



Co-funded by the
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ADE
2020-1-TR01-KA226-VET-098418



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KA226 - PARTNERSHIPS FOR DIGITAL EDUCATION READINESS IN THE FIELD OF VET

**Adjust your school to the challenges of modern, Digital
vocational Education**

ADE

2020-1-TR01-KA226-VET-098418

PARTNERS



Centrum Wspierania
Edukacji
i Przedsiębiorczości

<https://ade.erasmus.site/>

This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

INTRODUCTION

ABOUT ADE

The highly infectious COVID-19 disease, declared a pandemic by World Health Organization, has changed the educational panorama of the world in a very short time. In the face of global school closures, all educational systems have faced striking challenges in moving from traditional methods of learning to online/distant teaching-learning environments. The pandemic has shown that the world is not ready to address such challenges efficiently and effectively. The crisis has shown that finding viable methods when urgent is essential to sustain the educational system around the world. Although online methods have been used around the world before, such a rapid transition to using only distant learning as a precaution against COVID-19 has proven to be hard not only in execution but also in planning. Schools, teachers, administrators, students and parents, as well as the stakeholders in the whole school community, have been widely affected by the change. The process has shown that nobody was ready to fully implement online learning in all aspects, from planning to assessment. Therefore online learning strategies, technological and content readiness, assessment and validation as well as motivation and psychological aspects have become topics that must be addressed at different levels. Vocational Education and Training (VET) has experienced the problems caused by the sudden transition to online environments more strongly because a significant portion of VET relies on practice which requires hands-on and face to face interaction. Hence, VET schools have borne the brunt of this pandemic. Urgent measures need to be taken to ensure productive continuity in such schools and that VET serves its purpose in developing the country economy and its sectors.

According to European Commission survey that started on March 2020, VET specific online courses/modules are not available. Ready-made material with VET specific content is less developed and there is a strong call for the Commission and national public authorities to create a database with existing resources to be shared for free around Europe (https://ec.europa.eu/social/vocational-skills-week/fight-against-covid-19_en).

Hence, this project set out to contribute to maintaining the continuity of VET in the field of tourism by introducing digital VET opportunities. This will ensure that students get the most of their education and training and they are less affected by the crisis situation. In order to do so, the project developed a set of guides for digital vocational education in the tourism sector for administrators, teachers, students and their parents to introduce digital solutions to

physical and architectural challenges, break down qualification barriers in digital vocational teaching and allow social and cultural adaptation to digital learning.

By bringing different countries together to explore different experiences and perspectives in regards to online education, the transnational project will contribute to the knowledge and awareness raising in different stakeholders in the VET field, namely, administrators, teachers, parents, students and stakeholders in the field of tourism. With the help of the guides, they will be better prepared for online education and will achieve better outcomes which will contribute to the development of the VET field in general.

Project partners:

BULGARIA

Know and Can Association

<http://knowandcan.com/>

POLAND

Stowarzyszenie Centrum Wspierania

Edukacji I Przedsiębiorczości

<http://cwep.eu>

SPAIN

Sea Teach S.L.

