

Meeting MINUTES

Izmir – 24th of March till 25th of March 2014

PROJECT STAY IN

PROJECT NUMBER – LLP-LDV-TOI-13-AT-0010

Day 1, 24th of March 2014

Welcome

BAKAY Emin, EGECECED, TR - *Organisational information*

Note:

- Welcome and short introduction of the new project members from Germany (Ms Suse Topp), from Italy (Mr Francesco Picone) and from The Netherlands (Ms Ellen Verheijen).

WP 5 - Analysis of transfer potentials and needs

Notes:

- Presentations by AT, BG, DE, FI, NL and TR were done to summarize the results from the questionnaires and interviews with a special focus on the items: profiles of the respondents, perspectives of teachers/trainers, perspectives of other relevant respondents and conclusions and recommendations.

AT:

- 50 questionnaires were collected
- 6 interviews were carried out
- Focus on: VET-teachers and trainers in training and education programmes, profession school teachers (Initial Vocation Education training – IBA/ÜBA) as well as in the form of interviews: training managers in profession schools (part from

the VET-training), directors of profession-schools and the management of VET-training centres, beneficiaries.

BG:

- 72 questionnaires were collected
- 5 interviews were carried out
- Focus on: VET-school-teachers via questionnaires and interviews with various target groups (school manager, parents, social worker)

FI:

- 75 questionnaires were collected
- 5 interviews were carried out
- Focus on: teachers of vocational upper secondary education and training via survey form (questionnaire) and interviews with different target groups (administration representatives, teacher in vocational upper secondary education and training, social work employees)

NL:

- 52 questionnaires were collected
- 5 interviews were carried out
- NL selected a specific sector where drop out is a recognized problem: hairdressers -> focus on: VET-school teachers, company trainers in this sector
- Interviews were carried out with 5 experts on the field of early school leaving

DE:

- 4 questionnaires were collected
- 7 interviews were carried out
- Focus on: questionnaires and interviews - school management, leader of education institutions, teachers and trainers.

FR:

- 4 questionnaires were collected
- 60 interviews were carried out
- Focus on interview research: teachers, parents and students
Survey forms were collected from guidance teachers and VET school managers

Conclusion from the questionnaires and interview results

Notes:

.... summarized aspects

AT: Dropout rates in VET-schools and profession-schools are not very high. If they are drop out from VET-schools they mostly starting an apprenticeship training directly in a company. The higher dropout rates are in several apprenticeship-trainings (work-based education like Integrative VET – dual VET sector ...), where disadvantaged youth starting their education

and training. The results show a high demand from the respondents in communications skills, networking/contact with relevant organisations, increasing motivation and creativity as well as self-confidence.

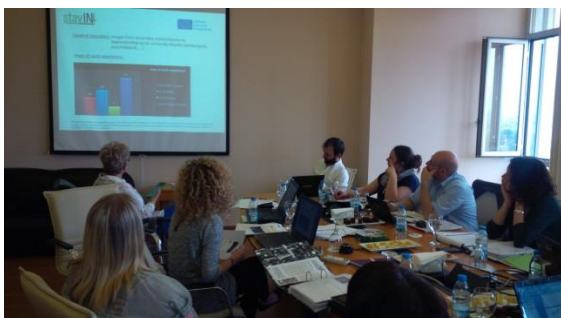
BG: Dropout is a serious problem in Bulgaria and respectively for the region of Dobrich. The reasons have different background, depending from students, parents and socio-economic conditions. There are proposals for introduction of the dual educational system in 2015. Teachers should be provided with practical materials and guidelines to tackle ESL....

FI: The analysis results provided for many kinds of views in terms of the reasons and prevention of dropping out. Pedagogy, teaching methods, inspiring learning environments, etc... have a clear connection with the Good practice handbook from the CESSIT project. An individual package for teachers is needed which should contain teaching and working methods. Functionality and student participation should be priorities when developing these work and teaching methods.

NL: The reason for not completing education and drop out is, in case of students in the work based tracks, mostly a problem on the side of the company. Therefore for a lot of students the first step in a company is a big one, because a apprenticeship provides new experiences. Strengthen triangle, better guidance and specific preparation training for students before starting a VET-education is needed. Therefore a selection of modules which deal with matching expectations is needed.

DE: The main focus in Germany is the dual VET sector. Companies have less impact of school and schools are not informing companies about existing problems with students. VET Trainers haven't dealt with the topic ESL. The background knowledge is low. An adaptation and expansion of the content of School Inclusion is necessary: surroundings of teaching, strategy of learning – how to learn?, motivation and best practise – vocational orientation ...

TR: The results have shown that the number of contacts between teachers and students families is limited. On the other hand, however, parents have good or very good relations with the students who dropped out or there is an intention for dropping out. Such as the low conscious level of teachers and school managers concerning drop out can be increased by the adaptation modules form the both transfer projects. Important parts are: tools for increasing creativity and business plan (Cessit) as well as communication (SI)





WP 6 - Adaption – Development – Transfer

The afternoon session was organized by the workpackage-leader BBW, DE together with all partners. The main aim of this work package was to start with the progress of adaptation of the existing outputs and materials from the School inclusion and the CESSIT project according to the requirements and needs identified during the analysis phase in WP 5.

For this reason the single elements of the two training programmes were:

- a) Curriculum descriptions, b) Modules, c) Learning outcomes, d) Examples and illustrations
- e) Support tools, references and publications, f) Trainer guidelines

During the afternoon session we focused the training programme from both project.

