

# GOOD CAREER DAYS IN FUTURE

**The District Governorship of Bolvadin  
2019**

Bu proje ulusal Ajans Tarafından Finanse edilmiştir. Burada yer alan görüşlerden Türkiye Ulusal Ajansı veya Avrupa Komisyonu sorumlu tutulamaz. Tanıtım Nüshasıdır para ile satılamaz.

## “Good Career Days In Future”

### PROJECT BOOKLET

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## ABOUT THE PROJECT

This Project was performed with the grant of European Commission within the scope of Youth Program by T.C. The Ministry of the European Union, the Presidency of the EU Education and Youth Programs Center (National Agency of Turkey, is <http://www.ua.gov.tr>). However, National Agency of Turkey or European Commission is not responsible for the ideas of this paper. The Erasmus + Program aims to provide more effective tools to promote cooperation between different sectors in line with the objectives of the European 2020 Strategy for new needs in the fields of education, youth and sports. The aim of this project is to contribute to the planning of the future of young people who face many difficulties during the education and training process and their entry into the labor market. It is possible for youth exchanges and young groups from different countries to come together to have the opportunity to learn about each other's cultures, to become good career planners and to increase their preferability

## Youth Exchanges Learning Mobility

Youth Exchanges and Learning Mobility aim to support the participants with professional life and make an accurate and easy career choice.

In this context; it is aimed to get to know participants themselves better, to realize their hidden powers, to comprehend the importance of professions in society and different cultures, to plan their own lives and to evaluate the alternatives about their careers. Within the scope of these objectives and activities, our project called "Good Career Days in the Future " and numbered as 2018-3-TR01-KA105-061739, which was applied by Bolvadin District Governorate during the call for proposals in 2018, was accepted. The project hosted a total of 34 participants, 6 from Spain, 6 from the Netherlands, 6 from Macedonia, 5 from Romania and 11 from our country.



# GOOD CAREER DAYS IN FUTURE

## PROJECT INFORMATION

### SUBJECT OF OUR PROJECT

Project with the name of “Good Career Days in Future” and number 2018-3-TR01-KA105-061739

### PROJECT PROGRAMME AND SCOPE

Youth Exchanges Learning Mobility

### MOBILITY PERIOD

10 Days (except transportation)

### COUNTRY in WHICH MOBILITY TAKE PLACE

TURKEY

### PROMOTER

Bolvadin District Governorship

### PROJECT PARTICIPANTS

Bolvadin District Governorship

Colegiul "Stefan Odobleja

DogruEducatieveConsulting (Dec)

Center foreducationanddevelopment

Union Por La Mejora De La Educacion En Libertad

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## PREFACE

When we think about the good things about seeing new places and traveling; from meeting new people to trying different tastes, recognizing new cultures, seeing beautiful places, recognizing places that have witnessed history, we can list dozens of items. When all these items come together, the memories that will be kept next to what we see and the memories to tell are left with us. Not only that, we also gain life experience and different perspectives. There is more; According to research, we can think more creatively, increase our brain power and become more confident social individuals. One of the issues targeted by ERASMUS + is that individuals participating in the project share their knowledge and experiences about their activities, places they visit, and share this ring with other stakeholders, especially in their immediate environment, and carry this ring to a wider point. Bolvadin District Governorship conducted the Project “Good Career Days in Future (GCDF)” and hosted participants from Spain, the Netherlands, Macedonia and Romania. The project team took on a role that enriched this process and increased its added value. Everyone devotedly contributed to the communication and adaptation process of the participants with each other. Of course, our project team's only experience in this process was not the experience of making and executing projects. As a result of the friendships established with people from different countries, we first had the opportunity to get to know the characteristics of different cultures. The communication environments established during the trainings enabled the development of language skills. The cultural trips organized after the training and the activities organized during the nights organized by the participating countries left everyone beautiful and unforgettable memories.

With the adoption and implementation of our project called Good Career Days in the Future, a group of approximately 34 people benefited from this process. For the first time, there were those who had the chance to meet and chat with foreign people. We had the opportunity to introduce our own culture to our guests in our district. At the end of the process of getting acquainted and getting used to each other, it was a good thing that when we got the feedback of all participants as if we were involved in this project, we realized that we did a really right and good job.

In our project, especially the Dutch TrueEducation and Consulting (DEC) group leader **Mustafa TAŞDEMİR**, Spain UnionPor La Mejora De La Educacion En Libertadgrup leader **Pedro ADALİD RUIZ**, Macedonia Center foreducationanddevelopmentgroup leader **Valentin RİSTESKİ**, Romania Colegiul Stef Stefan Odobleja group leader **Adina Eleonora DEMETRIAN** and our group leader **Gökтуğ DÜZENLİ** have fulfilled all the requirements regarding their responsibility and contribution to the project process. They have made a significant contribution to the creation of a high-efficiency, environment-friendly and enjoyable educational atmosphere by showing loyalty to the training process planned by our project team.

For this reason, I would like to thank the project coordinator **Ömer PEKER**, the project contact person **Seren DÜZENLİ**, the project execution team members **Gökтуğ DÜZENLİ**, **Ayşe AKPINAR**, **Vatan MUHAMMED** and our instructors **Prof. Dr. Cantürk KAYA**, **Assoc. Dr. Baris Gokce**, **Dr. Akif ÇAKIRER**, for the financial part of our project **Hasan TÜRKMEN** and **Mustafa CİĞERCİ**.

**İbrahim ÖZKAN**  
District Governor of Bolvadin

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## INTRODUCTION OF THE HOST INSTITUTION

### BOLVADİN DISTRICT GOVERNORSHIP

Our institution is a local public institution. Bolvadin is located in the Inner Western Anatolia region of Aegean Region. It is surrounded by Mountain Sultan from the south and Mountain Emir from the northeast. In terms of transportation, it is the key point connecting Central Anatolia, Aegean and Mediterranean regions. The average height above sea level is 1016 meters and the surface is 1108 km<sup>2</sup>. Opium constitutes 12.84% of face measurement. According to the last census, the population of the district center is 31000. Economic life in Bolvadin depends on agriculture, animal husbandry, trade and industry. The main factor in the livelihood of the people is agriculture and animal husbandry. Wheat, barley, corn, chickpeas, beans, green lentils, sugar beets, poppies, sunflowers are grown; fruits such as apples, pears, apricots, cherries and sour cherries are also produced. Ovine breeding is especially widespread in animal husbandry.

Bolvadin markets industrial products to provinces and districts. These enamel products, processed timber, tin, iron chopping, cream, sausage, eggs. There are 4 towns and 12 villages connected to Bolvadin.

There are 64 primary and secondary education institutions in the field of education. All public institutions in the district operate under our institution. These institutions are the Registrar's Office, District Registrar's Office, District Special Administration Directorate, District Population Directorate, District Gendarmerie Command, District Police Department, District National Education Directorate, Bolvadin Social Assistance and Solidarity Foundation, Bolvadin Villages Union of Provincial Directorate of Food, Agriculture and Livestock, Social Service Center Directorate. All activities to be carried out through public in the district are carried out through our institution.





## INTRODUCTION OF THE PROJECT PARTNERS

### DOGRU EDUCATIEVE CONSULTING (DEC) NETHERLANDS

One of our project partners DEC offers extensive vocational training in Amsterdam. It specializes in ICT technologies and educational sciences. It is the director of many projects related to immigrants. The groups they provide education are mainly socially disadvantaged people in the Netherlands. They have strong ties with the municipality of Amsterdam and organize courses each year by the municipality in their institutions to ensure the social adaptation of foreigners coming from abroad. There are employer representatives within the organization. They organize activities to employ unemployed young people through the representatives. In addition, the institution makes contact with other related institutions and carries out on-the-job activities. They also operate in Rotterdam and Delf. Although they organize activities within the scope of lifelong learning, their target audience generally consists of young people with a social risk of 20-30 ages. Part-time employees are generally available in the educational institution. When needed, the staff of Erasmus University and Delf University are supported.

