



ANTALYA MESLEKİ VE TEKNİK ANADOLU LİSESİ



Bu proje AB tarafından desteklenmektedir
This project is funded by the EU

Motivation in Vocational Education

(Motivation for VET)



2018-1-TR01-KA229-059818_1

“Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein”

PROJECT ACTIVITIES BOOKLET



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

IDENTIFICATION OF THE PROJECT:

KA2 - Cooperation for innovation and the exchange of good practices

KA229 - School Exchange Partnerships

PROJECT DURATION: 15 MONTHS (OCTOBER 2018-DECEMBER 2019)

PROJECT OWNER (COORDINATOR) INSTITUTION: ANTALYA VOCATIONAL AND TECHNICAL HIGH SCHOOL

PROJECT PARTNERSHIPS:

IT- IIS Francesco Orioli

SE- Karlstads Kommun
Nobelgymnasiet

ES- IES Punta Del
Verde







APPLICATION AND ACCEPTANCE: 1032 partnership projects has been submitted to the Turkish National Agency during the 2018 project call and 88 Erasmus+ KA229 projects were accepted among them. Our school was approved as the coordinator institution within the scope of Erasmus+ KA229 school exchange projects. Our partner schools are IIS Francesco Orioli/Italy, Karlstads Kommun Nobelgymnasiet/Sweden and Punta Del Verde/Spain.

PROJECT GOALS: The project aims to increase vocational school students' motivation towards their education and vocational fields, exchange of innovative and good practises in partner schools, develop the coopertaion between the schools and private enterprises and contribute to employability of the graduates, organize cultural visits.

EXPECTED RESULTS OF THE PROJECT:

1. Good practices, methods and techniques for student motivation in the involved countries will be shared and exchanged.
2. Innovative methods and techniques will be developed to motivate students who are less motivated and to prevent early school leavings.
3. Surveys will be carried out and studies will be conducted on the motivation-reducing reasons and practical solutions that might increase student motivation in vocational schools.
4. Cooperation between vocational schools and local enterprises will be strengthened.
5. Adaptation of vocational high school students to labor market and employability of the graduates will be increased.
6. The network and cooperation among the involved schools will be strengthened by learning about each other's culture and education systems.
7. Participants of the project will develop their knowledge of student motivation and share their knowledge and experience with their colleagues.
8. Student motivation and academic success will increase.

PROJECT MEETINGS

Learning, Teaching or Training Activities (Mobility Activities)		
<i>Leading Organisation</i>	<i>Country of Venue</i>	<i>Participating Organisations</i>
Antalya Mesleki ve Teknik Anadolu Lisesi (November 2018)		IIS Francesco Orioli IES Punta Del Verde Karlstads kommun Nobelgymnasiet
IIS Francesco Orioli (March 2019)		IES Punta Del Verde Karlstads kommun Nobelgymnasiet Antalya Mesleki ve Teknik Anadolu Lisesi
Karlstads kommun Nobelgymnasiet (May 2019)		IIS Francesco Orioli IES Punta Del Verde Antalya Mesleki ve Teknik Anadolu Lisesi
IES Punta Del Verde (October 2019)		IIS Francesco Orioli Karlstads kommun Nobelgymnasiet Antalya Mesleki ve Teknik Anadolu Lisesi

PREPERATIONS FOR THE PROJECT AND FIRST MEETING



- 1- A project team was formed to carry out project activities in our school.
- 2- The personnel who will take part in the Antalya Meeting and make presentations will be determined.
- 3- We attended the preparatory meeting organized by Antalya Provincial Directorate of National Education.
- 4- Necessary information and documents were prepared for making the project contract with the National Agency.
- 5- vetforall.org.tr web site, which is the dissemination site of our project, was prepared.
- 6- The Logo of our project was designed.
- 7- Meetings with the companies, which were planned to be visited during Antalya program, were held and appointments were made.
- 8- In order to identify students' motivation resources and problems in vocational education, preparatory meetings were held to conduct a professional survey.
- 9- Presentations were prepared in Turkish and English.
- 10- Invitations were sent for the participants from abroad and the hotel reservations were made.
- 11- The work program for Antalya Meeting was prepared in Turkish and English.
- 12- Food and drinks to be served in the meeting were purchased and a meeting room was prepared.
- 13- Cultural gifts for the participants from abroad were purchased.
- 14- The meeting poster was printed and Turkish work programs were published.



ANTALYA IMPLEMENTATION MEETING



POSTER OF ANTALYA IMPLEMENTATION MEETING

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

Motivation in Vocational Education
(Motivation for VET)

2018-1-TR01-KA229-059818_1

PROJECT MEETING
6-9 November 2018
Antalya

Antalya Mesleki ve
Teknik Anadolu Lisesi

Karlstads Kommun
Nobelgymnasiet

IIS FRANCESCO ORIOLI

I.E.S. PUNTA DEL VERDE

IIS Francesco Orioli

IES Punta Del Verde

The project team of our institution and the project participants, consisting of 7 teachers and managers from involved schools carried out their project activities. 18 personnel consisting of managers and teachers at our school participated in the Antalya implementation meeting of our project.

Participants of the partner institutions:

ITALY



- 1-Patrizia Falesiedi
- 2-Alba Stella Paoletti

SWEDEN



- 1-Jan Johansson
- 2-Jan Wasikkaoja
- 3-Nils Anders Gustafsson

SPAIN



- 1- Adolfo Salto Sánchez del Corral
- 2- Jesús Hernández Sánchez

Managers and teachers at the Antalya Implementation Meeting:

Hasan YILDIZ, Fahri ÖZARSLAN, Uğur ÜNAL, Mustafa TAHTABAŞ, Hatice DURSUN, Mehmet SENCAR, Atilla KONUK, Şinasi DEMİR, Armağan KAYA, Sabahattin YAVUZ, Meltem ÖKTE ÇIKAN, Semih BAŞARAN, Muharrem GÜMÜŞ, Orhan YÜKSEL, İbrahim KÜCÜ, Özkan TUNCER, Murat ŞENTÜRK

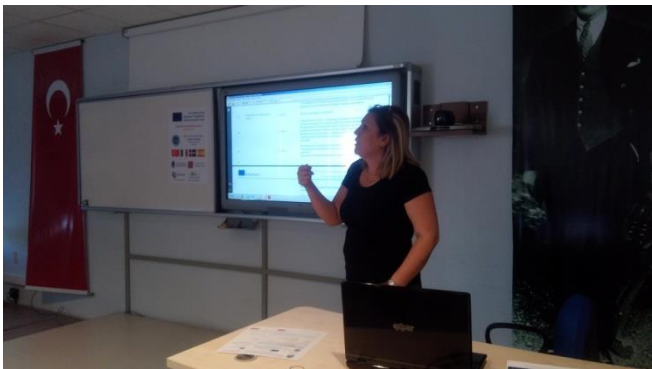
MEETING ACTIVITIES (05-09 November 2018)

Nov 5,2018 MONDAY: Project Contact Person Hatice Dursun, Deputy Director Uğur Ünal and Motor Department teacher Özkan Tuncer visited 3 different companies in Antalya Organized Industry Area (Crystal Kitchen, Mercedes Service, Volvo Service) with 3 Swedish participants. During these visits, work-based learning skills were observed in enterprises and preliminary meetings were conducted to send intern students from Sweden. Positive impressions were observed from the participants.



Nov 6,2018 TUESDAY: 7 participants from the involved schools from Italy, Spain and Sweden participated in the presentations and meetings of the project.

- Turkish Education System was introduced by the project contact person and English teacher Hatice Dursun.
- Atilla Konuk, the teacher of Industrial Automation Technologies, introduced the education system and the fields in our school.

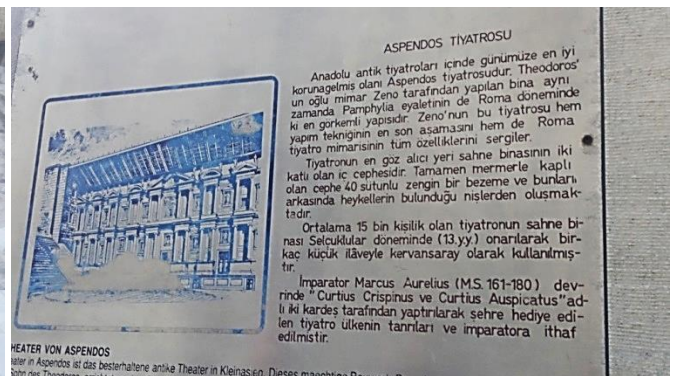


- The partner schools and educational systems have been introduced by the participants.
- Project Coordinator Mustafa Tahtabaş introduced the activities in the project application form.
- Workshop were visited by introducing the administrative structure, classes, guidance units and areas in the school.

During the workshop visits, students' lesson and practice activities were observed and the students had conversations with the participants.



-After the program in the school, Mustafa Tahtabas and Hatice Dursun accompanied to a visit to the ancient city of Aspendos after 16:00. In the theater where the participants were amazed, the historical past of the ancient city was introduced.



- After visiting the Aspendos Antique City, a trip to the Duden shoreline was held and then the participants had dinner at the Antalya Metropolitan Municipality Waterfall Fish Restaurant. A mixed menu of fresh Mediterranean fish was presented to the participants.

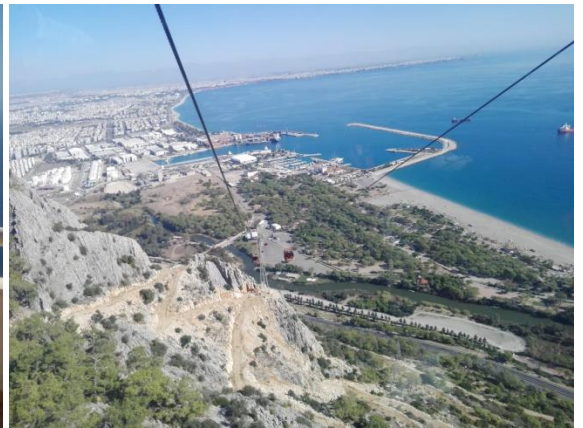


Nov 7,2018 WEDNESDAY:

- The use of the project website “vetforall.org.tr” was explained by Şinasi Demir, a teacher of Construction Technology.
- Mehmet Sencar, the Chief of the Mechanics Department, and Fahri Özarlan, the vice principle, presented the cooperation between the school and private enterprises, work-based training system in our school.



-Cultural trip to Tunektepe

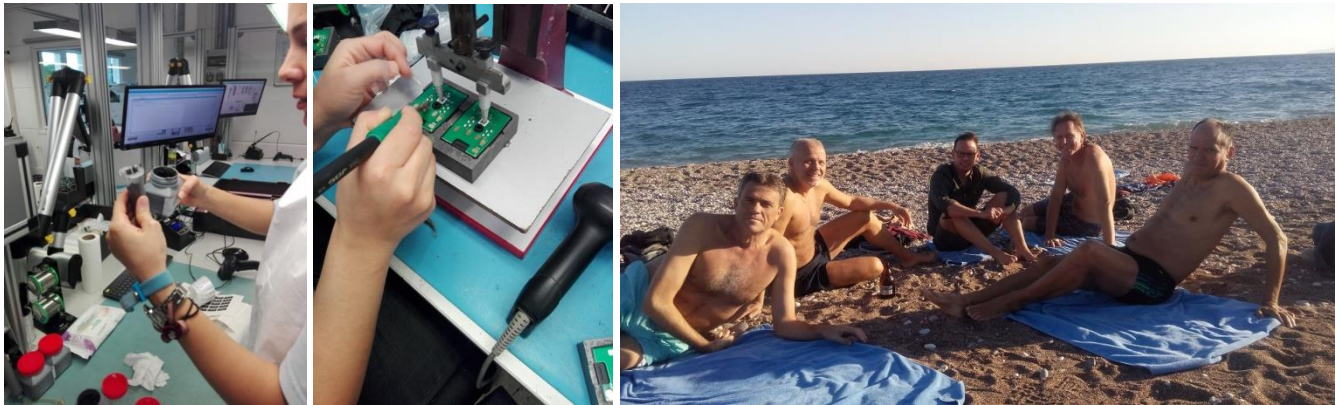


In the afternoon, a company visit (Bihl & Wiedemann Automation) was conducted in the Antalya Free Zone. During the visit, the work-based skill training of the students of our school was observed, the advantages that the enterprises provide to the students, the health insurance and the state contribution provided to the enterprises were introduced. In this facility, internship opportunities of foreign students were evaluated by chatting with German students who were doing their internship through our school.

The idea of sending interns from the partner institutions to Antalya was discussed. Participants had positive impressions.

