directly contributes to building a more **innovative, inclusive, and sustainable research ecosystem** by focusing on skills development, methodological advancements, and collaborative synergies. These outcomes not only align with the priorities of the EU but also ensure the long-term professional growth and employability of researchers in social and educational sciences.

3. Target Groups and Stakeholders

This project primarily targets two key groups:

1. **First Stage Researchers**: These include final-year master's students, PhD candidates, and early-career researchers. The project seeks to enhance their skills in research design, methodology, and data analysis, enabling them to conduct supervised yet impactful research projects.
2. **Recognized Researchers**: This group encompasses established academics, such as research assistants, PhD holders, and mid-career researchers. For them, the project focuses on capacity-building activities related to project management, collaboration, and independent research leadership.

Additional stakeholders include academic institutions, policymakers, and industry professionals who benefit indirectly from the project's outcomes by gaining access to better-trained researchers and more rigorous studies.

4. Methodology and Approach

To address the identified needs of the target groups, the project employs a structured and participatory approach. The methodology includes:

- **Needs Analysis**: Comprehensive assessment of skill gaps among the target groups to design relevant training materials.
- **Tailored Outputs**: Development of accessible e-learning modules, workshops, and guides focused on quantitative and qualitative research techniques.
- **Collaborative Frameworks**: Encouragement of interdisciplinary collaboration among participants through co-authored projects, joint research proposals, and knowledge-sharing sessions.
- **Evaluation and Feedback**: Continuous monitoring and assessment of training effectiveness to ensure alignment with participant needs and project objectives.

By combining formal, non-formal, and informal learning methods, the project ensures a holistic and inclusive approach to capacity building, fostering long-term impact within the academic and research communities.

Visibility, Dissemination, Promotion Activities

Effective dissemination, promotion, and visibility are critical to ensuring that the project achieves widespread recognition, maximizes its impact, and facilitates the adoption of its results by relevant stakeholders. This section outlines the activities undertaken to share project outcomes and promote visibility at various levels: local, regional, national, and international.

Target Groups for Dissemination and Promotion Activities

The dissemination activities targeted diverse audiences, both within and outside the partnership, including:

1. **Internal Audiences**:

- Personnel within each partner organization, beyond those directly involved in the project.
- Aimed to foster local ownership of the project and ensure sustainability through internal engagement.

2. **External Audiences**:

- **Academicians, researchers, and students** aspiring to academic or research careers.
- **Representatives of research institutions, universities, and public/private organizations** involved in education and research.
- **Local and regional press and media outlets** to reach the general public.
- **Policy and decision-makers** to facilitate policy adoption and influence.
- **International stakeholders** interested in similar projects and their outcomes.

Dissemination at Local and Regional Levels

1. **Local Media Engagement**:

- Press bulletins/newsletters were circulated every six months to ensure consistent media coverage.
- Articles about the project and its themes were published in local newspapers and online platforms.

2. **Pilot Trainings**:

- Three pilot trainings were conducted with at least 270 participants from four countries and six organizations.
- These events provided direct dissemination opportunities through participant interaction and project presentations.

3. **Promotional Materials**:

- Promotional materials were used to visually represent the project's goals, outputs, and progress.
- Distributed at universities, research institutes, and public institutions to reach key stakeholders.

4. **Multiplier Events**:

- Events organized between months 32 and 36 served as key dissemination platforms, targeting academics, policymakers, and student groups at local and regional levels.
- In Türkiye, students and academicians presented their academic papers, highlighting the project's relevance and impact.

Dissemination at National and International Levels

1. **Digital Platforms, Online Communities and Networks**:

- A project website was established for serving as the primary information hub with all relevant details, outputs, and e-learning materials.
- Social media was used to provide regular updates and increase visibility.
- Project materials and results were shared on popular forums, digital platforms, and Erasmus+ Project Results Platform to reach international audiences.

2. **E-mail Campaigns**:

- E-mails and e-mail groups were used for targeted dissemination to stakeholders, networks, and mailing lists curated throughout the project.

3. **Articles and Publications**:

- Both academic and non-academic articles were prepared to raise awareness of the project's objectives and outcomes, ensuring broader outreach.

Internal Dissemination Activities

1. **Meetings and Communication**:

- Regular project meetings facilitated information exchange within the consortium.
- Regular meetings supported ongoing dissemination within partner organizations.

2. **Brochures and Posters**:

- Dissemination materials were distributed internally to ensure project visibility among personnel.
- These materials highlighted key objectives and encouraged employees to share information with their networks.

Collaboration and Management Activities

To facilitate seamless cooperation and communication among partners and stakeholders, a comprehensive communication plan was designed with input from all partners. By effectively utilizing appropriate communication channels, stakeholders were kept informed about every stage of the project. This approach ensured that any deviations from project objectives or indicators were promptly identified, enabling the consortium to take necessary precautions and corrective measures. Communication management played a crucial role in ensuring that all activities were well-coordinated and clearly implemented. Furthermore, the communication plan included detailed documentation of the decision-making process. Decisions made during meetings were documented and shared with partners and key personnel, preventing misunderstandings and mitigating risks arising from miscommunication.

Key Communication and Management Activities:

Coordination Team Meetings were held using online platforms such as Skype. These verbal meetings involved key project personnel who discussed potential risks, issues, or suggestions for

revisions. Past actions were evaluated, and upcoming events or activities were planned collaboratively.

Quality Coordination Meetings took place regularly, focusing on the progress of the project. These online discussions among quality managers addressed any deviations from project objectives, evaluated the quality of outputs, and ensured collaboration and management processes met the highest standards.

Work Package (WP) Meetings were organized at the conclusion of each work package. During these meetings, the outcomes and actions of the completed work package were assessed, and a roadmap for the next phase was collaboratively designed. Relevant staff and key personnel from each partner institution actively participated.

Risk Prevention Meetings were planned but weren't carried out because there was not any issue that needs to be addressed such as conflicts within the consortium or external threats to the project. If the consortium could resolve an issue internally, it was addressed promptly. For more significant matters, the coordinator contacted the National Agency and kept all partners informed throughout the resolution process.

