

ANNEX VI FINAL NARRATIVE REPORT

- This report must be completed and signed by the contact person of the coordinator.
- The information provided below must correspond to the financial information that appears in the financial report.
- Please complete the report using a typewriter or computer (you can find this form at the following address <specify>).
- Please expand the paragraphs as necessary.
- Please refer to the special conditions of your grant contract and send one copy of the report to each address mentioned.
- The contracting authority will reject any incomplete or badly completed reports.
- Unless otherwise specified, the answer to all questions must cover the reporting period as specified in point 1.6.
- Please do not forget to attach to this report the proof of the transfers of ownership referred to in Article 7.5 of the general conditions.

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List of acronyms used in the report

BILSEM: Sivas Science and Art Center
RAM: Sivas Guidance and Research Centre

1. Description

- 1.1. Name of coordinator of the grant contract: Sezen GÜLEÇ

- 1.2. Name and title of the contact person: Sezen GÜLEÇ / Coordinator of the project
- 1.3. Name of beneficiary(ies) and affiliated entity(ies) in the action:
Sivas Science and Art Centre (BİLSEM)
Sivas Cumhuriyet University
Sivas Guidance and Research Centre (RAM)
Special Provincial Administration of Sivas
- 1.4. Title of the action: Increasing The Quality Of Special Education Services For Inclusive Education Grant Scheme
- 1.5. Contract number: 205
- 1.6. Start date and end date of the action: 01.11.2021-30.04.2023
- 1.7. Target country(ies) or region(s): Sivas
- 1.8. Final beneficiaries &/or target groups¹ (if different) (including numbers of women and men):
The target group of our project is 18 teachers who have received Training of trainers, 110 teachers who have participated in the Gifted Children Education Programme, 2080 teachers who have received awareness training, 208 administrators and 1000 parents. 600 people who participated in visibility activities. The final beneficiaries of the project are gifted students, education and training institutions, educators, universities, people of Sivas, MEB, and target group families.
- 1.9. Country(ies) in which the activities take place (if different from 1.7): Turkey, Sivas – Finland, Helsinki

¹ 'Target groups' are the groups/entities who will be directly positively affected by the project at the project purpose level, and 'final beneficiaries' are those who will benefit from the project in the long term at the level of the society or sector at large.



2. Assessment of the implementation of action activities and its results

2.1. Executive summary of the action

Please give a global overview of the action's implementation for the whole duration of the project

After the project office was established and project team was determined, a teacher representing each branch working in Sivas Science and Art Center and a total of 20 educators in the project team received trainers' training on the education of special talents in Finland and became more equipped in this regard; 111 teachers participated in the gifted education program and became equipped for the education of the gifted students; 236 activities and 52 materials were produced in 16 different branches by holding 1 activity development workshop and 1 material development workshop, 1 e-learning portal was developed; An exemplary model was created by designing 2 support training rooms in 2 schools. 2803 teachers and administrators, 147 parents became conscious about gifted students, BİLSEM and Support Education Room through trainings. Annual reports for each activity and 9 internal and external evaluation reports were prepared. A common dialogue was developed with universities and other public institutions and essential information was shared. The visibility of the project and the EU was ensured.

Referring to the updated final logical framework matrix² (see point 2.3. below), describe the level of achievement of the outcome(s) on both the final beneficiaries &/or target group (if different) and the situation in the target country or target region which the action addressed.

Project activities were completed on time. With the activities carried out, in the first year at the end of the project, 20 educators received training on the education of gifted children in Finland and then came to Turkey and provided training to 111 teachers working with gifted children. 236 activities were organized for the education of gifted children, and as a result of these activities, 52 materials were developed and 1 e-learning application was created. With the awareness trainings, 2803 teachers, administrators and 147 parents became conscious and thus, 30% of the teachers working with the gifted students in Sivas were trained in the gifted education program and their competencies were increased in this regard. 645 people participated in visibility activities. In this way, 10% of the actors involved in the education of the gifted students in Sivas have learned about the subject, and 70% of the teachers working in the field of the gifted students in Sivas have become equipped with the training of educators. Innovative activities and materials have been developed in line with the needs of the target group. At the end of the project, approximately 60% of the actors who took part in the training of gifted students in Sivas in one year became conscious. The project was promoted by using the logo and project visuals, indicating that the project is EU supported.

Please explain if the intervention logic has proved to be valid, including with the possible changes and their justifications presented in earlier reports, comment the likeliness of reaching the final target(s) related to the impact in a near future (specify).

The 1st activity of our project: The assignment letters of the people in the project team were received in November as a result of the correspondence with the relevant authorities. With the 4th amendment request made in April 2022, the salary of the project coordinator and project assistant in the project team was shown as co-financing with an additional assignment letter, and a new staff member was employed as a secretary. In addition, the date of the project opening meeting was made in the 2nd month of the project with the 1st change request. The project office has been put into use since the beginning of the project, but as we conveyed to the contracting authority in the content of the amendment request, the completion of the office materials continued in the process due to the shortage of material in the market.

² The relevant terminology (i.e. outputs, outcome, indicators, etc.) is defined in the logical framework matrix template attached to the guidelines for applicants (Annex e3d).



The 2nd activity of our project: As written in the project application form, a teacher representing each branch working in the Sivas Science and Art Center and the educators in the project team were provided with training in the field of education of gifted students at Turku University in Finland. In the project proposal, while it was planned to receive training in the field of education of gifted students at Turku University in Finland, it was decided to receive training from a more cost-effective private educational institution that could give the equivalent of this education. Opinion of the thematic monitoring expert was taken for this change and it was reported with the amendment request number 2. In addition, the date of the activity was changed with the 3rd Amendment request, taking into account the tender processes with the change of institution. Then, by entering the tender process, training was provided from an institution that can provide training in the field of education of gifted students in Finland-Helsinki.

The 3rd activity of our project: In the project application form, it was stated that 10 teachers from 11 different branches working in the province of Sivas would receive training on gifted students. As part of the second activity of the project, these trainings were to be given by 18 teachers who received training for gifted trainers in Finland. However, with the addition of the Philosophy branch to the school and the detailing of some general branches, the number of branches was increased to 16, and the number of teachers who would provide training remained at 18. Regarding this situation the opinion of the thematic expert was taken and the contracting authority was notified with the request for the 5th amendment. The relevant activity was completed in June 2022 as planned.

Within the scope of the 4th Activity of our project, The Establishment of Support Training Rooms is planned to take place in the 9th and 10th months (July-August) of the project. Necessary preparations such as determining the schools where sample support training rooms will be built, writing official letters, visiting schools and determining suitable rooms, preparing the technical specifications were made in the months (July-August) as the activity was planned. However, in the meantime, the lead applicant institution manager has changed. Since the process of this change was prolonged, it was not possible to start the tender processes. For this reason, with the amendment request number 9, a timing change was made in the activity plan. It was stated in the project proposal that the windows of the support training rooms would also be built; however, the officials of the designated schools stated that no official changes could be made to the school's building plan and that it would not be appropriate to change the external appearance. For this reason, since it will not be possible to change the windows of the support training rooms, the amount specified for the construction of the windows with the amendment request number 10 has been transferred to the budget item related to the creation of the e-learning portal. Support training rooms were completed with the materials specified in the project application form and materials obtained from our material development workshop. The support training rooms created within the scope of our project serve to the students at Şarkışla 15 Temmuz Imam Hatip Secondary School and Suşehri Atatürk Secondary School.

The Activity Development Workshop, which is within the scope of **the 5th Activity in our project**, was planned to be held on September 5-9, 2022, but the dates of the workshop were updated as September 28-30, since this date coincided with the 7th Congress on Education of the Gifted and Talented (September 8-10). In the project application form, it was stated that the relevant workshops would be held in September and November, and the activities were carried out in these months in accordance with the form. Initially, the Activity and Material Development Workshops were planned for 5 days, 4 hours a day, for a total of 20 hours. However, due to reasons such as the start of education and the availability of academics from outside the province, the total working time of workshops was reduced to 2.5 days, with a total of 20 hours; on the 1st day, 08.00-17.00 (8 hours), the 2nd day 08.00-17.00 (8 hours), the 3rd day 08.00-12.00 (4 hours). The appropriate opinion of our thematic expert on the subject was obtained and the amendment was notified to the contracting authority with the request for amendment no 7. It is written in the project application form that 11 academicians will be invited to the workshops as moderators. However, with the emergence of sub-branches and the inclusion of one program development specialist, the number of academicians increased to 17 in total. This situation was reported in the amendment request number 10 and the update was made without changing the total amount allocated in the budget for academics. Within the scope of the 5th activity of our project, besides the workshops, there is also the activity of creating an e-learning portal. The workshops were held at the specified times, but the creation of the e-learning portal could not be completed in the relevant month. It was foreseen that the entire activity will be carried out between 11th-14th months of the project (September-December 2022). However, the tender for the e-learning portal in December was canceled as there were no companies willing to bid. This situation was reported to the contracting authority with the request for amendment number 11 and additional time was taken. For this reason, the duration of this activity, which was planned as 4 months in the project application form, was extended. The e-learning portal created within the scope of our project serves gifted students with more activities (236) and materials (52) than intended.

Visibility activities, which are **the 6th and 7th activities of our project**, and internal and external evaluation meetings were held on time, and there were no disruptions.

The 8th activity of our project: Within the scope of this activity titled Gifted and Talented Individuals, BILSEM and Support Training Rooms Awareness Training, it was planned to provide training to 2288 National Education personnel. In this direction, the request for approval of the assignment written to the Provincial Directorate of National Education for the trainings was not deemed appropriate due to the excess number of personnel requested for the assignment and the reason that this situation would hinder the education and training. In this case, it is planned to give this awareness training to psychological counselor/guidance teachers working in Sivas city center and have these teachers give this training in their own schools. In addition, it was written in the project application form that the relevant activity would be carried out in 7 sessions by 2 psychological counselors/guidance teachers working at the Guidance Research Center, by dividing the participants. However, in order to increase the quality of education, it was designed that Association Prof Dr. Mahmut CİTİL who is one of the leading academicians in the field of education of gifted and talented students training would train the counselor/guidance teacher and a parents in 2 session (4 hours). Appropriate opinion of the thematic monitoring expert was taken regarding this situation. An application was made to the contracting authority with the request for amendment number 12 for the relevant amendment. Awareness trainings within the scope of this activity were carried out according to this changed plan and a total of 2803 teachers and administrators were trained.

Please indicate any modification that have be brought to the Logical framework matrix since the start of the Action and explain briefly why (complete explanation should be placed in the 2.2 section under the relevant level considered: outcomes, outputs, activities).

No changes have been made.

2.2. Results and activities

A. RESULTS

The narrative report should be based on the monitoring and evaluation system set up using as a basis the Logical framework matrix. As such, narrative reports must inform all the indicators defined in the logical framework. Monitoring and/or evaluation reports relating to the

performance of the Action shall be used and mentioned in the narrative report. All the monitoring and/or evaluation reports shall be submitted to the Commission with the Final narrative report.

What is your assessment of the results of the action so far? Include observations on the performance and the achievement of outputs, outcomes and impact and whether the action has had any unforeseen positive or negative results.

As stated in the project application form, the project team and project office were established in November 2021, that is, in the first month of the project. 1 meeting table, 2 desks, 2 armrest chairs, 10 chairs, 1 whiteboard, 1 hanger, 1 coffee table, 1 projector and screen, 2 portable laptop computers, 1 tablet computer with iOS and 1 tablet computer with android operating systems, 1 external portable hard disk, 1 color laser printer were purchased for the project office. The purchase of furniture for office materials was made in January 2022, and the purchase of IT materials of the office was carried out in April. The process was carried out in this way due to the shortage of supply in the market for the materials. The contracting authority has been informed of this. In the project application form, it is written that one project office will be provided in the lead applicant institution. Apart from this, a total of 2 offices, a meeting and a working office, were provided for our project in the applicant institution. The signs of each of these offices were created and hung in accordance with the format specified in the guide. In this way, the visibility of the project has been increased.

In the 3rd month of the project, a total of 20 trainers from 12 different branches received training of trainers within the scope of the activity of Receiving Trainers from a Unit Providing Education in the Field of gifted students within the Universities. Within the scope of this activity, a change was made in the institution where the training will be received by taking the appropriate opinion of the thematic expert, and the number of trainers specified as 18 in the project application form was increased to 20. Thus, it was ensured that an equivalent education was given to more educators without an increase in the budget item.

Within the scope of the Gifted and Talented Education Program activity, a total of 240 hours of training was given to 111 teachers from 16 different branches by the trainers trained in Finland. The number of teachers specified as 110 in the project application form has been increased to 111.

Within the scope of the Activity and Material Development Workshops and Creation of the E-Learning Application, 18 academicians and 111 teachers participated and 236 activities were carried out and 52 materials were developed. In the project application form, the target for this activity was 11 academics, 220 activities and 44 materials. The number of academics who attended the workshops was increased to 18 without any demand for an increase in the relevant budget item. In addition, 236 activities and 52 materials, more than the targeted number of activities and materials, were provided in the workshops.

As stated in the project application form, the general coordinator of the project and the director of the applicant institution visited the schools in the districts where the students identified as gifted are concentrated, conducted face-to-face interviews with the authorities and made examinations in the physical environment. It was determined that suitable conditions were met and it was decided to designate these schools as schools where support education rooms will be built. These schools are "Suşehri Atatürk Ortaokulu" and "Şarkışla 15 Temmuz Milli Egemenlik İmam Hatip Ortaokulu". The necessary official correspondence regarding the construction of support training rooms in these schools was completed in August-September 2022. Although there were some unforeseen problems such as delays from time to time in the construction of the windows in the rooms and the supply of the materials, the support training rooms were established and put into service as stated in the project application form.

