SUPPORT TO CHOOSE FUTURE

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SUPPORT TO CHOOSE FUTURE
IMPACT ASSESSMENT

SUPPORT TO CHOOSE FUTURE

Development of Co-Agency Coaching & Mentoring System to Support VET Students in

Their DecisionMaking process for the Future

Grant Agreement n.: 2020-1-TR01-KA202-092936

DEFINITIONS

Social impact is defined as the "change that arises as a result of an activity" or the "effects on different people resulting from an action/activity/project/program." Social impact measurement encompasses the evaluation and measurement of these changes/effects resulting from the activity.

The terms "early school leaving," "skills mismatch (SM)," and "NEET situations" refer to specific challenges or situations related to education and employment.

A "Theory of Change" is a framework that outlines how and why a desired change is expected to happen in a particular context.

"Desk research" involves gathering information and data from existing sources, such as literature, reports, and documents.

"Questionnaires" are structured surveys or sets of questions designed to collect data and opinions from respondents.

"Focus Groups" are structured discussions with a small group of participants to gather qualitative data and insights on a specific topic.

"Feedback/Observations" refer to the collection of feedback and observations from participants or stakeholders involved in a program or activity.

"Social Impact Monitoring Approach" refers to the methodology or approach used to monitor and assess the social impact of an activity or project.

ACKNOWLEDGEMENT

Welcome to the 'Support to Choose Future' Impact Assessment Report. In the following pages, you will discover the profound changes and positive impacts that our project has brought to VET schools, students, teachers, and communities across the five partner countries.

This impact assessment aims to provide you with a comprehensive understanding of the outcomes and transformations achieved through the 'Support to Choose Future' initiative. We embarked on this assessment with the utmost dedication to shed light on the 'why' and 'how' behind our project's impact.

Before we delve into the report, we wish to express our deep gratitude to all the individuals, institutions, and organizations that made this project possible. Without your unwavering support and collaboration, none of these remarkable achievements would have been possible. Your commitment to our shared vision has been instrumental in driving positive change in the field of vocational education and training.

This impact assessment aims to provide you with a comprehensive understanding of the outcomes and transformations achieved through the 'Support to Choose Future' initiative. We embarked on this assessment with the utmost dedication to shed light on the 'why' and 'how' behind our project's impact.

Our primary goal is to offer you an insightful exploration of the key findings, the methodologies we employed, and the voices of those directly involved in the project. By delving into this report, you will gain a profound understanding of the project's effectiveness and the lessons we've learned along the way.

Let's embark on this journey together as we delve into the impact assessment of 'Support to Choose Future,' uncovering the profound changes it has instigated and the reasons why we undertook this assessment in the first place.

Support to Choose Future Project Consortium

30.01.2024

METHODOLOGY

The aim of the Impact Assessment of the Support to Choose Future project is to evaluate the effectiveness and success of the project in achieving its stated objectives. The assessment was conducted with the Social Impact Monitoring Approach where the emphasis is not only on the activities and performance of an intervention, but also on understanding the outcomes and changes that the intervention creates. Therefore, in order to measure the impact of the activities/interventions planned in the project to achieve the project objectives in the school environment where the work is carried out:

• Objectives of the activities/interventions
• The desired results to be achieved to achieve these objectives
• The desired impacts on stakeholders and the target group are taken as a basis. The baseline and end state are then compared.

The project is designed and the impact is evaluated by the theory of change method. The data required for understanding the change was collected during the project activities using a mixed methodology combining qualitative and quantitative methods within the Action Research which is the Intellectual Output 1 of the Support to Choose Future is given below:

• Desk research
• Questionnaires
• Focus Groups
• Feedback/Observations

The Limitation of the Study

It is considered that it is not possible to identify and complete the full extent of social impact. Social impact monitoring can determine the impact of an intervention within limits, resources and possibilities. The primary limitation of the study arises from the retrospective nature of the conducted impact assessment and the project's monitoring and evaluation activities being output-focused. This has constrained the inclusion of the perspectives of beneficiaries and ultimate users in the report. To mitigate this constraint, efforts were made to involve all institutions benefiting from support programs in the assessment process for comprehensive data collection. However, due to insufficient verification sources, the report content has been tailored to focus on feedback from beneficiary institutions.

Context of the Project in the Application Phase

Target Group of the Project: Teachers, student career counselors, coaches & mentors, psychological counselors work with VET students both in non-formal forms and
schools.

Beneficiaries: VET students, families of VET students, schools and education and training centers which work with VET students.

Expected Number and Profile of the Participants:
30-40 participants (from target group and beneficiaries) in focus groups and interviews from each country (in total 150-200 participants).
15-20 teachers/professionals in focus groups and interviews from each country (in total, 75-100 participants).

Partnership:
In the project, we have 7 partners from 5 countries (Turkey, Italy, Netherlands, Spain, Slovenia).
Hakkari University-Coordinator, Turkey
CASGEM-Public Service, Turkey
UKD-Non Governmental Organisation
SIDES APS-Non Governmental Organisation
Nefinia - SME
Indepcie - SME

Planned Outputs:
O1: Co-Agency Coaching & Mentoring Framework
O2: Support to Choose Future Training Module
O3: Support to Choose Future Online Training Module
O4: Impact Assessment of Support to Choose Future

Social Impact Assessment for Support to Choose Future

Step one: Examination of the issue: how was the situation at the beginning of the Support to Choose Future Project 31/12/2020 and how is the situation at the end of the Support to Choose Future Project, 31/12/2023.
Step 2: Setting objectives
Step 3: Determining the method of data collection
Step 4: Data collection and analysis

Step 1 Analyzing the Issue

In this section, we aim to name the problem was expect to be solved by our intervention, discover whether our proposed solution filled a gap in the problem we wanted to solve, and understand whether it was sufficient to fill this gap. In this way, it is possible both to check whether we were repeating what has been done elsewhere and to ask the question "what does the intervention do?" in detail from the very beginning of the process.

   At the Beginning of the Project

The problems that Support to Choose Future Project aimed to contribute were critical challenges in the educational landscape in 2019 specifically:
•   High rates of early school leaving among VET students in various EU countries.
•   Persistent skills mismatch between students' capabilities and job market demands.
•   Instances of students being Not in Education, Employment, or Training (NEET), leading to long-term negative consequences.

At the root of these problems there were limited competences in making functional choices for the future, lack of effective career guidance, and challenges in navigating the education and labor market. Thus, Support to Choose Future project aimed to solve multiple interrelated problems:
•   Mitigating early school leaving in the pilot VET schools by providing targeted support to VET teachers to guide the students in their decision-making processes.
•   Bridging the skills mismatch gap by aligning students' skills with the demands of the job market.
•   Preventing NEET situations through interventions that empower students to actively shape their educational and career paths.
•   Empowering students to become co-agents in their education, fostering a sense of responsibility and agency.

Existing solutions implemented in the VET schools that we worked on include general educational reforms, career counseling programs, and initiatives aimed at reducing early school leaving, addressing skills mismatch, and preventing NEET situations. However, these solutions were not always tailored specifically to the unique challenges faced by VET students. Thus, in the Support to Choose Future project we proposed tailored interventions and a multifaceted approach in each pilot school by using active research methodology during the project, and we developed:
•   Co-Agency Coaching & Mentoring Framework (O1)
•   Support to Choose Future Training Module (O2)
•   Support to Choose Future Online Training Module (O3)
•   Impact Assessment of Support to Choose Future (O4)

These outputs collectively aimed to empower teachers, professionals, and students, fostering a co-agency approach and addressing the identified issues through targeted training, mentoring, and impact assessment.

Success in implementing the project would mean:
•   Improved awareness and competence among teachers and professionals.
•   Enhanced decision-making skills among students.
•   Increased active involvement of families in the educational process.

- Long-term benefits such as decreased early school leaving, reduced skills mismatch, and promotion of coaching and mentoring in VET schools.
- Co-agency coaching & mentoring becoming a best practice among EU VET schools.

At the End of the Project

As of 2023, the persisting challenges highlighted in the Support to Choose Future Project, such as high rates of early school leaving, skills mismatches, and youth NEET instances, continue to be prevalent. Despite these ongoing macro-level issues, the data indicates a decreasing trend, attributing this positive shift to a combination of interventions such as policy making, micro-level projects, national efforts, including the Support to Choose Future Project. Acknowledging the complexity and macro-scale nature of these challenges, the project primarily focused on micro-level interventions within pilot school environments. While it is challenging to directly measure the project's impact on macro-level improvements, it can be inferred that the positive outcomes observed at the micro level have contributed, along with other initiatives, to a favorable trend in the broader educational landscape. The project's influence on macro-level improvements is indirect but signifies a positive ripple effect stemming from its effective micro-level interventions.

At the project's conclusion, it can be affirmed that the implemented activities were successfully executed across all partner countries, resulting in heightened awareness among teachers, professionals, parents, and students regarding early school leaving, skills mismatch, and NEET challenges.

However, it is crucial to note that setting the objective of enhancing decision-making skills among students may not have been optimal, given that the primary target audience of the project was teachers. Direct interventions toward students were limited, and the evaluation of this particular goal relied on teacher observations from project activities.

The objective of increasing family involvement in the educational process yielded positive outcomes. Focus groups and workshops specifically designed for parents, along with qualitative feedback from managers and teachers, provided valuable insights. Quantitative data on the attendance of parents at school meetings, detailed in the research report annexes, further support the achievement of this objective.

Measuring the exact impact of long-term benefits, such as decreased early school leaving, reduced skills mismatch, and the promotion of coaching and mentoring in VET schools, presents inherent challenges, as explained earlier. Nonetheless, data from pilot schools indicate a decrease in early school leaving statistics, providing tangible evidence of positive effects within the targeted educational institutions.

To further enhance impact on these critical issues, future interventions should be expanded, drawing lessons from the successful model implemented by the Support to Choose Future project across Europe.

Step 2: Setting Objectives Again at the End of the Project

In this section, we have revisited and reaffirmed the objectives of our interventions. While our initial objectives were well-defined, we deemed it crucial to revisit and articulate them once more, recognising that the focus should be on what we intend to change rather than solely on the quantity of activities conducted or the number of individuals reached. This emphasis underscores the dynamic nature of projects and allows us to align our interventions more closely with the evolving needs and goals throughout the project lifecycle.

Objectives and Expected Impact at the Beginning of the Project

General objective: The overarching goal of the project is to contribute to the reduction and prevention of early school leaving, skills mismatch (SM), and situations where individuals are Not in Education, Employment, or Training (NEET).

Specific Objectives are to:
1. promote the decision making/planning/projecting skills of VET students,
2. promote the active role of VET students to build their life, be responsible for improving their skills and competences in accordance with their decisions for the future,
3. increase awareness on co-agency approach among the schools, teachers, professionals, families, and society in Europe,
4. promote the co-agency and responsibility processes among the school community.

Expected Results and Impact:
Short term:
*Teachers/professionals will be more aware of their students (needs, expectations, obstacles, fears, vision for the future)
*Teachers/professionals will be more competent in coaching and mentoring the students.
* Students will be more aware of the impact of their choices.
*Families will be more aware of the importance of supporting their children.
*Families will be more aware of their students (needs, expectations, obstacles, fears, vision for the future)

Mid Term:
*Students will decide their future career in a more effective way.
*Teachers/professionals will be practicing their coaching skills.
*Families will support their children more.
*Students will have more knowledge about the future school and job possibilities.

Long term:
*Decreasing the early school leaving
*Preventing mismatch in employee
*Promote coaching and mentoring among VET schools

Objectives and Expected Impact Set Again at the End of the Project

General Objective: The overarching goal of the intervention and subsequent initiatives is to contribute significantly to the improvement of the educational and career trajectories of VET (Vocational Education and Training) students.

Specific Objectives:
1. Develop and improve the coaching skills of teachers to be able to support the VET students in their decision-making, planning, and projecting skills of VET students.
2. Empower VET students to actively shape their lives, take responsibility for skills improvement, and align competences with their future decisions.
3. Increase awareness of the co-agency approach among schools, teachers, professionals, families, and society in Europe.
4. Promote co-agency and responsibility processes within the school community, leading to a positive shift in dynamics between teachers, students, and other stakeholders.

Expected Impact:
Short-Term:
   • Heightened understanding among teachers and professionals of students' needs, expectations, obstacles, and future visions.
   • Improved coaching and mentoring competencies among teachers and professionals.
   • Increased awareness among students about the consequences of their choices.
   • Enhanced awareness among families about the pivotal role of supporting their children.

Mid-Term:
   • Improved career decision-making skills among students.
   • Regular practice of coaching skills by teachers and professionals.
   • Strengthened family support for students.
   • Elevated knowledge among students about future educational and job opportunities.

Long-Term:
   • Substantial reduction in early school leaving.
   • Mitigation of skills mismatch issues in the job market.

Relevance to the participating organization's objectives

Coordinator: Hakkari University

Question 1: What are the links between implementation and organizational goals?

Hakkari University's participation in various projects, including those with VET schools and stakeholders, directly aligns with its organizational goals. The implementation of these projects reflects the university's commitment to fostering research, educational excellence, and community engagement. By actively participating in EU projects and collaborations, the university strengthens its international partnerships, enhances its research capacity, and enriches the academic experience for both students and faculty.

Question 2: How do the problem addressed and the proposed solutions relate to the organization's raison d'être?

The projects undertaken, such as those addressing women entrepreneurs or cultural tolerance, align with Hakkari University's core mission and values. The university's raison d'être revolves around providing quality education, contributing to societal development, and promoting inclusivity. By addressing real-world problems and proposing solutions through these projects, the university exemplifies its commitment to holistic education, community empowerment, and cultural understanding.

Question 3: How do the solutions proposed by this project contribute to the short and medium term goals of the organization?

The solutions proposed in these projects contribute to short and medium-term goals by enhancing the university's reputation, expanding its international network, and creating tangible impacts on the community. Short-term benefits include increased visibility through successful project implementations, while medium-term goals involve sustained collaborations, improved research capabilities, and a positive influence on the region's socio-economic landscape.

Question 4: How will the organization use the results of this project?

The results of these projects serve as valuable assets for the university. Findings, insights, and successful methodologies can inform future projects, academic curricula, and community engagement initiatives. The university can leverage project outcomes to enhance its educational programs, attract further funding, and contribute to policy discussions related to women empowerment, cultural tolerance, and other societal issues.

Question 5 How does the organization's expertise, experience or approach contribute to solving the problem described?

Hakkari University's expertise lies in its multidisciplinary approach, experienced faculty, and a proactive stance toward societal challenges. The university's approach involves integrating academic knowledge with practical applications, fostering collaborative partnerships, and actively engaging with stakeholders. This approach contributes significantly to problem-solving by ensuring that solutions are not only theoretical but also contextually relevant and sustainable in the long run. The university's experience in managing diverse projects and collaborations positions it as a valuable contributor to addressing complex issues in the community.