Meetings with Subcontractor were held and followed up by ISMAI since there were not any budget allocated to other partners as exceptional costs after the budget revision made by the National Agency. The frequency of these meetings was determined by this partner.

Transnational Project Meetings

A series of international partner meetings were organized to facilitate collaboration and ensure the project's success. These meetings served as a platform to evaluate progress, address potential risks, and plan subsequent activities.

M1 Kick-off Meeting: The kick-off meeting marked the official start of the project. The opening meeting of the project would normally be held in Turkey, but due to concerns about the COVID-19 outbreak, it was held digitally rather than physically. In this meeting, partners and their representatives are introduced and the general roadmap outlined, and the methodology, evaluation processes, and objectives for Output 1 (O1) discussed.

M2 Second Meeting: The second international meeting took place in Bulgaria on 28-29 November 2022. This meeting focused on evaluating Output 1 (O1) and planning the next phase (O2). Partners reviewed previous activities, identified risks, and discussed strategies to enhance the project's impact.

M3 Third Meeting: Held in Portugal on 26-27 May 2023, this meeting evaluated Output 2 (O2) and prepared for the implementation of Output 3 (O3). Previous activities were assessed, and a roadmap was developed to ensure smooth progress.

M4 Fourth Meeting: The fourth meeting was conducted in Serbia on 02-03 February 2024. It centered on evaluating Output 3 (O3) and planning activities for Outputs 4 and 5 (O4 & O5). Partners addressed risks and discussed strategies to maximize the project's impact.

M5 Fifth Meeting: This meeting took place in Romania on 05-06 July 2024 and focused on reviewing Outputs 4 and 5 (O4 & O5) while preparing for Output 6 (O6). Discussions aimed at minimizing risks and ensuring a high-quality implementation.

M6 Final Meeting: The last meeting of the project was held in Turkey on 21-22 February 2025. It included a comprehensive evaluation of all project outputs, the collection of necessary documents and records, and discussions for the final report. Feedback from partners was incorporated to ensure the successful completion of the project.

The international meetings were face-to-face and spanned two days, although the duration was adjusted as needed based on collective decisions. One participant from each institution attended, with authority to make decisions to streamline the process and avoid bureaucratic delays.

Quality, Follow-up and Evaluation

The quality follow-up and evaluation measures in the project were systematically designed and implemented to ensure the achievement of the desired outcomes and adherence to project standards. This process was divided into two distinct procedures: quality assurance and quality checks, both essential for monitoring outputs and administrative/management aspects of the project.

Meetings were conducted throughout the project to monitor quality, with feedback collected from partners during these sessions. All discussions and feedback were documented in regular reports, which were compiled into cumulative six-monthly internal quality reports. This systematic reporting process provided a structured mechanism for identifying potential issues and ensuring continuous improvement. The evaluation relied on specific, measurable, achievable, realistic, and time-bound indicators, agreed upon collectively with partners. These indicators were used to assess both the quality and success of the project.

Quality Management and Monitoring Mechanism

The quality management process involved evaluations. Project consortium oversaw the quality management procedures. Key steps in the quality workflow included:

1. Determination Quality Criteria: These criteria were clearly defined for all outputs and administrative processes.
2. Training on Quality Assurance and Control: Partners and responsible personnel were instructed on quality techniques and their implementation.
3. Monitoring and Reporting: Quality checks were conducted, reported to the quality manager, and reviewed in quality meetings.
4. Risk and Issue Management: Identified deviations were addressed through risk minimization strategies to ensure alignment with quality targets.
5. Feedback Collection and Continuous Improvement: Regular surveys and reviews captured suggestions and feedback for improvement.

The structured and systematic approach to quality assurance and monitoring enabled the project to maintain high standards, address challenges effectively, and ensure the achievement of its objectives.

Risk Management, Budget, and Time Management Strategies

Ensuring Proper Budget Control and Time Management

Effective budget control and time management were critical to the successful implementation of the project. The following strategies were implemented:

1. **Activity-Based Budget Allocation**

- The budget was structured to align directly with the activities outlined in the project plan.
- Internal agreements among partners detailed financial installment plans based on activity completion.
- Each partner provided regular reports on their progress to ensure accountability and adherence to the timeline.

2. **Transparent Financial Monitoring**

- All payments and expenses were tracked via bank transfers, ensuring a clear and auditable financial trail.
- Regular documentation and reporting of expenses by each partner facilitated thorough financial oversight.

3. **Strategic Installments**

- Budget installments were tied to milestone achievements to encourage timely and high-quality delivery of outputs.
- This approach created a natural incentive system while preventing financial risks associated with premature disbursement of funds.

4. **Collaborative Time Management**

- The project timeline was continuously monitored and updated during scheduled meetings, including weekly, monthly, and work package-specific meetings.
- Timesheets detailed the time and budget spent on each sub-activity, serving as a micro-level monitoring tool to prevent delays.

5. **Procurement Management**

- Exceptional costs were managed by ISMAI.
- Subcontractor performance was tracked, and payments were only made upon approval by the manager and verification of task completion.

Risk Management Plans

1. **Identified Risks and Mitigation Strategies**

- **Key Staff Turnover**: Staff replacements were managed promptly. Tasks were redistributed within the team if necessary, and partner organizations were encouraged to have a backup plan for key personnel.
- **Budget Revision by NA**: Contingency plans ensured efficient resource reallocation to maintain output quality.
- **Subcontractor Delays**: Contracts with subcontractor included clear deadlines and penalties for delays. Backup vendors were also identified in advance.
- **Resource Constraints**: Regular monitoring of activity progress helped identify potential shortages, and additional resources were sought if required.

2. **Unforeseen Risks**

Risks not identified initially were addressed using a pre-established workflow:

- Staff reported issues to their managers.
- Managers classified and evaluated risks before escalating them to the coordinator if necessary.
- A consortium-wide evaluation was conducted for significant risks, with external support from the NA if required.