The organization of Awareness Training Activities for the Gifted, BİLSEM and Support Training Room was carried out by Associate Professor Mahmut Çitil as planned. The session for the counselors was held in the conference hall of Sivas BİLSEM, and the session for the parents was held in one of the halls of Sivas Cumhuriyet University, which is one of the co-applicant institutions in the project. A total of 166 counselors working in various schools in Sivas city center attended the morning session of the awareness training. After the presentation, a question-answer activity was held between the counselors and the trainer. At the end of the training, the presentation was shared with the teachers, and they were asked to give this training to the administrators and teachers in their own schools. This request was sent to the schools in an official letter, and each school was asked to document these trainings that took place

within the institution by photographing and creating a signature circular. In this direction, the guidance teachers who received the awareness training shared these trainings with the teachers in their own schools. Feedback (signature circular and photographs) were received from 123 different schools regarding the realization of these trainings. In this way, a total of 2637 administrators and teachers received awareness training in 123 different schools. A total of 2803 teachers were reached, including the guidance counselors. Thus, the number specified in the project proposal was considerably exceeded. However, despite many announcements regarding education, the participation of parents in education was low and the target stated in the project application form could not be reached in terms of the number of parents. However, the target for the total number of participants in the activity has been achieved. In addition, it was stated in the project application form that psychological counselor/guidance teachers would provide awareness training. The quality of education has been increased by the change of educator and an academician working directly in the field of gifted and talented. The presentation of the academician was delivered to the psychological counselors who will provide training in schools and standardization was ensured in education. Finally, the awareness of national education personnel was raised in a much larger number than stated in the project application form.

Within the scope of visibility activities, firstly, a visibility and communication plan was created. In this plan, objectives, communication and visibility activities, communication tools, performance indicators, human resources and financial resources are included in an explanatory manner. The main purpose of visibility activities is to deliver the benefits obtained from the project to the widest audience. In addition, it is aimed to highlight the contribution of the European Union and Ministry of Labor and Social Security of the Republic of Turkey. All products purchased related to visibility activities, custom printed ballpoint pens (2000 pieces), Posters (100 pieces), USB Flash Memories (150 pieces), dovetail Flag (4 pieces), Promotional Brochure (5000 pieces), Participant Certificates (120 pieces), Covered Files (2000 pieces), X Banners (2 pieces), block notes (2000 pieces). These visibility materials were donated to the educators who attended the workshops. Project activities were shared in the social media accounts of the project and the institution, and in the local press.

Explain how the Action has mainstreamed cross-cutting issues such as promotion of human rights,³ gender equality,⁴ democracy, good governance, children's rights and indigenous peoples, youth, environmental sustainability⁵ and combating HIV/AIDS (if there is a strong prevalence in the target country/region).

The decision of the EU Council, which emphasized that the child's natural right to receive the special education needed by gifted students, was emphasized with the project. This project contributed to the gifted students in Sivas to reach a higher quality education. While determining the target groups, gender equality was taken into consideration in the numerical distribution of the participants. Care has been taken to ensure that the materials to be used within the scope of visibility activities are made of recyclable materials and are environmentally friendly. Thanks to the developed e-learning portal, individuals who are far from the center are also provided with services within the scope of equal opportunity.

Referring to the final updated logframe matrix (see point 2.3. below) please comment the level of achievement of all the results on the basis of the corresponding current value of the indicators and all the related activities implemented during the reporting period.

- the level of achievement on the basis of the corresponding baseline, target and current value of the indicators, making reference to the assumptions and risks defined in the Logical framework

³ Including those of people with disabilities. For more information, see 'Guidance note on disability and development' at https://ec.europa.eu/europeaid/disability-inclusive-development-cooperation-guidance-note-eu-staff_en

⁴ See Guidance on Gender equality at https://ec.europa.eu/europeaid/toolkit-mainstreaming-gender-equality-ec-development-cooperation_en

⁵ See Guideline for environmental integration at https://ec.europa.eu/europeaid/sectors/economic-growth/environment-and-green-economy/climate-change-and-environment_en

When we look at the assumptions in our project specific objectives, they are listed as the absence of global health, economic and political problems, the willingness of the target audience to participate in the trainings, the continuation of economic stability and the positive perspective of the decision makers in the province. Despite the continuing effects of the Covid 19 pandemic in the project implementation process and the economic difficulties in the country, the project was well-designed and the purchases were made without any problems, so no major problems were encountered and the desired results were achieved.

- the activities covered and implemented. Activities should be linked to corresponding output(s) through clear numbering.

Outcome 1. Contributing to increase the capacity of teachers of gifted students through training of trainers.

Output 1.1. 20 educators working in Sivas Science and Art Center and in the project team became more equipped in this regard by receiving training from a unit working with gifted and talented students within universities.

Outcome 2. Contributing to the development of activities and materials that can be used in support education rooms and Science and Art Centers and their dissemination through the e-learning portal.

Output 2.1. 236 activities and 52 materials were produced in 16 branches by holding 1 activity and 1 material development workshop. An e-learning portal was developed.

Outcome 3 Developing exemplary models for other schools by creating an exemplary support training room in two schools.

Output 3.1. An exemplary model was created by designing 2 support training rooms in 2 schools.

Outcome 4. Contributing to increasing the level of knowledge by providing awareness trainings to the administrators and teachers working in all primary and secondary schools in Sivas province center and the families of gifted students.

Output 4.1. A total of 2803 administrators and teachers in 123 different schools and 147 parents received awareness training.

Outcome 5 Developing a common dialogue and establish a sustainable communication by cooperating with national institutions and organizations operating in the education of gifted students.

Output 5.1. A joint dialogue was developed with universities and other public institutions. In the year after the project, preliminary preparations were started to develop 5 projects.

Following the above assessment of results, please elaborate on all the topics/activities covered.

B. ACTIVITIES

Activity 1. Formation of the Project Team and Project Office

As stated in the project proposal, the project team was formed in November 2021 with a total of nine people, including project general coordinator, project assistant, financial reporting specialist, two training coordinators, promotion and communication coordinator, measurement and evaluation coordinator, e-learning and web coordinator, interpreter. The assignment letters of these people in the project team were received in November as a result of correspondence with the relevant authorities. With the amendment request made in April 2022, a new staff member was employed as a secretary in the project team. The project team was formed on a voluntary basis among people who met the conditions specified in the project proposal. In the project, the staff other than the secretary and financial reporting specialist will voluntarily fulfill their coordinator duties without any charge. A co-financing assignment was made for the project coordinator and her assistant. While determining the project team, the suitability of the people for the assigned task was taken into account. According to this, the people in the project team are as follows:

Sezen Güleç: She has been assigned as the general coordinator of the project. She worked in the education of gifted people for 5 years, completed her doctorate in the field of guidance and psychological counseling, and wrote articles and book chapters in the field of gifted students. She participated in workshops under the Ministry of National Education, Department of Development of Special Talents. She is an intelligence test practitioner used in the diagnosis of gifted people in Turkey and an educator who took part in various education-related projects. She is working as a PhD Lecturer in the Department of Psychology at Sivas Cumhuriyet University. She took part in this project on a part-time basis. She was primarily responsible for the execution, monitoring and evaluation of the activities to be carried out within the scope of the project.

Abdullah Mısırlıoğlu: He was assigned as the project assistant. He has 15 years of experience in European Union supported projects. He took part in the implementation of 20 projects. He works as academic staff at Sivas Cumhuriyet University. The project assistant took part in the project on a part-time basis. He assisted the general coordinator in the execution, monitoring and evaluation of the activities to be carried out within the scope of the project. He coordinated the Project team.

Semin Günaydın: She was appointed as a secretary. She completed his undergraduate and graduate studies in the field of history science. She was responsible for controlling, classifying, organizing and filing the documents related to the project in accordance with the criteria in the grant guide.

Ahmet Yıldız: He was appointed as the training coordinator. He worked for 5 years in the education of gifted and talents, completed his doctorate in mathematics education. He has studies in the field of teacher education and special talents. He participated in workshops under the Ministry of National Education, Department of Development of Special Talents. He participated in the Turkish Brain Team trainer training. He is an educator who has worked as an executive in various education-related projects. He works as a mathematics teacher at Sivas Science and Art Center. He was assigned to the project on a part-time basis. He was responsible for organizing the Gifted and Talented Education Program Training and Activity and Material Development Workshops, which are included in Activity 3 and Activity 4 in the project proposal, and providing communication network with relevant stakeholders.

Sabiha Kartalçı: She was assigned as the training coordinator. She worked for 5 years in the education of gifted and talents; continuing her doctorate education in the field of mathematics education; continuing her thesis in the field of special talents; She is an educator who participates in various projects related to the education of special talents. He works as a mathematics teacher at Sivas Science and Art Center. She will be assigned to the project on a part-time basis. She was responsible for organizing the Special Talented Education Program Training and Activity and Material Development Workshops, which are included in Activity 3 and Activity 4 in the project proposal, and providing communication network with relevant stakeholders.

Erman Salar: He was appointed as the project promotion and communication coordinator. He worked for 5 years in the education of gifted and talents. He took part in international EU supported projects. He has a command of design programs. He is an educator with advanced knowledge of foreign languages. He works as an English teacher at Sivas Science and Art Center. He was assigned to the project on a part-time basis. He was responsible for the promotion and visibility of this project with the European Union and the Ministry of Labor and Social Security.

Enis Baha Biçer: He was assigned as the measurement and evaluation coordinator. He is proficient in Quantitative research methods. He is an educator who has taken part in international EU supported projects. He is an Associate Professor at Sivas Cumhuriyet University. He was assigned to the project on a part-time basis. He was responsible for evaluating and reporting the effectiveness of the training and workshops held within the scope of the project.



Doğan Erol: He was assigned as E-learning and web coordinator. He worked for 5 years in the education of gifted and talented; took part in international EU supported projects; is proficient in software programs. He is an educator with advanced coding knowledge. He works as an Information Technologies teacher at Sivas Science and Art Center. He was assigned to the project on a part-time basis. He coordinated the transfer of the activities produced from the activity and material development workshops to the e-learning application.

Bekir Ercan Doğan: He was appointed as a translator. He worked for 3 years in the education of gifted and talented. He took part in international EU supported projects; He is an educator with advanced knowledge of foreign languages. He works as an English teacher at Sivas Science and Art Center. He was assigned to the project on a part-time basis. He was responsible for the translation of project reports into English.

Sevdagül Polat Kaplan: She was appointed as a financial reporting specialist. She is an experienced person who is knowledgeable about accounting and computer programs and had previously worked as a financial reporting specialist in similar projects. A contract will be signed with a freelance financial reporting specialist for the accounting processes of the project. A monthly payment of 300 Euros was made for the work of the financial reporting specialist. An invoice was received from the financial reporting specialist as a deduction for the payment. She was responsible for preparing the payrolls of the personnel working within the scope of the project, following the salary, SSI (SGK) and tax payments and keeping the accounting records of the project. In order to carry out the project works effectively, a project office in the form of a study room and a meeting room was established at the Sivas Science and Art Center building. This office is located on the first floor of the building, where disabled people can easily access it. The office has internet and electricity infrastructure. Since the office was in the lead applicant institution, there were no rent and dues expenses. In addition, the heating and electricity expenses of the office were covered by the applicant institution.

There are 1 meeting table, 2 work desks, 2 armrest chairs, 10 chairs, 1 white writing board, 1 hanger, 1 coffee table, 1 projector and 1 projector screen, 2 portable laptop computers, 1 tablet computer with iOS and 1 with android operating systems, 1 external portable hard disk, 1 color laser printer, in the office. The purchase of furniture from office supplies was carried out in January 2022, and the purchase of IT materials was carried out in April 2022.

Problems encountered:

1. In the project proposal, the project general coordinator and the project assistant are defined to work part-time, while the project coordinator will be paid 1100 Euro per month and the project assistant 500 Euro per month. However, since the general coordinator and project assistant worked in one of the co-applicant institutions (Sivas Cumhuriyet University) in the project, these personnel were employed by showing co-financing with the request for the amendment number 4 made in April 2022. The budget items allocated for these personnel were reset and some of them were transferred to the budget item related to the activity and material development workshops to be held within the scope of the project, for the personnel newly employed as a secretary in the project.

2. Although it is stated in the project proposal that the purchases related to the project office will be made in the first month of the project and that everything necessary for the office will be procured in the next month, the completion of the purchases has spread over a period of six months. The reason for this is a market-based supply shortage experienced in the purchase of office supplies. This situation has been reported to the contracting authority.

Activity 2. Receiving Training of Trainers from a Unit Providing in the Field of Special Talents Within Universities

As written in the project application form, it was planned that a teacher representing each branch working in the Science and Art Center and the educators in the project team would receive training in the field of education of special talents at Turku University in Finland. Accordingly, a total of 18 trainers from 11 different branches working at BİLSEM and taking part in the project team will participate in this training, and this activity would take place in the 3rd month of the project. While planning in the

current situation, it was necessary to make some changes in three aspects related to this activity. The first is related to the institution from which education will be received from abroad. In the project proposal, while it was planned to receive training in the field of education of gifted and talented within Turku University in Finland, it was decided to receive training from a more cost-effective private educational institution that could give the equivalent of this education. The reason for this decision change is the risk of exceeding the amount in our budget item due to factors such as Turku University's request for a fee before providing service, the profit share of the intermediary firm, and the exchange rate differences in the Euro-TL rates. Opinion of the thematic monitoring expert was taken for this change. It was reported with the amendment request number 2. Then, by entering the tender process, it was finalized to receive training from an institution that can provide training in the field of education of gifted and talented in Finland-Helsinki.

