EECIS

ENHANCING EDUCATORS' CAPACITY FOR INCLUSIVE AND SUSTAINABLE ADULT EDUCATION

Inclusive and Sustainable Adult Education

Good Practice Handbook

LIBERITUTTI COOPERATIVA SOCIALE

Τρίλιζα Κέντρο Δημιουργικής Απασχόλησης

İSTANBUL - ESENYURT İLÇE MİLLÎ EĞİTİM MÜDÜRLÜĞÜ

Co-funded by the Erasmus+ Programme of the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the or the National Agencies. Neither the European Union nor the National Agencies can be held responsible for them.

Project Number: 2024-1-ES01-KA210-ADU-000250309.
Action Type: KA210-ADU — Small-scale partnerships in adult education (KA210-ADU)

Table of Contents

EECIS
ENHANCING EDUCATORS' CAPACITY FOR INCLUSIVE AND SUSTAINABLE ADULT EDUCATION

Introduction 01.
Activity 1 - Good Practice Research & Needs Assessment 05.
Stakeholder Feedback 06.
Good Practice Italy 07.
Good Practice Greece 10
Good Practice Turkey 13.
Good Practice EU 16.
Contact 18.

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

The Project

The Enhancing Educators' Capacity for Inclusive and Sustainable Adult Education (EECIS) project aims to improve the quality and accessibility of adult education across Europe by equipping educators with the skills, knowledge, and tools needed to promote inclusive and environmentally sustainable educational practices.

Key Objectives

Enhance professional development for adult educators

Promote **inclusivity and equal access to quality education**

Integrate **environmental sustainability** into educational practices

Foster **international collaboration** and **knowledge exchange**

The EECIS project will equip European educators with the skills and knowledge necessary to promote inclusive and sustainable adult education.

METHODOLOGICAL NOTE

Need Assesment & Research

Activity 1 - Good Practice Research & Needs Assessment

The goal of this activity is to gather information from the project countries and the European Union (EU) regarding effective practices in fostering professional development for adult educators, promoting inclusivity in adult education, and integrating environmental sustainability into educational practices.

Gathering good practices from the EU is crucial because it provides a broader perspective on the challenges facing adult education today. By collecting examples from outside the project countries, the partnership can identify innovative and practical strategies that may not yet have been considered or implemented in local contexts.

The results of this research benefit a wide audience: policymakers can use the findings to develop supportive frameworks and funding programmes; adult educators and trainers can draw on the identified practices to enhance their teaching; community and voluntary organisations can implement proven approaches in their programmes; and stakeholders across adult education can adopt best practices to improve the quality and inclusivity of their work.

The present “Good Practice Handbook” is an essential resource for promoting inclusive and sustainable adult education across Europe. It provides a comprehensive overview of selected good practices and offers practical guidance for implementing them in diverse educational contexts.

By showcasing real-world examples of inclusive and sustainability-oriented educational practices, this handbook raises awareness of the importance of equipping adult educators with the tools, methods, and inspiration needed to drive meaningful change in their learning environments.

Needs Assessment: Stakeholder Feedback

About

To inform the selection of Good Practices in this handbook, the EECIS partnership distributed an online questionnaire to adult educators, trainers, coordinators, and institutional staff across Greece, Italy, and Türkiye. 33 responses were collected between January and February 2026.

TOP CHALLENGES

-Learners' engagement & motivation
-Inclusion of diverse learner groups
-Digital skills gaps
-Lack of training for educators
-Time and workload constraints

A USEFUL GOOD PRACTICE IS...

-Easy to transfer and adapt
-With proven impact on learners
-Offering a clear methodology
-Low-cost to implement
-Backed by institutional support

PRIORITY SUPPORT AREAS

-Professional development of educators
-Inclusive teaching methodologies
-Innovative & creative approaches
-Learner-centred & experiential methods
-Sustainability education integration

KEY FINDING

Many respondents reported that environmental sustainability is not yet addressed in their practice. Most also expressed a strong interest in accessing and adapting good practices from other European countries.