3. **Roles and Responsibilities**

- **Personnel**: Identified and reported risks to managers.
- **Managers**: Evaluated and addressed risks locally when possible; escalated unresolved issues.
- **Management Committee**: Developed and monitored risk mitigation plans, redistributed tasks, and liaised with the NA if required.

4. **Risk Reduction Measures**

- **Financial Risks**: Internal agreements ensured financial accountability. Funds allocated to a departing partner were redistributed among remaining partners to maintain project continuity.
- **Legal Risks**: Adherence to agreements and EU financial rules minimized disputes.

This systematic approach to managing budget, time, and risks ensured that the project remained on track and achieved its objectives while maintaining high standards of accountability and efficiency.

Work Package Overview

The project is divided into **seven work packages (WPs)** to ensure effective management and implementation. Each WP is led by a designated leader and co-leader(s), creating a collaborative framework that mitigates risks and builds capacity among partners. This structure fosters close cooperation while maintaining flexibility in case of unforeseen challenges. Below is an elaboration of each WP.

WP1: Training Analysis and Research

Leader: IZU

Co-Leader: SInG-DER

WP1 is research-focused and will result in a **Training Analysis Report**, based on surveys and evaluations. Key activities include:

1. **Content Development for Surveys:**

- Coordinated by IZU and SInG-DER, with input and feedback from all partners.

2. **Conducting Surveys:**

- A minimum of 75 surveys per country will be conducted among the target group.

3. **Evaluation and Assessment:**

- Survey results will be evaluated by IZU and SInG-DER, with findings and methodology shared among partners for finalization.

WP2: Development of Core Outputs (O2 & O3)

Leader: IZU

Co-Leaders for O3: ARNO, SInG-DER

WP2 focuses on the development of two core intellectual outputs:

- **O2:** To enhance the ability of academicians and researchers to conduct qualitative and quantitative research.
- **O3:** To increase collaboration and project development capacity.

Activities for Both Outputs:

1. **Outline Creation:**

- Key topics identified using WP1 results.

2. **Literature Review and Data Collection:**

- Conducted by all partners and consolidated by WP leaders.

3. **Content Design:**

- All partners contribute, with parts delegated and reviewed during meetings. Finalized content is edited by WP leaders.

4. **Pilot Training, Revision, and Finalization:**

- Pilot trainings ensured gathering feedback for revisions. Translations and final reviews ensured the quality.

WP3: E-Learning Platform and Digital Materials

Leader: ISMAI

Co-Leader: ARNO

WP3 focuses on creating a digital platform to host **O2 and O3** outputs. Activities include:

- **Platform Development:**

- Led by ISMAI, supported by ARNO. The platform will incorporate quizzes, questions, images, and other interactive materials.

- **Content Transfer:**

- All partners contributed additional content, ensuring a robust and engaging digital experience.

WP4: Trainer's Handbook (O6)

Leader: UAV

Co-Leader: WSAAS

WP4 develops a comprehensive **Trainer's Handbook**, guiding the use of project outputs and offering tips for training sessions with additional content, debates and practical applications.

Activities:

- Follows the same structure as WP2, including outline creation, content design, pilot trainings, and finalization of the handbook.

WP5: Best Practice Report (Evaluation)

Leader: ARNO

Co-Leader: IZU

WP5 evaluates project activities and outcomes to produce a **Best Practice Report**.

- **Quality Meetings:**
- Feedback and experiences collected by each partner and coordinator.
- **Evaluations:**
- Continuous assessment ensures alignment with project goals and improvement of methodologies.

WP6 & WP7: Administrative Management and Dissemination

Leader: IZU

Co-Leaders: All Partners

These administrative packages handle project coordination, dissemination, and visibility activities.

WP6: Project Coordination

- Regular meetings ensured smooth operation and accountability.

- Partners shared responsibilities for administrative tasks.

WP7: Dissemination and Multiplier Events

- Dissemination activities engaged diverse audiences through events and publications.
- **Multiplier Events:**
    - Organized in five countries (Turkey, Romania, Portugal, Serbia, and another partner country).
    - Minimum 100 participants in Turkey and 40 participants in each other country will promote the project's intellectual outputs.
- The integration of leaders and co-leaders in all WPs enhances cooperation, ensures continuity, and builds partner capacity. This structure also allows for shared responsibility and minimizes the impact of potential challenges, ensuring the project's successful implementation.

Contributions Made by Each Partner

Istanbul Sabahattin Zaim University (IZU)

IZU has extensive experience in developing and implementing social and R&D projects, supported by its robust resources and international network. The institution possesses:

- **Administrative, technical, and financial capacity** to manage project visibility, valorization, and sustainability (WP5, WP6, WP7).
- Expertise in conducting surveys (WP1), developing training materials (WP2 & WP4), and designing digital platforms (WP3).
- The ability to address potential issues in using the project website and online methodologies.

Western Serbia Academy of Applied Studies (WSAAS)

WSAAS is a leader in developing pedagogical and technological concepts for technology-enhanced learning tailored to diverse target groups. Its role includes:

- Developing a **Trainer's Handbook** (WP4) in collaboration with UAV.
- Designing a strategy and methodology for training trainers, utilizing its specialization in training methodologies.

Sosyal Inovasyon ve Girisimcilik Dernegi (SInG-DER)

SInG-DER brings expertise in project management, quality assurance, and the creation of tailored methodologies. Its contributions include:

- Co-leading **WP1** and the design and development of **O3** alongside ARNO.
- Utilizing its ICT and social media expertise to support project dissemination and e-learning components.
- Leveraging its network of academicians to enhance project implementation.

Universitatea Aurel Vlaicu din Arad (UAV)

UAV is experienced in integrating methodology into training and digital learning. Its key contributions include:

- Leading the development of the **Trainer's Manual (WP4)**, working with WSAAS to incorporate non-formal methodologies into teaching practices.
- Applying its experience in Erasmus+ projects to ensure effective implementation and sustainability.

ISMAI (Instituto Universitário da Maia)

As the second-largest private higher education institution in Portugal, ISMAI contributes:

- Expertise in research techniques and the development of new training content.
- Leadership of **WP3**, focusing on the design and management of digital platforms.