Secondly, the number of people who will receive training in this activity has been changed. In the project proposal, it was stated that 18 people from the project team and teachers working in different branches in Sivas BİLSEM would participate in this training. However, since the Measurement and Evaluation Coordinator in the project team and the Philosophy teacher who was subsequently appointed to the institution should also participate in the training. It was thought that it would be appropriate to increase the number of people who will participate in this activity to 20 people. The change to increase the number of people without exceeding the amount in the budget items related to this activity was also reported with the request for the 2nd amendment. Thus, with the same budget, a contribution was made to reach more people in the activities within the scope of the project. Finally, it was necessary to make a change in the date of the activity "Receiving Training of Trainers from a Unit Providing Education in the Field of gifted and Talented". During the process of changing the institution to be trained, a detailed examination was carried out in order to receive an education that is equivalent to the training content presented in the project application form. On top of that, taking into account the tender stage, it has been seen that it will be possible to carry out this activity in the 5th month of the project's activity instead of the 3rd month. This situation was notified with the change request no. 3 and approval was obtained. Thus, it was decided to take the training between 6-12 March 2022. After all these planning, a tender for accommodation and education and a tender for the travel part were made and service procurement was made. By asking the current passport status of the educators who will participate in this activity, it was ensured that the educators who do not have a passport obtain their service passports. Each participant opened a Euro account in order to pay the per diems allocated for their overseas assignments and these amounts were deposited into their accounts. Assignment letters for all participants were submitted to the relevant units. A meeting was held with the teachers who will participate in the training, and a preliminary information was given about the activity plan and the training content to be received.

A course titled "Teacher Training Short Course on Gifted and Talented Education" was taken from a private educational institution in Helsinki, Finland between 7-11 March 2022. The duration of this training was 30 hours and its content was as follows:

DAY 1	Finnish education system, core values and teaching philosoph
Morning programme	<ul style="list-style-type: none"> • Finnish education system and its success
Afternoon programme	<ul style="list-style-type: none"> • Supporting talented and gifted students • Unique Finnish Teacher Education
DAY 2	Student Centered learning environment
Morning programme	<ul style="list-style-type: none"> • Pedagogical Thinking and planning the teaching • Knowing your students: student diversity, age appropriate learning, student centered learning.

	<ul style="list-style-type: none"> The role of the teacher in experimental and student psychology
Afternoon programme	<ul style="list-style-type: none"> Flipped learning Structural features of students-centered classroom Different learning styles, understanding student psychology
DAY 3	Contemporary teaching methods and strategies
Morning programme	<ul style="list-style-type: none"> Transversal competence 21st century skills Multidisciplinary approach
Afternoon programme	<ul style="list-style-type: none"> Multiliteracy skills Critical thinking; effective dialogical, engaging, participatory
DAY 4	Evaluation and assessment in the classroom
Morning programme	<ul style="list-style-type: none"> Evaluation and assessment Formative assessment including self-assessment and peer assessment
Afternoon programme	<ul style="list-style-type: none"> Workshop: formative assessment
DAY 5	Developing educational programs for talented and gifted students
Morning programme	<ul style="list-style-type: none"> Workshop: developing educational programs for talented and gifted students
Afternoon programme	<ul style="list-style-type: none"> Group discussion Expert feedback Final discussion and conclusions

A total of 20 people from the project team and Sivas BİLSEM teachers participated in the training. After the training they received, these people trained a group of teachers who work in their own branches in Sivas in the activity number 3 and who need training on gifted students, and they participated in the activity and material development workshops in activity number 4.

The list of incumbent trainers is as in the table below:

INFORMATION OF THE STAFF ATTENDING THE TRAINING OF TRAINERS			
Sequence no.	Name-surname	institution	Role/Branch in the project
1	Sezen GÜLEÇ	Sivas Cumhuriyet University	General Coordinator of the Project / Guidance and Psychological Counseling
2	Abdullah MISIRLIOĞLU	Sivas Cumhuriyet University	Proje assistant
3	Enis Baha BİÇER	Sivas Cumhuriyet University	Assessment and evaluation coordinator
4	Sabiha KARTALCI	Sivas Science and Art Centre	Education coordinator/ Mathematics

5	Ahmet YILDIZ	Sivas Science and Art Centre	Education coordinator/Elementary mathematics
6	Erman SALAR	Sivas Science and Art Centre	Project promotion and communication coordinator / Language (English)
7	Bekir DOĞAN Ercan	Sivas Science and Art Centre	Translator / Language (English)
8	Songül ÖZEL	Sivas Science and Art Centre	Language (Turkish Language and Literature)
9	Doğan EROL	Sivas Science and Art Centre	E-learning and web coordinator / Information Technologies
10	Bünyamin HERDEM	Sivas Science and Art Centre	Classroom teacher
11	Burak YILDIRIM	Sivas Science and Art Centre	Biology
12	Osman Nuri TEREKLİ	Sivas Science and Art Centre	Physics
13	Übeyit BAKAN	Sivas Science and Art Centre	science
14	Muharrem GÖLE	Sivas Science and Art Centre	Technology and design
15	Adem UZUN	Sivas Science and Art Centre	Social studies
16	İhsan AYDIN	Sivas Science and Art Centre	History
17	Sezgin SELVİ	Sivas Science and Art Centre	Social studies
18	Dilek KANGAL	Sivas Science and Art Centre	philosophy
19	Ayşe KOÇ	Sivas Science and Art Centre	Visual arts
20	İlker SOĞUKPINAR	Sivas Science and Art Centre	Music

During the activity, the participants attended the trainings regularly and the activity was completed in accordance with the plans.

At the end of the activity, a meeting was held as the project team and a general evaluation of the activity was made. In addition, in order to test the effectiveness of the training received, a scale was prepared by the training coordinators in the project team and applied to the participants as a pre-test and post-test. This scale has been prepared in parallel with the content of the education, multiple choice and consisting of 15 items. The obtained data were analyzed.

Problems encountered:

1. Due to reasons such as Finland - Turku University's request for a fee before providing service for the training planned to be taken in this activity, the profit share of the intermediary company, the exchange rate differences in the Euro-TL, the training could not be received from Turku University. The training was received from another institution in the city of Helsinki, so as not to exceed the amount in the budget item allocated for this training. This change was made with the request for amendment number 2.
2. While it was stated in the project proposal that 18 people would participate in this training, the number of people who would participate in this activity had to be increased to 20, since the Measurement and Evaluation Coordinator in the project team and the Philosophy teacher who was later appointed to the institution had to participate in the training. There was no change in the amount of the relevant budget items, and it was reported with the amendment request number 2.
3. Although it was stated in the project proposal that this activity would take place in the 3rd month of the project, it was possible to carry out the activity in the 5th month of the project, as a detailed examination was made in order to receive a training with the same content as the desired training content and the tender processes took longer than expected. This change took place in request number 3.
4. In the project proposal, it was stated that a semi-structured interview would be held with the participants in order to measure the effect of the training received in the field of gifted and talents. However, this measurement was carried out with a multiple-choice test due to the fact that the number of participants was too high for the interview and the content was not suitable.

Activity 3. Gifted Students Education Program

In the project proposal, it was stated that a training on special talents would be given to 10 teachers from 11 different branches working in Sivas. Within the scope of the second activity of the project, a total of 18 teachers who received training for gifted trainers in Finland would give these trainings. However, as explained in the second annual report, with the addition of the Philosophy branch, the number of branches was increased to 12, and the number of teachers who would provide training remained at 18. In this case, it was decided to organize a gifted education program in the branches of Mathematics (2), Science (3), Geography, Social Sciences (2), Technology Design, Robotics and Programming, Painting, Music, Language Learning (3), Classroom Teaching, Psychological Counseling and Philosophy.

During the planning of the activity, there was a need for changes in two aspects. First, although it was stated in the project proposal that a program related to the education of gifted students specific to their branches would be applied to 10 teachers from each branch, differences were made in the number of teachers in the branches. Factors such as the weight of the courses and the diversity of the rates of training in the support training rooms, and the number of branch-based teachers who can participate in these trainings throughout the province had been effective in this difference. In addition, reasons such as the later addition of the Philosophy branch and the need for separate trainings for the Turkish and English branches taken within the language field caused the distribution of the number of teachers to be trained to change. Because the total number of people who will receive training and training hours (since it should not exceed the amount specified in the budget) is desired to be kept constant. This change was made by taking the opinion of the thematic expert.

The second change concerns the timing of this activity. In the project proposal, these trainings were spread over 5 months (February 2022-June 2022). However, due to the fact that the previous activities were completed a little later than the planned times, preparations were made for this activity in April and May (6th and 7th months of the project).

A form was prepared to determine the teachers who will participate in the gifted education program and this form was sent online to the teachers in the schools in Sivas city center. In the form, there are items requesting information such as branch, contact information, school, education information (master's, doctorate, etc.), working status with gifted students before, whether there is a gifted student now, and the status of participating in a training on special talents before. Around 330 volunteer teachers filled out this form and applied. 111 of them were selected to participate in the training. In the selection of teachers, attention was paid to their working status in support training rooms and educational status in schools where gifted students are existed more. Official correspondence was made with the provincial directorate of national education and permissions were obtained for both the trainers and the participating teachers who will take part in the gifted training program.

An individual service procurement contract was signed with the trainers who will act as trainers in the gifted training program. Instructors are on duty for a minimum of 10 and a maximum of 20 hours, and hourly wages are made.

Gifted training program was held between 9-17 June 2022. Trainings for each branch were held in Sivas BİLSEM building in different classes. The number of teachers trained in each branch and the training course hours are given in the table below.

Sequence no.	Branch	Number participants	of	Course hours
1	Science	11		20
2	Physics	5		10
3	Biology	4		10
4	Philosophy	5		10
5	Maths	11		20
6	Language (Turkish)	10		10
7	Dil (English)	6		10
8	Information technologies	10		20
9	Classroom	10		20
10	Guidance and Psychological Counseling	5		10
11	Geography	5		10
12	History	3		10
13	Social Studies	8		10
14	Technology Design	8		20
15	Visual arts	5		20
16	Music	5		20
	Total	111 people		240 hours

Although 12 branches are mentioned, it is seen that there are 16 branches in the table. Because while it is expressed as 12 branches, Physics and Biology in Science; Turkish and English were also included in the language. Total course hours are 240 hours.

In the second activity of the project, teachers who participated in the training of gifted trainers in Finland took part as trainers in this activity. The list of incumbent trainers is presented in the table below, along with their branches, the dates they provided training, and the total course hours they provided:

	NAME-SUNAME	BRANCH	TRAINING DATES	TOTAL HOURS
1	Dr.Öğr. Üyesi Sezen GÜLEÇ	Guidance and psychological counseling	16-17 June	10
2	Dr. Adem UZUN	Social Studies	9-10 June	10
3	Dr. Ahmet YILDIZ	Elementary maths	9 ve 15 June	10
4	Burak YILDIRIM	Biology	15-16 June	10
5	Bünyamin HERDEM	Classroom	9-10 ve 15-16 June	20

6	Doğan EROL	information technologies	9-10 ve 15-16 June	20
7	Dilek KANGAL	Philosophy	15-16 June	10
8	Erman SALAR	English	9-10 June	10
9	Bekir Ercan DOĞAN	English	9-10 June	10
10	Sabiha KARTALCI	Mathematics (High School)	10 ve 16 June	10
11	Ayşe KOÇ	Visual arts	9-10 ve 15-16 June	20
12	İhsan AYDIN	History	15-16 June	10
13	Übeyit BAKAN	Science	9-10 ve 15-16 June	20
14	Sezgin SELVİ	Social studies	15-16 June	10
15	Muharrem GÖLE	Technology and Design	9-10 ve 15-16 June	20
16	Songül ÖZEL	Turkish language and literature	9-10 June	10
17	İlker SOĞUKPINAR	Music	7-10 June	20
18	Osman Nuri TEREKLİ	Physics	9-10 June	10

In terms of content, first of all, presentations containing general information about the characteristics and education of gifted students in all branches were included. In the following sections, instructors made presentations on how to support gifted students in their own branches. In these presentations, the trainers benefited from their research in the field, the training they received in Finland and their experience working with gifted people. In education, theory and practice took place together.

The topics in the Mathematics branch are presented below as an example of the content of the education programme:

- Theoretical information about gifted students
- Education of gifted students and integrative education
- gifted students in mathematics
- Mathematical creativity and development
- Problem solving and problem posing in mathematics
- Mathematical modeling
- Differentiating the program in mathematics
- Enrichment applications in mathematics
- Technology applications in mathematics education
- Flipped learning applications in mathematics
- Evaluation approaches in the education of gifted students
- Formative assessment
- Examples of activities in teaching mathematics for gifted students

During the activity, the participants attended the trainings regularly and the activity was completed in accordance with the plans. Attendance was taken with a list of signatures on each training day. At the end of the training, a "Certificate of Participation" was given to the teachers.

At the end of the activity, a meeting was held as the project team and a general evaluation of the activity was made. In order to test the effectiveness of the training given, a test related to gifted education was applied to the participating teachers before and after the training program.

Problems encountered:

1. Within the scope of this activity, 10 people from each branch were planned to receive 20 hours of training, while in practice the number of people and the number of training hours were changed

A.

according to the branches. These changes were arranged in a way that would not affect the budget, and consent was obtained from the thematic expert.

2. While it was planned in the project proposal to spread the gifted education training program between 4-8 months of the project, the trainings were carried out in the 8th month due to the sagging in the previous activities, and preparations were made in the previous months. There was no overshoot in the total time, only the trainings were collected in a narrower time interval. Since the trainings in each branch were given by different trainers and in different classes, there was no problem.

3. Since the trainings took place in the last two weeks of the academic year, it coincided with a time when the workload of the teachers was high. It had been tried to plan so as not to occupy their many days. For example, while it was stated in the project proposal that a total of 20 hours of training would be completed in 5 days and 4 hours per day, in practice it was carried out in 4 days out of 5 lessons per day. The 10-hour training sessions were held in 2 days.

