ERASMUS+ PROJECT - STEM IN SCHOOL DAYS

Project Code: 2024-2-AT01-KA210-SCH000260815

Mobility Report Türkiye

Host School: Seval-Ahmet Çetin Fen Lisesi, Çerkezköy/Tekirdağ, Türkiye

Dates: March 9-13, 2026

Focus Area: STEM collaboration, laboratory experiments, rocket workshop, virtual school and cultural exchange, and final project coordination

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1 Introduction

This report documents the Erasmus+ KA210-SCH mobility activity hosted by Seval-Ahmet Çetin Fen Lisesi in Çerkezköy/Tekirdağ, Türkiye, from March 9 to 13, 2026, as part of the project STEM in School Days. The mobility was originally planned as a physical international meeting; however, due to the regional security situation connected to the ongoing conflict between the United States and Iran, the program had to be adapted. In line with the participating schools' duty of care and the need to avoid unnecessary travel risks, the partner delegations from Austria, Italy, and Spain did not travel to the host school. Instead, the Turkish team implemented an alternative program that combined local activities in Türkiye with online meetings, shared documentation, virtual presentations, and coordinated project work.

The adapted format allowed the project to continue despite the difficult circumstances. Rather than canceling the mobility entirely, the host school reorganized the activities so that the central educational goals of the project could still be addressed. The Turkish team provided digital access to parts of the school program, prepared visual documentation of local visits, and organized online sessions on Microsoft Teams. This ensured that the international partners could remain actively involved and that students and teachers could still engage with STEM-related content, cultural exchange, and project coordination.

The focus of the Turkish alternative program was broad and interdisciplinary. It included a virtual school tour, laboratory-based STEM activities in biology, chemistry, and physics, a rocket-making workshop, a STEM science fair, Pi Day activities, student presentations, a virtual cultural tour of Istanbul, and teacher meetings dedicated to the final report process. Although the mobility took place under exceptional conditions, the structure of the week reflected the main objectives of the Erasmus+ project:

- strengthening STEM competencies
- promoting international cooperation
- encouraging student participation
- connecting classroom learning with real-world scientific and technological contexts

The following report provides a chronological account of the adapted mobility week. It documents how the program was implemented, how the Turkish host school involved its students and teachers, and how the international partnership continued to work together through online collaboration and shared project documentation.

Despite the necessary change from an in-person mobility to an alternative online and locally documented program, the Türkiye mobility remained a meaningful part of the project. The adapted format allowed the partner schools to continue their cooperation, exchange project results, and participate in STEM-related activities through digital means. Although the original visit to the host school could not take place as planned, the alternative program created a valuable opportunity for international exchange, shared learning, and continued collaboration within the Erasmus+ partnership.

2 Daily Program Summary

Monday, March 9, 2026:

The alternative mobility began with a focus on the host school. Turkish students prepared a virtual school tour to present their learning environment to the partner schools. The Turkish group also

visited the *Çorlu Atatürk* Airport and documented the visit with pictures and videos for later sharing in the online project context.

Tuesday, March 10, 2026:
The second day focused on practical STEM learning. Experiments in the biology and chemistry laboratories and a rocket-making workshop in the physics laboratory were carried out online via Microsoft Teams. The Turkish team supported the partner schools with Microsoft Word worksheets containing information and instructions, allowing participants to follow the activities closely.

Wednesday, March 11, 2026:
The STEM Science Fair began, including the exhibition of student projects, Pi Day activities, and, if possible, the launching and firing of rockets in the schoolyard. Teachers and students from the partner schools participated in the online meeting and prepared presentations that could be documented and shared during the session.

Thursday, March 12, 2026: The Turkish group visited the BAYKAR UAV factory and prepared documentation with pictures and videos for the international partners. In addition, Turkish students supported a virtual cultural tour of Istanbul, presenting major sites such as Sultanahmet Square, Hagia Sophia, the Blue Mosque, Topkapı Palace, the Museum of the History of Islamic Science and Technology, and the Harbiye Military Museum and Cultural Site Command.

Friday, March 13, 2026: The final day was dedicated to project coordination and closure. Teachers met online to discuss the final report process and identify remaining tasks required for the completion of the project. The mobility concluded with questionnaires and the distribution of signed certificates in PDF format.