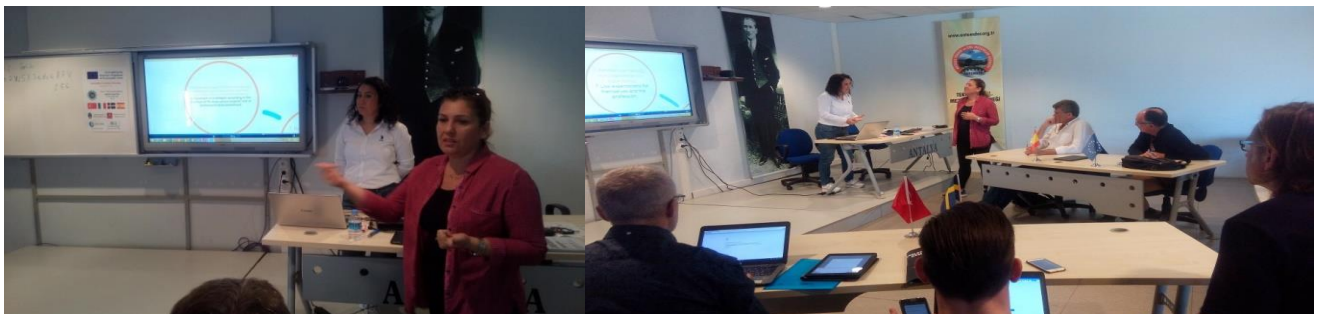


At the end of the day, a swimming event was held at Konyaalti Beach in order to relax and show that it's possible to swim in Antalya even in November. All of the participants, especially the Swedish ones, enjoyed the event.



Nov 8,2018 THURSDAY:

- The guidance system and activities in our school were introduced by Meltem Ökte Çıkan. By presenting the current applications for evaluating and increasing the student motivation, it was presented how the applications and results of the students' individual characteristics, interests and abilities were evaluated and the obtained results were used to increase student motivation.



The reasons that decrease the motivation of the students in the vocational high school according to the current situation:

1. Graduates are likely to have long-term unemployment shortages.

2. The absence of a world-class education in vocational high schools.
3. The family is decisive in the choice of profession. They cannot make realistic direction in this matter. The child is passive.
4. Placement according to academic averages, not according to post-secondary vocational skills.
5. Placement of profession according to the average of 9th class culture courses, lack of professional skills assessment.
6. Low expectations for themselves and the profession.
7. Frequent changes in the exam system.
8. Changes in curriculum and school structuring.



The facilities that are planned to increase student motivation in our school can be summarized as follows:

1. Testing, inventory and survey applications to determine the students' personality and their tendencies.
 - a. Occupational Orientation Battery (İŞKUR)
2. Introducing educational and social opportunities in the school and its environment.
 - a. Presentation about the system.
3. Giving information about higher education institutions.
 - a. University trips
 - b. Visits of university representatives to our students.
4. Giving information about the professions that can be chosen.
 - a. Presentation of the professions by the sector representatives and graduates.
 - b. Introducing occupations with work place visits.
5. Giving information about Job search, CV preparation, job interview etc.
6. Individual interviews



-Semih Başaran, IT teacher, presented the content of "Professional Development Lesson", which takes place in the national curriculum of the 9th grades.

- ANTEMDER (Alumni Association) has been introduced by Muharrem Gümüş, Head of Industrial Automation Technologies. During the presentation, Association President Orhan Yüksel and Association

Vice President İbrahim Kücü informed the participants about the effects of the “Back to School Project” in terms of following up the graduates in order to settle them in a higher education institution and helping them gain a profession. ANTEMDER has been practicing “Back to School Project” in our school for two years, and they invited many successful graduates to school to make speeches. According to the results of the survey conducted by the association, this activity increased the students' motivation towards their fields. Participants of the partner institutions stated that this event could not be done in their country and it was a very effective source of motivation. They stated that this activity in our school is one of the best practices that they will transfer to their schools.



- Guidance studies and regulations about the vocational field and branch selection were presented by the English teacher Hatice Dursun, which was prepared with the contributions of Deputy Director Uğur Ünal. It was argued that only the academic success of the students in the field and branch selection was considered as an inadequate criterion in vocational orientation. If it can be done, it is emphasized that the direction of the survey, skill exam and teachers' opinions, which determine the tendency of the students towards the profession, should be taken into consideration in choosing the profession. It has been stated that the project partner institutions should draw attention to this issue in our project.

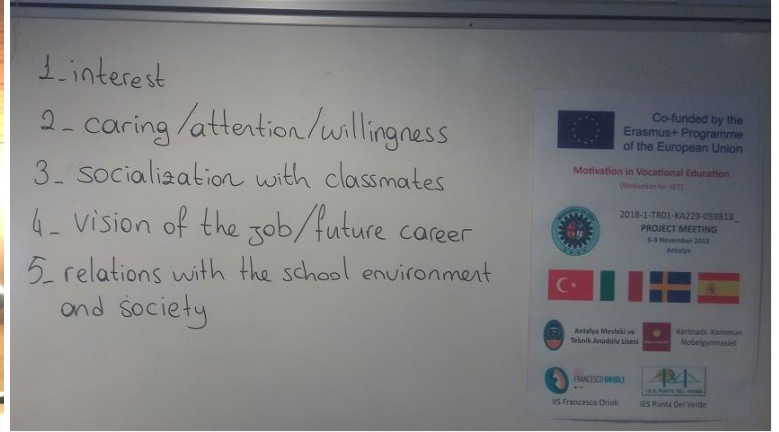


At the end of the programs at the school, Antalya Old Town, Yivli Minare Mosque and the Old Port were visited after 16:30. The participants did shopping for traditional Turkish tastes. At the end of the day, it was observed that the participants were tired with a busy schedule but did not complain about it. They had dinner in a restaurant in the Old Town in the evening.

Nov 8, 2018 FRIDAY:

The project activities were evaluated together with the project team and the school management. In summary, at the Antalya Implementation Meeting ;

- We introduced our school and education system,
- We held company visits and introduced work-based skill training system in our vocational education,
- We discussed the factors affecting student motivation by introducing our guidance activities,
- We planned activities to increase the students' motivation.
- We planned other meetings of the project in Italy, Spain and Sweden,
- We organized visits and excursions promoting our culture, geography,



- In addition, participants from abroad received a satisfaction questionnaire about Antalya program and it was observed that all participants liked the program.

As a result; we left very good impressions on our project partners from three different European countries. We destroyed prejudices. With the project meetings and activities to be held in the next year, we have learned that we will work with a team that will produce good results on “Motivation in Vocational Training”

-With the project team, the work to be done until March 2019/ Italy meeting were planned. Accordingly, a questionnaire will be prepared on “Motivation sources and reasons for decreasing motivation”. The implementation of this survey will be carried out in all partner institutions in January 2019 and the results will be evaluated in March 2019 during Italy meeting. After the completion of the program, Mustafa Tahtabaş and Hatice Dursun accompanied the participants to visit the Antalya Museum. After the visit, the overall evaluation was made and the program was held for the remaining time with the other participants as the Spanish participants had to depart. Hotel-airport transfer of Spanish participants was provided by Hasan Yıldız. Mustafa Tahtabaş and Hatice Dursun accompanied the Italian and Swedish participants and visited the village of Korkuteli-Korucak. On the way back, we made a trip to the Guver Cliff.



Antalya Vocational and Technical Anatolian High School

ERASMUS+ KA229 - School Exchange Partnerships Project,

Short-term joint staff training events, C1 (Antalya) Implementation Meeting

(5-9 November 2018)

Participant Evaluation Form

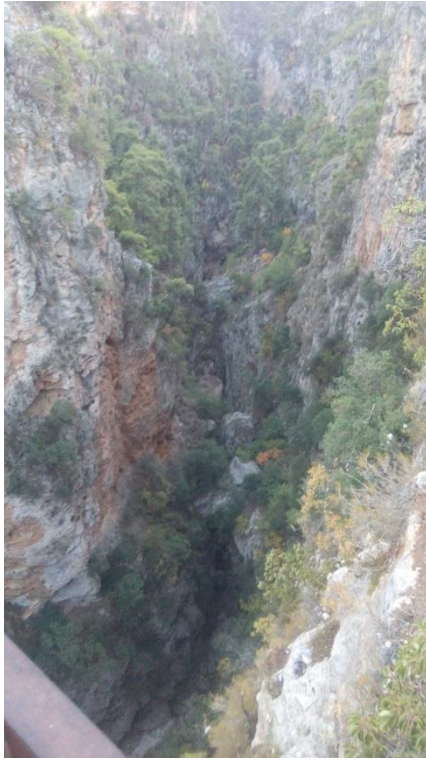
Project Number	2018-1-TR01-KA229-059818_1
Project Title	Motivation in Vocational Education
Short Title	Motivation for VET
ID/Activities Type	C1/Short-term joint staff training events (Alumni cooperation for motivation)

Dear Participant; How do you evaluate the following assessment points at the end of the Application Meeting? Check the corresponding option (x). Your answers are important for the development and dissemination of the project. Your connection has no results. If there is a topic you want to specify, you can add an arrow to the back page, except for the topics given.

	How is participation in this activity going to benefit the involved participants?	Rating options; A: Good, B: Moderate, C: Insufficient	A	B	C
1	I have learned about Turkish general and vocational education system, social and cultural life and language.				
2	I have learned about the vocational fields, educational activities and practices of the host school.				
3	I have improved my knowledge and skills on the motivation observing good practices in the host school at the level of education and management.				
4	I have experienced good practises to involve parents, private enterprises, graduated students in school education in order to develop the quality of education, to motivate students and prevent early school leavings.				
5	I have had some ideas to expand and transfer good practices to create innovative and optimal activities for my schools.				
6	I have improved my foreign language skills at a professional level.				
7	I have known about foreign countries and languages, religions, socio-cultural life styles, met new friends.				
8	The meeting has strengthened the cooperation between vocational institutions at an international level.				
	Project Activities				
9	The presentations, discussion sessions, technical trips have been appropriate considering the project goals.				
10	The design and decoration of the meeting hall has been neat and proper.				
11	Catering has been satisfying.				
12	Cultural trips have been appropriate with the project goals.				
13	The attitude of the host school staff to the participants have been nice, hospitable, and friendly.				
14	The hotel has been comfortable, clean, affordable and close to school.				
15	The enterprise visits have been appropriate with the Project goals.				
16	I have had positive impression for participating in this short-term staff training meeting.				



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



DISSEMINATION OF THE PROJECT FACILITIES

- Project contents and documents were uploaded on <http://vetforall.org.tr>, which is the internet site of our Project.
- The activities of our project are announced in one-to-one meetings with the teachers in the school, and on the school wall newspaper.
- On the website of our school (<http://antalyaeml.meb.k12.tr>) project news is available on various dates.
http://antalyaeml.meb.k12.tr/icerikler/erasmus-projemiz-kabul-edildi_5465197.html
http://antalyaeml.meb.k12.tr/icerikler/erasmus-projemizin-uygulamasi-basladi_5769653.html
- We have shared the photos of the project facilities and the news related to project on “Avrupa’da Eğitimdeyiz” facebook group.
- We have shared the photos of the project facilities and the news related to project on the educational network of National Education Ministry. (<http://www.eba.gov.tr/haber/1542181674>)
- Our Spanish partner has started an e-twinning project having the same name as a web-platform of our project. <https://twinspace.etwinning.net/74239/pages/page/456481>
- The project activities and photographs have been published on the websites of the involved schools, on social media pages and on press.
<https://www.facebook.com/Nobelgymnasiet/>
<https://www.instagram.com/nobelgymnasiet/>
https://www.tusciatimes.eu/turchia-una-delle-destinazioni-degli-erasmus-dellistituto-f-orioli-di-viderbo/?fbclid=IwAR1eonDAY8KRx06UI5UglIXsF_fZE9L6CA9tR5IPfia73fhKt_RBnOIQpBQ
<http://www.tusciaweb.eu/2018/11/erasmus-plus-docenti-dellorioli-trasferta-turchia/?fbclid=IwAR0fGQLh28BO3a9OgDoX62vT1GMCVU3JGocVNMFDzipUXeVJ7Zoka5kXoS8>
<http://www.iespuntadelverde.es>
<http://www.iespuntadelverde.es/index.php/motivation-in-vocational-education-ka229-asociaciones-de-intercambio-escolar/480-movilidad-antalya-turquia>
<https://colaboraeducacion30.juntadeandalucia.es/educacion/colabora/web/194127gt026>

ITALY-VITERBO LEARNING TEACHING TRAINING ACTIVITIES



The project contact person Patrizia Falesiedi and the Guidance Teacher Alba Stella Paoletti from the IIS Francesco Orioli vocational school in Viterbo, Italy, and other relevant teachers and administrators participated in the project activities. The project activities were carried out with the project participants consisting of 8 teachers and managers from partner institutions outside Italy.