Activity 4. Organizing Activity and Material Development Workshops and Creating E-Learning Application

The aim of this activity is to develop activities and materials that can be used in the education of gifted students with teachers who have acquired theoretical knowledge about the education of gifted people, together with the third activity ("gifted Education Programme"). In addition, it is aimed to transfer the developed activities and materials to the e-learning environment and to make the outputs of the project available to wider audiences.

As stated in the project proposal, it is planned to hold activity and material development workshops with the participation of academicians who are experts in their fields and teachers who received training in the activity titled "gifted Education Programme". It is planned to hold an activity development workshop in September (28-30 September) and a material development workshop in November (14-16 November). First of all, Sivas Cumhuriyet University, which is the co-applicant organisation of the project, was contacted for the provision of the hall where these workshops will be held. A multi-purpose hall within the university has been put into use by the university on the relevant dates for workshops. The hall is large enough for the 147 people to be present at the workshops to work comfortably and has large round tables suitable for group work. Before the workshops, the project team made the necessary physical arrangements in the hall, and the technical equipment and materials to be used in the development of the activity-materials were prepared.

In the determination of the academicians to be invited to the workshop, attention was paid to the fact that the academicians worked both in the relevant branch and in the field of gifted students. For example, for the branch of mathematics, it was desired to work with an academician who has studies on both mathematics education and gifted students. In this direction, researches were carried out for each branch, academicians were contacted and appropriate academicians were invited to the workshops. However, at this stage, the number of academicians was changed. Although it was stated in the project proposal that 11 academicians would participate, 16 moderator academicians and one program development expert were invited to the workshops, since some branches needed to be divided into sub-branches. Before the workshops, official correspondences were written about the appointment of academics. 10 of the academics are working at Sivas Cumhuriyet University and the remaining 7 are working at various universities in Turkey. Before the workshops, a presentation introducing our project was shared with the academicians.

111 teachers from different branches who participated in the gifted education program in the previous activity are the main participants of this activity. Before the workshops, these teachers were informed about the workshops. Working in Sivas BİLSEM – the teachers who trained in Finland on gifted and inclusive education in the second activity and trained other teachers in the third activity - guided the participating teachers during the preparation process. Along with these teachers working in Sivas BİLSEM, official correspondences were written about the assignment of 125 teachers to the workshops.

Prior to both activity development and material development workshops, Associate Professor Doctor Derya Girgin, who was assigned as a program development specialist in the project, provided training to all participants. These trainings were held online and the first one was "How to Develop an activity?" and "Writing Outcomes in the Activity Development Process", while the second includes "Educational Material Development". Participating teachers and moderator academics asked their questions to



Associate Professor Derya Girgin at the end of the training and before the workshops, all participants were informed about many of these workshops, what kind of process will be followed, what the activities and materials, and the number of activities and materials branch.

In the activity and material development workshops, round tables were arranged for each branch in the multi-purpose hall of Sivas Cumhuriyet University so that they could work as a group. Before the workshop, the participants were asked to bring their personal computers with them. By placing multiple sockets with extension cables between the desks, computers are prevented from having charging problems. There is also wifi access in the hall. In each branch group, there were 5-11 teachers, a moderator academic and Sivas BİLSEM teachers who had taken part in previous activities. Table 1 contains information about the branches, moderator academicians and the number of teachers in the workshop.

Tablo 1. Information of the participants in the workshops

No	Branch	Academician	Number of teachers
1	Information technologies	Dr. Öğr. Üyesi Mehmet Emin Korkusuz	10
2	Biology	Dr. Öğr. Üyesi Gülseda Eyceyurt Türk	4
3	Geography	Dr. Öğr. Üyesi Abdulkadir Ergün	5
4	Language (English)	Dr. Öğr. Üyesi Kübra Okumuş Dağdeler	6
5	Dil (Turkish)	Prof. Dr. Ahmet Benzer	10
6	Philosophy	Doç. Dr. Şener Şentürk	5
7	Science	Doç. Dr. Serkan Buldur	11
8	Physics	Prof. Dr. Serkan Akkoyun	5
9	Visual Arts	Dr. Öğr. Üyesi Gülşah Özdemir	5
10	Mathematics	Dr. Öğr. Üyesi Şule Güçyeter	11
11	Music	Öğr. Gör. Yunus Yapalı	5
12	Guidance and Psychological Counseling	Doç. Dr. Mustafa Kemal Yöntem	5
13	Classroom	Doç. Dr. Hamdi Karakaş	10
14	Social Studies	Doç. Dr. Selman Ablak	8
15	History	Dr. Öğr. Üyesi Filiz Arzu Yalın	3
16	Technology Design	Dr. Öğr. Üyesi Şirin Karaman	8
17	Program Development	Doç. Dr. Derya Girgin	
	Total	17	111

First of all, the event development workshop was held in 28-30 of September 2022, in a 2.5-day period. Each group has tried to develop activities that can be used in the education of gifted students by conducting their own studies. An activity preparation template was shared with the participants, allowing everyone to write the events in the same format. Since it was aimed to develop 220 activities in total in the project proposal, the groups were informed about this and the target activity numbers were determined according to the number of people in the group. At the end of the workshop, a total of 236 activities from 16 branches were developed. A Google Drive folder was created depending on the e-mail address of the project and the prepared activity plans were collected in this folder. At the end of the activity development workshop, all activities were examined by the program development specialist, inappropriate situations were stated, and explanations were added to the parts that needed to be edited.

Participants reviewed the activities in line with these feedbacks and uploaded their edited versions to a new folder. Afterwards, the activities were reviewed by the training coordinators in the project, the page arrangements of the necessary activities were made and they were made ready for publication.

Secondly, the material development workshop was held in 14-16 November 2022 in a 2.5-day period. Tools, equipment and consumables to be used in the design process of the materials were prepared in advance in the workshop hall. Each group has tried to develop materials that can be used in the education of special talents by carrying out their studies. A material design template was shared with the participants so that everyone could write the materials in the same format. Since it was aimed to develop a total of 44 materials in the project proposal, the groups were informed about this issue and the target material numbers were determined according to the number of people in the group. At the end of the workshop, a total of 52 materials from 16 branches were developed. Thus, the target was exceeded. A Google Drive folder was created for the materials depending on the e-mail address of the project and the design forms of the prepared material were collected in this folder. At the end of the material development workshop, all material design forms were examined by the program development specialist, inappropriate situations were stated, and explanations were added to the parts that needed to be edited. Participants made updates in their materials and material design forms in line with these feedbacks, and uploaded their edited versions to a new folder. Then, the materials and forms were reviewed by the training coordinators in the project, necessary arrangements were made, and they were made suitable for publication and use. All the developed materials were collected in Sivas BİLSEM and the materials that would go to the support training rooms were seperated.

The distribution of the activities and materials produced in the workshops according to the branches is given in Table 2.

Tablo 2. Etkinlik ve materyal sayıları

Branch	Number of activity plans	Number of lesson materials
Informatics	20	4
Biology	10	3
Geography	10	3
Philosophy	10	3
Science	20	4
Physics	14	3
Visual arts	14	3
English	17	3
Mathematics	23	5
Music	10	3
Guidance and Psychological Counseling	11	2
Classroom	20	4
Social Studies	10	3
History	11	3
Technology and design	16	2
Turkish	20	4
Total	236	52

The activities and materials, which are the products of these two workshops, have been transferred to the e-learning application so that they can reach wider audiences. First of all, the activities and materials developed were reviewed by the project web coordinator and the activities and materials that could be included on the website were selected interactively. Services were purchased at the stage of designing the website and sharing the outputs of the workshops on this website. The technical specifications submitted in the tender for the establishment of the e-learning portal included the following:

1- Web Hosting System

- UNLIMITED (SSD Disk space, Traffic, SSL, Email, Database)

- 2GB Ram
- 2 Core Processor

2- The domain name to be chosen by the project team

3- Admin panel where the number of plays, duration, access to achievements statistics can be followed by the administrator.

4- Developing activities suitable for gamification and determined by the project team as interactive games (40).

5- Launching the website within 1 month, development of interactive games within 3 months.

6- Serving the activities that cannot be turned into interactive games as presentations and pdf.

7- Setting up a CMS so that information about the project can be shared

Providing the above-mentioned services uninterruptedly for 3 years

The company that won the tender has designed the website in a way that will meet these conditions. The name of the website is www.bozkirinemaslari.com. A total of 242 activities and 52 materials related to 16 different branches have been made available on this website. As stated in the specification, 40 of them were prepared interactively.

The activities and materials developed in the workshops were combined and brought into book format. It is planned to be published by the Ministry of National Education.

During the activity, meetings were held as the project team at various intervals and the progress of the project was evaluated. A questionnaire was applied via Google Forms to get the opinions of the participants about the workshops. In this questionnaire, the participants were asked 5 likert type 10 items and 3 open-ended questions. At the end of the survey, it was seen that the participants were mostly satisfied with the workshops, they thought the workshop was beneficial for them, and they found the organization successful. More detailed information about this survey and its findings are also given in the surveys section.

Problems encountered:

1. The Activity Development Workshop, which is the first workshop within the scope of the activity, was planned to be held on September 5-9, 2022, but the dates of the workshop were updated as September 28-30, since this date coincided with the 7th Congress on Education of the Gifted and Talented (September 8-10). This has been reported in the amendment request #7.

2. Initially, the Activity and Material Development Workshops were planned for 5 days, 4 hours a day, for a total of 20 hours. However, due to the fact that education has started and the availability of academics coming from outside the province, it was thought that it would be appropriate to reduce the workshops to 2.5 days, with a total of 20 hours, from 08.00-17.00 (8 hours on the 1st day), 08.00-17.00 (8 hours on the 2nd day), 08.00-12.00 (4 hours) on the 3rd day. This situation has been updated with the amendment request number 7.

3. It is written in the project proposal that 11 academicians will be invited to the workshops. However, with the emergence of sub-branches and the inclusion of one program development specialist, the number of academicians increased to 17 in total. This situation was reported in the amendment request number 10 and the update was made without changing the total amount allocated in the budget for academics.

4. In the project proposal, all of this activity should be included in the 11-14th days of the project. It is planned to be carried out between the months of September (September-December 2022). However, the tender for the e-learning portal in December was canceled because there was no willingness company to bid. This situation was reported with the amendment request number 11 and additional time was taken. For this reason, the duration of this activity, which was planned as 4 months in the project proposal, was extended.

Activity 5. Creating Model Support Education Rooms

The fifth activity of our project is the creation of exemplary support training rooms that will serve as a model for the support training rooms that the gifted students need and that did not have sufficient equipment before. Before writing the parts related to this activity in the project proposal, researches and examinations were carried out on how a fully equipped support training room should be. It has been seen that the standards of the Ministry of National Education regarding the support training room should be taken into account. In this direction, the qualifications (physical conditions and equipment features) of the sample support training rooms to be opened within the scope of the project were determined and these qualifications were listed in the project proposal. Preparatory work was carried out by paying attention to these features in the creation of support training rooms.

Regarding the selection of exemplary support education rooms, firstly, researches were carried out by considering the criteria of having the most gifted students in Sivas and the distance from the city center. At the end of the examinations, one school was determined as a candidate in the districts of Şarkışla and Suşehri. The general coordinator of the project and the director of the applicant organisation visited these schools, conducted face-to-face interviews with the authorities and made examinations in the physical environment. It was determined that suitable conditions were met and it was decided to designate these schools as schools where support education rooms will be opened. These schools are "Suşehri Atatürk Secondary School" and "Şarkışla 15 Temmuz Milli Egemenlik Imam Hatip Secondary School". The necessary official correspondence regarding the construction of support training rooms with these schools was completed in August-September 2022. Some students identified as gifted live in districts far from Sivas. For this reason, these students have difficulties in coming to BİLSEM, which is located in the center. In this direction, it is planned to create two support training rooms in accordance with the standards in two districts with the most gifted students.

First of all, as stated in the preparation phase, the physical spaces where exemplary support training rooms will be created were determined. Next, the work to be done and the materials to be purchased are reviewed. According to this, it was deemed necessary to complete processes such as building-remodeling and procurement of furniture materials, IT materials and other materials.

According to the Ministry of National Education, support training rooms must meet some physical and hardware conditions. Goods and services were purchased from a construction-engineering company in order to meet these conditions in the sample support training rooms to be established. The content of this service includes furnishing products, coatings, electrical-electronic and lighting materials, metal products and workmanship, as listed below, in accordance with those specified in the project proposal:

- Antibacterial nano technology, tile floor carpet
- Panel radiator and its assembly
- Adjustable ceiling lighting lamp and installation trim
- Acoustic and insulated door
- Window blinds
- Fabric covered styrofoam and its application
- Elastomeric rubber foamed heating tube and workmanship
- Acoustic fabric covered wall panel and its application
- Protected electric socket and assembly
- Water-based antibacterial paint and its application

Furniture materials and IT materials were purchased together with the materials of the project office. Because it is not wanted to divide the same kind of expenses. The ground activity cushion set and the first aid kit were purchased together with the materials related to visibility activities. Thus, all the necessary materials listed in the project proposal and budget were purchased. The same materials were purchased in both support training rooms, and the list of materials is as follows:

- Floor activity cushion set
- First aid kit
- Smart board

- Wireless keyboard-mouse set
- Sound and speaker system
- Color laser printer
- Hanger
- Meeting table
- Chair
- Multi-purpose cabinet
- Cupboard
- Chair with armrests
- Desk
- Cabinet with open shelves
- Billboard
- White board

These materials were sent to the relevant schools under the responsibility of Sivas BİLSEM after the building-renovating processes of the support education rooms were completed. Thus, exemplary support training rooms are ready for use.

