



Erasmus+
2019-1-HU01-KA202-060931

SHARING GOOD PRACTICES

IN THE FIELD OF VOCATIONAL
EDUCATION ACROSS EUROPE

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2019-1-HU01-KA202-060931

SHARING GOOD PRACTICES IN THE FIELD OF VOCATIONAL EDUCATION ACROSS EUROPE

PROFESSIONAL HANDBOOK

Recommendation

We warmly recommend the reading of our Professional Handbook to all those working in vocational training and public education, as well as those interested in good practices and unique solutions. The collected good practices provide an excellent opportunity to develop yourself or your training methodology and you can also gain insight to some of the EU countries' vocational training system. With this collection we are also strongly support lifelong learning and the fight against dropouts.

Introduction

The application number 2019-1-HU01-KA202-060931 entitled “Sharing good practices in the field of vocational education across Europe” was submitted in February 2019 by the Vocational Training Center of Debrecen. The first selected partner was SZÁMALK-Salesian Post-Secondary Technical School. The other members of the partnership were selected from those who applied for our advertisement posted in the EPALE system. During the selection, an important aspect was the appropriate professional background, as well as the dedicated work performed in the field of vocational training. Out of nearly 100 applicants, one Portuguese, Italian, Turkish, Maltese and Greek organization was finally selected, thus forming a project management team consisting of 7 partners.

Our aim was to share good practices with the institutions and organizations of the partner countries, to exchange experiences, to develop a training institution management strategy, to organize training, in the sectors of VET. Another important element is getting to know the vocational training systems of each partner countries, and highlight the common points, differences and modification ideas. Throughout the project, we wanted to increase the expertise of the professionals through familiarization with good practices in the partner countries in their own environment and to get familiar with their cultures as well. The main activity of the project was to share good practices. All partners shared and presented a good practice of their choice, linked to vocational training. Transnational project meetings were built on sharing these experiences, as each partner could get to know the good practice when visiting all countries. Thanks to the cooperation, we trust that the acquired professional knowledge could be utilized by all participating countries through the acquisition of foreign experience. At the very end of the project, we planned to compile a comprehensive Professional Handbook in English, in which we present the results of the project, all the good practices we have learned, as well as the countries' vocational training systems, according to the same criteria. Throughout the project, the institutions and organizations of the

European countries worked together to support vocational training. One of our main objectives was to create efficiency, the creation of a successful and productive cooperation with the focus of lifelong learning, support for balance, and reducing dropout rates. Generally speaking, in any type of education, trainers, teachers, trainers were playing a key role in the training of the right professionals, so it is indispensable to train them well. Another objective of the project was to share international experiences and good practices for the preparation of these specialists. It is important to increase the efficiency of training and to bring higher-level, more qualified professionals to the output side. Our goal was to provide high-quality professional training in Europe, both in each participating countries and internationally as well. To this end, we wanted to explore the characteristics and good practices of good and successful experts in partner countries' environments. Through good practices and experiences we wanted to know, maintain and promote the motivation of vocational training. We believe that this project have been very relevant as it is intended to upskill and promote good governance in schools and at European level. They could visit different vocational schools and compare and contrast with the schools in their own countries.

The host countries uploaded the good practices that had been shared during the transnational project meetings to our common Moodle system, which was created for the project, where the good practices could be adapted by other employees of the partner organizations, and then they could pass them on in their own environment, on which they prepared feedback.

During the Kick-off meeting (preparational meeting) which was held in February 2020, we set the dates of the Transnational Project Meetings, and we also discussed the main objectives of the project, laid down the basis and assigned the tasks. From each partner organisation 2 project management members participated in this meeting.

Due to the worldwide spread of the COVID-19, we suspended the organization and implementation of TPMs for an indefinite period from March 2020. Keeping in touch online, we decided to start transferring good practices online in order to ensure the success of the project due to the seemingly unrelenting pandemic. The line was started by partners where more than one good practice was defined when the application was submitted. In November 2020, the SZÁMALK-Salesian "Cross-sectoral projects" and in February 2021, the Turkish "Thematic High Schools" projects were transferred in the online space.

In the summer of 2021, as the epidemic measures seemed to be easing, we started to play with the idea that maybe safe travels could finally start at autumn. After several online consultations, the partnership set the exact date of the first meeting, which took place in Portugal, and thus the travel arrangements for the partners could further continue. During the TPMs, each partner received support from the Hungarian National Agency for the travel of 3 participants. We were able to start the organization of the trip for the transnational meetings itemized in the submitted application material, using the budget approved upon the positive evaluation received after the evaluation of the application. Above all, the most important aspects were efficiency and practicality.

Kick-off meeting

Name of the hosting organisation: Vocational Training Center of Debrecen

Location: Debrecen, Hungary

Period: 03/02/2020 – 06/02/2020

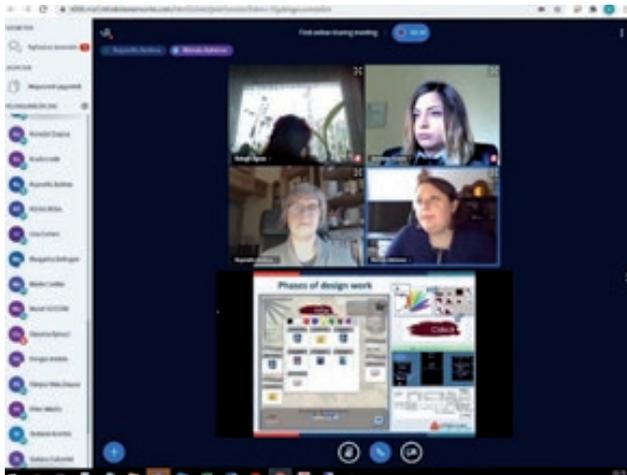


1st Online Professional Conference

Name of the hosting organisation: SZÁMALK-Salesian Post-Secondary Technical School
(Budapest, Hungary)

Location: online

Period: 23/11/2020

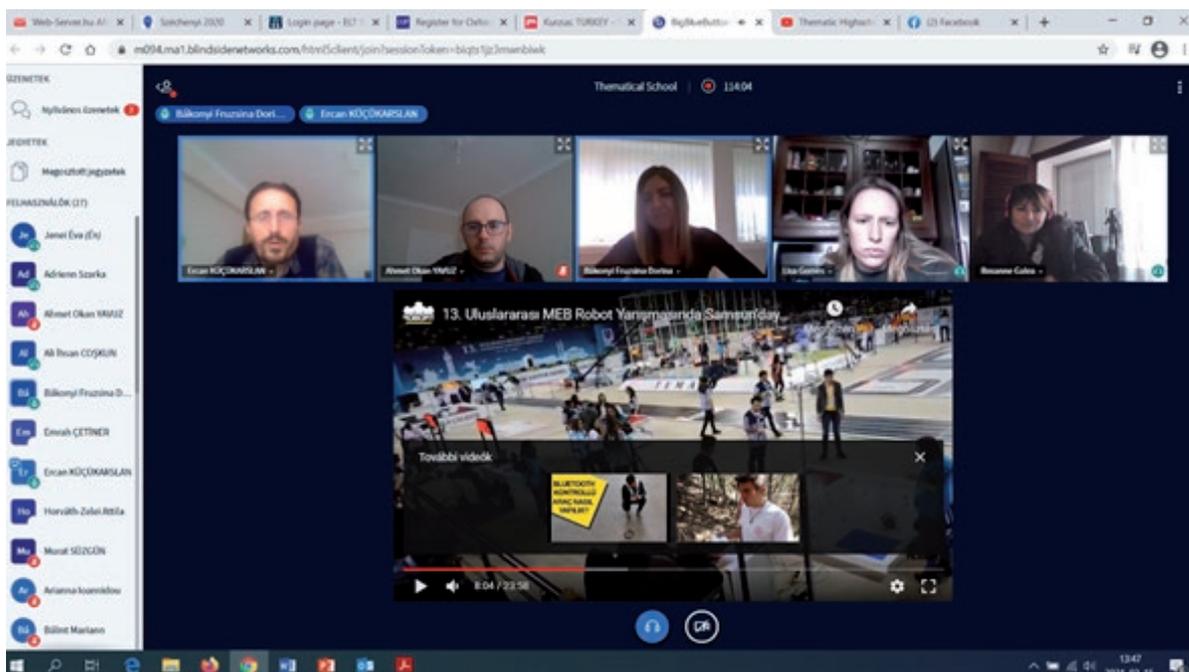
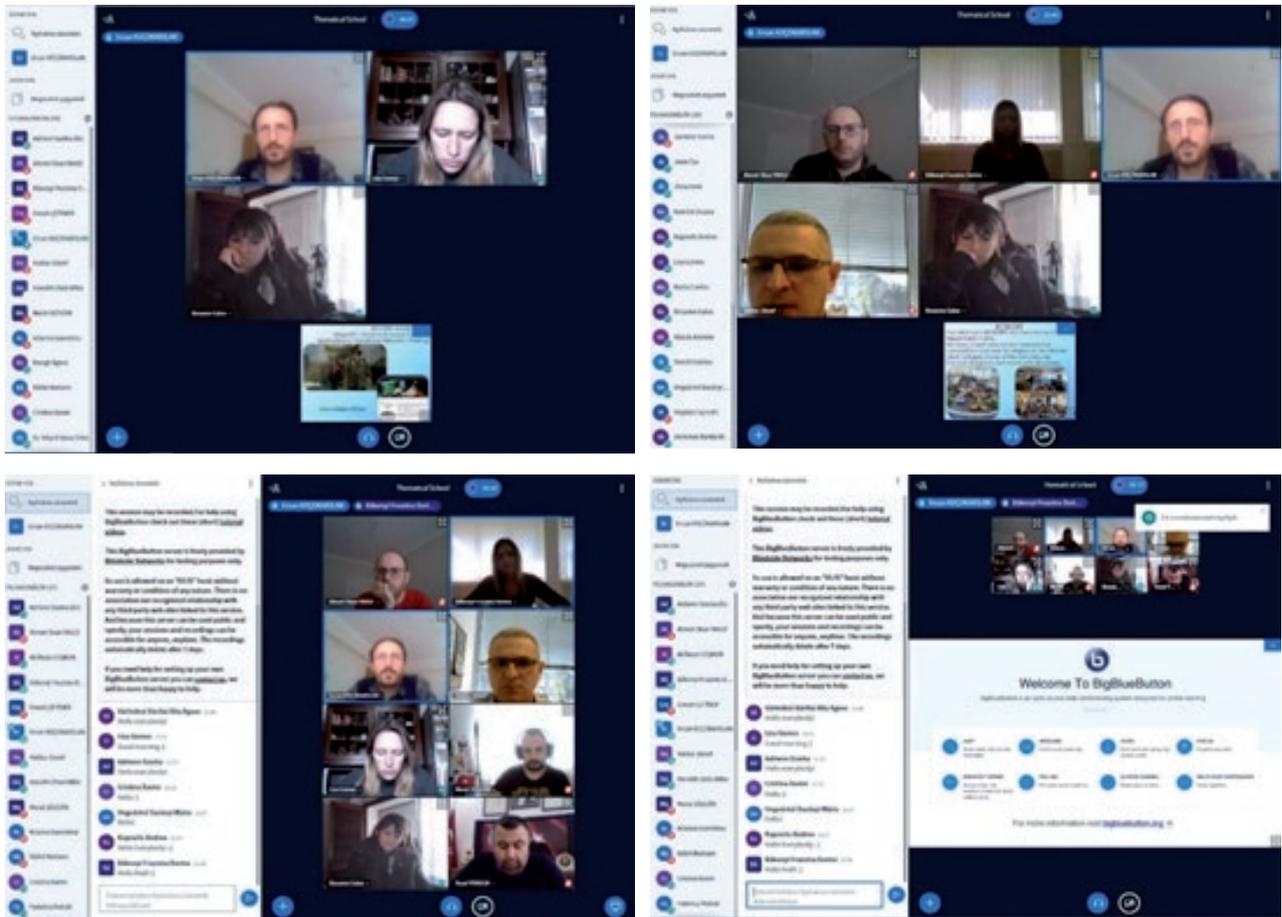


2nd Online Professional Conference

Name of the hosting organisation: Ortaköy 80.Yıl Mesleki ve Teknik Anadolu Lisesi
(Ankara, Turkey)

Location: online

Period: 15/02/2021



1st Transnational Project Meeting

Name of the hosting organisation: Previform - Laboratório, Formação, Higiene E Segurança Do Trabalho Lda.

Location: Ponte de Lima, Portugal

Period: 11/10/2021 – 15/10/2021



2nd Transnational Project Meeting

Name of the hosting organisation: Future Focus Ltd.
Location: Floriana/St Julians, Malta
Period: 22/11/2021 – 26/11/2021



3rd Transnational Project Meeting

Name of the hosting organisation: Associazione Formazione Professionale del Patronato
San Vincenzo

Location: Bergamo, Italy

Period: 21/03/2022 – 25/03/2022



4th Transnational Project Meeting

Name of the hosting organisation: Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi

Location: Ankara, Turkey

Period: 04/04/2022 – 08/04/2022



5th Transnational Project Meeting

Name of the hosting organisation: Athens Lifelong Learning Institute

Location: Athens, Greece

Period: 02/05/2022 – 06/05/2022

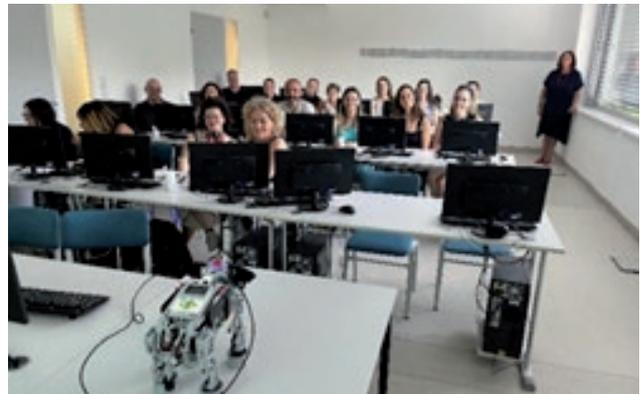


6th/1 Transnational Project Meeting

Name of the hosting organisation: SZÁMALK-Szalézi Technical and Vocational Grammar School

Location: Budapest, Hungary

Period: 12/06/2022 – 14/06/2022



6th/2 Transnational Project Meeting

Name of the hosting organisation: Vocational Training Center of Debrecen

Location: Debrecen, Hungary

Period: 14/06/2022 – 17/06/2022



CHAPTER 1: PORTUGAL - ASSESSMENT WITH TEACHING AND LEARNING IN THE AREA OF ADULT EDUCATION

PREVIFORM Lda, Portugal

1.1. INTRODUCTION OF THE PARTNER ORGANISATION

PREVIFORM has a wide range of experience in the area of adult training in almost all modalities, as well as a vast experience in providing consulting in areas that specialize in Occupational Safety, Food Safety and Hygiene field. The company is continually searching for the best investments and strategies to increase their human and technical resources, with expertise in the area of Occupational Health and Safety and Health at Food. Thus, the company intends to respond with efficiency and high quality to the needs of their customers. PREVIFORM provides vocational training at various European levels II, III, V. Currently these levels of training are offered through the following modalities: Certified Training; Continuous Training; Specialized Technological Training Courses. PREVIFORM's main objectives are: Contribute towards adult training by providing the appropriate skills required for qualified professionals; Develop mechanisms which facilitate and promote the transaction between training and the labor market; Provide trainees with solid socio-cultural, scientific and technological training. Our organization's target groups are small and medium enterprises in consulting of health and safety at work, food safety and training the employed/unemployed who want to invest more in their education and in the construction of a network of relationships that may contribute to the improvement of their professional career. Conscious of the growth of the unemployment our organization provide training adapted to the needs of the unemployed, 80% of our trainees are unemployed and in risk of exclusion. The goal is simple: prepare them for immediate integration into the labor market. Another aspect of our activity that has been put into practice in the development of projects is the creation of educational tools that make learning more attractive, using new communication and information technologies, especially for and adults from social backgrounds disadvantaged groups, seeking to give them equal opportunities, and encouraging them to play a more active role in terms of citizenship, which we consider to be essential for promoting social cohesion. PREVIFORM is also currently involved in several projects, including projects for producing innovation and the transfer of innovation.

1.2. VOCATIONAL TRAINING SYSTEM OF PORTUGAL

The Portuguese Educational System is divided into different levels of education: it starts with Pre-School Education, continues with Basic Education, then Secondary Education, followed by Post-Secondary Non-Higher Education and Higher Education.

1.2.1. Preschool education

This is considered the first stage of the Portuguese Educational System and is ensured by the State, private and cooperative institutions, private institutions of social solidarity and non-profit institutions. Attendance at pre-school education is optional. This covers children from 3 years old up to the age of compulsory schooling (6 years old). Regarding the offer for children under 3 years old, with a special focus on childcare and care. It is not part of the education system and is under the responsibility of the Ministry of Labour, Solidarity and Social Security, and is mainly provided by the IPSS – Private Institutions of Social Solidarity.

1.2.2. Basic education

Basic Education is compulsory, universal and free and lasts for 9 years. In addition, it is organized into 3 sequential cycles:

- i. 1st cycle: corresponds to the first 4 years of schooling (from 1st to 4th year);
- ii. 2nd cycle: corresponds to the following 2 years (5th and 6th years);
- iii. 3rd cycle: with a duration of 3 years (from the 7th to the 9th year).

Throughout basic education, students are subject to internal and external summative assessment (ie through national exams). Students who successfully complete the 3rd cycle are awarded the basic education diploma that will allow them to continue their studies.

1.2.3. High school

Secondary Education is the third stage of the Portuguese Educational System and lasts for 3 years, equivalent to the 10th, 11th and 12th years. Includes 6 types of courses:

- i. Scientific-Humanistic;
- ii. Professionals;
- iii. Specialized Artists;
- iv. Scientific-Technological (courses with their own plans);
- v. Secondary Education in the Recurrent Education modality;
- vi. Vocational Courses.

It is organized according to different modalities, one of which is oriented towards the continuation of studies and others of dual certification (school and professional). Depending on the completion of national exams, it is possible for students to access higher education regardless of the chosen modality.

1.2.4. The vocational courses

Vocational education courses aim to create conditions for the fulfillment of compulsory schooling, the reduction of early school leaving and the development of knowledge and skills, scientific, cultural and of a technical, practical and professional nature that allow a better integration in the labor market and the continuation of studies. The vocational education comprises basic (one or two year) and secondary level courses (from two years) and it aims to ensure the creation of an education offer coordinated with companies that seek to respond to their relevant needs and the

development of the country, namely of a regional nature, as well as responding to the interests of young people who, at the end of compulsory education, want to have a concrete career path, without this jeopardizing the possibility of pursuing higher education.

Vocational education courses in basic education are aimed at students from the 13 years of age who express constraints with regular education studies and seek an alternative to this type of teaching, namely those students who had two holds in the same cycle or three or more holds in different cycles. Vocational courses in basic education have a curricular structure organized into modules, with a duration of 1 or 2 academic years, and its study plan consists of the following training components:

- i. General, with 350 hours;
- ii. Complementary, with 180 hours;
- iii. Vocational, with 360 hours; 7/42
- iv. Simulated Practice, with 210 hours;

Making a total of 1100 hours per academic year.

The vocational courses for the 3rd cycle of basic education last one or two years classes, and their duration must be adapted to the knowledge profile of the group of students that meets in each course. Vocational courses for the 3rd cycle of basic education with a duration of one year are intended for to students who with two retentions in the same cycle or three or more retentions in cycles different, have 9th grade attendance or 8th grade double retention. Vocational courses for the 3rd cycle of basic education with a duration of two years are intended for students with two retentions in the same cycle or three or more retentions in cycles different students have at least the 6th year of schooling.

Vocational courses at secondary level are intended for students who have completed the 3rd cycle of basic education or equivalent, have completed 16 years of age or who, having attended the secondary education, intend to reorient their schooling towards a more technical assistance, namely those who are at risk of dropping out of school.

The curricular matrix of secondary education vocational courses includes the following training components, with the following minimum workload:

- i. General, with 600 hours;
- ii. Complementary, with 300 hours;
- iii. Vocational, with 700 hours;
- iv. Training Internship, hereinafter referred to as EF, with 1400 hours

Making a total of 3000 hours per academic year.

The access to these courses requires the agreement of the parents or guardians whenever the student are under 18 years of age.

1.2.5. Post-secondary non-tertiary education

This stage of the Portuguese Educational System is taught through Technological Specialization Courses (CET). These courses provide highly qualified technical training geared towards pursuing higher education studies and entering the world of work. It normally lasts for 1 year and is aimed at young people over 18 who have completed 12 years of compulsory education.

1.2.6. University education

Higher Education is structured in accordance with the Bologna principles and aims to ensure a solid scientific and cultural preparation, provide technical training that enables the exercise of professional and cultural activities and encourages the development of design, innovation and analysis skills criticism. It is organized in a binary system, that is, consisting of university education and polytechnic education. University education must be oriented towards the provision of solid scientific training, bringing together skills from teaching and research units. In turn, polytechnic education should focus especially on vocational training and advanced, professionally oriented technical training. In order to apply for Higher Education, students must meet the following requirements:

- i. Have successfully completed an upper secondary education course or a legally equivalent qualification;
- ii. Have taken the necessary entrance exams for the course they wish to attend, with a minimum grade of 95 points;
- iii. Satisfy the required prerequisites (when applicable) for the course they are applying for.
- iv. It should also be noted that students over the age of 23 who do not have higher education qualifications can access through specific exams that prove their ability to attend the course they are applying for.

1.2.7. Adult Education and Training System

In recent decades, Portugal has made a significant effort to qualify its population in order to recover from a historical delay in this area. It has become essential to find innovative solutions to overcome difficulties and thus achieve a rapid and sustainable increase in the skills and qualification levels of our population. To this end, there are several modalities within the scope of Adult Education and Training, with very specific purposes, target audiences and levels, including a System for Recognition, Validation and Certification of Skills acquired throughout life. In this area, the majority of offers are integrated in the National Qualifications Catalog and organized by a national network of “Qualifica” centers covering the national territory. In this way, people are oriented towards obtaining a degree of education and a professional certification at the same time.

1.3. INTRODUCTION OF THE GOOD PRACTICE OF THE ORGANISATION

Our good practice is entitled: ‘ASSESSMENT WITH TEACHING AND LEARNING’ and aims to present the adult education and training courses implemented at PREVIFORM. Because it is an innovative and different course, we bring it as our best practice in the hope of inspiring other institutions to apply this model. This good practice has the primary objective of supporting and motivating adults in order to complete compulsory education, adapting education to their needs.

The Adult Education and Training Courses (EFA) are a flexible training path, of variable duration, specifically aimed at adults, which allows the development of social, scientific and professional skills necessary for the exercise of a professional activity while simultaneously obtaining a basic or secondary level of education.

The Adult Education and Training Courses have a duration that can vary between one and three years, depending on the level of certification in question and are organized into different types of training paths for basic education or secondary education. These courses can be the route indicated for those aged 18 years or over and wishing to obtain the 4th, 6th or 9th year of primary or secondary education (12 . year) or for those who want to obtain a professional certification. When completing an Adult Education and Training Course, the student will obtain a basic (4th, 6th or 9th grade) or secondary (12th grade) school certification and a professional certification or both. These courses have a variable nature, so, those under PREVIFORM's responsibility have the following characteristics: It is a training course lasting 15 months, comprising 1775.0 hours in classroom training, of which 1425.0 hours are theoretical training, 350.0 hours in simulated practices, and 210.0 hours in the work context (internship). The 1425 hours of theoretical training are divided by areas, with 550 hours dedicated to Key Skills areas such as Portuguese and Mathematics and 1435 hours in Technological Training, for example, such as the community project and finally, 85 hours are dedicated to reflective portfolio area of learning, PRA.

1.3.1. Explaining the areas

1425.0 hours are theoretical training: that means that this is hours that they will be in the classroom working with a teacher or trainer. From those 1425Hours:

- i. 550 hours are dedicated to Key Skills such as Maths and Portuguese.
- ii. 1435 hours are dedicated to Technological Training such as the Community Project.
- iii. 85 hours are dedicated to reflective portfolio area of learning, PRA.
 - 350 hours are from simulated practices, and that means that is practical classes like for example the volunteering or study visits.
 - 210.0 hours in the work context, which means the internship;

The EFA courses have the particularity of having the Reflective Learning Portfolio that is intended to develop reflective processes and acquisition of knowledge and skills by adults in a training context, constituting the privileged space for assessment in secondary level courses. The Portfolio is an organized and properly planned collection of works produced over a certain period of time in the area of PRA, designed to develop in adults reflective processes and acquisition of knowledge and skills that can/should include documents (texts, photographs , drawings, ...) accompanied by a reflection by the author and organized taking into account the objectives to be achieved/ developed. In PRA it is intended that the trainee, through the exercises proposed by the mediator, can make an introspective reflection on his school career, on his life and on the goals to be achieved.

Regarding the evaluation, it takes place in a qualitative way, thus, it is not intended that the student obtains a quantitative grade or that it is connoted with a value. It is only intended that the student shows whether or not they acquired the knowledge.

1.4. THE BEST ADAPTATION OF THE GOOD PRACTICE ‘ASSESSMENT WITH TEACHING AND LEARNING IN THE AREA OF ADULT EDUCATION’

The best adaptation according to us, was that done by Debreceni Szakképzési Centrum SZC Péchy Mihály Construction Industry Technical College (Vocational Training Centre Debrecen).

1.4.1. Age and grades of the target group

The target group is for 15 to 21 years, therefore for 9-13 grades.

1.4.2. The type of the target organization (VET, general education, adult education, etc.)

The type of the target organisation is of technical education VET.

1.4.3. The main features of the adaptation focusing on the specific context of the adapting organization

We know and use many traditional types of pedagogical evaluation, however, in addition to diagnostic, formative and summative evaluation, various alternative, developmental evaluation techniques are increasingly improving, which enable more effective information gathering for both the teacher and the student. Such an alternative, studentcentered form of assessment is formative assessment.

The importance of formative assessment is revealed in the fact that it is an interactive form of assessment that provides a picture of students' development, the purpose of which is to determine learning needs and adjust the learning process accordingly. In contrast to traditional forms of assessment, students here are active participants in the assessment, during which they have the opportunity to analyse where they are in terms of their development in relation to the set goals. However, this also requires compliance with certain aspects.

There can be several developed methods of formative assessment, the most well-known of which are:

- Learning diary
- Portfolio
- Worksheets supporting selfknowledge
- Self-assessment cards
- Checklists for using peer review
- Individual learning plan
- Reflective work diary
- Indicator light method etc.

The best known elements and methods of formative assessment are self- and peer-assessment, as well as the portfolio and the learning diary. During the former, students can examine their own and their peers' performance and results based on a precise, predetermined evaluation criteria system. This makes it possible to reflect on one's own learning processes and, in the case of peer assessment, to give feedback to each other.

The contents recorded during the learning diary, regarding what they have managed to master or what is difficult, also give students more accurate information about the extent to which they have improved compared to themselves and what they still need to improve on.

The portfolio is a very frequently used evaluation method, which enables the interpretation and follow-up of the students' development, the results achieved during the learning process, and the evaluation of the set goals. The purposefully collected documents during the learning process reflect the students' results and progress in one or more areas.

