

**Erasmus+ KA2 project Inventory For Care À La Carte (IFCALC)**

2017-1-NL01-KA202-035257

**MINUTES OF THE 2<sup>ND</sup> PROJECT MEETING**

Istanbul (TR), 28 &amp; 29 November 2017

**Location:**

 OZEL AVCILAR CIZGI MESLEKI VE TEKNİK ANADOLU LİSESİ  
 Üniversite Mah. Ceyhun Sok. No: 6  
 AVCILAR/İSTANBUL (Turkey)

**TUESDAY, 28 NOVEMBER 2017**

Time	Item	Preparation/Presentation
10:00	Welcome	
	Goal of the 2 <sup>nd</sup> project meeting	Durk van Wieren
	Agenda	
	Minutes of the kick-off meeting (Oct. 2017, NL)	Durk van Wieren
	Evaluation of the kick-off meeting (Oct. 2017, NL)	Durk van Wieren
	Presentation of the Turkish national health care education system	Ms. Goksen Cegil
	Discussion about the Turkish refugee situation	Mr. Prof. Dr. Rehat Faikoglu
	Template for the analysis	All
17:00	End of day 1	
19:00	Dinner	All

WEDNESDAY, 29 NOVEMBER 2017

Time	Item	Preparation/Presentation
10:00	Welcome and agenda for the day	Durk van Wieren
	Tour at the school	Ulaş Velioglu
	Dissemination	All
	Press release and presentation to management	All
12:00	End of 2 <sup>nd</sup> project meeting	

**PARTICIPANT'S LIST:**

ORGANIZATION	NAME	28 November 2013	29 November 2013
Aventus Apeldoorn	Durk van Wieren	√	√
Aventus Apeldoorn	Jan Buijserd	√	√
Stichting Su International Zorg	Murat Aksoy	√	√
Stichting Su International Zorg	Sukran Aksoy	√	√
Stichting Su International Zorg	Fazilet Aksoy	√	√
Ozel Avclar Cizgi Mesleki Ve Teknik Anadolu Lisesiatec	Ulaş Velioglu	√	√
Ozel Avclar Cizgi Mesleki Ve Teknik Anadolu Lisesiatec	Ali Ihsan Ozeroglu	√	√
Social- og Sundhedsskolen Fyn	Henrik Gräs	√	√
Social- og Sundhedsskolen Fyn	Iben Vibe Ostergaard	√	√

**MINUTES OF THE MEETING:****TUESDAY 28 NOVEMBER 2017:****Welcome, goal of the 2nd project meeting & agenda:**

After welcoming all participants, Durk van Wieren thanked Mr. Ulaş Velioglu for the hospitality and pick-up service. The goals of the 2<sup>nd</sup> project meeting and the content of the agenda were discussed (no changes/additions required). The used PowerPoint presentation can be found in the annexes to these minutes.

**Minutes of the kick-off meeting (Oct. 2017, NL):**

The minutes of the kick-off meeting were discussed. No changes required.

**Evaluation of the kick-off meeting (Oct. 2017, NL):**

The results of the online survey regarding the kick-off meeting were discussed. Conclusions: all participants were satisfied and no need for changes of the methodology.

**Presentation of the Turkish national health care education system by Ms. Goksen Cegil (Turkish ministry of (health care) education):**

Ms. Cegil explained that because of the growing need for health care 34 state hospitals are to be opened in 2017/2018 within the Istanbul region. This includes a growing need for qualified health care staff and therefor an increase of health care education. In order to support this achievement; private schools are also supported by the government.

In order to increase the quantity of health care workers, special arrangements within the health care education are made possible. This means that after High school graduation, students can choose for a direct health care education (assistant nurse, health technician or midwives assistant) or further education at the University. Next to theoretical elements, 'on the job training' (including internships) represents a significant part of the total education in class 10, 11 and 12 of High school.

In order to create 'short cuts' in education learners in the age of 15/16 now also can follow an expert education in order to gain access to class 11.