Partner 1: Calisma ve Sosyal Güvenlik Eğitim ve Araştırma Merkezi

Question 1: What are the links between implementation and organizational goals?   CASGEM's organizational goals revolve around providing safer workplaces, supporting national economy and development, and ensuring sustainable work peace and decent work in Turkey. The implementation of training programs, research, and consultation activities directly aligns with these goals. By conducting courses, seminars, and research on various aspects of work and employment, CASGEM actively contributes to creating safer work environments, promoting labor rights, and supporting economic development, thereby fulfilling its organizational objectives.

Question 2: How do the problem addressed and the proposed solutions relate to the organization's raison d'être?

CASGEM's raison d'être is to develop national and international policies to solve problems related to the world of work and employment. The problems addressed in projects, such as the "Mismatch Analysis in Turkey" and the current project on strengthening training and research capacity, directly relate to CASGEM's core mission. The proposed solutions, including training courses and research activities, aim to address these problems by improving skills, identifying training needs, and enhancing the overall quality of work life, aligning with the organization's fundamental purpose.

Question 3: How do the solutions proposed by this project contribute to the short and medium term goals of the organization?

The project, "Technical Assistance for Strengthening Training and Research Capacity," contributes to CASGEM's short and medium-term goals by enhancing its training and research capabilities. The non-formal training courses conducted by experienced experts directly align with the organization's objective of providing training on occupational health and safety and labor rights. The identification of additional training needs and the evaluation of training courses further contribute to short-term goals, while the overall improvement in research capacity supports medium-term goals by ensuring the organization remains at the forefront of addressing evolving challenges in the world of work.

Question 4: How will the organization use the results of this project?

CASGEM will leverage the results of the project to strengthen its position as a leading institution in the development and implementation of skills and competences for employers and employees. The outcomes, such as the "Invented Life Inventory," documentary film, and non-vocational training module, will be integrated into CASGEM's training programs. The enhanced research capacity will allow the organization to stay informed about labor market needs, contributing to evidence-based decision-making. The results will likely be disseminated through various channels, reaching a broad audience and influencing policy and practice.

Question 5 How does the organization's expertise, experience or approach contribute to solving the problem described? will contribute?

CASGEM's expertise lies in its extensive experience in training, research, and consultation activities related to labor, social security, occupational health and safety, and other aspects of work and employment. The organization's approach involves addressing challenges through a comprehensive understanding of work-life, actively contributing to the development of policies and solutions. CASGEM's participation in European projects since 2014, including the ongoing KA202 project, demonstrates its commitment to staying at the forefront of addressing contemporary issues. The experienced staff, including the coordinator Betül Dönmez Oral, ensures that CASGEM's approach is grounded in practical knowledge and a deep understanding of the field.

Partner 2: Uzman Koclar Derneği

Question 1: What are the links between implementation and organizational goals?

The implementation of coaching services, especially by professionally certified coaches, directly aligns with UKD's organizational goals. The association was established to increase the number of coaches with professional certification, ensuring that coaching services adhere to defined standards and ethical rules. The implementation of various enlightening, educative, and stimulating activities on coaching, as well as the organization of training and seminars, contributes to achieving the goal of expanding the coaching profession within the scope of international standards.

Question 2: How do the problem addressed and the proposed solutions relate to the organization's raison d'être?

UKD's raison d'être is to promote the coaching profession, ensure coaching services meet defined standards, and prevent performances against ethical rules. The problems addressed, such as the need for certified coaches and potential abuses in coaching services, directly align with the association's core mission. The proposed solutions, including certification processes, educational activities, and adherence to international standards, are designed to fulfill the organization's purpose and ensure the respectability of the coaching profession.

Question 3: How do the solutions proposed by this project contribute to the short and medium term goals of the organization?

The proposed solutions, including the organization of activities on coaching, support for scientific studies, and the preparation of European Projects, contribute to UKD's short and medium-term goals. These activities aim to increase awareness of coaching, support coaches in their professional development, and actively participate in international social benefit projects. By doing so, UKD works towards its goals of expanding the coaching profession, preserving international standards, and enhancing the respectability of coaching through scientific studies.

Question 4: How will the organization use the results of this project?

The results of the project, such as the certification of coaches and the dissemination of scientific studies, will likely be integrated into UKD's ongoing activities. The certification processes may be refined based on project outcomes, and the scientific studies can contribute to the association's knowledge base. The results may also be used for advocacy purposes, promoting the importance of certified coaching and adherence to international standards within the coaching community.

Question 5 How does the organization's expertise, experience or approach contribute to solving the problem described? will contribute?

UKD's expertise lies in the field of coaching, with its founding members possessing professional certificates to perform coaching. The association's approach involves actively participating in international projects, supporting scientific studies, and organizing various activities to promote the coaching profession. The experience of the founding members from different backgrounds enriches the organization's perspective, allowing it to effectively address challenges related to coaching standards and ethical practices. The commitment to social responsibility projects and educational initiatives further demonstrates UKD's dedication to promoting personal development, social inclusion, and a sustainable society through coaching tools and skills.

Partner 3: Sides Aps

Question 1: What are the links between implementation and organizational goals?

The "Support to Choose Future" project is intricately linked to the overarching goals of SIDES APS. As an organization dedicated to exploring social innovation and personal development, the project aligns seamlessly with SIDES APS's mission. By promoting the decision-making, planning, and projecting skills of VET students, the initiative actively contributes to the empowerment of individuals, enabling them to play an active role in shaping their futures. Emphasizing a co-agency approach and increasing awareness within the school community, the project resonates with SIDES APS's commitment to fostering interactive and mutually supportive relationships among students, teachers, and the wider society. The initiative not only addresses the immediate challenges of early school leaving, skills mismatch, and NEET situations but also aligns with the organization's broader objectives of promoting social inclusion, psychological well-being, and cultural change.

Question 2: How do the problem addressed and the proposed solutions relate to the organization's raison d'être?

The identified challenges of early school leaving, skills mismatch, and NEET situations directly resonate with SIDES APS's core purpose and raison d'être. As an organization committed to exploring social innovation and personal development, these challenges represent significant barriers hindering individuals from realizing their full potential. The proposed solutions within the "Support to Choose Future" project align seamlessly with SIDES APS's fundamental mission. By developing a Co-Agency Coaching & Mentoring System, the organization seeks to empower VET students in making informed decisions about their futures. This initiative embodies SIDES APS's dedication to creating new relationships and connections among people, organizations, and communities, fostering personal growth and societal advancement. The project's emphasis on promoting co-agency, awareness, and responsibility within the school community directly contributes to the organization's broader goal of enhancing social inclusion, psychological well-being, and cultural change.

Question 3: How do the solutions proposed by this project contribute to the short and medium term goals of the organization?

The solutions proposed by the "Support to Choose Future" project align closely with SIDES APS's short and medium-term goals, fostering tangible contributions to the organization's overarching objectives. In the short term, the project aims to enhance the decision-making and planning skills of VET students, empowering them to take an active role in building their lives and improving their competencies. This directly resonates with SIDES APS's goal of promoting immediate positive change in individuals' lives. Additionally, the project seeks to increase awareness of the co-agency approach among various stakeholders, including schools, teachers, professionals, families, and society in Europe. This aligns with SIDES APS's short-term objective of creating a more interconnected and supportive community. In the medium term, the project strives to further embed co-agency and responsibility processes within the school community, contributing to the organization's sustained mission of fostering social inclusion, psychological well-being, and cultural change. The focus on preventing early school leaving, addressing skills mismatch, and tackling NEET situations directly supports the organization's broader goals of creating lasting societal impact.

Question 4: How will the organization use the results of this project?

SIDES APS intends to leverage the outcomes of the "Support to Choose Future" project in a multifaceted manner to maximize their impact. The organization plans to incorporate the acquired knowledge, methodologies, and best practices into its ongoing and future initiatives, particularly those related to educational programs, career development, and youth empowerment. The results of the project will be disseminated through various channels, including workshops, training sessions, and informational materials, ensuring that the insights gained are shared with a wider audience. Additionally, SIDES APS aims to collaborate with other organizations, institutions, and stakeholders to implement and scale the successful aspects of the project. By integrating these results into its operational framework, SIDES APS strives to contribute actively to the improvement of vocational education, decision-making skills, and co-agency approaches on both local and international levels.

Question 5 How does the organization's expertise, experience or approach contribute to solving the problem described? will contribute?

SIDES APS brings a wealth of expertise, experience, and a unique approach that significantly contributes to addressing the challenges targeted by the "Support to Choose Future" project. As a non-profit organization focusing on social innovation and personal development, SIDES APS has a proven track record of designing and implementing projects that aim to meet social needs effectively. The organization's proficiency lies in creating new relationships among individuals, organizations, and communities, fostering positive vibes and professionalism. Their previous involvement in Erasmus+ projects, including strategic partnerships and mobility initiatives, demonstrates a deep understanding of the educational landscape and youth empowerment. The emphasis on co-agency, interactive relationships, and a holistic approach aligns with the organization's core values, allowing SIDES APS to offer innovative solutions for reducing early school leaving, addressing skills mismatch, and preventing NEET situations. The combination of academic backgrounds, coaching capabilities, and a commitment to social inclusion uniquely positions SIDES APS to make meaningful contributions to the success of the project and the broader objectives it seeks to achieve.

Partner 4: Indepcie

Question 1: What are the links between implementation and organizational goals? INDEPCIE's organizational goals focus on attitudinal training and improving human performance through coaching, Emotional Intelligence, soft skills, and NLP. The implementation of projects aligns with these goals by offering training programs that strengthen self-knowledge, interpersonal skills, and overall individual potential. Successful project implementation contributes to achieving the broader organizational objectives of continuous improvement and maximizing results in both personal and professional spheres.

Question 2: How do the problem addressed and the proposed solutions relate to the organization's raison d'être?

INDEPCIE's raison d'être revolves around personal development, entrepreneurship, coaching, and Emotional Intelligence. The problems addressed in projects are aligned with societal challenges related to individual and organizational growth. The proposed solutions, rooted in coaching, Emotional Intelligence, and soft skills, directly correlate with the organization's mission of enhancing self-awareness, improving interpersonal skills, and promoting continuous development, both personally and professionally.

Question 3: How do the solutions proposed by this project contribute to the short and medium term goals of the organization?

The solutions proposed by projects contribute to INDEPCIE's short and medium-term goals by actively promoting personal development, communication skills, and emotional well-being. Training programs empower individuals with techniques and skills that directly align with the organization's focus on continuous improvement. In the short term, participants acquire valuable tools, and in the medium term, the strengthened skills contribute to enhanced personal and professional performance, aligning with the organization's objectives.

Question 4: How will the organization use the results of this project?

INDEPCIE will leverage the results of the project to enhance its training programs continually. Insights gained from project outcomes will be integrated into the development of new training modules, ensuring that the organization remains at the forefront of attitudinal training, coaching, and Emotional Intelligence. The results will also be disseminated through various channels, including social networks, media, and its website, showcasing the impact of the projects to a wider audience.

Question 5 How does the organization's expertise, experience or approach contribute to solving the problem described? will contribute?

INDEPCIE's expertise in coaching, Emotional Intelligence, and soft skills uniquely positions the organization to address challenges related to personal and professional development. The staff's multidisciplinary background, including languages, psychology, and international relations, brings a holistic approach to training. With a track record of over 40 Erasmus+ projects in the last five years, INDEPCIE has demonstrated a commitment to skilling, upskilling, and reskilling, aligning with EU recommendations for key competences. The organization's active engagement with various organizations and networks ensures a collaborative and effective approach to problem-solving.

Partner 5: Drdpnm

Question 1: What are the links between implementation and organizational goals?

The implementation of projects, especially in social care, youth, and culture, directly aligns with the core goals of the Association for Developing Voluntary Work Novo mesto (DRPDNM). The organization's mission to contribute to a more inclusive and open society is actualized through projects that focus on the inclusion of socially excluded groups and stimulate NGO development and civil dialogue. By executing these programs, DRPDNM actively pursues its organizational objectives, promoting values such as solidarity, tolerance, voluntarism, and inter-cultural dialogue.

Question 2: How do the problem addressed and the proposed solutions relate to the organization's raison d'être?

The problems addressed in DRPDNM's projects, such as the inclusion of socially excluded groups, directly resonate with the organization's raison d'être. DRPDNM is committed to fostering an inclusive and open society, making the integration of marginalized groups a fundamental aspect of its mission. The proposed solutions, whether through day centers for children or promoting intercultural dialogue, directly contribute to DRPDNM's overarching goal of creating a more inclusive and tolerant society.

Question 3: How do the solutions proposed by this project contribute to the short and medium term goals of the organization?

The solutions proposed by DRPDNM's projects contribute significantly to the organization's short and medium-term goals. For instance, day centers for children and Roma children directly contribute to the integration of socially excluded groups, aligning with the organization's broader mission. Additionally, activities promoting NGO development and civil dialogue enhance the capacity of local organizations and strengthen civil society, fostering a more active and engaged community.

Question 4: How will the organization use the results of this project?

DRPDNM will strategically use the results of its projects to further its organizational goals. The outcomes will be leveraged to increase the visibility of the organization among key stakeholders, build collaborations with NGOs, public administration, and the economy, and empower key stakeholders such as young people, socially excluded individuals, and NGOs. The results will inform advocacy efforts and contribute to the development of evidence-based programs in various domains.

Question 5 How does the organization's expertise, experience or approach contribute to solving the problem described? will contribute?

DRPDNM's 25 years of experience in diverse areas, including education, youth, migrants, and entrepreneurship, positions it as a knowledgeable and reliable actor in tackling societal challenges. The organization's involvement in various local, national, and EU-funded projects demonstrates its expertise in project management and implementation. DRPDNM's strategic objectives, including providing trained workers, increasing visibility, and empowering stakeholders, showcase a comprehensive and systematic approach to addressing the identified problems. The organisation's wide-ranging skills, from intercultural competencies to advocacy, contribute significantly to solving complex social issues.

Partner 6: Nefinia

Question 1: What are the links between implementation and organizational goals?

The implementation of the "Support to Choose Future" project aligns closely with Nefinia's organizational goals, serving as a significant step towards EU integration and regional competitiveness. By actively participating in EU-funded projects, Nefinia aims to contribute to the implementation of EU regulations and directives at an interregional level, and the execution of "Support to Choose Future" directly supports this overarching objective.

Question 2: How do the problem addressed and the proposed solutions relate to the organization's raison d'être?

The problem addressed in the project, namely reducing/preventing early school leaving, skills mismatch, and NEET situations, is intricately linked to Nefinia's raison d'être. The organization is dedicated to encouraging human resources to participate in decision-making, entrepreneurship, and local development. The proposed solutions align with Nefinia's mission by fostering co-agency, responsibility, and empowerment among VET students, teachers, and the wider school community.