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## UNION POR LA MEJORA DE LA EDUCACION EN LIBERTAD SPAIN

The aim of Erasmus+ projects is to enable young people from different countries and backgrounds to actively participate in the sustainable development of their environment and to contribute to the development of entrepreneurial skills among young people. UNIMEL EDUCACIÓN, in order to transfer and share values, not only in Europe but also in Asia and South America, in the form of methodology and documentation, to promote democratic values by benefiting from the equality of opportunity of young people, to change their close environment, to increase their personal development and to improve their education and culture. is a non-profit organization established in order to contribute in a manner and working with this understanding. Teachers, parents, alumni...

It was established as a training forum that addresses the concerns and motivations of various actors, such as associations, individuals with special needs and their families, media journalists and individual members of the cultural community. Our partner plays an important role in the initiation of new curricula and in the dissemination of new methods among education centers in Spain and acts as a Coordinator for the implementation of quality management.

It provides training programs and technical consultancy for the management and implementation of development projects that help to improve the economy, productivity and social situation. It is also an organization that participates in studies that combine Information and Communication Technologies in different social segments, private enterprise and the general public, to reduce the digital gap in events (education, health, environment and local governments). It continues to work with young people as promoters of entrepreneurship through the implementation of a “youth mixer” of young people who use knowledge management to create and implement new ideas, methods and strategies. They also collaborate with the UNIVERSITY of Valencia to experience the creation of new social initiatives in their projects, to support students' field research and the development of economic technologies.

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## CENTER FOR EDUCATION AND DEVELOPMENT MACEDONIA

The Center for Education and Development (CED) is a non-governmental organization working in the Pollog region (Western Macedonia) since 2006, investing in the development of young people through informal education, volunteering and youth work. The organization has a target audience of young people between the ages of 12 and 28 and cooperates with teachers, parents, heads of leading institutions, schools, universities, municipalities and many other organizations to achieve their goals in youth activities.

Taking into consideration its mission, CED strives to invest in young people through education, youth work and volunteering, and aims to encourage creative initiatives to create a healthy and developed environment for all of them. The Center for Education and Development (CED) works on six strategic directions:

Formal education and intercultural learning, ecology, culture, institutional development, sports and healthy life,

Social entrepreneurship and employability.

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# GOOD CAREER DAYS IN FUTURE

The organization includes an office and a youth club in Tearce, an information club at the State University and a training room in Tetovo. There are two trained young workers at the Pestalozzi Foundation in Switzerland. All members of the Executive Committee are trained in schools for youth and international studies in many countries and internationally. The study methodology is based on Pestalozzi experimental learning approach.

The organization consists of members of all nations of the region (Macedonian, Albanian, Turkish, Roma, Serbian) and both religions (Orthodox and Muslims). They contribute to the higher development of democracy and civil society in different fields of work and strengthen trust among groups, including young people, in different sports, ecological, cultural and educational activities. It has good relations with municipalities, primary schools, high schools, universities and other partners.

Some of their strategic aspects are as follows:

- \* Non-formal education and intercultural learning-Erasmus+ youth exchanges and training courses on different topics. They have participated in more than 150 projects in the last 5 years. There are around 400 young people and young employees participating in Erasmus+ projects.
- \* The foundation of youth work - they provide training for leadership, communication, teamwork and volunteering.
- \* In Trogen, Switzerland, with intercultural exchange, they send 40 children to the Pestalozzi Children's Foundation 4 times a year.



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## COLEGIUL "STEFAN ODOBLEJA" ROMANIA

Colegiul “Stefan Odobleja” foremen School is a high school that provides education for around 1500 people in high school, post-high school, night classes and adults. Students come from a variety of social and cultural environments. 44 percent live in rural areas. There are also families who are considered at risk, from scattered families, raised by single parents or working abroad. However, they are working to provide quality education and equal opportunities for all children. As a result, the success of students during high school are above average. In 2017, 64.41% of students are high school graduates and most of them are currently studying at university.

The school seeks to offer a wide range of qualifications to meet the social demands and needs of the labor market. Theoretical Classes (Languages, Sciences, Mathematics and Informatics), technical classes, (Mechanical, Electrical, Electronic and Professional classes) are available.

Their philosophy is to offer challenging learning programs to suit the current and future needs of students. The school aims to shape educated students who can adapt to the changes imposed by a dynamic society. Its mission is to establish the identity and characteristics of the school by promoting European values.

They try to involve their students in as many extracurricular activities as possible to ensure both formal and informal education. There are many educational projects in the school including the police department, environmental agencies, sports associations, marin sorescu, Craiova Theater, “Traian demetrescu” Culture House. Activities such as workshops and conferences for families are also organized. Because they support the idea that good cooperation between teachers and parents increases the effectiveness of student education.

The school has a good relationship with local community organizations, mass media, the School Inspectorate and other representatives in the region. The recent signing of a partnership with Ford Romania has been a successful attempt to better prepare students for the internship.

Students participate in various interesting learning activities, such as internships with various collaborative firms and participation in international projects. They have participated in Vet and strategic partnerships and VP projects within LLP-Leonardo Da Vinci and Erasmus+ to provide students with European standards of education and to collaborate with students from other European countries..

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## SUMMARY OF THE PROJECT

Vision of the project "Good Career Days in the future":

To increase their preferences by providing support to all participants regarding professional life, to provide support to ensure that they make the right and easy career choices, to be a mediator to strengthen their ties in order to be a solution in “taking support” and “giving support” position within the educational family after graduation. To educate individuals who recognize themselves, recognize their hidden forces, know the importance of professions in society and plan their careers.

The mission of the "good career days in the future" project:

1. To be able to discover their own secret powers,
2. To be able to know the contribution to the development and life of the education,
3. To be able to know the importance of planning life,
4. To be able to gain the ability to plan for the future,
5. To be able to evaluate alternatives related to career life,
6. To be able to understand the place and importance of professions in life,
7. To be able to know that every profession is important and valuable in society,

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8. They become individuals who are able to evaluate the opportunities around them.

Number and Profile of participants:

11 from Turkey, 6 from Spain, 6 from Netherlands, 5 from Romania, 6 from Macedonia, in total 34 participated in the project and the participants were young people aged 18-30. The Priority of participating in the project is given to financially poor and asylum seeker students.

Planned activities of the "good career days in the future" project:

Training activities enriched with activities such as meeting, togetherness, sightseeing and entertainment are as follows:

1. THIS SALE ACTIVITY
2. PROFESSIONAL CARDS
3. SPEED NETWORK ACTIVITY
4. SWOTT ANALYSIS
5. CANDLE TEST ACTIVITY
6. MARSHMALLOW TEST
7. ROLE MODEL TRAINING
8. JOB INTERVIEW
9. METACOGNITION ACTIVITY
10. THE EFFECTIVENESS OF THE FUTURE JOBS
11. CULTURE SHOCK ACTIVITY
12. PROFESSIONAL INITIATIVE ACTIVITY

Results of the "good career days in the future" project:

In order to achieve a more flexible organizational structure and to improve human capital in order to survive and succeed the organizations, the changes that the efforts to adapt to changing environmental conditions in our age have increased the importance of Career Management.

In particular, the difficulty in finding qualified personnel needed by companies, the need to fill up the positions now and in the future, necessitated more focus on Career Management and planning activities. No doubt, career management and planning are aimed at meeting not only the needs of the organization but also the progress, desire and needs of the employees.