Asociacia za analizirane I realizacia na novacii (ARNO)

ARNO specializes in lifelong learning, labor market analysis, entrepreneurship, and e-learning. Its contributions include:

- Leadership of **WP5** and co-leadership in **WP3** and **O3**.

- Applying its substantial knowledge of e-learning methodologies to ensure high-quality project outputs.

This diverse consortium brought together complementary expertise, fostering innovation and collaboration. By involving both experienced and less-experienced partners, the project promotes mutual learning, capacity building, and the creation of a robust network that supports the long-term goals of Erasmus+ initiatives.

OUTPUT DESIGN

Output 1: Training Needs Analysis

This output served as preparatory work for the subsequent outputs of the project and related activities. The training needs analysis was designed to provide a solid foundation for the creation of outputs O2-O6 within the project context. Conducting an objective and comprehensive training needs analysis proved essential for achieving a greater impact on the target group.

To ensure a meaningful impact, the problem was analyzed objectively, comprehensively, and extensively. A survey was developed to gather objective feedback from a minimum of 450 individuals whose profiles aligned with the project's target group. Partners contributed to the development of the survey content, which was then administered. The responses were collected and organized in Excel before being analyzed using statistical software by academic and research experts within the consortium. These activities completed the first step toward creating tailored training content.

The analysis identified key topics requiring emphasis, which were incorporated into the development of subsequent intellectual outputs. Additionally, the results of the analysis and survey were used in further projects, research, and academic publications.

The training needs analysis report provided a robust basis for other project outputs (O2-O6), significantly enhancing their impact on the target group. Furthermore, the report's findings were utilized in subsequent projects and scientific research, contributing to academic and professional

knowledge. To ensure accessibility and transferability, the analysis report was made available on the internet and regularly distributed to stakeholders.

The implementation of this output was carefully organized into three stages. First, survey content was developed to capture objective feedback. Tasks included appointing qualified personnel, creating a question pool with input from all partners, categorizing questions into relevant topics, and finalizing the survey for distribution. Second, the surveys were conducted with the target group using methods selected by each partner, who also managed logistical arrangements, such as accessing participants and ensuring data completeness. Lastly, the collected data were evaluated and assessed by experts, who processed it using statistical software, created a draft report with visual representations, and finalized it after incorporating feedback from consortium partners.

A combination of methodologies was employed to ensure the effectiveness of this output. These included the use of surveys, both online and face-to-face, to gather data from the target group. Additionally, desktop and computer research were conducted to support the analysis, alongside online and in-person meetings with project partners to coordinate activities and refine outputs.

The results of the training needs analysis were presented in six languages: Bulgarian, Turkish, English, Serbian, Portuguese, and Romanian, ensuring broad dissemination and usability across the consortium and beyond.

Output 2 - Training Programme for First Stage Researchers

First Stage Researchers were defined as individuals conducting research under supervision in academic institutions, universities, research institutes, or industries, up to the level of PhD candidates. These researchers could not independently conduct research but had the ability to understand the field and displayed ambition to learn. The training programme aimed to facilitate and smooth the transition of First Stage Researchers to Recognized Researchers by developing tailored training materials to enhance their research skills in social and educational sciences. The consortium identified a methodological gap in research within these fields across the EU and member countries of the consortium. To address this, tailor-made methodologies were employed during the design of the programme, ensuring a significant impact on the target groups.

The output was based on the findings of the training needs analysis report (O1). Inclusive strategies and international collaboration were integral to the design process, encouraging active

participation from all stakeholders. The training programme was made accessible through the project website and an e-learning platform, offering distance, blended, and e-learning opportunities. These features facilitated the transferability of the programme to higher education and research institutions, supported by quality reports to ensure effective dissemination and valorization. The project aimed to create synergies with other projects and activities in the field.

The training programme equipped First Stage Researchers with essential skills, such as carrying out research under supervision, selecting suitable methodologies for empirical studies, and gaining further knowledge of research methodologies and disciplines. Participants developed critical analysis, evaluation, and synthesis abilities, as well as skills for data collection, cleaning, and integration into relevant software. They also learned to choose dependent and independent variables, create empirical models and hypotheses, conduct diagnostic and robustness tests, and interpret relationships between variables. These competencies were designed to connect theoretical findings to real-world applications, enabling researchers to produce meaningful academic papers or reports.

The leader of this output and WP2 was IZU, with ARNO as the co-leader. The implementation process was divided into four stages. First, an outline was created by selecting topics from the training needs analysis and refining them with partner feedback. Second, a literature review and data collection phase involved gathering recent studies and databases, leveraging the multilingual capabilities of the consortium to access national scientific resources. Third, content design tasks included determining referencing styles, allocating responsibilities based on expertise, and integrating innovative methodologies to facilitate the learning process. Finally, pilot trainings were conducted to test the draft version, gather feedback, and finalize the output after revisions and translations into multiple languages. All partners participated in these activities, ensuring collaboration and inclusivity throughout the process.

The methodologies employed included surveys, desktop research, online communication, and pilot trainings. The final output was made available in Turkish, English, Bulgarian, Serbian, Portuguese, and Romanian.

Output 3 - Training Programme for Recognized Researchers

Recognized Researchers were identified as research assistants and PhD holders who had yet to establish significant independence in their work. These individuals possessed all competencies of First Stage Researchers and had begun to gain autonomy. Despite their R&D skills, they lacked the necessary abilities to prepare, implement, manage, and evaluate research projects effectively. This output aimed to assist in the transition from Recognized Researchers to Established Researchers by enhancing their collaboration, management, and development skills. The programme also sought to strengthen their engagement with industry and businesses.

The consortium recognized a methodological gap in research within social and educational sciences across the EU and consortium member countries. The training programme addressed this gap using tailored methodologies, drawing on the training needs analysis report (O1) as its foundation. Inclusive strategies and international collaboration were central to the programme's development, fostering contributions from diverse stakeholders. Like the First Stage Researchers' programme, this output was accessible via the project website and e-learning platform, supporting its transferability to higher education and research institutions. Quality reports ensured the programme's dissemination and valorization, creating synergies with related projects and activities.