The importance of alternative child-centered assessment methods is revealed in the fact that students, as active participants in the assessment process, get a more accurate picture of what they need to learn within a given subject and what they have managed to improve in comparison to themselves.

1.4.4. Manner in which the best practice will be exploited and possibly further developed in the project sustainability period

The contents, which is recorded during the learning diary, regarding what they have managed to learn or what is difficult, also give students more accurate information about the content to which they have improved compared to themselves and what they still need to improve on.

1.4.5. The best practice and any added value for vulnerable groups of any kind, and the meaning of the added value in particular.

All of this has a personality changing effect and can significantly improve self-esteem and also the motivation to learn.

1.4.6. Plan on how the best practice can be textually integrated in the organizational documents (charter, pedagogical programme etc.) of the adapting organization.

The modification of the pedagogical program requires serious preparations. The first task, the organization of modification project and setting the system in motion, necessarily belongs to the principal's duties and responsibilities. After that, however, immediately ask the leaders of the teachers work community or the specialists in charge of the individual subjects. After the preparation of the leader's reports, the changes should be announced at the leaders' meeting. It can be a right way if the director's colleague invites a working group of four or five colleagues working in different fields of education to create the concept of the pedagogical program.

1.4.7. The main added value of the practice for the organization.

The importance of alternative child centered assessment methods is revealed in the fact that students, as active participants in the assessment process, get a more accurate picture of what they need to learn within a given subject and what they have managed to improve in comparison to themselves.

1.4.8. The main executive/leadership requirements to sustain the best practice in longer term.

When considering possible goals, headmasters must understand that not all goals are appropriate, and they do not necessarily have to set goals that they see it as fascinating, exciting or attractive. It is not only a question of choosing the goals right, but also of choosing the right goals, or those which:

1. suitable for the organization.
2. The right time has arrived for their implementation.

In order to do this, there must be some compatibility or harmony between the chosen goals and the desires or motivations of the people. If the goal doesn't meet the people's requirements, they simply won't follow it.

1.4.9. The best practice and requirements of any extra resources (time, financial, other) to sustain it in longer term.

In considering goals, managers inevitably face the tension of goal size and scope, that is, how high to set the bar and how far ahead of them to set the goals. These are extremely important aspects in relation to the question of how people will receive the goals presented to them.

1.4.10. The current challenge in the organization to which the best practice can be a proper solution.

School assessment can be defined as a didactic teacher's activity, the focus of which is on students. Its purpose is to provide information about the extent to which the objectives set during the teaching-learning process have been achieved.

1.5. EVALUATION BY PORTUGAL ABOUT THE ADAPTATION CONDUCTED IN DEBRECEN

We found that Debreceni SZC Péchy Mihály Construction Industry Technical College has one of the best adaptation practice of what was presented in Portugal, by PREVIFORM, specifically with regard to the assessment with teaching and learning in the area of Adult Education. This specific presentation by Debrecen caught our attention because the target audience was a group of students in a technical education VET aged between 15 and 21, attending school between the 9th and 13th grade. In this case, it is not foreseen the application of this assessment method in adults over 21 years of age. Based on our reading, we believe that such an adaptation is possible, and it is interesting to observe the behaviour of young students throughout the year and see their opening to that. In our experience, students tend to feel less pressure on the issue of assessment, as it would be classified as continuous, contrary to what would be expected with the traditional quantitative assessment with great weight in a single day. The materials proposed to achieve the objective include the learning diary, portfolio, worksheets supporting self-knowledge, self-assessment cards, checklists for using peer review, individual learning plan, reflective work diary, indicator light method, among others.

These are ideal tools for obtaining a correct assessment of each student and analysing their evolution through a closer and personal follow-up. As we work in this specific case with a group of students of a younger age, we believe that this type of assessment is an incentive for them to come to work, study and practice at a better pace throughout the year instead of focusing on a single day with the pressure that it brings. Debrecen presented his adaptation of the Portuguese case in a well-structured way, adding value and proving how it can be applied at any stage of educational life, and we believe in as diverse areas as possible. It is a practical method, which allows not only the teacher/trainee to be concerned with evaluating the student, but also for the student himself to reflect daily on his evolution and worry about following the subject throughout the year, not adopting, at times, the relaxed attitude often associated with the periods before quantitative assessments. Finally, we hope that the leaders of the institution in Debrecen will be able to implement, and we value the effort to choose a disciplinary group from different areas in order to understand in practice the true applicability of this assessment method in VET teaching.

CHAPTER 2: MALTA - INCREASING THE PARTICIPATION OF WOMEN IN THE LABOUR MARKET

FUTURE FOCUS Institution, Malta

2.1. INTRODUCTION OF THE PARTNER ORGANISATION

Future Focus is committed to providing world class training. Located in a prestigious building brimming with history, Future Focus provides students with a vast range of courses to choose from. Constantly adding to its long list of subjects, Future Focus invests heavily in research and innovation to ensure that programs are modern, well researched, trainers well prepared and course material is of the highest quality. Future Focus commenced as a training provider in the year 2000 and has since that date offered courses in numerous different sectors and with world renowned course providers - these sectors include Business Management, Accounting, Marketing and all other aspects of running and growing a business, these are supplied by either OTHM or other providers. In addition to this Future Focus provide a number of courses in relation to marine safety. We also offer numerous courses in Fitness and Gym Instructors which are offered by YMCA who are the main recognized body for these type of courses. Also, Future Focus offer Childcare courses which prove to be very popular - these are provided by NCFE CACHE based in the UK and offered here in Malta. This course gives progression to a number of learning pathways within the area of childcare and learning support. We work, both with individuals in the enhancement of their career, and with companies who wish to improve their staff skill levels. Future Focus are partners in a number of multinational European groups who are looking to implement innovations used in other areas of Europe into Malta

2.2. VOCATIONAL TRAINING SYSTEM OF MALTA

In Malta vocational training has been available for adults for a number of years now. Specially designed institutions cater for those learners who do not wish to proceed with formal/professional learning. Here learners will focus and specialise on skill-based sectors. These institutions are either state owned or private. Where it comes to state institutions, these are free and students may take up studies in accordance with their vocation. Moreover, here students are given a stipend so that they can live independently, and are not compelled to quit studies in order to work. This is in line with Maltese Education Laws, which is designed to assist students and to promote education. Where it comes to private institutions - as is Future Focus - learners pay for their education, however they become eligible to grants via schemes offered by the government. This encourages learners to specialise in their vocational sectors. The areas of study on offer are very extensive, and opportunities are increasing every day. Courses may be as short as one semester and as long as 6 semesters, depending on the MQF/EQF level of the studies. Most courses also have the work-based element which would ease transition into the world of work.

In the recent years vocational training has been introduced also within secondary schools so that those students who do not wish to continue studies, may take the skills pathways, hence reducing drop outs for schools. Students here are offered various alternatives to expand on their knowledge but in relation to skills and practice.

2.3. INTRODUCTION OF THE GOOD PRACTICE OF THE ORGANISATION

Despite the existence of early childhood education (ECE) settings since the mid 19th century and a substantial increase in the availability and accessibility of services over the last four decades, ECE in Malta still struggles to find its voice. Its introduction and development has been marked by erratic progress. The colonial heritage, the Roman Catholic Church, swings and roundabouts of successive administrations, conservative views about women's status and their roles in society have contributed to prevailing perceptions, provision and practices. The sector evolved in response to the demands of a labour-market economy and services became an adjunct to rather than an integral part of the education system. It has retained a low status which is reflected in the working conditions of the overwhelmingly female-dominated practitioners who are considered naturally predisposed to look after children and often recruited with minimal or no initial training. A culture of acquiescence towards decisions taken by superiors has stunted a critical, questioning attitude of practitioners who expect direction and guidance. Developing ECE services has faced an arduous journey but lessons can be drawn from its history to support strategic policies and promote quality praxis.

The development of society, economy and the environment, directly influence child development and consequently the wellbeing of tomorrow's adults. The early years are the starting point for successful lifelong learning and are integral in addressing sustainable development goals. Investing in young children, safeguarding and realising their rights in practical ways and ensuring optimal foundations for their well-being, learning and holistic development fuels the need for a National Policy Framework for Early Childhood Education and Care. It is evident that the potential advantages of high quality ECEC are significant, far-reaching and long-lasting. The development and publication of this early years' policy framework is a first step towards a comprehensive high-quality ECEC provision in a Maltese context. The aim is to address the fundamental need for a multi-sectoral response embedded within an integrated ECEC system. Additionally, this policy framework is being regarded as an opportunity to maximise young children's development which will profoundly impact on children's future learning, health and earning potential which can perpetuate intergenerational benefits. It will also contribute in addressing the G20 Action Plan on the 2030 Agenda for Sustainable Development (2016).

The development of early childhood education and care in Malta has seen the recommendations towards promoting high quality provision across early years services, to extend services through free child-care services for families. Providing childcare services for under-threes in order to facilitate women's return to employment is one way of perceiving and addressing economic issues and narrowing the gap between gender opportunities. However, internationally the early years sector has attracted attention in its own right because of the well-documented and researched evidence which indicates that investment in good quality care is one of the best investments with highest returns; there are long-lasting positive and significant cognitive and socio-emotional effects on children who experience rich, stimulating environments and programmes which incorporate the child as an active agent in his/her own learning as well as reach out to the family and community in which he/she is being brought up. There is therefore a necessity to advocate for

good quality provision in early years not only to encourage mothers to return to the workforce but primarily because of the short-term and long-term implications such investment has on children's achievements and consequently on society.

Factors that contribute to quality childcare are:

- i. Low child to carer ratio so that children can receive individual attention
- ii. A safe and healthy environment
- iii. Caregivers who are nurturing and knowledgeable about children's development

Good-quality early years services require the engagement of highly-qualified staff who work in supportive environments. Such environments assist children and parents; facilitate transitions between home and settings; monitor progress; encourage collaborative work within multi-disciplinary teams; and promote the development of confident, young learners. Good quality early years settings contribute towards developing the foundations of competent individuals who can think carefully and creatively, communicate in an articulate manner and act in socially just and morally sound ways. Despite some progress, the gaps in labour force participation between men and women remain large. To take just one example, no advanced or middle-income economy has reduced the gender gap below 7 percentage points. Women and men *complement* each other in the production process, creating an additional benefit from increasing women's employment on growth. In other words, adding more women to the labour force should bring larger economic gains than an equal increase in male workers.

2.4. THE BEST ADAPTATION OF THE GOOD PRACTICE 'INCREASING THE PARTICIPATION OF WOMEN IN THE LABOUR MARKET'

The best adaptation according to us, was that done by Mamak District National Education Directorate

2.4.1. Age and grades of the target group:

The age and grade of the target group is that for women of ages between 18-65 years of age.

2.4.2. The type of the target organization (VET, general education, adult education, etc.)

The target organisation is the Administration of District Education.

2.4.3. The main features of the adaptation focusing on the specific context of the adapting organization

The existence of women in the labour market with the same conditions as men are prioritized as a requirement of the country's policy. However, in the real world, this is not always the case. Considering the guidance of the female population to certain professions and the limitedness of these professions also bring some restrictions. In order to remove such obstacles and barriers, the government of the Republic of Turkey offers some support to women entrepreneurs. These supports can be financial as well as educational, human resources and physical environment. Courses and

similar practices are frequently held in order for women to acquire the skills necessary for the job. These trainings for women always mean vital steps for their participation in the labour market.

With nearly 400 educational institutions under the Mamak District Directorate of National Education, it supports the educational power required for women's employment. A wide range of training can be offered from the simplest literacy courses to advanced computer usage courses, from hairdressing training to office services. The adaptation of this good practice to the Mamak District National Education Institution will increase more efficient and sustainable employment opportunities. The relationship of the institution with all other institutions in the district and its authority as an official institution will be effective in reaching more women.

Good practice of bigger women's participation in the labor market will be more effective on an institutional basis rather than individual efforts. It is vital to provide support to women with children in need of care during these training and during the employment process thereafter. At this point, the fact that the institution has access to facilities such as nursing homes and kindergartens makes the implementation of the application easier.

2.4.4. How the best practice will be exploited and possibly further developed in the project sustainability period

Being an institution representing the highest level of a big district facilitates the implementation of some practices. The practice not only supports women's employment, but also stands by women from the beginning to the end of the process. The trainings organized and the financial/non-material support provided afterward are the basis of the implementation of the practice.

2.4.5. The best practice and any added value for vulnerable groups of any kind, and the meaning of the added value mean in particular

Yes. It helps the women who need support have more self-confidence.

2.4.6. Plan on how the best practice can be textually integrated into the organizational documents (charter, pedagogical programme etc.) of the adapting organization.

Yes. There are some several forms already used for these kinds of initiatives and they can be also integrated into digital versions.

2.4.7. The main added value of the practice for your organization?

The more powerful women which means more powerful society.

2.4.8. The main executive/leadership requirements to sustain the best practice in longer term

The presence of women employed as a result of these courses will be the biggest factor for the continuation of the practice. However, the supportive attitude of the implementers of the application is very critical.

2.4.9. The best practice and requirements of any extra resources (time, financial, other) to sustain it in longer term.

All the courses and facilities mean resources. But they can be afforded.

2.4.10. The current challenge in your organization to which the best practice can be a proper solution.

The educational gaps of women for employment.

2.5. EVALUATION BY MALTA ABOUT THE ADAPTATION CONDUCTED IN TURKIYE

When adapting the good practice presented by Future Focus, Turkey was believed to be the best candidate to adapt the practice of increasing women participation in the labour market. It can be seen that as a general practice, the increase of women within the workforce in Turkey is currently being prioritised on a national level. This has become a requirement of the country's policy. As such we believe that this good practice has found a valuable ground where it can be utilised, in that implementation is somewhat challenging. Also, as can be understood, it is a practice that needs strengthening hence appreciation of it within Turkey may be greater than it might be in other partner countries. Indeed, in employing the adaptation, it was felt by the Turkish team, that although policies have been laid down on this practice, in the real world, this is not always the case. The value of this good practice within Turkey is further highlighted when we consider that that profession opportunities for females are limited and restricted. This therefore means that the Turkish partners have adapted the good practice in circumstances that are more challenging than what we find in other partner countries. They have taken the practice in their stride to tackle obstacle and help remove barriers in line with the efforts that are currently being seen to be made by the government of the Republic of Turkey. As things stand now, the government is offering more support to women entrepreneurs, both financial as well as educational, human resources and physical environment. As such we think that the best adaptation was that applied by Turkey, where in the face of current restrictions they were able to assist within this area. This assistance is being delivered via courses to help women improve skills necessary for the transition into the world of work. This means that the Turkish partners have given more value to our good practice and consequently giving great worth to the objectives and outputs of the project's aims.

CHAPTER 3: ITALY – NON FORMAL WORKSHOP FOR STUDENTS WITH FRAGILITIES

ASSOCIAZIONE FORMAZIONE PROFESSIONALE DEL PATRONATO SAN VINCENZO, Italy

3.1. INTRODUCTION OF THE PARTNER ORGANISATION

Associazione formazione professionale del Patronato San Vincenzo (AFP Patronato) was founded in 1956 with the aim of giving to young people in economic and social difficulties professional and technical competences and abilities. The association considers continuing education as a fundamental and strategic resource for social and economic development of companies and it always looks for new formative and learning methods. Its three offices, in Bergamo, Clusone and Endine, are recognised by “Regione Lombardia” and they work within its vocational training and lifelong learning projects framework.

AFP Patronato leads three vocational training centers with about 1200 pupils and about 100 teachers/trainers. Our Activities will be described in further detail below.

VET school:

- Mechanical machine tool operator
- Car repairman
- Multimedia graphic operator
- Electronic worker and electrician
- Secretary and administrative assistant
- Touristic organizer and entertainer
- Hairdresser and beautician
- Wood operator - maintenance of buildings

Agenzia per il Lavoro:

This is an agency offering services for the job seekers and unemployed, in order to help them to get in or to reintegrate in the job market and to reskill themselves, thanks to vocational training and career guidance courses. Services designed for the job market access:

- Professional Guidance
- Job matching (intersection between supply and demand)
- Internship/apprenticeship
- Disabled persons replacement
- Other services:
 - informative service (front office activities and supply of specific job-related materials);
 - advisory service;
 - cultural mediation;
 - employment and personal services projects.

3.1.1. Continuous education for adults and lifelong learning courses

These are courses aimed to implement educational qualification and vocational training. These courses are designed for employed, unemployed and job seekers, freelancers, companies' managers. This kind of courses aims to approach attendees to both new technologies and production evolutions/changes and to guarantee them professional development and increasing employment chances.

3.1.2. Apprenticeship: Courses for minors and adults' apprentices

AFP Patronato also develops innovative projects in the fields of Social Inclusion, Work Inclusion, and European mobility, Immigration, International Cooperation, Co-working, NEET and Information Technologies.

3.2. VOCATIONAL TRAINING SYSTEM OF THE ITALY

3.2.1. Italian school system

Education in Italy is compulsory from 6 to 16 years of age, and is divided into several stages: kindergarten, primary school, lower secondary school, **up to the age of 14**, then upper secondary school, and university that we see depicted here. Italy has both public and private education systems.

Upper secondary school, the so called **high-school level, lasts five years (age 14-19)**. At the end of the five years, students are required to take a **comprehensive final exam** in order to get a **high school certification** to be able to access university.

There are three types of **upper secondary school**:

- **Liceo** provides a mostly theoretical education, with less emphasis on technical-practical aspects, and offers a specialization in either humanities, languages, science or art.
- **Technical institutes** provide both theoretical education and a specialization in a field of studies, such as economy, administration, technology, or tourism.
- **Professional institutes (201 in Lombardy)** provide education oriented towards practical subjects, such as mechanics, agriculture, gastronomy, handicrafts, and enable students to start searching for a job as soon as they have completed their studies, **highly job oriented**

In these institutes **also called leFP** students more interested on a "Job-Oriented Training" qualification, can achieve:

- **Vocational school qualification** and training, at the end of a 3-year experience; it equals EQFIII = European qualification Framework
- **Vocational school diploma** and training, at the end of the 4th-year (EQF 4 = Europ. Qualif. Framework).
- After getting the leFP diploma, attending an extra year in a state-run vocational school and passing the national examination students can gain a **high school diploma** and even access the university.

Otherwise:

- **IFTS certification** (*istruzione e formazione tecnica superiore*) Attending an extra year of specialization: **advanced technical specialization with at least 40% of the hours in apprenticeship** (*istituto di formazione tecnica superiore*). Teachers from the companies.
- **ITS Diploma** (*Istituto tecnico superiore*): After getting the IFTS Certification or a national high school diploma and attending **two extra years of specialization**. Alternative to university, it produces highly trained technicians. Courses are often founded by **companies** in collaboration with **universities** and guarantees a strong link with the **labor market** to train highly skilled professionals. (more than 80% immediate employment)

The main characteristic of these **job oriented paths** is that they include a “**DUAL LEARNING**” **approach** : It means that during the steps of “job-oriented training”, students have the possibility to attend classroom sessions and to actually work in a company: you’ll learn by doing.

3.2.2. Starting from the second year students access a Traineeship

Traineeship’s purpose is to improve learning and training through the alternation between school and work place (that allow young people to experience work place training)

There are different forms of traineeships:

- **CURRICULAR TRAINEESHIP**: included in high schools programmes, they are a part of a regular course of education.
- **NON-CURRICULAR TRAINEESHIP**: designed to facilitate young people’s occupational choice and employability in the transition phase from school to the workforce.

An alternative path is also the **Apprenticeship**: there are 3 typologies of apprenticeship

- 1 level. for under 25. GOAL: QUALIFICATION . leading to a professional operator certificate and a professional technician diploma
- 2 level . Professional apprenticeship. Targets young people aged 18 to 29, enables apprentices to gain a professional qualification on completion of a three-year training programme. GOAL : RECRUITMENT
- 3 level. Higher education and research apprenticeship. Targets young people aged 18 to 29, enables apprentices to gain secondary or tertiary level diplomas (university, post-university or a doctorate degree from the education system).

Of course the apprentice is provided with A training tutor, a corporate tutor and a Protocol / agreement signed by the employer and by the training institution providing contents and the duration of the training experience in the company

Benefits for the companies are:

- For 3 years, employers are completely exempted from the payment of social security contributions, to the exclusion of INAIL (National Institute for the Prevention of Accidents at Work)
- Employment of the apprentice at two levels below the category of destination, Reduced remuneration during the training

- Sharing educational and training purposes together with the Institution. development of specific skills required by the company, with the support of the training program;
- Contributing to the cultural, educational and vocational growth of young people, by executing an important social role with a positive image return

3.3. INTRODUCTION OF THE GOOD PRACTICE OF THE ORGANISATION

“Associazione formazione professionale del Patronato San Vincenzo” (AFP Patronato) was founded in 1956 with the aim of giving to young people in economic and social difficulties professional and technical competences and abilities.

The association considers continuing education as a fundamental and strategic resource for social and economic development of companies and it always looks for new formative and learning methods.

In these years AFP has developed innovative way of teaching focused on learning by doing and workshops. Thanks to this methodology, students are able to gain new motivation, new skills and competences to be able to realize a real socio-economic inclusion.

Most of our students face economic and social problems that lead them to educational and behaviour problems.

We have developed new educational strategies by implementing different workshops. We focused our educational activities on learning by doing, above all for students with fragilities who are not able to stay in the classroom for a long time. We propose different workshop in order to help them to gain self-esteem, new rules, respect and how to behave with adults.

We develop projects for students with educational and behaviour problems, of other schools of secondary level. Thanks to our non-formal activities, they find a new way to learn, they find new incentives, and above all they experiment the success. They understand that they are good and they regain confidence in themselves.

We believe that non-formal education is the key to engage youngster in education and to give them tools to face life, to realise a real social inclusion.

Most of our students and youngster have experienced school failure, they believe they have no skills and competences and for that reason their behaviour towards school and education is bad and without confidence.

We strongly believe that non-formal education is the right tool to give them new self-esteem and a new life project.

We can offer our experience in develop non formal education through the implementation of different workshop (serigraphy, fablab, graphic, mechanic etc..). We have a strong experience in managing not formal education and to give them new educational experience new chance.

Thanks to our best practice, we will promote new educational methodologies (formal and non-formal) among schools, educational centres and training centres. We will sensitise teachers, public authorities and families on the power of non-formal education.

METHOD: “Starting afresh with me “: At the heart of our training experience are the commitment workshops: individual and group spaces in which to get back into the game, acquire new self-awareness and experience change. They represent a first significant “direct contact” with work commitment, but in an educational context in which to educate and educate oneself. Effort and commitment are obligatory steps on a path whose objective is to bring the path of doing and learning back onto a single track.

3.3.1. Our projects with focus on non-formal workshops for students with fragilities

Centro Meta project: Centro Meta project was established in 2006 and it is a space dedicated to the prevention of adolescent discomfort. It mainly works with young people and adolescents no longer involved in study and work processes (NEET). It offers them time and space, where they are accompanied by educators and volunteers, on a path that leads them to recover not only their self-esteem, but also their self-confidence and confidence in the future. At the same time it offers relief and help to their families in order to regain stability.

1. **META Centre - School World:** The Meta Educational Team is responsible for the definition of customized, re-activation and personal re-motivation paths for students experiencing difficulties in their traditional school career.
2. **Project N.E.E.T. – IN:** Adolescents and young people (16-18), who have left the school, work and/or training circuits are welcomed with the aim of intercepting discomfort, involving them in workshop activities, and outlining paths of personal redefinition.
3. **Project N.E.E.T. – OUT:** The aim of this project is to combat inactivity for young adults (18-24) through the activation of training courses, apprenticeships and/or voluntary work.

Meta center organizes internships: The change of context from the protected spaces of the workshops to the external working environment allows the person to experience a new dimension. On the one hand, the opportunity to learn new professional skills, perhaps by feeding their passions, and on the other hand, to experience the burden of responsibility. New reality, new information and therefore new learning. The internship is an experience with a powerful motivating force. At this point in the course, it puts the rudder of one’s own life and the choice of direction back in the hands of the young person. The self consciously returns to action.

3.3.2. Wide Spread Lab – first and second edition

Object: create and develop a network of laboratories spread throughout the territory of Bergamo whose aim was motivate students and put them in a productive and practical environment after the first Covid lockdown. The companies and enterprises benefited of an economic recognition of their training role. Wide-Spread Lab proved to be a winning model in managing the crisis in terms of responding both to the training needs of the students and to the productive needs of the companies and the territory. Each pupil, individually or in groups of 2 or 3, participated in a total of at least 60 hours of workshop activity in a company. The training sectors involved for each area were the following: machine tools, car repair, autobody repair, graphic design, beauty and wellness, hairdressing, wood, administrative-computer.

In summer 2021, the second edition was implemented. It took place in a historical period when “youth discomfort” increased due to the COVID-19 pandemic and its social consequences, which acted as a “sounding board” for existing fragilities and latent disorders. Objects: re-motivate students; replace dangerous ‘lonely time’ of fragile pupils with opportunities to meet both the adult world and peers, in order to enhance their transversal skills; strengthen the educational alliance between Bergamo’s productive world and the educational and training center, so capitalising the network of relations built up over the years, and continuing or launching new types of personalised offerings

- 1) Management and networking of the distributed workshops
- 2) External widespread workshop training for our students
- 3) Internal workshop both for our and students of other schools
- 4) Internal customized workshops for particularly fragile minors
- 5) Tutoring of trainees and support for participating enterprises
- 6) Safety and prevention for the whole network
- 7) Communication and sustainability of the initiative

3.4. THE BEST ADAPTATION OF THE GOOD PRACTICE ‘FORMAL WORKSHOP FOR STUDENTS WITH FRAGILITIES’

The best adaptation according to us, was that done by PREVIFORM

3.4.1. Age and grades of the target group:

The age of the target group is that of between 22-27 years of age.

3.4.2. The type of the target organization (VET, general education, adult education, etc.)

The target organisation is that of Training for Adult education

3.4.3. The main features of the adaptation focusing on the specific context of the adapting organization

Our organization promotes education for people who want to finish high school, in order to increase their skills and have more opportunities in the labour market. We also provide other types of training for people who want to increase their knowledge and have more skills.

We think this is a very important aspect for the growth of our country, training people is very relevant and necessary. We have good equipment, good facilities and good collaborators to perform this task. The government gives incentives for more and more training to make people more qualified. There are many good practices that are used in our organization and it is important to see what happens in the same situation, but in different countries. Like we did in this meeting in Bergamo, where we can see the good practices of the vocational schools in the city of Italy. Before we start the trainings, we have to analyze the target group and try to understand what kinds of things we can do to encourage and make them feel motivated. Doing everything very

well structured. Finally, I want to emphasize the importance of this issue. We need to increase people's skills, competences and also address other aspects/areas that are not part of the public school curriculum. Implementing good practices in education is very important and brings very positive results. We have to think about how we can encourage people to study and have a chance to enter the job market motivating them to study. These non-formal workshops for students with fragilities are an asset both for the organization and for the students because it is important to keep them motivated and willing to study. So these workshops must be creative and appealing to minorities with capable trainers demonstrated to these groups that they can still enter the job market and continue their studies.