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From this perspective, it is possible for our participants who live in our district and who have limited opportunities to become individuals who can plan their careers within the changing and developing world order

## INTRODUCTION OF THE PROJECT

We had two main purposes while we prepare the Project. First one is increasing the capacity of preparing and conducting the project as the EVS Office of Bolvadin District Governor. Second one is supporting the participants' career planning processes.

In the concept of supporting participants' career planning;

In this project, it is aimed to contribute to the participants to know themselves, to realize themselves by using their abilities more effectively, to choose the right professions in line with their interests and abilities as free and productive individuals, to form a career plan by shaping their career correctly. The activities prepared based on these objectives are planned in line with the goals that the participants are active and which we intend to achieve. To reveal the capabilities of our participants, Dr. Mehmet Akif ÇAKIRER coordinated Sell this, Profession Cards activities. Our participants contributed to the recognition of their talents.

In the coordination of Prof. Dr. Cantürk KAYAHAN; The Professions of the Future event was held. The career planning steps of the participants, the similarities and differences of the occupational fields in their countries with the other participants, the changes in the interpretation and implementation of the activities contributed to the enrichment of the other participants in thinking and shaping their careers correctly. The participants evaluated the outputs and shared them with each other.

In the coordination of Doc. Dr. Barış Gökçe, Workshops on information communication technologies and the contributions of industry 4.0 to our lives were conducted. As a result of these workshops, our participants learned about the technological developments expected in the near and medium term and their possible effects on the occupations.

Ismail BILGIN, Bolvadin Chamber of Commerce responsible for education, held a workshop on how to conduct a job interview with the participants. Our participants gained knowledge about what to pay attention to during the job interview.

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Ömer PEKER, responsible for EVS office in Bolvadin District Governor, applied Marshmallow Test and Leonardo da VİNCİ bridge to the participants and contributed to the increase of group working skills of participants.

Chairman of Chamber of Commerce, Afyon Kocatepe University Department of Business interviewed with the participants in the concept of Role model studies.

All countries participating in the project, presentation, demonstration, culinary culture and so on. Through the activities that introduced their countries, they enabled other participants to learn about those countries and their cultures. Since activities serve the purpose of learning by doing, which is accepted as the most permanent method of learning, it has played an important role in its applicability in their lives. The career planning steps of the participants and the similarities and differences shown by the occupational fields in their countries with the other participants, the changes in the interpretation and implementation of the activities contributed to the enrichment of the thinking of other participants and shaping their careers correctly. The participants evaluated the outputs and shared them with each other. Sharing and exchange of ideas has enabled us to develop our communication and language skills. Apart from our determined goals, the project has been a source of motivation for the participating young people and they have aroused their curiosities such as project idea creation and project writing along with the project activities and sought answers to their questions. This contributed to their willingness to learn different responsibilities while being a participant in the project. As the EVS office of the Bolvadin District Governorate, the capacity to make and implement an institutional EU project was realized for the first time. Bureau employees have gained knowledge and experience in preparing and executing international projects and the employees of the institution have been given a great motivation to make new projects.

## CONTRIBUTION OF PROJECT PARTNERS

The diversity of our partners has contributed greatly to the project's enrichment. All of them are important institutions that serve different purposes of Education.

Our Dutch partner is a common educational institution. The institution is mainly based on the target group of young people with social disability. They presented us the career management of disadvantaged young people and in the same way, they drew an experienced road for the young people we aim at in our project. Our project partner informed all participants about the integration of social disabled students and

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young people into society. They contributed to the achievement of the project's multi-cultural goal by explaining how people from different cultures created awareness of European citizenship in their schools.

Our Romanian partner is a public institution school involving disadvantaged young people. They contributed to the enrichment of the project and the participants by presenting their work on career development to disadvantaged individuals in our project. Also they are very good at survey and Evaluation, they helped quantify surveys and activities etc. of project. They contributed to make all activities done during the project into training material. They informed all participants about the professions and cultures in their country. They helped prepare the project's digital booklet. They made the design and format.

Our Macedonian partner is an organization that aims to add values such as ecological corporate development, sports and wellness, social entrepreneurship, cooperation and equality to the young people within the education and development centre. They transferred different educational activities that contributed to the development of civil society in the project and supported the implementation of the project within the civil society. In addition, the participation of participants with different ethnic backgrounds allowed the project to be enriched and the development of cultural transport. As an institution carrying out many youth projects, they have helped carrying out the project in this process.

Our spanish partner is an important Non Governmental Organization (NGO) that contributes to the development of education and culture. As well as they were pioneers in the creation and dissemination of new teaching programmes in Spain, they provided information on the introduction of these programmes and their experience in working with young people and the development of entrepreneurship skills for young people participating in the project. Our partners are working with the masses that coincide with the participant target in our project. For this reason, experiences and shares of each partner country have provided individual experiences to the participants and contributed to them becoming more equipped. In addition, cultural, social promotion of the participants of each country has improved the inter-cultural interaction.

All partners have actively participated in the project preparation process. In this context, when filling out the application form, each institution stated its own experience and needs. They have participated in the dissemination activities. In particular, the Spanish team has ensured that our project will take place in the local media in Spain. During the project, they actively participated in the project activities and each partner introduced their culture and ensured that our project was culturally rich. All partners have introduced various professions and have informed each other about their view of these professions in their

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countries. (Medicine, Education, Technical, Social Communication, Media). They have provided support to the quality control team in order to ensure the quality and efficiency of the project.

## OBJECTIVES OF THE PROJECT

In order to increase employment opportunities within the union with the initiative “agenda for new skills and jobs” in the field of employment and skills, the EU 2020 strategy aims to gain new skills to the labour force, to adapt these people to new market conditions and potential career changes, to reduce unemployment and to increase labour productivity.

Multinational companies that seem impossible to overthrow with the commercial integration of the world are disappearing, institutions such as the Common Market take the Global Competition to the unbearable extent.

In international financial markets and stock exchanges, companies change hands in one day, and the old culture of the institution they bought for the new management and the career steps they planned for their employees are worthless. Radical changes require employees to review their work life, careers and relationships between their current jobs.

In line with the European 2020 strategic plan, “European development plan” has been prepared as the European volunteerism Office of Bolvadin. One of our most important objectives in the plan is to increase the quality of our institution and to create a roadmap towards becoming an international institution. For these purposes, SWOT analysis was carried out for the unemployed young people who continue their education or have finished their education with the field work done as an institution. The analysis revealed that young people had no career planning.

The relationship between diploma and career in Turkey is as follows: the number of graduates and non-graduates unemployers is increasing. Only 25% of the graduates can get a job, while 75-80% of those who can get a diploma and do business work in other jobs than their own profession. For this reason, this project has been prepared to contribute to the recognition of the individual, to realize himself by using his abilities more effectively, to be a free and productive individual, to be able to choose the right profession in line with his interests and abilities, to form a career plan that he will be satisfied with by shaping his career. ([Http://www.lidergirisimci.com](http://www.lidergirisimci.com))

In line with the Erasmus+ general objectives of our project, it is aimed to increase dialogue among young people and strengthen social cohesion. The aim of this project is to increase the quality and capacity

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of the support systems for youth activities of our institution and to increase the project execution capacity of the EVs office.

The specific objectives of the project are to provide added value to the project participants in the following subjects, especially Career Management, and to meet their needs.