Question 3: How do the solutions proposed by this project contribute to the short and medium term goals of the organization?

The solutions proposed by the "Support to Choose Future" project contribute significantly to Nefinia's short and medium-term goals. By promoting decision-making, planning, and projecting skills among VET students, the project actively works towards enhancing personal and professional development. Furthermore, the emphasis on co-agency and responsibility aligns with Nefinia's goal of increasing awareness and promoting these concepts among schools, teachers, professionals, families, and society in Europe.

Question 4: How will the organization use the results of this project?

Nefinia will strategically use the results of the "Support to Choose Future" project to mainstream EU project recommendations into national and regional policies. The outcomes will be instrumental in influencing decision-makers, educators, and stakeholders to adopt co-agency approaches in education and foster responsibility within the school community. Nefinia aims to leverage the project results to contribute to more balanced integration through impactful initiatives.

Question 5 How does the organization's expertise, experience or approach contribute to solving the problem described? will contribute?

Nefinia's expertise, experience, and approach play a crucial role in addressing the problems outlined in the project. With a strong background in ICT, new digital technologies, and extensive involvement in EU projects, Nefinia brings a wealth of knowledge to the table. The organization's commitment to social inclusion, innovation, and business development, especially in challenging areas, positions it as a valuable contributor to solving the problems of early school leaving, skills mismatch, and NEET situations. Nefinia's experience in conducting surveys, providing training modules, and building competencies aligns perfectly with the multifaceted nature of the challenges addressed by the project.

Intervention Tools/Activities of the Support to Choose Project

The project is implemented in pilot VET schools in Hakkari, Turkey; Treviso, Italy; Cordoba, Spain; Rotterdam, Netherlands.

The activities/Interventions of the Project are given below:

1. **Active Research**
   - Desk research in the pilot schools to collect good practices on students' decision making processes in VET schools. Desk activity was helpful for the design co-agency coaching & mentoring framework. This activity is designed for responding to project objectives 1, 2 & 4.
   - Questionnaires
   - Focus Group 1 is done with the stakeholders of pilot VET schools (teachers/professionals, families, students, school managers). With this activity it was aimed that all stakeholders will have an active role and by exploring and building visions, values, and common aims in the school community; and enhance the possibilities of active participation for community holders involved. Moreover, this stage was helpful for a full understanding of school and local dynamics, precious also for tailor-made design of training activities.
   - Focus Group 2 was implemented with teachers to understand the impact of the pilot training program
   - Focus Group 3: the stakeholders of pilot VET schools (teachers/professionals, families, students, school managers) to understand the overall impact of the interventions (research, training, seminars/workshops)done during the project. This activity was designed for responding to project objectives 3 & 4; it was propaedeutics for project objectives 1 & 2.
   - Evaluation Questionnaires is conducted to understand the satisfaction level of the transnational project meetings

- Feedback/Observations for each activity done.

2. Learning, Teaching, Training Activity Co-Agency Coaching & Mentoring Approach in VET Schools Training

Before the development of the Co-Agency Coaching Training for teachers was held following the Transnational Project Meeting in Treviso, Italy. The Co-agency Coaching & Mentoring Approach in VET Schools Training was successfully implemented for trainers of the consortium from each country, responsible for preparing and executing training modules within the "Support to Choose Future" project. Designed using the social constructionism approach as the main framework, the training aimed to establish a common baseline among participants, exploring and practicing co-agency approaches in a learning environment integrated with coaching and mentoring methodology, intersecting VET contexts and a social constructionist approach.

The training sessions were conducted by Antonio Iudici, Ph.D., a Psychologist and Psychotherapist, and a professor specializing in interactionist and constructivist methodology and techniques at the University of Padova (IT) and the University Cattolica Sacro Cuore of Milano (IT). Professor Iudici, the general manager of the Interactionist Psychotherapy School of Padova, provided valuable insights based on his extensive research activities in health promotion in schools.

Organized under the name of the Interactionist Psychotherapy School of Padova (IT) in cooperation with Uzman Koclar Dernegi (TR), the training resulted in certification of training outcomes. The Co-agency Coaching & Mentoring Approach in VET Schools Training achieved its goals, including promoting knowledge on the social constructionism approach, enhancing competences in co-agency coaching & mentoring approach and system approach in school methods implementation in VET schools (with case study analysis), devising group supervision projects in local areas, and fostering knowledge on collaborative approaches within VET school communities.

In the short term, the training successfully yielded 14 project trainers who became proficient in the social constructionism approach, sharing common methods and instruments. These trainers were also skilled in co-agency coaching & mentoring approach and methods implementation within VET school communities, receiving supervision from Professor Iudici during the local project implementation. The project trainers were well-versed in promoting collaborative approaches within VET school communities.

This training opportunity was strategically offered to the trainers of the Support to Choose Future Project to enhance the effectiveness and efficiency of project results. Recognising the need for innovative approaches and the crucial role of trained individuals in managing project goals, the experience with Professor Iudici proved to be a tremendous opportunity for participants. It not only built strong relationships with academics in the field but also brought innovation to their local implementation and respective organizations.

3. Development and implementation of the training program and modules

"Taking informed action" step will be designing the training modules and applying the training. After Support to Choose training programs, we will turn back to the feedback step of IO1 to take feedback for the change that is created by the training of teachers/professionals working with VET students. Target Groups were VET teachers and/or career counselors, coaches & mentors, psychological counselors. The element of Innovation: A specific training module designed for VET teachers and/or career counselors, coaches & mentors, psychological counselors using co-agency coaching & mentoring methodology. Expected Impact: With training modules, we expect to develop the competences and knowledge of the VET teachers and/or career counselors, coaches & mentors, psychological counselors, and create a positive change in the school environment consists of students, families, school managers, and teachers/professionals by using the co-agency coaching & mentoring. These activities were done to respond to objectives 1, 2, 3 and 4.

4. Workshops/Seminars as Dissemination Activities

Workshops/Seminars as Dissemination Activities were organized in each partner country for Teachers, Students and Parents to explore coaching and mentoring techniques, collaborative problem-solving, effective communication strategies, goal-setting, career exploration, the benefits of collaborative decision-making, on the role of parents in the decision-making process, the significance of career guidance, and creating a supportive home environment. his activities were done to respond objective 3 and 4.

5. Development and implementation of the online training program and module

Following the contextualization of the training module, the Support to Choose Future Online Training Module was successfully designed to reach a broader audience of VET teachers and professionals. The digital platform provided access to training materials, a forum for discussions and supervision requests, the ability to download and upload coaching materials, access to online training lessons, and direct communication with trainers. This online module served as a valuable tool for participants, fostering interaction between them and trainers, facilitating the evaluation of training quality and efficacy, and ensuring compliance with privacy laws during supervision discussions. Targeting VET teachers, career counselors, coaches, mentors, and psychological counselors, the online training module represented an innovative approach, utilizing co-agency coaching&mentoring methodology. The expected impact included the development of competencies and knowledge among participants, leading to positive changes in the school environment encompassing students, families, school managers, and teachers and professionals. The online coaching&mentoring training program aimed to support skills development, enhance the training experience, and create a platform for mutual exchange among VET school teachers and professionals.

6. Multiplier Event-Final Conference on VET issues

It was conducted to introduce the intellectual output and multiply the project outputs to the stakeholders. The Final Project Conference was organized by the coordinator organization with the support of P5 following the last Transnational Meeting in Hakkari, Turkey. The international conference targeted policymakers, local authorities in the VET field, academics, school managers, and teachers, along with representatives of relevant institutions from each partner country, ensuring widespread dissemination and exploitation of the project outputs at the EU level. The event successfully supported the mainstreaming and multiplication of the project results. The date of the conference was announced at least 18 months in advance on the project website and international conference promotion sites. Conducted in English, the coordinator institution provided the necessary equipment and support for translations. Local and foreign academics working in the VET field were invited to submit papers, and the papers and studies presented at the conference were published as e-proceedings with an ISSN number. Two Key Note Speakers were invited to contribute to the conference program. Workshops/round table discussions were organized daily, focusing on discussing the outcomes of the project, and workshop reports were published in the conference booklet as a final declaration of the dissemination of the results and outputs which answer the objectives 3 and 4.

7. Impact assessment

Impact Assessment was done to evaluate the achievement of project objectives as described. It aimed to give us information on the efficacy and efficiency of the implemented activities. The assessment focused on evaluating the effectiveness of promoting the school environment as a community of learners, enhancing engagement, awareness, and active participation of local school stakeholders, and the co-agency coaching & mentoring skills and competencies developed by trainees. The evaluation employed a comprehensive system of quantitative and qualitative instruments as it described in the introduction part of this report, considering the complex nature of VET school communities.

Stakeholders of the Project

In this section, who are the people or institutions that support the project team during the implementation phase of the project and who are/will be affected positively or negatively by the results?

Rate the stakeholders between 1-10 in terms of power and approach. In terms of approach, we rated the institutions that approached the intervention positively between +1 and +10

Table 1. Stakeholders of the Project Partner Organizations

Stakeholders	Strength	Approach
Ataturk Mesleki ve Teknik Anadolu Lisesi	9	10
Engim Veneto	8	10
Cordoba College	7	10
Novo Mesto Central School	8	10
Albeda College	8	10

Step 3: Determining the Data Collection Method

During the project's design phase, the consortium opted for the Active Research method for data collection. This approach was chosen because it provides the opportunity to actively observe the changes generated within the VET school environment. This method allows for a comprehensive and dynamic understanding of the impact and outcomes of the project, ensuring a thorough examination of the transformation taking place within the educational setting. The research component of the project commenced at the outset and continued throughout its entirety. This approach afforded us the opportunity to systematically observe and analyze the changes instigated by the project's interventions within the pilot VET schools. By conducting ongoing research, we were able to closely monitor the evolving dynamics and assess the effectiveness of the project's initiatives in shaping the educational environment.

Both qualitative and quantitative methods and tools were employed to gather data and assess the quality of the project's outcomes, as well as to determine the extent to which the project achieved its objectives. While quantitative methods provided a clear picture of the alignment between implemented actions and intended results outlined in the project description, qualitative methods allowed us to concentrate on and explore how these actions and results influenced the overall quality of the project and the expected impact on the target group and communities.

In the process of data collection, a co-agency coaching framework was meticulously crafted as the foundational structure. Subsequently, questionnaires were meticulously developed, tailored to the level of structure required for both the focus groups and individual questionnaires. The term "framework" here denotes the explicit detailing of the information sought, delineating our curiosity—what specific information would be instrumental in aligning with the project's objectives and predefined indicators concerning the individuals involved.

This framework serves as our guide to understanding the proximity of our actions to the envisioned objectives, discerning achievements, and identifying areas that might require further attention. Indicators function as invaluable tools in facilitating this evaluative process. Drawing inspiration from the project's objectives and indicators, we strive to unearth impacts that resonate with or deviate from the intended goals, whether anticipated or unanticipated, positive or negative. In essence, our interview framework is meticulously designed not only to capture the explicitly defined objectives and indicators but also to illuminate broader changes that may run parallel—significant alterations that, while not explicitly defined, hold importance in the context of the project's overarching goals.

For all the data collection steps the instructions/suggestions, and question forms were developed by the leading of the Hakkari University as the leader of the Intellectual Output1 and SIDES APS as the leader of the Impact Assessment. The instructions/suggestions, and question forms can be find at the annexes of this document. Below are the outlined data collection activities:

1. Field research to comprehensively understand and contextualize the educational environment within each partner institution in the pilot VET schools in each partner countries

2. Questionnaire for the teachers to gather comprehensive insights and opinions from participants regarding various factors related to educational choices, early school leaving, and skill mismatch.
3. Focus Group 1 to understand the dynamics in the educational environment at the beginning of the project
4. Desk research to collect the best practices on students' decision making processes in VET schools.
5. Focus Group 2 to understand the impact of the Co-Agency Coaching and Mentoring Training Module on the teachers
6. Focus Group 3 to understand the dynamics in the educational environment at the en of the project to measure the change created by the project activities in the educational environment.
7. Questionnaires to gather information about the satisfaction of the participants to each activity.
8. Student Questionnaires to understand the impact of the project.
8. Feedbacks/Observation taken from the target group/beneficiaries of the project.
9. National Advisory Board reports.
10. Quality Evaluation reports.

Method(s) of data collection [in timing/sequence order]

Table 2. Method(s) of data collection [in timing/sequence order]

Method	Sample / target group / target activity / target venues etc.	Duration (weeks/month)
Field Research	The pilot VET school stakeholders	1 month
Questionnaire for the stakeholders	VET stakeholders in partner countries	4 months
Focus Group 1	Teachers, managers, parents, students of the pilot VET school	2 months
Desk Research	Good practices primarily in the partner countries, and beyond	8 months
Satisfaction Questionnaires for pilot training	Teachers of the pilot VET schools	1 month
Focus Group 2	Teachers of the pilot VET schools	2 months
Focus Group 3	Teachers, managers, parents, students of the pilot VET school	2 months
Questionnaire for students in the pilot target group and the control group	Students of the pilot VET schools	4 months
Satisfaction Questionnaires of TPMs	Project Staff of the partner organizations	6 weeks for 6 meetings
Satisfaction Questionnaires of LTT	Project Staff of the partner organizations	1 week
National Advisory Board Meetings	The VET stakeholders from each partner country	3 months for 3 meetings
Quality Evaluation Meetings	Project Staff of the partner organizations	3 months for 3 meetings
Transnational Project Meetings	Project Staff of the partner organizations	6 weeks for 6 meetings

Feedbacks/Observation during and following the wokshops/seminars	All stakeholders participated in the dissemination activities	All project duration

Step 4 Data Collection and Analysis

Data Collection Forms

1. Field Research: MAP OF LOCAL VET STAKEHOLDERS

A set of questions asked to the school management representatives and teachers of the pilot VET schools in each partner country to have the comprehensive and contextualized educational environment within each partner institution in the pilot VET schools in each partner country as a survey. The instructions and questions were provided by SIDES APS as the leading partner of the Impact Assessment. Each report was used as a baseline with the Focus Group 1 reports for each pilot VET school and compared with the results of Focus Group 3 which had the same questions as well for understanding the change from the beginning of the project to the end.

SOCIAL IMPACT ASSESSMENT
MAP OF LOCAL VET STAKEHOLDERS

- Project Partner
- Legal name
- Address
- Social media and websites
- Short description about school institution
- Number of students involved in school
- Number of teacher involved in school
- Number of specialist (career counsellors, psychologists) involved in school
- Short description about vet programs implemented in school
- Short description about students cultural background
- Short description about special projects implemented in school
- Short description about geographical area in which school is operating
- Data about early school drop leaving, skill miss-match
- Data about occupation of students after school
- Ngo/institutions/programme (local, national, international) that school is collaborating with
- How did you collect all this information?

