

# Erasmus+ Proje Sonuçlarının Paylaşılması ve Yaygınlaştırılması Toplantısı DEOR-29 Kasım 2018

Bu kitapçıkta, Erasmus+ proje sahibi kişiler ile proje çıktılarının ilgili olduğu düşünölen kurum ve kuruluşlarintemsilcilerinin bir araya geldiđi, 29 Kasım 2018 tarihinde Ankara'da gerçekleştirilen Erasmus+ Proje SonuçlarınınPaylaşılması ve Yaygınlaştırılması Toplantısı'nda (DEOR) sunumları yapılan projelere yer verilmektedir.

## ERASMUS+ PROJE SONUÇLARI PLATFORMU



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## Project Title

# Digital skills for employability and social inclusion

## Project Coordinator

<b>Organisation</b>	ISTANBUL VALILIGI
<b>Address</b>	BANKALAR CAD ERGUVAN SOK 5 KARAKOY BEYOGLU , 34421 ISTANBUL , İstanbul , TR
<b>Website</b>	<a href="http://www.istanbulab.gov.tr">www.istanbulab.gov.tr</a>

## Project Information

<b>Identifier</b>	2015-1-TR01-KA201-021424
<b>Project Web Site</b>	<a href="http://employproject.eu/en/home/">http://employproject.eu/en/home/</a>
<b>Start Date</b>	Sep 1, 2015
<b>End Date</b>	Feb 28, 2018
<b>EC Contribution</b>	242,702 EUR
<b>Partners</b>	ASSOCIATION O.R.T. (FR) , UNIVERSITA DEGLI STUDI GUGLIELMO MARCONI - TELEMATICA (IT) , PANEPISTIMIO THESSALIAS (EL) , ETHNIKO KENTRO EREVNAS KAI TECHNOLOGIKIS ANAPTYXIS (EL) , TALLINN UNIVERSITY (EE)
<b>Topics</b>	Inclusion - equity ; New innovative curricula/educational methods/development of training courses ; Key Competences (incl. mathematics and literacy) - basic skills

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## Project Summary

### Context:

According to the Grand Coalition for Digital Jobs the knowledge economy is expected to drive economic growth in Europe in the near future. Over 90% of jobs are expected to require digital skills. Shortage of as much as 900.000 professionals is expected in the ICT sector or ICT using sectors. According to ICT industry insiders, for every job that is created in innovation driven sectors another 5 are expected to open in the broader economy. On the other hand, over 16M low skilled jobs are expected to be lost in an economy that increasingly requires high competencies. European initiatives such as the New Skills for New Jobs Agenda and ET2020 highlight the necessity of connecting skills built in formal and informal education to work requirements, emphasizing in this context the importance of digital competencies.

According to Europe 2020 targets 23% of EU's population is at risk of poverty or social exclusion as a result of a complex process that involves lack of basic competencies, including digital skills, and poor access to basic services such as lifelong learning. This includes individuals who drop out of school early, may have limited access to educational opportunities as a result of socio-economic challenges, or are unemployed and not being properly retrained to reenter work. At the same time more than 100m individuals in Europe are at risk of digital exclusion. Based on the above, young learners with inadequate digital skills may be at increased risk of becoming professionally marginalized in the future due to competencies misaligned to market needs, foregoing opportunities to become socially included and civically active. Low skilled individuals, who may in the present be attracted by jobs with limited entry level requirements, may face increased professional challenges in the future as the demand for highly skilled workers rises.

### Objectives:

The above point to the urgent need for interventions in education and training practices towards strengthening the digital skill profiles of individuals at risk of exclusion with an emphasis on the next generation.

EMPLOY aims at developing advanced digital literacy in line with industry needs for learners in primary and lower secondary education with a focus on individuals at risk of exclusion, including learners at risk of ESL, migrants, or individuals facing socio-economic adversity. By building digital skills forecast to be in demand in the coming years the project promotes employability, fosters social equity and inclusion, and facilitates economic growth based on human capital, i.e. effectively trained future professionals.