The participants:

SPAIN

(IES Punta Del Verde)



- 1- Adolfo Salto Sánchez del Corral
- 2- Jesús Hernández Sánchez
- 3- María Ángeles Oliva Jiménez

TURKEY

(Antalya Mesleki ve Teknik Anadolu Lisesi)



- 1- Mustafa Tahtabaş
- 2- Meltem Ökte Çıkan
- 3- Atilla Konuk

SWEDEN



(Karlstads Kommun Nobelgymnasiet)

- 1-Jan Johansson
- 2-Jan Wasikkaoja

ITALIAN HOST INSTITUTION



The project teams of the partner institutions came to Viterbo on Monday, March 18, 2019 and settled in the hotels where they would stay. The project team from each partner institution stayed in different hotels because the host institution could not find a place in the same hotel even though they had booked in advance. As a Turkish project team, we stayed at the B & B "L'Incontro" Residenza Medievale Hotel in the old city of Viterbo (San Pellegrino), surrounded by walls. This building in the old town is a 13th-century building that has been restored and used as a hotel today. For information, hotel prices are around € 50 per day.

LEARNING TEACHING TRAINING ACTIVITIES (19-22 March 2019)

The mathematics teacher Andrea Celestini and the guidance teacher Alba Stella Paioletti from the host school project team took the participants to the school in the morning. The project team at the school organized meetings and department visits to introduce the school. At the school, we visited the informatics, graphic design, fashion design, electrical electronics, machinery and motor departments and talked to the teachers and students. In the corridors of the school, examples of graphic design made by the students took our attention.



They showed special clothes made in the Fashion Design department. These clothes made for special occasions are exhibited as an example. It was stated that exhibiting the products made by the students increased the professional motivation of the students.

We also visited the electrical, electronics, machinery, plumbing and IT departments of IIS Francesco Orioli. The school's workshops are usually small in volume and few students practice at the same time. There is also a desk chair environment to handle theoretical lessons in some workshops.

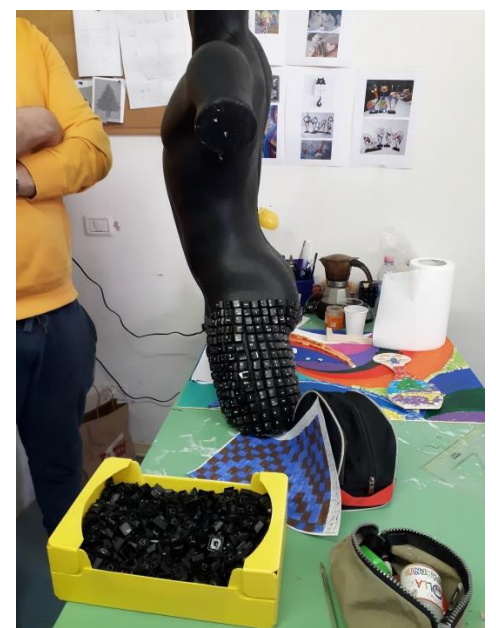


Students wear work aprons while practicing in workshops. There are some immigrant students coming from African countries. The noise in the school corridors during the break time seems to schools in Turkey. The teachers' room and the school environment is also similar to Turkey. In a general point of, we can say that lifestyle and eating habits in southern European countries have a lot in common.



Teachers working for the school guidance service introduced the work and operations of the service. Guidance services for students, support services for students requiring special education and support services especially for disabled students were introduced.

Students in need of special education were assigned a teacher for two students in a small workshop and had them do the work they could do. Two of the students were separating the hundreds of tiny cubes of three different colors according to their colors and stick them on the cartons. In the second example, hundreds of keys removed from old keyboards were glued neatly onto a plastic mannequin. This kind of work improves the hand and mental skills of special education students with long-term patience with economic materials. We have observed that students do these things fondly.



Counselor Mauro Spezzi, in his presentation, focused on the students' motivation and the factors affecting them. First of all, two types of motivation, internal motivation and external motivation were mentioned, depending on the adaptation and reference point of the students.

Factors affecting internal motivation were summarized as interest, curiosity and the need to make money to meet our needs. Factors affecting external motivation were explained by recalling some theories of psychology. In addition, the concept of social motivation and the social recognition of the students by their friends and the feeling of meeting the expectations of the family were emphasized.



The following topics were also discussed about the students' motivation: A combination of balanced knowledge, effectiveness, and social relationships will enable the student to prepare to face the challenges of life. To teach students well, all aspects of students' characteristics should be considered. Sociograms can be used to personally identify students' problems. In order to free low motivated students from their current situation, we should pay attention to collaborative learning, and we can develop short and easy lessons.



Another topic affecting motivation was also included in the guidance teacher's presentation. Human typing in psychology was explained with a cartoon image. (Do you know these people?) These human types were given as examples from real life and the participants were discussed on the subject.

Do you recognize these people?



The Know-It-Alls

They're arrogant and usually have an opinion on every issue. When they're wrong, they get defensive.



The Passives

These people never offer ideas or let you know where they stand.



The Dictators

They bully and intimidate. They're constantly demanding and brutally critical.



The "Yes" People

They agree to any commitment, yet rarely deliver. You can't trust them to follow through.



The "No" People

They are quick to point out why something won't work. What's worse, they're inflexible.



The Gripers

Is anything ever right with them? They prefer complaining to finding solutions.

Of course you recognize them. They're the people you work with, sell to, depend on, live with. Learn to deal with them quickly and confidently at *Dealing with Difficult People*.



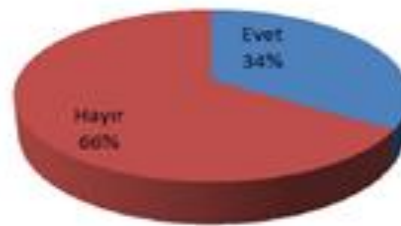
ANTALYA MESLEKİ VE TEKNİK ANADOLU LİSESİ MESLEKİ EĞİTİMDE MOTİVASYON ANKETİ SONUÇLARI



4. BÖLÜM (MOTİVASYON PROBLEMLERİ ANKETİ)

1. Mezun olduktan sonra uzun süre işsizlik yaşayabileceğimi düşünüyorum.

Mezun olduktan sonra uzun süre işsizlik yaşayabileceğimi düşünüyorum.



Örnekleme grubunun %66'si mezun olduktan sonra uzun süre işsizlik yaşayabileceklerini düşünmediklerini bildirmiştir.

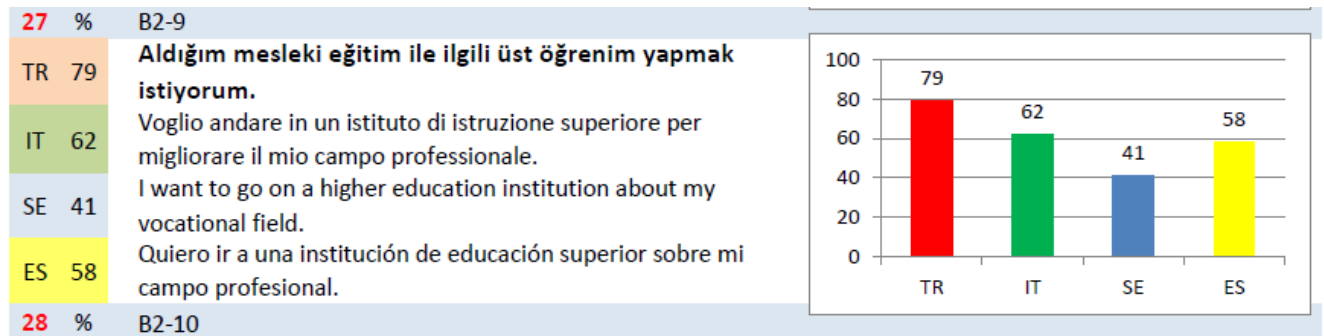
Each partner school explained the result of the questionnaire (Motivation in Vocational Education) which was created and carried out by all partners as one of the main activities of the project. <http://vetforall.org.tr/anket>

An example of this 54-item questionnaire is shown. At the project meeting, each institution interpreted their survey results considering their school and country. Then the results from the four partner institutions were combined on a bar graph, as in the example below for each question. The results in each item were evaluated and interpreted. All survey results and evaluation report can be viewed in the PDF file of our Projects / 2018-2019 Erasmus + KA229 / Motivation Survey Results from the menu at the top of our school (Antalya Vocational and Technical Anatolian High School) website.

http://antalyaeml.meb.k12.tr/meb_iys_dosyalar/07/19/970149/dosyalar/2019_04/11223702_TR-IT-SE-ES_Anket_KarYYlaYtYrma.pdf?CHK=678a825950e019102795956295d41d2d

The results can be found in the website announcements of our project on 8 April 2019.

<http://vetforall.org.tr/cms/>



The results can also be found on the 9 April 2019 news on the facebook page of our project.

<https://www.facebook.com/groups/1388915668102665/?ref=bookmarks>



In the results of the survey, we found various areas where countries received similar answers, as well as areas with large differences. We tried to find the reasons for focusing on differences and creating activities that could strengthen the motivation of vocational education work in each country.

During the project meeting activities, María Ángeles Oliva Jiménez, Spain's partner institution guide teacher, made a presentation titled "Psychosocial Education and Intelligence in Vocational Education". In order for the education process to be effective, María Ángeles underlined the need for teachers and explained the following: Motivation, healing, toxicity and caring for their families in good relationships. As for the students, he said that education and experience are essential elements for a competitive professional profile. But the most important for achieving true personal and professional success is psycho-emotional skills: all the skills, strategies and resources we demonstrate in our daily lives are both

personal and social and professional. We see this dimension of the personal and professional development of both teachers and students as key.



Undoubtedly, the motivation of our students and teachers develops with the knowledge and application of the techniques described in this workshop. The aim is to encourage schools to incorporate guidance mechanisms into curriculum mechanisms to acquire skills that develop skills such as self-awareness, self-control, empathy and social skills.



On the last day of the project activities, the project activities were evaluated. Until the next meeting, each partner institution will evaluate the positive and negative situations in its own survey results at

their school. According to the reasons that reduce motivation, activities will be done to increase motivation. These activities will be announced at the Swedish meeting in May 2019, the results will be evaluated and good practices will be exchanged.

The host institution presented the Europass and Participation Certificates for each participant with a farewell dinner.



We tasted meals belong to Italian food culture. Usually there were different kinds of pasta and pizza in the menus. As a Turkish group, we preferred menus without pork. Let's introduce here the most varied food we eat in Italy. You can find these dishes everywhere, but they are served in different tastes in every restaurant.



CULTURAL TRIP AND ACTIVITIES

Civita di Bagnoregio Tour: The historic small village, 25 km north of Viterbo, is set in a castle and can only be reached by walking on a pedestrian bridge. You need to buy a ticket for entering the village since the whole of the historic village is a museum. Our partner institution received free entry permit for our project group. The mayor of the new village of Bagnoregio, near this historic village, had a short meeting with our project group at lunchtime in the restaurant in the historic village. Thanks to the income from

tourists visiting this historic village, the locals of Bagnoregio, with a population of 3,500, does not have to pay social taxes. This is the only settlement in Italy where there is no social tax.



Civita has been threatened by natural disasters such as earthquakes, landslides and floods since 17th century. Before the city was opened to tourism and got tourism revenues, it had been called “city of death”. Now, Civita is a popular tourist destination.



Entering the historic village through a castle gate, the main square has a bell tower and a 13th-century church. The narrow streets of the village surrounded by stone houses are meticulously protected. While most of the facilities have been converted into holiday homes, there are several B & B hotels for those who want to stay overnight. There was a restaurant serving local delicacies. We had dinner here as well. Especially the grilled meat made from natural meats was delicious. Wandering around the historic village of Civita, we visited a house converted into a museum. In the basement of this house, old olive oil squeezing devices, oil distillation wells, winemaking equipment, wine holding cellars, wood barrels and

old agricultural tools are exhibited. An elderly person who owns this house accepts some small amount of money given by the tourists but does not ask for any from those who do not want to give.



VITERBO: Viterbo, where our partner school is located, is a city of 60,000 inhabitants with its Etruscan past, historic buildings on its cobbled streets. Viterbo is a city where you can experience medieval history with its churches, palaces and parks. Undoubtedly, one of the most beautiful squares in the city is the San Lorenzo square, which has a unique history. When you go out of the castle from this historical square, there is a park where a large statue is half buried.