- 1.To be able to discover their own abilities,
2. To be able to know the contribution to the development and life of the education,
3. To be able to know the importance of planning life,
- 4.Has gained the ability to plan for the future,
- 5.To be able to evaluate alternatives related to career life,
- 6.Improving information communication skills skills
- 7.To improve multilingualism capacities by practicing
- 8.They are intended to be individuals who can evaluate the opportunities around them.
- 9.Increasing intercultural dialogue and creating awareness of European citizenship
- 10.To enable young people to look forward with hope and contribute to increasing social well-being

In line with these goals, we have planned a number of activities in which participants will be active as individual or group.

Our activities are as follows: Sales Activity, Profession Cards, Speed Networking Activity, Swott Analysis, Candle Test, Marssmallow Test, Role Model Training, Job Interview, Metacognition Activity, Jobs of the Future Activity.

According to the impact analysis report published by the National Agency in 2017, 63% of participants in Erasmus+ programme developed their linguistic skills. Thanks to the activities in the project, it has been observed that foreign language skills increase with the contribution of our participants' efforts to communicate with each other during the project period.

Our participants in the Erasmus+ mobility program have had the opportunity to meet new people and have also seen and recognized different cultures. Exploring these different cultures has contributed to the inter-cultural interaction of our participants.

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When we look at it as an institution, especially the region we are in is a rural settlement and contains young people who have geographical difficulties. We also address economically disadvantaged young people. Thanks to this project, many young people will be aware of the European citizenship by the impact of project especially our participants. The friends at the EVs office will be very motivated to make new projects.

## PARTICIPANT PROFILE

Our participatory group consists of young people aged 18-30. Our project has been selected as the Netherlands 5 participants, Spain 5 participants, Macedonia 5 participants, Romania 4 participants and Turkey 11 participants; 1 group leader from each country, in total 34 participants,. Because a participant from Romania was unable to arrive at the last minute, Turkish participants were added. This issue has been reported to our national agency specialist and has been approved by our specialist. The project team consists of 34 participants, 17 women and 17 men.

Project beneficiaries are young people who are not familiar with career planning but are eligible for academic level planning and willing to take part in career planning project. 9 of our participants are university graduates, 15 university students, 6 participating high school graduates ve equivalent or are studying at high school. 6 of the university graduates are employed. Their fields of study are education, sales department and tourism. These people have stated that they are involved in our project to change their current work or to make improvements in their work. At the same time, many of our participants are disadvantaged because they live in rural areas and places with geographical barriers. Our participants are the project owners and individuals who actively participate in the activities of their partners. Our project leaders have previously been chosen from people with experience in international projects. The leaders of our partners, especially Spain and Romania, are highly experienced in the project management team in the institutions where they are located. They have carried out projects and partnership in many European countries, including our country. Two of the participants from our country were immigrants and migrated from Russia and Macedonia to our country.

The announcement has been made to the people who want to participate in the project in their regions and institutions of the project. Project participation request forms are taken from those who want to

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participate in the project. The participants were selected by a commission set on by the head of the institution. When determining our participants, we took the following criteria.

1. Those who do not have any jobs or who think of changing their current job
2. To be between the ages of 18-30
3. To have not participated in the European Union project before
4. To prioritize those who can speak Foreign Language (English)
5. Group leaders have been involved in such projects before and if possible, in the management team of their institutions

## PROJECT IMPLEMENTATION

Quality and managerial issues is planned by the European Voluntary Service Office of our District Governorate. Project Management Team was established to control and organize all activities from signing to the national agency until the final report was submitted and representatives from all participating partners participated in this team. These people; Göktuğ Düzenli from our country, Pedro Adalid Ruiz from Spain, Mustafa Taşdemir from the Netherlands, Adina Elenora Demetrian from Romania and Valentin Risteski from Macedonia. In order to improve cooperation and make the project effective, all partners have also formed a Project executive team in their respective groups. During the project, the project management team worked on issues such as survey, visual material preparation, working report preparation and dissemination activities.

Two additional teams were formed by the project owner to organize the administrative and financial project activities. The administrative and financial team; The sub-governor's office consisted of the chief of the accounting service under the chairmanship of the district directorate and project contacts. This team concluded agreements with partners and service procurement organizations in line with the national legislation and in line with our national legislation. In financial matters, expenditures have been made according to the Law no 5018. In this context, financial agreements with foreign partners were made with group leaders. The expenses incurred for traveling to Group leaders were paid in return for invoices. PROMOTER LAST DAY FORM was signed by group leaders at the end of the Project.

Institutional support Expenditures have been made by the administrative and financial team on behalf of the District Governor. During the project, all expenditures in our country were invoiced and the advances received and presented to finance were closed. Again, the team carrying out the financial affairs

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has received VAT exemption certificate, and all necessary legal procedures have been used in order not to pay VAT. In addition, each participating country has signed a financial agreement with its own participants in the event that the beneficiaries prevented the project from being productive during the project period. (Social incompatibility, etc.). In Turkey, legal representative authorization certificate was signed from the participants and expenditures were made on behalf of them. After the expiration of the expenditures, approval was obtained from both the Directorate of Goods and the finance.

The project management team transferred the works to other management teams, thus ensuring coordination between the management teams. The project evaluation group was responsible for supervising the working groups and the participants. The audits were carried out in two ways as planned and instantaneous. While the instant inspections were carried out in the process, two other planned inspections were conducted.

As the promoter, Bolvadin District Governorate has signed a learning agreement with each group leader and all participants. The obligations of the parties are detailed in this agreement. In this context, the main headings can be listed as follows.

- \* The applicant organization, with the approval of all partner countries, prepared training materials to be used in the activities.
- \* Appropriate places for the workshops and expert training coaches to commission these works were commissioned.
- \* Conducted the secretariat of the project in accordance with the agreement,
- \* In accordance with the quality and training agreement, the partner institutions selected participants according to the specified criteria.
- \* Under the project agreement, each country signed a financial agreement with its own participants.
- \* They prepared cultural materials in line with the project.
- \* The participants participated in all activities and trainings planned in the project.
- \* They reported their gains during the project.
- \* Presented to the group leaders for use in the final report.



## PREPARATIONS FOR PARTICIPANTS

Participant preparations activities were carried out as follows.

### **Travel:**

The travel organization of the participants was coordinated by us as the host partner. In the coordination and planning, the partners used the airports of Istanbul and Antalya. Airport transfers were also made by us. Renting a car from a private company in Bolvadin district and local transportation was carried in this way. Before the project started, the travel plan prepared by us was shared with our partners and meetings were held with participants to inform them about transportation.

### **Accommodation and Insurance:**

Participants hosted a 5 star MCG Çakmak Thermal Hotel, one of the thermal hotels in our province. Selected hotels are secure hotels with 24/7 reception service and buffet. All of our participants received extended travel and health insurance. This insurance includes insurance against damages to third parties, disability, loss of baggage, or loss of death. There was no need to use this insurance since there was no setback during the project. The payments made for insurance have been covered by our institution.

### **Visa:**

The participants did not have any visa problems. The visa fees from Turkey under the name entry fee has been paid by our company.

As no on-the-job work was performed, no work permit was required for the participants and no action was taken in this regard.

### **Security and Protection:**

Security and protection services were assigned by the district governor and law enforcement personnel tried to provide security during the journey. The participants were asked before the project whether they had continuous diseases or allergies. No safety and health problems were encountered.

### **Contact:**

Preparatory meetings were held online twice with group leaders from all participating countries before the project mobility started. The activities to be carried out at this meeting were discussed.

For each partner country where guidance support has been provided to the participants, we have assigned a guide consisting of project managers as the host partner. During the project preparation period, a project group was created with Whatsapp application and communication of all participants was also supported.

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We also worked with professional guides for social and cultural trips. As a coordinating organization, online meetings were held in order to discuss possible risks or changes in planning and to ensure the healthy progress of planning. If necessary, these numbers are given access to the relevant persons.