<http://sea-teach.com>

TÜRKİYE

İzzet Baysal Abant Mesleki ve Teknik Anadolu Lisesi

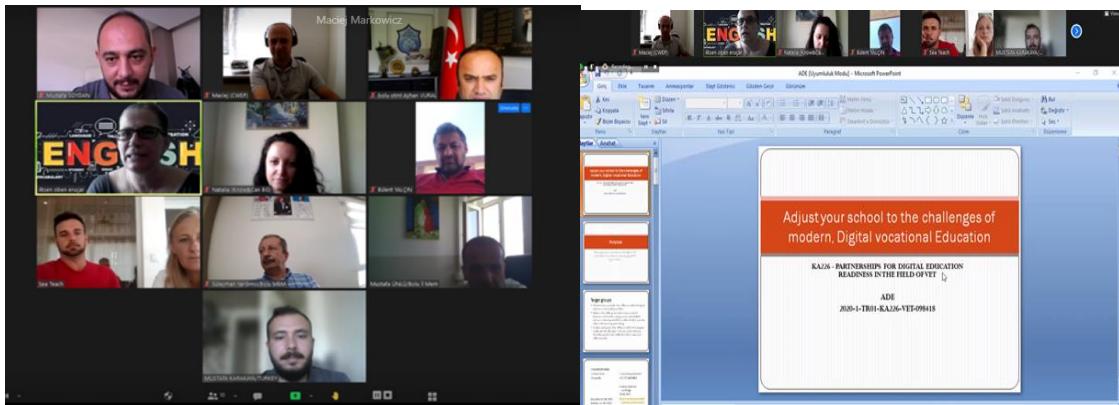
<https://boluotml.meb.k12.tr/tema/>

Bolu Milli Eğitim Müdürlüğü

<http://bolu.meb.gov.tr>

PROJECT DIARY

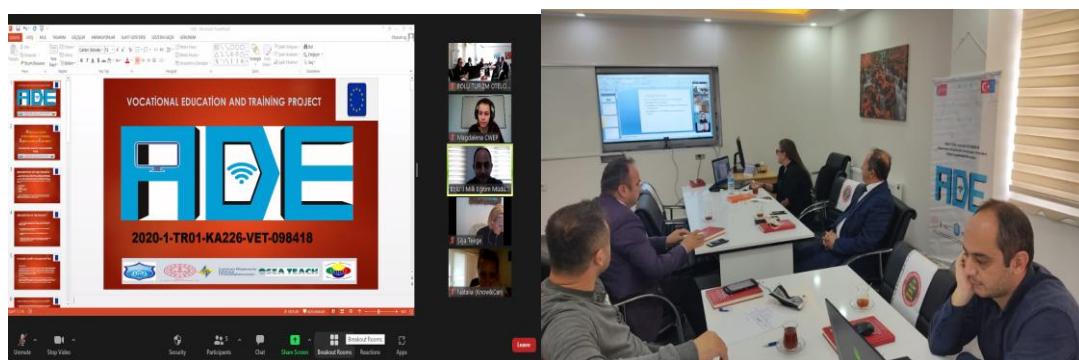
Online Meeting I, August 2021



Project Opening Türkiye, 17 October 2021



Online Meeting II, 29/30 November 2021



Focus Group Meetings for Administrators and Teachers 2022



Focus Group Activities Students 2022



Focus Group Activities Parents 2022



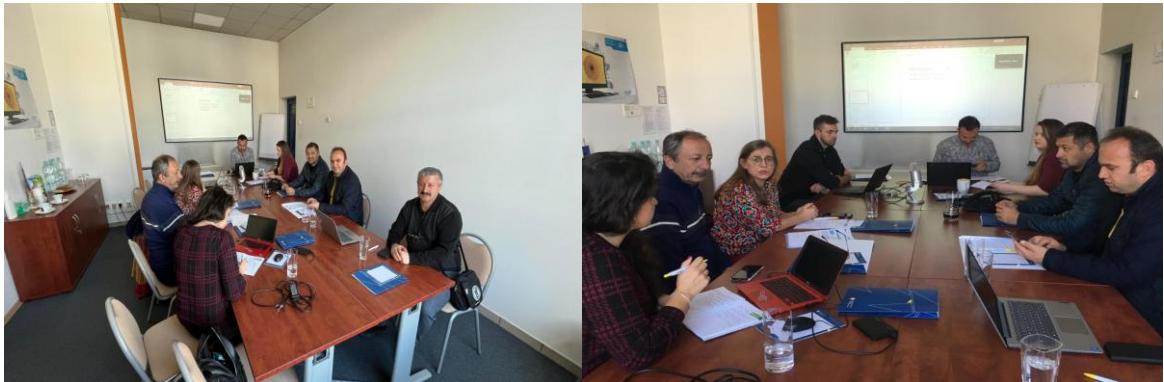
Focus Group Activities Stakeholders 2022