CITTÀ DI VITERBO: The former city of Viterbo assumed the role of the capital of Christianity in the Middle Ages and joined the Kingdom of Italy in 1870. This old city is well preserved within the city walls to the present day and contains many ancient palaces, churches and historical buildings. The old city seen on this map is an ancient city with 13 gates in today's city of Viterbo. The structures have been restored as necessary and are generally used actively. Most of the buildings have turned into commercial institutions like hotels, hostels, restaurants serving tourism. We stayed at a hotel in this old town. In addition to hotel rates in Viterbo, a city tax of € 3.5 per night is charged. The biggest problem is that the old narrow streets do not respond to new vehicle traffic. As there is no parking space, people often have to park their cars outside this old town.



ROME TRIP: The project activities continued in Viterbo for 4 days and the project groups returned from Rome to their countries according to their return tickets.

Since there were 3 people in our group, we rented a car on the intercity journey and enriched our cultural trip. We did not use the motorway, especially from Viterbo to Rome, we saw small cities and natural beauties and went on the roads numbered SS.



When we arrived in Rome, we settled in our hotel and delivered our rental car. Because it is not possible to drive around the city by car. With the touristic city map and the information we obtained from the hotel, we bought a ticket from one of the bus companies that make daily Hop On - Hop Off city tours and visited the touristic places in Rome. The price of a day trip with these buses varies between 18-28 €. Tickets for these tours can be purchased from the internet, on-road kiosks, and vendors at the station. While buying a tour, they also want to sell the entrance tickets to some of the most important places. It's up to you. Since there are so many tourists in Rome, it is necessary to wait for hours in order to enter some important places.



Roma Train Station is located in the Termini district, which is named after it. It was built in 1931 and completed in 1950. The station offers regular international train services to Munich, Geneva and Vienna, as well as regular train services to other major Italian cities. The Basilica Santa Maria degli Angeli e dei Martiri is a Roman Catholic church in Rome, the capital of Italy. The church was built in the frigidarium ruins of the Baths of Diocletian in Cumhuriyet Square. The church was designed by Michelangelo Buonarroti and was built in the 16th century. The walls have large frescoes and marble columns of different colors.



Roma Tren İstasyonu



Basilica Santa Maria degli Angeli e dei Martiri

The Colosseum: The Colosseum, also known as the Flavianus Amphitheater in Rome, is an arena. It was built in 72 AD by Vespasianus, a master commander and completed in 80 AD during Titus. Subsequent changes were made during the reign of Domitian. It is one of the most visited places in Rome and one of the most queued at the entrance. It features an amphitheater, which is visited by more than 7 million tourists a year.



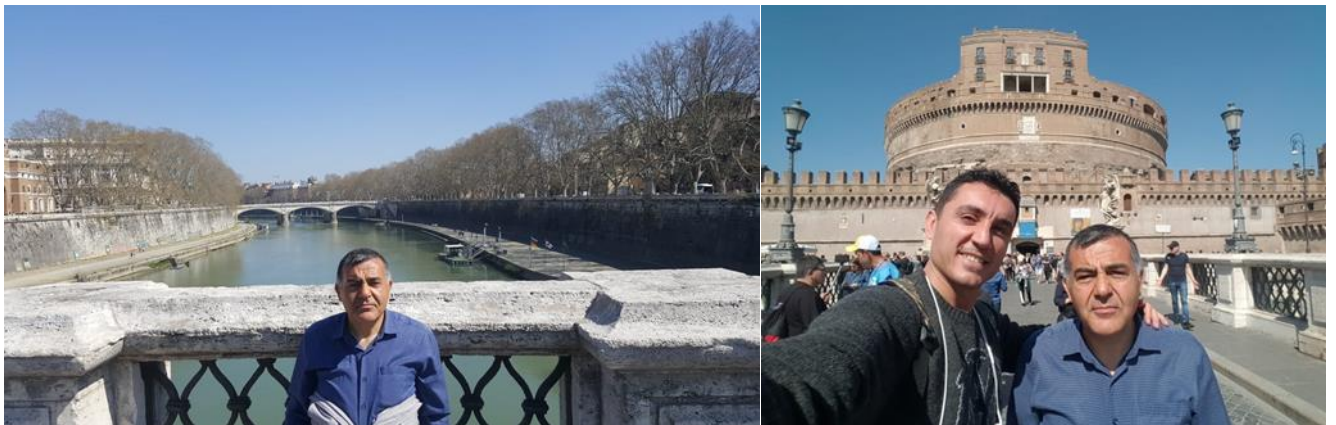
Arco di Tito: In Rome, the monument Domitian dedicated to his father Vespasian and his brother Tito was built to celebrate the victories he won in Judea in 71 AD. It is located opposite the Colosseum. Once you enter through this gate, you will find historical buildings in a large area.

Trevi Fountain: The fountain next to Palazzo Poli is located in the Trevi district of Rome. An earlier fountain in the field was destroyed in the 17th century and the design competition for a new fountain was won in 1732 by Nicola Salvi. The Trevi Fountain took 30 years to complete, and after Salvi's death in 1751, Giuseppe Pannini, who changed the original order slightly, oversaw its completion in 1762. What really made the Trevi Fountain famous is its legend. If you throw money into the fountain, it is believed that you will come to this city again. What is amazing is that the amount of money thrown into the fountain is about 3,000 euros. The enormous fountain is 26 meters high and 49 meters wide. At the center there is the statue of Oceanus, standing in a cart drawn by Pietro Bracci's sea horses. The fountain has also abundance and health sculptures. The water from the ancient aqueduct Acqua Vergine

have long been Rome's softest and most delicious taste; For centuries, barrels of water were carried to the Vatican every week. However, the water is now undrinkable.



Ponte Sant'Angelo: In 136 AD, the Emperor Hadrian ordered the construction of a new bridge over the Tiber River. The emperor wanted to connect his tomb (now Castel Sant'Angelo) to the Roman city across the river. After the construction of St. Peter's Basilica in the fourth century AD, the bridge was known as St. Peter's Bridge since it was on the main road leading to the basilica. Legend has it that in 590 AD, an archangel appeared on top of the tomb. Since then, the bridge is known as Ponte Sant'Angelo (Bridge of the Holy Angel). At the same time, the Tomb of Hadrian was changed to Castel Sant'Angelo (Castle of the Holy Angel).



Castel Sant 'Angelo: Sant 'Angelo Castle or Mausoleum of Hadrian is a cylindrical building in the Adriano Park in Rome, the capital of Italy. It was built by Roman Emperor Hadrianus as a monumental tomb for himself and his family and later used as a papal fortress.

Musei Vaticani: The Vatican Museums are one of the largest museums in the world in the Vatican. This museum was built by the Roman Catholic Church in the Renaissance and is an important building that houses the world's most important statues. In total, there are 54 galleries with the Sistine Chapel. Vatican Museums consists of the main sections; Gregorian Etruscan Museum, Pinacoteca, Missionary Ethnology Museum, Raphael Stanze and Sistine Chapel.



We visited many more important places in Rome. At the end of the day, we thought that there is no other country that makes so much money from its history. Museums, big churches, theaters and so on. Entries to all important historical places are paid and can be entered after waiting for a long time. This shows that Italy's tourism revenues have an important place in the country's economy. In 2018, we learned that Italy ranked 6th in the world and 2nd in Europe in terms of tourism revenues.

PARTICIPANTS 'BENEFITS

- 1- The participants learned about Italian general and vocational education system, social and cultural life, language. They improved their knowledge of the economic, political and geographical structure of the country.
- 2- The participants were informed about the vocational fields of the host school, educational activities and practices.
- 3- They observed good practices in education and management, improved their skills and knowledge about the project subject.
- 4- They recognized good ways to encourage less motivated students from disadvantaged families.
- 5- They exchanged information about the results of the “professional motivation questionnaire” conducted at each partner school. They compared the results of the survey and discussed methods to increase motivation.
- 6- They recognized international business opportunities. They evaluated job opportunities for the students.
- 7- They improved their foreign language skills (English).
- 8- They improved their living skills abroad.
- 9- They received Europass Mobility Certificate and Participation Certificate.

SWEDEN (KARLSTAD IMPLEMENTATION MEETING (20-25 MAY, 2019))

1.Day: We landed on Stockholm Airport at about 3 pm. We rented a car at the airport and headed for Karlstad which is about 300 kilometres far from the capital. It was amazing travelling by car and experiencing the beautiful nature of Sweden with a lot of lakes and forests. In Karlstad the contact person, Jan Wassikkaoja, welcomed and helped us to settle in our hotel. We stayed in Karlstad City Hostel which is in the city centre with all the other partners.



School Director Hasan Yıldız, Project Coordinator Mustafa Tahtabaş and Project Contact Person Hatice Dursun attended the Swedish meeting.

2.Day: In the morning, after having breakfast at the hotel, Jan Wasikkaoja, took us to the school (Karlstads Kommun Nobelgymnasiet) with participants from other countries (Italy-Spain). Headmaster, Jan Johansson, and the project team welcomed us in the meeting room and introduced the work program.



The first presentation of the program was made by the school principal Jan Johansson. He presented a brief introduction of Sweden, general and vocational education system, social and cultural life. After the tea-coffee break called “Swedish Fika’ at 10:30, we were informed about the school and the education

system. At 12:30, we had lunch with students and teachers in the school canteen. The canteen was large and clean like a restaurant. There was an open buffet with a salad bar and 5 different hot meal options with different types of meat. As a first day impression, the school wasn't noisy even in the break times, the students were calm, respectful and acting without any rush. The principal told us that there were 1100 students studying at the school, but all of them were not at school during this time of the year because of their apprenticeship.



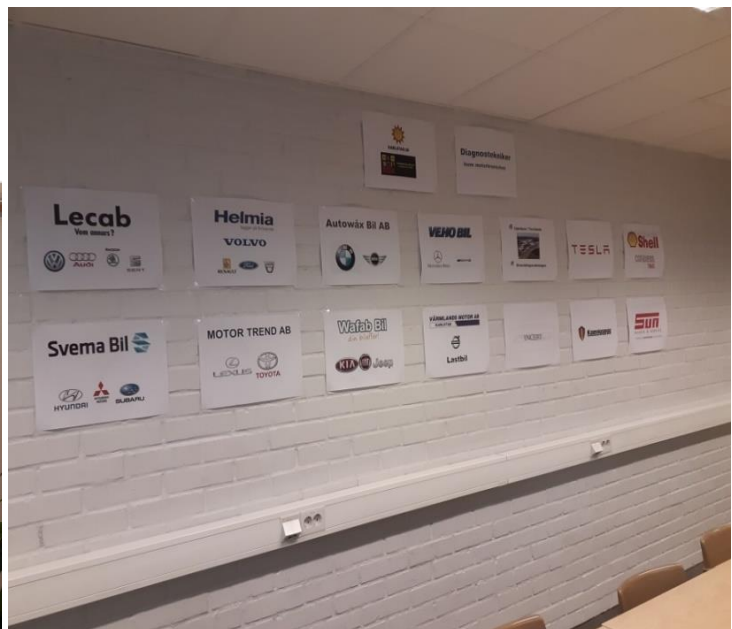
Between 13:00 and 16:00 in the afternoon, two students, Anders Twilling and Teodor Palmblad, were assigned to introduce the units and workshops in the school. According to the program, we visited the school library, foreign language class, special education class, hairdresser workshop, motor vehicles and transportation workshop, electrical and energy workshop, building and construction workshop, IT workshop, children and recreation center. In each unit, the relevant teacher welcomed us and introduced his unit, profession and workshops.



The library of the school is very large and contains resource books, periodicals, novels, music and film CDs and computers with internet. Some teachers were teaching here with groups of students during our visit. The workshops of the school are quite large and well-equipped. We observed that there were adequate and modern teaching resources and devices for practice-oriented training in the workshops.



In the workshops we visited, teachers and students were wearing overalls and taking all the precautions against accidents or danger. Each unit had first aid cabinet and fire extinguisher tubes. We saw that the companies contributed to the vocational training at school, especially cooperated with the car mechanics department.



The students work on the tasks or work pieces which are very close to real life situations or original materials, machines or devices.



After 4 pm. we visited a forest camp by the lake near Karlstad. We also had a short sightseeing tour in the city center. Since the sun sets late in the evening in this season, there was plenty of time to visit and get to know the surroundings.



Swedish people like outdoor activities when the weather conditions are suitable they prefer biking to work or school.