### Methodology:

EMPLOY deploys and evaluates active, game-based learning for exposing learners to work-inspired activities that require digital competencies, problem-solving capacity, and analytical thinking. The advantages of the proposed learning approach include increased knowledge retention through serious gaming (FAS), capacity to transfer knowledge to the real-world, learning linked to educational objectives through effective feedback, and a supportive, inclusive learning environment based peer collaboration and entrepreneurial thinking.

### Results:

EMPLOY will develop and evaluate an active learning framework with the objective of building early on digital skills in demand in the ICT sector and ICT using sectors. The proposed active learning methodology will be validated in practice through the implementation of a proof-of-concept serious game with content linked to both school curricula and professional requirements. Instructional support will empower teachers to integrate the proposed methodologies and tools into their already well developed educational practices. Outcomes will be evaluated through deployment in real-life contexts in Turkey, Greece, France, Estonia, and Italy. Findings will be made publicly available to the European primary and secondary education community and life long learning sector.

### Impact:

EMPLOY makes strategic use of ICT in education deploying it as a facilitator for linking learning practices to work needs. It evaluates learning benefits of serious games in specific contexts. It contributes to innovation-driven

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sustainable growth by promoting digital literacy that is necessary for sustaining business development of SMEs and larger companies. It broadens work options for young learners by raising awareness on professional profiles that will be in demand in the coming years and by building the skills that are necessary for entering the knowledge economy. It empowers local communities to fight unemployment and to retain talent, contributing to social cohesion and active citizenship. It promotes positive attitudes towards education through the publication of good practice paradigms on the integration of ICT into learning processes. It supports broader availability of ICT tools for educational purposes. And it enriches teacher skills sets for promoting the adoption of outcomes.

Link to project card: [Show project card](#)

## Project Title

# School is Fun! Come on Time!

## Project Coordinator

**Organisation** Ahlat Ilce Milli Egitim  
**Address** Hükümet Konağı Kat:2 Ahlat , Bitlis , TR

## Project Information

**Identifier** 2016-1-TR01-KA201-034281  
**Start Date** Sep 1, 2016  
**End Date** Aug 31, 2018  
**EC Contribution** 168,705 EUR  
**Partners** Arnera società cooperativa sociale ONLUS (IT) , AGRUPAMENTO DE ESCOLAS DE BARCELOS (PT) , Szkola Podstawowa nr 5 im.Szarych Szeregow (PL) , Ovakisla Ortaokulu (TR) , AHLAT KAYMAKAMLIGI (TR) , Fundacion San Juan y San Pablo (ES)  
**Topics** Early School Leaving / combating failure in education ; Access for disadvantaged