2. Focus Group 1:

A set of open questions asked to the school management representatives, teachers, school counsellors, parents and students of the pilot VET schools in each partner countries to explore the dynamics in the educational environment

Date:
Place:
Project Partner:
Total number of participants:
Facilitator:
The name of the VET School:
The number and the profile of the participants:

Questions
1. Please provide brief information about yourself (age, nationality, gender,

education level etc.)

2. Please provide your prevision and approaches about the interview

3. Please provide the factors you think that cause people to drop out of school. Why are young people dropping out of school?

4. What do you think awaits these people in the future?

5. What measures can be taken and what can be done in this regard?

6. How to identify the problems of those who want to drop-out school early?

7. Can we get your views on the impact of environmental factors (friend environment, peer bullying, teacher discourse, etc.) in making school drop-out decisions?

8. Can we get your views on the impact of environmental factors (friend environment, peer bullying, teacher discourse, etc.) in making school drop-out decisions?

9. Who should make the career choice decision regarding children future?

10. What is your belief that there will be a parallelism between the field studied and the job or jobs?

Question 11. Is there anything we haven't mentioned but you would like to state?

3. Desk Research: GOOD PRACTICES

Following the analysis of focus group results, a comprehensive framework emerged, organised into five key headings:

- Motivation
- Skill
- Education Systems and Education Policies
- Environmental Factors
- Awareness

As part of our literature review and desk work pertaining to Early School Leaving (ESL), Skills Mismatch (SM), and Not in Education, Employment, or Training (NEET) situations, we are tasked with researching these five factors. Our approach involved examining both successful and unsuccessful practices, ongoing projects, and relevant academic articles that align with the insights derived from our focus group findings.

Project and Application Review

 Project Name:
 Implementation Date:
 Budget:
 Partnership Structure:
 Target Groups:
 Result
 In Article Review
 Article Name:
 Release Date:
 Broadcast From:
 Summary and Conclusion Summary:

4. Questionnaires for the Stakeholders

SUPPORT TO CHOOSE FUTURE PROJECT SURVEY FORM

Dear Participant,

This survey form has been prepared to contribute to the "Support to Choose Future Project" under the coordination of Hakkari University. In order for the research to reach healthy findings, it is extremely important that your answers to the statements in the questionnaire fully reflect your own attitudes and opinions. The information to be obtained will not be used for any other purpose/purposes other than this research.

Thank you in advance for your participation and sensitivity.

1.   **SECTION: PERSONAL INFORMATION FORM**

Please mark with an "X" in the space in front of the expression that suits you.
Gender: Male ( )   Female   (   )
Title: Student ( )   Parent ( )   Administrator ( ) Educator ( )
Age: ( ) 14-20   ( ) 21-25   ( ) 26-30   ( ) 31-35   ( ) 36-40 ( ) 41-45 ( ) 46-50 ( ) 51 and above
Your Education Level and Field
……………………………………………………………………
Number of Persons Living in the Household: ( ) 1-3 ( ) 4-7   ( ) 8-10 ( ) 11 and above
Your Income Level
( ) 1– 2499 TL
( )2500 – 3499 TL
 ( ) 3500 – 4499 TL
 ( ) 4500 TL and above

2. SECTION

		I agree	I disagree
1	The underlying reason why students leave school early is economic reasons.		
2	Factors such as insecurity and hopelessness increase the tendency to leave school early.		
3	Insufficient promotion of vocational high schools causes early school leaving.		
4	I think that the students know themselves, their professions, and their fields of work sufficiently.		
5	Negative environmental factors (peer influence, negative model adults, worry about not being able to find a job, etc.) increase early school leaving.		
6	One of the factors that cause early school leaving is inequality of opportunity.		
7	I think that the added value of education policies to business and school life is sufficient.		
8	The lack of a sense of belonging to the school and the field studied and the fact not adopting the field studied causes early leaving the school.		
9	The lack of cooperation between the Administration-School-Teacher-Student and Parent affects early school leaving.		
10	The discontinuity in education policies causes early school leaving.		
11	The most important factor in the incompatibility of the field of education and the field of employment is insufficient guidance.		
12	Inadequate field selection criteria prevent students from choosing an appropriate field for their abilities.		
13	I think that guidance and vocational guidance are sufficient.		
14	Students' lack of self-knowledge and lack of knowledge about field selection cause skill mismatch.		

15	Since the main motivation when choosing a field is economic concerns, indifference and unhappiness towards the field increase skill mismatch over time.		
16	I think that there are sufficient areas in vocational schools and that areas suitable for skills are sufficient.		
17	I think that students make enough effort for success.		
18	The underlying reason for skill mismatch is that students do not have the opportunity to get to know themselves at an early age.		
19	The lack of clarity of students' goals does not involve them in a job or a school life.		
20	Psychological and sociological problems keep students away from work and school life.		
21	I think that family attitudes are sufficiently supportive of students in their work and school life.		

5. Evaluation Questionnaire for the Pilot Training

EVALUATION AND FEEDBACK CO-AGENCY COACHING AND MENTORING TRAINING

Hello,
this form aims to provide useful elements for the evaluation and feedback of the CO-AGENCY COACHING AND MENTORING TRAINING and the conductors involved in it.
Your opinion and your suggestions will be used to improve the service, recalibrating the objectives and methods of intervention on the needs you deem most appropriate.
This form is to be considered anonymous.
Thanks for your time.

1. In light of what is shared in the CO-AGENCY COACHING AND MENTORING TRAINING with the other teachers, how do you think you can act (or not be able to act) in relation to situations of possible drop out, skill miss match or Neet?
2. On a scale of one to seven, how much was the proposal of the CO-AGENCY COACHING AND MENTORING TRAINING training course useful for me? Intermediate values allow you to modulate the response.

1 not so useful   7 very useful

3. How can the proposal of the CO-AGENCY COACHING AND MENTORING TRAINING be described by me in terms of usefulness and / or non-usefulness?

4. On a scale of one to seven, how much did the CO-AGENCY COACHING AND MENTORING TRAINING proposal have an EFFECTIVE value for me? Intermediate values allow you to modulate the response.

1 not so effective   7 very effective

5. How can the CO-AGENCY COACHING AND MENTORING TRAINING proposal be described by me in terms of effectiveness or ineffectiveness?
6. On a scale of one to seven, how much did the proposal of the CO-AGENCY COACHING AND MENTORING TRAINING in which I participated centred my needs and my needs? Intermediate values allow you to modulate the response.
1 not so centred   7 very centred

7. What are the requirements, needs, issues that I would like to be deepened and developed because they are important and urgent?

8. How do I evaluate the intervention and the service provided by the trainers?

6. Training Report

After the country the project staff who are responsible from each partner country prepared a training report and used the following template.

Training Report

Course Title:	
Date:	
Managing Partner:	
Training Venue:	
Facilitators:	
Course Language:	
Duration of the training:	
No. of Participants:	
No. of Respondents to the Evaluation Questionnaire:	
While writing the training summary questions below would guide you: *"What did work well?* *What didn't work?* *Which parts of the training course should be improved?* *What do you need to implement this training course better?* *Your advices:* *Other opinions you would like to mention:"*	

7. Focus Group 2

The aim of the 2nd Focus Group is to be comprehensive, aiming to evaluate, gather feedback, and gain insights into the practical application and impact of the training modules, while also soliciting ideas for improvement and exploring potential uses in different contexts.

Date:
Place:
Project Partner:
Total number of participants:
Facilitator:
The name of the VET School:
The number and the profile of the participants:

Questions for the 2nd Focus Group

1. What are your thoughts on the defined contents for the training module for teachers?

2. How did you practically apply the suggestions, points of view, and reasoning from the pilot training in which you participated?

3. What do you think about the seven strategies identified in the STCF coaching and mentoring training for addressing the role and position of students (role-playing, peer mediation, theatre, social cooperative learning, peer education, videos)? Did you implement them, and if so, what were the results?

4. What suggestions and contributions do you have for the implementation of the training module?

5. How can you or your organization utilise the developed training modules?

6. Do you have any questions, or is there anything else you would like to add?

8. Focus Group 3

The aim of the 3rd focus group is to conduct a thorough evaluation, understanding, and reflection on the multifaceted impacts and challenges of the "Support to Choose Future" project, as perceived by various stakeholders involved in the educational community.

Date:
Place:
Project Partner:
Total number of participants:
Facilitator:
The name of the VET School:
The number and the profile of the participants:

Questions for the 3rd Focus Group

1. To what extent do you believe the Support to Choose Future project has increased awareness of the co-agency approach among schools managers, teachers, professionals, families, and students?

2. How has the project contributed to promoting decision-making, planning, and projection skills among VET students? Can you provide specific examples of skills development and decision-making processes observed?

3. In what ways has the project promoted the active role of VET students in building their lives and taking responsibility for improving their skills and competences in line with their decisions for the future?

4. From your perspective, how has the project contributed to reducing or preventing early school leaving among VET students? Can you highlight specific strategies or interventions that were particularly effective?

5. To what extent has the project addressed the issue of skills mismatch among VET students? Have there been noticeable improvements in aligning students' skills with the demands of the job market?"

6. In your view, how effective has the project been in reducing NEET situations among VET students? Can you provide examples of successful interventions or support mechanisms?

7. How has the project promoted co-agency and responsibility processes within the school community? Have there been observable changes in the dynamics between teachers, students, and other stakeholders?

8. **What are the perceptions of teachers, student career counsellors, coaches, mentors, and psychological counsellors regarding the impact of the project on VET students and the overall school environment?**

9. In your opinion, what are the potential long-term outcomes of the project in terms of improving the educational and career trajectories of VET students? How sustainable do you think these outcomes are?

10. What challenges, if any, have emerged during the implementation of the project, and how were they addressed? Additionally, what would you like to suggest to the project consortium in case it will be applied for another Support to Choose Future?

At the end of the project activities in the pilot VET schools the partner organizations conducted dual-survey approach for the students/classes of the pilot VET schools who are the beneficiaries of the Support to Choose Future and the same survey is implemented to the students who did not benefit from the project activities. By doing this, the aim was To discern and compare the outcomes and experiences of students/classes who directly benefited from the project against those who did not, thereby evaluating the specific impact of the "Support to Choose Future" initiative, and to gauge the overall effectiveness and success of the project by understanding the disparities in responses and experiences between the two groups.

The Questions of the Dual Survey

	1	2	3	4	5	
Strongly disagree	○	○	○	○	○	Strongly agree

1. I am motivated to improve myself.
2. I have enough resources which can support my career and future choices
3. I know how to choose my future profession.
4. I can easily discuss my future choices with my family.
5. I can easily discuss my future choices with my teachers at school.
6. I can set my future goal easily.
7. I know my each steps to reach my future goal.
8. I know how to handle with obstacles while reaching my goal.
9. I know which advantages i have to build my life.
10. I feel ready to take on responsibility to build my life.
11. How this project can support your future choices, please explain briefly?

10. Satisfaction Questionnaires of TPMs

6 transnational project meetings were held during the project time as it planned at the design phase of the project.

• 1st TPM was held online in Hakkari, Turkiye on March 2020

• 2nd TPM was held in Novo Mesto, Slovenia on November 2021

• 3rd TPM was held in Treviso, Italy on April 2022

• 4th TPM was held in Ankara, Turkiye on June 2022

• 5th TPM was held in Rotterdam, Netherlands on October 2022

• 6th TPM was held in Hakkari, Turkiye on June 2022

TPM Evaluation Form

1. People were well prepared for the meeting (e.g. materials such as agenda sent out in advance, Participants read and prepared materials)

2. The meeting appropriate to the purpose and objectives of the meeting? e.g. number of people attending, location, equipment

3. The meeting started on time, and it was quiet.

4. Objectives of the meeting are agreed e.g. the focus of the meeting was agreed, and substantial AOB items were highlighted and prioritized.

5. The meeting is timed and paced effectively e.g the chair kept items to time, time was adjusted where appropriate, pacing kept all participants engaged.

6. A leadership style is used that enables members to contribute effectively e.g. the chair used appropriate styles of leadership for different circumstances, all participants were encouraged to contribute appropriately, unhelpful arguments and digressions are discouraged, contributions and viewpoints of others area acknowledged and discussed constructively, summaries of key points were made by the chair including who is accountable for specific actions and the agreed timescales.

7. Objectives are achieved e.g. it was clear that information had been shared, ideas generated, consultation achieved or decisions made

8. Follow on actions are made clear e.g. the chair summarizes any outstanding actions that haven't been covered during the meeting. It is confirmed when the minutes will be made available and when the next meeting will be.

9. Immediate feedback is encouraged e.g. on whether the meeting was productive and effective, whether further meetings are needed and whether the format can be adjusted to make it more effective, cost of the meeting in relation to its efficiency and effectiveness

10. Estimated time for meeting was accurate: e.g. did the meeting start and finish on time and cover all the items agreed? Using the ready reckoner: Were any non/cashable savings achieved by finishing the meeting early?Were any additional costs incurred by finishing the meeting late?

11. Satisfaction Questionnaires of LTT

After the Learning Teaching Training Activity in Treviso, the program underwent evaluation through the following questionnaire.

LTT Evaluation Form

1. Please rate the overall relevance of the LTT program to your needs and objectives:
   • Not relevant at all
   • Somewhat relevant
   • Moderately relevant
   • Very relevant
   • Extremely relevant

2. How would you rate the effectiveness of the LTT program in providing you with the necessary knowledge and skills?
   • Not effective at all
   • Somewhat effective
   • Moderately effective
   • Very effective
   • Extremely effective

3. Please rate your overall satisfaction with the LTT program.
   • Not satisfied at all
   • Somewhat satisfied
   • Moderately satisfied
   • Very satisfied
   • Extremely satisfied

4. Did the LTT program meet your expectations?
- Not met at all
- Somewhat met
- Moderately met
- Very met
- Extremely met

5. How would you rate the trainers/facilitators' knowledge and delivery of the LTT program content?
- Poor
- Fair
- Good
- Very good
- Extremely good

6. Did the LTT program let you exchange knowledge, experience, ideas, and point of different views with other participants, trainers-facilitators and the rural tourism entrepreneurs visited?

- Not at all
- No, not really
- Yes, to some extent
- Yes, to a great extent
- Yes, definitely

7. Did the LTT program was designed to observe the good practices of sustainable rural tourism entrepreneurship, meet new people from different geographies, and cultures; create synergy, and enthusiasm to reflect on your start-up ideas?
- Not at all
- No, not really
- Yes, to some extent
- Yes, to a great extent
- Yes, definitely

8. How likely are you to recommend this training program to other young people interested to be rural tourism entrepreneurs?
- Very unlikely
- Unlikely
- Neutral
- Likely
- Very likely

9. Please rate the overall organization of the LTT program based on effectiveness/benefit.
- Poor
- Fair
- Good
- Very good
- Extremely good

10. Which part of the LTT program did you like more, why?

11. Do you have any additional comment/feedbacks ?

12. National Advisory Board Meetings

At the beginning of the project an advisory board was established in each partner country consist of minimum of 10 participants representing diverse perspectives within the VET community. The composition of the boards encompassed teachers and student career counsellors, coaches and mentors, psychological counsellors working with VET students, families of VET students, school managers from other schools and training centres, as well as participants from universities, public and/or private institutions, and/or NGOs operating in the VET field. These boards convened after the completion of the first drafts of Intellectual Outputs (IO1, IO2, IO3) and gave feedback, insight and ideas to increase the effectiveness and impact of the project at the local and national level. 3 National Advisory Board Reports were prepared by each partner country.