3.Day: We started to work at 9 o'clock in the morning. Karl Marklund and Henrik Fröling, Karlstad Municipality education managers, met us at school and explained the municipality's contribution to school education and management. The Municipality is responsible for appointing the school principle and providing financial sources at the rate of the number of attending students. The school principle is responsible for hiring the teachers and managing the resources independent from the municipality but there is a very close cooperation between them.

At 10:30, we met Marina and Kristoffer to examine the school guidance system, vocational guidance and motivation.

In vocational education institutions in Sweden, vocational guidance is provided by taking into consideration the individual characteristics, interests and skills of the students. School guidance teachers play an active role in vocational guidance besides other duties. Senior grade students of primary schools make their high school preferences in February and the placements are declared in

May. So, high schools know how many students prefer their school before the start of the new school year. This is important for school to plan the new education year. The placement in schools is realized according to students' diploma grades.

Studies on Vocational Orientation and Guidance:

* **Trade Fair:** The fair is organized annually by Karlstad city administration. A large-scale trade fair is organized in a fair area where 300 different occupations are introduced. Grade 8 students at the age of 14 attend this fair, learn about the professions and learn how to choose the most suitable profession for them.

* **High school promotion fair:** All high schools in the city introduce their schools and vocational departments to visitors at an annual fair.

* **One-day student:** Primary school students experience being a student for a day in the vocational field they want to study. So, before making decisions and registering to a school, he / she experiences being a student in the school and department he / she wants to study.



* **Practical work life education:** Grade 8 and Grade 9 students work in a workplace for one week to experience the job environment that they are interested in. They get information about the qualifications and requirements of job by experiencing them and assess their suitability to students' character and individual skills.

* Guidance teachers working in primary schools have information about vocational education system and fields in Karlstad Nobelgymnasiet. By the way, they can orient the students well to make the right choice of upper education. Also, primary school students visit the school for half a day, and the teachers introduce the departments and the work.

* The representatives of the workplace come to the school and give information to the first year students about their job and working conditions.

* Students can change departments or schools within the first month of the school year. The system does not allow the exchange of department or school then, until the next school year.

* **Orientation of practical work life:** In parallel with the education they receive at school, students have internship in the workplace. They spend 1/3 of the school education at the companies.

Other guidance activities:

- * Individual counseling
- * University promotion day
- * Individual options and guidance for vocational guidance
- * Labor market knowledge



In the afternoon, our contact person took us by a lake for fishing. Two of the school teachers accompanied us and taught how to use fishing rod. We couldn't catch any fish but spend good time having a picnic by the lake.



While driving to the lake, we were attracted by the spectacular nature and the way how Swedish preserve the nature. 97 % Sweden is uninhabited. National parks and nature reserves cover a tenth of country's land area. More than 80 per cent of Swedes live within 5 kilometres of a national park, nature reserve or other nature conservation site. With less than 3 per cent of Sweden's land developed or built up and 69 per cent of it consisting of forests, the Swedish Environmental Protection Agency has a lot of land to choose from for their future preservation projects.

4. Day: The school project team presented the good practices that they have been carrying out in order to increase students' motivation. In particular, the studies carried out with the aim of adapting and bringing foreign students to life were interesting. The school principle, Jan Johansson, presented the integration of foreign students, school administrator, Annelie Oscarsson, presented language teaching in integration classes, the members of school health team, Kerstin Öjehag and Mats Lundgren, presented the responsibilities of the health team, mentor teacher, Alexander Myrén, explained the mentorship program.



* 383 students are attending preparatory class. Preparatory classes involve a training program for students who had to leave primary school for any reason, who have recently come to the country through migration, and who have problems adapting to school and society.



- * 13 students receive vocational education including tile and masonry.
- * 23 students do not receive vocational education in the school but in the workplaces.
- * 89 students attend a program called "My School". These students are young people with social communication and interaction difficulties, who do not want to go to school, spend most of their time doing nothing at home or in front of the computer. These students are tried to be directed to school to spend 1 hour a week at the beginning and more gradually.
- * 102 students are attending language preparatory classes. These students come from newly immigrated families to Sweden. In at least 4 weeks after settling in Sweden, they have to start their education in a preferred school. In the language preparatory program, they attend a one-year course in Swedish, mathematics, English, physical education, and a social course to adapt to society and culture. These students are supported to study in a field to choose.
- * 153 students continue the Individual Alternatives program. Students attending this program are those who have not completed their primary education for a reason and want to get their primary education diploma in order to start high school education.
- * In Sweden, upper secondary education is not compulsory, but young people without a diploma are not employed. Therefore, it is a vital necessity for young people to attend high school and get a diploma.
- * In order to increase student motivation, the most important issue of the school administration is to enable the students to see the alternatives and objectives in front of them.



MENTORING SYSTEM

A mentor teacher takes care of 13-15 students. A mentor teacher;

- Follows the educational development of the student,
- Plays a positive role in the development of the student,
- Develop a trust based relationship with the student,
- Increases student motivation.

HEALTH TEAM

*The school health team is formed by a school nurse and school doctor, 2 school counselor teachers, a career counselor, a special education specialist, a school psychologist and the school principal.

* The school doctor is present every Monday. He is not responsible for treating students but responsible for guiding students in healthy living and motivating them in making the right decisions.

* School guidance teachers carry out activities for the health and happiness of the students. They provide guidance on students' relationships with each other, with their teachers, peer bullying, and their social relationships. Career counselors provide guidance on students' professional goals. The special education specialist helps them to produce solutions to their problems by conducting one-to-one interviews with students and conducts tests.

* The school psychologist is not present at all the school time, but is called to school when it is needed. The school principle leads the team for regular work.

Other studies in the school can be summarized as follows:

Since 2011, teachers from different branches have been working in active groups. These teams;

- Follow student health, learning and development in terms of achieving high school education goals.
- The teams focus on the current problems in areas such as academic success and absenteeism, help them feeling good and happy in order to achieve its goals. Within the framework of a planned program, the teams conduct one-on-one interviews with class teachers and students, visit the classrooms, evaluate and plan the work at meetings held once a week.
- There are a number of protocols for interventions that need to be done. The precautions to be taken are implemented following this protocol and stored in the protocol file.

After 4 o'clock, we visited an art gallery called Sangrund. In the exhibition, a collection of paintings, a collection of butterflies and insects, a collection of fish spoons, which belong to the famous artist Lars Lerin were exhibited. It was interesting to see that a lot of elder people were visiting the art gallery in groups. So, we thought that the local community gives importance to organize social activities for elder people and art.



The principal Jan Johansson invited us for dinner at home and we did barbecue together and had dinner in the atmosphere of a warm local Swedish house. As we knew the dinner programme, we took some spices from Turkey to taste with meat with and also some Turkish delight. By the way, we exchanged cultural tastes both at school and dinner.



While helping the landlord in the barbecue; the other group played a local game, the “kubb”, in the garden using sticks and wedges. We enjoyed a lot while playing the game and learning about the culture.

5. Day: The work program started at 9 o'clock in the morning. We were informed about the cooperation between the private companies, families and the school in order to increase students' motivation. The private companies allow students to observe their workplace for a day to learn about the occupations after primary school. They also enable them to do apprenticeship during the school term. We joined the school staff's “Swedish Fika” which takes place on Fridays from 10:00 to 10:30. All the school staff gather in a hall, have a coffee break eating cakes or fruit which they bring from home. During the break time, they simply sit at a table, communicate and evaluate the week. This activity gives the staff the chance to meet teachers from different departments and contributes to create more positive working environment, healthy relationship and the feeling of self-belonging of the individuals to the school community.



“Swedish Fika” is a special break time when all the students and teachers come together in the school cafeteria between 10: 00-10: 30 every day. Fika basically means to meet up for a coffee and a piece of cake or pastry in Swedish, but it is more than a coffee break traditionally. For Swedish people fika means socialising and having qualified time with friends or colleagues more than drinking coffee. The school principle explained us why they have “fika” at school. A few years ago, they observed that the students

were divided into groups and did not communicate with others outside their groups, and this grouping also caused problems at school. After that they decided to set a time for “Swedish Fika”, which is a part of their culture, in their school. This easy but well-thought step helped them to create a more positive atmosphere in school. We observed the respect, well-built relationship and communication between the students too. There are also popular videos to promote Swedish Fika:

<https://www.youtube.com/watch?v=oRleytEXGhQ>

The Swedish vocational schools organize regional competitions. We had the opportunity to watch a skill competition in the field of car mechanics. The contestant teams from different vocational schools were given a different task to finish in 15 minutes in 5 different contest stations and scored by the jury. The winner is going to represent their school in the national competition and the winner of the national competition is going to represent their school in Europe. We all agreed that such competitions increase student motivation.



Finally, the project teams presented the activities that they had held in their schools since Italy implementation meeting in order to increase student motivation. Especially the activities carried out in our school were appreciated. We all decided to continue to organize motivational activities in our schools, upload the activities on e-twinning until the final meeting in Spain.



We finished the work program visiting the hair-dressers department which is a very demandable vocational field especially among the female students in Sweden.

Today, after 4 o'clock a service of the municipality was introduced. People donate all unnecessary household items to municipality. All of the second-hand materials are cleaned and classified and

gathered in the second-hand market of the municipality. Those who want to buy cheap or second-hand materials can buy everything you can think including furniture, kitchen ware, clothing, books, lightening, car accessories, camping supplies, hunting supplies, garden supplies etc. from this store. We also did some shopping there.



In the evening, we went shopping to buy some souvenirs. We got back to the hotel, packed our suitcases and got ready for the return trip.

We had our breakfast early in the morning and we started our journey to Stockholm by our rental car. On the way to Stockholm, we recognized the geography of the country. Taking the advantage of a private car ride, we took a short tour of Stockholm city center and walked around the city center. As it is the capital and largest city of the country, there are many places worth seeing.





RESULTS OF THE SWEDEN IMPLEMENTATION MEETING AND PARTICIPANT BENEFITS

- 1- Participants learned about Swedish general and vocational education system, social and cultural life.
- 2- We learned about the vocational fields, educational activities and practices of the host school. The most popular vocational fields in the Swedish partner school; construction, car mechanics, electricity, and hairdressing.
- 3- In the host school, good practices and activities on student motivation in the field of education and management have been observed: Students' knowledge, skills and aspirations are taken into account when they are admitted to school. Trade fairs and workplace promotional activities are organized. The school provides students many alternatives to choose considering the students' academic background, abilities and wishes. The teams at school work for the students to see all the alternatives and choose the best one for them. The mentoring system, the school health team, preparatory classes for the immigrant students can be listed among the good practices at school.
- 4- We observed the good practises for integration of the immigrant students to school and the society. The students in prep classes not only learn Swedish and maths but also they learn about the Swedish culture, life style, communication or values of the society.
- 5- We observed good practices, new competences and skills related to the internationalization process as a tool for systematic quality. We got information about the other Erasmus projects and partners of the school and decided to have a long term relation.
- 6- We improved our foreign language skills (English).
- 7- We developed skills to live abroad.
- 8- We received Europass Mobility Certificate and Participation Certificate for our participation in the project activities.
- 9- We will carry out project activities, implementation and dissemination activities to transfer the best practices of the host school in accordance with our school system and structure.

Project dissemination channels



<http://vetforall.org.tr/>

http://antalyaeml.meb.k12.tr/meb_iys_dosyalar/07/19/970149/dosyalar/2018_12/11201941_PROJE_FAALYYET_KYTAPYIYI.pdf?CHK=73fdb66ccab19b3c9f657f1b0287d940

SPAIN IMPLEMENTATION MEETING (FINAL MEETING)

29th September- 5th October, 2019)

Learning, teaching and training activities in Seville/Spain were held for 5 days as the final meeting. During the meeting, we learned about our partner's school, its facilities, education system in Spain, motivational activities applied in school, and discussed the results of our project. We participated in this meeting with three participants (Mustafa Tahtabaş, Hatice Dursun, Şinasi Demir). The nearest airport to reach Seville from Turkey, was in Malaga. Our journey was realized with Turkish Airlines by Antalya-Istanbul-Malaga flights.

Sunday, September 29, 2019: After a long journey, we settled in our hotel Seville and rested for a while. We had booked our rooms on the internet one month before upon the recommendation of the partner institution. The hotel was centrally located, close to the river passing through the middle of the city. The price of this hotel is 60 €. The hotel didn't serve any meal, but the rooms have a small kitchen with a mini fridge, a cooker, a microwave, some pans and pots. We had breakfast in our room in the mornings and dinner a few times. We did shopping at the supermarket next to the hotel. When we examine the prices, considering the purchasing power of people in Spain, we can say they live more comfortable than Turkey.



