

Erasmus+ Mobility Agreement Staff Mobility For Teaching¹

Planned period of the physical mobility: from [19/05/2025] to [23/05/2025]

Duration of physical mobility (9 days) – excluding travel days: 5

If applicable, planned period of the virtual component: from [day/month/year] to [day/month/year]

The teaching staff member

Last name (s)	[REDACTED]	First name (s)	[REDACTED]
Seniority ²	[REDACTED]	Nationality ³	TURKIYE
Sex [M/F/Undefined]	[REDACTED]	Academic year	2024/2025
E-mail	[REDACTED]		

The Sending Organisation

Name	HASAN KALYONCU UNIVERSITY		
Erasmus code ⁴ (if applicable)	TR GAZIANT03	Faculty/Department (if applicable)	[REDACTED]
Address	Havaalanı Yolu Üzeri 8. km, 27010 Hasan Kalyoncu University Şahinbey/Gaziantep	Country/ Country code ⁵	Türkiye TR +90
Contact person name and position	[REDACTED] Erasmus Institutional Coordinator	Contact person e-mail / phone	[REDACTED]
Type of organisation		Size of organisation (if applicable)	☐ <250 employees ☐ ≥250 employees

The Receiving Institution

Name	Polytechnic University of Portalegre	Faculty/ Department	School of Education and Social Sciences
Erasmus code (if applicable)	P PORTALE01		
Address	Paraça da Republica, 25 7300-109 Portalegre	Country/ Country code	Portugal PT
Contact person name and pos	[REDACTED] Mobility	Contact person e-mail / phone	[REDACTED] +351 245301503

For guidelines, please look at the end notes on page 3.

Section to be completed BEFORE THE MOBILITY

I. PROPOSED MOBILITY PROGRAMME

Main subject field⁶: inclusive education

Level (select the main one): Short cycle (EQF level 5) ☐; Bachelor or equivalent first cycle (EQF level 6) ☒; Master or equivalent second cycle (EQF level 7) ☒; Doctoral or equivalent third cycle (EQF level 8) ☐

Number of students at the receiving institution benefiting from the teaching programme:
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Number of teaching hours: 8

Language of instruction: English

Overall objectives of the mobility:

The main purpose of this mobility is to improve my academic and pedagogical knowledge in the field of inclusive education and to gain a comparative perspective by learning about inclusive education policies implemented in different countries and university level studies.

I have studies on social media use in adolescents, educational outcomes, and psychological examination of education.

In this context, I aim to contribute to the mutual learning process by gaining teaching experience during the mobility process, developing international academic collaborations, observing good practice examples and sharing my own knowledge and experiences. I also aim to expand my academic network for possible future joint projects by exchanging ideas about research and teaching methods on inclusive education at the university level.

Added value of the mobility (in the context of the modernisation and internationalisation strategies of the institutions involved):

This mobility will contribute significantly to the modernisation and internationalisation strategies of both institutions by fostering academic exchange, enhancing cross-cultural collaboration, and strengthening institutional partnerships.

From the perspective of Hasan Kalyoncu University (HKU), this experience aligns with its commitment to inclusive education, international cooperation, and academic excellence. As HKU is located in Gaziantep, a region with a highly multicultural and socioeconomically diverse population, the institution places great emphasis on research and teaching practices that support inclusive education. Engaging with an international academic environment will provide valuable insights into different inclusive education approaches, policies, and pedagogical strategies that can be adapted to our local context.

For the host institution, this mobility will bring added value by facilitating knowledge exchange in the field of inclusive education, particularly from the perspective of a university that operates in a diverse and economically disadvantaged region. Sharing experiences and best practices will enrich discussions on how inclusive education can be implemented effectively in different socio-cultural settings. Additionally, my participation will support internationalisation efforts by promoting academic dialogue between institutions and fostering potential future collaborations in research and teaching.

Furthermore, this mobility aligns with the broader European and global higher education strategies by promoting academic staff mobility, strengthening institutional

networks, and encouraging mutual learning. The exchange of expertise and innovative practices will contribute to the continuous development of curricula, teaching methodologies, and research collaborations, ultimately benefiting students, educators, and institutions alike.

Content of the teaching programme (including the virtual component, if applicable):

Day 1 Introductions and Introduction of the University

Introducing myself and my academic background

Hasan Kalyoncu University's academic structure, educational approach and international collaborations

Inclusive education studies and research conducted at the university

Question-answer and interactive discussion

Day 2: Gaziantep and the Impact of its Cultural Structure on Education

Gaziantep's historical, cultural and socioeconomic structure

Multicultural life in the city and its reflections on education

Refugee students and practices in Gaziantep in the context of inclusive education

Group discussion: Participants' comparisons with educational environments in their own cities

Day 3 Adolescence disease, problematic social media use and its reflections on the educational environment

Education system in Turkey:

Studies conducted with adolescents

Day 4: Studies conducted with Turkish adolescents on digital addiction and their educational outcomes