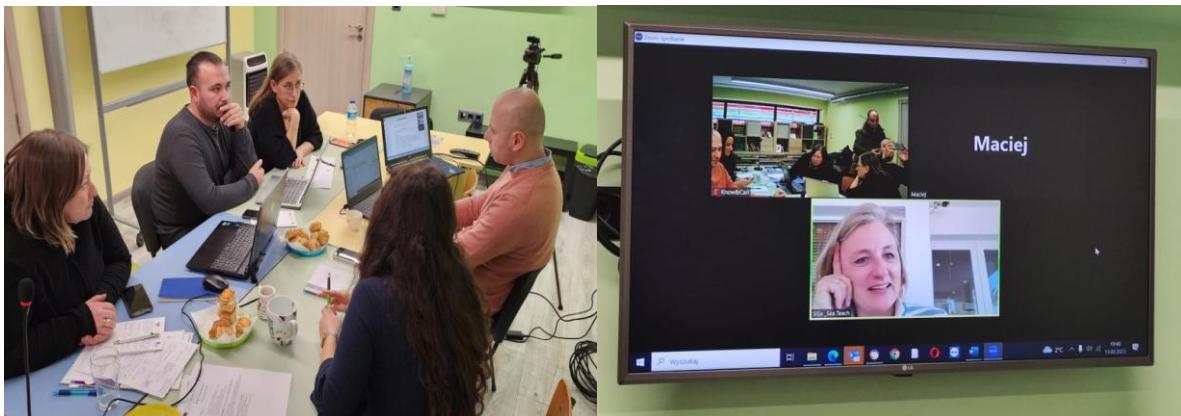
1st TPM Spain, 14-15 June, 2022



2nd TPM, Poland, 20-21 October 2022



3rd TMP, Bulgaria, 14-15 February, 2023



4th TPM, Türkiye 10-11 May 2023



Multiplier Event Poland 19 May 2023



Multiplier Event Türkiye 23 May 2023



Multiplier Event Spain 25 May 2023

The event was held in Mallorca Spain with 38 participants. The photos are not published due to permission from the participants.

Multiplier Event Bulgaria 26 May 2023



OUTPUTS

HOME ABOUT THE PROJECT PROJECT PARTNERS NEWS LANGUAGE:

ADE Project

ADE – Adjust your school to the challenges of modern, Digital vocational Education

[ABOUT THE PROJECT](#) [PROJECT PARTNERS](#)

<https://ade.erasmus.site/>

O1 - Set of guides for digital vocational education in the tourism sector

[OPEN](#)

O2 - Virtual ADE advisor

Individualized space for improving digital qualifications of a vocational teacher

[OPEN](#)

IO -1 Set of guides for digital vocational education

Guides for digital vocational education in the tourism sector in EN, TR, BG, ES and PL for the 5 target groups (administrators, teachers, students, parents and stakeholders) focusing on challenges vs digital solutions (principals, stakeholders); breaking down qualification barriers in digital vocational teaching (teachers, students) and social and cultural adaptation to digital learning (all target groups). The content of these were identified by focus groups formed by all target groups.

<https://ade.erasmus.site/>

IO-2 Virtual ADE Advisor

Virtual advisor: 5 teacher training modules in EN, TR, BG, ES and PL with self-assessment whose content was also identified by teachers as well as a web platform offering a collaborative Virtual Q&A space, providing users with an interactive environment to exchange innovative solutions. These discussions can be tailored to various vocational subjects as well as other academic disciplines commonly taught within the school curriculum. By incorporating distinct sub-spaces e.g. for each subject, educators and students can seamlessly navigate and contribute to discussions relevant to their specific interests and empowering a holistic learning

Virtual ADE advisor

Individualised space for improving digital qualifications of a vocational teacher

Learn more

Virtual ADE advisor

<https://ade.erasmus.site/platform/>

Action cards

Online tools

- Blendspace
- EMAZE
- Google Classroom
- Google Slides
- Nearpod
- Prezi
- StoryboardThat
- Zoom

Open

Open

Open

Open

Open

Open

Open

Action cards

A SET OF GUIDES in EN, TR, BG, ES and PL



FIDE Co-financed by the European Union

INTRODUCTION

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The highly infectious COVID-19 disease declared a pandemic by World Health Organization, has changed the educational panorama of the world in a very short time. In the face of global school closures, all educational systems have faced striking challenges in moving from traditional methods of learning to online/distant teaching-learning environments. The pandemic has shown that the world is not ready to address such challenges effectively and effectively. The crisis has shown that finding viable methods when urgent is essential to sustain the educational system around the world. Although, online methods have been used around the world before, such a rapid transition to using only distance learning as a precaution against COVID-19 has proven to be hard not only in execution but also in planning. Schools, teachers, administrators, students and parents, as well as the stakeholders in the whole school community, have been widely affected by the change. The process has shown that nobody was ready to fully implement online learning in all aspects, from planning to assessment. Therefore online learning strategies, technological and content readiness, assessment and validation as well as motivation and psychological aspects have become topics that must be addressed at different levels. Vocational Education and Training (VET) has experienced the problem caused by the sudden transition to online environments more strongly, because a significant portion of VET relies on practice which requires hands-on and face to face interaction. Hence, VET schools have borne the brunt of this pandemic. Urgent measures need to be taken to ensure productive continuity in such schools and that VET serves its purpose in developing the country economy and its sectors.