Good Practice

Italy

Job Club



Experiential group-based employability training for disadvantaged adults and young job seekers

Piedmont, Sardinia, Italy
Non-Profit Organisation / NGO
exarsolutions.it

About

Job Club is a structured group-based workshop implemented by Exar Social Value Solutions, a non-profit employment and training agency in Italy. Addressed to unemployed adults from disadvantaged backgrounds and young people entering the labour market, the initiative is based on participatory and non-formal education methodologies that use the group as a space for mutual support, shared reflection, and experiential learning. The course consists of 30 hours structured into 10 sessions of 3 hours each, combining theoretical input with role play, storytelling, guided discussion, and peer feedback.

01. TARGET AUDIENCE

- Job seekers from socially or economically disadvantaged backgrounds
- Young adults entering the labour market for the first time
- Individuals experiencing barriers to employment and social inclusion

02. RESULTS

- Over 200 participants in the last five years
- Stronger soft skills, including communication and teamwork
- Improved job search skills, CV writing, and interview preparation
- Higher motivation, resilience, and self-confidence
- Greater autonomy in career and service choices
- Better understanding of the labour market

03. TRANSFERABILITY

The Job Club model is highly transferable due to its modular structure, low implementation cost, and methodological flexibility. It can be replicated by public bodies, NGOs, and third-sector organisations in employment services, adult education, or social inclusion contexts. Its main transferable strength lies in its group-based participatory methodology, which creates a safe and inclusive environment for mutual learning and empowerment.

04. CONCLUSION

Job Club is a strong good practice in socio-work inclusion, combining non-formal education methods, structured employability training, and peer-supported group learning. Its scalability, cost-effectiveness, and adaptability make it highly relevant for European contexts addressing unemployment and social exclusion.

Comunità di Pratica

Torino Social Impact



Turin, Piedmont, Italy
Non-Profit Organisation / NGO
torinosocialimpact.it

About

The Communities of Practice (CoPs) promoted by Torino Social Impact are a structured model for knowledge exchange, professional development, and impact generation within the social innovation ecosystem. They bring together professionals from businesses, institutions, third-sector organisations, universities, investors, and other ecosystem actors in a collaborative learning environment. Thematic areas such as gender equality, communication, benefit corporations, and circular economy are defined through participants' needs, while the methodology is based on peer learning, facilitated dialogue, collective reflection, and the exchange of concrete professional experiences.

01. TARGET AUDIENCE

- Professionals from social enterprises and social cooperatives
- Foundations and philanthropic organisations
- Research institutions and universities
- Incubators (e.g. Impact Hub, I3P)
- Trade union representatives
- Financial institutions and impact investors
- Actors involved in social, economic, and organisational innovation

02. RESULTS

- Stronger competences in social impact
- More cross-sector collaboration
- Stronger professional networks
- Shared knowledge and practical tools
- Better capacity for measurable impact
- Closer link between innovation and sustainability

03. TRANSFERABILITY

The Communities of Practice model is highly transferable due to its flexible, participant-driven structure and limited resource needs. Its core elements — needs-based thematic selection, peer learning, cross-sector participation, and facilitated safe discussion spaces — can be adapted across organisations, sectors, and geographical contexts.

04. CONCLUSION

The Communities of Practice promoted by Torino Social Impact are a strong good practice in professional development and ecosystem strengthening. Their flexible peer-learning model, collaborative approach, and strategic thematic focus make them a relevant and scalable example for replication in other regional and European contexts.

ORTI URBANI COMUNITARI DI CASCINA FALCHERA



Community urban gardens for sustainability, food awareness, and social inclusion

Turin, Piedmont, Italy
Non-Profit Organisation / NGO
cascinafalchera.it

About

The Orti Urbani Comunitari di Cascina Falchera are community-managed green spaces in Turin, cultivated by individual citizens, informal groups, and third-sector organisations. Coordinated by Cooperativa Agricola Sociale Limen within European and local urban agriculture frameworks, the initiative combines environmental sustainability, social inclusion, food awareness, and urban regeneration. A distinctive feature is the role of the gardeniser — a technical and educational facilitator who supports participants in sustainable cultivation practices, coordinates workshops, and promotes community engagement. Through hands-on learning, the initiative also fosters awareness of sustainable food systems, responsible consumption, and local self-sufficiency.