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## Project Summary

The project will be conducted by seven institutions which are from Turkey (Ahlat District National Education, Ahlat District Governship, Ovakişla Secondary School), Italy (NGO), Poland (School), Spain (School), Portugal (School). The main objective of the project is to help to reduce early school leaving and help the students who have some disadvantages about agriculture or socio-economic reasons. Thanks to this project, we try to develop and support the education and training ways of educators and school policies about early school leaving. Also, we aim to collaborate with other countries that have the same problem or that have mostly overcome this problem. Participants will seek innovative solutions, learn about new techniques, procedures, implementations. During the implementation of the project, seminars, workshops and trainings will be carried out by the partner organisations collaboratively. Research, questionnaires, discussions, exchanging good practices, training, seminars are some of the methodologies that will be used in this project. Different activities will be carried out in the project. These are "organizing notice board -Erasmus+ Corner-", designing a web page, preparing a brochure to introduce the project, creating a getting to know activity " My hometown" among organizations, face to face meetings, creating video recording of the seminars and trainings, organizing dissemination seminars, applying questionnaires, creating a school newspaper, using local media (radio, TV programs, newspaper), recording short films about early school leaving, Organizing a slogan competition among students and exhibiting the posters, preparing a booklet about the project activities and results, improving an instructional programme about reducing early school leaving. After the implementation of the project the following results will be expected:-an observable decrease of the number of the students who drop school.- an observable number of school droppers or potential droppers are expected to continue education.- teachers, directors and the staff working in Ahlat District National Education and Ahlat District Governship will be more well-informed and aware of disadvantaged children and how they will overcome early school leaving.-to contribute to reduce inequality of opportune among students.-to strengthen school-parents relationship thanks to innovative techniques and methods about reducing early school leaving. - students who are probable to drop school will change their minds about leaving school thanks to strong school-parents relationship.- parents to be more conscious about education-teachers and directors to be more creative, open-minded and innovative;- teachers and directors and staff working to improve their language skills.- to respect to each culture different nations.-to have open-minded students and parents who have awareness of education- to have social and cultural interaction with other countries.- all participants to be aware of EU projects and Erasmus+ projects.-to have language diversity thanks to different languages.All the results published in paper and online versions will be examples of good practices after the end of the project.The project has some impacts on "children" such as a considerable increase of continueing education, awareness of the importance of education, developing European consciousness, personality development and raising self-esteem, gaining knowledge of the lives of children in other European countries, motivation for attending school, having knowledge of the negative effects of early school leaving for their future.The project has some impacts on "parents" such as raising consciousness about the importance of education, having strong relationship with school and teachers, encouraging and supporting the school attendance of the children, possibility of raising awareness of EU. The project has some impacts on " teachers, directors and other participatiiong organisations" such as gaining information about new techniques methods, practices and enforcements about school leaving, acquiring skills of overcoming of school droppers, improving professional profiles, having ability for working in small teams, gaining the willingness to help and support other teachers, acquiring skills of using communicative English, establishing long lasting relationships with the other partner countries, exchanging knowledge and experiences among partners, acculturation with European partners, raising awareness on EU projects, enhancing and enlarging the prestige of the institutions among the local and national area.The project results will be benefitted by:- participating school teachers, directors, students, parents,- stuff of Ahlat District National Education, Ahlat District Governship-other European schools and instutions that want to utilise from the project results.

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Link to project card: [Show project card](#)



## Project Title

# Improving Solutions for Student Absenteeism

## Project Coordinator

**Organisation** KUTAHYA DUMLUPINAR UNIVERSITESI  
**Address** EVLIYA CELEBI YERLESKESI , 43100 KUTAHYA , Kütahya , TR  
**Website** <http://www.dumlupinar.edu.tr/>

## Project Information

**Identifier** 2016-1-TR01-KA201-034947  
**Start Date** Sep 1, 2016  
**End Date** Apr 30, 2019  
**EC Contribution** 194,277 EUR  
**Partners** Kutahya Rehberlik ve Arastirma Merkezi (TR) , M&M Profuture Training, S.L. (ES) , Bergische Universität Wuppertal (DE) , TECHNOLOGICAL EDUCATIONAL INSTITUTE OF CRETE (EL)  
**Topics** Early School Leaving / combating failure in education