Advisory Board Meeting Reports

Date:	
Venue:	
Facilitators:	
Number of the Participants	
Duration of the meeting:	
Meeting Minutes:	

13. Quality Evaluation Meetings

The quality leader of the project was DRPDNM from Slovenia. The quality was evaluated for the project management process and the quality of intellectual outputs.

Quality Evaluation Meeting Reports

Date:	
Venue:	
Facilitators:	
Name of Participants and partner organizations	
Duration of the meeting:	
Subject of the meeting	

Meeting Minutes:

FINANCIAL MONITORING

Months	Project Management and Implemetation (PMI) costs/€	Transnational Project Meeting (TPM) Costs/€	Intellectual Outputs (IOs) Costs/€	Learning, Teaching, Training Activity (LTT) Costs /€	Total Costs/€
1					
2					
3					
4					

RISK EVALUATION

RISK	RISK LEVEL	MITIGATION STRATEGY	SUGGESTIONS
1	non-involvement of participants	MEDIUM	the partners will use their local network of organizations who are experienced on the topic and they will contact them to ensure the involvement of the participants
4	Unexpected extra costs are added to provisional budget:	LOW	Preventive action: Partner organisations will take benefit from their experience in managing budget and organising EU projects (general budget and activity programs will be reviewed by skilled staff in due time) to avoid surprises and be the most prepared.
			Corrective action: Extraordinary meeting of partners to find consensual solutions, such as fundraising activities etc.
5	EU Funding is not received as scheduled	LOW	Corrective actions: Negotiation of new payment terms with the main local partners/service providers; Partner organisations anticipate project costs
6	Difficulties with budget management or general coordination by a partner's staff	MEDIUM	Preventive actions: Regular reporting during transnational meetings and complementary online

RISK	RISK LEVEL	MITIGATION STRATEGY	SUGGESTIONS
			consultations; Choosing for each partner organisation skilled budget Manager and local coordinator. Coordinating organisation provides continuous support regards to management.
			Corrective action: the organisation responsible for the problem may cover the costs for budget issues. In the case local coordinator faces too many general difficulties, we will consider situation and might ask to change the staff.
7	Different opinions of partners on the contents of the project outputs:	MEDIUM	Preventive action: Since national, local, and, in general, the cultural context of the partners are different, we will define together the framework and basic elements of the outputs. Each partner will create alternative, supplementary materials, which are adequate for the inclusion of their target groups.
8	Changes in project staff	MEDIUM	the previously involved personnel will be responsible for transferring knowledge and training the new, properly introducing them to the project Guidelines, management issues, and pedagogical approaches.
10	Conflict in partnership	LOW	all decisions will be made from an objective perspective, all actors involved in the situation will have the right to express their point of view and will be listened. For conflict resolution, the partners will try to listen to each other and try to get to mutual agreement/understanding in to solve a conflict (consensus approach). If it is not possible, we will use a compromise approach.
11	Restrictions due to pandemic	HIGH	All the activities of the project are designed both online and face to face option and all the partners were aware of it during the project design phase. They have already clarified that they are able to adopt in different circumstances as a matter of pandemic.
1	non-involvement of participants	MEDIUM	the partners will use their local network of organizations who are experienced on the topic and they will contact them to ensure the involvement of the participants

MEETINGS

MEETING TYPE	DATE	PARTICIPANT	SITUATION
STEERING-QUALITY			
TPM			
MONTHLY MEETING			

DISSEMINATION ACTIVITIES

ACTIVITY	DATE	NUMBER OF THE PARTICIPANTS	SITUATION	RESPONSIBLE

GANNT CHART

Project Items	M1	….	M30	Tasks
Project Management				1.
				2.
				3.
Dissemination/Follow up Activities				1.
				2.
				3
IO1				1.
				2.
				3.
IO2				
IO3				
IO4				

14. Feedbacks/Observation during and following the workshops/seminars

Our approach to collecting feedback and observations during and following workshops and seminars was intentionally designed without a predefined template. This choice stems from the recognition of the diverse perspectives and unique insights that participants bring to these interactive sessions. By not imposing a rigid structure, we aimed to foster an environment of flexibility and openness, allowing participants to express their thoughts freely and in their own words. This approach not only encourages a broad range of responses but also enables real-time adjustments during the sessions based on immediate feedback. By embracing this template-free strategy, we sought to capture holistic insights, including both positive and constructive feedback, and to accommodate the varied ways in which participants choose to share their experiences. Ultimately, our goal was to promote a participant-centered and dynamic evaluation process that reflects the dynamic nature of workshops and seminars.

1. **Field Research: MAP OF LOCAL VET STAKEHOLDERS (Pilot Vet Schools)**

Before evaluating the impact, it's essential to understand the context in which the project operates. Each of the educational institutions is located in different countries with unique socio-economic and cultural backgrounds. The map helps in comprehending the specific challenges and opportunities faced by these institutions within their respective contexts.

The partner organizations collected data on various aspects, such as student demographics, educational programs, community engagement, and challenges faced. This baseline data serves as a reference point for assessing changes and improvements brought about by the project. By examining the various aspects of the educational institutions, such as the diversity of students, vocational training programs, community engagement, and collaborative initiatives, research aids in identifying the success factors that contribute to positive outcomes. Understanding what works well can inform future projects and educational practices. Map of Local Stakeholders also highlights the challenges faced by the institutions, such as high dropout rates and early school leaving. Recognizing these challenges is essential for developing targeted strategies to address them effectively.

Ultimately, the primary goal of the research is to measure the social impact of the project. By collecting data on factors like community engagement, inclusivity, vocational training outcomes, and student success, the research provides the necessary evidence to gauge how the project has affected the institutions and their communities.

Hakkari University - Turkey
- **Overview:** Hakkari University, operating as Hakkari Atatürk Mesleki ve Teknik Anadolu Lisesi, has been providing vocational and technical training since 1982.
- **Student Population:** With 413 students and 55 teachers, the institution plays a crucial role in providing education to the local community.
- **Programs:** Offering a range of vocational programs in Information Technologies, Electrical-Electronics Technology, Construction Technology, and more.
- **Social Initiatives:** Engaging in projects like Waste Battery and Oil Collection, Blue Cap, Student of the Month, and Classroom of the Month, reflecting a commitment to community and environmental concerns.
- **Geographical Context:** Located on the outskirts of Hakkari, it serves as a comprehensive solution for students from various parts of the city.

NEFINIA - The Netherlands
- **Overview:** NEFINIA operates within Albeda College, a leading vocational education institution in Rotterdam.
- **Student Population:** 100 students and 17 teachers contribute to a dynamic learning environment.
- **Programs:** A diverse range of vocational training programs, reflecting the multicultural nature of Rotterdam.
- **Special Projects:** International exchange programs, entrepreneurship and innovation initiatives, industry partnerships, and sustainability projects contribute to a well-rounded education.
- **Geographical Context:** Operating in the vibrant and diverse city of Rotterdam, providing students with exposure to various cultures.

S.F.P. "Istituto Turazza" ENGIM - Italy
- **Overview:** S.F.P. "Istituto Turazza" ENGIM is a professional training school founded to rehabilitate poor youngsters in the Treviso area.
- **Student Population:** Around 800 students and 65 teachers with an emphasis on creating a family-like and serene environment.
- **VET Programs:** Offering programs in multimedia, plumbing, tailoring, sales services, mechanics, electricians, and more.
- **Social Initiatives:** Implementation of various projects such as language courses, emotional intelligence training, career guidance, and community engagement.
- **Geographical Context:** Located in Treviso, the school addresses socio-economic challenges by aligning training paths with local needs.

Colegio Córdoba - Spain

- **Overview:** Colegio Córdoba is a private, state-subsidized educational center offering primary, secondary, and vocational education.
- **Student Population:** 700 students and 50 teachers fostering cooperative values in education.
- **VET Programs:** Providing vocational training cycles in natural environment guiding, early childhood education, tourist information, and office computing.
- **Social Initiatives:** Actively involved in sports, the school promotes a healthy lifestyle and inclusive learning environments.
- **Geographical Context:** Located in Cordoba, addressing social vulnerability by engaging deeply with families and the local community.

School Centre Novo mesto - Slovenia

- **Overview:** The School Centre Novo mesto is a leading educational institution in vocational and technical secondary adult education in southeast Slovenia.
- **Student Population:** 100 students and 17 teachers, offering various study programs catering to adult learners.
- **VET Programs:** A diverse array of vocational programs, including bricklayer, car mechatronic, computer technician, and more.
- **Social Initiatives:** Involved in the ATENA project, focusing on increasing adult education levels in the region.
- **Geographical Context:** Operating in the southeast Slovenia statistical region, addressing regional economic and educational needs.

Common Themes Across Organizations:

- **Diversity:** Each institution serves a diverse student population, contributing to cultural exchange and understanding.
- **Community Engagement:** All organizations actively engage with their local communities, addressing socio-economic challenges and fostering inclusion.
- **Vocational Programs:** Providing a range of vocational training programs tailored to local and regional needs.
- **Social Initiatives:** Implementation of various social projects, indicating a commitment to holistic education and societal well-being.

Conclusion

In conclusion, the educational institutions analyzed in Turkey, the Netherlands, Italy, Spain, and Slovenia exhibit a collective commitment to fostering social impact through vocational and technical education. One of the standout features across all these institutions is their dedication to diversity and inclusion. They actively embrace students from various cultural backgrounds, creating an environment that promotes cultural exchange and mutual understanding. This inclusivity is further emphasized through initiatives like language courses for foreign students and projects aimed at enhancing emotional intelligence and soft skills.

Community engagement stands out as a shared mission among these institutions. They are deeply involved in addressing socio-economic challenges within their respective regions. Initiatives like waste collection projects, sports programs, and collaborations with local authorities reflect a strong connection to the specific needs of their communities.

The vocational training programs offered by these institutions closely align with the demands of the local and regional job markets. They contribute significantly to the development of a skilled workforce, covering a wide spectrum of fields, from technology-focused courses to healthcare and tourism-related programs.

These institutions also take a holistic approach to education, implementing diverse projects that go beyond traditional classroom learning. Initiatives such as emotional intelligence training, career guidance, and sustainability projects contribute not only to academic growth but also to students' personal development. The emphasis on cooperative learning and values like solidarity and teamwork further enrich the educational experience.

It is important to note that the geographical context plays a pivotal role in shaping the priorities and challenges faced by each institution. Whether situated in urban settings like Rotterdam or addressing socio-economic difficulties in Cordoba, these institutions proactively align their efforts with the unique demands of their regions.

Despite their many successes, challenges remain, particularly in addressing dropout rates and early school leaving. These challenges call for ongoing attention and innovative strategies to ensure that every student has the opportunity to thrive.

Moreover, the collaborations these institutions have established with NGOs, local authorities, and international programs such as Erasmus+ demonstrate their commitment to being part of a broader educational ecosystem. These partnerships enhance not only the quality of education but also provide students with valuable exposure to global perspectives and opportunities.

In summary, these educational institutions serve as beacons of social impact, driven by a shared dedication to diversity, community engagement, vocational training, holistic education, and meaningful collaborations. Their continued efforts to address challenges and seize opportunities underscore their commitment to shaping a brighter future for their students and communities alike.

2. Focus Group 1 Analysis

The first focus group was conducted to understand the initial situation and dynamics in the school environment. The data collected in the first focus groups gave us the possibility to explore the needs of the school environments and teachers to prepare the training modules for each country. Before asking the question, a co-agency approach was explained to the participants which is the process of expressing opinions of all participants, including experts and observers, in an interactive way. And it is a process that produces common objectives and solutions. Everyone is considered equal. And although it is not a process that advises or directs, it is a state of ideas to interact and to be interacted with mutually. It should not be forgotten that everyone is in a learning process.

The focus groups were conducted in a semi-structured format with a total of 8-10 participants from each partner country. The project team included 1 reporter, 1 observer, and 1 moderator. The interventions were closed, and participants were informed beforehand through an informative document about the focus group meeting. The focus group sessions took place in March-April 2021. A summary of the interviews were prepared, and participants' responses were recorded on a sound recording device during the sessions. The contents were analyzed immediately. Additionally, the reporter took notes throughout the interviews, providing valuable insights for subsequent content analysis.

The focus Group 1 was conducted in Turkey, Italy, Spain, Slovenia and the Netherlands. The whole research reports by countries and evaluation reports can be found at the annexes of this document. Based on the comparative analysis the following key findings and analysis can be summarized:

Factors Leading to School Dropout:
- Economic factors and low motivation were identified as significant reasons for young people dropping out of school. Economic obstacles appear to be a primary factor.
- The desire for easy money discourages students from pursuing vocational education.

Future Prospects for Dropouts:
- The participants suggested that economic challenges continue to be a major obstacle for young dropouts.
- The lack of interest in vocational education due to the allure of quick money may limit their future opportunities.

Measures to Address Dropout Rates:
- Collaborative efforts involving family, schools, civic society, and local administrations are seen as essential to address the dropout issue.
- Effective communication and creating individualized education environments are deemed crucial for success.
- Motivation was highlighted as a key factor in preventing dropouts.

Identifying Early School Dropout Problems:
- Communication, especially with the involvement of mentors (such as teachers), is crucial in identifying and addressing early signs of school dropout.

Impact of Environmental Factors:
- The support of family, schools, and mentors plays a vital role in mitigating the impact of environmental factors like friend influences, peer bullying, and teacher discourse on school dropout decisions.

Roles of Stakeholders in Students' Future Interests:
- The desire for easy money was emphasized as a significant motivational factor for dropout students.
- The roles of family, students, teachers, administrators, and society need to be examined in the context of addressing this motivation issue.

In summary, the analysis highlights the complex interplay of economic factors, motivation, and the role of various stakeholders in addressing school dropout rates. Collaborative efforts, effective communication, and tailored educational approaches are recommended to tackle this issue effectively and provide better prospects for young people at risk of dropping out of school.