Apartamentos Resitur



The Guadalquivir River

Monday, September 30, 2019: The project coordinator **Adolfo Salto Sánchez del Corral** and **Jesús Hernández Sánchez** team came to the hotel with their own vehicles and took the TR-IT-SE project teams to school. The partner institution organized a hall at the IES Punta del Verde vocational school for the project meetings. Principal **Manuel José Anguita Puerta** welcomed the project teams. We gave gifts to the Principal to symbolize our country and city. After a short speech by the school principal, we started our project meeting program. The Project Coordinator introduced Spain, Seville and the school with a brief presentation. After the coffee break, the Vocational Education System in Spain was introduced and the two vocational fields of the school (IT and health departments) were visited.



Partner institution, IES Punta del Verde



Presentation of our gifts

In the Spanish education system, authority is shared between central and local governments. The common structure and principles of the education system are determined by the central state. Provided that the basic structure is maintained, autonomous regions have their own powers and responsibilities in the field of education. The duration of compulsory education is 10 years. Secondary education programs are designed to enable students to study according to their own abilities, interests and tendencies and prepare them for both higher education and vocational education. Spanish education system steps: Preschool Education; 3-6 years (not mandatory), Primary education; 6-12 years, Secondary education Stage I; 12-16 years, Secondary education Stage II; 16-18 years (not mandatory)



Meeting with the school principle

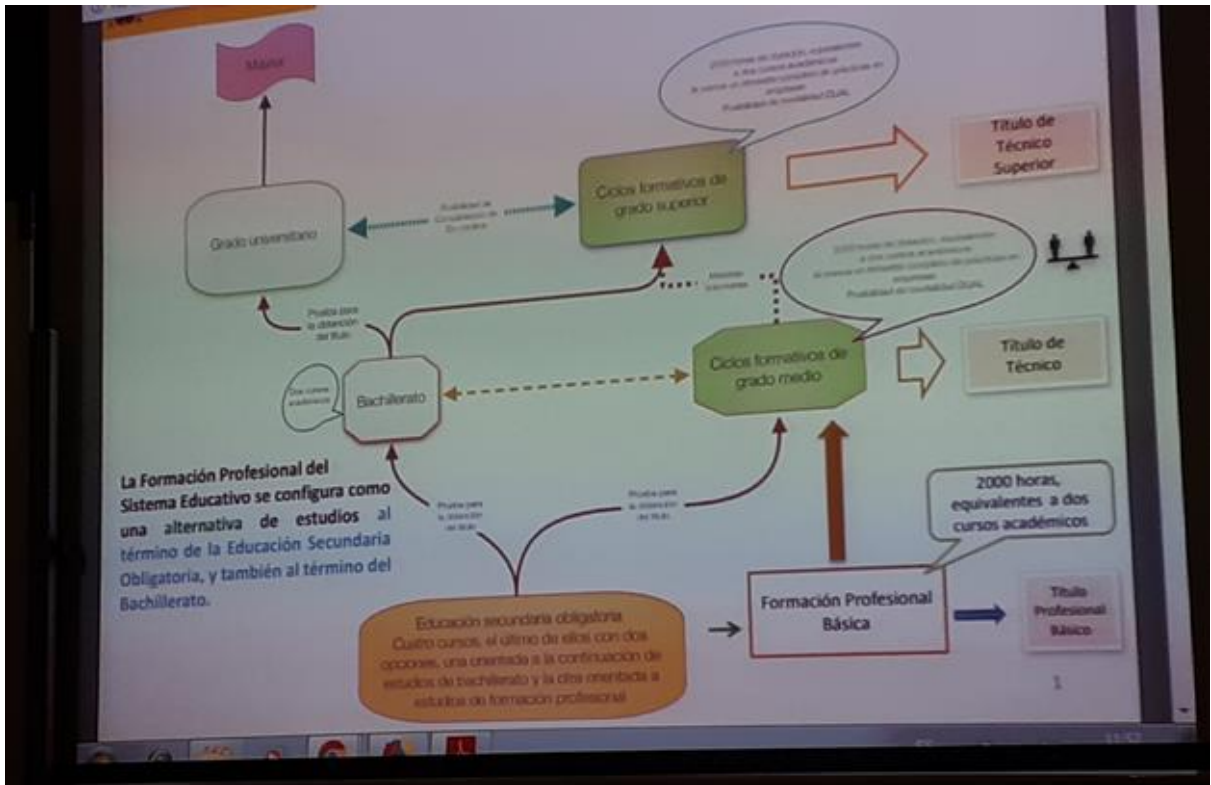


Spanish project coordinator

The aim of primary education in Spain is to provide all children with general culture, reading, writing, verbal expression, arithmetic knowledge and a sense of independence. The first level of secondary education enables students to deepen their knowledge in primary school and prepare for upper secondary schools. In addition to general education courses, students also receive elective courses that provide basic professional knowledge. Secondary education II. is the level of education in which students over the age of 16 continue. This training is not compulsory, but it is the training that prepares individuals for the degree of maturity and / or higher vocational education, which is compulsory for entry into academic and vocational higher education. Secondary education II. At the end of the stage training, a final exam called baccalaureate is taken. This exam covers all courses and only those who are successful in all courses are given a baccalaureate certificate.

Note: The Baccalaureate Exam in Spain is applied in the USA, EU countries (Abitur in Germany, Baccalaureate in France, Final in the Netherlands, Matura in Austria, High school completion in Portugal etc.) and many other countries. It is like a final exam. This exam qualifies for an

international high school graduation certificate and ensures the continuation of higher education. In the 2000s, the question of application of this test in Turkey was researched by the Ministry of Education Research and Development Department (Dr. Semra Trading Basaran-2005), but the implementation couldn't be realized during the restructuring of the secondary education.



Schematic representation of the Spanish Education System

Vocational education includes secondary and upper level vocational education after the first cycle. Secondary vocational education is a two-year education continued after the first level. Those who finish secondary vocational schools take the title of technician. In order to continue upper secondary vocational schools students first need to have a baccalaureate diploma taken from the secondary vocational education schools. Those who complete their two-year training at upper secondary vocational schools receive the title of high technician. Those who take this title can directly start their professional life or continue to higher education programs suitable for their profession.



During the visit of the health care workshops in the school, it is seen that there are enough educational materials in the workshops and professional practices are carried out by the students. In the IT department, online courses and seminars are held for teachers on current topics. Besides, teachers prepare educational documents for students and enable them interact. On the boards in the corridors of the school, the students' trips and project photographs are exhibited and the motivation of all students is increased.



Information about online courses workshop



X-ray machine in health care

In Spain, the National Institute of Labor, affiliated to the Ministry of Labor and Social Security, is responsible for extracurricular vocational training, which is usually delivered together at school and at work. Students who complete programs lasting from 1-3 years receive the vocational certificate valid at the country level.

Calibdo Catedral Metropolitano Seville (The Cathedral of Seville):

We bought the guided entrance tickets for the cathedral visit 3 months ago. After 4 o'clock, we had a audio guide tour about the interior and exterior of the cathedral. On the roof of the building, stone arch structures, water flow channels, ventilation, lighting and static structure were explained. Christopher Columbus Mausoleum in the cathedral was introduced.



The Cathedral tour



Mausoleum of Christopher Columbus

The Cathedral of Seville was built in the 12th century during the Arab Caliphate, converted into a church in the 13th century, had many earthquakes and some parts of it restored in the 20th century.

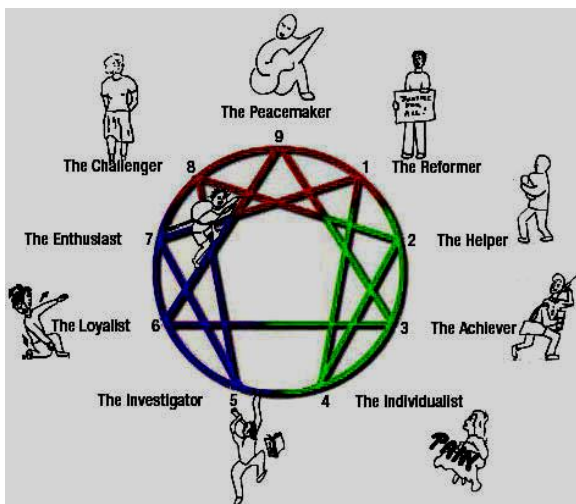
The mausoleum of Christopher Columbus was placed at the beginning of the 18th century, and in 1987 it became a UNESCO World Heritage site. It is visited by many tourists in its full capacity. The visits vary according to the days of the week and time of the day (guided tours, free tours, tower climbing etc.). A Beautiful city view can also be seen on the top of the cathedral or the tower. Guided tours take about two hours.



Photos from the Cathedral visit

Tuesday, October 1, 2019: School Counselor María Ángeles Oliva presented the questionnaire and test techniques used to describe the individual characteristics, interests and skills of the students. She explained the process of evaluating the applications and how the results were used to increase job orientation and student motivation.

By the application of the Enneagram test, the personality type of the students is determined and they are encouraged and motivated to use their potential. Enneagram is a strong and dynamic personality model that defines a person's style of emotion, thought and action. In detail, there are nine different personality types.



STEPHEN COVEY'S TIME MANAGEMENT MATRIX		
	URGENT	NOT URGENT
IMPORTANT	Quadrant 1 Crises High-Impact Deadlines Pressing Problems	Quadrant 2 Being Organized Building Relationships Planning Exercise and Recreation
NOT IMPORTANT	Quadrant 3 Interruptions Some Phone Calls Some e-Mail	Quadrant 4 Busy Work Some Phone Calls Some e-Mail Time Wasters Doing Nothing

With the Covey's Matrix method, the survey results are evaluated and what is urgent and important to the person is determined.



The presentation of Maria Angeles Olives



Meditation practise of the project group

The school's guidance service checks the students' motivation through tests and questionnaires, and evaluates the results with special methods. Individual support is given according to the differences. Guidance is made according to their emotional intelligence. While psychological support is given to students, different methods such as meditation are used.

Trip to the Alcazar (Real Alcázar) Palace:

Alcazar Palace is located on the Plaza del Triunfo Square, near Seville Cathedral. The word Alcazar comes from the Arabic word Al-Kasr (Kasir). It was built as a castle-palace by Muslim Umayyads in 913, about 1100 years ago. Seville is the palace where Alcazar lived and ruled the region for centuries, first by Muslims and then by Christian rulers. Since each new king made additional structures to the building, it has a complex structure. This is the most magnificent palace in Spain after the Alhambra Palace. The palace was included in the UNESCO World Heritage List in 1987.



Some sections on the upper floors of the palace are still the official residence of the King of Spain in Seville. The palace is spread over a large area and consists of the following sections;

- Puerta del León (The Lion Gate)
- Patio de las Doncellas (Courtyard of the Virgins)
- Los Baños de Doña María de Padilla (Doña María Baths)
- Saloon de Embajadores
- Patio de las Muñecas
- Patio de la Montería
- Dormitorio de los Reyes Moros (Bedroom of Muslim Sultans)



Wednesday, October 2, 2019:

School Counselor María Ángeles Oliva presented good practices on the impact of emotional intelligence on the motivation and academic achievement of VET students. There has been debate on how and how these good practices can be transferred to partner schools, or what innovative and practical ideas can be produced about the positive effects of emotional intelligence as an effective way to improve the overall quality of students' professional skills:

Emotional intelligence is one of the main factors of the success of people in business life or leadership, but it also benefits people's education and family life. Therefore, the development of emotional intelligence skills of the students who receive vocational training, may enable them to grow as qualified employees in the future. Activities such as motivating students to develop themselves, making career speeches for better preparation for work life, encouraging them to leave bad habits should be organized.

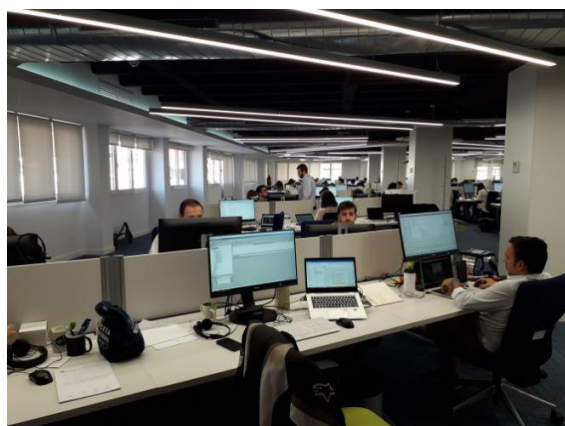


After the coffee break at 11 o'clock, the KA1 projects coordinator of the school, Nuria Cortés and the project team, informed us about the KA1 projects and results implemented at school.

Presentation of good practices related to the internationalization process as a tool for systematic quality improvement was done. She stated that 7 international projects have been implemented so far and 3 of them are KA1 project mobilities.