According to European Commission survey, that started on March 2020, VET specific online courses/modules are not available. Ready-made material with VET specific content is less developed and there is a strong call for the Commission and national public authorities to create a database with existing resources to be shared for free around Europe (https://ec.europa.eu/social/vocational-skills-week/file/agenda/covid-19_en.pdf).

Hence, this project set out to contribute to maintaining the community of VET in the field of tourism by introducing digital VET opportunities. This will ensure that students get the most of their education and training and they are less affected by the crisis situation. In order to do so, the project developed a set of guides for digital vocational education in the tourism sector for administrators,

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RIDE





RIDE



KA226 - ASOCIACIONES PARA LA PREPARACION PARA LA EDUCACION DIGITAL EN EL AMBITO DE FORMACION PROFESIONAL

Adapte su centro a los retos de la Formación Profesional digital moderna ADE

2020-1-TR01-KA226-VET-098418

SOCIOS



<http://ade.erasmus-site/>

RIDE

Este proyecto ha sido financiado con el apoyo de la Comisión Europea. Esta publicación transmite información sobre las opiniones del autor, y la Comisión no se hace responsable del uso que pueda hacerse de la información aquí disponible.

INTRODUCCION SOBRE ADE

La enfermedad altamente infecciosa COVID-19, declarada pandemia por la Organización Mundial de la Salud, ha cambiado el panorama educativo del mundo en muy poco tiempo. Ante el cierre de escuelas en todo el mundo, todos los sistemas educativos se han enfrentado a retos sorprendentes para pasar de los métodos tradicionales de aprendizaje a entornos de enseñanza-aprendizaje en línea/distancia. La pandemia ha demostrado que el mundo no está preparado para afrontar tales retos de forma eficiente y efectiva. La crisis ya ha demostrado que encotrar métodos viables cuando es urgente es esencial para sostener el sistema educativo en todo el mundo. Aunque ya se han utilizado métodos en línea en todo el mundo, una transición tan rápida a un exclusivo de aprendizaje a distancia es como medida de precaución contra la COVID-19 ha demostrado ser difícil no sólo en la ejecución, sino también en la planificación. Las escuelas, los profesores, los administradores, los estudiantes y los padres, así como las partes interesadas de toda la comunidad escolar, se han visto ampliamente afectados por el cambio. El proceso ha demostrado que nadie estaba preparado para implantar plenamente el aprendizaje en línea en todos los aspectos, desde la planificación hasta la evaluación. Por lo tanto, las estrategias de aprendizaje en línea, la preparación tecnológica y de contenidos, la evaluación y la validación, así como la motivación y los aspectos psicológicos se han convertido en temas que deben abordarse a diferentes niveles. La Educación y Formación Profesional (FP) ha experimentado con mayor intensidad los problemas causados por la repentina transición a los entornos en línea, ya que una parte significativa de la FP se basa en prácticas que requieren una interacción práctica y cara a cara. De ahí que los centros de la FP se hayan llevado la peor parte de esta pandemia. Es necesario tomar medidas urgentes para garantizar la continuidad productiva de estos centros y que la FP cumpla su propósito de desarrollar la economía del país y sus sectores. Según la encuesta de la Comisión Europea iniciada en marzo de 2020, no se dispone de cursos/modulos en línea específicos de FP. El material preparado con contenido específico de FP es menor.

Socio del proyecto:

BULGARIA
Asociacion Sober y Poder
<http://sober-poder.com>

POLONIA
Stowarzyszenie Centrum Wspierania Edukacji i Przedsiębiorczości
<http://centrumwspierania.com>

ESPAÑA
Sea Teach S.L.
<http://sea-teach.com>

TURKEY
Instit. Bosphorus Mühendislik ve Teknoloji Anadolu Lisesi
<http://bosphorusmuhendislik.com.tr>

Boğaziçi Egitim Mütodesi
<http://bogazici.edu.tr>



RIDE




RIDE



KA226 - PARTNERSHIPS FOR DIGITAL EDUCATION READINESS IN THE FIELD OF VET

Dostosuj swoją szkołę do wyzwań współczesnej cyfrowej edukacji zawodowej ADE

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PARTNERZY



<http://ade.erasmus-site/>

Wypisany Komisja Europejska dla projektu zapewnia informacje dla trenera, które odnoszą się do jednostki projektu, a Komisja nie zapewnia informacji dla organizatorów i jednostek, w których znajdują się moje zwierzęta.