In the project proposal, it was stated that the materials developed in the activity and material development workshops, the fourth activity of the project, would be sent to the support training rooms to be created. In this direction, the materials developed by the project training coordinator were examined, and the physical materials (non-digital materials) suitable for submission were determined. Appropriate materials are divided into two (for two support training rooms) so that there is a balanced distribution in each branch. For example, if there are four materials suitable for submission in the field of Science, they are shared in pairs. In addition, material design forms were added next to each material in order to guide the teachers who will use these materials. These prepared materials were delivered to the relevant schools by the director of Sivas BİLSEM, the applicant institution, and sample support training rooms were opened.

At the end of the activity, a meeting was held as the project team and a general evaluation of the activity was made. In this evaluation meeting, it was seen that the physical conditions of the schools are important in the education of gifted students, and an appropriate education atmosphere is necessary for the education that the gifted needs. In addition, it was stated that a well-equipped support education room is extremely necessary for students who are identified as gifted but live far from the city center. It has been seen that this activity is an effective and appropriate step in meeting such needs.

Problems encountered:

1. This activity is planned to take place in the 9th and 10th months (July-August) of the project. Necessary preparations such as determining the schools where sample support training rooms will be held, writing official letters, visiting schools and determining suitable rooms, preparing the technical specifications were made in the months (July-August) where the activity was planned. However, in the meantime, the lead applicant organisation manager has changed. Due to the prolongation of this change process, it was not possible to start the tender processes. For this reason, with the amendment request number 9, a timing change was made in the activity plan.

2. In the project proposal, it was stated that the windows of the support training rooms would also be built and an item was added to the budget. However, the authorities of the designated schools stated that no official changes could be made in the school's building plan and that it would not be appropriate to change the external appearance. For this reason, since it will not be possible to change the windows of the support training rooms, the required amount for the construction of the windows was transferred to the budget item related to the creation of the e-learning portal with the amendment request number 10.

Activity 6. Organizing Awareness Building Training Activities for Gifted Students, BİLSEM and Support Education Rooms

Almost all of the teachers who are actively on duty in our country have not received any training on special talents during their undergraduate education. This situation makes it difficult for a teacher to notice the gifted student in his class, to know the needs of the gifted student and to make adjustments in the teaching process accordingly. In addition, it is not possible to be aware of the opportunities to support gifted students such as BİLSEM and support training rooms. One of the main purposes of the current activity is to raise awareness among the administrators and teachers in Sivas about gifted students and their education. Secondly, it is aimed to provide training to the parents of the students who have been diagnosed with special talents about the characteristics, needs and how they should be supported. As it can be understood, this activity is an activity that will contribute to the support of gifted students and to feed their potential.

Considering the aforementioned contributions, within the scope of the project, it is planned to organize awareness training about gifted students, BİLSEM and support training rooms for teachers, administrators and parents in Sivas. In the project proposal, it was stated that these trainings will be given in the 15th and 16th months of the project and will be held in a total of seven sessions by two trainers working at the Guidance Research Center (RAM). In this direction, an official letter has been written about the appointment of teachers and administrators to the Provincial Directorate of National Education for the implementation of the trainings. However, these assignments were not deemed appropriate by the Provincial Directorate of National Education due to the excess number of personnel required (2288 teachers and administrators) and the reason that this situation would hinder education.

Upon this situation, it was thought that it would be appropriate to provide this training only to the personnel working as guidance and psychological counselors in the schools in the city center, and to transfer this training to other teachers and administrators in their own schools. In such a case, it has been seen that awareness training can be completed in two sessions, one session for parents and one session for counselors. Since a single trainer can give these two sessions, the option of receiving training from an academician working in the field of gifted students instead of two trainers working at RAM was evaluated. This situation was reported to the thematic monitoring expert and her opinion was requested. The thematic monitoring expert noted the appropriateness of these amendment. Upon this opinion, the amendment was made with the request for amendment number 12. Thus, it was foreseen to reach more teachers than the targeted number of teachers in the project proposal and to receive a more qualified education from an expert academician. As a result of the researches on the trainer who will give the awareness training, it was thought that it was possible to work with Associate Professor Mahmut Çitil, who works at Gazi University, Gazi Education Faculty, Department of Special Education. In consultation with the relevant academician, he was offered to take part as a trainer in this activity of the project. After Associate Professor Mahmut Çitil accepted this offer, the sessions, days and hours of the training were planned. Accordingly, on March 30, 2023, it was decided to give training to the guidance teachers in the morning and to the parents in the afternoon. In order for Associate Professor Mahmut Çitil and the guidance teachers to participate in the training to be considered on leave, assignment letters were written to the relevant units. Awareness training on the gifted, BİLSEM and support training room was carried out by Associate Professor Mahmut Çitil as planned. The session for the counselors was held in the conference hall of Sivas BİLSEM, and the session for the parents was held in one of the halls of Sivas Cumhuriyet University, which is one of the co-applicant organisations in the project. The contents of the presentations are as follows:

1. Basic concepts of gifted students
2. Some theories of intelligence
3. Characteristics of gifted students
4. Identification of gifted students
5. Educational strategies
6. Teachers of the gifted students
7. Differentiated education

8. Advice to parents of gifted students
9. Needs of gifted students
10. Frequently asked questions about gifted people
11. Some book suggestions

A total of 166 counselors working in various schools in Sivas city center attended the morning session of the awareness training. After the presentation, a question-answer activity was held between the counselors and the trainer. At the end of the training, the presentation was shared with the teachers, and they were asked to give this training to the administrators and teachers in their own schools. This request was sent to the schools in an official letter, and each school was asked to document these trainings that took place within the institution by photographing and creating a signature circular. In this direction, the guidance teachers who received the awareness training shared these trainings with the teachers in their own schools. Feedback (signature circular and photographs) were received from 123 different schools regarding the implementation of these trainings. In this way, a total of 2637 administrators and teachers received awareness training in 123 different schools. A total of 2803 teachers were reached, including the guidance counselors. Thus, the number specified in the project proposal was considerably exceeded.

The afternoon session of the awareness training was organized for the parents of the students who were diagnosed with special abilities. Before the training, the poster of the training was shared and announced on the social media pages of the project and Sivas BİLSEM. In addition, information messages about education were sent to parents by Sivas BİLSEM and Sives Buruciye BİLSEM management. Only 147 parents attended this session due to possible reasons such as the fact that the training was on weekdays and many parents were on working hours. A question-answer activity was also held in the presentation.

Before and after the awareness trainings, the Attitude Scale towards gifted students was applied to the administrators and teachers via Google Forms. When the findings were examined, it was seen that the attitudes of teachers and administrators towards gifted students developed positively at the end of the training. Before and after the awareness training, the "Parent Awareness Scale-Parents with Gifted Children" was applied to the parents via Google Forms. At the end of the analysis, it was concluded that the education provided increased the awareness of the parents towards the gifted students. In addition, at the end of the activity, the activity process and the effectiveness of the activity were analysed as the project team.

Problems encountered:

1. Within the scope of this activity titled gifted and talented individuals, BİLSEM and Support Training Rooms Awareness Training, it was planned to provide training to 2288 National Education personnel. In this direction, the request for approval of the assignment written to the Provincial Directorate of National Education for the trainings was not deemed appropriate due to the excess number of personnel requested for the assignment and the reason that this situation would hinder the education and training. In this case, it is planned to give this awareness training to psychological counselor/guidance teachers working in Sivas city center and to give this training in their own schools. In addition, it was written in the project application form that the relevant activity would be carried out in 7 sessions by 2 psychological counselors/guidance teachers working at the Guidance Research Center, by dividing the participants. However, in order to increase the quality of education, Associate Professor Doctor Mahmut ÇİTİL, who is one of the few academicians in Turkey in the field of studies in the field of special talents, is designed to carry out the training (4 hours) as a psychological counselor/guidance teacher and parent session. This situation was reported to the thematic monitoring expert. A request was made as amendment number 12 on Projematik by taking the "appropriate" opinion from the thematic monitoring expert. Awareness trainings within the scope of this activity were carried out according to this changed plan.

2. It was observed that less number of parents attended the parent session of awareness trainings than intended. In this case, it is thought that the fact that the training is on weekdays and in the month of Ramadan may have caused the low participation.

Activity 7. Visibility Activities

Visibility activities were included in order to spread the project and the activities carried out within the scope of the project to wider audiences and to increase its widespread effect. In addition, this activity was needed to effectively emphasize that the project is supported by the European Union and the Republic of Turkey.

Planning studies on how visibility activities will be carried out were made by the project team. The necessary materials were listed, the elements to be designed were determined, and it was decided what to do about visibility in each activity and throughout the project. Accordingly, as stated in the project proposal, studies related to the preparation of materials such as flags, brochures, banners, labels, signboards and promotional products were mentioned. In addition, it was stated that news about the project should be made, these news should be shared with as many tools as possible, and social media, written and printed media should be used effectively. One person from the project team has been designated as the promotion and communication coordinator to monitor and coordinate all visibility-related activities.

The total duration of its activities is 18 months and it has been stated that visibility activities will continue throughout this period. Visibility studies carried out independently of the other activities of the project will be mentioned.

First, a visibility and communication plan was created. In this plan, objectives, communication and visibility activities, communication tools, performance indicators, human resources and financial resources are included in an explanatory manner. The main purpose of visibility activities is to deliver the benefits obtained from the project to the widest possible audience. In addition, it is aimed to highlight the contribution of the Ministry of Labor and Social Security of the European Union and the Republic of Turkey. Secondly, a unique logo of the project was designed to be used in all printed and visual materials and publications. The prepared logo was presented to the authorities on Projematik, and approval was obtained.

A statement stating that the project is supported by the European Union and the Republic of Turkey is included in all the works carried out in the project. Logos of Human Resources Development Operating Structure, Ministry of National Education, Ministry of Labor and Social Security were placed on all printed and visual elements such as posters, invitations, participation certificates and presentations. In addition, the logos of the project owner institution, co-applicant institutions and participating institutions such as Sivas Science and Art Center, Sivas Cumhuriyet University, Sivas Guidance Research Center and Sivas Special Provincial Administration were also included.

There is a need for visual guidance and information tools in the training halls to be used in the training process of the project. dovetail flags, X banners, promotional brochures and posters with the logo of the project on them were designed. In addition, promotional products were purchased to be given to training and workshop participants. All purchased products related to visibility activities are as follows:

- Specially printed ballpoint pens (2000 pieces)
- Posters (100 pieces)
- USB Flash Drives (150 pcs)
- Dovetail Flag (4 pieces)
- Promotional Brochure (5000 copies)

- Participant Certificate (120 pieces)
- Covered File (2000 pieces)
- X Banners (2 pcs)
- Block notes (2000 pieces)

In order for the project to reach wider audiences, the news of the project in local TV and newspapers has been ensured since the acceptance of the project. The developments regarding the project were shared on the websites and social media accounts of the applicant institution, co-applicant institutions and the associate institution. Social media accounts of the project were created and news was shared mostly on Instagram account. The username of this account is @diamondsofthestepe.

In Sivas BİLSEM, a billboard about the project was created in a location where students and parents can easily see it. This billboard contains information about the project, logos and photos of activities.

The project general coordinator and the project secretary participated in the IESP SOP Project Fair, which was prepared by various universities and non-governmental organizations in Ankara in November 2022 and supported projects from all fields that received grant support. Presentations and brochures containing the project's general objectives, special objectives, activities, outputs and images related to the project were used in the promotion of the project at this fair.

Before the project opening meeting, the design works for the invitation, dovetail flags and X supported banners were completed. All designed products include text and symbols showing that this project is financed by the European Union and the Republic of Turkey. Before both the opening and closing meetings, the meeting room and the cocktail section are decorated with banners and flags. Services were purchased for the opening and closing meetings of the project. This service includes hot and cold drinks, cookies, cake, professional server and live music performance. Provincial protocol, BİLSEM students and their parents and the people of Sivas were invited to the meetings. Invitations were also shared on all social media accounts of the institution. The opening meeting was held on January 15, 2022 at Sivas Science and Art Center. The opening program started with a music concert and continued with the greeting speech of Sivas BİLSEM director Adem Uzun. Project general coordinator Dr. Sezen Güleç made a project briefing presentation, and then Sivas Cumhuriyet University Vice Rector Prof. Dr. Hakan Yekbaş and Sivas Governor Salih Ayhan made speeches emphasizing the importance of the project. The project was inaugurated in front of the press, followed by a cocktail party. As stated in the performance indicators of the visibility and communication plan, at least 300 people attended the meeting and this attendance was documented with a signature chart.

The closing meeting was held on April 29, 2023 at Sivas Science and Art Center. Deputy Governor of Sivas, Mr. Adem TAŞPINAR, General Secretary of Sivas Cumhuriyet University, Associate Professor Enis Baha BİÇER, Sivas National Education Directorate Special Education Branch Manager Yıldırım SOLAK and Sivas Buruciye BİLSEM director Mr. Memet MATOĞLU participated in the meeting. Director of Sivas BİLSEM Abdullah TOKER made a greeting speech, the general coordinator of the project, Doctor Lecturer Sezen GÜLEÇ, made a presentation about the importance and evaluation of the project, and then a music concert was presented by the students of Sivas BİLSEM music talent area. The project was inaugurated in front of the press, followed by a cocktail party. As stated in the performance indicators of the visibility and communication plan, at least 300 people attended the meeting and this attendance was documented with a signature chart. Photos taken during the opening and closing meetings and information about the project were published in Sivas BİLSEM and our project's social media accounts, as well as in Sivas Governorship, Sivas National Education Directorate, Sivas Cumhuriyet University social media accounts and local newspapers. Some link links related to these shares and publications are given below:

<https://sivas.meb.gov.tr/www/bilsem-tarafindan-hazirlanan-bozkirin-elmaslari-projesi-icin-acilis-programi-duzenlendi/icerik/5052>

http://www.bizimsivas.com.tr/haber/bozkirin_elmaslari-33497.html

<https://www.okulhaberleri.net/bozkirin-elmaslari-projemizin-acilisi-yapildi-6536249>

https://sivasbilsem.meb.k12.tr/icerikler/bozkirin-elmaslari-ismli-ipa-projemizin-kapanis-toplantisi-gerceklestirilmistir_13999528.html#

It is considered that the targets have been achieved in visibility activities. All materials stated to be provided in the project proposal were purchased and used effectively. Shares were made on the websites and social media accounts of the project, beneficiary institution and co-beneficiary institutions. Thus, a large number of people were reached. The number of participants in the project opening and closing meetings reached the number specified in the project proposal.