The programme enabled Recognized Researchers to develop various skills, including designing and implementing substantial research programmes with integrity, managing resources efficiently, and collaborating effectively with colleagues. They gained the ability to make original contributions through innovative research, critically analyze and synthesize complex projects, and communicate research outcomes to the academic community. Participants also acquired practical project management skills, such as managing resources, budgets, personnel, and communication, as well as addressing risks, issues, and crises. Additionally, they learned to prepare and present funding proposals to various organizations, including industries, international grants, and public administrations.

IZU led this output and WP2, with ARNO and Sing-DER as co-leaders. The implementation followed a structured four-stage process. Initially, an outline was created by identifying key topics from the training needs analysis and refining them with partner input. The second stage involved a comprehensive literature review and data collection, utilizing the consortium's multilingual resources to access diverse national scientific databases. In the third stage, the content was

designed, incorporating examples, innovative methodologies, and elements to enhance learning. Finally, pilot trainings were conducted to test the draft version, gather feedback, and revise the output. Translations and finalization of the programme ensured its accessibility in multiple languages.

Surveys, desktop research, online collaboration, and pilot trainings were employed as methodologies. The finalized programme was made available in Turkish, English, Bulgarian, Serbian, Portuguese, and Romanian, ensuring wide accessibility and impact.

Output 4: E-Learning Platform

The e-learning platform was developed as an innovative solution to enhance accessibility to diverse training methodologies through technological advancements. With the widespread availability of internet connectivity, the platform allowed users to access, publish, and disseminate information anytime and anywhere. Recognizing that much of the online content is mainstreamed, unfiltered, and often costly, the platform aimed to provide free access to high-quality, specialized methodologies unavailable elsewhere. Designed to incorporate various training approaches such as self-learning, distance learning, blended learning, and modular learning, the platform enabled users to select methodologies aligned with their preferences, thereby enhancing learning performance and the impact of the outputs.

This platform was integrated into the project website, with its design subcontracted to a professional vendor. Outputs O2 and O3 were modified, converted, and uploaded to the platform. These outputs were supported by additional features such as multiple-choice questions, games, exams, examples, and visuals to enrich the learning experience. The transfer of content and implementation of support mechanisms were carried out collaboratively by consortium partners under the leadership of the work package (WP) leader. The platform operated automatically, offering 24/7 access to users without requiring human interaction, catering to both learners and trainers.

The e-learning platform facilitated free and continuous access to training tools, promoting the renewal and expansion of methodologies in the field. It was actively promoted through visibility and dissemination activities to ensure its transferability and sustainability. The leader of this output

and WP3 was ISMAI, with ARNO as the co-leader. The platform supported multiple languages, including Bulgarian, Serbian, Turkish, English, Portuguese, and Romanian.

Output 5: Digital Discs

The digital discs were created as an offline alternative for users without internet access, ensuring equitable accessibility to project outputs. These interactive discs featured a unique interface distinct from the e-learning platform and included all project outputs and additional content designed for the online platform. The discs allowed users to explore various training methodologies such as self-learning, blended learning, and modular learning, tailored to individual preferences, thus enhancing learning outcomes and the impact of the outputs.

The design of the digital discs was subcontracted to an external vendor, while consortium partners were responsible for converting and transferring the outputs to the discs. Outputs O2 and O3 were modified, translated, and integrated into the discs. The finalized versions were uploaded following a structured process involving beta testing, feedback collection, and revisions. The WP leader and co-leader oversaw the process, ensuring alignment with project objectives and timelines.

These digital discs provided free, round-the-clock access to training tools, effectively addressing offline accessibility challenges. They were promoted as part of the project's visibility and dissemination efforts, ensuring widespread transferability. ISMAI and ARNO led the development of this output under WP3, which supported multiple languages, including Bulgarian, Serbian, Turkish, English, Portuguese, and Romanian.

O6 - Trainers' Handbook

The Trainers' Handbook was developed to provide trainers with a comprehensive guide for effectively utilizing the intellectual outputs created during the project. This manual included detailed instructions on how to integrate various outputs into training sessions and offered tips for delivering interactive trainings through open debates and practical applications. Additionally, the handbook provided guidance on incorporating blended learning methodologies. A training session for trainers was conducted as a pilot to test the manual prior to its finalization.

The manual enabled trainers to leverage outputs O2 and O3 effectively, while also incorporating modular training opportunities from outputs O4 and O5. The creation of the handbook involved

several structured activities. Initially, the most challenging topics requiring support were identified through research conducted by all partners. These findings were evaluated and refined by the WP Leader and Co-Leader, ensuring the content addressed the diverse needs of trainers. Supporting materials were further developed, organized into different options for trainers, and finalized following partner feedback.

Instructions for the e-learning platform and digital discs were integrated into the handbook to support blended learning approaches. Relevant sections of the platform were reviewed to identify areas needing clarification, and content was developed accordingly. Suggestions and feedback were gathered, refined, and combined with results from earlier activities to create a cohesive handbook.

Pilot trainings played a critical role in refining the handbook. Partners arranged logistical preparations, selected participants, and conducted pre- and post-training surveys to gather feedback. The results from these pilot trainings were analyzed to improve the handbook's methodology and ensure its robustness. Certificates were distributed to participants, and the handbook underwent final revisions based on the feedback received. The final output was translated into multiple languages, including Bulgarian, Serbian, English, Portuguese, Romanian, and Turkish, and professionally printed for dissemination.

The Trainers' Handbook enhanced trainers' ability to utilize project outputs, enabling them to implement diverse methodologies. This contribution aimed to modernize education systems and expand training methodologies in the field. The handbook's transferability was promoted through visibility and dissemination activities, ensuring its accessibility via the project website.