RIDE

Nasiądzia dla projektu!

WPROWADZENIE O ADE

Wysoka zakaźność koronawirusa COVID-19, ogłoszona pandemią przez Światową Organizację Zdrowia, w bardzo krótkim czasie zmieniła panorama edukacyjną świata. W obliczu globalnego zamknięcia szkół, wszelkie systemy edukacyjne stoczyły przed uderzającymi wyzwaniem związonymi z przejściem od tradycyjnych metod nauczania do edukacji online/online. Pandemia pokazała, że świat jest gotowy na podjęcie takich wyzwań w sposób wydajny i skuteczny. Kryzys udowodnił, że znalezienie skutecznych metod jest niezbędne do podtrzymywania systemu edukacyjnego na całym świecie. Choć metody online były już wcześniej stosowane na całym świecie, tak szybkie przejście do korzystania wyłącznie z nauczania na odległość, jako środka zapobiegawczego przed COVID-19, okazało się jednak nie tylko w realizacji, ale także w planowaniu, szkoły, nauczyciele, administracja, uczniów i rodzice, a także interesariusze w całej społeczności szkolnej, zostały zmuszeni do zmiany. Proces ten pokazał, że mimo że był po pełno wdrożony nauczanie online, we wszystkich aspektach, od zarządzania po organizacją i prowadzenie działań online, po rozwijanie i rozbudowę nowych metod, nowych technologii, a także nowych i innych psychologicznych metod, aby dostosować ciągle zmieniające się warunki, którym należy się zadać na różnych płaszczyznach. Rozszerzenie i szkolenie zawodowe (VET) dostarczało problemów gospodarczych, nagnętych przede wszystkim do nauki online i wiele czasu, ponieważ zatrudniać VET opiera się na praktyce, która wymaga bezpośredniej interakcji. W związku z tym, szkoły VET ponosiły największe cytar tej pandemii. Należy podjąć pilne działania, aby zapewnić ciągłość produkcji w tutejszych szkołach i aby szkolenie i szkolenie zawodowe obezpieczało swoje cele w rozwoju krajowej gospodarki i jej szkoły.

Według badania Komisji Europejskiej, które rozpoczęło się w marcu 2020 r., kursy/moduły online dotyczące kształcenia i szkolenia zawodowego nie są dostępne. Gotowe materiały z zestawami specjalnymi dla VET nie są zbyt dobrze rozwinięte i z tego powodu pojawi się apel do Komisji Europejskiej w celu wprowadzenia oznaczenia nazwy danych z następującym założeniem, które będą udostępniane bezpłatnie w całej Europie (http://ec.europa.eu/justice/europainnovation/submit-new-project_en.html).

W związku z tym, projekt ten miał na celu przyczynienie się do utrzymania ciągłości kształcenia i szkolenia zawodowego w dziedzinie turystyki poprzez wprowadzenie cyfrowych możliwości kształcenia i szkolenia zawodowego. Zapewniło to, że uczniowie w pełni wykorzystają swoją

RIDE

Nasiądzia dla projektu!

edukację i szkolenie, a sytuacja kryzysowa będzie miała na nich mniejszy wpływ. W tym celu w ramach projektu opracowano zestaw przewodników dotyczących cyfrowego kształcenia zawodowego w dziedzinie kształcenia i szkolenia zawodowego, a mianowicie w administratorów, nauczycieli, rodziców, uczniów i interesariuszy w dziedzinie turystyki. Z pomocą przewodników będą on lepiej przygotowani do edukacji online i osiągną lepsze wyniki, co przyczyni się do ogólnego rozwoju obszaru kształcenia i szkolenia zawodowego.