Problems Encountered: No problems were encountered.

- 2.3. What has your organisation or any actor involved in the Action learned from the Action and how has this learning (including evidence from monitoring and evaluations) -been utilised and disseminated? What has and has not worked?

Describe if the action will continue after the support from the European Union has ended. Are there any follow up activities envisaged? What will ensure the sustainability of the action?

Gifted students in EU countries receive individualized and tailored education. In Turkey, the competence of giving special individual education to gifted students and the preparation of differentiated/enriched education programs of teachers falls behind expectations. Although gifted students receive the education they need in Turkey as well as in Sivas, they are not at the desired level. Students are not properly guided to develop their abilities. Children whose potential is not revealed cannot be successful in their academic and social lives. The teachers who teach them cannot provide appropriate activities for these students and these students are often ignored, neglected or undermined. Within the scope of our project, 20 trainers received training in Finland and with these trainings, they provided training to 111 teachers from 16 different branches. In addition, 236 activities were performed and 52 materials were developed. A total of 2,637 administrators and teachers awareness trainings were given in 123 different schools in Sivas, and a total of 2803 administrators and teachers were reached, including counselors.

Operation, maintenance and expenses of the buildings to be formed within the scope of the project will be covered by Sivas Bilsem. The project office and its team will continue to exist in the preparation of new projects after the project. The support education rooms established in two districts were transferred to the schools through the District National Education Directorates with transfer agreements at the end of the project. Since the schools where support education rooms are established are public institutions, the operating and maintenance costs will be covered by the schools. Project outputs will be reported and shared with Sivas Cumhuriyet University, Sivas Provincial Directorate of National Education and the Ministry of National Education. Suggestions will be made to organize similar activities as local in-service training by the provincial directorate of national education and central in-service training by the ministry of national education. In addition, at Cumhuriyet University, recommendations will be made for the bidders to carry out similar trainings through the continuous education center. In particular, awareness trainings will be repeated from time to time by the guidance research center. 17 Sivas Bilsem teachers who received trainers' training will be assigned to provide training to Bilsem teachers in other provinces in case of need.

The project will not lead to any change in education policy. However, in terms of its subject, activity booklets from all branches are sent by the General Directorate of Special Education and Guidance Services, Department of Development of Special Talents, to be implemented in Science and Art Centers. In the meetings held with the relevant unit, it was stated that the activities and materials, which are among the outputs of this project, will be sent to other Science and Art Centers within this scope and that the activities and materials developed will be put into practice in all Bilslems in Turkey. In addition, the activities and materials developed will be published in the activity pool on the website of the relevant department of National Education Ministry.

Awareness trainings will be held every year in line with the mobility about teacher assignment and relocation in Sivas. The content of these trainings will be updated every year in line with the relevant literature. In addition, awareness trainings for parents will be held every year for the families of children who are diagnosed as gifted.

2.4. The Logical framework (logframe) matrix should evolve during the Action project (i.e. the projects) lifetime: new lines can be added for listing new activities as well as new columns for intermediary targets (milestones) when it is relevant and values will be regularly updated in the column foreseen for reporting purpose (see "Current value"). The term "results" refers to the outputs, outcome(s) and impact of the Action.

The logframe can be revised as necessary (in line with the provisions defined in Article 9.4 of the General Conditions).

	<i>Result chain</i>	<i>Indicator</i>	<i>Baseline (value & reference year)</i>	<i>Target (value & reference year)</i>	<i>Current value* (reference year) (* to be included in interim and final reports)</i>	<i>Source and mean of verification</i>	<i>Assumptions</i>
<i>Impact (Overall objective)</i>	To contribute to improving the quality of education and training that will help students use their potential at the highest level by applying new models, techniques and methodologies that will enable the participation of all stakeholders in order to increase the quality of gifted and talented Education.	In the first 3 years after the project, 10% of the actors who took part in the gifted and talented students' training in the region were informed about the subject.	N/A	At the end of the project, 18 Sivas Bilsem teachers received Trainer training. 110 teachers received training on the gifted education program. 220 activities and 44 materials that are ready for use in the education of gifted students and an e-learning application in which these are transferred were developed. 2 support training rooms in accordance with the standards	At the end of the project, 20 Sivas Bilsem teachers and trainers received Trainer training. 111 teachers received special gifted education program training. 236 activities, 52 materials and an e-learning application were developed, which are ready for use in the education of gifted students. 2 support training rooms in accordance with the standards were created. 2803	Project Interim and Final Report,	<i>Not applicable</i>

	<i>Result chain</i>	<i>Indicator</i>	<i>Baseline (value & reference year)</i>	<i>Target (value & reference year)</i>	<i>Current value* (reference year) (* to be included in interim and final reports)</i>	<i>Source and mean of verification</i>	<i>Assumptions</i>
				were created. 2080 teachers, 208 administrators and 1000 parents became conscious about gifted students	teachers and administrators and 147 parents became conscious about gifted students		
<i>Outcome (s) (Specific objective(s))</i>	1- Contributing to increase the capacity of teachers of gifted students through training of trainers..	1- 70% of the teachers working in the field of gifted students in Sivas became equipped with training of educators.	There are "0" teachers in Sivas province who receive training for gifted trainers.	1- 18 educators who have received the trainers training	1- 20 trainers who have received trainers training	1- Trainer training certificates , training records, Final Report	Absence of global health, economic and political problems.
	2- To contribute to the development and dissemination of activities and materials	2- Innovative activities and materials were developed to meet the	2- The number of activities and materials developed in Sivas	2- 220 activities and 44 materials were prepared and an e-learning	2- 236 activities and 52 materials were prepared, and an e-learning	2- Project final report, activity booklet, e-learning portal	The willingness of the target audience to participate in the trainings

	<i>Result chain</i>	<i>Indicator</i>	<i>Baseline (value & reference year)</i>	<i>Target (value & reference year)</i>	<i>Current value* (reference year) (* to be included in interim and final reports)</i>	<i>Source and mean of verification</i>	<i>Assumptions</i>
	that can be used in support education rooms and Science and Art Centers with e-learning applications.	needs of the target group.	province is "0"	application including them was put into practice.	application containing them was put into practice.		
	3- To develop exemplary models for other schools by creating an exemplary support education room in two schools.	3- 2 support training rooms were created in accordance with the needs and standards of the target group.	3- The number of support training rooms in accordance with the standards in the districts of Sivas is "0".	3- 2 support training rooms were created in accordance with the standards where gifted students can receive education.	3- 2 support training rooms were created in accordance with the standards where gifted students can receive education.	3- The records of the Sivas Provincial Directorate of National Education, Project final report	Having economic stability
	4- To contribute to increasing the level of knowledge by providing awareness trainings to the administrators and teachers working in all primary and secondary schools in Sivas city center and the families of gifted students.	4- At the end of the project in one year, approximately 60% of the actors who took part in the training of gifted students in Sivas became conscious.	4- Number of people who were made aware of the education of special talents "0"	4- The number of seminars to be held in the 15-16th months of the project is 7, the number of trained teachers and administrators is 2288, and the number of parents is 1000.	4- The number of seminars to be held in the 15-16 months of the project is 7, the number of trained teachers and administrators is 2803, and the number of parents is 147.	4- Seminar Participation List, Project final report,	Willingness of the target audience to participate in the seminar
	5- To develop a common dialogue and establish a sustainable communication by cooperating with national institutions and	5- In the first 3 years at the end of the project, a sustainable dialogue was achieved thanks to the cooperation on the	5- The current number of protocols in the education of the gifted is "0"	5- Two protocols in the field of national and international gifted education	5-Two protocols in the field of national and international gifted education	5- Project final report	5- Positive perspectives of the decision makers in the province on the project.

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	<i>Result chain</i>	<i>Indicator</i>	<i>Baseline (value & reference year)</i>	<i>Target (value & reference year)</i>	<i>Current value* (reference year) (* to be included in interim and final reports)</i>	<i>Source and mean of verificatio n</i>	<i>Assumptio ns</i>
	organizations operating in the education of gifted students	education of the gifted in the region.					
Outputs	Output 1: An effective project management was provided.	1- Activities were completed on time.	1- The number of project grants used in this field is 0.	1- Number of projects on the education of gifted students is 1.	1- Number of projects on the education of gifted students is 1.	1- Project Intern And Final Report	Continuing political and economic stability in the country, Support of the decision makers in the province to the project.
	Output 2: 18 teachers working in Sivas Science and Art Center became more equipped in this regard by receiving training from a unit working with gifted students within universities.	2- 70% of the teachers working in the field of gifted students in Sivas became equipped with training of trainers.	2- The number of people who received training of trainers on the education of gifted students is "0"	2- The number of people who received training of trainers on the education of gifted students in the first 3 months of the project is "18".	2- In the first 3 months of the project, the number of people who received training of trainers on the education of gifted students is "20".	2- Signature List of the training of trainers, Final Report	Continuing political and economic stability in the country
	Output 3: 110 teachers participated in the gifted education program and became equipped for the education of the gifted in their fields.	3- 30% of the teachers working with gifted students in Sivas province increased their proficiency in this subject by taking special gifted education	3- The number of people who received special gifted education program training in Sivas province is "0"	3- The number of people who received gifted education program in the first 8 months of the project is "110"	3- The number of people who received gifted education program in the first 8 months of the project is "111"	3- Signature list of the gifted Education Program, pretest and posttests to be given to the participants, Project Internal and External Evaluation Meeting	Support of expert faculty members to the project

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Result chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be included in interim and final reports)	Source and mean of verification	Assumptions
	program training.				Records, Intern and Final Report	
Output 4: 236 activities and 52 materials were produced in 16 branches by holding 1 activity and 1 material development workshop. An e-activity application was developed on mobile devices. An exemplary model was created by designing 2 support training rooms in 2 schools.	4- The number of qualified activities and materials that can be used in the field of gifted students has increased; the gifted area gained an e-learning application; two districts have 2 support training rooms in accordance with the standards.	4- The number of innovative and current activities used in Bilsems in the field of special talents is "0"; number of materials "0"; The number of e-learning applications for gifted students is "0"; The number of support training rooms in accordance with the standards in two districts is "0".	4- In the first 14 months of the project, the number of activities developed for the education of the gifted is "220" and the number of materials is "44"; The number of e-learning applications created for gifted students is "1"; The number of support training rooms established in accordance with the standards in two districts is "2"	4- In the first 14 months of the project, the number of activities developed for the education of the gifted is "236", the number of materials is "52"; The number of e-learning applications created for gifted students is "1"; The number of support training rooms established in accordance with the standards in two districts is "2"	4- Participant Signature List, Project Internal and External Evaluation Meeting Records, Intern and Final Report, e-learning application, official letters of the Provincial Directorate of National Education	Participants are willing and productive Support of the decision makers in the province to the project.
Output 5: 2803 teachers and administrators, 147 parents became conscious through trainings about gifted students,	5- 70% of the actors who took part in the training of gifted students in Sivas became conscious by taking	5- The number of teachers who received awareness training on the gifted, Bilsem and support training	5- In the first 16 months of the project, the number of teachers and administrators who received awareness	5- In the first 16 months of the project, the number of teachers and administrators who received awareness	5- Participant Signature List, Project Internal and External Evaluation Meeting Records,	The willingness of the participants in the target group, Support of the decision makers in

<i>Result chain</i>	<i>Indicator</i>	<i>Baseline (value & reference year)</i>	<i>Target (value & reference year)</i>	<i>Current value* (reference year) (* to be included in interim and final reports)</i>	<i>Source and mean of verification</i>	<i>Assumptions</i>
BİLSEM and Support Education Room.	awareness trainings.	room in Sivas is "60"; number of administrators is "30"; number of parents is "100"	training on the gifted, Bilsem and Support Training Room in Sivas is "2288"; number of parents is "1000"	training on the gifted, Bilsem and Support Training Room in Sivas is "2803"; number of parents is "147"	Interim and Final Report, official letters of the Provincial Directorate of National Education	the province to the project.
Output 6: A joint dialogue was developed with universities and other public institutions. In the first year after the project, 5 projects were developed.	6- A joint dialogue was developed with 80% of universities and public institutions related to the field of gifted people in Sivas and a consensus was reached on different projects to be carried out.	6- The number of institutions working for the gifted and having a common dialogue is "1"	6- At the end of the project, the number of universities with which a joint dialogue was developed for the education of the gifted is "1"; number of public institutions is "5"	6- At the end of the project, the number of universities with which a joint dialogue was developed for the education of the gifted is "1"; number of public institutions is "5"	6- Protocols with institutions , Project Internal and External Evaluation Meeting Records, Interim and Final Report	The willingness of institutions to cooperate, Support of the decision makers in the province to the project.
Output 7: The visibility of the project and the EU has been achieved.	7- The logo, which indicates that the project is EU-supported, was found in 100% of the project images and promotional products.	7- The number of project images with the logo indicating that the project is EU-supported is "0"; number of promotional items is "0"	7- The number of the dovetail Flag with the logo of the project is "4"; the number of X Banners is "2"; the number of promotional brochures is "5000"; the number of project posters is "100"; the number of block note is "2000"; the number of	7- The number of the dovetail Flag with the logo of the project is "4"; the number of X Banners is "2"; the number of promotional brochures is "5000"; the number of project posters is "100"; the number of block note is "2000"; the number of	7- Interim And Final Report, financial reports, Project Verification Report	Continuing political and economic stability in the country

Result chain	Indicator	Baseline (value & reference year)	Target (value & reference year)	Current value* (reference year) (* to be included in interim and final reports)	Source and mean of verification	Assumptions
			cover files is "2000"; the number of ballpoint pen is "2000" and the number of flash drive is "150"	cover files is "2000"; the number of ballpoint pen is "2000" and the number of flash drive is "150"		

2.5. Activity matrix

<p>1. Action 1: Forming the Project Team and Project Office Action 2: Having special training on the education of the gifted students from the department of universities Action 3: Training of Trainers in the Education of the gifted students Action 4: Organization of Activity and Material Development Workshops and Creation of E-Learning Application Action 5: Forming a model Support Training Rooms Action 6: Organizing Awareness Training Activities for the Gifted, BİLSEM and Support Training Room Action 7: Project Visibility Activities</p>	<p>Means Project team, trainers, e-learning portal, office furniture and equipment, 2 support training rooms and specifications, trainer training service procurement procedures, training, seminar and workshop halls and service procurement tenders, promotional materials,</p> <p>Costs</p> <ol style="list-style-type: none"> 1- Human Resources: 2- Travel: 3- Equipment and supplies 4- Local office: 5- Other Costs and Services: 6- Other: 7- Direct eligible costs of the Action (1-6): 8- Indirect costs (6,5% of 7, subtotal of direct eligible costs of the Action): 9- Total eligible costs of the Action, excluding reserve (7+8): 10- Provision for contingency reserve (5% of 7, subtotal of direct eligible costs of the Action): 11- Total eligible costs (9+10): 12- Taxes: 13- Total accepted costs of the Action (11+12): 	<p>Assumptions There are no assumptions for the project.</p>
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- 2.6. Explain how the action has mainstreamed cross-cutting issues such as promotion of human rights,⁶ gender equality,⁷ democracy, good governance, children's rights and indigenous peoples, environmental sustainability⁸ and combating HIV/AIDS (if there is a strong prevalence in the target country/region)⁹.