01. TARGET AUDIENCE

- Individual citizens managing urban garden plots
- Informal groups and neighbourhood communities
- Third-sector organisations
- Families and local community members

02. RESULTS

- 200+ active gardeners involved
- Stronger environmental and agricultural skills
- Greater awareness of sustainable food systems
- Stronger social inclusion and community cohesion
- Citizen empowerment through hands-on participation
- Regeneration of peri-urban spaces

03. TRANSFERABILITY

The model is highly adaptable to other local contexts and can be applied in schools, community centres, public spaces, or underused urban spaces, making the approach applicable in both formal and non-formal educational settings. Its main transferable elements are:

- The gardener's role as a technical-educational facilitator
- Hands-on sustainability education
- Community-based governance of green spaces
- Integration of food awareness and ecological practices

04. CONCLUSION

The Orti Urbani Comunitari di Cascina Falchera represent a good practice in combining environmental sustainability, community participation, and informal education. By linking urban regeneration with food literacy and social inclusion, the initiative provides a replicable and scalable model for integrating sustainability into local educational, social, and community development strategies.

Good Practice

Greece

Second Chance Schools (S.D.E.)



Patras, Greece
Public / Governmental Organisation
sde.inedivim.gr

About

Second Chance Schools (S.D.E.) are public adult education schools in Greece for adults aged 18+ who have not completed compulsory education. The model applies an inclusive, learner-centred approach that values adult learners' experiences and supports their return to education through flexible learning pathways and counselling. Its interdisciplinary character also encourages social responsibility, civic participation, and awareness of sustainability-related issues.

01. TARGET AUDIENCE

- Adults aged 18+ who have not completed compulsory education
- Adults facing educational or social exclusion
- Adult educators and trainers working in inclusive learning settings

02. RESULTS

- 78 schools across Greece
- 12 in detention centres + 23 off-site sections
- Greater access to adult education
- Stronger basic, digital, and social skills
- Higher confidence and social participation
- Inclusive and flexible learning model

03. TRANSFERABILITY

The model can be adapted in other adult education contexts by transferring its flexible curriculum, learner-centred methods, interdisciplinary structure, and counselling support. It is especially relevant in settings where early school leaving, unemployment, migration, or marginalisation create barriers to re-entry into education.

04. CONCLUSION

Second Chance Schools are considered a good practice because they combine inclusion, learner-centred pedagogy, and flexible support mechanisms in a well-established adult education model. They offer a relevant and transferable example for promoting re-engagement, participation, and equal access in adult education.

Solidarity Now



Athens, Greece
Non-Profit Organisation / NGO
solidaritynow.org

About

SolidarityNow is a non-profit organisation in Greece implementing community-based adult education and empowerment practices aimed at promoting social inclusion and social sustainability. Through its 'From Vision to Action' (Orama & Praxi) framework, the organisation delivers integrated support to adults facing social and economic exclusion, combining non-formal learning, life skills development, and empowerment-oriented methodologies. The practice is grounded in learner-centred, inclusive approaches that place adult learners' lived experiences, needs, and aspirations at the centre of the educational process

01. TARGET AUDIENCE

- Adult learners (18+) facing social or economic exclusion
- Unemployed adults seeking skills development and active participation in society
- Migrants and refugees participating in integration and non-formal learning initiatives
- Adult women and other vulnerable groups at risk of social exclusion
- Adult educators and facilitators involved in non-formal adult learning

02. RESULTS

- More than 350,000 beneficiaries supported nationwide since 2013
- Two core centres in Athens and Thessaloniki
- Improved access to support, learning, and inclusion pathways
- Stronger personal, social, and employability-related competences
- A flexible community-based model for vulnerable adult groups

03. TRANSFERABILITY

The 'From Vision to Action' framework can be transferred to other adult education and lifelong learning contexts by adopting its core principles of learner-centredness, flexibility, and empowerment. Adult education providers, community learning centres, and NGOs can adapt the approach by tailoring activities to adults' needs and lived experiences.

04. CONCLUSION

SolidarityNow demonstrates how empowerment-based, learner-centred, and community-based approaches can support vulnerable adults through flexible and inclusive pathways. Its model is especially relevant where adult learning is closely linked to social inclusion, integration, and access to services.

SPE-ELLET



A special council for environmental education and sustainability learning

Athens , Greece
Non-Profit Organisation / NGO
ellet.gr

About

Environmental Education (SPE) operates within ELLINIKI ETAIRIA (ELLET) as a structured framework dedicated to strengthening environmental and sustainability education through educator capacity development. Established in 1997, it functions as a thematic platform that brings together scientists, education experts, and practitioners. By linking scientific expertise with educational practice, SPE supports the use of sustainability-oriented and learner-centred methodologies in adult and lifelong learning contexts.