In order to support '2<sup>nd</sup> change education', possibilities to start a health care education at an older age via the University. Access is then possible through a 'starting test' and a 'mental wellbeing test'.

Refugees are also supported to follow the health care education program. This year a first group – in the Istanbul region - will start via a special one year 'preparation school' where the Turkish language and culture are the main subjects. Entrance to the regular health care education is possible after successful graduation of this 'preparation school'. Refugees with a health care education can be allowed to work in Turkish health care if their diploma is recognised. If the refugee can't show a diploma, a special competency check/assessment will be organized. There are a few positive examples of Turkish speaking refugees who gained direct access to the health care labour market via this route.

Approx. 6.000 refugees will be allowed to follow this special education program which will only be executed by private schools which requires an private investment of the refugees themselves. If this is problematic special support via either the government or charity funds are available.

Elderly care education is also possible. This will become one of the options at High School (homecare of elderly care). Until now this could only be achieved by a University education.

The presentation of Ms. Goksen Cegil can be found as an Annex to this minutes.

**Discussion about the Turkish refugee situation by Mr. Prof. Dr. Rehat Faikoglu:**

Mr. Prof. Dr. Rehat Faikoglu and his 3 colleagues joint a round table discussion about the refugee situation in Turkey. He offered to be a partner in the possible 'follow-up project' of IFCALC since he supports the goals of this project, sees the advantages for the Turkish society and recognises that all help can be used in order to support integration of the refugees.

Several projects are running at the moment:

- EU project for children (8 – 12 years of age) in order to release the trauma's including a game for supporting cultural integration;
- A 'basic parenting skills' project for refugee mothers to support them to overcome the PTSS and (in)directly influence the positive upbringing of the children.
- Socio drama: therapy in groups;
- Breast cancer research amongst female refugees.

Mr. Prof. Dr. Rehat Faikoglu promised to make a study with suggestions for the follow-up project. Outcomes will be distributed through Ulaş Velioglu.

**Evaluation with Mr. Guenter Buehlmaier (Alb Fils Kliniken GmbH):**

Since Mr. Buehlmaier was not able to attend the 2<sup>nd</sup> project meeting, a special Skype meeting was held in which the results of the meeting were discussed.

**WEDNESDAY, 29 NOVEMBER 2017:****Welcome:**

All participants were again welcomed by Durk van Wieren

**Template the analysis:**

Two 'pearls' regarding the Turkish health care education with regards to the refugee situation have been discussed:

- Prep school: Young refugees go for 1 year to a prep school in order to increase the language skills and improve cultural integration.
- Recognition of previous followed health care education and skills by rewarding certificates/diploma and assessments.

Outcomes of the discussions can be found in the annexes.

**Dissemination:**

The agreed dissemination activities are – with help of the dissemination plan – discussed. Agreed is to save an evidence of each dissemination activity (print screen/copy/pdf/etc.). Durk will contact the Aventus department for the development of the logo and project webpage. He also will start up the eTwinning activity.

**Press release and presentation to management:**

It was agreed that Mr. Ulaş Velioglu and Mr. Ali Ihsan Ozeroglu will inform the press and send the press release around to all other project participants.

The presentation to the management was skipped since Mr. Mr. Ulaş Velioglu is the CEO of the 'Ozel Avclar Cizgi Mesleki Ve Teknik Anadolu Lisesiatec' organisation and therefor already informed.

**End of the meeting:**

After thanking Mr. Ulaş Velioglu and Mr. Ali Ihsan Ozeroglu for their enormous hospitality and support in organizing this successful 2<sup>nd</sup> partner meeting, the meeting was closed and all participants went home again.

**Annexes:**

- Presentation of Ms. Goksen Cegil about the Turkish health care education.
- Template for analysis 1: Prep school: Young refugees go for 1 year to a prep school in order to increase the language skills and improve cultural integration.
- Template for analysis 2: Recognition of previous followed health care education and skills by rewarding certificates/diploma and assessments.