The decision of the EU Council, which emphasized that the child's natural right to receive the special education needed by gifted students, was emphasized with the project. This project contributed to the gifted students in Sivas to reach a higher quality education. While determining the target groups, gender equality was taken into consideration in the numerical distribution of the participants. Care has been taken to ensure that the materials to be used within the scope of visibility activities are made of recyclable materials and are environmentally friendly. Thanks to the developed e-learning portal, individuals who are far from the center are also provided with services within the scope of equal opportunity.

- 2.7. How and by whom have the activities been monitored/evaluated? Please summarise the results of the feedback received from the beneficiaries and others.

The first technical monitoring visit was made on 27 December 2021.

The second technical monitoring visit was made on 17 May 2022.

- 2.8. What has your organisation or any actor involved in the action learned from the action and how has this learning been utilised and disseminated?

The co-applicant of the project, Sivas Cumhuriyet University, has experience especially in projects within the scope of EU grant programs and has applied this experience in this project as well. At the same time, the university provided academic staff support to critical tasks in the project team, trainings and workshops. Since it has expert personnel resources in education and project preparation, it was preferred to provide this support from Sivas Cumhuriyet University. In addition, Sivas Cumhuriyet University provided support in the provision of the conference hall within the scope of Awareness Training Activities for the Gifted, BİLSEM and Support Training Room in Action 6. In addition, one person was assigned to the external evaluation team.

Sivas Guidance and Research Center, the other co-applicant of the project, supported the preparation of educational environments within the scope of Awareness Training Activities for the Gifted, BİLSEM and Support Training Room, and reaching out to students who were identified as gifted. In addition, support was received from Sivas Guidance and Research Center while deciding which schools to establish support training rooms within the scope of the project. In addition, one person was assigned to the external evaluation team.

Sivas Special Provincial Administration is the affiliated institution in the project. In the project application form, it was stated that Sivas Special Provincial Administration would provide co-financing support in cash. However, with the change in the way that the salaries of the project coordinator and project assistant are offered as co-financing, the type of support of the relevant organization has changed. Sivas Special Provincial Administration contributed to the visibility of our activities and our project with the participation of the deputy governors and the press in every event of our project. One person was assigned to the external evaluation team.

Sivas Science and Art Center is a lead applicant organization. Bilsem teachers are one of the most important actors of the project. As stated in Action 2, Sivas Bilsem teachers learned these methods by receiving training from a country that implements new and effective methods for the education of gifted students. In addition, Bilsem teachers shared these methods with gifted students and other teachers working in formal education institutions through trainings of trainers and workshops, and

⁶ Including those of people with disabilities. For more information, see 'Guidance note on disability and development' at https://ec.europa.eu/europeaid/disability-inclusive-development-cooperation-guidance-note-eu-staff_en

⁷ https://ec.europa.eu/europeaid/toolkit-mainstreaming-gender-equality-ec-development-cooperation_en

⁸ Guidelines for environmental integration are available at: https://ec.europa.eu/europeaid/sectors/economic-growth/environment-and-green-economy/climate-change-and-environment_en

⁹ Please refer to EC Guidelines on gender equality, disabilities, etc.

served to disseminate this information. Thus, contributions were made to improve the education of the gifted in Turkey and to open new horizons.

Gifted children spend a significant part of their time in schools where they receive formal education. Therefore, the people who communicate with them the most are their teachers. The trainings provided were not only related to the general characteristics of the gifted students, but also separated trainings and workshops were organized for each branch, and the teachers were supported on the way and methods to be followed on a branch basis. In this way, teachers will provide more effective training to gifted students in related courses. School administrators, on the other hand, are the people who coordinate the education of gifted students. For this reason, it is very important for the individuals with special talents to have a high awareness of the special talents in order for their development to continue in a healthy way and for their education to be successful. This has been achieved with the project.

Parents are the people whom gifted students meet both their education and their social and emotional needs in their spare time from school and BİLSEM. Therefore, it is not possible to exclude parents from education. Thanks to the training they received within the scope of this project, the parents of the gifted students are the stakeholders of the project who show approaches that support the development of their children, and parents were informed within the scope of the project.

2.9. Please list all materials (and number of copies) produced during the action on whatever format (please enclose a copy of each item, except if you have already done so in the past).

Please state how the items produced are being distributed and to whom.

The total duration of the project activities is 18 months and it has been stated that visibility activities will continue during this period. The visibility studies carried out independently of the other activities of the project will be mentioned.

First, a visibility and communication plan was created. In this plan, objectives, communication and visibility activities, communication tools, performance indicators, human resources and financial resources are included in an explanatory manner. The main purpose of visibility activities is to deliver the benefits obtained from the project to the widest possible audience. In addition, it is aimed to highlight the contribution of the Ministry of Labor and Social Security of the Republic of Turkey and The European Union.

Secondly, a unique logo of the project was designed to be used in all printed and visual materials and publications. The prepared logo was presented to the authorities on Projematik, and approval was obtained. This original design was made by the promotion and communication coordinator of the project as follows.



DIAMONDS OF THE STEPPE

A statement stating that the project is supported by the European Union and the Republic of Turkey is included in all the works carried out in the project. Logos of Human Resources Development Operating Structure, Ministry of National Education, Ministry of Labor and Social Security were placed on all printed and visual elements such as posters, invitations, participation certificates and presentations. In addition, the logos of the project owner institution, co-applicant institutions and participating institutions

such as Sivas Science and Art Center, Sivas Cumhuriyet University, Sivas Guidance Research Center and Sivas Special Provincial Administration were also included.

There is a need for visual guidance and information tools in the training halls to be used in the training process of the project. Dovetail flags, X banners, promotional brochures and posters with the logo of the project were designed. In addition, promotional products were purchased to be given to training and workshop participants. All purchased products related to visibility activities are as follows:

- Specially printed ballpoint pens (2000 pieces)
- Posters (100 pieces)
- USB Flash drives (150 pcs)
- Dovetail Flag (4 pieces)
- Promotional Brochure (5000 copies)
- Participant Certificate (120 pieces)
- Covered File (2000 pieces)
- X Banners (2 pcs)
- Notepad (2000 pieces)

In order for the project to reach wider audiences, the news of the project in local TV and newspapers has been ensured since the acceptance of the project. The developments regarding the project were shared on the websites and social media accounts of the applicant institution, co-applicant institutions and the affiliated institution. Social media accounts of the project were created and news was shared mostly on Instagram account. The username of this account is @diamondsofthestepe.

In Sivas BİLSEM, a billboard about the project was created in a location where students and parents can easily see it. This billboard contains information about the project, logos and photos of activities.

The project general coordinator and the project secretary participated in the IESP SOP Project Fair, which was prepared by various universities and non-governmental organizations in Ankara in November 2022 and supported projects from all fields that received grant support. Presentations and brochures containing the project's general objectives, special objectives, activities, outputs and images related to the project were used in the promotion of the project at this fair.

Project Opening and Closing Meetings

Before the project opening meeting, the design works for the invitation, dovetail flag and X-banner were completed. All designed products include text and symbols showing that this project is financed by the European Union and the Republic of Turkey. Before both the opening and closing meetings, the meeting room and the cocktail section are decorated with X banners and flags. Services were purchased for the opening and closing meetings of the project. This service includes hot and cold drinks, cookies, cake, professional server and live music performance. Provincial protocol, BİLSEM students and their parents and the people of Sivas were invited to the meetings. Invitations were also shared on all social media accounts of the institution. The opening meeting was held on January 15, 2022 at Sivas Science and Art Center. The opening program started with a music concert and continued with the greeting speech of Sivas BİLSEM director Adem Uzun. Project general coordinator Dr. Sezen Güleç made a project

briefing presentation, and then Sivas Cumhuriyet University Vice Rector Prof. Dr. Hakan Yekbaş and Sivas Governor Salih Ayhan made speeches emphasizing the importance of the project. The project was inaugurated in front of the press, followed by a cocktail party. As stated in the performance indicators of the visibility and communication plan, at least 300 people attended the meeting and this attendance was documented with a signature chart. The closing meeting was held on April 29, 2023 at Sivas Science and Art Center. Deputy Governor of Sivas, Mr. Adem TAŞPINAR, General Secretary of Sivas Cumhuriyet University, Associate Professor Enis Baha BİÇER, Sivas National Education Directorate Special Education Branch Manager Yıldırım SOLAK and Sivas Buruciye BİLSEM director Mr. Memet MATOĞLU participated in the meeting. Director of Sivas BİLSEM Abdullah TOKER made a greeting speech, the general coordinator of the project, Doctor Lecturer Sezen GÜLEÇ, made a presentation about the importance and evaluation of the project, and then a music concert was presented by the students of Sivas BİLSEM music talent area. The project was inaugurated in front of the press, followed by a cocktail party. As stated in the performance indicators of the visibility and communication plan, at least 300 people attended the meeting and this attendance was documented with a signature chart.

Photos taken during the opening and closing meetings and information about the project were published in Sivas BİLSEM and our project's social media accounts, as well as in Sivas Governorship, Sivas National Education Directorate, Sivas Cumhuriyet University social media accounts and local newspapers. Some link links related to these shares and publications are given below:

<https://sivas.meb.gov.tr/www/bilsem-tarafindan-hazirlanan-bozkirin-elmaslari-projesi-icin-acilis-programi-duzenlendi/icerik/5052>

http://www.bizimsivas.com.tr/haber/bozkirin_elmaslari-33497.html

<https://www.okulhaberleri.net/bozkirin-elmaslari-projemizin-acilisi-yapildi-6536249>

https://sivasbilsem.meb.k12.tr/icerikler/bozkirin-elmaslari-isimli-ipa-projemizin-kapanis-toplantisi-gerceklestirilmistir_13999528.html#

Visibility Studies Performed in Other Activities of the Project

Activity 1: Forming the Project Team and Project Office Action: The project office is arranged to consist of two separate offices. The nameplates for both offices is designed as follows:



In addition, labels showing the fixture number were designed and affixed on all materials such as furniture and information materials purchased at the project office. Again, on these labels, logos related to the project and statements that this project was financed by the European Union and the Republic of Turkey were included.

Action 2: Having special training on the education of the gifted students from the department of universities: As part of this activity, Sivas BİLSEM teachers received training in Finland. In the hall where the trainings took place, swallow flags, the flags of the European Union and the Republic of Turkey containing the logos of other institutions supporting the project were hung. Care has been

taken to ensure that these flags are visible in the photographs taken. In addition, the team to be trained kept a large poster of the project with them throughout the entire travel process, and group photo shoots were made with this poster at some points. Images related to this activity were shared on the project's Instagram account.

Action 3: Training of Trainers in the Education of the gifted students

In this activity, teachers working in different schools in Sivas were given training on gifted students. A presentation including the general introduction of the project was prepared and this presentation was shared in all branches at the beginning of this training. The trainings were held in Sivas BİLSEM building, and X banners, banners and flags related to the project were placed at the entrance of the building and visible points. At the end of the training, participants were given a certificate of participation. Photos and videos taken during the trainings were shared on the social media accounts of the project and on the pages of Sivas BİLSEM.

Action 4: Organization of Activity and Material Development Workshops and Creation of E-Learning

Application: Invitations for these workshops were designed and sent to the relevant places and shared on social media accounts. X banners, and flags were placed at the entrance and inside the hall where activity and material development workshops were held. Notebooks containing the logos of the project and the institutions supporting the project, Flash drives, ballpoint pens, cover files and participant certificates were given to the teachers participating in the workshop. Photos and information about the workshops were shared on the social media accounts of the project. In addition, the project owner institution, shared the news about the projects on the web pages of the co-applicant institutions and various local media organs:

<https://www.buyuksivas.com/calistayi-yapildi/>

<https://www.cumhuriyet.edu.tr/haber/11303-bozkirin-elmaslari-calistayi-yapildi>

https://sivasbilsem.meb.k12.tr/icerikler/bozkirin-elmaslari-diamonds-of-the-steppe-projesi-kapsaminda-etkinlik-gelistirme-calistayi-duzenlendi_13226692.html

<https://beyazgazete.com/haber/2022/9/29/bozkirin-elmaslari-calistayi-yapildi-6615671.html>

A website, <https://bozkirinemaslari.com/>, has been created to share the outputs obtained from these workshops. Information and logos about the project and the institutions supporting the project are also shared on this site.