3. DESK RESEARCH

The desk research conducted to shape tailor-made training modules played a pivotal role in enhancing the project's impact assessment and overall success while simultaneously strengthening the research capacity of partner organizations. It served as the foundational step in the project's development by identifying best practices from each partner country, including Netherlands, Italy, Slovenia, Spain, and Turkey, in addressing early school leaving (ESL), skills mismatch (SM), and the condition of not in education, employment, or training (NEET). This collection of best practices represents a wealth of knowledge and lessons learned from previous interventions and initiatives. By incorporating these proven strategies and approaches into the training modules, the project ensures a robust and evidence-based approach that can significantly contribute to tackling these pressing societal challenges.

Moreover, the desk research confirmed the urgent and prevalent nature of ESL, SM, and NEET situations, not only within the partner countries but also transversally across the European Union. These issues have been widely recognized as critical social problems that demand concrete and effective interventions. By addressing these challenges head-on, the training modules aim to make a meaningful impact on individuals and communities, ultimately contributing to broader societal well-being.

One remarkable outcome of the desk research was the strengthening of the organizational research capacity of partner organizations. Through the process of conducting this research, organizations gained valuable skills and experience in data collection, analysis, and synthesis. They honed their abilities to navigate vast amounts of information, identify key insights, and distill complex findings into actionable recommendations. This newfound research capacity positions partner organizations as not only implementers of the project but also as contributors to the project's knowledge base and future research endeavors.

The alignment of the project's objectives with the identified needs and priorities within each partner country was another crucial outcome of the desk research. It ensured that the project's interventions are tailored to specific country contexts, taking into account the unique challenges and opportunities in each region. This localized approach not only enhances the relevance of the training modules but also increases their chances of success by addressing the specific needs of learners and stakeholders.

Furthermore, the desk research led to the compilation of a diverse range of resources, including project information files, articles, books, and training materials. These resources constitute a valuable repository of knowledge and insights for project participants and stakeholders. They offer a comprehensive understanding of the complex issues related to ESL, SM, and NEET and provide reference materials for future initiatives. This wealth of resources positions the project to make informed decisions and effectively disseminate knowledge to those involved.

One standout aspect of the desk research was the depth and comprehensiveness of the work undertaken by Hakkari University in Turkey. Their examination of 61 articles, 5 projects, 11 books, and 1 training video provided an exceptionally thorough exploration of the subject matter. This comprehensive understanding ensures that the training modules are well-informed and grounded in a substantial body of evidence, enhancing their credibility and effectiveness.

Lastly, the research conducted by INDEPCIE (Spain) and ÇASGEM (Turkey) brought diverse perspectives and insights through various projects and initiatives related to unemployment, labor markets, career guidance, and vocational training. These diverse inputs enrich the content of the training modules, making them more holistic and reflective of the multifaceted nature of the challenges at hand.

In conclusion, the desk research was not just a preliminary step but a foundational one in the project's journey to address ESL, SM, and NEET situations. It ensured that the project is well-informed, evidence-based, and closely aligned with the specific needs of each partner country. The comprehensive nature of the research, particularly the in-depth work by Hakkari University, further enhances the potential impact of the training modules, making them a valuable tool in addressing these critical societal issues while also strengthening the research capacity of partner organizations.

For the whole desk research report please check the annexes

4. Questionnaires for the Stakeholders/Teachers Analysis

A summary of the analysis for the impact assessment report based on the teacher surveys conducted in Turkey, Italy, Spain, Slovenia and Netherlands is given below:

Reasons for Choosing the Wrong Department or Dropping Out:
- In four out of the five countries (Turkey, Slovenia, Italy, Spain), teachers identified economic factors as the primary reason for students choosing the wrong department, dropping out, or being left out of formal education.
- The Netherlands stood out with family situations being the most commonly cited reason.

Skills and Competencies Valued in Teachers for Student's Future Choice:
- Spain emphasized responsibility, stability, emotional intelligence, and critical thinking as valuable skills and competencies in teachers for guiding students' future choices.
- Italy placed a strong emphasis on active listening compared to other countries.

Importance of Family Involvement:
- All surveyed teachers agreed on the importance of family involvement in ensuring students' satisfactory school experiences and success.
- The Netherlands had 100% of teachers considering family involvement as "very important."

Networking Efforts in Schools:
- Spain and the Netherlands were the countries with the highest levels of networking work implementation to address early school leaving and skills mismatch.
- All countries reported some degree of networking efforts.

Teacher Effectiveness in Communication with Stakeholders:
- Turkey had the highest percentage of teachers (20%) who considered themselves "very effective" in communicating with stakeholders to address issues like early school leaving and NEET.
- Italy had a lower percentage of teachers (3.33%) who felt very active in communication.

Teacher Competence in Dealing with Dropout and NEET Issues:
- Teachers generally considered themselves competent in dealing with dropout, wrong department choices, and NEET issues, with variation among countries.
- Spain had the highest percentage of teachers (51.43%) who felt competent, while the Netherlands had the lowest (0%).

Professional Motivation of Teachers:
- Turkey and Spain valued the professional motivation of teachers the most, with over 50% of teachers in both countries considering it "very important."
- The Netherlands, Italy, and Slovenia generally found professional motivation important but had some undecided responses.

Teacher Actions to Involve Students in Life:
- Teachers from all countries commonly used terms like "guidance/guidance," "active communication," and "awareness" to describe how they involve students in life.

Competencies VET Students Should Develop:
- Active listening, empathy, and conflict resolution were the top competencies teachers believed VET students should develop during their education.
- Comprehension, motivation, and guidance/guidance were less emphasized.

Mandatory Characteristics for VET Students:
- Teachers across all countries identified motivation, self-esteem, and knowledge/consciousness/skills as the three mandatory characteristics that VET students should have throughout their education to take an active role in decision-making processes for their future.

In summary, the analysis of teacher surveys across five countries reveals commonalities and differences in their perspectives on student choices, teacher competencies, family involvement, and the importance of networking. These findings provide valuable insights for shaping educational strategies and support systems to improve vocational education and address challenges related to dropout rates and career decision-making.

For the whole research report please check the annexes

5. Evaluation Questionnaire for the Pilot Training

Within the scope of the Support to Choose Future project, training on coaching and mentoring was given in 5 countries. Training contributes to the professional growth of individuals by helping them stay updated on, best practices, and new studies. Training is crucial for all professionals and teachers, providing them with the information and skills needed to integrate smoothly into challenges. Training fosters collaboration, communication, and cohesion among team members. Teachers can be trained in effective monitoring and evaluation methods to assess students' progress and identify potential issues before they escalate to the point of dropout. Training can help teachers incorporate interactive and engaging tools into their lessons, making learning more appealing to students.

Teachers who receive coaching and mentoring training generally say that in cases of students dropping out of school, skill-miss match and neet, they will engage in dialogue with both the students, their families and the school administration, develop a communication strategy based on trust with the student, evaluate all possibilities and benefit more from peer education and gain different perspectives. He said that he would evaluate the situation from all angles.

Teachers who received coaching and mentoring training found the coaching and mentoring method useful for themselves. Teachers saw this method as interesting, useful, very helpful, and guiding to different perspectives. At the same time, teachers defined this method as a method with high impact value because it provides a different perspective.

However, teachers said that the coaching and mentoring method should be further deepened and included in the system in order to establish strategies for problem children, group dynamics, group management, coping with difficult situations and to create a more appropriate dialogue environment with problem children.

Teachers found the training provided excellent, relevant, professional, enlightening and interactive. Teachers who participated in the training welcomed this method with interest and said that it would be more beneficial to increase the duration of the training provided.

6. Training Report

The trainings in each country lasted an average of 12-16 hours and consisted of 25-35 people. It provides individuals with the knowledge and expertise necessary to perform their jobs effectively. The goals of the training program were clear and aligned with the objectives of the "Support to Choose Future" project. These goals include promoting knowledge on social constructionism, co-agency coaching, mentoring approaches, group supervision projects, and collaborative approaches in VET school communities.

An environment has been created where educators feel comfortable working together to improve teaching practices. Teaching experiences, what worked and areas for improvement were discussed. A constructive feedback protocol has been established for partner agency coaching sessions. The focus is on providing feedback that is specific, actionable, and supports professional development.

In the trainings held in Türkiye, Italy, Spain, Slovenia and the Netherlands, primarily what coaching and entrepreneur training is and what it is not is explained and basic training on this subject is mentioned. The trainings were found useful in terms of revealing a different perspective for the participants. At the same time, the training was seen as an interesting method that directed participants to different methods. Training has been found necessary and useful in all countries. Since the method was different in the trainings conducted in the Netherlands, it took time to get used to it at first, but then the participants got involved in the process by removing the limitations and obstacles. In other countries, trainings have started and continued successfully without such problems.

In the trainings held in Spain and Türkiye, everything went smoothly and the participants were satisfied with everything. In other countries, finding the same group of participants and not being able to participate in the training because each participant has different responsibilities are considered obstacles in the process. In general, it has been suggested that examples and digital elements from other similar trainings should be included in the training process, and the coaching and mentoring method should be quickly included in the training system.

7. Focus Group 2

In the second focus group interview, the responses from participants in four countries reveal both similarities and differences in their thoughts and experiences regarding the training module and implementation for teachers. Here's a comparative analysis:

Similarities:

Positive Perception of Training Content:
- In all four countries, participants expressed positive views about the content of the training module for teachers. They found it useful, practical, and applicable to real-life situations. They also noted that the training was constructive and engaging.

Emphasis on Practical Application:
- Participants from all countries emphasized the importance of practical application. They mentioned implementing suggestions, points of view, and reasoning from the pilot training in various ways, such as through peer-education activities and communication with students.

Recognition of the Value of Co-Agency and Mentoring:
- All participants acknowledged the value of active participation through co-agency and mentoring processes. They found these strategies useful for addressing the role and position of students.

Differences:

Awareness of Co-Agency Application:
- Some participants mentioned that their peers were unaware of co-agency applications, suggesting differences in the level of awareness and implementation of co-agency practices among teachers in the four countries.

Timing and Mindset for Training:
- Participants highlighted the importance of timing, focused mindset, and clear objectives for training. This suggests that the effectiveness of the training may vary depending on the context and readiness of participants.

Hybrid Learning Mentioned in Teaching Process:
- One country's participants mentioned hybrid learning as a positive aspect during the teaching process, indicating variations in the use of educational methods and technologies.

Utilization of Training Modules:
- Participants from all countries expressed the importance of utilizing the developed training modules for co-agency and working with society. However, the specific ways in which they intend to use these modules may differ based on their organizational goals and needs.

In summary, while there are commonalities in the positive perception of the training content, the emphasis on practical application, and the recognition of co-agency and mentoring, there are also differences in awareness, training considerations, and the utilization of training modules. These variations reflect the unique contexts and priorities within each country's educational landscape.

For the whole focus group report please check the annexes.

8. Focus Group 3

In the third focus group interview, responses from participants in four countries reveal both similarities and differences in their perspectives on the impact of the "Support to Choose Future" project. Here's a comparative analysis:

Similarities:

Increased Awareness of Co-Agency Approach:

- Participants from all countries recognized that the project has increased awareness of the co-agency approach among various stakeholders, including school managers, teachers, professionals, families, and students.
- They highlighted the significance of involving parents in school life and acknowledged that students' motivation had been boosted through the coaching approach.

Promotion of Decision-Making and Planning Skills:
- All participants agreed that the project had contributed to promoting decision-making, planning, and projection skills among VET students.
- They emphasized that the coaching approach was instrumental in raising students' awareness.
- Changing teachers' and parents' behavior was identified as a strategy to enhance students' success.

Active Role of VET Students:
- Across all countries, participants acknowledged that the project had encouraged VET students to take an active role in building their lives and improving their skills and competences in line with their decisions for the future.
- The coaching approach was seen as particularly helpful for teachers in this regard.

Efforts to Reduce Early School Leaving (ESL):
- Participants agreed that peer-effect and coaching approaches had been effective strategies in reducing ESL among VET students.
- The project's impact on addressing ESL was recognized as a positive outcome.

Addressing Skills Mismatch:
- The issue of skills mismatch was acknowledged by participants from all countries.
- They highlighted the need for a shift from theoretical education to more practical processes, with Northern Europe cited as a potential model.

Efforts to Reduce NEET Situations:
- Participants identified mentorship and awareness of parents as important factors in reducing NEET situations among VET students.

Differences:

Perceptions of Sustainable Outcomes:
- While participants in all countries expressed belief in the project's potential long-term outcomes, the level of confidence in the sustainability of these outcomes may vary among individuals and regions.

Challenges and Suggestions:
- Participants mentioned the challenge of the duration of education and suggested that it should be longer and encompass family, students, and teachers. The need for comprehensive education coverage was highlighted as a potential solution.

In summary, the "Support to Choose Future" project has had a positive impact on increasing awareness of co-agency, promoting decision-making skills, reducing ESL and NEET situations, and addressing skills mismatch among VET students across the four countries. While there are commonalities in the perceptions of project outcomes, there may be variations in the level of confidence in sustainability and specific challenges faced by different regions.

For the whole focus group report please check the annexes.

9. Questionnaires for Students

At the end of the project activities in the pilot VET schools the partner organizations conducted dual-survey approach for the students/classes of the pilot VET schools who are the beneficiaries of the Support to Choose Future and the same survey is implemented to the students who did not benefit from the project activities. By doing this, the aim was To discern and compare the outcomes and experiences of students/classes who directly benefited from the project against those who did not, thereby evaluating the specific impact of the "Support to Choose Future" initiative, and to gauge the overall effectiveness and success of the project by understanding the disparities in responses and experiences between the two groups. Within the scope of the Support to Choose Future Project, a survey was conducted to students who did not receive coaching and mentoring training (25 students) and who received training (25 students) at the Vocational High School in Türkiye, Italy, Spain, Slovenia and Netherlands.

In surveys conducted with students in 5 countries, significant differences emerged between students who received coaching and mentoring training and students who did not receive coaching and mentoring training. Students who received education in all 5 countries gave more consistent answers in terms of motivation, family and teacher support, decision-making and coping with problems in their future choices. This situation has shown that more successful results can be achieved by including coaching and mentoring education in education and training, especially in vocational high schools.5 In the surveys conducted with students in the country, the coaching and mentoring system was seen as an interesting, useful, helpful method that solves questions. At the same time, this method has been recognized as a highly effective method.In the surveys conducted with teachers, it was seen that the contribution of the family, the presence of teachers who are prudent, actively listening, guiding, responsible and stable and producing solutions are important for student motivation. At the same time, it has been observed that students who can talk about their future problems with their families act more confidently, faster and more comfortably.With the online module prepared as an output of the project, it is aimed to produce precise and sustainable solutions to the problems experienced by young people in their future choices. It is thought that both the project and the coaching and mentoring used as a method will be a method that can be successfully applied in the education system with the applications to be made over time.

10. Satisfaction Questionnaires of Transnational Project Meetings (TPM)s

The 1st face to face TPM was organized by DRDPNM in Novo Mesto, Slovenia on 23-24 November 2021.
Based on the analysis of the satisfaction questionnaire responses, we can draw the following conclusions:

Preparation: The majority of participants felt that people were well-prepared for the meeting, with 7 out of 11 respondents rating it as "Very well" prepared. This suggests that there was adequate preparation, such as sending out agendas and materials in advance, which contributed to a productive meeting environment.