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## Project Summary

Absenteeism that results in Early School Leaving (ESL) (SARESLE) has been one of the main problems that has been discussed in European Commission internationally and decision makers are searching for solutions to decrease this rate and decreasing it to below 10 % has been set as a goal of EU 2020. In this respect, to offer some permanent and radical solutions to this international problem, institutions have contacted each other according to their capabilities and fields, and solutions ideas have come together to underlie the basis of the project. The main objective of our project is to contribute in EU 2020 goal of decreasing ESL rates below 10 % in Europe via preventing absenteeism of secondary education students between 14-18 years who are mostly between the ages of 14-18, which results in ESL. Decreasing ESL rates to at least 2 % per each country is aimed from the beginning of the project to after 5 years following the end of the project. In addition to these, while decreasing the ESL rates, integration of Information Technologies and informal education into formal education which coincides with Education Policies of European Union's 2020 targets, is aimed in long-term consequences of the project. In the course of the project, participation of 10271 individuals that is consisted of students, parents, teachers, counselors, administrators, decision makers and other governmental and non-governmental organizations, to the activities, trainings and organizations of the project is expected directly. In addition to these participants with fewer opportunities, disabled individuals and refugees will be included into these activities and a contribution to their formal education will be supported. The project will include several activities like TPMs, Life Coaching Seminars, International Workshop on Individual Solutions Module for Absenteeism (ISMA) and Survey for Student Absenteeism and Short-term joint staff training event. In TPMs, partners will prepare reports and share their knowledge in accordance with the evaluation of projects and tasks that are shared among the partners will be discussed to what extent they are successfully fulfilled. In the beginning phase of the project, a survey will be implemented to target group and reasons for absenteeism will be determined through which individual solution module will be created and presentation of International Workshop on ISMA will be made and discussions will be made among the partners on how to implement these in an effective way using further Information Technologies. With the Short-term joint staff training event that will be held in Spain, the participants' knowledge and practical skills when dealing with students at risk of SARESLE will be enriched by use of innovative methodologies in order to enhance their motivation and involvement. This training activity will be disseminated by cascade system to local educators. At the end of the project, Life Coaching Seminars will be held in partner countries to awaken a social awareness about the cons of SARESLE and participants will be given special solution choices and support how to deal with this problem. In the course of the Project, the methodology and work plan has been formed in accordance with Gantt Chart given in Appendix. According to this chart, there will be seven outputs shared among the partners and five TPMs will be held related to these outputs. Additionally, Skype and Webinar Meeting will be done to discuss the evaluation of the Project. To disseminate the results of the Project five Multiplier Events will be held in each partner country. This project will contribute to EU 2020 targets among which preventing ESL takes place and accordingly, other countries both from EU or not will be able to beneficiate and use the system and module created as a result of the project via ISMA Pathway. In addition to this, there will be a knowledge chains to be established from local to international level with the help of both governmental and non-governmental organizations. Also with the techniques and methods used in the project will show the importance of non-formal education's integration with formal education which has an important place for the pedagogical development of the students within the context of real life learning steps. In long term these results will be available and accessible for anyone and these can be used in Education Reports of European Union which may lead to new projects and cooperations that will improve the quality of education which can be used as a model for other world countries.

Link to project card: [Show project card](#)

## Project Title

# High School Drop Outs:'One is Too Many'

## Project Coordinator

<b>Organisation</b>	Korfez Mesleki ve Teknik Anadolu Lisesi
<b>Address</b>	Esentepe Mah. Çenedağ Cd. Körfez , 41780 Kocaeli , Kocaeli , TR
<b>Website</b>	<a href="http://korfezeml.meb.k12.tr">http://korfezeml.meb.k12.tr</a>

## Project Information

<b>Identifier</b>	2014-1-TR01-KA201-011724
<b>Project Web Site</b>	<a href="http://oneistoomany.net">http://oneistoomany.net</a>
<b>Start Date</b>	Sep 1, 2014
<b>End Date</b>	Aug 31, 2017
<b>EC Contribution</b>	236,860 EUR
<b>Partners</b>	Kauno jezuitu gimnazija (LT) , LIKIO AND TECHNIKI SCHOLI POLEOS CHRYSOCHOUS (CY) , Kuben videregående skole (NO) , Shooters Hill Campus (UK) , Aluksne municipality`s secondary school (LV) , Istituto Istruzione Secondaria Superiore E. Fermi (IT) , 4th General Lyceum of Chania (EL) , AMAR TERRA VERDE, LDA. (PT) , 88 School "Dimitar Popnikolov" (BG)
<b>Topics</b>	Early School Leaving / combating failure in education

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## Project Summary

Early school leaving is a multi-faceted and complex problem caused by a cumulative process of disengagement. It is a result of personal, social, economic, education or family-related reasons. Schools play an important role in addressing early school leaving (ESL) but they cannot and should not work in isolation. Reducing ESL can help towards the integration of young people into the labour market, and contribute to breaking the cycle of deprivation that leads to the social exclusion of too many young people.

Reducing the average European rate of early school leavers to less than 10% by 2020 is one of the education headline targets of the Europe 2020 Strategy. Investment in the educational achievement of young people is essential for the employment prospects of every young person.