Action 5: Forming a model Support Training Rooms:

The name plate design work was carried out for the entrance of the support training rooms. In these signs, the supports of the EU and other institutions were included, as in the name plate of the project office. The news about this activity was shared on the social media account of the project.

Action 6: Organizing Awareness Training Activities for the Gifted, BİLSEM and Support Training Room

Before this activity, an invitation was first designed. This invitation includes information about the title of the training, the trainer and the training time. In addition, the EU and TR flags, the project and the logos of the institutions supporting the project were included. The invitation was shared on the social media accounts of the institution and the project. X banners, banners and flags have been placed at the entrance and inside the halls where the trainings are held. Images related to this activity were also shared on the social media account of the project.

2.10. Please list all contracts (works, supplies, services) above EUR 60 000 awarded for the implementation of the action for the whole implementation period since the last interim report if any or during the reporting period, giving for each contract the amount, the name of the contractor and a brief description on how the contractor was selected, including compliance with EU restrictive measures.

There are no purchases over EUR 60 000.

3. Beneficiaries/affiliated entities, trainees and relations with Government/other cooperation

- 3.1. How do you assess the relationship between the beneficiaries/affiliated entities of this grant contract (i.e. those having signed the mandate for the coordinator or an affiliated entity statement)? Please provide specific information for each beneficiary/affiliated entity.

The applicant institution of the project is Sivas BİLSEM, and the co-applicants are Sivas Cumhuriyet University and Sivas RAM. Sivas Special Provincial Administration also took part in the project. Before the project was prepared, 4 meetings were held between these institutions and this project emerged in which all the problems related to the education of gifted students in our province were discussed and evaluated in detail. All institutions took an active part in the project. The culture of writing and implementing projects in the field of education has increased in Sivas. BİLEM and Sivas Cumhuriyet University have started their new project preparations. A sustainable dialogue has started between these institutions in the field of education.

- 3.2. Is the above agreement between the signatories to the grant contract to continue? If so, how? If not, why?

236 activities and 52 materials were developed in the field of education of gifted children. In this field, especially academic studies were opened between the two institutions. In addition, Erasmus+ project studies in the field of education have started.

- 3.3. How would you assess the relationship between your organisation and State authorities in the action countries? How has this relationship affected the action?

Within the scope of the project, Sivas Governorship and Sivas Cumhuriyet University have embraced the project. Sivas Governor Salih AYHAN, University Vice Rector Prof.Dr. Hakan Yekbaş attended the opening meeting of our project. Sivas Cumhuriyet University Rector Prof.Dr. Alim YILDIZ accepted the project team in his office and declared that he would give all kinds of support. In addition, Sivas Provincial Director of National Education was visited and support was received from him.

- 3.4. Where applicable, describe your relationship with any other organisations involved in implementing the action:

Gifted students in EU countries receive individualized and tailored education. In Turkey, the competence of giving special individual education to gifted students and the preparation of differentiated/enriched education programs of teachers falls behind expectations. Although gifted students receive the education they need in Turkey as well as in Sivas, they are not at the desired level. Students are not properly guided to develop their abilities. Children whose potential is not revealed cannot be successful in their academic and social lives. The teachers who teach them cannot provide appropriate activities for these students and these students are often ignored, neglected or undermined. Within the scope of our project, 18 trainers received training in Finland and with these trainings, they provided training to 111 teachers from 16 different branches. In addition, 236 activities were performed and 52 materials were developed. A total of 2803 teachers and administrators and 147 parents were reached in 123 different schools in Sivas.

The operation, maintenance and expenses of the buildings to be formed within the scope of the project will be covered by Sivas Bilsem. The project office and its team will continue to exist in the preparation of new projects after the project. The support education rooms established in two districts were transferred to the schools through the District National Education Directorates with transfer agreements at the end of the project. Since the schools where support education rooms are established are public institutions, the operating and maintenance costs will be covered by the schools.

Project outputs will be reported and shared with Sivas Cumhuriyet University, Sivas Provincial Directorate of National Education and the Ministry of National Education. Suggestions will be made to organize similar activities as local in-service training by the provincial directorate of national education and central in-service training by the ministry of national education. In addition, at Cumhuriyet University, recommendations will be made for the bidders to carry out similar trainings through the continuing education center. In particular, awareness trainings will be repeated from time to time by the guidance research center. 17 Sivas Bilsem teachers who received trainers' training will be assigned to provide training to Bilsem teachers in other provinces in case of need.

The project will not lead to any change in education policy. However, in terms of its subject, activity booklets from all branches are sent by the General Directorate of Special Education and Guidance Services, Department of Development of Special Talents, to be implemented in Science and Art Centers. In the meetings held with the relevant unit, it was stated that the activities and materials, which are among the outputs of this project, will be sent to other Science and Art Centers within this scope and that the activities and materials developed will be put into practice in all Bilsems in Turkey. In addition, the activities and materials developed will be published in the activity pool on the website of the relevant department.

Awareness trainings will be held every year in line with the mobility about teacher assignment and relocation in Sivas. The content of these trainings will be updated every year in line with the relevant literature. In addition, awareness trainings for parents will be held every year for the families of children who are diagnosed as gifted.

3.5. Where applicable, outline any links and synergies you have developed with other actions.

Experience has been shared with the institutions that have implemented projects in Sivas before, and no synergy has emerged apart from this.

3.6. If your organisation has received previous EU grants in view of strengthening the same target group, in how far has this action been able to build upon/complement the previous one(s)? (List all previous relevant EU grants).

Our institution has not benefited from EU grants within the scope of IPA before.

3.7. How do you evaluate cooperation with the services of the contracting authority?

The contracting authority has facilitated our project implementation process with the trainings it has organized. Thank you for that. However, we believe that the communication style of the experts representing the contracting authority is very important. Unfortunately, during our project implementation process, we found ourselves saying that we would never apply for a project again. We see that very good work is done in projects and we think that people should be encouraged to produce projects. We would like to thank Mr. Ünal Dikbaş, with whom we have been working since January 2023, for his encouraging and kind attitude.

3.8 Where applicable, include a traineeship report on each traineeship which ended in the reporting period to be prepared by the trainee including the result of the traineeship and assessment of the qualifications obtained by the trainee with a view to his/her future employment.

Not valid.

4. Visibility

How is the visibility of the EU contribution being ensured in the action?

Visibility activities were included in order to spread the project and the activities carried out within the scope of the project to wider audiences and to increase its widespread effect. In addition, this activity was needed to effectively emphasize that the project is supported by the European Union and the Republic of Turkey.

Planning studies on how visibility activities will be carried out were made by the project team. The necessary materials were listed, the elements to be designed were determined, and it was decided what to do about visibility in each activity and throughout the project. Accordingly, as stated in the project proposal, studies related to the preparation of materials such as flags, brochures, banners, labels, name plates and promotional products were mentioned. In addition, it was stated that news about the project should be made, these news should be shared with as many tools as possible, and social media, written and printed media should be used effectively. One person from the project team has been designated as the promotion and communication coordinator to monitor and coordinate all visibility-related activities.

The total duration of its activities is 18 months and it has been stated that visibility activities will continue throughout this period. Visibility studies carried out independently from the other activities of the project will be mentioned as well.

First, a visibility and communication plan was created. In this plan, objectives, communication and visibility activities, communication tools, performance indicators, human resources and financial resources are included in an explanatory manner. The main purpose of visibility activities is to deliver the benefits obtained from the project to the widest possible audience. In addition, it is aimed to highlight the contribution of the Ministry of Labor and Social Security of the Republic of Turkey and European Union.

Secondly, a unique logo of the project was designed to be used in all printed and visual materials and publications. The prepared logo was presented to the authorities on Projematik, and approval was obtained.

A statement stating that the project is supported by the European Union and the Republic of Turkey is included in all the works carried out in the project. Logos of Human Resources Development Operating Structure, Ministry of National Education, Ministry of Labor and Social Security were placed on all printed and visual elements such as posters, invitations, participation certificates and presentations. In addition, the logos of the project owner institution, co-applicant institutions and affiliated institutions such as Sivas Science and Art Center, Sivas Cumhuriyet University, Sivas Guidance Research Center and Sivas Special Provincial Administration were also included. There is a need for visual guidance and information tools in the training halls to be used in the training process of the project. dovetail flags, X-banners, promotional brochures and posters with the logo of the project on them were designed. In addition, promotional products were purchased to be given to training and workshop participants. All purchased products related to visibility activities are as follows:

- Specially printed ballpoint pens (2000 pieces)
- Posters (100 pieces)
- USB Flash Drives (150 pcs)
- Dovetail Flag (4 pieces)
- Promotional Brochure (5000 copies)
- Participant Certificate (120 pieces)
- Covered File (2000 pieces)
- X Banners (2 pcs)
- Block notes (2000 pieces)

In order for the project to reach wider audiences, the news of the project in local TV and newspapers has been ensured since the acceptance of the project. The developments regarding the project were shared on the websites and social media accounts of the applicant institution, co-applicant institutions and the affiliated institution. Social media accounts of the project were created and news was shared mostly on Instagram account. The username of this account is @diamondsofthestepe.

In Sivas BİLSEM, a billboard about the project was created in a location where students and parents can easily see it. This billboard contains information about the project, logos and photos of activities.

The project general coordinator and the project secretary participated in the IESP SOP Project Fair, which was prepared by various universities and non-governmental organizations in Ankara in November 2022 and supported projects from all fields that received grant support. Presentations and brochures containing the project's general objectives, special objectives, activities, outputs and images related to

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the project were used in the promotion of the project at this fair.

Before the project opening meeting, the design works for the invitation, dovetail flag and X-banner were completed. All designed products include text and symbols showing that this project is financed by the European Union and the Republic of Turkey. Before both the opening and closing meetings, the meeting room and the cocktail section are decorated with banners and flags. Services were purchased for the opening and closing meetings of the project. This service includes hot and cold drinks, cookies, cake, professional server and live music performance. Provincial protocol, central students and their parents and the people of Sivas were invited to the meetings. Invitations were also shared on all social media accounts of the institution.

The opening meeting was held on January 15, 2022 at Sivas Science and Art Center. The opening program started with a music concert and continued with the greeting speech of Sivas BİLSEM director Adem Uzun. Project general coordinator Dr. Sezen Güleç made a project briefing presentation, and then Sivas Cumhuriyet University Vice Rector Prof. Dr. Hakan Yekbaş and Sivas Governor Salih Ayhan made speeches emphasizing the importance of the project. The project was inaugurated in front of the press, followed by a cocktail party. As stated in the performance indicators of the visibility and communication plan, at least 300 people attended the meeting and this attendance was documented with a signature chart.

The closing meeting was held on April 29, 2023 at Sivas Science and Art Center. Deputy Governor of Sivas, Mr. Adem TAŞPINAR, General Secretary of Sivas Cumhuriyet University, Associate Professor Enis Baha BİÇER, Sivas National Education Directorate Special Education Branch Manager Yıldırım SOLAK and Sivas Buruciye BİLSEM director Mr. Memet MATOĞLU participated in the meeting. Director of Sivas BİLSEM Abdullah TOKER made a greeting speech, the general coordinator of the project, Doctor Lecturer Sezen GÜLEÇ, made a presentation about the importance and evaluation of the project, and then a music concert was presented by the students of Sivas BİLSEM music talent area. The project was inaugurated in front of the press, followed by a cocktail party. As stated in the performance indicators of the visibility and communication plan, at least 300 people attended the meeting and this attendance was documented with a signature chart. Photos taken during the opening and closing meetings and information about the project were published in Sivas BİLSEM and our project's social media accounts, as well as in Sivas Governorship, Sivas National Education Directorate, Sivas Cumhuriyet University social media accounts and local newspapers. Some link links related to these shares and publications are given below:

<https://sivas.meb.gov.tr/www/bilsem-tarafindan-hazirlanan-bozkirin-elmaslari-projesi-icin-acilis-programi-duzenlendi/icerik/5052>

http://www.bizimsivas.com.tr/haber/bozkirin_elmaslari-33497.html

<https://www.okulhaberleri.net/bozkirin-elmaslari-projemizin-acilisi-yapildi-6536249>

https://sivasbilsem.meb.k12.tr/icerikler/bozkirin-elmaslari-ismli-ipa-projemizin-kapanis-toplantisi-gerceklestirilmistir_13999528.html#

It is considered that the targets have been achieved in visibility activities. All materials stated to be provided in the project proposal were purchased and used effectively. Shares were made on the websites and social media accounts of the project, beneficiary institution and co-beneficiary institutions. Thus, a large number of people were reached. The number of participants in the project opening and closing meetings reached the number specified in the project proposal.

The European Commission may wish to publicise the results of actions. Do you have any objection to this report being published on the EuropeAid website? If so, please state your objections here.

When the European Commission wants to announce the results of our project, we have no objection to the publication of all kinds of information and documents.

5. Location of records, accounting and supporting documents

Please indicate in a table the location of records, accounting and supporting documents for each beneficiary and affiliated entity entitled to incur costs.

A.

The European Commission may wish to publicise the results of actions. Do you have any objection to this report being published on the website of DG International Cooperation and Development ? If so, please state your objections here.

Name of the contact person for the action: ... Abdullah TOKER

Signature:  Location: ... Sivas / Sivas Science and Art Centre

Date report due: 01.05.2023 - 31.07.2023 Date report sent: 28.07.2023