01. TARGET AUDIENCE

- Adult educators, trainers, and facilitators involved in environmental and sustainability education
- Education professionals in formal, non-formal, and adult education contexts
- Scientists and researchers contributing to environmental education
- Representatives of NGOs and community organisations active in sustainability

02. RESULTS

- Stronger educator capacity in environmental education
- Better integration of sustainability into teaching
- Closer link between scientific knowledge and educational practice
- More interdisciplinary and learner-centred approaches
- Long-term support for quality in educator development

03. TRANSFERABILITY

The SPE model is highly transferable as it is based on a flexible, principle-driven structure rather than a fixed programme. Its core elements — scientific expertise, interdisciplinary dialogue, and a focus on educator capacity development — can be adapted by educational organisations, NGOs, and lifelong learning providers across different thematic areas and countries.

04. CONCLUSION

Environmental Education (SPE) – ELLET represents a structured, science-based approach to educator professional development with a strong focus on environmental sustainability. Its flexible and interdisciplinary model makes it a transferable example, particularly for building professional communities of practice around sustainability education

Good Practice

Türkiye

PUBLIC EDUCATION CENTERS (HEM)

Inclusive Public Lifelong Learning Model



Istanbul, Türkiye
Public / Governmental Organisation
hbogm.meb.gov.tr

About

Public Education Centers (HEM) are one of Türkiye's most established public lifelong learning structures, operating nationwide under the Ministry of National Education and coordinated by the General Directorate for Lifelong Learning. Through a wide range of free courses, they provide accessible non-formal education tailored to the social, cultural, economic, and educational needs of local communities. A key feature of the model is its combination of national public coordination with strong local responsiveness, allowing each Centre to adapt its course offer to community characteristics. HEM demonstrates how public adult education can support lifelong learning, inclusion, and community engagement at scale.

01. TARGET AUDIENCE

- Adults with low qualifications or interrupted educational pathways
- Women returning to education or seeking new competences
- Older adults participating in digital, social, or personal development learning
- Adults with disabilities and other disadvantaged learner groups
- Adult educators and trainers working in community-based lifelong learning settings
- Persons residing in Türkiye with different residence statuses
- International protection applicants and status holders
- Foreigners under temporary protection

02. RESULTS

- Expanded access to lifelong learning through a nationwide public network
- Increased participation of disadvantaged and hard-to-reach learner groups
- Development of basic, linguistic, vocational, digital, and social competences
- Stronger inclusion and community participation, particularly among women and migrants
- Greater alignment of course provision with local needs, expectations, and realities
- Strengthened practical capacity of educators working in inclusive and learner-centred adult education environments

03. TRANSFERABILITY

The HEM model is highly transferable because it combines accessibility, inclusion, and local responsiveness. Its core features — low-threshold access, modular courses, needs-based planning, targeted support for vulnerable groups, and recognition of non-formal learning outcomes — can be adapted by municipalities, adult learning centres, vocational institutions, and community organisations in different contexts.

04. CONCLUSION

Public Education Centers are considered a strong good practice for the EECIS project because they show how a public adult education system can remain inclusive, flexible, and community-responsive while operating on a national scale. By combining broad access, local adaptability, and support for diverse learner groups, the model also provides a valuable framework for strengthening educator practice and lifelong learning provision across a wide range of European contexts.

TEMA Foundation's Nature Education Programmes



Istanbul, Türkiye

Non-Profit Organisation / NGO

tema.org.tr

About

TEMA Foundation's Nature Education Programmes are one of Türkiye's most established models for ecological literacy, environmental awareness, and sustainability learning. Through Minik TEMA, Yavru TEMA, Ortaokul TEMA, and Lise TEMA, the Foundation offers age-appropriate pathways through which children and young people engage with nature, sustainability, and responsible citizenship. A key strength of the model is its combination of educational content, educator support, volunteer engagement, public and digital accessibility, allowing sustainability learning to extend beyond schools into communities and wider learning settings.