## PARTICIPANT PREPARATIONS

Within the scope of Participant Preparations, studies have been carried out under the following headings:

### Activities in the context of linguistic preparation:

As a consortium, firstly, a level determination study was conducted to determine the foreign language levels of the beneficiaries selected for mobility. According to the results, the participants were given a linguistic preparation course. At the basic level, lecture notes and books were distributed. Particularly focused on speaking English. Whatsapp group was created. The participants expressed their opinions about the studies to be carried out and expressed their opinions on various subjects. Participating in these activities helped to increase the linguistic skills of the participants.

### Cultural Activities:

Before the mobility, all partners prepared a presentation on their culture. They shared their presentations with all other groups via e-mail. Other groups made the participants watch these shares. In this way, all participants have a prior knowledge about the partner countries.

### Preparatory Studies on Risk Management:

Before the mobilization started to prevent risk, various questionnaires were conducted by the host institution. First of all, the participants should not have any allergies, diet, etc. subjects were learned whether or not. The participants were asked whether they had any illnesses, medications, etc. was asked. In case of non-attendance, substitute participants were identified so that new persons could be selected instead. Participants and partner institutions concluded financial contracts. In case of non-participation in the project except for compulsory reasons, a financial agreement was signed regarding the collection of expenditures made for the project.

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## Preparatory Studies Related to Task Distributions:

The participants were informed by each group leader about the tasks expected from them, what they should do and their responsibilities. In this context, a learning agreement was made with the participants. Relevant materials and preparatory work were provided. (As part of the cultural preparation, the team from Macedonia, Romania and the Netherlands organized joint work for local folk dance. They prepared their local costumes. The Spanish team also prepared a presentation of their own video and visuals introducing their country.)

## MAIN ACTIVITIES

The main goal of our project is to teach young people career management. For this purpose, we have carried out studies on the activities to be carried out and how they should implement these activities.

The following activities have been drawn up in terms of how the activities are organized and what kind of working methods is used.

A) Preparatory Activities: Administrative and financial contract was signed with the National Agency as the host organization. Facebook page and Youtube channels of the project were opened. The projected travel and accommodation organizations were realized. Financial and teaching quality agreements have been made with all partner institutions.

B) Implementation Activities: During the mobility, the host institution and all partners actively participated in the project workshops and training activities. They participated in the start, midterm and evaluation final meetings.

Mainly mobility activities;

**1-SPEED NETWORKING ACTIVITY:** Lecturer Dr. Akif ÇAKIRER coordinated Speed Networking Activity. With this activity, the participants were introduced quickly and effectively. In this activity, Networking trainings prepared specially for the audience; When a new group was entered, the preparations required before the meeting, the things to be done during the meeting and the tricks needed for the continuation of the relations were explained.

In the workshop, all the groups were seated on a long table, and every three minutes, all participants were allowed to communicate with each other.

**2-SELL THIS ACTIVITY:** Dr. Akif ÇAKIRER handed out pen and notebook sets, hotel rentals, tour sales and telephone sales to the participants. The participants tried to market and sell these materials and

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services. In the marketing methods of the participants, the positive and negative aspects were explained to the participants. It was observed that the existing skills in the field of object-oriented object development and persuasion were increased.

**3-OCCUPATION CARDS:** Under the coordination of the expert teacher Ömer PEKER, all participants explained their perspectives and their socio-financial status to professionals such as doctors, health workers, trainers, engineers, administrative staff in their countries. By learning the values of the professions in the countries, they recognized the differences and similarities.

**4-SWOTT ANALYSIS:** Prof.Dr. Dr. Cantürk KAYA gave workshops to the beneficiaries on how to identify their strengths and weaknesses. Determinations were made by asking the participants about their skills, issues they thought were sufficient and inadequate. Methods to improve their weaknesses were explained.

**5-MARSMALLOW TEST:** Lecturer Dr. Akif ÇAKIRER created groups including one person from each country. Spaghetti, band, yarn and marshmallows were distributed to the groups. They were asked to build the highest tower with the materials within 30 minutes. The application of this study was carried out in two different ways. In the first application mixed groups, in the second application each country participated as a group. All groups came together for a purpose and increased their ability to work together and at the same time experienced a sense of competition.

**6-ROLE MODEL TRAINING:** This training was conducted by interview method. Bolvadin Chamber of Commerce and Industry Representative İsmail ÖZDİLEK and Professor at Afyon Kocatepe University. Dr. Cantürk KAYA attended the meeting. In the interview, they shared their work to become experts in their fields and to build a good career. They advised participants to be confident in doing new jobs, to be entrepreneurs, to follow the development of their profession and to be open to continuous learning.

**7-JOB INTERVIEW:** Bolvadin Chamber of Commerce and Industry executives İsmail ÖZDİLEK, Abdülkadir BİLGİN, Hakan YILMAZ conducted a job interview. Wrong deficiencies of the participants during the interview were identified and feedback was given. They pointed out the issues that they should pay attention to during the job interview. This event contributed to the participants' knowledge and experience on job interviews.

**8- JOBS OF THE FUTURE ACTIVITY:** Assoc. Dr. Barış Gökçe coordinated the future professions. Presentations were made about the possible effects of Industry 4.0 on business life. At the end of the presentation, our participants Interview with Assoc. Dr. Barış Gökçe. They exchanged views on their future

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profession and how they should be prepared.

**9-CULTURAL SHOCK ACTIVITY:** Within the scope of these activities, all partner countries made presentations introducing their country. They made special treats for their country. They presented folk dance performances of their countries. They ensured the participation of other country participants in these folk dances. In this way, all participants were informed about the cultures of the partner countries.

**10-PROFESSIONAL INNOVATION ACTIVITY:** Mehmet Akif ÇAKIRER, a lecturer at Afyon Kocatepe University, lectured on “Innovative Thinking”. Among the participants, those in the working life learned about the innovations in the professions they did and those who were not started in the business life and they exchanged ideas with each other about how to innovate in the professions they want.

C) Reporting Activities: All project partners prepared an acquisition report to be used in the final report in line with the gains obtained in the project studies. The project management team ensured that the outputs of the studies were collected and turned into a training material. They prepared an e-book for the project. They prepared project administrative and financial reports and end-of-project reports. YouthPass and Participation documents.

D) Visibility Activities: Posters were prepared by the host institution and hung on billboards in front of the district governor. It was stated that this project was financed by the national agency in all the gifts and meetings to be given within the scope of the project. In the e-book, the National agency logo was used. The project activities were successfully completed.

## CONTROL AND EVALUATION OF ACTIVITIES

During the study, the participants were monitored as follows and the studies were evaluated.

As mentioned earlier, the project monitoring and evaluation team consisting of the group leaders were monitored and evaluated.

Our participants were theoretically informed by experts who would have training and workshops on the subjects they would see and implement before the activities. The theoretical readiness of our participants related to the workshops was increased.

Evaluation surveys were conducted for our participant group. At the end of the day, the group leaders checked the extent to which the target outputs to be gained and the participants should be achieved. If the desired level of undeveloped area was detected, repeats were made about that area. The participants explained their daily gains in the evaluation meetings held at the end of the day.

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Project monitoring and evaluation team members took photos and videos about the activities. Each planned seminar or event was visually documented, and at the end of the project all activities, outputs, documents, survey results, photos and videos were submitted to the National Agency. Visually recorded studies by the monitoring and evaluation team are over 60 GB.

As stated in the article on monitoring the participants during and after the main activity, all the activities of the project monitoring and evaluation team were monitored and recorded as much as possible and recorded as numerical data.