Sustainability and EU Dimension

After the end of the EU funding, the activities and results of our project will be sustained through the ongoing use and application of the outputs and training methodologies developed. Our consortium members, who are engaged in research and higher education, identified a gap in methodology and training in the field. This gap was addressed through the project's analysis of the needs of the target group, partners, and stakeholders. Moving forward, the consortium partners, along with other stakeholders, will continue to benefit from and utilize the outputs produced, integrating them into their education and training systems. Moreover, partners will be able to

design and develop new, tailored methodologies based on the experiences and results of the project, ensuring the sustainability of the training and outputs through their own resources and contributions.

The project will continue to be disseminated to new audiences and organizations through conferences, small-scale dissemination activities, multiplier events, and thematic events. In addition to traditional dissemination methods, powerful tools such as social media, digital and web platforms, forums, online communities, and email groups will be used to reach a wider audience. These tools are vital in achieving the multiplier effect, transferability, and sustainability of the project at both national and international levels. The project's social media accounts and website will remain active after the project's conclusion, ensuring that the project's content remains accessible to those interested in the topic.

Furthermore, a thematic network, partnership, and communication channels will be established throughout the project and maintained after its completion. This network will address emerging challenges and explore innovative approaches and methodologies in line with feedback received during the project, ensuring continued relevance and impact.

The digital e-learning platform developed during the project will also continue to operate beyond the project's lifetime. The project coordinator, IZU, has the necessary resources, including an IT department and a technology transfer office, to ensure the platform's sustainability. The hosting and domain services secured during the project will be maintained, and consortium partners will have administrative access to the platform, allowing them to update the content with new information and developments.

Ultimately, the project's contributions to sustainability are further enhanced by its European dimension, fostering international collaboration, knowledge exchange, and the development of best practices that can be adapted and applied across Europe.

Web Page and E-Learning Platform

By using the following links, you can check our project website and use the e-learning platform. These materials are Open Educational Resources generated by the project and consortium. By providing reference, you can use, update, revise the results and outputs in line with your planned

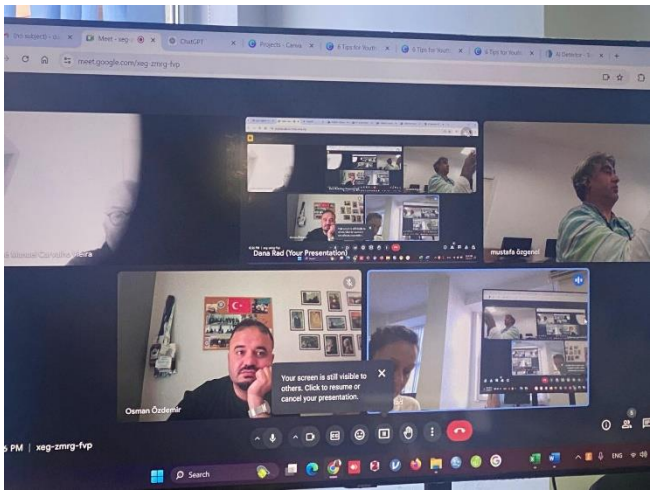
activities and/or projects. We wish you successful activities, projects and/or initiatives and hope to hear from you!

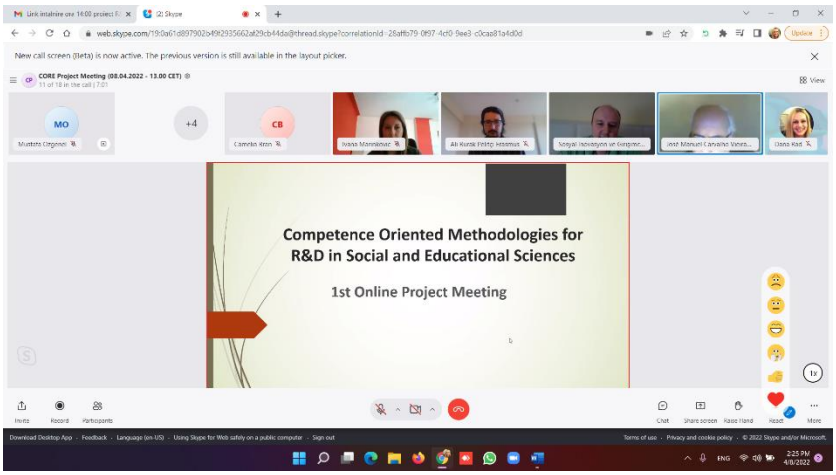
Project website: https://www.eu-coreproject.org

Project e-learning platform: https://coreproject.pontopr.com/en

Visuals

Transnational Project Meetings





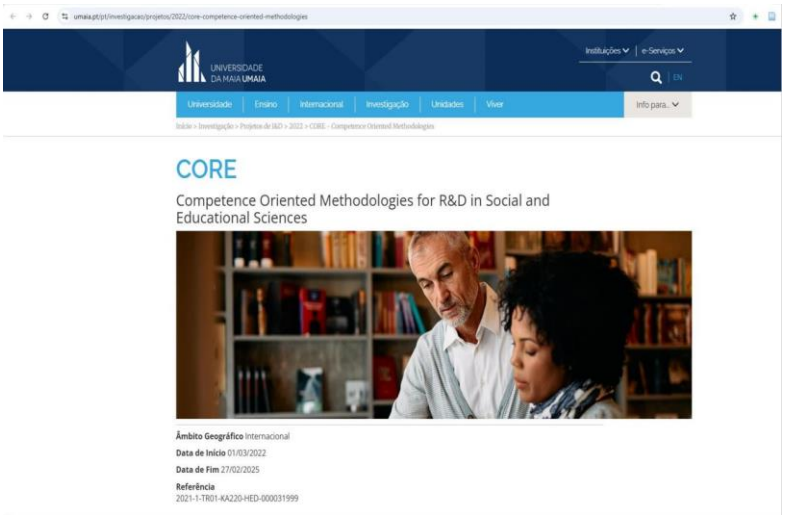
Pilot Trainings

Materijal za obuku
Kvantitativni nacrti
Kvalitativni nacrti
Kvalitativne analize
Miks-metodske analize
Kvantitativna analiza: SEM
Kvantitativna analiza: ANOVA-MANOVA, ANCOVA, MANCOVA, T test
Kvantitativna analiza: Korelacija i regresija
Kvantitativna analiza: R Training
Meta analiza
Razvijanje skala
Akademsko pisanje
Sistematska i bibliometrijsko kompilacija
Pisanje projekata (domaći i međunarodni projekti)