In this Project High Schools from all over Europe prepared a strategic partnership and they co-operated to tackle ESL problem at roots level: by analyzing the problem and improving education atmosphere in term of; social activities, student teacher, student school, students society, student-parent, parent-school relations.

The main objective of this project was to find new methods for increasing motivation and creating more supportive school environments to decrease the number of student dropouts.

Project activities included the exchange of the information, sharing and analyzing best-practice models; comparing them and adapting them to each partner's own activities and environment. Our project activities aimed to reduce ESL by establishing conditions for successful learning for all the students. Students should feel comfortable and supported, feel ownership of their own learning and can engage in the life of their school community.

This is important both for the emotional, social and educational development of the pupil and for the overall governance of the institution. As a condition of successful learning, teachers need to strengthen their role as facilitators of learning. They need autonomy, time, and space for innovation, teamwork, feedback, self-reflection and evaluation. They need access to enhanced opportunities for continued professional development.

We mostly targeted students with fewer opportunities in order to provide them with the missing opportunities they haven't acquired by educational system so far. So our target group was who detected as being in danger of drop out. We also included parents of the students under the risk of drop out and teachers who needed guidance about methods to deal with the students who have drop out risk as a target group.

In long-term we aimed to disseminate the project all the related people and organization who has a role in students' educational and social life. They were; teachers, families, peers, other organizations leading the same type of activity, local schools in each partner school's area, local authorities, European authorities by the help of European partners, public, wider life learning community, decision-makers at local, regional, national and European level. We believed that our project results will have long-term effects on economy and society with the help of dissemination activities.

Link to project card: [Show project card](#)

\* Results are available for this project. You can click on the link above, and go to "Results" section to view them

## Project Title

# NOT LEAVE THE SCHOOL BUT LIVE THE SCHOOL

## Project Coordinator

<b>Organisation</b>	ISKENDERUN ILCE MILLI EGITIM MUDURLUGU
<b>Address</b>	YENİŞEHİR MAH.ATATÜRK BULVARI NO:79 , 31200 İSKENDERUN , Hatay , TR
<b>Website</b>	iskenderun.meb.gov.tr

## Project Information

<b>Identifier</b>	2014-1-TR01-KA201-012314
<b>Project Web Site</b>	<a href="http://www.livetheschool.com">http://www.livetheschool.com</a>
<b>Start Date</b>	Sep 1, 2014
<b>End Date</b>	Aug 31, 2016
<b>EC Contribution</b>	71,310 EUR
<b>Partners</b>	INSPECTORATUL SCOLAR AL JUDETULUI BRASOV (RO)
<b>Topics</b>	Early School Leaving / combating failure in education ; Gender equality / equal opportunities

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## Project Summary

Early school leaving and discontinuity are urgent and serious problem, not only for individuals, but for society as a whole. Although the situation varies in different EU countries, the social phenomenon of early school leaving and discontinuity follows certain patterns. There is no single reason for leaving education or vocational training. There are many reasons – often highly individual – why some young people give up education and training prematurely: learning difficulties, social problems or a lack of motivation, guidance or support.

When a student is not at school,s/he can miss the lessons and this affect his/her academic success both at the school and future. One out of every seven young Europeans leaves the education system without having the skills or the qualifications which are now seen as necessary to make a successful transition to the labour market and for active participation in today's knowledge-based economy. This means that currently some 6.4 million young people in Europe are classified as early school leavers.

We decided to make this project to work with this problems in our regions between Romania and Turkey. We have discovered we have the same problem in our schools. The average of early school leavers are almost the same between two countries. As we mentioned before, its not an individual problem. Its a also big problem countries future. It effects countries economy, peaceful schools and regions also. When a student leave school earlier, s/he cant have a job easily and it makes a social problems.

In our project, we have 4 partners in Turkey and 3 partners in Romania. In Turkey the coordinator of the Project is İskenderun İlçe Milli Eğitim Müdürlüğü which has 117 schools and 55000 students with 3000 teachers. Iskenderun Religious High School which has 60 teachers and 1000 students, Suçikağı Paşa Karaca Secondary School which has 6 teachers and 100 students, İskenderun Counselling and Research Center which has 30 counsellors are partners from Turkey.