## EFFECT OF THE PROJECT

### **The impact of the project on participants:**

- Thanks to the activities taking place in the individuals participating in the project, the EU has developed a positive outlook on individual development.
- Thanks to the project's responsibility to the participants and the activities carried out, self-confidence and personal development has been increased.
- The participants improved their monitoring and management skills by following all the activities of the project through the established management and audit commissions.
- Thanks to the workshops organized, communication, job interview techniques and team work skills have increased.
- Thanks to the fun, sports, sightseeing, picnics and activities organized for the development of cultural integration, the skills of interacting with members of a foreign society have increased. They developed their intercultural awareness and cooperation capacity by collaborating with participants from different cultures and social groups, having fun and making friends.
- By participating in the training of survey preparation, implementation, analysis and reporting techniques, they increased their professional competence and personal development.
- The participants carried out the activities by forming groups and carried out the activities individually within these groups. Thus, the participants achieved the goal of developing team spirit and gaining independent working skills.
- In addition to the common language of English, the participants were also matched from different countries to learn the languages of other countries, and the friendship they established has enabled them to develop their linguistic competence.

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- Through the activities carried out during the project process, individuals realized the hidden performances within themselves.
- Thanks to their career training, they met with employers and representative organizations and learned about the expectations of employers from the employees in general. They strengthened their employability by learning to make a good career plan and to market themselves. They have made it easier to climb the career ladder in business.
- By increasing the professional motivation of the beneficiaries in their fields, the desire to research, access to information and follow up on new technological developments has been aroused.

## **Impact on participant organizations and Target groups:**

- With the implementation of this project, project partner organizations have developed their institutional capacities by increasing their international project making and implementation skills. They have brought EU dimension to their institutional knowledge. The activities of the project partner organizations during preparation, mobility and dissemination activities have developed the local, regional and international cooperation capacities of the partners.
- The capacity of partner organisations to recognise EU institutions, youth programmes and EU priorities has improved. The capacity to provide higher quality services to persons receiving services from institutions has increased.
- Visibility has increased in regions where partner organizations are located.
- The vision and mission of the project partner organizations have developed and gained international dimension.
- The importance of career planning, professional development and the right use of Human Resources has been understood by all project partners.
- As a result of the implementation of the project, the capacity of the joint institutions to provide services for disadvantaged sectors has increased.
- In order to make new EU projects, they have increased the variety of services provided by increasing the self-confidence and motivation of employees in their institutions.
- Young people, a common targets of all groups, have become more conscious about EU citizenship. They will now be able to cooperate effectively internationally by looking forward to more confident.

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## Local Impact Of The Project

The most important impact of our project on the local level is that the people living in our region have been informed about the European Voluntary Service Unit which operates within the project office established by the governorship. The Chamber of Commerce and Industry, Directorate of National Education, which participated in the activity during the project, gave EU dimension to the information accumulation. The interest of these institutions in EU projects has been increased. In addition, the participants from the local community and the participants who participated in the dissemination activities had the opportunity to meet people in different cultures. By increasing the project capacity of our project institution and other institutions, it enabled people who are in economic and social difficulties to benefit from the project outputs with each new project. One of the main objectives of the Erasmus+ call is to achieve equality and accessibility at a local level.

## Regional Impact Of The Project

The accredited European Voluntary Service Unit is available only in our institution in the region where we are located. We believe that we are a role model for other governorships with projects we have carried out and the activities we have carried out throughout the project.

## National Impact Of The Project

When we look at our project at national level, we have contributed to our national target with the activities carried out in respect of EU citizenship which is one of our national targets. Our project is a multinational project and our country is the EU candidate country. Thanks to the good relationships created with the institutions involved in the project activities, an institutional contribution has been made to the break of the pre-trial and to the strengthening of the friendships in our country.

## International Impact Of The Project

At the end of the trainings given within the scope of the project, Youthpass certificate, which is valid in EU countries, has been issued as an important document for the international recognition of our participants. The studies contributed to multilingualism and multiculturalism of Erasmus+ priorities at an institutional level. The project has emerged as a result of the feedback of the partners and the surveys that

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have brought international friendships. The logo of the EU and the National Agency has been used in both the project and the dissemination process. Another priority of Erasmus+ is the inclusion of social and economic disabled people in the project, thus contributing to the EU's other priority in the project dimension. This project supports EU efforts in the context of the reduction of xenophobia.

The results of the partner countries from Europe have been disseminated in their region and Country, contributing to the development of vocational selection and vocational orientation systems in the EU. Our project also increased the recognition of EU youth programmes. Young graduates have been provided with an increased employability and better career prospects by adding or strengthening a European dimension to their education. Professional and career development of all participants has been supported.

## DISSEMINATION OF PROJECT RESULTS

Within the scope of dissemination activities of the project results, for the achievement of the project to reach a very wide audience and multiplier effect, dissemination activities were carried out as follows:

Within the scope of the project, one person from all partner countries has been elected to the dissemination team. These team members were made up of good users of data and social media. The project-specific logo competition was organized. The logo of the participants from the Spanish team was chosen as the project logo by the group leaders' vote. Each partner used their own national agency logos as well as their project logo on all their outputs.

- They introduced the project on the corporate website before the project started. In this way, everyone interested in the project has been provided with information.
- The Facebook page of the project was created. The target audience has been opened to all people using social media.
- The YouTube channel of the project was created, as on the Facebook page, it was opened to all people using social media.
- All partners held a project opening and closing meeting in their countries. These meetings were held publicly. In particular, every organization tried to ensure the participation of its members.
- During the Project, activities were published in the social media. In addition, on the District Governor's website was also shared.

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- The work was shared with the local press. While sharing with Afyon media in Turkey, especially in Spain and Romania participants, in the national media in their country have also provided frequent involvement of project activities. Links to this are now available on the dissemination CD.
- The Governor Billboards related to the project were announced. The local people have been informed about this project. In addition, this project has provided the public recognition of our European permanent contact point office.
- The final meeting was held. All educational institution Chiefs in the district were invited. They were informed about the results of the project and the project activities.
- It's on the local radio. The studies were met with radio listeners.
- Digital booklet of the project has been prepared. It was sent to the institutions in the district and the equivalent institutions in the province to be informed about the project.
- Chamber of Commerce and Industry, Chamber of Tradesmen and Artisans, Commodity Exchange met with members. Information about the project was given. In addition, managers in this institution actively participated in the business negotiation activities. They interviewed the beneficiaries. They informed them what to watch out for.
- Project output was uploaded to the Erasmus+ project results platform. An idea was created for those who wanted to do this kind of project.

## EVALUATION

A quality control commission has been established in order to ensure that the project is able to walk in a healthy way, to achieve its objectives and to ensure compliance with the project plan. This commission was formed by the project owner and the group leaders of the partner institutions. This commission audited the works in an instant and end-of-day period. By comparing the targeted outputs of the project and the outputs obtained at the end of the project, the data has been made statistical and it has been tried to determine whether the project has achieved its objectives.

An expectation survey was applied to the participants before the project activities in the project plan started. After the completion of the project activities, a satisfaction questionnaire was conducted. Deficiencies and qualifications were observed by comparing the expectations and results. In addition, an

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activity evaluation questionnaire was applied to the participants after each activity and the activities were evaluated individually. In addition to the daily activity evaluation meetings held within the scope of the project, 4 meetings were held: Start, Final and Interim Evaluation meetings. All beneficiaries attended this meeting. Also, promotional and final meetings were held with the participation of supervisors of the institutions, school principals and teachers in the district. The number of meetings, the number of participants and the verbal feedback received from the participants indicate that the target has been achieved.

Project news were shared with local and national media and feedback was received. Our project has appeared in many national and local media as well as international media. The number of exits in the targeted local media has been reached. The project group was formed on social sharing platforms, the activities carried out were photographed and attention was paid to the interest of the project and the number of likes received by the relevant social shares.