These products should be further adapted by the project partners under the coordination of IT (for the School Inclusion Project) and PT (for the CESSIT Project) to national transfer versions for AT, DE, BG, FI, NL and TR

Agreement:

- Independent and flexible development and adaptation of the modules for the VET-training programme is desired. Each partner country (AT, DE, FI, NL, TR and BG) has the task to select an individual and appropriate combination of modules and contents from both training programmes and have so the possibility to develop a relevant and suitable training programme for the target group in their countries.
Project partners envisaging and supporting VET teachers and trainers in a dual apprenticeship VET system will have the possibility to emphasise more the contents relevant especially for VET trainers from involved companies in initial VET processes (creativity, entrepreneurship, communication and its functions to recognise and prevent drop out from initial VET).
Partners with more school based initial VET systems should have the possibility to emphasise more the competences needed in initial VET schools (eg. educational evaluation and early school leaving prevention, teaching methods etc.).
- A template was created by DE to follow a common structure for the individual choice of the modules by the partners.
- Together we checked the topics and sub-contents of the modules and decided on the materials (not necessary/is needed/is adjusted).

Template of transfer modules of CESSIT and School Inclusion (Part-extension)

		DE	AT	BG	FI	NL	TK
		0= not necessary 1= is needed 2= is adjusted	0= not necessary 1= is needed 2= is adjusted	0= not necessary 1= is needed 2= is adjusted	0= not necessary 1= is needed 2= is adjusted	0= not necessary 1= is needed 2= is adjusted	0= not necessary 1= is needed 2= is adjusted
tasks							
Cessit (creativity in training)							
Module 1: Introduction							
	Group Introduction						
	Introduction entrepreneurship						
Module 2: Tools for Increasing Creativity							
	Out of the Box						
	Mind Mapping						
	Brainstorming						
	635 Method						

This template will be send out after the meeting by Suse Topp (DE) to the partners for updating the template till 9 th of April 2014. All partners agreed on the questionnaire to transfer the ranking points of question 12.

- A time schedule should be set up after the meeting by Suse. Suse will summarize all your information together and give a presentation on the output. The results should show the the common modules which are mark by each partner. The partner countries should have the possibility to choose their modules and furtherone, to prepare these modules themselves. Each partner has to prepare their most important points/outcome of questionnaires/interviews and will prepare it for their situation.
- Because of the different holiday seasons and closing times of VET-schools as well as absences of training staff, we agreed on, that the time for development and adaptation of the training programme should be extended till End of September 2014.



Day 2, 25th of March 2014

WP 4 - Exploitation and Sustainability of results

After the 1st meeting in January the partner from NL prepared a stakeholder map form and all partners (except IT,PT) had the task to analyse in detail the project stakeholders, how they can support the project success and sustainable use of results, channels to reach the stakeholders and involve them in the project activities.

NL, Ellen Verheijen informed about the outcomes on the Stakeholder analysis for the partner countries, but most of the partners results of the evaluation were not available at that time.



Common steps: After the meeting the stakeholder analysis documents from all transfer-countries will be combined into one single project stakeholder analysis report done by NL. As agreed, Ellen will send an example for the Stakeholder Analysis (Dutch and Austrian example). The idea is to describe the target groups as precise as possible, which will make it possible to identify the right stakeholders in the partner countries. Ellen will also send an excel sheet as well as instruction to the partners.

WP 2 – Quality assurance

Portugal is leader of WP 2 and responsible for the drawing up to STAY IN Quality Management handbook as well as the Quartaly evaluation of activities (project progress) and the project meetings.

During this session Rui Monteiro (PT) shortly presented the finalized Quality management handbook.

As a next step he was gone briefly throw the "1st Evaluation of activities and project meeting": Overview of project status, notes on the activities implemented (11/2013-01/2014) – he gave final considerations and recommendations for the next 3 months and talked about the next project steps.

Next steps: after the meeting Rui will send out to all partners the both finalized documents and will upload them to the Wordpress Area (Internal project area).

WP 3 – Dissemination of results

As a result of the timing constraints a detailed presentation on the STAY IN dissemination strategy by IT, Francesco Picone, was not possible. Francesco outlined the principles behind the importance of dissemination activities and all partners discussed about the leaflets which has to be developed soon.

Next steps:

- Sending out the draft version of the leaflet for implementation of the country specific aspects (contact person, logos....) and translation into the partner languages.
- A very useful way of evaluating the dissemination and exploitation activities is the "documentation" of all activities by each partner. This documentation should be summarized in a "Template to report on dissemination activities per partner". Evidences, e.g. in form of lists of participants, presentations, agendas, meeting minutes, pictures, copies of documents such as emails, articles or newsletters, are important and necessary for reporting to the National Agency as well as for presentation of the country-specific activities on the webpage. The documentation should be based on the use of quantitative and qualitative indicators. E.N.T.E.R. provided documents and suggestions to achieve best possible results that will be monitored and analysed by the WP leader Italy. JaW has summarized the planned activities during the project periode and will make it available for all partners as information.

Michaela (AT) presented briefly the developed internal area (WordPress) and handed out a guideline for using the internal area of the webpage. The guideline will also be send out to the partners in electronical form to the partners.

WP 1 – Projectmanagement and coordination

- It is important that everyone within the project knows what is going on and what their role is within the project, therefore we talked about communication rules within our common project. Effective and clear communication among team members is important for the project success. Due to the change of project managers in the partners countries clear communication is important, feedback signals are welcome, deadlines must be observed or to get information for the non-observance of agreed terms and dates or if we are in default.
- The common deadlines and next steps within the project will be summarized via „Task and todo-list“ by the coordinator, AT and send out via Mail to all partners.
- Arrangement and agreement 3rd partner meeting in Schwerin, Germany:
6-7 November 2014 (arrival: 5/11 and departure 8/11)

The meeting finished at 1 p.m for a social programme tour to Ephesus.