01. TARGET AUDIENCE

- Volunteer teachers implementing TEMA Foundation's Nature Education Programmes
- Children and young people participating in Minik TEMA, Yavru TEMA, Ortaokul TEMA, and Lise TEMA
- TEMA volunteers and community-based facilitators
- Families and local communities participating in awareness and sustainability actions
- Educators, trainers, and facilitators who may adapt the methodology to lifelong learning and community education settings

02. RESULTS

- 1.25+ million volunteers engaged nationwide
- Minik TEMA: 34,500+ classes/teachers and 644,000 children reached
- Yavru TEMA: 27,420+ classes/teachers and 700,000 children reached
- Programmes implemented in all 81 provinces, reaching 100,000+ children annually
- İklim TEMA Portal reached 152,000 children by June 2025
- Ecological Literacy Teacher Training reached 249 teachers in 59 provinces
- Stronger environmental awareness and sustainability integration in education

03. TRANSFERABILITY

The TEMA model is highly transferable because it is based on educator support, modular sustainability content, volunteer-supported dissemination, digital accessibility, and community-based awareness. Its methodology can be adapted to schools, municipalities, community organisations, adult learning centres, universities, and local initiatives. By equipping educators and facilitators with practical materials and participatory methods, it offers a scalable approach to sustainability, inclusion, and lifelong learning across different contexts.

04. CONCLUSION

TEMA Foundation's Nature Education Programmes are considered a strong good practice for the EECIS project because they show how sustainability learning can be scaled through educator empowerment, volunteer engagement, open educational resources, and community participation. Although originally designed for children and young people, the model offers a highly relevant and transferable methodological framework for adult education and lifelong learning across Europe.

60+ TAZELENME UNIVERSITY



Active Ageing through Inclusive Lifelong Learning

Eskişehir, Türkiye
Public University
anadolutazelenme.anadolu.edu.tr/

About

60+ Tazelenme University is a university-based lifelong learning initiative for adults aged 60 and over, implemented by Anadolu University in Eskişehir. Since 2019, it has offered free, non-exam-based education that supports active ageing, continued learning, and social participation in later life. A key strength of the model is its combination of accessibility, educational quality, and dignity, offering older adults a structured and meaningful learning environment within the university community. Through volunteer academics, practical and theoretical courses, and regular learning periods, the initiative shows how higher education can respond to ageing, isolation, and inclusion in a sustainable and community-oriented way.

01. TARGET AUDIENCE

- Adults aged 60+
- Retired individuals seeking continued learning and social participation
- Older adults at risk of social isolation or exclusion
- Lifelong learners interested in wellbeing, communication, culture, and practical life knowledge
- Volunteer academics and facilitators involved in later-life learning

02. RESULTS

- A free, non-exam-based lifelong learning model established for adults aged 60+
- A structured four-year university-based learning pathway sustained through regular semesters
- Increased participation and visibility of older adults within university life
- Strengthened attention to active ageing, dignity, and social inclusion
- Ongoing public recognition through institutional events and graduation ceremonies

03. TRANSFERABILITY

The model is highly transferable because it combines inclusive access, volunteer-supported teaching, and existing educational infrastructure. Its core elements — free participation, age-friendly access, balanced practical and theoretical learning, and the value of university-based learning for older adults — can be adapted by universities, municipalities, adult learning centres, and community providers in full or modular formats. It is especially relevant for contexts addressing ageing, loneliness, and unequal access to later-life learning.

04. CONCLUSION

60+ Tazelenme University is considered a strong good practice because it demonstrates how inclusive lifelong learning can promote active ageing, social participation, and dignity in later life. By combining institutional sustainability with accessible and meaningful learning opportunities, it offers a relevant and transferable framework for adult education providers across Europe.

Good Practice

European Union

LEVEL UP
Adult Education



Wien, Austria
Public / Governmental Organisation
Level Up – Adult Education

About

Level Up – Adult Education is a nationwide adult education programme in Austria, implemented through cooperation between the Federal Ministry of Women, Science and Research and the nine Austrian provinces. Established in 2011 and continued since 2024 under its current name, it provides free learning opportunities for adults with low basic skills or without lower secondary education. A key strength of the model is its combination of free access, structured second-chance learning, learner support, and quality assurance through common standards for providers and educators. Through its focus on basic skills, lower secondary completion, counselling, and stable public governance, the programme offers a strong example of inclusive adult education.