3.4.4. How the best practice will be exploited and possibly further developed in the project sustainability period

This good practice can be easily applied at PREVIFORM through our pedagogical courses. These teaching workshops can be included in PREVIFORM already during this current year and during the school holidays, so we will always have pedagogical activities suitable for students with weaknesses.

3.4.5. The best practice and any added value for vulnerable groups of any kind, and the meaning of the added value mean in particular

Yes, it does. Good practices will increase the demand for this type of target group and they will be more motivated.

3.4.6. Plan on how the best practice can be textually integrated into the organizational documents (charter, pedagogical programme etc.) of the adapting organization.

All documents are adaptable to different teaching contexts.

3.4.7. The main added value of the practice for the organization

Any good practice that involves increasing the qualifications of minorities is something that goes against PREVIFORM's values, so this good practice is an asset both for the organization and for the participants of this good practice.

3.4.8. The main executive/leadership requirements to sustain the best practice in longer term

To know how to manage time and resources in order to promote good practices

3.4.9. The best practice and requirements of any extra resources (time, financial, other) to sustain it in longer term

Yes, it is necessary to have time to think about how the best practice can be implemented and for that it is also necessary to have money to do that.

3.4.10. The current challenge in your organization to which the best practice can be a proper solution

Making teaching more dynamic and practical, having classes outside of a classroom that I think is a way to get students' attention.

3.5. EVALUATION BY ITALY ABOUT THE ADAPTATION CONDUCTED IN PORTUGAL

Previform's adaptation brings a complete analysis of our good practice and of the useful steps to set up a pathway with pupils (needs analysis, motivational support, taking on pupils from other schools who have experienced school drop-out). Moreover, some of the Portuguese partner's training paths are oriented towards the job placement of people coming from school drop-out situations. They, like our informal workshop trainees, might need practical paths that can motivate and stimulate them towards retraining. The practical dimension should make training success more certain, since they have already gone through the dimension of failure and inadequacy in the past.

The possibility that the Portuguese government could invest public funding to enable its citizens to achieve a qualification that could help them enter the labour market also seems to us a good starting point for the sustainability of the experimentation of our good practice. We also chose this adaptation as the best one for us, because we believe it has good possibilities for integration, implementation and new developments within an organisation that did not already have a similar activity at the beginning.

CHAPTER 4: TURKEY - ROBOT CLUB AND THEMATIC HIGH SCHOOLS

ORTAKÖY 80. YIL MESLEKI VE TEKNİK ANADOLU LİSESİ, Turkey

4.1. INTRODUCTION OF THE PARTNER ORGANISATION

Ortaköy 80.Yıl MTAL is a kind of vocational and industrial high school with 1000 student (for age 14-20+) capacity, is located on the way of Samsun-Kırıkkale, in a rural area of Ankara.

It also provides adult education (for age 20+) to the learners who have no chance to get their education in the daytime because of their ongoing working life. There is a pre-primary school (for age 6-7) in the same campus area of the school which gives education to the children of the village that gives its name to the vocational school. Most of the students come from the underdeveloped area of the city whose families have low-level income and educational background

A big part of school students' families migrated population from the far-east part of Turkey, so it is possible to say that they have some problems on inclusion on city life. They stand on a place between the city and the undeveloped part of Turkey.

Vocational school has a very young and enthusiastic staff that wants to give the best education to the people of the area with the departments below.

- i. Electricity - Electronics Technologies,
- ii. Computer Technologies
- iii. Machinery Technologies,
- iv. Wood Technologies,
- v. Metal Technologies,
- vi. Climate and Ventilation Technologies

Most of the departments are very appropriate for the migrated, low-level income opportunity owner students to get a professional if the appropriate educational environment can be designed and more effective guidance can be given to them.

In the first year of the education of students, the school gives guidance to them and their parents to choose the best profession for their life to get more chances to stand on their own foot. They don't have the possibility to work in any firm in the surrounding area as their city center liver friends have. They have to go far away from their home. However, the school believes that staff can change of labor market perception by giving consciousness with an informative dissemination activity in the period of this project, so they can prefer to give work to all of our students close to the school, also.

The Turkish government declared some encouragement legislations in recent years for migrated citizens will get work more easily than ever. The web page of school <http://ortakoyeml.meb.k12.tr> helps to get more information about back experiences.

4.2. VOCATIONAL TRAINING SYSTEM OF TURKEY

Vocational and technical education aims to train an innovative, entrepreneurial, productive, and competent workforce that adds value to the economy, with national and international professional competence, professional ethics and professional values, in cooperation with social and economic sectors. Vocational and technical education, it is aimed to create an innovative vocational and technical education system that focuses on business and professional ethics prepares for employment, is developed according to the needs of the economic and social sectors, and is constantly renewed in cooperation with stakeholders, where appropriate learning opportunities are offered in line with the interests, abilities and temperaments of individuals.

4.2.1. Priorities of Vocational and Technical Education

- i. To train qualified workforce in line with the needs,
- ii. To manage vocational and technical education with a participatory approach,
- iii. To ensure that graduates are trained to participate in production,
- iv. To continuously improve the vocational and technical education system and increase its quality.

To prepare modular education programs according to the needs of the job market,

- i. To ensure the social and sectoral integration of education in order to increase efficiency and competitiveness in the economy,
- ii. To provide individuals with the knowledge and skills required by a profession, as well as the competencies needed to adapt to change
- iii. With the digitalization process, to provide individuals with basic competencies in information and communication technologies as well as high-level skills in certain areas.

In vocational and technical education, formal and non-formal education is provided in order to enable students to receive education in line with their possibilities. Vocational open education high schools have been established to meet the vocational education needs of individuals who go out of the process while in formal education or who want to acquire an alternative profession after the compulsory education age.

Student admissions to vocational high schools may differ according to the type of school, the field and branches to be selected. students, type of school and

Transfers between programs and transfers between schools can be under certain conditions. Diplomas are issued to students according to the type of school, program field and branch in which they completed their education. Formal education given within the scope of vocational and technical education is carried out in three types of schools: Vocational and Technical Anatolian High Schools, Multi-Program Anatolian High Schools and Vocational Education Centers. Vocational and technical education within the scope of non-formal education is given in Vocational Open Education High Schools. Educational processes vary according to school types.

Anatolian Vocational Program includes general knowledge courses as well as knowledge and skills for a profession.

- i. In the Anatolian Technical Program, besides knowledge and skills for a profession, mathematics, physics, chemistry and biology courses are mainly given for 4 years.
- ii. In both programs, vocational field education is given in the 10th grade, and branch education is given in the 11th and 12th grades depending on the vocational field.
- iii. Enrollment in Anatolian Vocational Programs is done with no exam and local placement.
- iv. Placement in the Anatolian Technical Program is made with a central exam.
- v. Multi-Program Anatolian High Schools; They are secondary education institutions that implement general, vocational and technical education programs under one administration.
- vi. Vocational Training Centers are educational institutions where journeyman and mastership training and vocational and technical course programs are implemented.
- vii. Enrollment in vocational education programs is made by passing without examination and by local placement.
- viii. In vocational education programs, field and branch selection is made starting from the 9th grade. In order to start the training, it is required to have a suitable workplace and master trainer for the field and branch to be trained. One or two days of theoretical training and four or five days of vocational training are given at the workplace.
- ix. In Vocational and Technical Anatolian High Schools, the curriculum is implemented in 54 fields and 199 branches under these fields.
- x. Education programs are implemented in 27 fields and 142 branches under these fields in Vocational Education Centers.

4.3. INTRODUCTION OF THE GOOD PRACTICE OF THE ORGANISATION I.

One day the head-chief in the Information Technologies department at the Mamak Ortaköy 80th Year VET Center, noticed an electronic experiment set that the package of it had never been opened while organizing the workshop materials. He wondered how to use the cards and he began to research. He realized that he has an opportunity to make the computer programming lessons more entertaining. In order to increase the interest of the students, he established the first Robot Club in 2015 (ROBORT) in the school and announced to the students that their first goal was to participate in the robot competitions organized by the Ministry of National Education at that time in Çanakkale province.

There were only two students interested in and they all start working together. They participated in a robot competition as guests. Mr. Süzgün realized that the enthusiasm of the students increased when they returned to school even if they only attended as the audience. They started to participate in various robot organizations in order to increase awareness and reach more students.

He started to provide free fundamental robotics training within the robot club activities. The students who trained here increased their studies in the robot club and started to participate in robot competitions every year. The number of students showing interest was increasing day by day and the activities of the club were diversifying. They turned an empty workshop in the IT department into a Robotics Laboratory and continued their training there.

They achieved their first success by winning the first place in the robot competition held at Yıldırım

Beyazıt University. This success had made a great contribution to the motivation of the students and the dissemination of the club's activities. Afterward, they became involved in the R.O.B.O.T project, which is an Erasmus+ project, and 12 students had an opportunity to study in 4 different European countries. In these training, LEGO Mindstorm Robotic sets and 3D printers were brought into the club within the scope of the project.

Seeking resources for the continuation of these successes, Mr. Süzgün expanded the content of the education by providing different robotic materials and sets from the environment to the club. The club had achieved various degrees by ensuring the participation of tens of students in more than one competition each year. After all these developments, students with different levels and interests in the robot club have found a place for themselves hereby acting with a full club consciousness. They started to come to the school where they barely came during the week to take these lessons every weekend. With this expansion, a YouTube (Robot Ortaköy) channel was established within the club in order to appeal more to young people and to expand their business areas, and students were encouraged to create various content there.

The club, that the students work entirely, is followed with interest from almost every student level and participation in the studies has become possible. Thanks to this channel, club students started to solve the problems that their followers could not solve and to help them. It has contributed to the training of self-confident, well-equipped and hopeful young people by enabling students to take on-the-job training and responsibilities with many studies from computer programming to using video montage programs, from designing and producing tools to organizing competition organizations within the club.

Today, Ortaköy 80. Yıl MTAL Robot Club has a 15-person Phyton - Raspberry Laboratory, 3D printer, racing drone, line follower robot, fast line follower robot, mini-sumo robot and various robots in the fields of robot arm. The club has become more equipped than many robot training centers with many robot training kits, 30 training videos and over 500 followers.

Keeping up with the advancing technology in today's world is among the requirements of the age. In this context, code literacy is not enough, it is also necessary to make the codes physically functional. The most suitable area for this is robots.

It is necessary to create an infrastructure for professions such as robot engineering and artificial intelligence specialist, which are predicted to have an important place in the professions of the next 20 years. Theoretically, it is necessary to have basic knowledge in areas such as mathematics, physics, electricity, electronics, computers, software, mechanics. Of course, all these fields develop with hard work and perseverance. In order to establish a robot club, first of all, people who has enthusiasm and determination are needed. A well-trained trainer in software, electronics and mechanics and a good command of current developments is essential.

Other materials are:

computer (it doesn't need to be very advanced), Arduino set, Lego Mind Storm set (very useful for the beginner stage), 3D printer (not necessary for the beginning, but its presence affects the efficiency

very much) electronic materials (soldering iron, wire, led, lights, sensors etc...) robot materials (plastic parts, wheels, rotating parts, sensors etc...) software(varies to the required program).

4.4. THE BEST ADAPTATION OF THE GOOD PRACTICE ‘ROBOT CLUB’

The best adaptation according to us, was that done by the institutions of Debreceni Szakképzési Centrum (Vocational Training Centre Debrecen), including Digitális Közösségi Alkotó műhely (Digital Community Creating Workshop)

4.4.1. Age and grades of the target group

It can be used from the 9th grade, because it is not new for the students, as it is typical for the upper grades of elementary school to have robotics study groups. In the upper grades of secondary schools robots can be used on a higher level. Also, within the framework of vocational courses or summer camps, students from the 4th grade of elementary school are already recipient to robot construction and programming.

4.4.2. The type of the target organization (VET, general education, adult education, etc.)

Elementary school, technical school, vocational school, vocational high school.

4.4.3. The main features of the adaptation focusing on the specific context of the adapting organization

In the Digital Community Creating Workshop we apply good practice as part of a summer camp. The themes of the 2022 camps (Smart Home, Debrecen is a livable city, Superheroes – Digital Storytelling) all include the practical implementation of robotics. We consider it important children getting to know the possibilities of digitalization at the age when they are most recipient to it, so later, when choosing a career path, they can make a confident decision. Since programming plays an important role in the education of IT professions in the member institutions of the Vocational Training Center in Debrecen, it is important for students to be able to make an informed choice among IT-related courses. Through robotics, they get to know the basics of programming and make conscious career decisions, thus avoiding high student dropout rates in our member institutions. In the Workshop, we use LEGO Mindsorms robot sets and Education kits. These are tool packages compiled specifically for educational purposes, which, in addition to the main control unit, also contain several motors, solar panels, light, heat, and color sensors. The number of hours of robotics varies by camp. With the EV3 modules in the smart home and livable city projects, we can move irrigation systems, open gates, rotate solar panels, build wind farms, or accomplish anything, the imagination of the students is almost limitless. The preparation of our instructors enables the implementation of individual ideas. The theme of the Superheroes - Digital Storytelling camp is more limited, but there’s an opportunity for unique solution accomplishing as well.

4.4.4. How the best practice will be exploited and possibly further developed in the project sustainability period

In the framework of summer camps with different themes, in career orientation sessions, in the appropriate subject modules of vocational schools.

4.4.5. The best practice and any added value for vulnerable groups of any kind, and the meaning of the added value mean in particular

Any form of robotics education can be of outstanding importance in the development of personal and social competences. During playful creating in individual or group work, the informal learning process, competences are developed - with ease that is unnoticeable to the children - which would take a lot of time in a targeted development process. Such areas include cognitive competencies, problem-solving skills, and mathematical skills. Algorithmization skills are of fundamental importance in programming education, so they are also essential in IT vocational training (e.g. software development and testing, industrial IT, information communication network construction and operation technician professional training). Since the language of programming is English, robotics is also a great opportunity to increase the motivation of language learning and the deepening of language knowledge. Robotics is a great opportunity not only in talent management, but in catching up students with weaker abilities or learning difficulties, and in reducing dropout rates as well.

4.4.6. Plan on how the best practice can be textually integrated into the organizational documents (charter, pedagogical programme etc.) of the adapting organization

In school-based education, robotics can be presented in the vocational training framework programs of schools. Part of mainly mechatronics and informatics-type professional trainings, e.g. ICT project work I. (grades 9-10) and ICT project work II. (grades 11-12) modules.

4.4.7. The main added value of the practice for the organization

Many students are interested in robotics, so our camps and sessions based on this theme are much more sought and widely popular. During career orientation factory visits, children often meet robots, which can now be found in almost every profession, be it the technical field or another sector, for example, a pharmacy „employee” robot. With us, they can learn programming, which has already aroused their interest in the world of work. In a few years, there may not be any profession where robots are not employed, so knowledge of robotization will definitely be an advantage for them.

4.4.8. The main executive/leadership requirements to sustain the best practice in longer term

The professional competence of the instructors and their openness to new teaching methods are essential. It is necessary to break with conventional educational frameworks. The development of social competences requires high social sensitivity. Continuous training and self-education are very important. The constantly changing challenges of the 21st century must be met.

4.4.9. The best practice and requirement of any extra resources (time, financial, other) to sustain it in longer term

It is lucky if there is a sufficient number of robots available for the group, however, writing the programs that operate the robot can also be implemented in a simulated environment. If you have a 3D printer, a workshop suitable for processing metal, wood or plastic, even unique robots can be produced with creativity.

4.4.10. The current challenge in your organization to which the best practice can be a proper solution.

Talent management, students with learning- integration- behavior problems, dropout reduction, career guidance.

4.5. EVALUATION BY TURKEY ABOUT THE ADAPTATION CONDUCTED IN DEBRECEN, HUNGARY

Robotics occupies an important place in the use of digital skills, which has a very important place in 21st century skills. The robot world widely takes up space when predicting the jobs of the future. The main purpose of the robot club is to enable students to participate in the robot world with their own intrinsic motivation. From this point of view, our Hungarian partner the institutions of Debreceni Szakképzési Centrum uses the essence of the good practice in a best way. Using the robot club at a summer camp would be a perfectly sensible choice. It is very valuable for students to explore the robot world in a fun environment and to examine technology in nature together with nature in the digital age. Robot club good practice is not only a technology education but also a place of responsibility and self-control. With all these features, the good practice has been adopted by our Hungarian partners in a very productive and efficient way.

4.6. INTRODUCTION OF THE GOOD PRACTICE OF THE ORGANISATION II.

Thematic high schools provide education in a vocational field and at most 3 branches of this field in order to train the qualified workforce needed by this sector in places where certain sectors are concentrated in Turkey and carry out educational activities within the framework of a cooperation protocol of at least 10 years with large-scale enterprises in the relevant field.

The story began with 6 schools in 2017 and today Turkey has 17 Thematic Schools all over the country. Thematic vocational and technical Anatolian high schools operate for the purposes stated below.

- Contributing to the positive change of awareness towards vocational and technical education,
- To train a qualified, innovative, entrepreneurial, productive and competitive workforce with the support of the sector in the field of education,
- To ensure the active participation of the sector in the decision-making processes in vocational and technical education,
- To improve the educational environment in cooperation with the sector and to increase the internship and skill training opportunities of the students,
- Facilitating the employment of graduates,
- To provide on-the-job training in the sector in a way that will enable workshop and laboratory teachers to meet with the latest technology,
- Ensuring that experts from within the sector provide training to students in order to transfer the latest technological developments, knowledge and skills in the sector,
- To ensure the development of the relevant curriculum and materials together with the collaborating sector,
- To carry out R&D studies in the field of education,
- To create and expand model schools for vocational and technical education and industry cooperation.

These schools are specially designed and established schools. All factors such as the characteristics of the region, human resources, access to industry and raw materials, connection to the market should be considered.

Considering that graduating students will directly join the sector, internship and simulation opportunities should be organized very well.

The curriculum is also one of the most important elements. In order to determine the education content in these schools, where a limited number of students are accepted, an academic qualifying examination must be made.

In some schools, skills that require muscle strength are also required in addition to intelligence. High school students aged 15-19 who decided to create their own route on a special subject, after graduating from secondary school.

The schools are located according to the needs, requirements and features of the region. From this perspective, students from the local region are expected to consider these schools as the first options.

There is also the other pillar of the Thematic High Schools, the sector. The sector also is another target in terms of having well-trained, qualified persons. The sector can make better planning due to the future employees are already trained.

The anticipated outcomes of the practice can be listed as

- Qualified personnel trained in a particular field
- Increasing the attractiveness of vocational and technical education
- The region's development according to its advantageous location, air, transportation, etc.
- Reducing unemployment by providing employment

4.7. THE BEST ADAPTATION OF THE GOOD PRACTICE ‘THEMATIC HIGH SCHOOLS’

The best adaptation according to us, was that done by the institutions of PREVIFORM, Lda.

4.7.1. Age and grades of the target group:

Until 50 years old.

4.7.2. The type of the target organisation (VET, general education, adult education, etc.)

Training for adult education.

4.7.3. The main features of the adaptation focusing on the specific context of the adapting organization

Being PREVIFORM a training center for adults and mainly for adults who are excluded or at risk of losing their jobs, this good practice meets one of the company’s objectives, which is to adapt education to the training needs of the trainee. Thematic schools or thematic education courses are an asset in the decision and preparation of anyone’s career and especially in adult education. Adult education is made up of adults with a very specific background where their entry into the labor market and the beginning of careers adapted and suited to the adult profile is crucial. The creation of these thematic courses is something we support and adapt. All training developed by PREVIFORM is adapted to the target audience and aims to be innovative, adjusted and appropriate to the social, economic, intellectual profile and future goals of each trainee. We consider it important to have a good training team made up of capable and efficient trainers who are able to adapt and adapt to educational needs.

The implementation of this good practice becomes crucial, since we have students with different backgrounds and mainly with different ambitions. It is important to have in our offer thematic courses that meet the future expectations of each trainee. We also consider relevant that these thematic courses meet the needs of the job market, thus making them competitive courses that guarantee a response to the job market. For this to be possible, it is necessary to have a good pedagogical team that is prepared for the challenges and difficulties that can arise in the creation of thematic courses for secondary education. PREVIFORM has tried since the beginning of its activity to adapt its training courses to the needs of the job market and also to the demand for trainees, so we currently have several courses in the social area since it is one of the 20 most sought after and needy areas that in Portugal or even in the Alto-Minho region. Thus, this good practice presented by the Turkish partner will always be an asset and something to consider at the beginning of each school year.

4.7.4. How the best practice will be exploited and possibly further developed in the project sustainability period

This good practice is something that we support and carry out at PREVIFORM, so this good practice will always be implemented at PREVIFORM's facilities. We always try to adapt the courses to the training needs of the student and the needs of the job market, however, the presentation of this good practice by the Turkish partners emerged as a good initiative to maintain this practice and a stimulus in the creation of new courses.

4.7.5. The best practice have and any added value for vulnerable groups of any kind and the meaning of the added value mean in particular

Of course, this good practice adds value to disadvantaged groups, as we are presenting thematic courses according to their tastes and future goals.

4.7.6. Plan on how the best practice can be textually integrated into the organizational documents (charter, pedagogical programme etc.) of the adapting organization

PREVIFORM has in its possession basic documents that are easily adaptable to any thematic course.

4.7.7. The main added value of the practice for your organization?

For our organization, this adds value since our offer is adapted to the needs of each one, that is, being a customizable offer is a way of attracting more people, contributing to the non-attendance of teaching and, in turn, in a better preparation for entering the job market.

4.7.8. The main executive/leadership requirements to sustain the best practice in longer term

For our organization, this adds value since our offer is adapted to the needs of each one, that is, being a customizable offer is a way of attracting more people, contributing to the non-attendance of teaching and, in turn, in a better preparation for entering the job market.

4.7.9. The best practice and requirements of any extra resources (time, financial, other) to sustain it in longer term.

Yes, in the long term it will always be necessary to hire a teaching team and this always entails costs.

4.7.10. The current challenge in your organization to which the best practice can be a proper solution.

As I said, school dropout is a big problem that we fight to reduce. The creation of thematic courses adapted to the needs of each one will be an added value.

4.8. EVALUATION BY TURKEY ABOUT THE ADAPTATION CONDUCTED IN PORTUGAL

Thematic schools are schools in state-supported structures in Turkey. Of course, these will be different conditions as they are adapted by our partners.

PREVIFORM is an organization focused on adult education and employment. As of this structure, the trainings that can lead directly to the result have an important role in the institution. This is exactly where thematic schools come into play. PREVIFORM has adapted this concept of good practice as a course, not a school. In these courses, the subjects that adults may need are selected and direct employment is targeted.

The fact that when people from different backgrounds in terms of past , culture , knowledge , skills are educated together causes challenges from time to time. Especially organizing a course on a specific theme will help a lot in this situation. We are of the opinion that there will be great interest in the courses opened in order to gain the qualifications required by the job.

As an overall assessment, the Thematic Schools good practice has been very successfully adapted by PREVIFORM in Portugal to suit their institution. We hope that the results will be positive in terms of employment and the reputation of vocational education, as in Turkey.

CHAPTER 5: GREECE - INTEGRATED INTERVENTIONS FOR UNEMPLOYED PEOPLE WITH CULTURAL SPECIFICITIES

ATHENS LIFELONG LEARNING INSTITUTE, Greece

5.1. INTRODUCTION OF THE PARTNER ORGANISATION

The Athens Lifelong Learning Institute is a research and education institute that aims at fostering social inclusion through the development of educational curricula and materials and the implementation of activities. The Institute offers direct adult education and indirect initial vocational training, on a project basis. The Institute represents a unique integration of multidisciplinary expertise and “innovative thinking” drawing on a comprehensive and diverse knowledge base, combining research methods, network development and policy analysis. Our research teams specialize in the implementation of social research in the fields of social inclusion, human rights, active citizenship, the transformative effects of the new media technologies and other topics important for our society. Our aim is to enhance innovation processes mainly in the areas of lifelong learning, human capital development, labour markets and social inclusion in a local, national and European context. To achieve these broad and diverse objectives the Athens Lifelong Learning Institute is based on an interdisciplinary approach to social innovation structured in four central areas: research, training, action and intervention and knowledge transfer.

5.2. VOCATIONAL TRAINING SYSTEM OF THE PARTNER COUNTRY

Greek society has always been characterized by a strong demand for general education and university studies. Both these factors reflect sociological stereotypes rooted in long-lasting perceptions and have affected overall VET attractiveness. VET has been characterized by higher dropout rates; multiplicity and complexity of the legal framework; challenges regarding the design and implementation of VET-related policies; and impediments to linking with the labour market. VET remains a second choice and often attracts low performers, who may also come from lower economic backgrounds. The level of participation in formal education is generally high; Greece has already achieved early school leaving goals. Yet, the national average masks significant variation between geographical regions, types of schools, gender and social groups (i.e. native and first- and second-generation migrant students).

VET education in Greece has not been as effective as in other EU countries. For the same years, the EU-28 average employment rates of people in vocational training were higher than that of students in general education. However, this was not the case for Greece as students from general education seemed more likely or at least equally likely to find a job than those in vocational training.

According to the new law regulating secondary education (Law 4186/2013), which aims among other things to attract more students into VET, students now have the following options in addition to the general upper secondary school:

(a) Initial vocational education within the formal education system in the second cycle of secondary education at a vocational upper secondary school. These schools (public or private) are founded exclusively by the Ministry of Education and Religious Affairs and may be day or evening schools. The minimum age for enrolment in a vocational evening school is 16.

The public vocational upper secondary schools offer the specialties that are listed in the legislation. The programmes are organised by sector, group and specialty, with most sectors offering two or more specialties.

The sectors currently covered are information science, mechanical engineering, electrical engineering/electronics/automation, construction, environment and natural resources, administration and economics, agronomy-food technology and nutrition, and occupations in the merchant marine (captain, mechanic).

(b) Initial vocational training outside the formal education system (referred to as non-formal) in vocational training schools (SEK), vocational training institutes (IEK), centres for lifelong learning and colleges.

In all the forms and at all levels of formal and non-formal VET provision is made for special categories of students.

Special education vocational upper secondary schools and pilot vocational training and special education schools can be set up, as can public and private special education IEKs.

Also, most lifelong learning providers have general adult education and continuous vocational training programmes for those with special needs (AMEA), for example in the LLCs or in centres specialising in social and vocational integration for the disabled, and for recovering or recovered addicts, like the Therapy Centre for Dependent Individuals (Kethea) or the Organisation Against Drugs (OKANA).

Apprenticeship was established by legislative Decree 3971/1959 and is based on the German dual learning system which combines in-class education with paid practical work in a business.

OAED operates a total of 51 EPAS apprenticeship schools, which have an average annual enrolment of 10 000 students, depending on the relevant annual announcement. Their courses last two school years (four semesters). They admit students aged 16 to 23 who have completed at least one class of the upper secondary school. The paid practical work takes place four or five days a week in public or private sector enterprises on terms specified in the relevant apprenticeship contract. Participating enterprises are subsidised. The school is responsible for finding work placements for its students.