Workshop: Participants share good practices from their countries

Day 5 Academic Collaborations and Closing

Opportunities for academic cooperation between Turkey and the host country

Exchange ideas on future joint research, projects and student exchange programs

Participants' feedback and overall evaluation

Expected outcomes and impact (e.g. on the professional development of the teaching staff member and on the competences of students at both institutions):

This Erasmus teaching mobility is expected to have a significant impact on my professional development, the students at both institutions, and the long-term academic collaboration between our universities. Engaging with an international academic environment will provide me with valuable insights into different approaches to inclusive education, allowing me to compare and adapt best practices to my own teaching and research. By exchanging knowledge with colleagues at the host institution, I will have the opportunity to strengthen my expertise in inclusive education, explore new pedagogical techniques, and develop a broader comparative perspective on global education policies. This experience will also enhance my ability to implement innovative teaching methods and foster a more interactive and student-centered learning environment at Hasan Kalyoncu University. Additionally, my engagement in an international academic setting will further develop my cross-cultural competence, equipping me with the necessary skills to teach in increasingly diverse classroom settings.

For students at both institutions, this mobility will provide an enriching academic experience by offering them exposure to new perspectives on inclusive education practices, particularly in the context of Turkey's multicultural and socioeconomically

diverse regions. Students at the host institution will benefit from learning about Turkey's policies, challenges, and successes in implementing inclusive education, while my own students will gain from the integration of newly acquired knowledge and teaching techniques upon my return. This academic exchange will also foster intercultural learning, encouraging students to develop a deeper understanding of education in different socio-cultural contexts and enhancing their critical thinking and problem-solving skills.

Beyond individual benefits, this mobility will contribute to strengthening academic ties between the two universities, creating opportunities for future collaborations in research, joint projects, and potential student exchange programs. By sharing experiences and knowledge, both institutions will be able to enhance their curriculum development and teaching methodologies, fostering a more internationalized and modernized educational framework. Ultimately, this mobility will not only enrich my own academic and professional growth but also promote sustainable institutional partnerships that support internationalization and the continuous advancement of inclusive education.

II. COMMITMENT OF THE THREE PARTIES

By signing³ this document, the teaching staff member, the sending organisation and the receiving institution confirm that they approve the proposed mobility agreement.

The sending higher education institution or other organisation supports the staff mobility as part of its modernisation and internationalisation strategy and will recognise it as a component in any evaluation or assessment of the teaching staff member.

The teaching staff member will share their experience, in particular its impact on their professional development and on the sending higher education institution or other organisation, as a source of inspiration to others.

The teaching staff member and the beneficiary organisation commit to the requirements set out in the grant agreement signed between them.

The teaching staff member and the receiving institution will communicate to the sending organisation any problems or changes regarding the proposed mobility programme or mobility period.

The teaching staff member

Name: [REDACTED]

Signature: [REDACTED]

Date: 12.03.2025

The sending organisation

Name of the re [REDACTED]

Signature: [REDACTED]

Date: 13.03.2025

The receiving institution

Name of the re [REDACTED]

Signature: [REDACTED]

Date: 11/03/2025

³ Adaptations of this template



POLITÉCNICO
DE PORTALEGRE

Escola Superior
de Educação
e Ciências Sociais

- In case the mobility combines teaching and training activities, **this template** should be used and adjusted to fit both activity types.
- In the case of mobility between higher education institutions (HEIs) this agreement must always be signed by the staff member, the sending and the receiving HEI (three signatures in total).
- In the case of KA171 outgoing mobility of invited staff from (non-academic) organisation to teach in a HEI, this agreement must be signed by the participant, the beneficiary organisation, the HEI receiving the staff member, and the organisation they belong to (four signatures in total). An additional space should be added for signature of the beneficiary organisation organising the mobility.
- In the case of incoming mobility of invited staff from enterprises/(non-academic) organisation to teach in a HEI, this agreement must be signed by the staff member, the receiving institution (if applicable, the beneficiary organisation (if different from the receiving institution)) and the sending organisation (three or four signatures in total).

² **Seniority:** Junior (approx. < 10 years of experience), Intermediate (approx. > 10 and < 20 years of experience) or Senior (approx. > 20 years of experience).

³ **Nationality:** Country to which the person belongs administratively and that issues the ID card and/or passport.

⁴ **Erasmus code:** A unique identifier that every higher education institution that has been awarded with the Erasmus Charter for Higher Education receives. It is only applicable to higher education institutions located in EU Member States and third countries associated to the programme.

⁵ **Country code:** ISO 3166-2 country codes available at: <https://www.iso.org/obp/ui>.

⁶ The ISCED-F 2013 search tool (available at https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_%28ISCED%29#ISCE) should be used to find the ISCED 2013 detailed field of education and training.

⁷ Circulating papers with original signatures is not compulsory. Scanned copies of signatures or electronic signatures may be accepted, depending on the national legislation of the country of the beneficiary organisation (in the case of mobility with third countries not associated to the programme: the national legislation of the EU Member State or third country associated to the programme). Certificates of attendance can be provided electronically or through any other means accessible to the staff member and the sending institution.