The project was interviewed by the press and took place in the local press and also took part in the press in the countries of our project partners.

Afyon Kocatepe University was visited and a seminar was conducted. In order to measure the gains obtained as a result of the studies, KAHOOT method was used. It has been seen that learning takes place at a very high level. A workshop was organized in cooperation with Necmettin Erbakan University lecturer Assoc. Dr. Barış GÖKÇE about Artificial Intelligence Future Professions. At the end of the workshop, it was seen that the desired targets were achieved. Information and evaluation meetings were held with partner leaders.

Certificates and Youth Pass documents were prepared for all participants, 68 documents were printed and distributed.

Cultural trips were organized to Bolvadin City Museum, Eskişehir, Uşak Canyon and Sandıklı. Through the surveys and feedback studies, it was understood from the oral expressions of the participants that they contributed significantly to their knowledge in the context of seeing different cultures in place. The outputs of the project were shared with non-governmental organizations.

The results obtained were shared with non-governmental organizations such as Chamber of Commerce and Industry, Chamber of Craftsmen, Bolvadin Güzel Yarınlar platform and Bolvadin Bourse. The target number was reached as the number of institutions that were shared.

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# GOOD CAREER DAYS IN FUTURE

As a result, as can be seen in the participant reports, a success far above the targeted level of success has been achieved.

## PROJECT EDUCATION, ACTIVITY AND SOCIAL ACTIVITY IMAGES



Welcoming our project partners in Istanbul

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# GOOD CAREER DAYS IN FUTURE



**The first meeting**



**Speed Networking Activity**

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# GOOD CAREER DAYS IN FUTURE



**Speed Networking Activity**



**Ice Breaking Events (Leaning Tower of Pisa)**

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**Ice Breaking Events (Leaning Tower of Pisa)**



**Ice Breaking Events (Trace Leave)**

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### Ice Breaking Events (Hula Hop)



## Ice Breaking Activities (Feel)

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# GOOD CAREER DAYS IN FUTURE



**Ice Breaking Activities (Pipeline)**



**Ice Breaking Activities (Skiing)**

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**Ice Breaking Activities (Ball Transport)**



**Ice Breaking Events (Trace Leave)**

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# GOOD CAREER DAYS IN FUTURE



## Ice Breaking Activities (Pipeline)

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# GOOD CAREER DAYS IN FUTURE



Bunu Sat Activity



Bu proje ulusal Ajans Tarafından Finanse edilmiştir. Burada yer alan görüşlerden Türkiye Ulusal Ajansı veya Avrupa Komisyonu sorumlu tutulamaz. Tanıtım Nüshasıdır para ile satılamaz.



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Occupation Cards Activity



Swott Analysis Activity

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Swott Analysis Activity



Marshmallow Test

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**Marshmallow Test**



**Role Model Training**

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**Role Model Training**



**Job Interview**

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Job Interview



Jobs of the Future



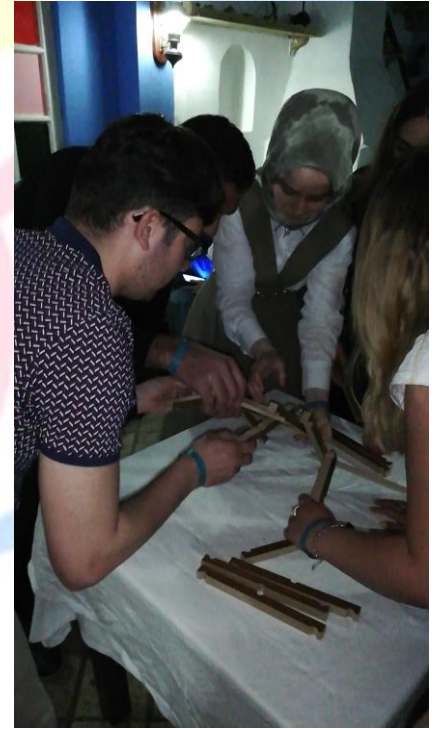
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# GOOD CAREER DAYS IN FUTURE



**Jobs of the Future**

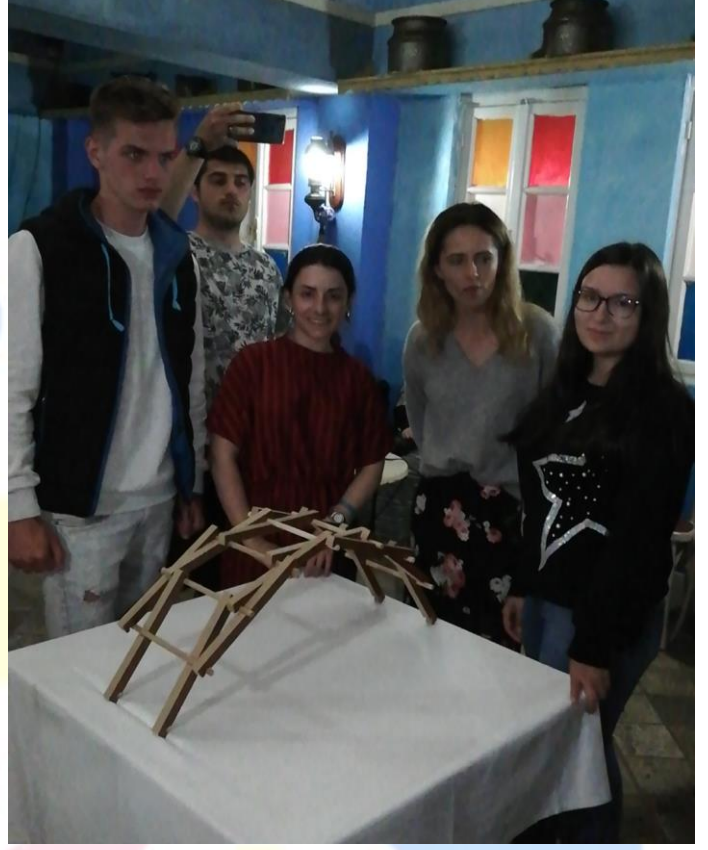


**Da Vinci Bridge**

Bu proje ulusal Ajans Tarafından Finanse edilmiştir. Burada yer alan görüşlerden Türkiye Ulusal Ajansı veya Avrupa Komisyonu sorumlu tutulamaz. Tanıtım Nüshasıdır para ile satılamaz.



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**Da Vinci Bridge**



**Culture Shock (Makedonia Night)**

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# GOOD CAREER DAYS IN FUTURE



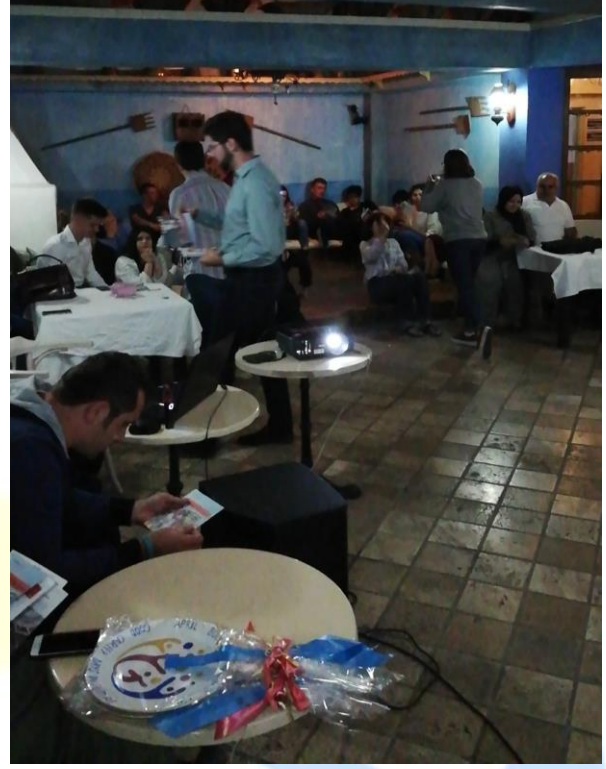
**Culture Shock (Makedonia Night)**



**Culture Shock (Makedonia Night)**

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**Culture Shock (Spanish Night)**