Lastly, a fair number of enterprises provide systematic and organized training programmes for their employees (in-house training), chiefly through seminars and accelerated programmes. In-house training is usually funded through the fund for employment and vocational training (LAEK), which is handled by OAED. LAEK programmes include:

- (a) training programmes in Greece (in-house and inter-company);
- (b) postgraduate or other long-term educational programmes in Greece;
- (c) training programmes that take place outside Greece.

To conclude, VET is known for its upskilling and reskilling benefits as well as for increasing the employment rate, especially in young people. However, VET education has yet to uncover its full potential in Greece.

5.3. INTRODUCTION OF THE GOOD PRACTICE OF THE ORGANISATION

5.3.1. History

The Greek Roma community faces persistent inequalities in all aspects of life, including access to education of Roma children, the right to housing and to other basic social goods, as well as access to quality employment opportunities. It is in this context that all the UN Human Rights Treaty Bodies have been consistently urging successive Greek Governments to address these inequalities, which, among other things, have resulted to convictions of the country by the European Court of Human Rights (ECtHR) and to specific recommendations by other quasijudicial international bodies.

Regarding their employment, most Roma are underemployed and their relationship with the formal labour market is rather risky and alternating. Most Roma who live in encampments continue to earn their income from scrap and garbage collection and only a very limited number is employed in the formal labour market due to discrimination and prejudice. In other words, it seems that certain vocations such as recycling work, itinerant traders and junkmen, along with land workers are practiced by the vast majority of Roma. The general picture of the employment situation of the Greek Roma is one of exclusion from the formal labour market and of entrapment for the majority in an informal “grey market” without financially viable prospects. Illiteracy and exclusion from education and training have a clear impact on the labour status of the Roma, which mostly appears as a long struggle for survival and a constant recycling of ineffective labour choices rather than as a stable labour framework. As regards Roma women, their participation in the formal labour market is much lower than men or even non-existent. Still, even in cases when Roma women work in salaried jobs, they are confronted with discrimination in terms of lower wage than other working women.

The situation is very similar for the minority group of Greek Muslims living in Greece. They also face severe barriers to access education and employment, facing discrimination and inequalities in almost all aspects of social and economic life.

The promotion of their integration needs to tackle simultaneously their lower skills, their lack of formal qualifications and the discriminatory attitudes of society towards them, considering them as second-class citizens. This vicious circle has been evident during the latest decades not only in Greece but also in many other European countries.

5.3.2. Theoretical background

In Greece, during the last decades, the initiatives and activities implemented to address the social and economic exclusion of these two groups in spite of their comprehensive scope and ambitious design, were often characterized by considerable organisational and technical deficiencies as well as problems with continuity of funding. Therefore, after 2009, an Action Plan was implemented

aiming to rectify earlier mistakes. As in the previous plan, the first priority was provision of essential housing and infrastructure. A fully integrated approach was seen as indispensable, simultaneously addressing problems in the sectors of education, employment and vocational training, health and social welfare, cultural issues including sport and also sensitizing of public opinion and Roma participation.

In this framework, the Greek Ministry of Labour and Social Affairs promoted in 2014 the development and implementation of “integrated interventions in favour of unemployed people with cultural specificities” which specifically targeted Roma people and the Greek Muslim minority. The intervention was an effort to create a viable pathway to employment for the group of Roma and the group of Muslim minority taking into account existing skills of the members of the two groups and the needs of the labour market, as revealed in different reports and needs analyses. The intervention included provision of vocational training and job placements in quality job positions.

The purpose of the intervention was dual: firstly, the promotion of equal opportunities in the labour market for Roma people and for the Greek Muslim minority and secondly, as a consequence, the social, cultural and economic integration of the aforementioned groups.

In total, three such programs were implemented throughout Greece by ERGON KEK (Vocational Training Centre) and a total of 60 Roma people benefited from the training during 2014-2016.

5.3.3. Tools needed, materials

The program “Integrated interventions for unemployed people with cultural specificities” had the following main components:

Training 1: the first aim was for the target group to acquire and develop basic skills such as numeracy and literacy (reading and writing in Greek), so as to assist the large number of functionally illiterate individuals to be included in the social and economic life of their communities. This specific training helped to create and develop those conditions so that the trainees may sufficiently address the requirements of the vocational training that followed. Moreover, at this point an attempt was made to teach the social and communication skills that facilitate daily oral – or even written- communication and prepare trainees for more demanding procedures, related to their everyday lives. In sum, based on a comprehensive curriculum and relevant educational and training materials, Roma participants were involved in training activities on literacy, numeracy, communication skills and social skills. This training was regarded as the preparatory phase for the two following phases of the program.

Training 2: the target of this training was for trainees to acquire professional skills and knowledge so as to facilitate their integration into the labour market. The vocational training offered focused on skills required in different positions in the sector of trade and commerce. Participants were trained to acquire skills and competences to undertake the position of sales people in companies

and to support the operation of these companies in their everyday activities.

In parallel with the vocational training, specific supporting services were also provided to members of the target groups who participated in the programme. The target of the provision of the supporting services was to empower and support the participating individuals in their attempt to enter and remain in the labour market and in society in general. The actions undertaken to support participants included the following:

- Involvement, information, sensitization and activation of the target group so as to get actively engaged in the integration process.
- Counselling and psychosocial support, such as acquiring an improved self-image, supporting of the integration of the family, assistance in approaching social services, development of social skills etc.
- Specialized work/employment orientation services.
- Exploration of interests, skills, abilities of members of the target group, so as to develop an analytic profile, which will facilitate the acquisition of a job that matches their characteristics.
- Looking after children of the participating trainees during the implementation of the program.
- Supporting the trainees in their attempt to enter the labour market.
- Awareness raising campaigns to sensitize the local community and local business world on the problems encountered by the target groups. This campaign involved the organization conferences, workshops and seminars, the production and dissemination of information material on the aims and objectives of the program and the participation in national/international networks/fora in order to sensitize stakeholders on the needs of the target groups and the contribution they could make on their full integration.

Job placements: The program “Integrated interventions for unemployed with cultural specificities” also involved the provision of internship and on the job training in real work environments. The job placement was the most important part of the program. After the end of the training interventions for sixty Roma men and women on basic skills and professional skills (sales), and the two-month internship, almost half of them (26 people) were hired by large companies in Athens.

The program activities and interventions were funded by the European Social Fund (ESF) and the Greek Ministry of Labor. The companies that were involved in hiring the Roma trainees were funded by the Ministry of Labor to cover the social insurance costs for a year and part of the wage cost. They were obliged to keep the trainees for two more years after the end of the funding.

5.3.4. Target groups

- Unemployed Roma people (men and women above 18 years old from Roma origin)
- Unemployed members of the Greek Muslim community (men and women above 18 years)
- Training centers for adult and continuous training
- Policy makers in the field of education and training
- NGOs and citizens’ associations in the field of social inclusion and active citizenship

5.3.5. Outcome

The program had the following benefits:

- 60 people from the Roma community and the Greek Muslim community participated in training and supporting activities, which assist them to develop specific basic skills (such as literacy and numeracy skills) as well as specific job related skills (such as communication skills, customer services skills, etc.)
- 26 people from both target groups were integrated in the local labour market in quality job positions in large companies
- All participants were seen as role models for their communities, since they managed to break the cycle of disadvantage and enter in formal training and employment
- All participants developed self-awareness and self-confidence, as a result of the training and the supporting counselling and psychosocial services they received
- The majority of the 26 participants who were employed for two years managed to keep their jobs after the two years, establishing their places in the same companies where they were hired
- Work-based learning including traineeships, apprenticeships and dual learning models to help transition from learning to work was promoted through the program
- Active and fruitful partnerships between public and private institutions were developed, forming the basis for further collaborations
- The objective of 15% of adults to participate in lifelong learning was reached
- Local communities made significant steps towards the effective and permanent inclusion of their members who faced inequalities and discrimination
- The program was a good practice example for further similar projects to be developed and implemented for the same target groups and/or for other social groups bearing similar characteristics (e.g. long term unemployed people, ex- prisoners and homeless people)

5.4. THE BEST ADAPTATION OF THE GOOD PRACTICE ‘INTEGRATED INTERVENTION FOR UNEMPLOYED PEOPLE WITH CULTURAL SPECIFICITIES’

The best adaptation according to us, was that done by Associazione Formazione Professionale del Patronato San Vincenzo - Italy

5.4.1. Age and grades of the target group:

The age of the target group is of 16- 40 years old, low education and limited work experience

5.4.2. The type of the target organization (VET, general education, adult education, etc.)

CVET continuing vocational education and training

5.4.3. The main features of the adaptation focusing on the specific context of the adapting organization:

Within our organisation for several years, we have developed a sector reserved to activities that accompany adults towards job placement.

Thanks to a network with stakeholders scattered throughout the territory, we often receive applications from people with various fragilities who need not only training courses that can offer them useful work skills, but also support in job search activities, drafting CVs, applying to companies and simulating job interviews.

In recent years in Italy, there has also been a growing demand to looking after asylum seekers and political refugees arriving from non-European countries, often from the Mediterranean basin, who land in our country. Among those, there are not only adults, but also unaccompanied foreign minors, who are taken in charge by child protection agencies and host communities. Developing pathways to employment enables the economic autonomy of the target people as well as supports their social inclusion.

The good practice presented by the Greek partners was a stimulus for AFP both to better the focus of the proposals that we present to the target group and to enhance the network work carried out with other professional figures involved in taking charge of the target persons (social workers, educators of reception communities, public and private employment agencies, etc.). In order to achieve good results in this area, a shared outlook with other actors supporting the target persons is essential: only in this way, time and resources are really optimised.

5.4.4. How the best practice will be exploited and possibly further developed in the project sustainability period

Stimulated by the Greece good practice, we set up a technical working group in which psychologists, job placement tutors, employment agency operators, educators from social cooperatives and/or host communities of the target people meet every month. In this way, we improve the organizational model and we become more efficient by continuing the daily work of supporting the job placement of the target people. Each person in the group brings his or her own insight and expertise to the planning of individual interventions, shares open job positions or training courses under planning and applies people through a work of sharing and optimisation. To support this exchange activity, we started using NOTION software: a platform where training activities or companies' job vacancies are presented on the notice board and where each group participant can propose candidates by attaching CVs and presentation of the person.

5.4.5. The best practice and any added value for vulnerable groups of any kind, and the meaning of the added value mean in particular

Our daily work in training and accompanying people to work enables many foreigners to achieve good results in job placement, sometimes thanks to preparatory work placements. Finding a job enables people to be economically autonomous and to be in the position to exit reception programmes, thus also freeing up social resources that become available again for the reception

of other people. Through the exchange activity between stakeholders we have seen placement rise considerably and decreasing the dispersion of resources.

5.4.6. Plan on how the best practice can be textually integrated into the organizational documents (charter, pedagogical programme etc.) of the adapting organization

The work presented in this good practice was already part of the focus in our organisation's mission statement and did not need to be integrated into our documentation.

5.4.7. The main added value of the practice for the organization

Taking charge of the target people's job placement is part of our organisation's mission, so the added value of the practice lies in the possibility we have of being recognised in our territory as a highly specialised reality in carrying out these pathways.

5.4.8. The main executive/leadership requirements to sustain the best practice in longer term

Our organisation, dealing with both VET and CVET, has a section dedicated to the activity presented by the shared practice with dedicated staff in continuous training so that they can be constantly updated on regulations or approaches useful for the target group.

5.4.9. The best practice and requirements for any extra resources (time, financial, other) to sustain it in longer term

The focus on accompanying fragile people coming from other countries or belonging to ethnic minorities to work is a stable activity in our organisation. AFP has invested resources so that the people belonging to the target group can actively participate in the identified paths, also thanks to specific programmes and software able to analyse both people's personal and professional skills by administering questionnaires in their own language that give feedback in Italian. In this way communication and self-narration is not compromised by language difficulties.

The participation of its own employees in technical round tables with other stakeholder in the area is also an investment that AFP supports to improve its work with the target group.

5.4.10. The current challenge in your organization to which the best practice can be a proper solution.

Maintaining a high focus on ethnic minorities who want to integrate themselves into our country. In this historical period we would like to focus more on the Ukrainian population that has been accepted in Italy in the aftermath of the war.

5.5. EVALUATION BY GREECE ABOUT THE ADAPTATION CONDUCTED IN ITALY

In general, the adaptation of the good practice made by the Associazione Formazione Professionale del Patronato San Vincenzo in Italy has selected specific elements and characteristics of the practice and transformed them so as to suit and fit the specificities of both the organization and the target groups it supports. The AFP chose some of the elements of the Greek good practice to formulate an adaptation, which is useful, practical and relevant. The fact that the Italian organisation has a similar mission and vision with the greek organisation which implemented the practice facilitated the adaptation of the practice.

Even though the adaptation has been designed for target groups which are different from the target groups in Greece (low skilled adults, asylum seekers, refugees and unaccompanied foreign minors instead of Roma populations and Muslim minority), it provides a clear picture on the common characteristics of the groups. These characteristics place additional barriers in their efforts for social, economic and educational inclusion. Inclusion is a demanding issue for these target groups in Greece and in Italy (as well as in Europe), and the adaptation has proven that some common solutions can be designed and applied in order to achieve it. Inclusion is closely linked to employment and to economic autonomy and the AFP has adapted the good practice in a way to facilitate the job placements of disadvantaged individuals.

One of the aspects of the adaptation which needs to be pointed out is that the AFP, stimulated by the Greece good practice, has set up a technical working group in which psychologists, job placement tutors, employment agency operators, educators from social cooperatives and/or host communities of the target people meet every month, in an effort to better support the inclusion of disadvantaged groups. It became clear that inclusion in the labour market involves much more than training and education and that more professionals should be engaged in the process so as to better support and attend the diverse needs of the groups. The working group plans individual interventions, shares open job positions or training courses under planning and applies people through a work of sharing and optimisation. To support this exchange activity, it started using a specific software: a platform where training activities or companies' job vacancies are presented on the notice board and where each group participant can propose candidates by attaching CVs and presentation of people belonging in the vulnerable groups.

Overall, the adaptation managed to bring the Greek good practice in the Italian context successfully.

CHAPTER 6: HUNGARY - FLIPPED CLASSROOM METHOD AND CROSS-SECTORAL PROJECTS

SZÁMALK-SZALÉZI TECHNIKUM ÉS SZAKGIMNÁZIUM (SZÁMALK-Salesian Post-Secondary Technical School), Hungary

6.1. INTRODUCTION OF THE PARTNER ORGANISATION

Our school - SZÁMALK-Salesian (SZÁMALK-Szalézi) Post-Secondary Technical School - has been one of the most popular training places amongst post-secondary students for almost thirty years. The school was founded to provide ICT related training programs, but our training portfolio has been growing ever since, which means that today, besides IT vocations, we also offer training programs in the fields of media, arts, economics, tourism and pedagogical courses.

Since 2006 our school has been the member institution of „CISCO Academy”, so our students can attend two different CISCO courses (IT Essentials and CCNA).

Our training portfolio presently contains 13 vocations at advanced and high levels. Nearly 1000 students (full time – aged between 18 and 25; evening classes – aged over 25) participate in the different training programs.

Our aim is to keep our school among the best ones in the field of advanced technical training, as well as to make our students to be the most successful in the process of acquiring knowledge and practice. We have already achieved several excellent results in state competitions in the fields of IT, arts, management and tourism. Being a Salesian school, we try to engage our students not only in classes but during extracurricular activities as well.

Highly trained teachers and state of the art infrastructure provide excellent teaching-learning conditions for the students.

By carrying out student exchange projects, from time to time we provide our students with national, European and international work experience and qualifications.

Our innovative institution has been participating in international and national research and development and international mobility projects for 22 years, which, amongst many other skills, help to develop the language skills of the students, too. Our international partner relations have expanded in the past years, we have worked in more programmes and developed in several fields with different partners.

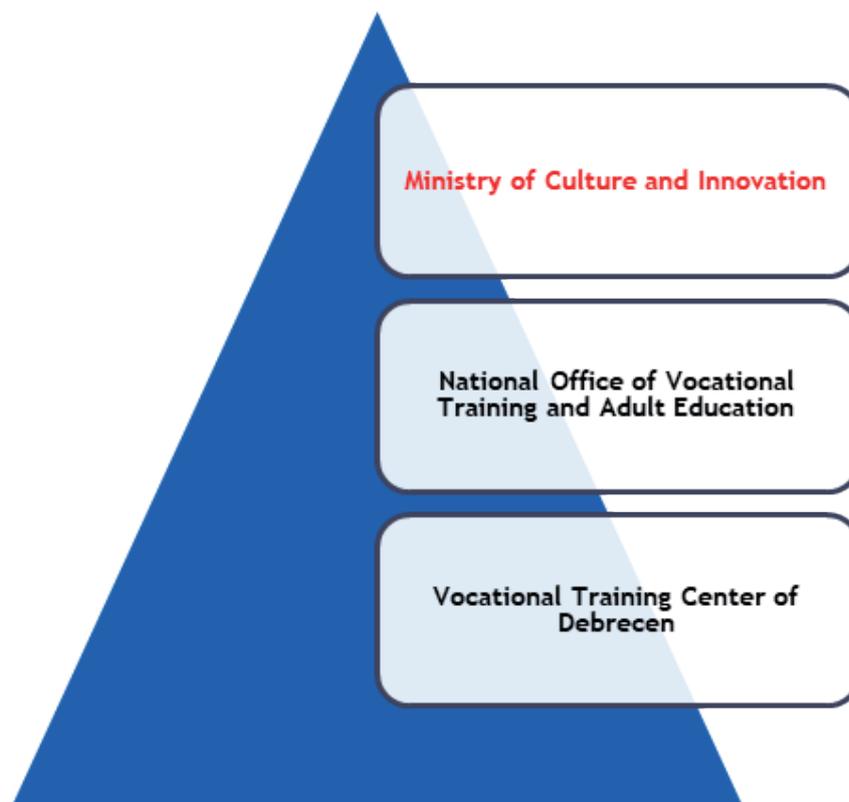
Our teachers and trainers have been developing e-materials and e-portfolios, from time to time we are conducting research activities in connection with EU projects.

Based on their previous experience, students and teachers are willing to participate in pilot courses, so they are quite comfortable with completing all the activities and documentation requirements.

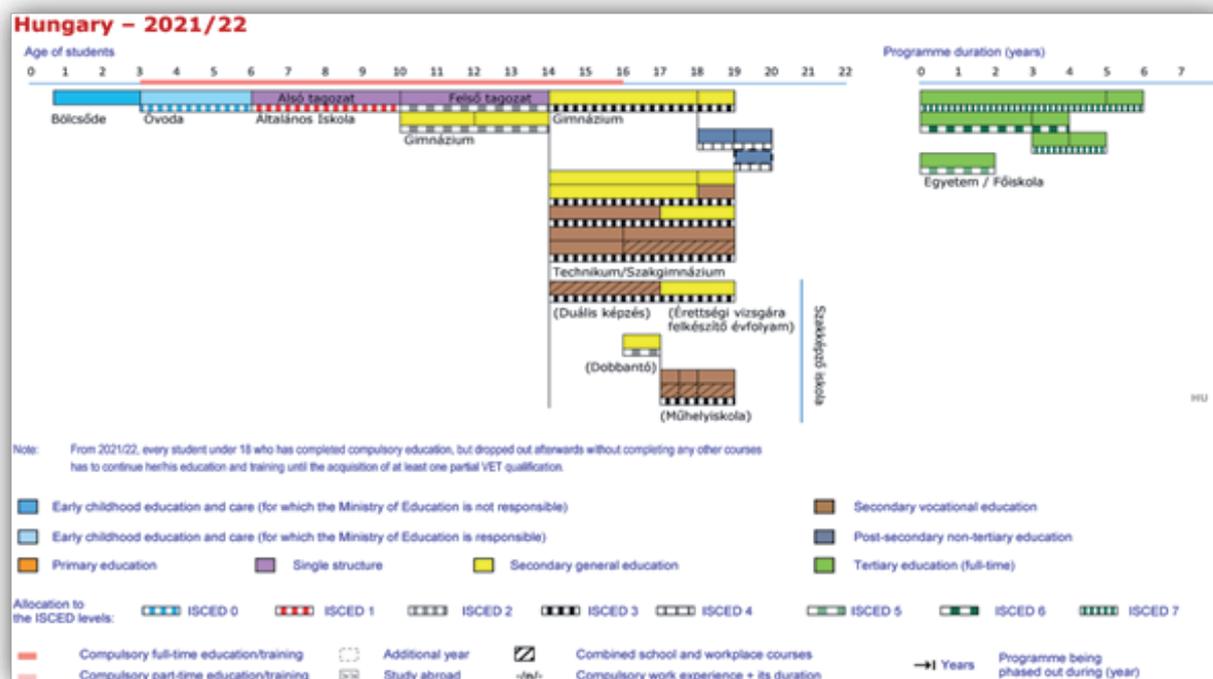
6.2. VOCATIONAL TRAINING SYSTEM OF THE PARTNER COUNTRY

Vocational training is managed by the Government, including the Minister responsible for vocational training the Minister for Vocational Training. Within the framework of the management of vocational education and training, the Minister responsible for vocational education and training is responsible for the management, coordination, cooperation, preparation and decision-making of vocational education and training and decision-making tasks.

The Minister responsible for vocational training shall be responsible for the vocational training centre which he/she establishes and on behalf of the State, exercise the powers of the Minister for Vocational Education and Training the vocational training centres forming part of the vocational training centre. In this context the Minister responsible for vocational education and training shall assist the NSZFH as a central management body exercising certain management powers over the vocational training centres and certain maintenance powers management powers over the vocational training centres that are part of a vocational training centre institutions which are part of a vocational training centre.



6.2.1. Hungarian education system



Source from: Eurydice

6.2.2. Stages of the Education System

Participation in education is mandatory between the ages of 3 and 16. 10 years plus 3 year kindergarten education are compulsory. However, studies are financed until the age of 18.

- ISCED 0: 3 years
- ISCED 1: 4 years
- ISCED 2: 4 years
- ISCED 3: 2 years

Creche (bölcsöde) is a welfare institution catering for children aged 20 weeks to 3 years and providing professional day care and development. Kindergarten (óvoda) education and care is offered for children aged 3-6 and is compulsory from age 3.

Primary and lower secondary education (ISCED 1, 2) is organised as a single-structure system in 8-grade basic schools (általános iskola) (typically for pupils aged 6-14, covering grades 1-8). Upper secondary education (ISCED 3, typically for pupils aged 14-18, usually covering grades 9-12) is provided by general secondary schools (gimnázium), vocational secondary schools (szakgimnázium) or vocational schools (szakközépiskola) or vocational school for special education (szakiskola). However, general secondary schools are also allowed to offer longer programmes starting earlier (from Grade 5 or 7).

General secondary schools provide general education and prepare for the secondary school leaving examination, which is the prerequisite for admission to higher education. Secondary vocational schools provide general and pre-vocational education, prepare for the secondary

school leaving examination and offer vocational post-secondary non-tertiary programmes (ISCED 4 C). Vocational schools provide general, pre-vocational and vocational education and may also provide remedial lower secondary general education for those who have not accomplished basic school. Students can continue their studies to get upper secondary general school examination certificate after finishing their vocational programme.

Higher education programmes (ISCED 5A, 5B, 6) are offered by public or private universities (egyetem) and colleges (főiskola) (non-university higher education institutions). In accordance with the three-cycle Bologna degree structure, there are Bachelor degree programmes lasting 6-8 semesters (ISCED 5A, 180-240 ECTS credits), which can be followed by Master degree programmes (ISCED 5A, 60-120 ECTS credits) for another 2-4 semesters. The third cycle provides doctoral studies (ISCED 6). Nevertheless, there are also undivided long programmes (10-12 semesters, 300-360 ECTS credits, ISCED 5A) in some disciplines, e.g. medicine or law.

Adult education and training includes part-time general education programmes at all ISCED levels, vocational education, as well as a wide range of non-formal courses provided by the public and private sector.

6.2.3. Vocational training system

As a matter of principle, the school system is responsible for providing a broad sectoral core of professional knowledge and the competences expected by employers. With this basic sectoral knowledge, dual apprenticeships can be to effectively acquire specific professional skills in dual training. Professionals leaving the school with this sound basic professional knowledge and the ability to learn, will be able to enter the world of adult education and training, and continuing training in enterprises throughout their professional careers.



Source from: own

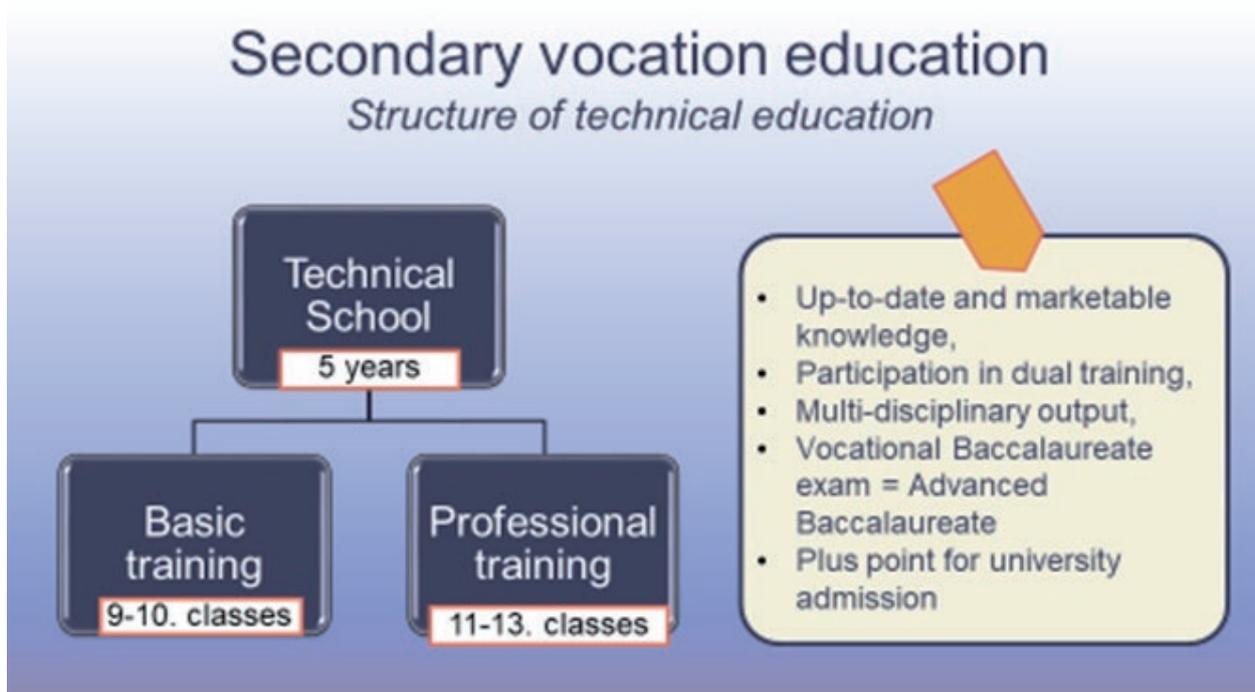
Our vocational education system has two types of school:

- **Technical school:**

Based on feedback from the business community, the name „technikum” is being replaced by „vocational school”, which is clearer and for many people still represents quality vocational training, so it is an inviting for parents and students. The name indicates the qualification, as the

graduates are technicians will be technicians. The unified organisation of training, its duality and stronger links with higher education makes the change necessary.