Our main aim was to stop school leaving or discontinuity in our partner school, at least to decrease the average under 5 percent from around 20 percent. So as to reach our goal we did some activities in the Project to make the school living places for students. We did some activities with students who came to school reguarly;

In Turkey;

- \* we offered free food and drink day, Künefe Party, Bowling and Sandwich Day, Çiğ Köfte Party, Lahmacun Party, Fish Party, Boat Tour and Ice Cream Party, Cinema Day
- \* we visited museums with students
- \* we met with parents
- \* we visited parents which had problems with students
- \* we invited graduated people from our school to be a model for our students
- \* we prepared a rest room for our students

In Romania;

- \* we offered free food and drink day,
- \* we visited Zoo in Brasov
- \* we visited Sibiu
- \* we visited Sighioara-Praid-Cluj-Turda
- \* we visited Dino Park in Brasov
- \* we presented puppet Show at school
- \* we prepared Dance Party at school

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We also founded our project website, created our logo. We gave conference about our project at the end of the Project. We invited many directors, teachers, stakeholders, trainers around our regions so as to disseminate the project.

During the activities we had not only the students who came to school regularly but also the students who had problems with health, family and finance. The Project was very useful for the students. The impact was very high. From the beginning of the Project, the number of students who came to school regularly has been increased. For example, between September 2014 and February 2015, the number of the students who came to school regularly was only 21 in Turkish partner schools from 1250 students, In other words, 21 students had never done a day off in the school. But when we announced that we had this Project, the number of the students increased to 140 in a month. The number had continuously increased till the Project finished. Each month, we offered them free activities on condition that they went on education at school. In Romania we had similar results. When the Project started in October 2014, the total number of discontinuity as total day was 511. But when the Project ended, it decreased to 93 in all the school total.

We believe the project was very useful for students especially to make them accustomed to go on their school each day. We will see the real results after years. Now our students believe that the school is very active place for their needs.

Link to project card: [Show project card](#)

## Project Title

# Dropout Reduction in Apprenticeship Training

## Project Coordinator

<b>Organisation</b>	Ortahisar Mesleki Egitim Merkezi
<b>Address</b>	Degirmendere Mahallesi Deliklitas mevkii Erzurum yolu 2. km , 61100 Trabzon , Trabzon , TR
<b>Website</b>	www.trabzonmem.meb.k12.tr

## Project Information

<b>Identifier</b>	2016-1-TR01-KA202-034273
<b>Start Date</b>	Sep 1, 2016
<b>End Date</b>	Aug 31, 2018
<b>EC Contribution</b>	81,920 EUR
<b>Partners</b>	BRIDGWATER AND TAUNTON COLLEGE (UK) , ROC Da Vinci College (NL) , FONDAZIONE ET LABORA (IT) , Kauno statybos ir paslaugu mokymo centras (LT)
<b>Topics</b>	Early School Leaving / combating failure in education ; Labour market issues incl. career guidance / youth unemployment ; Access for disadvantaged



