2018-1-TR01-KA229-059818, **MOTIVATION IN VOCATIONAL EDUCATION**, ERASMUS + KA229 PARTNERSHIP PROJECT

IMPRESSIONS OF PROJECT TEAMS RELATED TO EDUCATIONAL ACTIVITIES AND GOOD PRACTICES IN PARTNER COUNTRIES

This table lists the project partners' impressions of good practices which are considered to increase students’ vocational motivation in partner institutions.

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| PARTNER COUNTRY | IMPRESSIONS OF GOOD PRACTICES | | |
| TURKEY | ITALY | SWEDEN | SPAIN |
| 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. | 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 guidence 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. | 1-There is a 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.   1. Students’ well-being is very important for the school. The school psychologist gives individual support depending on the individual differences. 2. 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. 3. Online courses are held to support teachers improvement. 4. The photos and the news of trips or project activities are shown on school bulletin boards and school web-page. |
| ITALY | TURKEY | SWEDEN | SPAIN |
| 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 s 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. | 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 | 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 Marrachesh: motivating for socializing and studying new cultures.  Sports field that allows for outdoor sports activities. |
| SWEDEN | TURKEY | ITALY | SPAIN |
| 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 | We have taken care of this and can use it from Viterbo. When we were in Viterbo, we were inspired by Sevilla's way of working with mindfulness and this means that we will work with motivation through "making good healthy choices" where the basis of this is the same as mindfulness. We will measure our students' motivation index with a question battery to be able to capture students with lower motivation and take action early on an individual level. Through SYV, increase the insight into work that exists after completing upper secondary education. Connecting workplaces seals with visits from and to companies. | 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 lerning method Leadership.  Psychological aspects of different pupils' differences. |
| SPAIN | TURKEY | ITALY | SWEDEN |
| There are two aspects that have caught our attention:  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. | 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. | 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. |