



Feight

*Leonardo da Vinci
project*

Transfer of Innovation

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Leonardo da Vinci project

Fighting early school leaving

- Transfer of innovation
 - VET Schools
 - 2 Years
 - 6 Partners in 4 countries
- | | |
|------------------------|------------------------------|
| • <i>Dimem, Turkey</i> | • <i>Adastra, UK (Wales)</i> |
| • <i>Nimem, Turkey</i> | • <i>Qmed, Netherlands</i> |
| • <i>Shalom, Italy</i> | • <i>IVN, Netherlands</i> |



Leonardo da Vinci project

Fighting early school leaving

- Too many students **leave school** without qualification
- Schools/teachers must **identify students** in risk of drop out and **prevent** them leaving
- Feight helps identify these **risks**
- Feight provides **solutions**
- Feight increases the **motivation of students** (and teachers)

IVN = Dutch Institute for Nature education and Sustainability

- NGO
- National organization
- 12 regional offices
- 20.000 volunteers
- 100 professionals
- Various projects and activities on nature, landscape, environment and sustainability
- Primary Schools
- Secondary Schools
- Civilians
- 20 National Parks





Contribution IVN to Feight

‘Schools for Sustainability’ program

- Flexible program for secondary schools and VET schools
- Local, regional, national projects every year
- Network with enthusiastic teachers
- 25% of all secondary schools

Contribution IVN to Feight

In a 'Schools for Sustainability' project

- Students work as **consultants** for a real client.
- Their **assignment** is to explore a topic, and do
- **research**, excursions, client visit, interview experts.
- Students are encouraged to use **other skills**
- In an official **end presentation**
- the students present **creative solutions** for the client's problem



Contribution IVN to Feight

‘Schools for Sustainability’ features:

- Real assignment with a real client
- Methodology Storyline Approach
- Projects adjustable to every student level
- **Teacher training + Teacher handbook**
- Official end presentation



Contribution IVN to Feight

Important:

- Role of the teacher: as coach
- Personal development of a student as:
researcher, interviewer, constructor,
coordinator, designer, presenter, artist, etc
- Students discover different skills
- Teachers recognize and support



Feight project

We made a combination of:

- Schools for Sustainability method
(Netherlands)
- Peer group method
(UK)
- Multiple Intelligence
(Mr. Howard Gardner, 1983)



Fighting early school leaving with 8 solutions

Schools / teachers can work with:

1. Working with real assignments
2. Using outdoor activities and training in nature
3. Extracurricular activities (e.g., music, dance, crafts, arts)
4. Peer training
5. E-learning
6. Using music, art, play, drama as teaching methods
7. Soft skills (team building, team working, communication)
8. Learning by doing in VET, in a real-life situation



Feight project

- Start: sharing information among partners (Feb 2013)
- Trainings in the Netherlands and UK
- Pilot projects in VET schools in Turkey, Italy and the Netherlands
- Evaluation (University of Amsterdam):
 - Great potential
 - Teacher trainings important (sharing)
 - Increased motivation students and teachers
 - Too short to measure results

Example 1 – annoyed student

(The Netherlands)

- An annoying, rude and cross student; she was difficult to handle in the classroom
 - In a real assignment project she volunteered to be the consultancy director; she managed the class during the 2 week project (sustainable building)
 - She coordinated a perfect end presentation and got high praise from client and teachers
 - She finished school without problems
1. Working with real assignments
 7. Soft skills (team building, team working, communication)

Example 2 – drop out dj (UK)

- A drop out student (16 years) already had left school
- In a youth project he learned to be a music dj – and he was good at it
- He could get a contract at a local discotheque on the condition that he went back to school
- He became a succesful dj *and* finished school

4. Peer training

6. Using music, art, play, drama as teaching methods

Example 3 – unmotivated

(Turkey)

- Group of students with no idea of a future occupation
- Project with real assignment ('Design a new mosque with surrounding area')
- Students worked together with architects and builders
- They presented creative ideas – some were used
- Students more motivated and finished school

1. Working with real assignments
7. Soft skills (team building, team working, communication)
8. Learning by doing in VET, in a real-life situation

Outcomes Feight project

- Project website www.ldvfeight.eu
- Examples of innovative teaching and training approaches for reducing early school leaving in VET
- Training package for peer training for teachers
- Guidelines to set up a project with a real assignment
- Quality Procedures for reducing drop-outs in VET
- *Available December 2014*



**Thank you
for your attention!**