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## Project Summary

According to the Europe 2020 Strategy, in order to improve young people's entry into the labour market through must be integrated action covering counselling and apprenticeships. In Europe, apprenticeship training plays a major role for skill formation during the school-to-work transition. Approximately half of the drop outs occur during the first year of apprenticeship training. Target group of Dropout Reduction in Apprenticeship Training Project (DROP@PP) will be who are at risk of dropping out from apprenticeship schools aged 14+year. The DROP@PP is a project focused on cooperation for innovation and the exchange of good practices among apprenticeship training schools. The project covers a variety of topics which link to: Work based learning (WBL), web based learning, dropout prevention, labour market issues incl. career counseling, unemployment, and entrepreneurial learning. The most relevant priorities addressed by the project are as follows: Promoting work-based learning in all its forms, with special attention to apprenticeship-type training. The purpose of the DROP@PP is to work together with transnational apprenticeship training partner in order to design effective strategies to motivate and support young people who are at risk of dropping out from apprenticeship schools, to provide them returning to apprenticeship training back. It is also meant to equip teachers with knowledge about the specifics of learning in workplace by job shadowing and interviews. In this context, the focus of the DROP@PP is to understand the reasons of dropout of apprentices and share the best existing practice methods on why apprentices dropout their training in the partner countries. What is more, the project aims;- To share practices already implemented by European apprenticeship school partners, by exploring strategies to increase and strengthen career counselling services in labour market. (Best models of DROP@PP ).- To provide a set of success models of integration between apprenticeship training and the world of work focusing combined workplace training for apprentices. Such good practices shall show innovative and creative elements and strategies to reduce the implementation gap existing between what is learnt through apprenticeship training and what is applied at the work based learning.- To design, develop and test a benchmarking system matching the needs between of dropout apprentices and employers on WBL and expressed the needs of European apprenticeship training systems in national levels. (organisational innovation, quality assurance, assessment and certification- To support disadvantaged young people to find an apprenticeship position and complete apprenticeship training. In particular the business connector tool will include subsidy programmes for employer, methods and instruments of web based career guidance for apprentices. There are 5 apprenticeship schools participating in the project, • Ortahisar Vocational Training Center Directorate from Turkey is acting as the coordinator, • Bridgwater College (United Kingdom), • Impresa Sociale is a group of companies representing certified VET centers (Italy) • Kaunas Vocational Training Center (Lithuania), • ROC Da Vinci College (Netherlands) A general approach throughout the project is to turn the whole process into practical and mutual learning by implementing active conscious use of workplace learning stages. (Knows – Knows how- Shows how- Does) . During the project the main tools for communication for partners will be the Internet: Dropbox, e-mails, and Skype. There will be 5 project meetings, 5 workshops and 5 job shadowing in total- 2 during the first year of cooperation and 3- during the second one. In order to achieve the aims of the project a variety of activities will be scheduled. Apprentices and teachers will take part in workshops in order to get skills for successful implementation of the key tasks and sharing experiences in the given field as well. These workshops will be held in 5 of the participating schools throughout the 2-year period of cooperation. In addition, apprentices will be engaged in a number of other activities: Buddy System by peer learning, the Business Connector to find out own skills and vocational counseling towards different jobs and overall career prospects, apprentices coaching activities with their teachers, prepare digital portfolio and Europass CV. End of the DROP@PP four intellectual outputs will be delivered: 1) The Analysis report on national apprenticeship training and preventing dropout in the partner schools 2) The Functional support mechanism ( reports of apprentices coaching and buddy system, the business connector ) 3) Best practice guide for

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implementation of job based learning methods 4) A final video of DROP@PP Outputs of the project will be disseminated by dedicated website and by presentations at transnational meeting/workshops and seminars in the region.

Link to project card: [Show project card](#)

## Project Title

# Don't Waste Your Future

## Project Coordinator

<b>Organisation</b>	Nahit Mentese Mesleki ve Teknik Anadolu Lisesi
<b>Address</b>	Aydoğdu Mahallesi 693 Sokak No 7 , 09800 Nazilli , Aydın , TR
<b>Website</b>	<a href="http://www.nazillikml.meb.k12.tr">www.nazillikml.meb.k12.tr</a>

## Project Information

<b>Identifier</b>	2015-1-TR01-KA202-022390
<b>Project Web Site</b>	<a href="http://www.dontwasteyourfuture.eu">http://www.dontwasteyourfuture.eu</a>
<b>Start Date</b>	Oct 1, 2015
<b>End Date</b>	Sep 30, 2017
<b>EC Contribution</b>	195,261.67 EUR
<b>Partners</b>	Centro Integrado Público de Formación Profesional Misericordia (ES) , EPRALIMA - ESCOLA PROFISSIONAL DOALTO LIMA - COOPERATIVA DE INTERESSE PUBLICO E RESPONSABILIDADE LIMITADA (PT) , Vitale Tecnologie Telecomunicazioni - Viteco S.r.l. (IT) , Pareto UK Ltd (UK)
<b>Topics</b>	Early School Leaving / combating failure in education

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## Project Summary

### Context/ background of project

The Europe 2020 Strategy has a headline target to: 'Reduce ESL to less than 10% by 2020, from 13.5% in 2011. The Project will allow for the transfer of best practices and innovative approaches in this field across Europe, including the countries where the early school leaving rate is significantly above the EU2020 target, e.g. Turkey, UK, Spain, Portugal and Italy.