Technician training is a 5-year course. After the first two years of sectoral training, in the second cycle dual training. During the training period, the apprenticeship contract is transformed into a work contract, which provides the apprentice with an income during the training. The four compulsory general knowledge subjects are the vocational examination for the technician qualification will also be the fifth school-leaving examination. Thus, in year 13 after passing the exam at the end of the 13th year, students will receive two certificates of qualification. You will receive your school leaving certificate and your diploma of technician. Knowledge acquired at the technical school will enable graduates with good results to use the results of their vocational examinations to continue their studies in higher education in the same sector.



Source from: own

- **Vocational school**

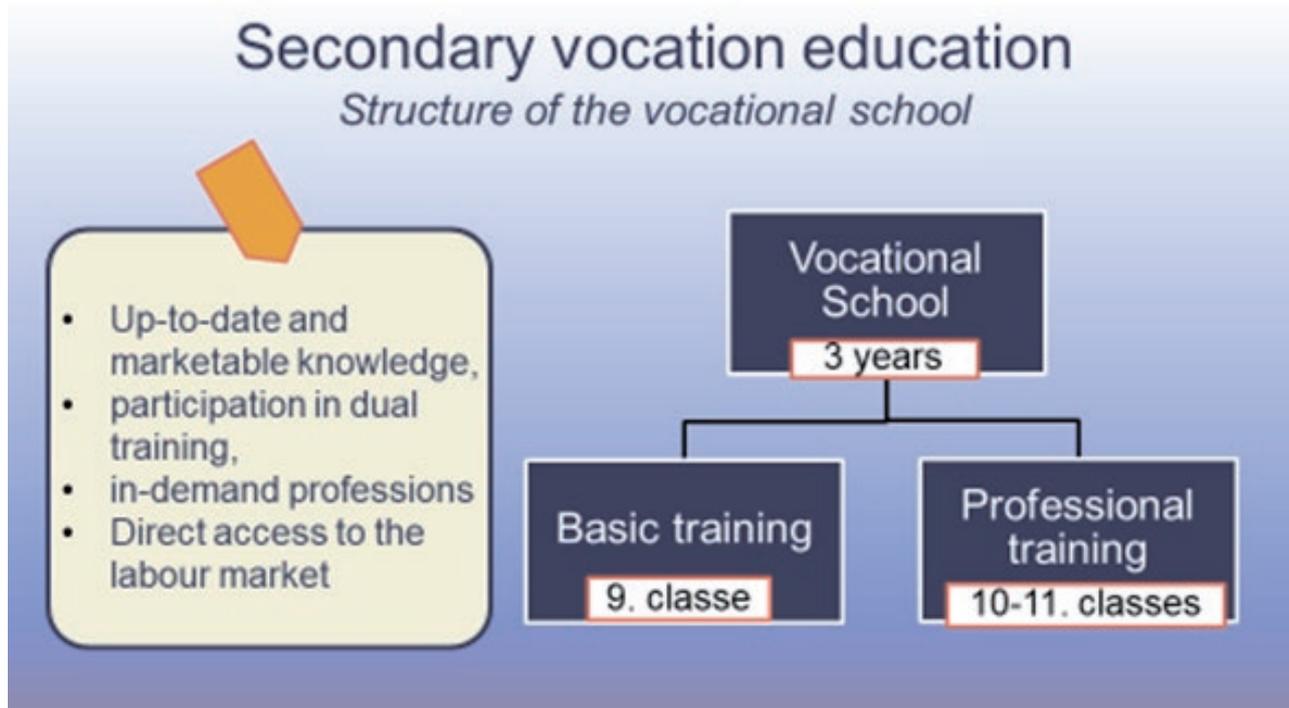
Recent years have made it clear that the old-style vocational school has become the name of the game for students, parents and employers, and the name of the school type has vocational school. Vocational school is 3 years old. The first year is sectoral training, the following years are vocational training.

The first two years are dual training, mainly under a work contract. It is also open after graduation. It is also possible to obtain a diploma or even a technical qualification.

Since both the vocational school and the technical school provide sectoral basic training in the first phase of training, at the end of year 9, there is a transfer between the two types of school without a differential examination. The sectoral basic sectoral training ends with a basic sectoral

examination. The basic sectoral examination is suitable for simple jobs.

Vocational training offers the possibility for graduates from upper secondary schools and universities to obtain a vocational qualification young people who have completed their university studies. This is the purpose of the 2-year training course at the technical college.



Source from: own

6.2.4. Scholarships in the vocational education and training system

All students in vocational training receive a scholarship based on academic performance, which is replaced by a wage in dual training.

A scholarship system has been introduced for new entrants to vocational education, which means that students receive a scholarship from the start of their basic sectoral education. In the case of non-dual vocational training, the scholarship is paid on the basis of the student's average academic performance. Vocational students are also entitled to a career start grant after their first vocational qualification. Students can also receive a means-tested grant under the scholarship scheme, but this is not automatic and must be applied for.

6.2.5. Flexible learning paths

Specific functions are added to the basic system of vocational training. These functions are mainly reducing skills gaps and early school leaving without qualifications.

- **Introduction of an orientation year**, a year of competence development, for young people who are uncertain about their career choice or leave primary school with a skills gap.

Its task is not to repeat primary school subjects but to assess competences based on an assessment of competences. Entry to a vocational school is conditional on the pupil having have the basic competences that are essential for learning a profession.

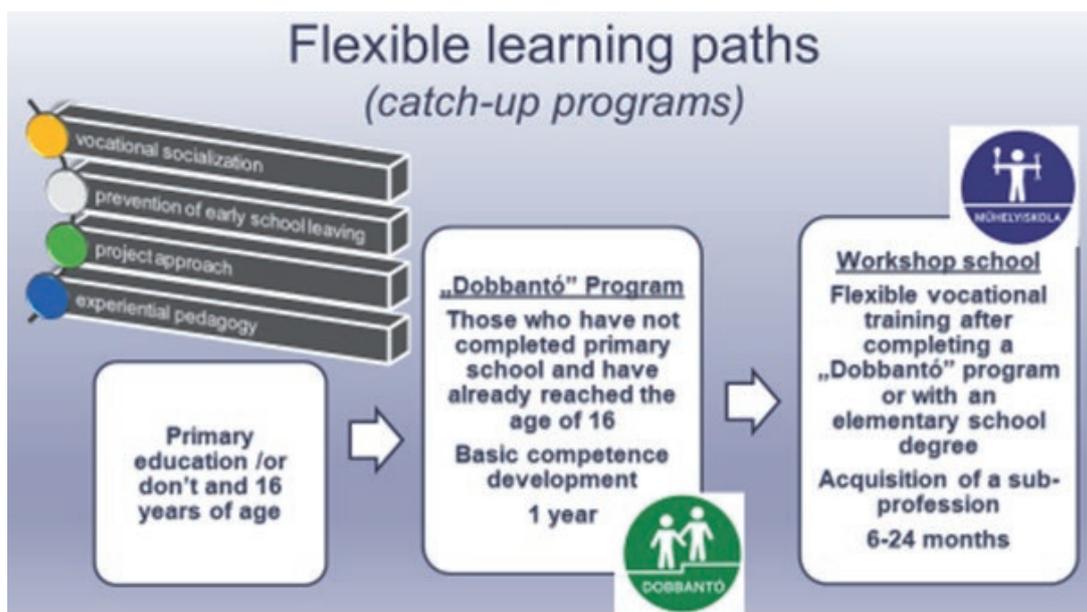


Source from: own

- The aim of the year of basic skills development in the framework of the “**Dobbantó programme**” is to and learning difficulties, those who are lagging behind in their school system education or have already left the system young people aged 15 to 25 who have drifted out of the system, can find a vocational school education or work back into the world of work or employment, to help them find a successful individual pathway to a successful life.
- The **Workshop School** offers part-time vocational qualifications to young people who would drop out and leave vocational training without qualifications or obtain a basic qualification in the “Dobbantó” programme but who cannot learn in a traditional school environment. Workshop school is a way to make up for the low “HÍD” vocational training programme, which has been operating at low efficiency. In the workshop school, the vocational

learning of a trade is carried out at the place of practical training. In a workshop school, the learner has the opportunity to obtain a qualification is not linked to an academic year, but lasts at least half a year. There are no general subjects.

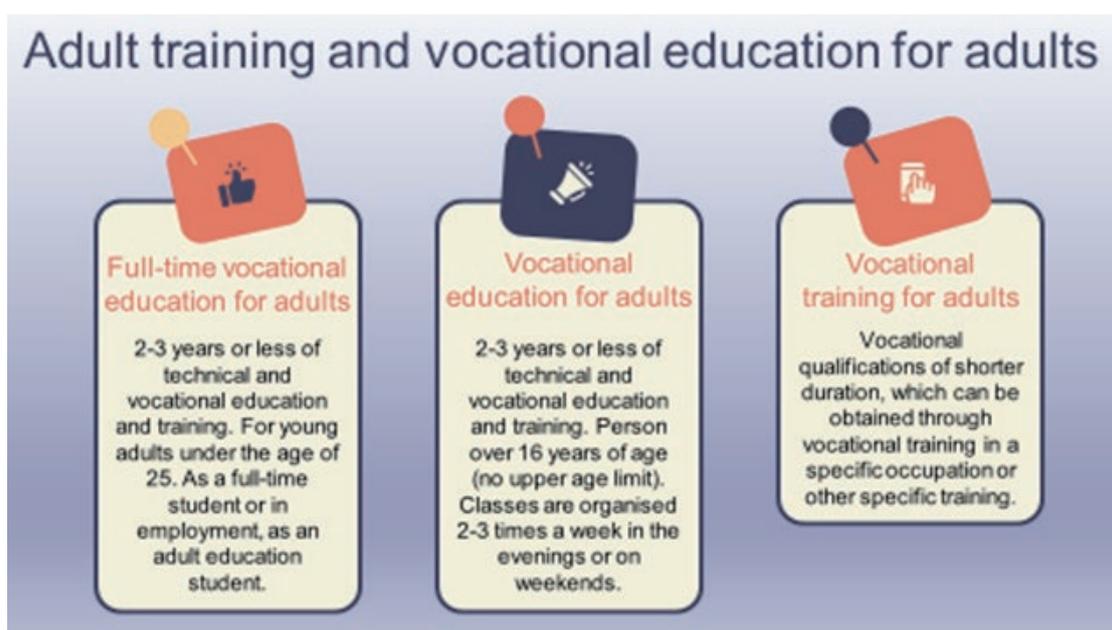
All knowledge is related to the sub-qualification, which the apprentice learns from his/her master. The teacher acts as a mentor to support the teaching.



Source from: own

6.2.6. Adult training and vocational education for adults

Changes in employers’ expectations, macroeconomic factors and the labour market situation have made it essential to transform vocational education and training, adult education and adult learning. In line with economic developments, adult education has been systematically renewed and developed. In the adult learning system, which offers greater flexibility and interoperability in adult education, it is possible to obtain two vocational qualifications and a shorter cycle of vocational training in the school system free of charge. Entry to vocational education and training is possible at any age.



Source from: own

6.3. INTRODUCTION OF THE GOOD PRACTICE I. (FLIPPED CLASSROOM)

6.3.1. History

Our staff come to know the Flipped Classroom method in 2015 under the scope of the Erasmus+ Strategic Partnership project called ‘Flipped Classroom in the European Vocational Education’.

The initial motivation was to explore the opportunities how to extend the current classroom methods as well as to improve education standards with new ICT tools. As a result, we had introduced the Flipped Classroom method into our education environment, which included curriculum development, textbook and online teacher training content. After the development phase, teacher training courses were carried out and student pilot lessons took place. As far as the involved staff concerned, mostly Pedagogy, Tourism and IT teachers participated in the pilot activity. As for the long-term impact of the project, most of the participants incorporated the method into their lessons, however Pedagogy teachers were particularly active in this regard.

It was our general experience that the method proved to be particularly useful in VET subjects, since both the labour market demand and the technological environment change rapidly, so instead of using printed textbooks, practical and real-life methods are more efficient, than the traditional ones.

At the moment, the Flipped Classroom method is again on focus in our school, since it appears as one of the key education tools of the VETWork project, so the number of staff that are getting familiar with the concept is extending (project title: ‘Digital Culture for the 21st Century Vocational Education’).

6.3.2. Theoretical background

It is important to know that term “flipped” means that the first step of the learning process does not start with teacher’s explanation, instead it is something that the students do it their own by making preliminary research before the actual lesson starts. This approach allows students to learn about the topics outside of classroom and at their own pace. Then they can come to class already informed and prepared to engage in discussions on the topic and apply their knowledge through active learning, they can spend their class time undertaking more active and collaborative activities.

The visualisation is a key aspect of this process. The reason for this is that the visual memory is stronger, especially in case of the current generations, since they are less effective at remembering the speech or the written text. Also, they are more visually engaged than their parents, educationally transformed, they are entirely dependent on ICT devices.

Key features of the method are as follows:

- Flipped Learning requires flexible environments. As in-class activities in a flipped classroom can vary from collaborative group work to independent study to research, educators often rearrange the physical space in a classroom to accommodate these variants.
- Flipped Learning requires a shift in learning culture. Flipped classrooms shift the focus from teacher-led to student-centred learning in order for learners to experience topics in greater depth through active, more meaningful approaches to learning.

- Flipped Learning requires intentional content. Educators evaluate which materials should be presented to students in advance and which content should be taught directly to help students “gain conceptual understanding as well as procedural fluency” through constructivist approaches

https://goodpractices.szamalk-szalezi.hu/pluginfile.php/4881/mod_resource/content/1/flipit_book_en.pdf

6.3.3. Tools, needed, materials

Of course, the success of the Flipped Classroom depends on how suitably the subjects and topics are chosen and how successfully the contents is aligned to the learning needs of the group. The tools are also crucial, in most cases teachers use the following digital applications:

- Biteable
- Linoit
- Google Classroom
- Word Cloud
- Canva
- etc.

6.3.4. Target group

In our education facility, the admission criteria of GCSE/secondary qualification, so the target group is over 18 in age (mainly full-time classes used the method as they have more time for preparation, than those of taking part in evening classes).

While planning classroom activities, the nature of the learning material by all means should be taken into consideration. As a general experience, the method particularly useful in large theoretical parts of the curriculum.

6.4. THE BEST ADAPTATION OF THE GOOD PRACTICE ‘FLIPPED CLASSROOM METHOD’

The best adaptation according to us, was that done by PREVIFORM, Lda.

6.4.1. Age and grades of the target group

The age of the target group is that of persons being of age up until 50 years old.

6.4.2. The type of the target organization (VET, general education, adult education, etc.)

Training for adult education

6.4.3. The main features of the adaptation focusing on the specific context of the adapting organization

We are increasingly in a digital age where the rate of school absenteeism is still and unfortunately high, emerging new teaching practices that become important to teaching process. Even if it is due to the pandemic situation that the whole world is experiencing, it is important to transform

teaching methodologies by adapting them to the real needs of each trainee. Although this good practice requires a group of students who are endowed with good digital skills, this remains a captivating and innovative practice for all.

The good practice presented by the Hungarian partner, the Flipped Classroom method allows the student to have a mixed teaching method, stimulating their autonomy, creativity, critical sense and especially their independence. It is a system that allows students to have more freedom and control over their educational process and their study pace. This method is considered very effective as it allows the student to do things at his own pace at home or in another space that he considers motivating, escaping the student/classroom standards. This method is based on three phases, planning with the teacher (face-to-face part), execution (at home and through the e-learning platforms implemented by the school/Training center in force) and, finally, the evaluation and sharing of results in the classroom with students and faculty. This method can be applied at PREVIFORM taking into account the profile of the trainees that must have been taken into account in this process since they must have digital skills and they must have wi-fi connection and computer at home. This good practice becomes one of the most innovative and important practices that we can implement at PREVIFORM and obtain good results where the students became more focus and motivated.

6.4.4. How the best practice will be exploited and possibly further developed in the project sustainability period

This good practice can be applied at PREVIFORM after teaching digital skills to trainees, which is currently happening. After this acquisition of skills, it can be adapted and we hope to obtain good results with it.

6.4.5. The best practice and any added value for vulnerable groups of any kind, and the meaning of the added value in particular

Only if we manage to give the student digital skills and the means to access the computer and the internet, if these means are not guaranteed, this method does not add value to vulnerable people.

6.4.6. The plan as to how the best practice can be textually integrated into the organizational documents (charter, pedagogical programme etc.) of the adapting organization

We can adapt existing PREVIFORM documents to this good practice.

6.4.7. 6.4.7. The main added value of the practice for your organization

Of course this good practice adds new and better values as it allows the organisation to innovate in its methodologies adapting to the demands of today's world.

6.4.8. The main executive/leadership requirements to sustain the best practice in longer term?

For this good practice to be implemented, it is necessary to have a leader who is a TEC expert.

6.4.9. The best practice and requirements for any extra resources (time, financial, other) to sustain it in longer term

On informatics material and the pedagogical team.

6.4.10. The current challenge in your organization to which the best practice can be a proper solution.

The dropout rate of STEM areas.

6.5. EVALUATION BY BUDAPEST, HUNGARY OF THE ADAPTATION CONDUCTED IN PORTUGAL

It was our impression that the Portugal partner succeeded in a most profound way to catch the concept and adapt the method by taking account the needs of their training facility and the added values that the good practice offers. Their way of adaptation was also convincing, because they try to answer a real challenge of their own of reducing the proportion of absenteeism as well as the drop-out rate. In this way, they are right that one of the positive effects of the flipped classroom method is a real chance of strengthening the students' engagement that ultimately lead to reducing the number of dropouts. They are also right that this a multi-element method and not too strict, consequently it is suitable to change any of its part and to adapt in a way they regard it best.

They are also on a good track in terms of students' autonomy and creativity. However, they also grasp it correctly that adaptation does not mean once the good practice is on track and the students find their own way of autonomous learning the school or the trainers have nothing to do anymore. On the contrary, the teachers' role is as important as in case of any other method, the difference is in approach, which is more supporting type, than in case of traditional teachers' role. At school level, there are also a lot to ensure the long-term sustainability of the method. On one hand it requires management support, which provides the necessary and up-to-date IT background, and on the other hand, the competitive professional knowledge of teachers that can be assured by carrying out regular self-assessment processing about the efficiency of the method.

The transferring side is very happy that the method can be applied at PREVIFORM. As the method is not unalterable, we are also curious about their own experiences as well as the unique way of how they are using it on a daily basis.

Finally, they are also right that the efficiency of the process can be easily measured and thus based on the measurement outcomes, the method can be improved in order to obtain even better results where the students became more focused and motivated.

6.6. INTORUPTION OF THE GOOD PRACTICE OF THE ORGANISATION II. (CROSS-SECTORAL PROJECTS)

History

The first real cross-professional collaboration dates back to 2011, before that cooperation was limited to students and educators belonged to the same qualification / profession.

6.6.1. 2011

The project ColOur was the first one that involved students from different professions (like web designers, software developers and graphic designers) to work together. Our pedagogical goal was to make our students more motivated, further develop their interpersonal skills, and to prepare participants for employment and teamwork by providing interdisciplinary experiences.

The project also enabled participants to test their theory knowledge in practice.

At the initial stage of the project, classes had worked independently, but later on cross-professional teams started to work together on their ideas and after solving their tasks, they synchronized their workflows and outcomes. This kind of cooperation was a great opportunity for discussion and knowledge exchange. Testing and fine-tuning of the product continued until the initial requirements were met.

6.6.2. 2016-2018

At the beginning, the initiative started as a talent-orientated program aiming to develop an interactive digital art application. Our school being controlled and administered by the Hungarian Salesian Province, so as such, we wanted to extend the original project idea with the value-oriented approach. As a result, students developed open educational resources (OER) that included biblical topics of famous existing fine art works.

Professions participating in the project:

- decorators (expertise: incorporating artistic values, developing creativity)
- graphic designers (expertise: designing graphic elements)
- animation and moving picture (expertise in creative animation and multimedia)
- pedagogical and family support (tasks: background work, text preparation)
- software developers (tasks: developing applications)

The success of the project depended on the quality of collaboration between teams and communication within groups. Teachers introduced deadlines that had to be kept in any circumstances. During the process, teams learned that missed deadlines could create obstacles to the project as a whole. Regular check of participants responsible for a specific task helped to identify problems and areas that needed intervention. In some cases, rescheduling tasks also helped to overcome the difficulties.

In vocational education, extracurricular workshops have always been a good tool for talent development in terms of not only professional sense, but also of social and personal aspects as well. Moreover, it provided an opportunity for the most gifted students to enter labor market even more easily. These students will certainly represent a high professional standard throughout their career.

6.6.3. The world is our home

The main aim of this talent workshop was further developing students who already have basic knowledge of tourism. Besides the theory learning, these students also had the chance to visit famous touristic sights on the spot.

The ultimate goal was to follow up the whole process: to write the description of the visited sights and to publish it on an interactive platform. As a preparation activity of their own, students had to collect the content of each destination, such as videos, photos, poems, songs, works of art, travel reports etc. The touristic landmarks were introduced from different aspects including education point of view (professional educational material) or from a user's perspective (destination of a trip). Interactivity was particularly important criteria of evaluating their task.

Cross-professionalism was particularly manifested as tourism and photography students worked closely together to create the images and video content. Moreover, photography students also took photos on the final event presenting their works.

6.6.4. Let's code a robot!

SZAMALK has always tried to be an innovative education facility. For this reason, modern technology has been an integral part of teaching and learning processes to make our IT education even more attractive.

The project started with an outdoor activity, where students could have an insight look at the state-of-the art of artificial intelligence.

The project budget allowed our school to purchase series of LEGO Mindstorm Ev3 robots. Software developer students began to learn how to programming these devices and started to implement their own ideas. The question may arise that in this process what could be the decorator's task. The answer is very simple, since they created the shape and appearance of the robots using different materials, like paper, textile and plastic. In addition, students designed the routes of the robots and their external environments as well. At the end of the process, filmmaker and photographer students also contributed by taking pictures of the scenes.

Vocational skills successfully improved during project:

For software developers

- managing and adapting information provided by non-IT students,
- how put methods in practice to create a robot that capable of functioning;

For art students

- enhancing already acquired experience by performing a new, lifelike task;
- The project was carried out among full time students between the age of 18 and 25. One of the reasons for this was the fact that we were able to free ample time for extracurricular activities.

6.6.5. Our vision in longer term

In the near future cross-professional approach could take place not only in projects, but also at regular classes as well. Software developer and graphic designer students can work together with photographers to create an academic portfolio. One possible project idea is requiring graphic designers to collaborate with developers and design the pixel art of a particular (smart phone) application.

6.6.6. Theoretical background

It is important to consider students as future employees. Cross-professional cooperation enabled attendees to acquire skills that necessary for cooperation with people having different expertise and professional background. To achieve this, the project also improved effective collaboration and developed interpersonal skills.

Besides achieving students' improvement, the project reached a tangible outcome as well.

6.6.7. Tools, needed, materials

The area and sector of cooperation is a key issue of course, however, we believe that the examples mentioned above provide useful knowledge in any topics. In recent years our education facility put considerable emphasis on raising students' engagement, so to further ensure motivation, project activities were connected to regular school excursions.

6.6.8. ColOur Webshop (2011)

- Server
 - Domain
 - Database management system
 - Java programming language
 - Adobe programs for graphic designer students
- (The workshops took place mostly in computer rooms.)

6.6.9. Art History (2016)

- Server, with suitable storage (for photos)
- Domain
- C# and Java
- Database management system
- Adobe software
- Studies in art history
- Religious studies - internet if necessary

- Class excursion to Esztergom and Budapest, visiting famous churches (The workshops took place mostly in computer rooms.)

6.6.10. Let's programming a robot! (2017-2018)

- LEGO Mindstorm EV3 robots and sensors
- EV 3 Programmer Application
- Material for implementation (wood, carton, paints, artificial grass)
- Field trip to Pannon University, Faculty of Technical Informatics, Department of Electrical Engineering and Information Systems (Activities took place in art workshops and computer rooms.)

6.6.11. Target group

Considering the education types our school, full time students of age between 18 and 25 were involved to the practice-sharing activity. One of the reasons for this was the fact that we were able to take advantage of the extra time provided by the core curriculum, so this way students had ample time to visit outdoor programs, take extra lessons or join workshops.

Participants' prior knowledge was a key selection criteria, so prior to create the groups we always took this aspect into consideration. For instance, the project ColOur Webshop (2011) required prior knowledge, so we decided to involve students who are close to the end of their studies.

In the case of 'Let's code a robot!' project, however, prior knowledge was not a requirement as this case the education goal was to establish student's knowledge instead of further developing it. As there were no selection criteria, it was no surprise that quite mixed teams were formed from year 1 and 2 as students from both years entered the project.

6.7. THE BEST ADAPTATION OF THE GOOD PRACTICE 'CROSS SECTORAL PROJECTS'

„Means to learn together”

6.7.1. Beginning of implementation

18th October 2021

6.7.2. Closing date of implementation

24th May 2022

6.7.3. Number of lessons (including online and extracurricular occasions)

60 lessons (300 hours of activities)

6.7.4. Number of involved educators

Eight teacher will be involved

6.7.5. Basic information about the implemented best practice

Type of activities (live lecture, assigned text, individual assignment, project work, creating multimedia content etc.)

The activity is based on the use of a work-based teaching methodology, so less time will be devoted to classroom lectures and more to practical and collaborative activities, project work. Individual assignments and the creation of written and multimedia products will also take place.

6.7.6. Forms of work (teamwork, individual activity etc.)

The project work will be done by outlining some activities to be carried out in groups and others on an individual level.

6.7.7. The type of education where the best practice implemented

- General education
- Vocational education and training (practical training)
- Adult education

6.7.8. 6.7.8. The main education areas that you plan to touch by the best practice

- General subject
- IT
- Arts
- Science
- Physical education
- **VET programmes**

6.7.9. Mark the talent area options below (at least one, maximum three options)

- Logics, mathematics
- Science
- Linguistics
- Kinetics
- **Spatial, visual**
- Musical
- **Interpersonal**
- **Intrapersonal**

6.7.10. Detailed introduction of the cross-professional best practice

The aim of the cross-professional cooperation is to refurbish a van registered in 1971, which is currently inoperative and was used as a display object for marketing purposes in the outdoor areas of a commercial activity. In order to carry out the refurbishment of the interior and exterior parts of the vehicle, it is necessary for car repairers, graphic designers, machine tool operators and welders to work together in the planning and implementation phases.

6.7.11. The cross-professional cooperation focusing on human resources requirements (role and responsibility of participants, type and scope of their activities)

The automotive technicians will deal with the diagnosis, estimation and verification/testing of the vehicle and the repair and maintenance of the different systems, the bodywork, the wheel system. Maintenance and repair of mechanical, electrical, and electronic parts and systems; maintenance and repair of bodywork, chassis and windows; repair and replacement of tyres and rims.