01. TARGET AUDIENCE

- Adults with low basic skills
- Adults without lower secondary school completion
- Educationally disadvantaged and formally low-qualified adults
- Adults needing literacy, numeracy, digital, language, or learning competences
- Adults seeking second-chance pathways into further education, employment, or fuller participation in everyday life
- Adult educators, trainers, and counsellors working in accredited adult learning provision

02. RESULTS

- 2,000+ courses and 15,000 participants in the first funding period(2012–2014)
- 6,000 participants in 700 courses each year
- 50+ accredited providers nationwide
- Common curriculum since 2019
- Stronger quality assurance through accreditation, educator qualification requirements, and monitoring
- Free access to second-chance and basic skills learning for disadvantaged adults

03. TRANSFERABILITY

The Level Up model is highly transferable because it combines public support, accredited provision, quality assurance, trained educators and counsellors, standardised curricula, and learner guidance within a coherent adult learning system. Its key elements can be adapted by ministries, regional authorities, and adult education providers seeking to strengthen basic skills and second-chance education in a sustainable and inclusive way.

04. CONCLUSION

Level Up – Adult Education is considered a strong good practice because it shows how inclusive adult education can be organised as a stable, publicly supported, and quality-assured national system. By combining free access, second-chance pathways, educator quality standards, and monitoring, it offers a highly transferable framework for adult learning policy and practice across Europe.

UrbSTEAM — Urban Garden-Based STEAM Learning



Larissa, Greece
European Project (KA2)
urbsteam.eu

About

UrbSTEAM was a European project implemented between 2022 and 2024 across Greece, Croatia, Italy, Turkey, and Cyprus. Led by Akata Makata, a public preschool in Larissa, the project introduced an innovative approach to STEAM education through hands-on urban gardening and permaculture-based learning. The garden was approached as a "co-teacher", supporting observation, experimentation, creativity, and inquiry-based learning. A central outcome was the strengthening of educators' competences in outdoor and STEAM-based education through practical materials, a best practice manual, an online toolkit, and an interactive digital platform.

01. TARGET AUDIENCE

- Kindergarten and preschool teachers and educators
- Preschool children
- Educational organisations active in STEAM and sustainability education

02. RESULTS

- Improved quality and coherence of garden-based STEAM education for over 150 educators
- Increased accessibility to high-quality STEAM resources
- Strengthened collaboration and long-term sustainability
- Development of structured manuals, materials, and digital tools
- Creation of an interactive European platform

03. TRANSFERABILITY

The methodology is highly transferable because it focuses on strengthening educators' competences rather than imposing rigid curricula. Urban gardens can be adapted to schoolyards, community gardens, rooftops, or public green spaces, making the model applicable in both formal and non-formal educational settings.

04. CONCLUSION

UrbSTEAM represents a strong European good practice combining experiential STEAM education, sustainability, and teacher empowerment. By positioning the garden as a pedagogical co-actor and investing in educator capacity building, the project ensures long-term impact, inclusivity, and high replication potential across diverse educational systems

Contact Us

For more information about the project and its results you may contact **Liberitutti Società Cooperativa Sociale**

+39 011 2207819

liberitutti@coopliberitutti.it

Via Giambattista Lulli 8/7,
10148 Turin, Italy

https://eecis.eu

https://www.facebook.com/people/Enhancing-Educators-Capacity-for-Inclusive-and-Sustainable-Adult-Education/61584240577822/

EECIS Partners

01. LIBERITUTTI Società Cooperativa Sociale S.P.A.



Italy (Lead Partner) · Turin, Piedmont
coopliberitutti.it

A social cooperative promoting community empowerment, social inclusion and innovative education, with strong expertise in sustainability, outdoor learning and support for vulnerable groups.

02. TRILIZA G.P.



Greece · Patras, Western Greece
triliza.com.gr

An innovative educational organisation specialising in creative learning and the professional development of educators, with a focus on inclusive methodologies, sustainability and community engagement.

03. Esenyurt District Directorate of National Education



Türkiye · Esenyurt, Istanbul
esenyurt.meb.gov.tr

A public education authority coordinating formal, non-formal and lifelong learning across Esenyurt, with extensive experience in inclusive education and supporting diverse learner communities.

İSTANBUL - ESENYURT
İLÇE MİLLÎ EĞİTİM MÜDÜRLÜĞÜ

EECIS

ENHANCING EDUCATORS' CAPACITY
FOR INCLUSIVE AND SUSTAINABLE
ADULT EDUCATION

https://eecis.eu

Co-funded by
the European Union