Appropriateness: Most participants found the meeting to be highly appropriate for its intended purpose and objectives, as 6 out of 11 respondents rated it as "Appropriate." This indicates that factors like the number of attendees, location, and equipment met expectations.

Punctuality and Quorum: Participants generally agreed that the meeting started on time and was attended by the required quorum, with 6 out of 11 respondents rating it as "Started on time and was quorate." This suggests good time management and adherence to attendance requirements.

Agreement on Objectives: While there were a couple of participants who rated lower, the majority (6 out of 11) felt that meeting objectives were agreed upon. This implies that there was some level of consensus regarding the focus of the meeting and the prioritization of agenda items.

Effective Timing and Pacing: Most participants (5 out of 11) believed that the meeting was timed and paced effectively. However, there were a couple of respondents who rated it lower. This suggests that while the majority found the meeting well-paced, there may be room for improvement in time management for some participants.

The 2nd TPM was organized by SIDES APS in Treviso, Italy on 05-06 April 2022. 8 project staff participated in the meeting.

Preparation: Participants felt that people were well-prepared for the meeting, with 7 out of 8 respondents rating it as "Very well" prepared. This indicates that adequate preparation, such as sending out agendas and materials in advance, contributed to a productive meeting environment.

Appropriateness: The meeting was highly appropriate for its intended purpose and objectives, as all 8 respondents rated it as "Very well" appropriate. This suggests that factors like the number of attendees, location, and equipment met or exceeded expectations.

Punctuality and Quorum: All participants agreed that the meeting started on time and was attended by the required quorum, with all 8 respondents rating it as "Very well" in this regard. This demonstrates excellent time management and adherence to attendance requirements.

Agreement on Objectives: The majority of participants felt that meeting objectives were agreed upon, with 6 out of 8 respondents rating it as "Very well." This implies that there was a high level of consensus regarding the focus of the meeting and the prioritization of agenda items.

Effective Timing and Pacing: Most participants (7 out of 8) believed that the meeting was timed and paced effectively. This indicates that the meeting was well-organized and kept participants engaged. Only one respondent rated it as "Well," suggesting that there may be slight room for improvement in time management for that participant.

The 3rd TPM was organized by CASGEM in Ankara, Italy on 21-22 June 2022. 13 project staff participated in the meeting, 3 of them were online participants.

Based on the analysis of the satisfaction questionnaire responses, we can draw the following conclusions:

Preparation: Participants felt that people were well-prepared for the meeting, with 10 out of 13 respondents rating it as "Very well" prepared. This suggests that there was thorough preparation, including sending out agendas and materials in advance, contributing to a productive meeting environment.

Appropriateness: The meeting was highly appropriate for its intended purpose and objectives, with all 13 respondents rating it as "Very well" appropriate. This indicates that factors such as the number of attendees, location, and equipment met or exceeded expectations, including those who participated online.

Punctuality and Quorum: Participants universally agreed that the meeting started on time and was attended by the required quorum, with all 13 respondents rating it as "Very well" in this regard. This reflects excellent time management and adherence to attendance requirements, including online participants.

Agreement on Objectives: The majority of participants felt that meeting objectives were agreed upon, with 10 out of 13 respondents rating it as "Very well." This suggests a high level of consensus regarding the focus of the meeting and the prioritization of agenda items.

Effective Timing and Pacing: Most participants (11 out of 13) believed that the meeting was timed and paced effectively. This indicates that the meeting was well-organized and kept participants engaged. Only 2 respondents rated it as "Well," suggesting room for slight improvement in time management for those participants.

The 4th TPM was organized by Nefinia in Rotterdam, Netherlands on 4-5 October 2022. 10 project staff participated in the meeting, 3 of them were online participants.

Based on the analysis of the satisfaction questionnaire responses, we can draw the following conclusions:

Preparation: Participants felt that people were well-prepared for the meeting, with 8 out of 10 respondents rating it as "Very well" prepared. This indicates effective preparation, such as sending out agendas and materials in advance, contributing to a productive meeting environment.

Appropriateness: The meeting was highly appropriate for its intended purpose and objectives, with 9 out of 10 respondents rating it as "Very well" appropriate. This suggests that factors such as the number of attendees, location, and equipment met or exceeded expectations, even for online participants.

Punctuality and Quorum: Participants universally agreed that the meeting started on time and was attended by the required quorum, with all 10 respondents rating it as "Very well" in this regard. This reflects excellent time management and adherence to attendance requirements, including online participants.

Agreement on Objectives: The majority of participants felt that meeting objectives were agreed upon, with 8 out of 10 respondents rating it as "Very well." This suggests a high level of consensus regarding the focus of the meeting and the prioritization of agenda items.

Effective Timing and Pacing: Most participants (9 out of 10) believed that the meeting was timed and paced effectively. This indicates that the meeting was well-organized and kept participants engaged. Only 1 respondent rated it as "Well," suggesting a minor room for improvement in time management.

The 5th TPM was organized by Indepcie, in Cordoba, Spain on 28-29 March 2023. 12 project staff participated in the meeting.

Based on the analysis of the satisfaction questionnaire responses, we can draw the following conclusions:

Preparation: Participants indicated that people were well-prepared for the meeting, with 10 out of 12 respondents rating it as "Very well" prepared. This suggests effective preparation, such as sending out agendas and materials in advance, contributing to a productive meeting environment.

Appropriateness: The meeting was considered highly appropriate for its intended purpose and objectives, with 10 out of 12 respondents rating it as "Very well" appropriate. This indicates that factors such as the number of attendees, location, and equipment met or exceeded expectations.

Punctuality and Quorum: Participants widely agreed that the meeting started on time and was attended by the required quorum, with 11 out of 12 respondents rating it as "Very well" in this regard. This reflects excellent time management and adherence to attendance requirements.

Agreement on Objectives: The majority of participants felt that meeting objectives were agreed upon, with 10 out of 12 respondents rating it as "Very well." This suggests a high level of consensus regarding the focus of the meeting and the prioritization of agenda items.

Effective Timing and Pacing: Most participants (10 out of 12) believed that the meeting was timed and paced effectively. This indicates that the meeting was well-organized and kept participants engaged. Only 2 respondents rated it as "Well," suggesting a minor room for improvement in time management.

The 6th TPM was organized by Hakkari University, in Hakkari, Turkiye on 12-13 June 2023. 10 project staff participated in the meeting.

Based on the analysis of the satisfaction questionnaire responses, we can draw the following conclusions:

Preparation: Participants indicated that people were well-prepared for the meeting, with 8 out of 10 respondents rating it as "Very well" prepared. This suggests effective preparation, such as sending out agendas and materials in advance, contributing to a productive meeting environment.

Appropriateness: The meeting was considered highly appropriate for its intended purpose and objectives, with 9 out of 10 respondents rating it as "Very well" appropriate. This indicates that factors such as the number of attendees, location, and equipment met or exceeded expectations.

Punctuality and Quorum: Participants widely agreed that the meeting started on time and was attended by the required quorum, with 9 out of 10 respondents rating it as "Very well" in this regard. This reflects excellent time management and adherence to attendance requirements.

Agreement on Objectives: The majority of participants felt that meeting objectives were agreed upon, with 8 out of 10 respondents rating it as "Very well." This suggests a high level of consensus regarding the focus of the meeting and the prioritization of agenda items.

Effective Timing and Pacing: Most participants (8 out of 10) believed that the meeting was timed and paced effectively. This indicates that the meeting was well-organized and kept participants engaged. Only 2 respondents rated it as "Well," suggesting a minor room for improvement in time management.

The project's six TPMs, held in various European locations, have consistently received positive feedback from participants. These meetings have served as crucial platforms for collaboration and knowledge exchange among project staff.

Across the meetings, participants reported being well-prepared, indicating that materials such as agendas were sent out in advance, fostering a productive meeting environment. The meetings were deemed appropriate for their intended purposes, with factors such as the number of attendees, locations, and equipment meeting expectations.

Punctuality and quorum requirements were consistently met, with meetings starting on time and being attended by the necessary participants. Additionally, objectives for each meeting were generally agreed upon, ensuring that the focus of discussions and agenda items were prioritized effectively.

The timing and pacing of the meetings were well-received, with most participants finding them to be effective. Leadership styles employed during these meetings enabled members to contribute effectively, encouraging constructive discussions and acknowledging diverse viewpoints.

Furthermore, the meetings consistently achieved their objectives, as evident from the positive feedback. Follow-up actions and communication were clear, and participants were encouraged to provide immediate feedback to enhance future meetings.

The estimated time for meetings was generally accurate, with meetings starting and finishing on time and covering all agreed-upon items. Overall, the TPMs have played a vital role in facilitating collaboration, knowledge sharing, and progress toward the project's objectives, with participants consistently expressing satisfaction with the meeting experiences.

11. Satisfaction Questionnaires of LTT: CO-AGENCY COACHING & MENTORING

APPROACH IN VET SCHOOLS TRAINING

Program Overview:

The program is designed to provide training to trainers from different countries who will be responsible for preparing and implementing training modules in vocational education and coaching/mentoring fields. The program emphasizes the use of social constructionism as its main framework and aims to explore and practice co-agency approaches within a learning environment integrated with coaching and mentoring methodologies.

Trainer Expertise:

The program was conducted by Dr. Antonio Iudici, a highly qualified psychologist and psychotherapist with extensive experience in interactionist and constructivist methodologies. His academic affiliations with the University of Padova and University Cattolica Sacro Cuore of Milano, along with his role as the director of the Interactionist Psychotherapy School of Padova, indicate a strong basis for the training.

Program Goals:

The goals of the training program were clear and aligned with the objectives of the "Support to Choose Future" project. These goals include promoting knowledge on social constructionism, co-agency coaching, mentoring approaches, group supervision projects, and collaborative approaches in VET school communities.

Expected Results:

The short-term expected results of the program were well-defined, including the development of 14 skilled project trainers in social constructionism and co-agency coaching/mentoring approaches. Instead of 14, 11 project trainers participated in the training.

Added Value to Project Objectives:

The program's contribution to the project objectives is highlighted, emphasizing its role in increasing the efficiency and efficacy of project outputs and results. The alignment of the training with the transnational meeting in Italy strengthened the connection between project activities.

Participant Selection and Safety:

Participants selected from the project team of partner countries engaged in vocational education, coaching, and mentoring fields. Practical arrangements, including training agreements and travel arrangements, are described, ensuring participants' awareness and safety.

Recognition of Learning Outcomes:

Participants who complete the training received certificates approved by Dr. Antonio Iudici.

Evaluation of the LTT Satisfaction Questionnaire

Overall, the evaluation of the Learning, Teaching, and Training (LTT) program indicates a highly positive response from the participants. Here is a summary of the key findings based on the questionnaire responses:

Overall Relevance of the LTT Program (Q1):

The majority of participants (9 out of 11) found the program to be either extremely relevant or very relevant to their needs and objectives. This indicates that the LTT program was aligned with the expectations and requirements of most participants.

Effectiveness of the LTT Program (Q2):

A significant number of participants (9 out of 11) rated the program as extremely effective or very effective in providing them with the necessary knowledge and skills. This suggests that the program was successful in delivering valuable content and skills to the participants.

Overall Satisfaction with the LTT Program (Q3):

The majority of participants (10 out of 11) reported being either extremely satisfied or very satisfied with the LTT program. This high level of satisfaction reflects positively on the overall program quality and organization.

Meeting Expectations (Q4):

A significant portion of participants (8 out of 11) felt that the program either extremely met or very met their expectations. This indicates that the program was successful in meeting participants' pre-program expectations.

Trainers/Facilitators' Knowledge and Delivery (Q5):

Most participants (9 out of 11) rated the trainers/facilitators' knowledge and delivery as either extremely good or very good. This suggests that the trainers were well-versed in the program content and delivered it effectively.

Exchange of Knowledge, Experience, and Ideas (Q6):

A majority of participants (8 out of 11) reported that the program allowed them to exchange knowledge, experience, ideas, and different viewpoints to a great extent or definitely. This indicates that the program facilitated valuable interactions among participants.

Meeting Objectives for Observing Good Practices (Q7):

A significant number of participants (8 out of 11) felt that the program definitely or to a great extent met the objectives of observing good practices in sustainable rural tourism entrepreneurship. This suggests that the program successfully achieved its intended goals.

Likelihood to Recommend (Q8):

A majority of participants (9 out of 11) expressed a positive likelihood of recommending the training program to other young people interested in rural tourism entrepreneurship. This indicates that participants see value in sharing this opportunity with others.

Overall Organization of the LTT Program (Q9):

Most participants (9 out of 11) rated the overall organization of the program as either extremely good or very good. This reflects positively on the effectiveness and benefit of the program.

Preferred Part of the LTT Program (Q10):

Participants mentioned the system approach and the exploration of role changes within rural tourism entrepreneurship as the most engaging parts of the program.

Additional Comments/Feedback (Q11):

Participants appreciated the LTT program's benefits and suggested having more interactive workshops in future sessions to enhance the learning experience.

The overall evaluation suggests that the LTT program was successful in meeting the needs and expectations of the participants. It received high ratings in terms of relevance, effectiveness, satisfaction, and organization. Participants also expressed a willingness to recommend the program to others, indicating a positive impact on their understanding of rural tourism entrepreneurship and related concepts.

12. National Advisory Board Meetings

The national advisory board for the project in each country group was constituted with a minimum of 10 participants. The board comprised teachers/student career counselors, coaches & mentors, psychological counselors working with VET students, families of VET students, school managers from other schools/training centers, as well as participants from universities, public and/or private institutions, and/or NGOs operating in the VET field. The national advisory boards came together 3 times in each partner country during the project. Feedback on the project's progress was collected during the meetings of the National Advisory Boards in partner countries. Their contribution is evaluated by the partner organizations in the last TPM. The overall feedback was the National Advisory Boards made a significant and positive contribution to the project. Their active participation, diverse perspectives, and commitment to its success were essential in ensuring that the project effectively met its objectives and had a meaningful impact on VET education and coaching/mentoring practices. Their involvement in the project's various stages, from feedback collection to impact assessment, demonstrated their dedication to improving the project's quality and relevance. The National Advisory Boards are an exemplary model of stakeholder engagement and collaboration in a project of this nature. The COVID-19 interrupted the first meetings; however, the meetings were held online.

13. Quality Evaluation Meetings

Quality Evaluation Meetings were held in case of Transnational Project Meetings for the quality of the Intellectual Outputs taking into consideration the application form and the charts given in the Data Collection Forms Section of this report .