Mobility in Çerkezköy/Tekirdağ, Türkiye

Host School: Seval-Ahmet Çetin Fen Lisesi
Dates: March 9th to 13th, 2026
Format: Alternative online and locally documented program

2.1 Monday, March 9, 2026

08:30 – 11:30: Virtual School - Introduction

The first day of the alternative mobility program introduced the host school, *Seval-Ahmet Çetin Fen Lisesi.* Since the international partner delegations could not travel to Türkiye due to the regional security situation, the school visit was redesigned as a virtual school tour. Turkish students were asked to prepare digital material that would allow the partner schools to gain an impression of the school building, classrooms, laboratories, and general learning environment.

This task gave the Turkish students an active role in the adapted mobility. Instead of only presenting facts about their school, they acted as digital hosts and guides for the partner schools. Through pictures, videos, and explanations, they were able to show the educational setting in which the Turkish part of the project was carried out. The activity also supported communication skills, digital documentation skills, and the use of English as a working language within the Erasmus+ partnership.

The program also included a visit to the *Çorlu Atatürk Airport* by the Turkish group. As the international partners could not join the trip in person, the visit was documented through pictures and videos. This documentation was intended to be shared with the partner schools during the online project work, allowing the mobility to retain a real-world and technological dimension despite the altered format.

2.2 Tuesday, March 10, 2026

09:00 Austria/Spain/Italy – 11:00 Türkiye: Online STEM Workshops

Tuesday was centered on hands-on STEM activities carried out through an online format. The Turkish team organized experiments in the biology laboratory, a rocket-making workshop in the physics laboratory, and experiments in the chemistry laboratory. These activities were presented through Microsoft Teams, allowing teachers and students from Austria, Italy, and Spain to follow the process remotely.

To make the activities accessible and structured, the Turkish team provided Microsoft Word worksheets with the necessary information and instructions. These materials supported active participation by giving the partner schools a clear framework for understanding the experiments and workshop tasks. The worksheets also helped compensate for the limits of the online format by offering written guidance that could be used before, during, and after the live session.

The rocket-making workshop was especially relevant to the project's STEM focus. It connected physics, engineering, design, and experimentation in a practical way. Through the online presentation of the activity, participants could observe the preparation process and reflect on the scientific principles involved, including movement, force, pressure, and basic technological design. The biology and chemistry experiments broadened the program by showing how STEM education can be implemented across different laboratory settings and scientific disciplines.

2.3 Wednesday, March 11, 2026

09:00 Austria/Spain/Italy – 11:30 Türkiye: STEM Science Fair, Project Presentations and Closing Ceremony

Wednesday focused on the STEM Science Fair at the host school. The fair included an exhibition of projects, Pi Day activities, and the planned launching and firing of rockets in the schoolyard, depending on local conditions. This day was designed as a shared online meeting in which teachers and students from the partner schools could participate and contribute presentations.

The project presentations played an important role in maintaining the international character of mobility. Partner schools were asked to prepare their contributions so that the material could be presented online and shared in the chat for documentation purposes. This ensured that the results of the work could be collected and made available to the wider project group, even though the participants were not physically present in the same location.

The combination of a science fair, project exhibitions, Pi Day activities, and rocket-related work created a strong STEM-oriented learning environment. It gave students the opportunity to present their ideas, explain scientific content, and connect mathematics, experimentation, and creative project work. The online format also demonstrated how international cooperation can be preserved through digital tools when external conditions prevent physical mobility.

2.4 Thursday, March 12, 2026

09:00 Austria/Spain/Italy – 11:00 Türkiye: BAYKAR UAV Factory Visit

On Thursday, the Turkish group visited the BAYKAR UAV factory. Since the visit could not include the foreign partner groups in person, the Turkish team documented the activity with pictures and videos that were intended to be shared in the online meeting. The visit added an important technological and industrial dimension to the mobility, linking the project's STEM focus to real-world applications in aviation, engineering, and unmanned aerial vehicle technology.

The second part of the day focused on the virtual cultural tour of Istanbul. Turkish students prepared short presentations to guide the foreign students and teachers through major cultural and historical sites. The planned locations included *Sultanahmet Square*, *Hagia Sophia*, the *Blue Mosque*, *Topkapı Palace*, the Museum of the History of Islamic Science and Technology, and the *Harbiye Military Museum* and Cultural Site Command.

Through these presentations, Turkish students acted as cultural guides for the international participants. This activity helped preserve the intercultural dimension of the Erasmus+ mobility despite the altered travel conditions. It also gave students the opportunity to practice presentation skills, English communication, historical explanation, and digital storytelling. The inclusion of the Museum of the History of Islamic Science and Technology was particularly meaningful because it connected cultural heritage with the broader theme of science, innovation, and historical contributions to STEM fields.