An Enterprise Visit (Deloitte):

A enterprise visit was organized to a company where the IT students have apprenticeship. Deloitte is a security software company. The company also organizes vocational training courses for adults. The business manager showed us the workplace, gave information about the working conditions and the work done. He stated that the personnel are continuously taken in-service trainings. In these trainings, they are informed about: Professional development, development of English, teamwork, good communication, entrepreneurship ideas, critical thinking and orientation to excellence.



The operating staff were very interested in our project team and offered some drinks and small gifts (notepad, pen and porcelain cup). Since we liked the atmosphere of the workplace, we also had a brief interview with them: We posted the photos of the visit and the video of the interview “ How do you keep the motivation of the employees high? ” on facebook on the 3rd of October, 2019.

<https://www.facebook.com/groups/1388915668102665/?ref=bookmarks>

After the visit, we had a sightseeing tour around the city. We noticed that the trams running in the city did not have an electric line. They only connect to the power line while they are waiting at the stops and charge. Today, we visited the Metropol Parasol, which is made of wood and is located in La Encarnacion square.



Thursday, October 3, 2019:



Jesús Hernández, one of the members of the project team of the school, presented the activities to encourage the participation and cooperation of students, teachers, families and private enterprises in order to increase motivation in vocational education. Let's talk about some parts of this presentation:

1- We need to know and learn about the expectations of the: **“Each student is a different component”**. The questions in the questionnaire to identify them should be

about personal and professional expectations, their environment (family, friends), hobbies, feelings they feel at school. A meeting should be held to share and evaluate our findings.

2- **“I'm going to listen carefully to people who used to be where I am now.”** Organizing a conversation with one or more former students. A former student who is currently working in a company or starting a business is the ideal person to explain the relationship between what he is doing now and what he was doing as a student. It is very important to know that you can achieve what you will have in the future with what you are currently learning. This will be a great motivation.

3- **“If I know what they want from me, I will be ready.”** Students need to know what is expected in terms of technical skills and personal qualities. In the first year, it is important to visit a company to get to know the work environment, and also to hold a speech at the school to inform the student about the qualifications that are required by the companies.

4- **“A united group is like the wind that encourages motivation.** Activities outside the classroom should be done. So, the students interact and are encouraged to act positively. At least one outdoor activity should be held at the beginning of the school year with other VET groups. Teacher Jesús Hernández shared a photo of the trip to Malaga with the students.



The project team expressed their ideas about the impact of such activities on student motivation and showed examples of activities in their own countries. Since the beginning of the project, as the Turkish team, we have stated that we have shared our project activities on Facebook under the group heading of “Avrupa’da Eğitimdeyiz”.It was agreed that these activities would increase students’ motivation. The activities of the partner institutions are posted on schools’ webpages or social media accounts.

TR- Antalya Mesleki ve Teknik Anadolu Lisesi:

<https://www.facebook.com/Antalya-Mesleki-ve-Teknik-Anadolu-Lisesi-164449470373086/>

ES- IES Punta del Verde : <https://www.facebook.com/iespuntadelverde>

IT- IIS Francesco Orioli: <https://www.orioli.gov.it>

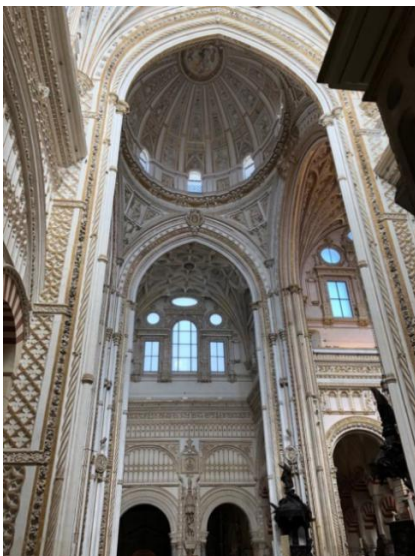
SE- Karlstads kommun Nobelgymnasiet: <https://www.facebook.com/Nobelgymnasiet/>

Trip to Cordoba: Mosque-Cathedral of Cordoba:

As a cultural activity, a visit to the Córdoba Mosque-Cathedral and the Jewish quarter was held. La Mezquita, Mezquita Catedral, The Great Mosque of Cordoba, Cordoba Cathedral, Mosque Cathedral or Kurtuba Mosque in Turkish name is one of the most important Islamic works with its 1000 years of history. Another detail that makes this mosque important is that it is not only the largest mosque in the world with its 24 thousand square meters settlement and 856 columns, but it is also the largest place of worship. Kurtuba Mosque, one of the most important stops in Andalusia, is where visitors come from all over the world and from all faiths.



According to the general belief, at the beginning of the 700s, the Visigoths and Muslims used this church jointly, and everyone worshiped according to their own beliefs. Major changes started in 785 AD with Emir Abdülrahman and the building was converted into a mosque. Between 961 and 966, during the reign of King Abdulrahman, a new minaret was added and in 987, during the reign of King Al-Mansur, a huge garden with citrus trees was added. When the Catholic Sovereignty began in the region, the mosque was turned into a church.



Mosque-Cathedral of Cordoba

A street view of the Jewish neighborhood

Most of the most important changes, such as building a choir area, were made during that period. The mosque, which is one of the best examples of Gothic style of interior architecture, began to carry Renaissance effects with some changes made in the 16th century, followed by Baroque influences. As a result, every corner we see today has a beautiful work in a different style.

Friday, October 4, 2019:



Today, the results of the project were evaluated. First, a brief evaluation of the survey results applied in our project was made. The reasons for lowering student motivation in each partner country were examined. The results of the comparative motivation questionnaire for the four partner countries were evaluated. In general, the common reasons that reduce student motivation are at the forefront:

- *Choosing a vocational field unintentionally or as a result of grades or family pressure,
- *Not knowing much about the job and very few activities are held for promoting job requirements, (workplace visits, conferences, etc.)
- *Not considering individual skills suitable for the job or inadequate guidance and orientation when selecting a profession,
- *Failing to set the goals for the future (such as exercising the profession, continuing to higher education),
- *Unemployment anxiety after graduation,
- *The idea that the vocational training at school does not comply with the world standards,
- *Frequent changes in the education system,
- *The idea of quitting or changing the vocational field. The comparative assessment of all questionnaire questions was conducted at the Italian meeting.

You can easily reach the questionnaire forms and detailed results via:

<http://www.vetforall.org.tr/lms/>

http://antalyaeml.meb.k12.tr/meb_iys_dosyalar/07/19/970149/dosyalar/2019_04/11223702_TR-IT-SE-ES_Anket_KarYyIaYtYrma.pdf?CHK=99d1dc69b2d9803a14cc85467580eeee9

Motivation in Vocational Education
2018-1-TR01-KA229-059818_1

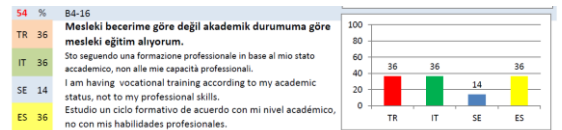
Co-funded by the Erasmus+ Programme of the European Union

Funded by the Erasmus+ Program of the European Union. However, European Commission and Turkish National Agency cannot be held responsible for any use which may be made of the information contained therein

MESLEKİ EĞİTİMDE MOTİVASYON ANKETİ SONUÇLARI

RESULTS OF MOTIVATION SURVEY IN VOCATIONAL EDUCATION

I.I.S. PUNTA DEL VERDE
HİSS. FRANCESCO ORIOLI



Genel analiz (Projenin İtalya toplantısında yapılmıştır)

Ülkelerin benzer cevaplar aldığı çeşitli alanlar bulduk, aynı zamanda büyük farklılıklar olan alanları da bulduk. Farklılıklara odaklanmayı ve her ülkede mesleki eğitim çalışma motivasyonunu güçlendirebilecek etkinlikler yaratılmak için nedenlerini bulmaya çalıştık. Mesleki eğitimde motivasyon anketi, Türkiye, İtalya, İspanya ve İsveç'teki proje ortağı mesleki eğitim kurumlarında yapılmıştır. Dört ayrı kurumdaki anket sonuçları tek grafik üzerinde gösterilmiştir. Anket sonuçlarında dikkat çeken konuları şu şekilde özetleyebiliriz. Genel olarak mesleki eğitim almayı seçmede, İsveç dışındaki ülkelere aile, ailenin sosyo-ekonomik durumu, ailenin beklentisi, arkadaş ve çevre etkisi ile, notların etkisi olduğu görülmektedir. Türkiye'de mesleki eğitim almayı seçmede, sistemsel olarak notların

The second title of our meeting was to evaluate the good practices and making a list of the good practices that the project groups observed in the partner vocational schools they visited. This list is included at the end of this booklet.



The final evaluation of our project has been dissemination and sustainable practices. For the dissemination of our project, the activities of our project have been published in each partner institution, via school websites or social media accounts. A web site was established for this project (<http://www.vetforall.org.tr>) and a facebook group (Avrupa'da Eğitimdeyiz) was created. In addition, partners share information with the e-twinning project "Motivation in Vocational Education".



The motivation survey prepared for our project will be implemented by the schools as a sustainable practice and activities will be carried out to increase motivation. The motivation questionnaire is added at the end of this booklet. At the final of the project, the participants and the school principal took photos together

and left the school. Then, we went to the pavilions district and visited pavilions which are representative of some countries in Seville. The buildings of the countries reflect their own culture.



We visited two museums which are close to each other. The historical artifacts in the museum are very similar to those in the Antalya Museum. In the first museum, we saw some pieces from the Romans. We thought that similar cultures lived in the same geography and in the same climate. In the second museum, there were photographs and belongings describing cultural changes and diversity in Sevilla.



Some sections from the museum and a note board where visitors can write their views and wishes.

Food in Sevilla/ Spain: When we travel abroad, we always wonder if we can eat. We had no problems in Seville. The project team at the partner institution took us to different places to taste all kinds of food and made us taste all kinds of tastes. We took pictures of some of these dishes.



Swordfish fries and salad



Dried meat



Meatballs with fish



Fried Fish



Artichoke with shrimp



Different desserts

Saturday, October 5, 2019:

We made preparations for our return trip. We went to Malaga from Seville by bus. Along the way, we saw olive groves and large fields for farming, but we could not see any wetland. In Spain, except for some riverside areas, the land structure is covered with arid fields and olive groves. There are small regional forests. When we look at the places of establishment of historical cities in the countries, generally sheltered and wet places were preferred.

We had some time in Malaga for sightseeing. The architecture of the cities, historical buildings and geography in the Andalusian region are very similar.



Malaga harbor and a street view

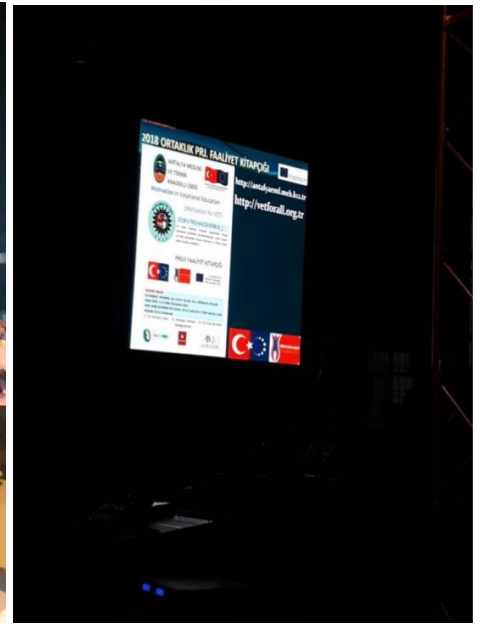
Dissemination Activities in Antalya after Project Final Meeting

10.10.2019: An exhibition was held under the scope of Erasmus + Days by Antalya Provincial Directorate of National Education in the exhibition hall of Faculty of Law of Akdeniz University. A stand was opened on behalf of our project and our project was introduced to visitors.



11.10.2019: During the Erasmus Days, a stand was opened in Antalya Vocational and Technical Anatolian High School and the activities of our project were introduced. In addition, slides and project photos were shown on the closed circuit TV system in the school corridors throughout the day.

18.10.2019: During the 75th Anniversary Activities of Antalya Vocational and Technical Anatolian High School, the school principle, Hasan Yıldız, gave information about our project and the project activities implemented by the school. A slide show of the project activities was shown to visitors.



The 75th year anniversary program and slide show of our project



The project stand in our school

Slide show at the meeting of the Parent-Teacher Association

27.10. 2019: At the regular meeting of the Parent-Teacher Association 2019-2020 academic year, a slide show of our project and other Erasmus projects implemented in our school were introduced to parents.