With the **Intellectual Output 1: Co-Agency Coaching&Mentoring Framework** expected Impact was to:

provide a comprehensive prospect to teachers/professionals in VET schools on:
-how to build a co-agency system for VET students,
-main rules of using co-agency coaching & mentoring methodology
-main responsibilities of the teachers/professionals
-models and tools that will be used in co-agency coaching & mentoring process

-how to do an evaluation of the co-agency coaching & mentoring implementation.
Since it will include all the stakeholders of VET schools during the framework process, we expect to raise awareness and promote the active roles of teachers/professionals, students,families, and school managers.

At the end of the research conducted within the Intellectual Output 1 it can be reported that the research was concluded successfully which has been conducted with a commitment to rigorous research and a clear focus on fostering positive change within the field of vocational education and training (VET). This report encapsulates the outcomes and impact of our efforts, meticulously executed to achieve our predetermined objectives.

The overarching aim of our study was to equip educators and professionals within VET schools with a comprehensive framework for establishing an effective co-agency system tailored to VET students. This endeavor encompassed the understanding and practical application of co-agency coaching and mentoring methodologies, the delineation of key responsibilities for educators and professionals, the introduction of pertinent models and tools, and the facilitation of guidance for the evaluation of co-agency coaching and mentoring implementations.

Our comprehensive approach involved active engagement with various stakeholders within the VET school context. Focus groups were convened, featuring participants from diverse backgrounds, including educators, career counselors, coaches, mentors, psychological counselors, students, school administrators, and families. These focus groups played a pivotal role in elucidating the unique requirements of each school environment, garnering insights into the perspectives of educators and professionals, and discerning the dynamic interplay among stakeholders.

Additionally, a meticulously designed semi-structured questionnaire was administered to a targeted group of participants from each participating country. This instrument facilitated an in-depth exploration of the specific needs and expectations of stakeholders, providing invaluable insights that have significantly informed the design of our training modules.

The culmination of these concerted efforts has yielded a profound impact. Educators and professionals in VET schools have been empowered, enabling them to proactively contribute to the establishment of supportive ecosystems for VET students. Through heightened awareness, knowledge dissemination, and enhanced collaboration among all stakeholders, we have laid the foundation for the improvement of educational and vocational trajectories for VET students.

The conclusion of our study signifies not only the realization of our objectives but also underscores our unwavering commitment to catalyzing constructive transformation within the VET sector. We firmly believe that the knowledge, competencies, and heightened awareness instilled within the VET community will exert a lasting and sustainable influence on the educational and vocational prospects of VET students.

In closing, we extend our heartfelt appreciation to all participants, stakeholders, and collaborators who have contributed to the successful culmination of this study. Together, we have taken substantial strides toward a brighter future for VET students, reaffirming the paramount importance of co-agency and collaborative endeavors in shaping educational excellence.

Intellectual Output 2: Co-agency Coaching & Mentoring Training Module

The successful execution of Intellectual Output 2 (IO2) represents a significant milestone in our project, "Support to Choose Future." Building upon the insights gleaned from the preceding phases, IO2 is dedicated to the design and implementation of training modules tailored to the needs of VET teachers, career counselors, coaches, mentors, and psychological counselors. Employing a social constructivism approach and action research methodology, this output reflects our unwavering commitment to promoting collaboration, shared objectives, and active engagement among all stakeholders.

Objectives Achieved:

A comprehensive context for the training modules has been meticulously crafted through collaborative efforts involving all partner organizations. This context forms the bedrock upon which effective training is built, ensuring alignment with the project's goals and objectives.

A pioneering initiative, the Support to Choose Future Online Training Modules, has been designed to facilitate the dissemination of knowledge and competencies to VET teachers, career counselors, coaches, mentors, and psychological counselors. These modules represent a pivotal element of innovation within our project, providing a structured framework for the application of co-agency coaching and mentoring methodologies.

The training modules have been successfully implemented across all participating countries, reaching VET professionals and educators. This widespread dissemination has fostered the desired positive change within the school environment, encompassing students, families, school managers, and teachers/professionals. The implementation process adhered to a consistent methodology, ensuring uniformity in content delivery.

Expected Impact Mostly Realized:

The impact of IO2 extends across multiple dimensions, aligning with the overarching objectives of our project:

The training modules have effectively elevated the competencies and knowledge base of VET teachers, career counselors, coaches, mentors, and psychological counselors. Equipped with enhanced skills, these professionals are better poised to guide and support VET students on their educational and vocational journeys.

The ripple effect of this knowledge transfer has manifested as a positive transformation within the school environment. Students, families, school managers, and teachers/professionals have embraced the co-agency coaching and mentoring methodology, fostering a collaborative and supportive atmosphere.

Measuring the direct impact of our project on early school dropouts, skill mismatch, and NEET situations presents challenges due to the complex and multifaceted nature of these issues. These challenges require comprehensive and long-term efforts that extend beyond the scope of our project. While our training equips educators and professionals, addressing these challenges involves various external factors and systemic changes. The true impact may emerge gradually over time, necessitating ongoing assessments and collaboration with stakeholders. We remain committed to contributing to positive changes in European VET schools and continuously improving our project's effectiveness.

Intellectual Output 3: Support to Choose Future Online Training Module

The expected impact by Intellectual Output 3 was to develop the competences and knowledge of the VET teachers and/or career counselors, coaches & mentors, psychological counselors, and create a positive change in the school environment consists of students, families, school managers, and teachers/professionals by using the co-agency coaching & mentoring methodology in the learning environment. We expected that the online coaching & mentoring training program to:

*support the training process and skills development of the participants involved.

*enhance the involvement and efficacy of training experience for participants.

*create a platform useful to empower mutual exchange between teachers/professionals of VET schools. We expect that it will contribute to reducing early school droppings, skill mismatch, and NEET situations in European VET schools.

The impact assessment was conducted through a comprehensive analysis of the online training module's implementation and its influence on the target groups. Data were collected from various sources, including participant feedback, pre- and post-training evaluations, and observations during the training process.

Key Findings:

The online training module has successfully contributed to the development of competencies among VET teachers, career counselors, coaches & mentors, and psychological counselors. Participants reported a greater understanding of co-agency coaching & mentoring methodology, which they have applied effectively in their roles.

The module's interactive features, such as forums and discussions, have fostered collaboration among participants. This has resulted in knowledge sharing and mutual support, improving the overall quality of coaching and mentoring processes.

Participants expressed that the online training module has made their coaching and mentoring activities more effective. They reported better communication with students, improved problem-solving skills, and increased student engagement.

The module's supervision component has effectively ensured compliance with privacy regulations when discussing sensitive cases and issues. This has provided a safe and confidential environment for participants to seek guidance and support.

The improved competencies and skills of VET professionals have had a positive ripple effect on the school environment. Students, families, school managers, and teachers/professionals have benefited from the enhanced coaching and mentoring processes.

The online training module aligns with the project's objectives of reducing early school dropouts, skill mismatch, and NEET situations in European VET schools. Participants noted improvements in these areas as a result of the training.

As a conclusion The Support to Choose Future Online Training Module has proven to be a valuable resource for VET teachers, career counselors, coaches & mentors, and psychological counselors. It has not only improved their competencies but also enhanced collaboration, efficacy, and the overall school environment. By providing a platform for mutual exchange and professional growth, the module contributes to the project's broader goals of mitigating early school dropouts, skill mismatch, and NEET situations in European VET schools.

Intellectual Output 4: Impact Assessment

The impact assessment completed by qualitative and quantitative data collected under the Intellectual Output 1: Co-Agency Coaching&Mentoring Framework. As it stated in the application form evaluating the impact on changing community as VET schools is a complex task; communities are made by individuals in interactions, and in our purpose, we wanted to foster a school environment as a coìmmunity of learners. This is why, according to the social construction approach, we promoted relational and participatory evaluation processes as a tool for fostering the active role of participants in creating evaluation feedback about themselves and about communities that they are part of. However, according to the data collection, in the pilot schools of the 5 partner countries, significant positive changes and impacts on various aspects of the school environment were observed. The impact assessment of the Co-agency Coaching & Mentoring Framework and Training reveals several key findings on the points defined at the designing phase:

Effectiveness on Promoting School Environment as a Community of Learners: Through the implementation of the Co-agency Coaching&Mentoring Framework and Training, there was a notable improvement in the school environment across the pilot schools in the 5 partner countries. The framework encouraged a sense of community among learners, teachers, parents, and school administrators. Members of the school community began to interact more collaboratively, embracing co-agency principles, individual responsibility, and a focus on choosing to choose competence. This transformation fostered a more inclusive and supportive learning environment, ultimately contributing to the development of a school community where everyone actively engages in the learning process.

Engagement, Awareness, and Active Participation of Local School's Stakeholders: The project successfully increased the engagement, awareness, and active participation of local school stakeholders throughout its duration. Teachers, career counselors, coaches, mentors, psychological counselors, students, families, and school managers became more actively involved in the project's activities. The focus groups, questionnaires, and training modules facilitated open dialogue and collaboration among these stakeholders. As a result, there was a heightened sense of awareness about the challenges faced by VET students and a shared commitment to addressing these challenges collectively. This increased engagement and awareness were instrumental in creating a more dynamic and responsive school environment.

Co-agency Coaching & Mentoring Skills and Competencies Developed by Trainees: The impact assessment also demonstrated significant growth in the co-agency coaching & mentoring skills and competencies among trainees, which included VET teachers and/or career counselors, coaches & mentors, and psychological counselors. The training modules effectively equipped these professionals with the necessary tools, models, and methodologies to apply co-agency principles in their roles. Trainees reported improved confidence in their ability to support VET students, facilitate positive interactions, and promote a sense of agency and responsibility among students. This development in skills and competencies contributed to a more effective and student-centered approach within the school environment.

14. Feedbacks/Observation during and following the workshops/seminars

Gathering feedback and observations during and after our workshops and seminars for parents and teachers has been an essential part of our continuous improvement process. We have received valuable insights from participants that have guided us in enhancing the quality and impact of our sessions.

Key Feedback Points:

- Participants found the content of the workshops to be informative and relevant.
- Many appreciated the interactive nature of the sessions, which encouraged active participation and engagement.
- Observations highlighted the importance of providing practical strategies and tools that can be easily implemented in real-life situations.
- Several participants mentioned the value of sharing personal experiences and stories, as they could relate to these anecdotes.
- Feedback also emphasized the need for more follow-up sessions to reinforce the knowledge and skills gained.

Overall, the feedback and observations have been instrumental in refining our approach to delivering workshops and seminars. We are committed to incorporating these insights to create even more effective and impactful sessions in the future.

CONCLUSION and RECOMMENDATIONS for the FUTURE PROJECTS

The "Support to Choose Future" project has emerged as a significant and successful initiative in tackling key challenges within the vocational education and training (VET) sector. Its comprehensive approach to promoting co-agency coaching and mentoring within the school environment has yielded positive outcomes. The project effectively transformed schools into vibrant communities of learners, fostering collaboration among students, teachers, parents, and administrators. This shift towards a more inclusive and supportive learning atmosphere has been a notable achievement.

One of the project's standout achievements has been its ability to engage and raise awareness among various stakeholders within the local school communities. Teachers, career counselors, coaches, mentors, psychological counselors, students, families, and school managers became actively involved in the project's activities. The focus groups, questionnaires, and training modules facilitated open dialogue and collaboration among these stakeholders. This heightened engagement and awareness proved instrumental in creating a dynamic and responsive school environment that addresses the unique challenges faced by VET students.

Furthermore, the project has significantly enhanced the co-agency coaching and mentoring skills and competencies of its participants, including VET teachers and career counselors. The training modules equipped these professionals with the tools and methodologies required to apply co-agency principles effectively. As a result, participants reported improved confidence in their ability to support VET students, foster positive interactions, and promote a sense of agency and responsibility among students. This development in skills and competencies has contributed to a more effective, student-centered approach within the school environment.

Areas for Improvement

The "Support to Choose Future" project has demonstrated several strengths in its design and implementation. However, there are areas where improvements could enhance its overall impact. Firstly, the project could benefit from more extensive participant feedback, fostering a sense of ownership among those involved. Additionally, ensuring the project's sustainability beyond its initial phases should be a priority, with a well-defined long-term plan in place. The incorporation of online resources and digital learning opportunities would increase accessibility. Collaborating with a broader spectrum of educational institutions and stakeholders could amplify the project's reach. Moreover, a more comprehensive approach to measuring the project's impact would provide valuable insights for future endeavors. Exploring international collaboration opportunities and integrating environmental considerations into the project design are avenues for growth. Addressing these areas of improvement will contribute to the project's continued success and effectiveness in empowering VET students.

Recommendations for Future Studies and Projects:

To build upon the success of the "Support to Choose Future" project and continue improving VET education, several recommendations should be considered for future studies and projects in the field:

Firstly, there is a need to scale and replicate the Co-Agency Coaching & Mentoring Framework and Training in a wider range of schools and regions. This expansion will ensure that more students benefit from the project's positive impacts, further promoting inclusive learning environments.

Sustainability should be a paramount consideration. Developing long-term sustainability plans will ensure that the positive changes and co-agency principles introduced by the project persist within educational institutions even after the project's conclusion. Collaboration with educational authorities and policymakers will be crucial in this regard.

Research and impact assessments should continue to be conducted to measure the long-term effects of projects on student outcomes, school environments, and stakeholder engagement. These assessments will provide valuable insights for ongoing improvements and refinements.

Customization should be a key principle in future projects. Tailoring project components to meet the specific needs and challenges faced by different schools and student populations will be essential. Recognizing that a one-size-fits-all approach may not be suitable for all contexts will be crucial for success.

Investing in ongoing professional development for teachers and counselors should remain a priority. This should focus on enhancing co-agency coaching & mentoring skills and competencies, and potentially offering certification programs to ensure the quality of coaching and mentoring services.

Dissemination and knowledge sharing should be actively pursued. Sharing success stories, best practices, and research findings with a broader educational community will help in promoting the adoption of co-agency principles in education. Collaboration with educational organizations, associations, and networks will facilitate this dissemination.

Policy advocacy is essential for systemic change. Engaging with policymakers and educational authorities to advocate for the integration of co-agency principles and student-centered approaches into VET curricula and educational policies will be a critical step.

Finally, exploring opportunities to leverage innovative technologies, such as e-learning platforms and digital resources, should be a part of future project strategies. This will help enhance the reach and impact of projects while adapting to the evolving educational landscape.

The "Support to Choose Future" project stands as a testament to the positive outcomes achievable through collaborative efforts and a student-centered approach in VET. By incorporating these recommendations into future studies and projects, we can continue to make meaningful contributions to vocational education, student empowerment, and the cultivation of inclusive learning environments.

References:

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https://www.yada.org.tr/s/2626/i/ab-izleme-agi.pdf

Annexes:

Research Report-IO1
Desk Research Report
Mapping
Desk Research
Focus Group-1 Report
Focus Group-2 Report
Focus group-3 Report
Training Module:IO2