The project is intended to give a strong and visible signal to European VET schools and to research and propose some possible solutions by using identification, prevention, intervention and compensation strategies for reducing the number of ESL in VET.

The aim of the project is to establish a network of European VET organisations to facilitate the import and export of best practice and innovative approaches to improve the quality of training for people at risk of ESL or are already early school leavers.

### Objectives of the project are to:

- \*To reduce the rate of ESL at least 1% in each partner countries.
- \*To increase the quality of education and provide more involvement in school
- \*To share best practices and innovative approaches related with the key issues affecting ESL around Europe.
- \*To produce best practice guide in the partner countries' own language.
- \*To enable partners to export and import at least 1 innovative aspect of the best practice within their organisation.
  
- \*To enable partners to see the application of best practices and innovative approaches through transnational meetings.
- \*To involve the key stakeholders in implementation and dissemination activities.
- \*To share learning from the project by hosting local and European dissemination activities for a wider network

### Number and Profile of participants:

The Partnership includes 5 partners from Turkey, UK, Spain, Portugal and Italy. All of the partners have previous experience in implementation of common projects. They are key actors within the VET in their own country and bring with them knowledge and experience of the latest strategies, best and innovative practices and activities related to ESL .

### Description of activities:

All project activities, e.g. questionnaires, seminars, extracurricular activities, workshops, etc. are designed and organised to cope with the situation of ESL. The target groups of the activities are students at risk of ESL, teachers and trainers who work with those at risk of ESL /who are already early school leavers,parents,VET organisations and other key stakeholders

### Methodology to be used in carrying out the project:

- Planning and management
- Sharing best practices and innovative approaches
- Adaptation of best practices and innovative approaches
- Reviewing the adapted practices and approaches

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- Monitoring and evaluation of the project throughout
  - Dissemination, sustainability, final meeting

Results:

- 5 Workshops during transnational meetings structured against the key areas of innovation
- Multilingual Booklet to raise awareness of the seriousness of ESL
- Multilingual Project Website
- Questionnaires to identify the risky behaviours and experiences of ESL
- Best Practice Guide to share the exported and imported best practices and innovative approaches
- Development of new network to improve attractiveness of VET
- Informal incorporation of results across VET organisations and key stakeholders
- 3 editions of Newsletters to make project more accesible
- Electronic Discussion Forum to share ideas, exchange good practices, start new projects, go on communication

The Intellectual Outputs;

- Social Networking and Learning Platform for Young Students
- Create the e-Learning Modules for Teachers

Multiplier Events: 3 National Round Tables in TR,PT,ES

Short Term Joint Staff Training Activity 5 days in Spain

Impact :

- \* to benefit from innovative practices around ESL
- \* to improve the degree of motivation to study, to reduce the risk factors that feed unemployment and consequently, poverty and social unrest
- \* to develop ICT skills as a tool to search for information perform tasks, share and disseminate results, and as a communication tool for students and teachers
- \*Improvement of the system of training and education
- \*Comparison educational and management applications to reduce the rate of ESL.
- \*Adaptation of innovative practices and good applications.
- \*to provide students at risk of ESL more motivating and supportive learning environment
- \*to develop a positive attitude with respect to the study and learning
- \*to improve the level of education and academic achievement

Longer term benefits:

- Innovative aspects of best practices imported to each partner
- Improve VET systems/approaches
- Increased involvement of stakeholders
- Reduced incidences of ESL by motivating VET students and training their teachers
- Reduced ESL rates in the participating organisations and be a best model for other relevant stakeholders by sharing the best practices

Link to project card: [Show project card](#)