2.5 Friday, March 13, 2026

09:00 Austria/Spain/Italy – 11:00 Türkiye: Final Report Process

The final day of the was dedicated to project coordination, evaluation, and closure. Teachers from the partner schools met online to discuss the final report process and identify which parts of the project documentation still needed to be completed. This meeting was essential for organizing the final phase of the Erasmus+ partnership and ensuring that the results of the previous mobilities could be brought together coherently.

Questionnaire and Certificates

The day also included the completion of questionnaires. These provided an opportunity for participants to reflect on the adapted mobility format, the online activities, and the overall project process. Feedback was especially important in this context because the Turkish mobility had to be reorganized under exceptional circumstances and therefore required flexibility from all partner schools.

The mobility concluded with the issuing of certificates. Since the meeting took place in an alternative online format, the certificates were signed and distributed as PDF documents. This formal recognition marked the completion of the Turkish mobility activity and acknowledged the contribution of the participating teachers and students within the adapted framework.

3 Results and Findings

The Turkish alternative mobility achieved important results despite the limitations caused by the regional security situation. Its main success lay in the fact that the project work continued in a structured and collaborative way, even though the original physical mobility could not take place. The host school adapted the program to an online and documentation-based format while preserving the central aims of the project: STEM learning, international cooperation, cultural exchange, and final project coordination.

1. Continuity of project work under difficult conditions:

- The alternative format allowed the project to continue instead of being postponed or canceled.

- Online meetings on Microsoft Teams enabled the partner schools to remain connected and involved.
- Pictures, videos, worksheets, and presentations helped document activities that could not be experienced physically by all participants.

2. STEM learning and practical experimentation:

- The program included laboratory experiments in biology and chemistry as well as a rocket-making workshop in physics.
- The STEM Science Fair, Pi Day activities, and project exhibitions encouraged students to present scientific ideas and practical results.
- The visit to the BAYKAR UAV factory, documented by the Turkish team, connected school-based STEM education with real-world technological and industrial applications.

3. Development of digital and communication skills:

- Turkish students prepared a virtual school tour and cultural presentations, taking on the role of digital hosts and guides.
- Students practiced presentation skills, digital documentation, and English communication in an international project setting.
- The partner schools used digital tools to share materials, follow activities, and document project outcomes.

4. Cultural exchange in an adapted format:

- The virtual cultural tour of Istanbul helped preserve the intercultural dimension.
- Presentations on major historical and cultural sites allowed Turkish students to introduce their country and heritage to the partner schools.
- The program demonstrated that cultural learning can continue through guided digital formats when physical travel is not possible.

5. Final project coordination:

- The final online teacher meeting supported the completion of the project documentation and final report process.
- Questionnaires provided a basis for reflection and evaluation.
- PDF certificates formally recognized participation in the adapted mobility activity.

4 Conclusion

The Erasmus+ STEM in School Days mobility in Türkiye took place under exceptional circumstances. Due to the ongoing regional conflict involving the United States and Iran, the originally planned physical mobility had to be altered to prioritize safety and responsible project management. As a result, the partner delegations from Austria, Italy, and Spain did not visit the Seval-Ahmet Çetin Fen Lisesi school in Türkiye. This decision did not reduce the importance of the mobility; rather, it shaped the format of the week and required the host school and partner institutions to implement a flexible and well-organized alternative program.

The Turkish team succeeded in maintaining the educational value of the mobility through online sessions, student-led presentations, laboratory activities, documentation, and shared materials. The program remained strongly connected to the core themes of the project. Students and teachers engaged with STEM learning through experiments, a rocket-making workshop, project exhibitions, Pi Day activities, and industrial insight connected to UAV technology. At the same time, the virtual school tour and Istanbul cultural presentations preserved the intercultural and European dimension of the partnership.

A key strength of the mobility was its demonstration of resilience and adaptability. The participating schools showed that international project work can continue even when external circumstances make travel impossible. Through digital collaboration, the project partners were able to exchange ideas, document learning outcomes, and continue working toward the final stages of the Erasmus+ partnership.

In conclusion, the Türkiye mobility demonstrated that meaningful international cooperation can still take place under challenging circumstances when partners respond flexibly and constructively. While the program had to be adapted for safety reasons, it remained successful in its own way and contributed to the completion of the *STEM in School Days* project by combining STEM education, cultural exchange, digital cooperation, and final project coordination. Although the format differed from the previous student-centered physical mobilities, the online meetings, virtual presentations, shared materials, and documented local activities allowed the partner schools to remain connected and actively involved. In this way, the alternative program successfully upheld the project's central values: cooperation, innovation, shared learning, and European partnership.