- The graphic technicians will realise graphic products and multimedia contents through the identification of instrumental and technological resources. They will oversee documenting the operational processes of the project in order to deliver a narrative report to the public.
- The mechanical operators will be in charge of creating deformation/removal processes with automated machine tools such as mechanical component mouldings, metal coat of arms and chrome plating of headlights. The welding team will carry out actions such as recovering the chassis, refurbishing the sides at the bottom of the caisson and the sheets

6.7.12. The cross-professional cooperation focusing on infrastructural and technical perspective (education equipment, facilities and devices, including information and technology tools)

At the structural level, the provision of training and production laboratories is necessary:

1. Repair workshop (equipment and educational devices: lifting bridges, equipment for auto repair in general, tools, electrical and electronic control instruments, workshop manuals in paper and electronic format, projector);
2. Mechanical workshop (equipment and educational devices: workbenches, counter tops, measuring instruments, tools, hand tools, machine tools, small metal parts, milling machines, bolting lathes, screws, sheet metal machinery, CAD and CAM software);
3. Computer classroom (educational equipment and devices: PC, printers, InDesign Software, Adobe Illustrator, Adobe Photoshop, video camera, projector).

6.7.13. Goals, methods and expected outcomes of the cross-sectoral best practice

The general goal of the cross-professional cooperation

The overall aim of cross-professional cooperation is to promote cooperative and situated learning processes and to facilitate understanding of the systemic structure of reality. Students can thus recover the overall meaning of the learning contents and connect them with the experience of the world outside the school context. Moreover, it can be an opportunity to create and understand relationships between the disciplines themselves. It is therefore necessary to create the contextual conditions for the student to:

- acquire mastery of the design processes
- develop technical competences (hard skills)
- build and maintain educational and professional alliances
- mobilise socio-relational, civic and emotional skills
- create strategies for self-entrepreneurship and B2B and B2C networking

6.7.14. The working method intended to use

The methodology used is work-based learning (WBL), which is part of project-based pedagogy. Specifically, the approach used is Project Based Learning (PBL), which is configured as design based on real problems, with an orientation towards the result and requires the ability to problem solve. The aim is to set up a participative context in which teaching can facilitate forms of cooperative interaction, sharing, scaffolding, learning through relationships, considering the subject as an active part of the construction of knowledge. Through the learning by doing methodology, the students learn by activating a process of interaction between the cognitive activity and the emotional component, an attitude of discovery and observation that is not only content-based but also experiential. Finally, the working method assumes that, with the help of the educators, the group can carry out the co-design activity, exploring through brainstorming, design thinking techniques, and focus groups of interpersonal confrontation.

6.7.15. The expected results and benefits of the cross-sectoral cooperation in short term

Through the project experience the student will be able to develop professional, personal and social skills in

- understand the timing of work activities;
- knowing how to interpret the lines and indications of the project;
- effectively coordinate knowledge and skills;
- restructuring previously acquired elements;
- activating processes of autonomy, self-regulation and metacognition;
- develop a spirit of initiative, self-entrepreneurship and orientation towards results;
- develop values, interests and curiosity;
- managing personal relationships and projects;
- flexibility of thought, creativity and imagination;
- experiencing the role of a leader;
- to implement forms of cooperation, Peer Tutoring and Peer Education;
- perceive psychological well-being, sense of self-efficacy, self-esteem, internal locus of control;
- stimulating responsibility, motivation and social participation

6.7.16. The benefits of the cross-sectoral cooperation in longer term

The benefits of the cross-sectoral cooperation in the longer term can be related to a twofold improvement: both educational institution and of the students. It can be considered that the activation of cooperative teaching and learning processes can be an incentive to develop a more interdisciplinary teaching strategy.

The student doing the project work can create strategies for analysing and resolving intergroup divergences and conflicts and achieve the operational objective and project goals. Furthermore, he/she can become more motivated to learn by developing a proactive attitude towards the social and professional reality and awareness in terms of metacognition and metacomprehension.

6.7.17. A general overview of the key activities that ensure the expected individual and social development of the target groups

At the end of each lesson, students will be required to note in a logbook the techniques, processes, and professional methodologies that they observed or experienced. In addition to technical procedures, interpersonal and organizational decision-making processes, attitudes, and behaviour's will be narrated if relevant.

1. Analysis of the initial condition of the vehicle
2. Clear problems identification and co-design through brainstorming and visual thinking techniques
3. Identification of the technical and technological tools needed
4. Identification of the roles and tasks needed to carry out the project
5. Elaboration of the experience trough a digital storytelling or a narrative text
6. Operational and development phase, implementation of original and innovative solutions
7. Focus groups on emerging critical issues and cross-professional experience
8. Write a report/create a multimedia product indicating the actions carried out during the operational and development phase, the most challenging elements, the decision-making processes and the intra-group attitudes
9. Presenting to an audience the conception, design, implementation and monitoring phases of the process
10. Self-assessment of tangible and multimedia products. Reflection and individual report on the ideas that emerged and the challenges to be faced and possible personal contribution/ original solution

6.7.18. Meeting

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10. Self-assessment of tangible and multimedia products. Reflection and individual report on the ideas that emerged and the challenges to be faced and possible personal contribution/ original solution
11. Meeting

6.7.19. The expected, tangible outcomes of the cross-professional cooperation

The material results of the cross-professional cooperation are the actual functionality of the motor vehicle, the aesthetic redefinition of the external parts and the creation of multimedia products that narrate the operational phases and offer a reflexive re-elaboration of the most satisfying and challenging aspects of the experience.

6.7.20. The main characteristics of the target group (age, number, needs)

The participants to be involved are students attending the second and third year of the courses involved. It is estimated that about 48 students will be able to take part in the above-mentioned activity.

6.8. EVALUATION BY BUDAPEST, HUNGARY ABOUT THE ADAPTATION CONDUCTED IN GREECE

I agree that the above-described best practice shared for dissemination purposes:

The Greek partner has produced a high standard adaptation concept, which goes even further than the original one by widening the opportunities of how the cross-professionalism can be complemented with specific areas and techniques. The new element is that a concept combines high-standard handwork and similarly precious intellectual, engineering-type preparation work by renovating a van registered in the early 70's. It is true not only for cross-professional good practices, but also probably for all the methods in education that by creating a good idea means a half success. Because it is really a good one that inspires even an outside reader who has nothing to do with the process itself.

Besides the idea, the produced working plan and the timeframe also help in understanding the broader concept as well as the methods, the training goals, the processes and the teamwork cooperation. In vocational education and training it is always an added value, if something tangible is produced (meaning tangibility in the full sense of the word).

The elaboration also represents a high level, which shows that the idea is serious and fully ready to be worked out. Upon realization the idea makes the participants as well as the observers curious about how a more than forty years old vehicle is functioning.

As evaluators, we regard one of the most important aspects of the concept is the capability of ensuring that VET students will possess not only the contemporary, but also the most up-to-date technologies of their respective professional fields.

This example shows that high-level vocational knowledge can be taught to young people not only by modern laboratories and workshops, but also by inventing good ideas and procuring contemporary instruments.

Finally, as evaluators we would like to thank for this fantastic cross-professional idea and we wish good luck for trainers, instructors and principally to students to make the van working, and if ready, perhaps thinking of the next restoration project.

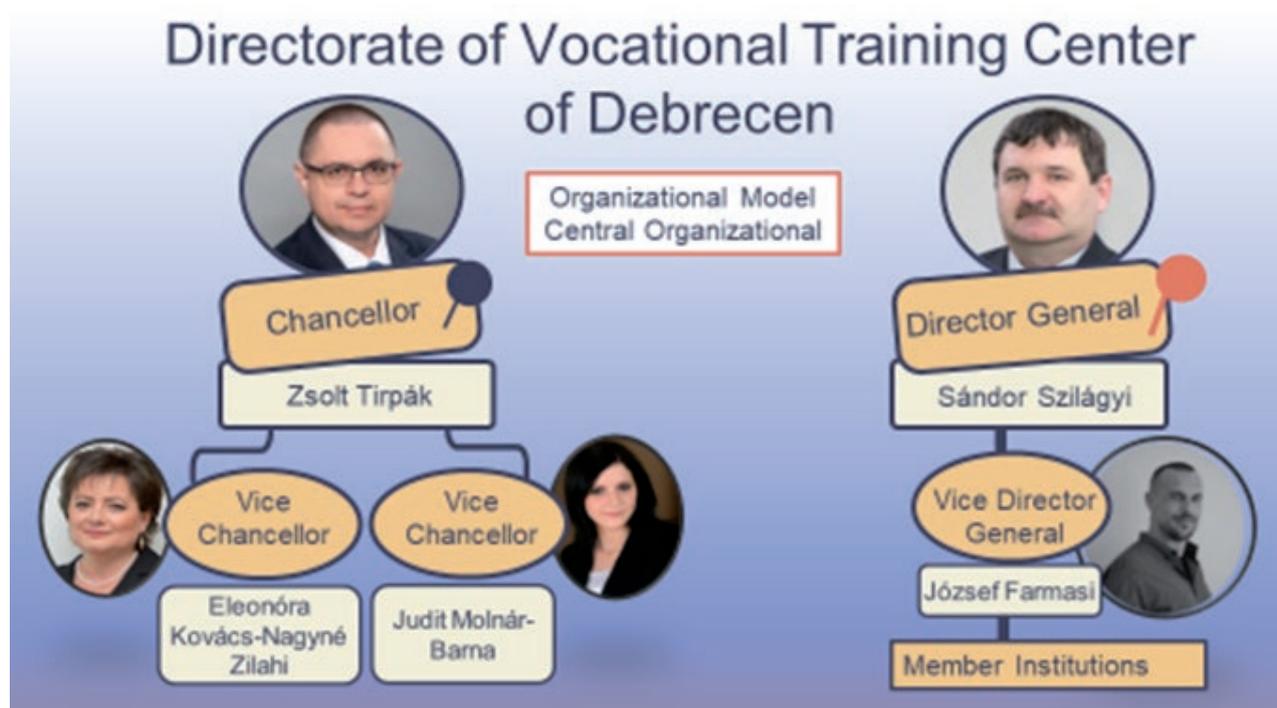
CHAPTER 7: HUNGARY - DIGITAL SOCIAL WORKSHOPS & STICK TOGETHER - STAND AGAINST DISCRIMINATION

DEBRECENI SZAKKÉPZÉSI CENTRUM, Hungary

7.1. INTRODUCTION OF THE PARTNER ORGANISATION

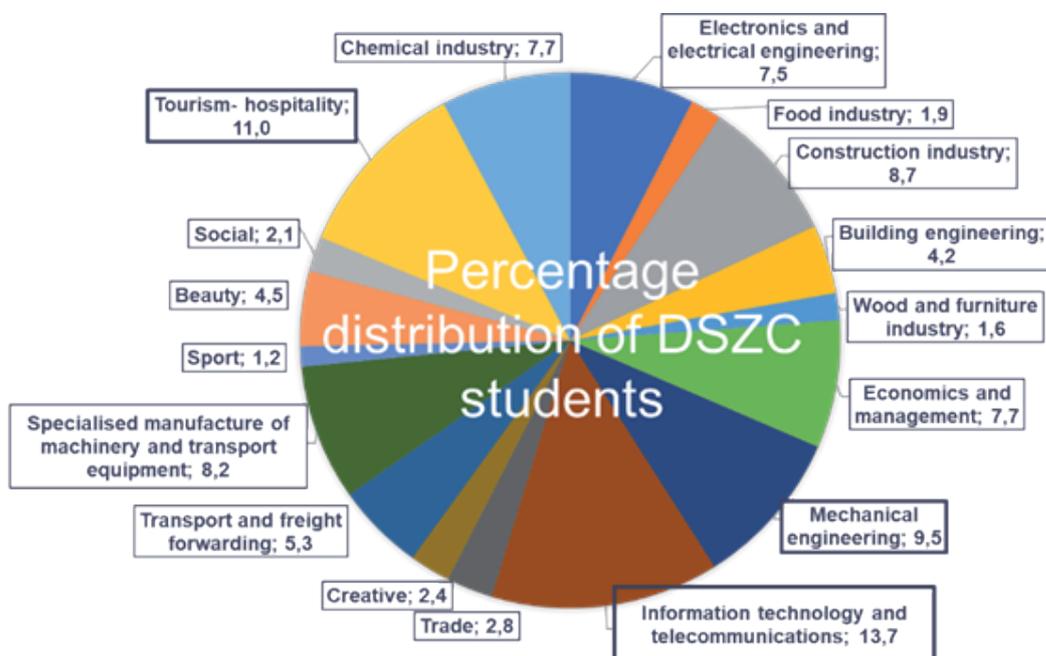
The Centre is independently managed and represented by the Director-General and the Chancellor. The Director-General shall be responsible for the basic vocational training tasks of the vocational training institutions which are part of the Vocational Training Centre. The Director-General shall be assisted in the performance of her duties by a Vice Director-General.

The Chancellor is responsible for the legal and professional operation of the Vocational Training Centre. The Vice-Chancellor is the HR director for strategy, innovation, organisational and staff development, communication, quality assurance and branding.



The Debrecen Vocational Training Centre from 2015 in Debrecen City coordination and management centre. However, legally it is a large centre with 11 schools 11,000 students and 1,000 employees working to ensure that vocational education and training in the city, in the region to be more effective and useful.

We offer vocational training in 18 sectors, of which 34 are technical and 28 are vocational.
We are already in contact with more than 100 dual vocational training partners.



7.2. VOCATIONAL TRAINING SYSTEM OF THE PARTNER COUNTRY

SEE AT POINT 6.3 ABOVE

7.3. INTRODUCTION OF THE GOOD PRACTICE OF THE ORGANISATION: DIGITAL SOCIAL WORKSHOPS

7.3.1. History

The Vocational Training Center of Debrecen has 3 digital social workshops. These workshops are founded by the a GINOP-6.2.3-17 “A szakképzési intézményrendszer átfogó fejlesztése” tender and have the most modern tools.

Today, we live in such a digitalized world where it is necessary to learn about different technologies. In the workshops, besides gaining some basic knowledge, students can learn materials that are extremely useful on the job market as well. The materials cover different technologies which can be combined with each other: electronics, 3D printing, robotics, etch work, woodworking, sewing. During the sessions, children can learn about the different machines playfully, they can discover what they are good at, and they can create different artworks. They gain knowledge through their experiences which increases their motivation.

The program also provides career orientation, special classes, study groups, and summer camps. Students can use their knowledge not only on mechanical classes but also on the field of humanities. They can make visual demonstrations with a 3D printer and they can use other tools to make Math, History, and language courses more colorful.

During the summer camps, digital competencies are improved while participants can practice their social and language skills and learn more about their environment which is useful for environmental studies.

7.3.2. Theoretical background

19 teachers of The Vocational Training Center of Debrecen participated in a 60 hours training where they learned about the usage, functioning, and safety measures of different machines and tools. These tools might seem complex at first sight but their usage can be learned quickly. The editing programs are usually in English but most of the times they are also available in Hungarian so their usage does not require high language competency. In the workshop, the teaching methodology is creative teaching instead of traditional pedagogical practices. The practice of creative teaching makes the learning process a positive experience and the methodology can be used in case of other subjects as well. In practice, this means that we can materialize what we learn on Math or Literature classes with the help of digital tools. For instance, we can print functions with 3D printers, we can program equations into robots, and we can make demonstrations to any chosen fields. During the learning process, students do not get orders, rather work individually and teachers only guide them. This way, the role of the teachers is transformed. They function as mentors which increases motivation. The tasks improve critical thinking and individual problem solving. The learning process is playful so students do not even notice how much knowledge they gain.

7.3.3. Tools needed, materials

Besides the required tools (3D printer, engraver, digital sewing machine), the facility needs different editing software which can be downloaded for free and are available on the Internet – though to get some of them the user needs to register. Notebooks have the basic software, there is no need to install them in case of every new group. Since the majority of the students can use computers in a confident manner, younger students too can solve the tasks easily. There are simpler tools with which almost anything can be made (glue, paper, wood, colorful tools)

The simplest tool is Microbit. This tool can be used very easily, there is no need to have any prior knowledge or experience neither for the students nor for the teachers. On websites offering a simulation-based environment it can be coded without tools and coded programs can be tried too. For the sewing machines, a special thread is needed but easier and cheaper threads can be used as well. Students like to decorate their clothes with these. For sewing, all kinds of fabrics are suitable.

7.3.4. Target group

In the workshops, all age groups can be found, starting from primary school up until high school – but older students are welcomed as well, there is no age limit. In our camps and career orientations even 10 years old children visit who are open to gain new knowledge. In the workshop, each classroom can accept the maximum 12 people.

With this number of students, the cooperation is easy, they can proceed with little guidance, and injuries can be easily avoided. Since the operation of machines is a huge responsibility, it is better to work with smaller groups. It is surprising that there are topics in which not only boys but also girls are interested and they work very well in case of tasks that are usually said to be „men’s jobs”, and it is true the other way around too.

The digital sewing machine is very successful among boys, for example. It can be operated by pushing buttons so it is not considered a girly activity. The students have a basic knowledge in the field of Informatics but even those who lack some skills can acquire these quickly. Prior knowledge is not needed neither for the operation of machines nor for the software. The most important thing is to avoid injuries and take care of each other.

7.4. THE BEST ADAPTATION FOR THE DIGITAL SOCIAL WORKSHOPS

7.4.1. Name of the partner organization to which the adaptation will take place:

Athens Lifelong Learning Institute

7.4.2. Age and grades of the target group:

Athens Lifelong Learning Institute provides educational services and support activities to adult learners on a project basis. These adult learners are divided into three categories:

- i. Professionals working with adults such as youth workers, trainers, coaches etc.
- ii. Professionals working with children such as teachers, educators, youth workers, social workers etc.
- iii. Adults above 18 years old mainly from disadvantages groups such as: prisoners, Roma, migrants, refugees etc.

7.4.3. Please, specify the type of the target organization (VET, general education, adult education, etc.)

The Athens Lifelong Learning Institute is a research and education institute that aims at fostering social inclusion through educational material and activities and offers direct adult education and indirect initial vocational training, on a project basis. The Institute represents a unique integration of multidisciplinary expertise and “innovative thinking” drawing on a comprehensive and diverse knowledge base, combining research methods, network development and policy analysis. Our research teams specialize in the implementation of social research in the fields of social inclusion, human rights, active citizenship, the transformative effects of the new media technologies and other topics important for our society. Our aim is to enhance innovation processes mainly in the areas of lifelong learning, human capital development, labour markets and social inclusion in a local, national and European context. To achieve these broad and diverse objectives the Athens Lifelong Learning Institute is based on an interdisciplinary approach to social innovation structured in four central areas: research, training, action and intervention and knowledge transfer.

7.4.4. Please, describe the main features of the adaptation focusing on the specific context of the adapting organization

One of the main areas of activities of the organization is digital transformation and expertise. Our Organization delivers many projects that focus on and target at media literacy, technology and education. Regarding the good practice that is analyzed in this document, there are different possibilities for its adaptation. Our Institute in the framework of the “Vision” Project aims to mitigate one of the most concrete difficulties of prisoners’ post-release, which is obtaining rewarding employment. For this purpose, we will make efforts to develop prisoners’ competencies through VET programmes, supported by the application of VR technology. This rehabilitation intervention predicts the achievement of positive outcomes by developing an adequate training programme for educators/trainers, which, therefore, will provide the necessary training prisoners need. The “Digital Social Workshops” practice could be used as an educational and technological tool for the specific project due to the fact that it presents digital lesson plans and techniques for individuals that wish to expand their knowledge and expertise on the digital and technological changes. Furthermore, the practice also uses simulation-based environments, which is also the case for the VISION project, which will use augmented reality to simulate working environments in the fields of woodworking, sewing and graphic design. Moreover, the good practice could also be adapted for the “SEMELI” project, which is currently implemented by our organization. The SEMELI project targets prisoners and prison staff and it develops educational activities for both groups in the fields of media literacy, digital transformation and ICT skills. The good practice can offer supporting materials, educational methodologies and training practices to be included in the curricula for the two groups and in the subsequent educational sessions. The good practice is relevant to the scope and the outcomes of the SEMELI project and it can therefore be very useful.

7.4.5. Please, describe how the best practice will be exploited and possibly further developed in the project sustainability period

The given best practice could be further developed in the project sustainability period, through its adaptation to existing educational offers, implemented by our organisation. The best practice can offer tools and materials for the training of teachers/ trainers which will take place for both the Vision and the SEMELI project and familiarize them with the creative teaching methodology. It can also be exploited in other projects implemented by organisation where career counselling and orientation activities have been designed to take place.

7.4.6. Does the best practice have any added value for vulnerable groups of any kind? If yes, what does the added value mean in particular?

The above-mentioned best practice has an added value not only for students, teachers and parents but also members of vulnerable social groups. More precisely, the best practice is going to have a positive outcome to low skilled learners who lack technical and digital skills (such as prisoners, migrants and students with disabilities). These people will benefit from the use of digital tools and applications by developing skills which are relevant to current job markets. An additional benefit would be for the students that are marginalised. Being part of a team, that organizes many activities and also taking part in many competitions, increases skills such as communication skills, team-working skills, cooperation and respect for the team-members, all of which are relevant for vulnerable groups of learners who lack the opportunities to equally participate in social and educational activities.

7.4.7. Do you have any plan how the best practice can be textually integrated into the organizational documents (charter, pedagogical programme etc.) of the adapting organization? If yes, please specify.

The aforementioned good practice could be incorporated into our Institute, through its adaption in our current and future projects, that are focused on educating and training students and individuals that lack digital and technical skills. An additional way of integrating this good practice is by sharing it through some of our projects' online educational platforms.

7.4.8. What is the main added value of the practice for your organization?

The practice's main added value for our Organization is the creative approach it presents. More precisely, even though our organization has been involved in numerous digital and medial literacy projects, this practice introduces innovative teaching and learning methodologies and approaches which could act as a basis for future projects. This approach could be useful to our organization when delivering a project that involves students and teachers, as it is highly innovative and effective.

7.4.9. What are the main executive/leadership requirements to sustain the best practice in longer term?

The most crucial executive requirement in order to sustain the best practice in longer term is expertise, creativity and time-management. Expertise is a key component for the conduction of this good practice. It is essential to have teachers that have the knowledge and expertise in the use of technological equipment especially for safety reasons. Creativity is also an imperative requirement. When dealing with students a teacher needs to use creative teaching methods and to keep student's attention onboard. Time-management is additional important element for sustain this best practice in longer-term.

7.4.10. Does the best practice require any extra resources (time, financial, other) to sustain it in longer term? If yes, please specify.

In order to sustain the “Digital Social Workshops” practice in longer term, financial support is considered to be necessary.

7.4.11. Please, name the current challenge in your organization to which the best practice can be a proper solution.

This best practice can offer a solution to our organization’s challenge to involve learners, students, teachers and trainers in digital educational environments and to combat inequalities and discrimination based on ethnicity, gender, race and socio-economic background. It also addresses the challenge to successfully and effectively integrate new technologies and new media in teaching and learning practices, in order to make the educational experience more relevant and more successful, in the long run. Finally, the combination of the elements of “social” and “digital” addresses the ongoing challenge to cover all learners’ needs and not only the educational ones.

7.5. EVALUATION BY DEBRECEN, HUNGARY ABOUT THE ADAPTATION CONDUCTED IN GREECE

Perhaps the adaptation we liked best was the Greek partner’s method. Overall, we saw very good plans everywhere, but we would like to highlight this project. The development of digital competences in the 21st century is perhaps one of the most important elements in our everyday life, as we must move forward with technical challenges. Our involved partners introduce good practice in different age groups in different ways. There are some for technical-oriented high school students within the classroom, some for adult education as a new curriculum, and there is also a special area, for the group of prisoners or detainees, as well as for the group of disadvantaged people. We see that equal opportunities play an important role in each and every case, whether it’s career starters, career changers, or people living in different social environments. In addition, they all think alike, as everyone considers life-long learning to be important. Our partners are open to new things, and the knowledge of digital tools is not experienced as a burden, but as the development of creative thinking and problem solving. Our partner participates in projects that prove that they will be able to continuously apply and develop good practice in various areas over several years. The introduction of the practice is best highlighted here, that this kind of knowledge can be utilized not only in technically oriented professions, but also in creative fields. E.g. in the sewing area, where you can 3D print, or in the woodworking area to decorate various products. After release, these people may have a better chance of returning to work, and they can achieve success in the field of future challenges. With this knowledge, they can more easily reintegrate into society, or even lay the foundation for their future. We believe that the organization doesn’t have any problem with the acquisition of digital devices, as well as their maintenance.

7.6. INTRODUCTION OF THE GOOD PRACTICE OF THE ORGANISATION: STICK TOGETHER - STAND AGAINST DISCRIMINATION

7.6.1. History

In the strategy paper EUROPE 2020 the EU members set the goal to achieve an INCLUSIVE EDUCATION in our countries, that is to say an education of equal opportunities. According to this priority, we carried out in the last 36 months an ambitious Erasmus+ KA2 School Partnership, which focused on the topic of discrimination. More precisely, we approached this issue by working on four sub-topics:

Subtopic N° 1: No barriers for handicapped – Ways of better integrating disabled persons.

Subtopic N° 2: Stop the exclusion of ethnic minorities – Protection and integration of those who are a minority in their own country because of language or culture.

Subtopic N° 3: Stop gender discrimination – Ways of fighting sexism and standing for equal opportunities.

Subtopic N° 4: Stop racism – Breaking down prejudices and stopping discrimination of immigrants.

Our network of four partner schools (from Germany, Hungary, Italy and Spain) tackled the topic of discrimination by various activities. The reason for this is as simple as significant: Unfortunately, even in the united Europe of the 21st century we are still confronted with EXCLUSION. It does not matter whether it is psychological, mental or physical, whether the reason for discrimination is religious, racial or sexual – it is generally to be opposed. This project's main priority was therefore to stand up against discrimination and fight it.

7.6.2. Main objectives and main activities of the project

The main goal of this Erasmus+ KA2 partnership was to make visible to our students the different types of discrimination existing in our society and to raise awareness among the students so that they can remove the barriers which make fully inclusion not possible. This goal has been developed through different learning and teaching activities related to the four subtopics and through particular core themes in each of the four International Student Meetings (ISM): About disabled in Elda (April 2017), about ethnic minorities in Debrecen (October 2017), about gender equality in Marsala (March 2018) and about racism and migration in Fürth (December 2018). We dealt with these themes through a full range of varied activities, which have been carried out by our students.

7.6.3. Theoretical background

Opening minds – Stand against discrimination!

Following the official Erasmus+ slogan “Changing lives, opening minds”, the main objective of this KA2 School Partnership was exactly that: opening minds. But not just intercultural mind opening by travelling and getting in touch with other cultures as it is always the case when it comes to Erasmus+ activities. No, the aim of this project was more than that.

We wanted to make our students aware that there is still a lot of discrimination in our countries, not just anywhere but in the immediate daily surroundings. And furthermore, we wanted to convince our students that it is worth standing up in concrete daily situations for tolerance and mutual respect.

This Erasmus+ project and the project’s approach have made our schools more inclusive and could enable us to take part, if possible and desired, in other European projects. Over the last three years, more than 20 different teachers had the chance to gain experience in EU projects and improve their expertise both in project management and in intercultural cooperation. Thanks to their involvement, our schools can grow up as organizations and our teachers can develop the individual profile of their professions, through constant contacts with foreign colleagues, by cooperating with local authorities and competent associations, and, last but not the least, by focusing on student-centred pedagogical approaches. In our eyes, each school was enriched by pioneering new methods of working and by getting in touch with the other partners’ educational strategies.