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# GOOD CAREER DAYS IN FUTURE



**Culture Shock (Spanish Night)**



**Culture Shock (Romania Night)**

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**Culture Shock (Romania Night)**



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# GOOD CAREER DAYS IN FUTURE



**Culture Shock (Netherlands Night)**



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**Culture Shock (Netherlands Night)**



**Culture Shock (Netherlands Night)**

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# GOOD CAREER DAYS IN FUTURE



## Culture Shock (Sandıklı Turkish Night)

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# GOOD CAREER DAYS IN FUTURE



**Culture Shock (Sandıklı Turkish Night)**



Bu proje ulusal Ajans Tarafından Finanse edilmiştir. Burada yer alan görüşlerden Türkiye Ulusal Ajansı veya Avrupa Komisyonu sorumlu tutulamaz. Tanıtım Nüshasıdır para ile satılamaz.



## SOCIAL ACTIVITIES



**Lunch with Bolvadin TISO officials**



**Visiting Bolvadin town center and museum**

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# GOOD CAREER DAYS IN FUTURE



Visiting Eskişehir city center



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# GOOD CAREER DAYS IN FUTURE



Visiting Uşak Ulubey Canyon



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Visiting Uşak Ulubey Canyon



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# GOOD CAREER DAYS IN FUTURE



Visiting the Sahip Ata Caravanserai (Sultandağı)



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# GOOD CAREER DAYS IN FUTURE



## End-of-day evaluation meetings



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## Project Execution Team Evaluation Studies



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# GOOD CAREER DAYS IN FUTURE



Certificate Ceremony



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## SOCIAL MEDIA AND PRESS

**KENT HABER** Okulda Eğitimde Yeni Okul [www.bolvadinkenthaber.com](http://www.bolvadinkenthaber.com) **29 NİSAN 2019 SAYFA 4**

### Bolvadin Kaymakamlığı Eurodesk Bürosundan Örnek Proje

Ticaret ve Sanayi Odası tarafından konuklarımızı ilçemizdeki iş piyasası tanıttı. Yemek daveti verdiler. Konuklarımız Prof.Dr. Cantürk KAYA tarafından Rol Model kişi olarak yapılmış olduğu çalışmaları anlattı. Yine Prof.Dr. Cantürk tarafından Jobs Of The Future ve Meslek Kartları, Etkinliği düzenledi. Öğretim görevlisi Mehmet Akif ÇAKIRER tarafından katılımcılara Speed Networking, Marshmallow testi ve outdoor faaliyeti, Dr.

Türkiye'de AB tarafından akredite olan üç kaymakamlıktan biri olan Bolvadin Kaymakamlığı hazırlanmış olduğu Avrupa Birliği Gençlik Projesi kapsamında faaliyetleri devam ediyor. Avrupa Birliği Ulusal Ajans tarafından akredite olan, Bolvadin Kaymakamlığı Eurodesk ofisi tarafından hazırlanan "Good Career Days in Future" adlı Avrupa Birliği Projesi faaliyetlerinde Türkiye'den 11, İspanya 6, Hollanda 6, Romanya 5, Makedonya 6, toplamda 34 katılımcı projede yer almaktadır. Katılımcılar 18-30 yaş arası gençlerden oluşmaktadır. Proje kapsamında ilçemiz

Bolvadin Kaymakamlığı Proje Ofisi Görevlisi Ömer PEKER'in başkanlığında, proje ofisi iribat kişisi Seren DÜZENLİ, proje materyal hazırlama uzmanı Ayşe AKPINAR, Vatan Muhammed, Gözde ATA, genç grup lideri Gökçe DÜZENLİ, tarafından proje yürütülmektedir. Projenin idari işleri Bolvadin Kaymakamlığı Yazı İşleri Müdürü Hasan TÜRKMEN ve Sosyal İşler Müdürü Mustafa CİĞERCİ yapmaktadır. Bolvadin Kaymakamlığı projenin yürütülmesine katkı sağlayan proje ofisi görevlilerine teşekkür etti.

Barış GÖKÇE Mesleki İnovasyon „endüstri 4.0 ve geleceğin meslekleri konusunda çalışma yaptı. Eğitim programını düzenleyen Dr.ÇAKIRER yapılan aktiviteler amaçlarına ulaştığını katılımcıların bilgi birikimlerinin arttığını ifade etti. Yurtdışından gelen İspanyol, Hollandalı, Romanyalı ve Makedonyalı katılımcılar kendi ülkelerini tanıtan akviteler yaptılar. Bu aktivitelerle birlikte katılımcılar ülkeler arasındaki işbirliğini geliştirme ve çokuluslu kültürle çalışma özelliğini kazanma konusunda deneyim kazandılar.

**Stefan Odoobleja-Oficial**, Myly Milena ve 4 diğer kişi ile birlikte. 22 Mayıs

PROIECT ERASMUS+ ÎN TURCIA   
Colegiul „Ştefan Odoobleja” din Cralova a participat în luna aprilie la activitățile Proiectului Erasmus plus Youth Exchange intitulat "Good Career Days in Future", coordonat și desfășurat în Turcia, proiect la care au participat tineri din România, Spania, Olanda, Macedonia și Turcia. Elevii participanți de la Colegiul „Ştefan Odoobleja” au fost Ștefan Valentin și Dinu Gabriela din clasa a XI-a A, Pătrici Milena din clasa a XI-a C și Dinu Laurențiu din clasa a XI-a G. Însuși și coordonați de colega noastră, doamna profesor Adina Demetrian. Felicitări tutorii #Mândri de voi!

Çevirisine Bak



Home > News

## Claves para el futuro profesional en Europa, La industria 4.0 a debate en “Good Career Days in Future”.

by **vicseo** — abril 27, 2019 in News

0



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## Proyecto de innovación para el emprendimiento europeo

CANAL EDUCACIÓN · GALERÍA FOTOGRÁFICA · MULTIMEDIA

## Proyecto de innovación para el emprendimiento europeo

26 de abril de 2019 by Agencias

No Comments

Los miembros del grupo Unimel Educación han comenzado a participar del proyecto de cooperación europeo "Good Career Days in Future" en Bolvadin (Turquía) junto con diversos participantes de Países Bajos, Macedonia del Norte, Rumanía y la propia Turquía y liderado por el prof. D. Ömer Peker.



## Revista de Valencia PINK

HOME WORLD LIFESTYLE COMUNIDAD ENTERTAINMENT VALENCIA

Los miembros del grupo Unimel Educación han comenzado a participar del proyecto de cooperación europeo "Good Career Days in Future" en Bolvadin (Turquía) junto con diversos participantes de Países Bajos, Macedonia del Norte, Rumanía y la propia Turquía y liderado por el prof. D. Ömer Peker.

Entre las actividades desarrolladas destacan las que utilizan el trabajo cooperativo como medio para favorecer la integración de los participantes y la generación de buen ambiente de trabajo. Junto a esto, se refleja la necesidad fundamental de trabajar en equipo en torno a un líder que sepa orientar las energías y disposición del grupo; de esta manera, el colectivo conseguirá unir sus fuerzas en pro de un



objetivo común

## Social Media And Press

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