All activities and photographs related to our project have been published on the Facebook page of the project (Avrupa'da Eğitimdeyiz) since 18 September 2018.

<https://www.facebook.com/groups/1388915668102665/>



ANNEX 1:

GOOD PRACTICES OBSERVED IN PARTNERSHIPS RELATED TO STUDENT MOTIVATION

The good practices observed by the Turkish project group in Italy:

1-Products made by students (graphic design, clothes, etc.) are exhibited in school corridors regularly. The exhibited designs and products draw students attention, arouse curiosity and make the owner of the products proud.

2- For the students who need special education an individual learning program is carried out. We observed that a teacher is responsible for two students in a small workshop and give them tasks according to their abilities and capabilities.

3-The teachers give importance to collaborative learning activities in order to make the low motivated students involved and increase their motivation. The school plans and develops short or appropriate courses to the level of students.

4-Historical and cultural values in Italy are well preserved, restored and brought to tourism. This increased the tourism revenues of the country.



Good practices observed by the Turkish project group in Sweden:

1-In vocational education institutions, vocational guidance is done by taking into account the students' individual characteristics, interests, skills.

2-The school organizes or participates in vocational introductory events regularly to provide students vocational and career guidance such as job fairs at a local level, vocational high schools' introductory fair at a local level, vocational departments' fair at school, one-week practical business life training, inviting workplace representatives to school to introduce their job, inviting primary school students to school for informing them about the vocational fields, having a meeting with guidance teachers of primary schools to inform them about the school.

3-The students spend 1/3 of the school year in companies doing apprenticeship.

4- There are preparatory classes for students who have had to drop out of primary school for any reason, who have recently come to the country through migration, or who have had problems adapting to school and society.

5- The students who have dropped out of primary education and wish to obtain a diploma in order to start high school education may be able to continue to the individual alternatives program.

6- Mentorship program is applied. A mentor teacher is responsible for 12-15 students, follows the educational development of the students, helps them deal with problems and motivates them for school.

7- There is a health team which is formed by a school nurse, school doctor, 2 guidance teachers, career counsellor, special education specialist, school psychologist and school principal in order to help the students to complete their education in a healthy way.

8- The school has a one long break time at about 10 o'clock in the mornings. It is called "Swedish Fika" and a tradition of Swedish people. The students and teachers spend the break time together in the school canteen. They have drinks and snacks together chatting around. This break time let the students and staff gathered and socialized. On Fridays, the teachers come together for Swedish Fika in the teachers' room, bring food from home and spend time together.

9- The library in the school has a large area and there are resource books, periodicals, novels, movie cds and computers with internet connection and group work desks.

10- The workshops are quite large, there are enough supplies and practice-oriented training is provided with a small group of students.

11- In Sweden, upper secondary education is not compulsory, but young people without a diploma are not hired. Therefore, it is a vital necessity for young people to attend high school and get a diploma.

12- The school has enough resources and good cooperation with local municipality.



Good practices observed by the Turkish project group in Spain:

1-There is a full-time school psychologist at school. The psychologist conducts various professional test techniques and procedures in order to identify the students' personalities, needs and problems, analyses and leads the school team for precautions and problem solving.

2. Students' well-being is very important for the school. The school psychologist gives individual support depending on the individual differences.

3. The school gives importance to emotional intelligence and applies approaches to motivate students. Mindfulness, yoga and meditation techniques are used for students' well-being and increasing motivation.

4. Online courses are held to support teachers improvement.

5. The photos and the news of trips or project activities are shown on school bulletin boards and school web-page.



Good practices observed by the Italian project group in Turkey:

The whole school seems to be involved in Erasmus plus project. We received a great welcoming and we were lectured by many teachers from the school. We were very impressed by the Fiat and Mercedes rooms which are supplied by those car industries. There is a strict relation between the world of education and that of work market. We also observed that students with highest marks are directly contacted by the enterprises in order to be employed., In this way students are very motivated in achieving their goal to be employed through getting good marks at school.

The presence of a canteen gives students the chance to eat at school spending little money and eating with friends and teachers.

- 1 -Presence of laboratories for inclusion in the world of work.
- 2- Relations with the Mercedes and Fiat laboratories.
- 3- Collaboration on the project not only by the Erasmus Staff but by the whole school.
- 4- Canteen at school: service that offers opportunities for exchange and conviviality.



Good practices observed by the Italian project group in Sweden:

- 1-The bar in the school and the FIKA snack allow relations between teachers and students and reception.
- 2- Interconnections with the town hall and internationalization of the school.
- 3- Health team that deals with the health and well-being of children at school.
- 4- Teaching flexibility not necessarily linked to established classes or ministerial curricula but really based on the needs of each individual student.

The Swedish school is a very big building with many rooms and facilities. A lot of services are delivered to students and teachers included the school bus.

. We also appreciated very much the professional figure of the two people who welcome students in the morning when they come to school



Good practices observed by the Italian project group in Spain:

Presence of an office of a psychologist inside the school : assessment of each student with in-depth testing and analysis.

Setting for students with difficulties.

Support to teachers.

Avant-garde studies and theories in a wide educational psychology.

Development of emotional intelligence.

Exposure of photos and images of trips and Erasmus projects such as in Marrakesh: motivating for socializing and studying new cultures.

Sports field that allows for outdoor sports activities.



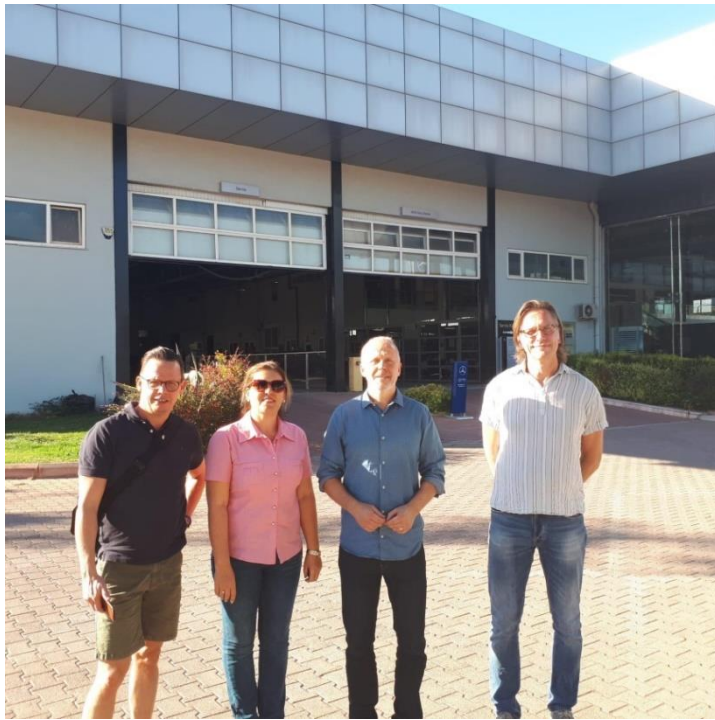
Good practices observed by the Swedish project group in Turkey:

This we have taken care of and can use from Antalya. Here we were inspired by the way the school works with the use of the former. students who arranged different things at school and also acted as mentors to students. Furthermore, the school has a good and close collaboration with the companies, which makes it easy for them to place students in internships

Students regularly showcase their work which increases motivation and pride for their profession.

Important to increase contact with the business community, see former pupils and study visits.

Good already with industry meetings. Turkey has developed cooperation with former students, so-called alumni activities, which we intended to use but students who left 1 - 2 years ago.



Enterprise visit to Mercedes Service



Enterprise visit to Bihl Weidemann

Good practices observed by the Swedish project group in Italy:

Counseling services are provided to measure students' motivation level, to identify low motivated students and to act early on an individual level. In this project, we prepared a survey for this. Thanks to the SYV, students' work-related predictions improve after completing high school education. The relationship of the institution with the work places and business visits increase the motivation of the students.

Good practices observed by the Swedish project group in Spain:

Students with special needs may participate in different lessons where appropriate. We can become better at integrating special needs students in the situations where it works.

Mindfulness. Mentoring for each student to increase their motivation make good conscious choices based on the desired future. 10 good habits started. Positive thinking learn to lend itself to characteristics etc.

Motivational check via survey that provides more individual coaching.

Two things that increase motivation

Compulsory former students tell about their work after graduation, Motivate the students for the studies. Increase the number of study visits to workplaces Early in education.

Clarify and educate pedagogical staff about the importance of creating good personal relationships with the inductees in the group so that the group can be safe and develop according to the goals. The activity is an important part of the school's leadership development program. 2019-2020.

Collegial learning method Leadership.

Psychological aspects of different pupils' differences.

Good practices observed by the Spanish project group in Turkey:

1.- The close relationship between companies and the vocational school. The dual education, that is starting now in Spain, is very developed in Turkey. For example, this center has several groups of automotive students that specialize in specific car brands. This makes car brands supply the material (cars, engines, tires, ...) and train both teachers and students in their technologies. When students

finish at the school, they already have the training that the company needs, which implies their quick and easy inclusion in the labor market.

2.- However, what has impacted us the most is the school's close relationship with former students and the feeling of belonging to the center of these.

They have a very dynamic former students association, where there are former students of all ages, including people who are already retired and still collaborating with the school.

3. - In Turkey there are a Non-formal education that is offered by a network of training centers. The center of Antalya has scheduled adult and disadvantaged groups' vocational non-formal education. We consider a good practice for personal and social development in communities.



Good practices observed by the Spanish project group in Italy:

1.- The motivation specialists with whom the school has contact provide valuable information that helps students' educational and personal development.

2.- They are aware of the importance of motivation throughout the training period with a balance between knowledge, affectivity and social relationships so that the student successfully faces the challenges of life.

3.- The fashion specialty provides a high degree of motivation for students. Students feel very proud of the designs they make. They use materials with which they can produce prototypes at low cost. This brings classroom work closer to the real world.

4.- The Italian school reveals good practices regarding the selection by students of the specialty to be studied.

5.- Italian students analyze several possibilities before deciding their studies, analyzing the adequacy of their skills to the profession and the demand for work.

6.- Italian students are demanding with the training they receive. It is a stimulus for the school that students compare the training they receive with the standards of other countries.

7.- The cultural and artistic environment of the city of Viterbo is a motivating factor for a school specialized in art. It is an added value.

8.- They are aware of working to lessen the impact of "mafia" organizations in the school. All teachers and students are linked to an Education Project in this regard.

9.- They believe that the phenomenon of dropping out is very dangerous for the future life of our students, so they constantly fight through the use of new methodologies and innovative strategies. Among them the creation of school networks.

Good practices observed by the Spanish project group in Spain:

1- They spend a lot of time analyzing, reflecting and giving solutions to the new problems that appear. Specifically, the system they use for the inclusion of immigrants in the education system is

better than the one used in Spain. In their design, the first they teach is the language that will serve as a key tool for social inclusion and the future acquisition of new knowledge.

2.- They give good solutions to students with learning difficulties. If students do not reach higher education, they enter the working world according to their tastes and abilities. They maintain contacts with companies that can hire these types of students with a basic qualification.

3.- There is a close union between the political representatives of the city and the school to help in the problems of student transport or social inclusion, which makes education a task that affects all citizens.

4.- The existence of a health team with nursing staff, doctor and psychologist. In Spain there is only guidance staff.

There are other aspects that have impressed us because they facilitate the good work environment:

5- They have ecological ethics. Minimize the use of plastic. For example, each person uses their own cup (fika) that they use in the cafeteria.

6.- The workshops are very well designed, very practical and very close to reality. We especially liked the automotive and home construction

7 ..- The facilities are extraordinary.

-The restaurant with its great breadth, quality in food and sustainable management, packaging and plastics are barely used.

-The cafeteria where students and teachers use their "fika" and share a table.

-The breadth and good atmosphere of the library.

The diversity in the type and quantity of meeting rooms and the good atmosphere offered by the weekly joint breakfast of the teaching staff.

In addition there are other aspects that have impressed us and that facilitate the good work environment:

4- They have ethical ecological awareness. For example, they minimize the use of plastic. For example, each person uses their cup (fika) where they serve the drink in the cafeteria. They have an electric car for teacher mobility.

5.- The workshops are very practical and very close to reality. Especially we were struck by the automotive and construction of houses.

6 .- The facilities are extraordinary. The restaurant for both the breadth and the quality of the food and its sustainable management. The cafeteria where students and teachers use their "fika" and share a table. The breadth and good atmosphere of the library. The numerous meeting rooms of the teaching staff and the good atmosphere provided by the weekly joint breakfast with the contribution of each. It has a dishwasher since the cutlery and other utensils are not plastic.