During the three project years, we also produced a lot of other tangible materials. As you can easily find them on our Twin Space on eTwinning, we, therefore, just want to highlight some of these materials. Such as e.g. an amazing comic strip (“Cinderello”) or a wonderful booklet with a re-written fairy tale (“Snow White”). Or the touching short film about handicapped student Samuel; the creation and publication of modern fairy tales like “Little Rainbow Cap”; students’ videos about migration in their daily life; students’ presentations of their cities and regions; presentation about disability in the cinema; students’ presentations about minorities in their countries; production of a short film about the Bulgarian and German minorities in Hungary; realization of students’ exhibition about gender discrimination in Italy; production of paper chase games for discovering our cities; creation of “migration is everywhere posters”; etc. etc.

7.6.4. Tools needed, materials

Research activities: First of all, both students and teachers had to investigate on the existence of the particular type of discrimination in their local surroundings. At the end, they should retain the most important results of their investigation in a suitable way (like e.g. presentation or report).

Awareness activities carried out in each educational centre before the celebration of each meeting (like e.g. visits to institutions related to the type of discrimination worked on, lectures, supportive activities, service-learning activities or Remembrance Days’ celebrations with dynamizing activities).

Creation of didactic materials (related to the four subtopics) in different formats, from the most traditional ones to others in digital format (like e.g. documentaries, filmed interviews, illustrated magazines with software application, storyboards, posters, theatre scripts, exhibitions, videos, interviews, informative panels, dramatizations, comics, etc.).

Spread and dissemination activities: Talks with other educational centres, participation in Erasmus informative sessions, visits to non-profit institutions and the creation of our Stick together board game.

7.6.5. Target group

Age

The participants are students and teachers of the four secondary schools (German, Italian, Spanish, Hungarian) who have worked on the project. The age of the students is between 15 and 19 years, the teachers are between 25-55 years old.

Gender

65% of the students are female and 35% are male, 70% of the teachers are female and 30% male..

Background knowledge

There are students who learn for the general certificate of secondary education or they learn a trade or they learn for both, it depends on the profile of the given school. All of them learn one or two foreign languages, first of all English and as a second option German, French or Italian.

Number of participants

At least 800 participants in our schools experienced in person the importance of language learning and cultural awareness. We ensured to include as many students as possible in our project activities. Not only those who participate directly (in form of hosting and/or student exchange) but as well those students and teachers that we involved in local activities.

About 80 students (20 students from each partner school) were active participants in the project. That means they had the chance to experience the advantages of intercultural contacts and exchanges directly and very intensively. We tried to give this great opportunity to as many students as possible – either by travelling abroad and participating in activities or by hosting a guest student from another country. 20 teachers have worked on the project directly and 25 teachers have helped and worked indirectly on it.

Target group

- our students and teachers at the four schools
- students of other school in the city and in the region
- parents
- through dissemination in frame of Autumn and Spring Pedagogical Days for teachers in region of Debrecen

7.7. THE BEST ADAPTATION OF THE GOOD PRACTICE ‘STICK TOGETHER - STAND AGAINST DISCRIMINATION’

7.7.1. Name of the partner organization to which the adaptation will take place:

Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi

7.7.2. Age and grades of the target group:

From 15-19(9th-12th grade students) , 20 above(informal education students)

7.7.3. Please, specify the type of the target organization (VET, general education, adult education, etc.)

- VET

7.7.4. Please, describe the main features of the adaptation focusing on the specific context of the adapting organization

The school, which is a big vocational training center in Ankara, provides both formal and non-formal education. The school profile, which is quite wide and consists of different environments, adapts to the culture of living together. Especially in recent years, the increase in the immigrant population and the number of refugees/asylum seekers has made this situation even more imperative.

The school climate must be a positive atmosphere so that students from different countries can get through the adaptation process quickly. Sometimes lead to sexist job definitions. It is necessary to raise awareness among students on this issue.

There is always a culture of positive discrimination and solidarity for people with disabilities in the structure of Turkish society. However, students may be insensitive about the use of some physical facilities in the school for the disabled. Considering all these factors, “Stick Together - Stand against discrimination” is a very necessary and good practice for the school. For the adaptation of the best practice, students must first realize why it is needed. For this purpose, they should be made to think about the discrimination they have witnessed or indirectly witnessed in their environment. In terms of adapting the application, stick-together board games in the Turkish version can be produced. This is not only about translating, but also adding new questions and generating new perspectives. While the Turkish version of the game is being created, students and their environment will have done an effective study on discrimination.

7.7.5. Please, describe how the best practice will be exploited and possibly further developed in the project sustainability period

The game, which has been translated into Turkish, will always continue to be played in the school. Not only will they be encouraged to play, students will also be encouraged to add new question cards.

7.7.6. Does the best practice have any added value for vulnerable groups of any kind? If yes, what does the added value mean in particular?

Yes, naturally. Some students with disadvantages have serious orientation problems. This practice will ease their inclusion and supports them to have a better self-acceptance sense.

7.7.7. Do you have any plan how the best practice can be textually integrated into the organizational documents (charter, pedagogical programme etc.) of the adapting organization? If yes, please specify.

In general curricula there are related topics to discrimination. We can use this practice as an additional and supportive document

7.7.8. What is the main added value of the practice for your organization?

Awareness about any kind of discrimination. Especially to the ones conducted unconsciously

7.7.9. What are the main executive/leadership requirements to sustain the best practice in longer term?

The attitude of schools administration. Even the people in charge of school administration changes, this practice should go on.

7.7.10. Does the best practice require any extra resources (time, financial, other) to sustain it in longer term? If yes, please specify.

In order to create the board game time, financial and human resources are needed. But the school can cover these expenses. Through the process of creating the games students will be active which is the biggest human resource.

7.7.11. Please, name the current challenge in your organization to which the best practice can be a proper solution

Unwittingly discrimination

7.8. EVALUATION BY DEBRECEN, HUNGARY ABOUT THE ADAPTATION CONDUCTED IN TURKEY

Like many European countries, also Turkey has faced the issue of the immigration recent years. As a result there is a group of students in this school from other countries. The school has the task to create a positive atmosphere and to give the possibility for the students of different cultures and background that they get to know each other. Moreover the school emphasizes that the disabled people are an important part of the studentship and other students must help them. However it

needs more time and energy from the teachers to sensitize their students. On the other hand the disabled and immigrant students need help to accept themselves and their place in the society. In most cases these young people have some problems with their confidence. The school hopes that this practise is a good tool to help them to fit in. In my opinion our best practise can help them to achive their aim. I personally appreciate the method how the Turkish school deal with the topic. Their students should be made to think about the discrimination in their environment in order to realize why it is still so significant nowadays in Europe.

This school has decided not only to use the Stick together board game in its institution, but they are planning to translate the questions and answers into Turkish language in order to achieve more people, not only students but their parents- who maybe do not speak English - as well. Moreover they want to give new questions and new topics to it and generating new perspectives. It is a very good way to continue our aim, to discuss about new topics and acquire the local problems in the Turkish society through this board game. The Turkish students are involved in this task and this is the best way for them to think about the discrimination in their environment. Fortunately, there is no problem for the school to support this project financial and they have enough human resources to achieve their goal. I have choosen this adaptation for the best. Because this partner has written elaborately about using the board game and they are planning the further development with new questions and topics. I am sure that their students will enjoy this kind of learning about this important issue such as discrimination and learn more efficiently than through speeches about the topic.

8. CONCLUSIONS BY PARTNERS

8.1. ASSESSMENT WITH TEACHING AND LEARNING IN THE AREA OF ADULT EDUCATION

PREVIFORM, PORTUGAL

8.1.1. Evaluation of the adaptations of the good practice

Reading all the adaptations made by our partners to the good practice adopted by PREVIFORM, allowed us to understand how flexible and possible the applicability of this method is, with predictions of good results after confirmation with our own real case. Our assessment will be carried out in detail and by institutions, thus, in relation to:

Hungary – Vocational Training Center of Debrecen: Regarding Debrecen, we verified that they made a good adaptation, and we highlight the fact that this was done in a target group different from ours, which was very pleasing to us as it opened up the range of options regarding the application of this type of continuous evaluation.

Hungary – SZAMALK: In this institution we see that the assessment is intended to be applied to full-time students aged between 18 and 45 years. They demonstrate the specific case of computer and language courses, and we agree that effectively and especially in the case of language learning, continuous oral assessment, not manifested in a single written assessment test, is an added value, as it allows for necessarily more training: daily and continue. In computing it will be valuable in order to understand the progression of each student and check where their weaknesses are. We are really interested in how the results in these two very different areas will be manifested in the future.

Italy – AFP del Patronato San Vincenzo: The case of Italy gave us great satisfaction because it allowed us to see that this method has already been implemented there in a very similar way. We are pleased to see that we were still able to contribute in a positive way, mainly in the matter of documentation, adding new contributions to the work already carried out by AFP. It seems to us that Italy, having already incorporated this good practice in relation to evaluation, is receptive to our new ideas and support materials, valuing as we do the necessary revision of quantitative and qualitative evaluations.

Greece - Athens Lifelong Learning Institute: This institute saw that Portuguese good practice could be implemented in two specific projects: BLENDI and eMERGE, two concrete cases of projects that work with teachers and students, particularly those who are victims of social exclusion and more disadvantaged for various reasons. It is proposed the adoption of some of the materials presented by us, such as the reflective learning portfolio, the combination of theoretical learning with simulated practices and internship, and the evaluation process. We welcome the fact that

this can be adapted in a context as specific as these projects are, with students from different backgrounds, as it will allow a close monitoring of the evolution of each one of them, allowing to understand their difficulties and barriers often unnoticed throughout the year. They emphasize that the same evaluation process can be applied to the training of adults, who are part of the same Institute and who are at a disadvantage compared to the rest of society. We believe that in this specific group this continuous, oral and close assessment is even more important, so that we can help in a more personalized and individualized way.

Malta - FUTURE FOCUS: In the case of Malta, our ideal of creating a healthy union between instruction and assessment throughout the entire learning process was valued. Putting this method into practice allows students to be aware of their difficulties, and that the teacher can, through this perception, adapt and shape the teaching method until reaching the proposed objectives. We agree with Malta when it says that it brings even more benefits to more vulnerable groups, as they have more constraints and problems that hinder their progression, and without a doubt the material we have helps to overcome barriers and challenges with a view to success. They also focus on an important point regarding the importance of always being aware of new methodologies and any updates in this area, specifically in terms of assessment.

Turkey - Yıl Mesleki ve Teknik Anadolu Lisesi: Turkey emphasizes the use of portfolios in adult education, particularly those aged between 18 and 40, as well as the application of checklist, grading scale and rubric techniques to score performance. They emphasize the need to pay attention to the characteristics of the group we are working with, whether in terms of language, ethnicity, economics, special needs, etc. which the traditional method of evaluation don't work very well as an unique evaluative instrument, especially in groups with these characteristics. The team in Turkey is open to adopting an assessment, working together with trainees and adopting the tools we provide that we hope will be useful in your institution.

8.1.2. Conclusion/evaluation of the whole project

As the name says: „Sharing good practices in the field of vocational education across Europe”, this project was presented with the primary objective of exchanging good practices in the field of vocational education. Since PREVIFORM is a company in the field of vocational education for adults, this project and this partnership have become an asset to our organization as it has presented us with several good educational practices that allow us to solve many of the problems we face with our trainees. This project, through its meetings and mobility, was able to clearly demonstrate and apply the good practices of the consortium partners. These visits were not only based on the elements of the partnership, but also gave the opportunity to meet other schools, other organizations in the field of vocational education as well as other educators, trainers and teachers. These mobility and this exchange and sharing of knowledge among all allowed us to gain tools to evolve both as trainers but mainly as a training company whose objective is to train and create new and better teaching methods and materials. The fact that we work a lot on the issue of diversity and discrimination is something that actually meets PREVIFORM's interests and reality,

to which several good solutions were presented. Thus, the good practices presented can already be implemented in the new academic year that is ahead, benefiting not only the pedagogical team but also its trainees. The immediate application of some good practices in this new school year allows us to verify whether their implementation actually brings good results and allows us to present a more diversified and increasingly improved teaching.

8.2. INCREASING THE PARTICIPATION OF WOMEN IN THE LABOUR MARKET

FUTURE FOCUS INSTITUTION, MALTA

8.2.1. Evaluation of the adaptations of the good practice

The adaption of our good practice has found much value within **Italy**, in that although it is already common usage that numerous women are integrated within the world of work, Italy has pointed out that where it comes to the area of childcare, women's jobs are limited to nurseries. It can be said that the good practice shared by Malta has inspired Italy to extend opportunities to women also within this sector. Implementation of our good practice has been more than satisfactory, in that we see that it has led to the creation of new training paths and new job opportunities for women. We feel that the adaptation has been very successful in Italy.

With **Greece** it appears that our good practice has had a very beneficial effect with respect to enhancing the approach of inclusion of women within the workforce. A good approach has been taken by Greece whereby they have sought to implement the practices shared in Malta, also within migrants who are presented with more barriers than locals. This has also given way to other good practices thus raising awareness about discrimination and gender inequality. Implementation here has been given a strong application so that it not only improved what was already in place within this country but it has also given way for innovative opportunities for migrants.

Portugal might be seen as having no need for adaptation of our good practice within their country, since integration of women within the workforce is a topic that is already enhanced. This notwithstanding, Future Focus is pleased to observe that the exchange of our practice still served a good purpose. In fact Portugal has shown to still draw new methodologies to build on what is already existing within their country. It is of satisfaction for FF to notice that even though the practice was already well established, Portugal nonetheless found inspiring methods that helped them reflect on further improvements. This means that as a country they do not stop at what they already have, but they seek to strive for enhancing opportunities.

It can be seen that as a general practice, the increase of women within the workforce in **Turkey** is currently being prioritised on a national level. This has become a requirement of the country's policy. As such we believe that this good practice has found a valuable ground where it can be utilised, in that implementation is somewhat challenging. Also, as can be understood, it is a practice that needs strengthening hence appreciation of it within Turkey may be greater than it might be in other partner countries. Indeed, in employing the adaptation, it was felt by the Turkish

team, that although policies have been laid down on this practice, in the real world, this is not always the case. The value of this good practice within Turkey is further highlighted when we consider that professional opportunities for females are limited and restricted. This therefore means that the Turkish partners have adapted the good practice in circumstances that are more challenging than what we find in other partner countries. They have taken the practice in their stride to tackle obstacle and help remove barriers, in line with the efforts that are currently being seen to be made by the government of the Republic of Turkey.

DSZC Hungary have brought out various aspects that flow from the good practice shared, so that adaption has been valuable in many ways. They also mention the usefulness of adapting the practice for the young women who will reap its benefits in later years when it comes to having their own family. This shows how adaption and implementation has been adopted within all levels. FF is satisfied to see that adaptation here has been made to the full, whereby although many vacancies for women exist within the country, the Hungarian partner has still utilised the practice shared, adapting it in the real sense so that it was adopted exactly where required.

SZÁMALK Hungary have stated that the good practice shared has found valuable application within their institution, in that although women work long hours, they are still unrepresented within the labour market. In order to counter this, they have adopted the practice of bridging skills and gender gaps within their country, and they feel that the good practice shared has inspired them to motivate students and to empower teachers further. FF thinks that this is a good way to adapt what has been shared, since although adoption of what was shared was not so straight forward, they still managed to draw from what they saw in Malta and adapt it to their country's needs. Adaption of our good practice included also raising awareness in a manner that would result in targeting shortage of professionals, with the indirect consequence of creating more opportunities for women within the world of work.

8.2.2. Conclusion/evaluation of the whole project

The Sharing Good Practices project has been an inspirational tool for a great number of people. At prima facie the project may give an impression that the actual persons to benefit are those who were closely involved with the workings of the project. However a closer look can reveal that numerous people have gained from it. Here one may point out that apart from the valuable outputs created by the project, the wealth of information shared and acquired for the duration of the course have involved project participants who shared information with 5 other EU countries. Here these participants were able to see the implementation of diverse good practices as they shared them with other countries. The information acquired within these meetings were taken back home whereby implementation of learned methods within their own country ensured widespread dissemination with many others. This may be seen to be in itself to have a great multiplier effect, where a practice shared by one EU country found adaptation within five other countries. This was repeated with all other countries, so that the result was a widespread wealth of beneficial practices within the EU. The sharing of good practices, therefore was not only limited to

those participating, but by means of adaptations implemented by all partner countries, numerous institutions and stakeholders could benefit from the project's outputs. Evaluations conducted by the partners, following adaptation tasks, also ensured that these were tried by the partners adapting the practice, and tested by the creators of that good practice. In this way, the project coordinators ensured that the project aims and objectives, as well as the finalised output, were up to the expected standard.

8.3. NON-FORMAL WORKSHOP FOR STUDENTS WITH FRAGILITIES

ASSOCIAZIONE FORMAZIONE PROFESSIONALE DEL PATRONATO SAN VINCENZO, ITALY

8.3.1. Evaluation of the adaptations of the good practice

The adaptation proposed by PREVIFORM appears very concrete and well-structured. Starting with its primary objective of fostering skills enhancement for school drop-outs who therefore find themselves without a qualification. They, however, need to be able to enter the labour market with a quality job. Previform also envisages clear steps accompanying adaptation: analysing the target group and understanding the type of intervention suitable for them; providing encouragement and re-motivation actions. Only at a later stage is it possible to decide what to propose, so that activities can be truly creative and attractive for problematic targets. A further aspect that confirms the quality of the approach is the selection of the teaching and training staff to be dedicated and their training: this is a delicate pedagogical work of motivation that needs qualified and capable people. Also the final slogan "Making teaching more dynamic and practical and having lessons outside the classroom as a way to attract students' attention" seems to us the right spirit with which to approach our good practice.

The adaptation proposed by FUTURE FOCUS focuses above all on integration and in this respect they are a leading institution at national level. Through the experimentation of our good practice they highlight how they may have acquired new information to offer better opportunities to students with fragility, who will then be able to experiment themselves in work activities with greater self-confidence and an adequate level of motivation. It seems to us that our good practice can be easily adapted by them.

The adaptation proposed by ORTAKÖY 80 is in line with the good practice we presented: in fact, the right value is given to the objective of bringing young people (who are in a state of school drop-out) closer to the world of training, in order to guarantee them an adequate insertion in the labour market and facilitate them in being able to play a real active role in society. Interesting is the dimension of flexibility and openness to change, which the proposal must necessarily have as a starting point. Besides being voluntary, it is important that it takes place in a fun learning context. These are all elements that can make the proposal more eloquent.

Another element that emerged in the Turkish adaptation is the value of the proposal integrated into the normal school curriculum, hence the possibility of proposing the informal workshops at weekends for adults with low motivation and self-confidence. Good practice that can also be

adapted in the partner's context.

The adaptation proposed by DSZC is perhaps the one that comes closest to our proposal. It mentions the 'Dobbantó' programme in which the Workshops go directly into the school and also enable participants to obtain a part-time and university degree. Furthermore, these Workshops offer a second chance to those who are stuck in higher education and are in danger of dropping out. The knowledge of our good practice allowed the partner to complement the existing non-formal 'out-of-school' programmes of the workshops by increasing their practical parts to reduce the students' experience of failure and to give them a chance to get closer to the job they really want. The challenge for the future (also for the Hungarian partner) will be to integrate the workshop pathway into the VET pathway in order to reduce early school leaving and to intervene at a preventive stage, without waiting until students have already dropped out. Good practice can also be adapted (and already tested) in the partner's context.

The adaptation realised by SZÁMALK is also in line with the proposed good practice, although it focuses more on the dimension of remedial schooling related to language difficulties or problems related to mental disorders. It is therefore an interpretation of good practice more on the dimension of support for pupils to achieve educational results rather than work-oriented goals. Interesting is the individual and differentiated outlook for the evaluation and monitoring of pathways as an element for reducing school drop-out. Good practice that can also be adapted in the partner context.

The adaptation proposed by ATHENS LIFELONG LEARNING INSTITUTE aims to engage learners, students, teachers and trainers in inclusive educational environments to combat inequalities and discrimination based on ethnicity, gender, race and socio-economic background. The importance of promoting the participation of NEETs in the social, cultural and economic life of society is emphasised in the adaptation. Very interesting is the proposed innovative aspect of a multi-stakeholder co-created entrepreneurship training programme that on the one hand improves both digital and entrepreneurial skills and on the other hand the value of the multidimensional approach of our best practice. The Greek partner also emphasises motivation as a key factor for success at school first and at work later. The best practice is therefore also adaptable in the partner's context.

8.3.2. Conclusion/evaluation of the whole project

Over the past three years, the Sharing Good Practices project has allowed us to broaden the mutual knowledge of the VET systems of our partner countries and we have got the chance to share different activities related to our institutions. It was really interesting to get to know and see our institutions in their respective countries and to deepen our knowledge of the VET systems in each country. That has given us the opportunity to compare each Vet system with the regulations of the national and regional systems in our own country and to try to understand how to improve the activities that we usually offer to our learners and to the territory we live in.

It was interesting to perceive that in each country, training institutions work not to offer training as an end in itself, but to enable learners to have a wide range of opportunities for insertion in the local labour market. The choice of individual best practices was an important element of the project, because it allowed us to experiment with activities involving different sectors, thus enabling us to involve also different professions working for our organizations (teachers, coordinators, guidance psychologists, job placement technicians, etc.). The different strategies and methodological approaches have allowed a complementarity of outlooks that have been a concrete stimulus for new projects.

The concentration of so many MPTs in the last months of the project (October 2021- June 2022), due to all the stop-and-go's of the Covid 19 emergency, was an unforeseen event that put us in a difficult situation and led to a continuous reorganisation of our centres' activities and human resources organisation. However, the goodness of the project objectives repaid us for the effort made.

8.4. THEMATIC SCHOOLS & ROBOT CLUB

Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi, Türkiye

8.4.1. Evaluation of the adaptations of the good practice I. (Robot club)

Our Portuguese partner PREVIFORM's associated Robot Club with STEM. That is a good example of cohesion. The Robot Club can provide the appropriate conditions for adults to acquire skills that are important for employment. Although Arduino sets are sufficient at the beginning for the adaptation of good practice, expert trainers and more detailed equipment will be required in the later stages. Benefiting from Robot Club takes time but PREVIFORM approaches the Robot Club from the right angle.

Our Hungarian partner SZÁMALK considered the adaptation of Robot Club good practice as improving overall school facilities. In order to create a positive school climate for students, they set the long-term goal of obtaining the technological equipment used in the Robotics Club. As a starting point, they can benefit from easy and free digital sources such as tinkercad.

Our Italian partner AFP PATRONATO SAN VINCENZO, has made a plan to adapt the Robot Club good practice to their institutions quite well. This club is important for developing the skills required for the job as well as developing cooperation at different levels. The usage of robot club activities outside the curriculum as STEM and post-class activities is a good example of the effective use of this good practice.

Our Maltese partner FUTURE FOCUS approaches the Robot Club as a new concept. They plan to adapt their activities at a basic level. For the beginning stage, it would be better for trainers to use virtual environments such as Tinkercad, which is free and easily accessible. For the further levels, it is needed to be activated in different equipment such as Lego Mindstorm, Arduino, 3D printers, etc. from simple to complex.

Our Hungarian partner the institutions of DSZC uses the essence of the good practice in a best way. Using the robot club at a summer camp would be a perfectly sensible choice. It is very valuable for students to explore the robot world in a fun environment and to examine technology in nature together with nature in the digital age. Robot club good practice is not only a technology education but also a place of responsibility and self-control. With all these features, the good practice has been adopted by our Hungarian partners in a very productive and efficient way.

Our Greek partner Athens Lifelong Learning Institute plans to implement the best practice at the very beginner level in accordance with its target audience. While the Robot Club intends more advanced applications in terms of technology, ALLI focuses on basic informatics. It should be considered a good approach as a beginning point for adapting good practice to the circumstances. The materials needed for the next levels can be a financial challenge. Establishing a relationship with their own project „Semeli Project” will contribute to the adaptation of the Robot Club.

8.4.2. Evaluation of the adaptations of the good practice II. (Robot club)

Thematic schools are schools in state-supported structures in Turkey. Of course, there will be different conditions as they are adapted by our partners.

Our Portuguese partner PREVIFORM has approached Thematic Schools at the course level. PREVIFORM, which provides education to adults, can fully adapt the good practice Thematic Schools . Providing directly relevant training in the required field already constitutes the essence of this good practice. Modifications have always to be made in the “Thematic Courses” according to the efficiency of the good practice.

Our Hungarian partner SZÁMALK adapts the Thematic Schools good practice within its own institutions within the framework of education policies throughout the country. The idea of students requesting company support to access courses related to certain fields or guiding the students to other cities that provide training is in line with the essence of Thematic Schools.

Our Italian partner AFP PATRONATO SAN VINCENZO considers the adaptation of Thematic Schools good practice to be an extension of a method they already use. They stated that the vocational training orientation in Italy is to acquire certain skills required for certain jobs, which is the same as the basic logic of “Thematic Schools”. Working in collaboration with companies and organizations will undoubtedly make a tremendous contribution to the adoption of this good practice.

Our Maltese partner FUTURE FOCUS have adapted the Thematic Schools good practice in their institutions on the basis of Thematic Subjects. The Thematic Schools good practice is more result-oriented, in terms of employment. For the adaptation of good practice, employment can be emphasized a little more. The most required job can be a start point to define the theme.

Our Hungarian partner the institutions of DSZC took a different approach to Thematic Schools. The rationale in thematic schools is to train students in a theme-based and employment-oriented way, rather than improving the possibilities of a field. In this respect, our partner can consider good practice adaptation on an employability basis.

Our Greek partner Athens Lifelong Learning Institute adapts the implementation of good practice on a project basis within its own body. ALLI, working with many disadvantaged groups, uses the logic of the Thematic Schools good practice with its employment-oriented studies on these groups. Cooperation with other institutions will also increase efficiency.

8.4.3. Conclusion/evaluation of the whole project

Correctly understanding the importance of vocational education and its role in the education system always plays a vital role for societies. The fact that students and parents do not prefer vocational education is usually due to lack of information and insufficient promotion. We believe that we have made an important contribution to this issue with the Sharing good practices in the field of vocational education across Europe project. Despite the restrictions and challenges arising from COVID-19, the Sharing good practices in the field of vocational education across Europe project was implemented as planned in the project application form. The most important success is the continuation of the project as planned, despite the inability to meet face to face after a short time since the project was started. The steering committee meetings online were the checkpoints to control the process, and the interest of the VET Schools in the online conferences at the beginning was quite motivating to continue the project Good Practices (GPs) online at the beginning. The desired quality was achieved in GPs observed in each partner meeting held face to face after COVID-related restrictions were ended. The last result handbook will be useful for years to transfer all gains, benefits, GPs, and experiences into our region, to Türkiye with the aim of closing a big gap and differences, and similarities between EU countries. The social media power of our institution and the pioneering role of Erasmus+ in the region will lead us to share all GPs all over the 30 VET Centers in the region to be informed about the process. The VET providers in the region shared their happiness to be informed by the GPs shared in an online conference, also in local activities, in a book, like Erasmusdays, and regional INFO days. All those local stakeholders shared their satisfaction with GPs and their applicable presentations formed country-wide.