ERASMUS + Project:
2021-1TR01-KA220-HED-000031999
Competence Oriented Methodologies for R&D in Social and Educational Sciences (CORE)
İstanbul Sabahattin Zaim Üniversitesi
Halkalı Kampüs
Eğitim Bilimleri Binası - STEM Laboratuvarı
01.08.2024 10.00-16.00
Doç. Dr. Osman Özdemir
Doç. Dr. Mustafa Özgenel
Acamemic Writing Training
CORE PROJECT

Multiplier Events

Dissemination, Visibility, Promotion Activities



13:35

Akademija Zapadna Srbija Užice

Akademija Zapadna Srbija Užice се налази на локацији **Akademija Zapadna Srbija Užice**.

45 мин. ·

Akademija strukovnih studija Zapadna Srbija i ove godine učestvuje u obeležavanju Erazmus dana. U sredu, 16.10.2024. godine, u 14h, u Odseku Užice (slušaonica 318), održaće se info dan posvećen međunarodnoj mobilnosti studenata i rezultatima Erazmus+ projekta CORE, u čijoj realizaciji Akademija učestvuje kao partnerska ustanova. Studenti Odseka Valjevo događaj mogu pratiti onlajn, putem linka: meet.google.com/eng-cdgd-ndj

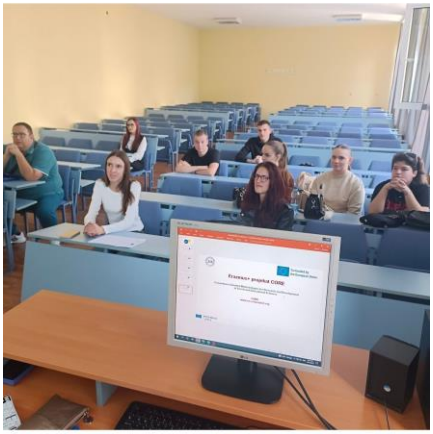
#FondacijaTempus #COREproject #ErasmusDays

Унесите коментар...

15:56

Објаве

akademija_zapadna_srbija_uzice
Akademija Zapadna Srbija Užice



6

akademija_zapadna_srbija_uzice U sredu, 16.10.2024. godine, u sedištu Akademije strukovnih studija Zapadna Srbija organizovan je info dan u okviru manifestacije Erasmus Days 2024. Promovisani su Erazmus+ projekti u čijoj realizaciji Akademija trenutno učestvuje. Zainteresovani studenti su imali priliku da saznaju sve što ih zanima o međunarodnoj mobilnosti od koordinatora projekata mobilnosti i od studentkinje Marijane Đuričić, koja zimski semestar 2024/2025. godine provodi na Univerzitetu Angel Kančev Ruse u Bugarskoj

АКАДЕМИЈА СТРУКОВНИХ СТУДИЈА ЗАПАДНА СРБИЈА-ОДСЕК УЖИЦЕ

За унапређење знања младих истраживача

Потреба постоји за програмима обуке младих истраживача из пет земаља међу којима је и Србија

Академија струковних студија Западна Србија – Одсек Ужице од 28. фебруара 2022. године учествује у спровођењу пројекта у оквиру Еразмус+ програма под називом: Методологија развоја компетенција за бављење научно-истраживачким радом у области друштвених наука и образовања - CORE. Пројекат спада у категорију КА2 – Партнерства за сарадњу у високом образовању. **Др Ивана Маринковић је руководилац Канцеларије за међународну сарадњу и за спровођење пројекта.**

Носилац пројекта CORE је Универзитет Istanbul Sabahattin Zaim. Поред носиоца пројекта, конзорцијум обухвата установе из пет различитих земаља и то Академија струковних студија Западна Србија, Одсек Ужице – Србија, Sosyal Inovasion ve Girisimcilik Dernegi – Турска, Asociacia za analizirane i realizacia na novacii – Бугарска, Universitatea Aurel Vlaicu Din Arad – Румунија и Maieutica Cooperativa De Ensino Superior CRL – Португалија.

- Основни циљ пројекта је унапређење компетенција младих истраживача за успешно бављење квантитативним, квалитативним и мешовитим истраживањем у области друштвених наука и образовања. Резултати анализе потреба младих истраживача у свих пет земаља, спроведене на почетку реализације пројекта, указали су на потребу за програмима обуке из следећих области: вештине академског писања, нацрти квантитативног истраживања, квалитативног и мешовитог истраживања, квантитативна анализа: ANOVA, MANOVA, ANCOVA, MANCOVA, T-test, корелациона и регресиона анализа, Квалитативне анализе: програмски језик R, моделирање структурних једначина (SEM) и мета-анализа, креирање скала за спровођење истраживања, квалитативне анализе, систематски приказ литературе и писање пријава за међународне пројекте-навела је др Ивана Маринковић.

Др Ивана Маринковић, са међународног састанка у Араду, Румунија (последња у првом реду десно)

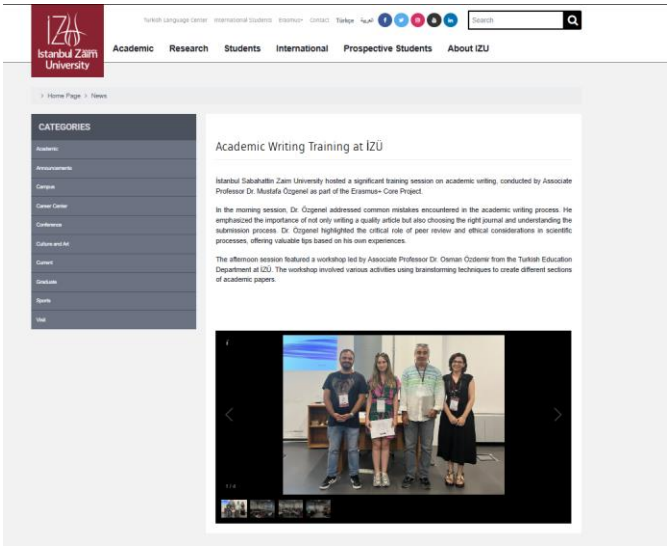
Пројектни тим Академије задужен је за израду материјала за нацрте квалитативних и мешовитих истраживања и квалитативне анализе. Припремљени материјал пружа могућност младим истраживачима да се подробније упознају са основним карактеристикама и нацртима квалитативних истраживања. Представљене су и основне методе за прикупљање података за квалитативно истраживање. Материјал о мешовитом истраживању пружа појашњење шест основних нацрта секвенцијални експланаторни и трансформативни, истовремена триангулација, нацрт и трансформативни нацрт. Објашњена је примена теорије у квалитативном и мешовитом истраживању, уз смернице за формулисање истраживачких питања. Пројектни тим Академије припремио је и материјал за обуку за спровођење квалитативних анализа. Уз наглашавање значаја триангулације, обезбеђене су детаљне смернице за спровођење садржаја, наративне анализе, тематске анализе, дискурса, анализе оквира и утемељене теорије.

- Материјал за све програме обука припремљен је на енглеском језику и на националном језику партнерских установа, а постављен је на платформу за електронско учење, која представља један од интелектуалних производа пројекта. Младим истраживачима платформа пружа могућност за самостално учење и усавршавање, а може се користити и за комбиновано учење у присуству едукатора за које ће у завршној фази реализације пројекта бити припремљен приручник за спровођење обука-нагласила је Маринковић.

Посебан значај овог пројекта је што обједињује све неопходно за бављење научно-истраживачким радом, од одабира метода и инструмената за спровођење истраживања, преко тумачења и анализе прикупљених података, до саопштавања и објављивања добијених резултата. Припремљени материјал може се користити и за обуку и развијање вештина писања пројектних пријава за међународне изворе финансирања.

Платформа са комплетним материјалом и приручником за организаторе обука биће представљена на посебном догађају који ће Академија организовати на крају пројекта који се завршава 25. фебруара 2025. године, наведено је из Академије струковних студија Западна Србија-Одсек Ужице.

Драгица Цвијовић



Dana Rad, **Alina Roman** ile birlikte **Aurel Vlaicu University of Arad**'da 😇 hoşnut hissediyor.
23 Ocak · Arad, Arad ili, Romanya ·

În cadrul proiectului Competence Oriented Methodologies for R&D in Social and Educational Sciences (ID: 2021-1-TR01-KA220-HED-000031999), au fost desfășurate următoarele cursuri de formare pentru dezvoltarea competențelor avansate de cercetare, adresate unui grup de 60 de studenți de la specializările licență: Psihologie și Psihopedagogie Specială (anul III) și masterat: Consiliere și evaluare în psihologie (anul II):

Curs: Scale Development
Perioada: 13-15 ianuarie 2025
Organizator: Center of Research Development and Innovation in Psychology, Facultatea de Științe ale Educației, Psihologie și Asistență Socială, Universitatea "Aurel Vlaicu" din Arad.

Curs: Quantitative Analysis: R Training
Perioada: 20-22 ianuarie 2025
Organizator: Center of Research Development and Innovation in Psychology, Facultatea de Științe ale Educației, Psihologie și Asistență Socială, Universitatea "Aurel Vlaicu" din Arad.

Aceste cursuri au fost coordonate de Assoc. Prof. PhD Dana Rad si Asist. Prof. PhD std. Gavril Rad.

Dorim să exprimăm întreaga noastră recunoștință pentru sprijinul acordat în desfășurarea acestor cursuri și pentru contribuția deosebită la succesul proiectului domnului Assoc. Prof. PhD Teodor Cilan, Rector al Universității „Aurel Vlaicu" din Arad, și doamnei Prof. PhD Alina Roman, Decan al Facultății de Științe ale Educației, Psihologie și Asistență Socială. Profesionalismul și implicarea domniilor lor au fost esențiale pentru buna organizare și implementare a activităților proiectului 😍

https://www.eu-coreproject.org/researchers/

https://coreproject.pontopr.com/en

#coreproject #Erasmus #Research

T.C.
İSTANBUL SABAHATTİN ZAİM ÜNİVERSİTESİ REKTÖRLÜĞÜ
Eğitim Bilimleri Bölüm Başkanlığı

Sayı : E-50910590-100-2500007724 17.02.2025
Konu : Core Project Yaygınlaştırma Toplantısı Resmi Davet Yazısı

EĞİTİM FAKÜLTESİ DEKANLIĞINA

Avrupa Birliği Eğitim ve Gençlik Programları Merkezi Başkanlığı (Türkiye Ulusal Ajansı) tarafından desteklenen ve İstanbul Sabahattin Zaim Üniversitesi koordinatörlüğünde yürütülen **"Competence Oriented Methodologies for R&D in Social and Educational Sciences (CORE Project)"** başlıklı Erasmus K220-HED projesi kapsamında, projede elde edilen bulguları ve çıktıları paylaşmak amacıyla 21.02.2025 tarihinde saat 14:00-17:00 aralığında İstanbul Sabahattin Zaim Üniversitesi Abdullah Tivnikli Konferans Salonu'nda yaygınlaştırma toplantısı düzenlenecektir. Ekte bulunan resmi davet yazısının ve program akışının İstanbul'da bulunan tüm üniversitelere, İstanbul İl Milli Eğitim Müdürlüğüne ve İlçe Milli Eğitim Müdürlüklerine gönderilmesi hususunda gereğini bilgilerinize arz ederim.

Prof. Mustafa Yüksel ERDOGDU
Bölüm Başkanı V.

Ek:
1- Core Project Davet Yazısı
2- Core Project Program Akışı

Funded by
the European Union

CORE
PROJECT

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.