8.5. INTEGRATED INTERVENTIONS FOR UNEMPLOYED PEOPLE WITH CULTURAL SPECIFICITIES

Athens Lifelong Learning Institution, Greece

8.5.1. Evaluation of the adaptations of the good practice

In general, all adaptations suggested by project partners were of high quality and characterized by diversity, flexibility and creativity. Different aspects of the Greek good practice have inspired partners to think of the ways through which the practice can become relevant for the specific characteristics of their organizations, their target groups and their national training/ education systems. It is clear that the Greek best practice cannot be implemented by other countries in an identical way as it has been implemented in Greece, so adaptations to suit the needs and the special characteristics of each system were necessary, so as to fit the demands of the other countries, other organizations and other target groups. Partners have found different ways to take advantage of the Greek good practice and adjust it to the potential training and education offers of their institutions and their countries.

In more detail, the evaluation of the six (6) adaptations made by project partners is as follows:

Adaptation made by the **Construction Technology and Technical Vocational School of DSZC**, in Hungary: Even though the age of the target group that the School provides educational services (14-18 years old) is different from the age of the target group in the Greek practice (young adults above 18 years old), the Hungarian partner has proposed a meaningful adaptation. They have managed to adapt specific elements of the good practice, especially those related to the provision of equal opportunities to members of disadvantaged groups. They have chosen to adapt the practice for the ‘Dobbantó’ (Springboard) program, which provides an opportunity for students without basic education for development and further learning, as well as for the “Orientation Program” that provides an opportunity for improvement for students with a primary school certificate who are seriously challenged in the field of competencies necessary for learning. Through the adaptation, emphasis has been given to literacy and numeracy skills as well as to oral and written communication with a focus on everyday life situations. All these skills have been considered as necessary for the students’ educational and professional future. Another element adapted by the Hungarian partner is the support provided to students by other professionals (such as the school psychologist, a social worker or a crime prevention counsellor) who jointly collaborate with teachers to prepare disadvantaged students for their adult life as learners and as employees, taking into consideration the needs and the specific characteristics of these students.

Adaptation made by the **SZÁMALK-Salesian Post-Secondary Vocational School**, in Hungary: The School has decided to adapt the Greek good practice for the target group of refugees from Ukraine, who has some similar characteristics with the Greek target groups (Roma community and Greek Muslim community), especially regarding their low skills in written and oral communication and low literacy skills in the country’s language. The chosen target group in Hungary faces, apart from

their severe trauma, language barriers and cultural differences which can place extra problems when entering the education system and, later, the labour market. The School with the support of the Salesian order and church organizations that take in refugees can integrate these young people in vocational training via other Salesian schools around the country and provide them with quality opportunities to be integrated in the host country, if they wish. Another aspect of the Greek good practice which can be adapted by the School is the provision of financial and psychological support to these refugees, for example by a school psychologist in order to cope with the post-traumatic stress of war. The good practice can become a comprehensive tool for the School in order to react quickly to this unexpected social change and to enrich the vocational training provisions for disadvantaged learners.

Adaptation made by the **Associazione Formazione Professionale del Patronato San Vincenzo**, in Italy: The Italian Organisation collected some of the elements of the Greek good practice to formulate the adaptation in order to be useful, practical and relevant for the special circumstances in which it operates. Based on the Organisation's mission, the support to disadvantaged groups for the development of their employment skills and their integration in the labour market can be further designed and developed based on the good practice. The adaptation focuses on the support which can be provided to members of the disadvantaged groups so that the Organisation better focuses on the proposals that they present to the target group and that it enhances the formation of a network with other professional figures involved in taking care of the target persons (social workers, educators of reception communities, public and private employment agencies, etc.). The good practice was a way to achieve a shared outlook with other actors supporting the target persons and take advantage of the available resources. Finally, the adaptation can provide the Organisation the opportunity to improve their organizational model and to become more efficient in supporting the job placement of the target people (e.g. foreigners, asylum seekers, etc)

Adaptation made by **FUTURE FOCUS**, in Malta. The Organisation focused the adaptation of the Greek good practice mainly on the process which can be implemented to support learners to gain skills which are relevant and necessary for the labour market. Moreover, the adaptation pointed out the need for a recognised VET diploma which can be awarded after participating in both VET courses and apprenticeship programmes. Finally, the Organisation from Malta, through the adaptation, underlined the need for good communication skills in the workplace, as a prerequisite for good quality of the work done and higher levels of satisfaction among managers and employees. The Greek good practice provided them an example on how to make more efforts for the development of the communication skills of all people involved in the organisation, at any position.

Adaptation made by **PREVIFORM**, in Portugal. The Organisation adapted the Greek good practice for the group of immigrants of Brazilian origin, who bare similarities with the group of Roma in Greece. The Organisation focused the adaptation on the parallel intervention to both the target group who faces barriers during their process of becoming integrated in the local society and the members of the local community who have some negative stereotypes and prejudice towards

the target group. The good practice was seen as a tool to combat discriminatory attitudes and behaviours in the host society and facilitate the integration process of immigrants from Brazil. The adaptation also provided the opportunity to enhance their work with immigrants and the local labor market and connect training, education and internship opportunities for the benefit of both. The adaptation of the approach and the tools presented in the Greek good practice provided the Organization with more ideas on the development of partnerships with people from the social area, mainly, and on the training offers that can help members of their target group to integrate into the job market, with a more practical aspect.

Adaptation made by the **Mamak District National Education Directorate**, in Turkey. The Institution adapted the Greek good practice with a focus on the different training offers provided to refugees from countries such as Syria, Afghanistan and Iraq. The adaptation pointed out the need for training offers based on the refugees' needs whose educational and professional level is diverse. A comprehensive needs analysis is essential prior to any educational offer, especially for members of disadvantaged groups. The adaptation underlined the need to rearrange existing training courses so that they are in line with the needs of the individuals. This way their integration can be facilitated and achieved.

In conclusion, project partners managed to adapt the Greek good practice in diverse ways in order to answer the needs of different disadvantaged groups for quality education and training and for more employment opportunities. The good practice has served as a tool to re-arrange training offers and enrich the support provided to different target groups by the partner organisations. A common aspect in all adaptations was the cooperation of different professionals for the achievement of the educational, economic and social integration of people from marginalized and disadvantaged groups.

8.5.2. Conclusion/evaluation of the whole project

The “Sharing good practices in the field of vocational education across Europe” project has achieved to bring together diverse education and VET organizations from Europe and discuss the ways in which their VET provisions can be enhanced and improved. The project, through the project meetings and exchange visits/ mobility visits, managed to support the visibility of specific practices, implemented in different countries, so as to provide examples which can be further exploited and sustained by other organizations in more European countries. It also managed to bring together different stakeholders and professionals in the fields of vocational training, school education, adult education and lifelong learning, so as to cooperate and find solutions to improve the quality of vocational training across Europe and achieve inclusive quality education for everybody, regardless of their origin, race, ability, gender and socio-economic background.

The best practices which were presented during the visits will serve as a compass for future initiatives in the field of vocational training and they can benefit teachers, educational and vocational training professionals, directors of education providers on the one hand, and the general public on the other, since these best practices aim to improve the quality of educational

services for all citizens and provide them the motivation to pursue lifelong learning opportunities. This can be seen in the different adaptations of the same good practice. Project partners took advantage of the national good practices from the other countries and managed to adapt them for the needs of their target groups and of their countries. Another important aspect of the project was that it managed to promote and support the development of skills for professionals who work in the field of vocational education and training. These professionals had the opportunity to experience the practices presented and gain further knowledge and competences on how to increase the quality of VET in their own countries and across Europe.

Finally, it needs to be pointed out that, through the project, organizations with different expertise developed a strong partnership which is bound to be sustained beyond the lifetime of the project. The intercultural aspect of the project was among its most important assets. Despite existing differences in the participating countries' systems, priorities, current VET provisions, lifelong learning possibilities, some common aspects have been revealed, underlining the need to work together for the promotion of VET education. Therefore, intercultural differences have been a strength for the project and provided more opportunities to approach the same problem from different points of view so as to create a common solution.

8.6. FLIPPED CLASSROOM METHOD AND CROSS-SECTORAL PROJECTS

SZÁMALK-Szalézi Technikum és Szakgimnázium (SZÁMALK-Salesian Post-Secondary Technical School), HUNGARY BUDAPEST

8.6.1. Evaluation of the adaptations of the good practice I. (Cross-sectoral projects)

Athens Lifelong Learning Institute: It is certainly a strength the cross-sectoral concept of the Athens Lifelong Learning Institute has a really wide range of activities that include self-assessment quizzes/tests, class assessment, project work and even online games. This is an important aspect, because cross-sectoral cooperation principally is an activity-focused good practice, however, the adapting organization is absolutely right, the form of the cooperation and the framework is also crucial.

As far as the local context is concerned, it is also an added value that the Athens Lifelong Learning Institute has succeeded to create a tailored concept, especially in terms of the target groups that are also different from one another in many aspects (unemployed plumbers and electricians, employed plumbers and electricians willing to upgrade their skills, unemployed youngsters with lower secondary educational attainment, training centers for adult and continuous training).

Associazione Formazione Professionale del Patronato San Vincenzo: The chosen activity (refurbish a van registered in 1971) perfectly suits to the original concept as it is a work-based teaching methodology, so the dominant parts are practical and collaborative activities and project work. It is also a strength that there are individual assignments and team work alike, the specific tasks are distributed very carefully among the automotive technicians, graphic designers, mechanical operators and maintenance students.

Future Focus Institution: The Maltese partner has adapted the good practice in quite a holistic way, which was our intention, too. They realized that the good practice is especially useful for vulnerable students of any kind, since by implementing the method, the target group can be evaluated in many practical activities and therefore the eventual place of employment can be adapted for the particular needs as well.

It is an advantage that most programs at Future Focus Ltd already include cross sectoral aspects, so they are ready to integrate this method in more programs on their portfolio.

Previform: The representatives of Previform received well the key messages of the adaptation process. It is a key advantage that they plan to foster cooperation teachers of general subjects as well as trainers who are involved in different VET programmes. It is essential that the two VET and general education have common projects, classroom activities or any kind of cooperation. When they discussed how to implement the good practice, decision has been mad that there will be cooperation between institutions in what is related to computer material and educational platforms.

Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi: As far as the professional profile is concerned, the Turkish partner is very similar to that of the sharing organization, so this certainly made the adaptation easier. Moreover, the concept was not unknown to the Teknik Anadolu Lisesi. As far as the particular cross-sectoral activity is concerned, they mentioned the repair and maintenance works carried out in the school, which is quite unique, however a very relevant adaptation area. Another possible adaptation activity is combining with their existing one, which is the Robot Club good practice. The idea is very good, since it provides further cooperation of VET teachers with different professional backgrounds.

Debreceni Szakképzési Centrum: Our co-partner in Hungary carried out a profound adaptation work, since almost all of the possible adaptation opportunities are listed. It means that there is a VET school, which regard the good practice as a tool for cooperation of professional and general subjects' teachers and even there is an added value, which is involving external partners to this cooperation.

The next piece of the adaptation options is project work based on the different training locations and workshops of a particular VET school. This is a good idea itself, but an extra added value is that this way external companies can be part of the activity as well. As a possible pedagogical outcome, the following competences can be developed: organizational and cooperation skills, decision-making ability, sense of responsibility, consensus building ability etc.

The next adaptation idea is also unique (distant learning environment), since we have never thought that the good practice can be adapted in a distant learning environment, but this is exactly what they have created. This was adapted for answering to the pandemic restrictions, so congratulations for their creativity.

8.6.2. Evaluation of the adaptations of the good practice II. (Flipped classroom)

Athens Lifelong Learning Institute: The target organization is quite special, since as a research and education institute they may consider the good practice in quite a different way. Our assumption was right, since there are different possibilities for its adaptation at Athens Lifelong Learning Institute.

One of the key adaptation options is a project that aims to address the gap that exists in assessing newly arrived migrant students' prior knowledge in the fields of Science and Mathematics. The concept is to develop a toolkit in the form of an online library and a training course for teachers that will equip them with the necessary theoretical and practical knowledge for assessing newly arrived migrant students' prior knowledge. Based on this, the 'flipped classroom method' could be used as an alternative educational tool with the purpose of increasing student engagement, understanding and retention by reversing the traditional classroom teaching approach. We agree with this idea and Athens Lifelong Learning Institute has our full support in the further implementation processes.

Associazione Formazione Professionale del Patronato San Vincenzo: We were happy that our Italian partner felt that learning about this method was just about time, since the problem of the drop-out increased in recent years. It is also a satisfying information that the method is going to be adopted and not copied, which is exactly the case about AFPPSV. The idea is to carry out activities, like guided visits to museums, outdoor exercises, etc. is new to this method, but not inconceivable at all. Another strength is the approach of the development of technical-professional skills and competences as they favored the learning by doing concept and workshop contexts, instead of classroom environment.

Future Focus Institution: It is certainly a great advantage that the Future Focus is a VET organization. Even better that as such, the concept is not unfamiliar with them, which was a good starting point of the adaptation process. During the implementation period, trainers of the FF regarded it correctly that this method makes it possible for creating classroom situations to be more active, rather than passive, where students might feel left out and give up on studies. We think that exploring students' motivation is a good approach and is a key to success. Also, the added value is that more students will have access to learning, however, some extra resources might be required in terms of equipment and IT devices.

Previform: Representatives of the Previform share with us the need of reducing the absenteeism, which is the challenge of our time all over in Europe. According to their point of view, one of the reasons of absenteeism is lack of autonomy on students' side. We think that they have got a point, so by creating pedagogical contexts, where there is space for autonomy, creativity, critical sense and especially independence, then we can expect results sooner or later.

To sum up, we were satisfied to know that his method can easily be applied to PREVIFORM in order to reduce the drop-out as well as the rate of absenteeism.

Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi: According to the own statement of the target organization, the drop-out is a serious challenge, particularly in courses such as mathematics, literature and philosophy. They regard the 'Flipped classroom' good practice as a proper solution to this challenge even in longer term. In this context they highlighted the problem that some subjects are boring to the students that make them confused. So, raising students' engagement is a key issue for them. Upon the first adaptation experiences, the prospects are promising as students send an overall positive feedback about their experiences.

As a sharing organization, we regard that Teknik Anadolu Lisesi is on the good track, our advice is to keep going and if anything is needed on our side, we are ready to provide any support in the future.

Debreceni Szakképzési Centrum: The method was welcomed among the training facilities of the Debrecen Center of Vocational Training. During the adaptation process, they grabbed the point by emphasizing the method can be particularly effective in the teaching of practical vocational subjects, where the practical and theoretical content of a subject can be taught in parallel and in a structured way. We think the same and will support them in carrying out this presumption in practice.

They are also right that to apply the method properly, experienced trainers are needed, and as a consequence particular emphasis should be placed on the in-service teacher trainings and possibly on supporting activities as well, like coaching and consulting services.

We are particularly grateful to the committed attitude and the cooperation that the DSZC showed throughout the entire adaptation period.

8.6.3. Conclusion/evaluation of the whole project

Despite the initial difficulties of Covid pandemic restrictions, the project goal has been reached as each good practice was successfully adapted and professional experiences were exchanged. The partnership was strong enough by responding appropriately to all this by commencing the good practice exchange in online form. Obviously, the online meetings had no all the added values of the personal presence, however, under the circumstances the online choice proved to be a good decision. Later, when face-to-face meetings finally took place, each online adapted good practice were summarized once again, so this way we also tried to reduce the negative impacts of the pandemic shutdown. Since then, the implementation of the adapted good practices is continuous into our daily practice and by this we are confident that the education is steadily improving.

Through transnational meetings, we have had a deeper look at the VET structure of the partner countries and this experience highlighted the reason of why a particular good practice was chosen to share with. For example, in case of Greece fully comprehensible that the good practice aims at how refugees can be involved into education services and how to bring them closer to the demands of the labour market. Another example is the Turkish good practice, which focused on a national level challenge of how the major differences in development can be reduced among regions.

Besides the professional issues of education and methods, another positive aspect of the project is the chance that we could be part of an inspiring project team, where each key issue was

properly followed and controlled and if needed, the obstacles were overcome based on real team cooperation concept. Probably one of the reasons of successful cooperation is that the tasks were distributed proportionally among partners and each coordinator supervised properly its own responsibilities and assigned activities. If anyone were in late in any duty, kind reminders were sent and properly appreciated by the recipients. The role of the DSZC as project coordinator must be highlighted as the project was implemented in a highly professional way and commitment.

8.7. DIGITAL SOCIAL WORKSHOPS & STICK TOGETHER - STAND AGAINST DISCRIMINATION

Debreceni Szakképzési Centrum (Vocational Training Center of Debrecen), Hungary

8.7.1. Evaluation of the adaptations of the good practices I. (Digital Social Workshops)

Athens Lifelong Learning Institute: This Institute saw the essential of the good practice we show them. The way they adapted the practice is one of the best way we could imagine. They have taken well that it can be used at all ages. They found a lot of different ways for the implementation, which we especially liked very much. It's diverse usability is very well recognized. They can be use the technic very good in the future their ideas are very clever and practicable.

Associazione Formazione Professionale del Patronato San Vincenzo: Their adaption is good, they adapted well the diversity of the technology. They discovered that it helps to learn the way of thinking which helps in programming and in algorithmic thinking. This way can be very good to understand the basics and it provides easier learning the higher level studies. Maybe they could use it more widely, but they find the main audience.

Future Focus Institution: Our Maltese partner is open to the introduction of good practice. They consider it important that, in addition to the courses organized by them, not only young people, but also adults, and their own employees are given the opportunity to develop digital competences. It is definitely positive that they also think about employees already employed in the world of work, that they also develop in accordance with the digital world and keep their existing knowledge up to date.

Previform: Our Portuguese partner also successfully adapted the task. Primary and secondary school children are already learning IT, and knowing how to manage various digital devices is not new to them either. The company organizes a number of computer courses for adults, which you can easily supplement with our good practice as a novelty. Since they already have certain knowledge, this kind of digital knowledge development can be easily built on.

Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi: The use of various digital techniques is no longer unknown to students studying technical professions at the given institution. As the partners reported, similar content can be found in the curriculum for IT students. We think it is a very good idea to introduce the program to the children by projecting it on the whole school, encouraging

students from different professions as well. In this way, students with prior knowledge and those with basic skills complement and help each other to acquire knowledge that they can use in their own profession during their later studies. Another good idea is that the participating students can later present their finished products, which can be motivating for the other students.

SZÁMALK-Szalézi Technikum és Szakgimnázium: Our Hungarian partner targeted the post-secondary vocational training year by introducing good practice, but they want to expand their profile by educating students who have finished primary school, so the project will be introduced here later as well. Generally, the target group is those interested in a technical career. In this case, we are happy to see that the students of arts and humanities are also involved in the activity. We think it is a good thing that they plan a demonstration day during the school year, where students can get a general overview of the digital workshops, see and try the machines. This makes the program even more attractive for those who have only heard of these tools so far.

8.7.2. Evaluation of the adaptations of the good practices II. (Stick Together - Stand against discrimination)

Athens Lifelong Learning Institute: This institute provides educational services for adults above 18 years old. These people are mainly from disadvantages groups such as: prisoners, Roma, migrants and refugees. That can be one of the reasons why “Stick together-Stand against discrimination” project is easily adaptable for this partner. It is believed that many aspects are discussed in the project that are important for their learners such as fighting against discrimination or the promotion of interculturalism. They will disseminate an informative event about this project and in the future it can be a basis for the next projects’ design as well.

Associazione Formazione Professionale del Patronato San Vincenzo: They emphasize the methodology and are sure that is enjoyable for the youngest to learn this way about such issues. It will be an integral part of the training methodology. It is useful for some subjects which contains communication skills or are history-oriented competences.

Future Focus Institution: The topic is not new for this institution, they have dealt with it but the mode of the adaption to learning is innovative for them. There is not a detailed description how they will use the board game and what are the main values of the game.

Previform: This partner emphasizes the interactive way of learning about discrimination, which is in the world a sensitive issue. According to them it is amazing how the different subjects appear in the board game.

Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi: This school has decided not only to use the Stick together board game in their institution, but they are planning to translate the questions and answers into Turkish. Moreover they want to give new questions and generating new perspectives.

SZÁMALK-Szalézi Technikum és Szakgimnázium: This partner believes also that the board game is a useful tool to discuss and learn about discrimination. However the Bible and ethnics lessons deal with this topic but the adaption of the gamification is a new possibility to it.

8.7.3. Conclusion/evaluation of the whole project

The DSZC participated in a KA2 Erasmus+ project as a coordinator for the first time, which was a great challenge. With the development of the COVID situation, we had to reschedule everything and there was a time when it was also questionable whether we would be able to implement all the activities. We started the transfer of some of the good practices online, but we were persistent, we believed that even if we should reschedule everything, we would be able to implement all the transnational project meetings. With the easing of the COVID situation, we immediately started organizing the TPMs, which we carried out one by one in the end. This would not have been possible without an excellent partnership. One of the biggest benefits of the project is that we were able to work with great organizations and professionals. In the project, all partners took their part in the work, everyone had their own task, which they fulfilled properly. Any unexpected changes that occurred for reasons beyond our control were handled flexibly and in the end we always found a solution for everything.

Improving the quality of vocational training, raising awareness of its importance, expanding the knowledge of professionals working in it, and reducing the early school leaving of students are challenges at the European level. This project was created to achieve and support these goals. Based on the feedbacks, the direct participants in the partnership acquired the additional knowledge that we set as a goal, and indirectly, the knowledge of the participants' colleagues and the professionals who reads this Professional Handbook will also increase.

We are proud that despite the challenges, the partnership achieved its goals and we can call this project as a successful one.

9. CONCLUDING REMARKS

Maybe the best way to start a summary or make a conclusion for a full project lifetime is to answer the question of “How it all began?”. As it is probably expected, it began with an approved Erasmus+ application, called ‘Sharing good practices in the field of vocational education across Europe’. It is also part of the beginning that our consortium formed an unusual partnership, since partners previously did not know each other. Thus, the first challenge was to bring ourselves together, trainers, teachers education specialists and headmasters from Greece, Hungary, Italy, Malta, Portugal and Turkey. The partnership certainly was ready answering to that, and as a matter of routine we were preparing of doing so, when unexpectedly another challenge came in the form of the COVID pandemic restrictions that prevented us from visiting each other for an uncertain period of time. At the beginning, the second challenge seemed to be as quite a serious one, since the mobilities played a key part of the project concept, so these professional visits could not be skipped in any way or other without taking a real risk of failure.

Fortunately, at the end of the project period we can say that both challenges have been successfully overcome as the project did not stuck and we have found the ways to carry on with the scheduled activities. During the travel restrictions, parts of the answer were that we have organized well prepared online meetings, when exchanges of good practices were almost as successful as it were implemented in person. Moreover, throughout the online activities curiosity as a key attitude moved us forward, since all of us were curious to get to know each other as well as being eager to have an insight view at each other’s good practices.

As for the original project concept, our declared common aim was to exchange good educational practices that are worth to be shared with. It is quite a challenge itself to share a good practice that have been developed in different countries as well as in different educational environments. However, despite the various contexts, partners did their best in the process of sharing as they tried to “translate” their good practice into a common language that is conceivable to everyone. Based on the feedbacks and reflections on the adapting side, we are quite confident to say that the adaptation contents got through, so the sharing partners succeeded and reached their goal in conveying the key messages.

Another key point of the project concept is the extent and the quality of the adaptation. From the beginning, we were aware that successful adaptation does not necessarily mean full capacity of permanent use, so this is why the project plan entailed specific activities that ensured daily practice on adapting side and positive feedback and support on the sharing one. In this aspect, receiving feedback means understanding, practice and tailored description mean assurance of sustainability. In order to make sure that any step of the procedure described above can be tracked at any time, the progress of collaboration have been properly documented on the Moodle platform, which functioned as a common and frequently used interface throughout the entire project period.

Despite the different countries and contexts, however, partners also have had many points in common that linked the good practices together. Perhaps the most important common feature is the approach, which does not restrict the learning process to classroom activities, instead, it allowed students and trainers to think of various learning locations, like workshops, online platforms, public places and homework activities as well. Consequently, the common way of this kind of thinking further provided a solid ground for productive collaboration.

Besides the strategic concept, the way is also important of how the mobilities were carried out. All partners bared in mind that the on-the-spot school and workshop visits should be as practical as possible by ensuring to meet with teachers, trainers, company representatives and students as well. As far as the cross-sectoral and horizontal aspects are concerned, during the course of the adaptations the consortium paid particular attention to specific fields, like good governance skills, preventing early school leaving and career guidance.

The other key factor was the open-minded attitude in terms of training methods. All of the good practices are student-oriented that aim at increasing student engagement and better retention of a teaching or training material. Another common feature is that the good practices we have provided increased opportunities for active learning not only at class time, but also further beyond as well. This approach offers key benefits especially for VET students, whose curriculum in most cases requires active learning and so to do meaningful practicing activities beyond the school period. Such an approach requires teamwork concepts, like collaborative learning, cooperative learning and problem-based learning, all of which promote meaningful practicing and foster student engagement in the learning process allowing students to increase their learning autonomy.

It is important to mention that to some extent most of the good practices require technology, either ICT, software, machine or specific VET equipment. Of course, technological support plays a key role in achieving the training objectives, however, it is also an important point that digital tools and technologies provide opportunities for independent training activities, however, this in itself is not education. The consortium believe that pedagogy is about guiding, rather than leave the students finding their own way, since digital native students may be able to use technologies, but that sometimes, but not often mean they can learn from them. During visiting each other we have experienced some technological differences among partners, but it mainly reflects the different education services or training portfolios. So to sum up this point, the good practice adaptation does not necessarily mean purchasing the same technology, since the concept is not to reproduce the same good practice, but rather to comply with the specific needs of the adapting organization.

Besides exchanging good practices, the other strategic project goal was to introduce each other the VET system of the respective countries. It was part of the original concept, because without having a general overview, it would have been impossible to understand the good practices in depth. The added value of this work was that the hosting partners pursued to highlight the most recent legislative changes and initiatives of their VET systems. Each time the VET system presentations was followed by a questions & answers session and the hosting partners did their best to highlight the VET structure of a particular country. Throughout this activity, participants

discussed and compared the specific measures of their own VET systems. As a conclusion of this activity it was a general perception that regardless of the different educational contexts, most of the educational challenges seemed to be the same in each country.

As in the case in each EU project, the next step is to submit the final report and to close the administrative and financial tasks. After the active project duration is over, the sustainability period starts, which is at least as important as the previous period, since this is the time when all of us ensure the use of what we have learned from each other. Furthermore, during the course of the transnational meetings, many new ideas of cooperation have been discussed, so in all probability partners will continue the cooperation in the near future.

Let us close the conclusion by expressing our warm and genuine thanks for the whole partnership, participants as well as the management of the organizations for its commitment throughout the project lifetime. We are also especially very grateful to Tempus Public Foundation as Promoter for fostering the project cooperation at the beginning and providing continuous and in-depth professional support and productive feedbacks any time we needed.

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