Partnerzy projektu:

BULGARIA
Knot and San Association
<http://knot-and-san.com>

POLSKA
Stowarzyszenie Centrum Wspierania Edukacji i Przedsiębiorczości
<http://centrumwspierania.com>

ESPAÑA
Sea Teach S.L.
<http://sea-teach.com>

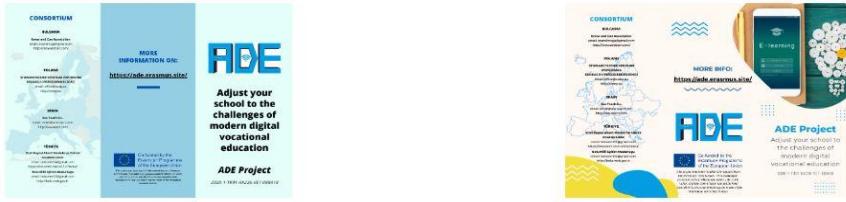
TURKEY
İnst. Bosphorus Mühendislik ve Teknoloji Anadolu Lisesi
<http://bosphorusmuhendislik.com.tr>

Boğaziçi Egitim Mütodesi
<http://bogazici.edu.tr>



Leaflets in EN, TR, BG, ES and PL

<https://ade.erasmus.site/es/leaflets/>



Newsletters in EN, TR, BG, ES and PL

<https://ade.erasmus.site/tr/newsletters/>



DISSEMINATION ACTIVITIES
Europe Day Activities ADE training for students Türkiye May 2022



**Dissemination Event to Students from other schools and public
during Local Cuisine Days May 2022**



İzzet Baysal Memorial Days, Local Event Türkiye May 2022



Bolu MEM Project Dissemination to Administrators 2022



Teacher Training Türkiye December 2022



İzzet Baysal Memorial Days, Local Event Türkiye May 2023



National News TRT, Türkiye May 2023



Project Stands in Local Event Türkiye May 2023

TÜRK MUTEAĞI
24 MAYIS 2023

ASIRLIK TARİFLERİLE TÜRK MUTEAĞI

BOLU TURİZM KOMİSYONU
Yer: İzzet Baysal Alantı Mthal

Fırında Kemiköz Kuzu Gerdan Yemeği

MAYIS 24

11:00 Saygı Duruşu - İstiklal Marşı

11:05 Açılış Konuşmaları

11:15 Gençlik Spor Halk Oyunları

11:30-12:30 Güzel Sanatlar Müzik Korosu

11:30 Atölye Çalışmaları

12:00 Stantların Gezilmesi

12:30-13:00 İkramlar

ADE (Association of Anatolian Ethnic Minorities)

D-VET (Dünya Türk Kültürü ve Etnik Minoriteleri Vakfı)

BOLU İZZET BAYSAL ALANTı MTHAL

İSTANBUL OSMAÑLI MUTEAĞI

TRT BİLGİ

SATIR BASI

HABER İZMİR HAVALİMANI AVRUPA'NIN EN YOĞUNU... İSTANBUL HAVALİMANI 15-21 5 9.875

A photograph of the project stand under a red canopy. Several people, including men in suits and women in traditional headscarves, are gathered around a table covered with a blue cloth, engaged in food preparation. A man in a suit is seated on the right, smiling at the camera. The background shows event banners for "ADE", "D-VET", and "BOLU İZZET BAYSAL ALANTı MTHAL".



ADE presentation on Erasmus+ Day / Poland 2023



Links for the news in different media

https://boluotml.meb.k12.tr/icerikler/izzet-baysal-abant-mtal-ade-projesine-basladi_11943836.html

https://boluotml.meb.k12.tr/icerikler/turizm-otelcilik-koordinatorlugundeki-ade-ab-projesi-cevrimici-gerceklesti_12196570.html

https://boluotml.meb.k12.tr/icerikler/ade-cogaltici-faaliyet-toplantisi_14160362.html

https://boluotml.meb.k12.tr/icerikler/avrupa-mesleki-beceriler-haftasi-kutlandi_12957880.html

https://boluotml.meb.k12.tr/icerikler/turizm-otelcilik-proje-uretmeye-doymuyor_12997648.html

https://boluotml.meb.k12.tr/icerikler/10-mayis-turizm-senligi-turizm-otelcilikte-yapildi_12910089.html

https://boluotml.meb.k12.tr/icerikler/dijital-web-sakinleri_12506063.html

https://boluotml.meb.k12.tr/icerikler/ade-pprojesi-polanya-ayagi_13303407.html

https://boluotml.meb.k12.tr/icerikler/simdi-sira-turkiye-de_13878701.html

https://boluotml.meb.k12.tr/icerikler/etwinning_12506058.html

https://boluotml.meb.k12.tr/icerikler/turk-mutfagi-haftasi_12979546.html

https://boluotml.meb.k12.tr/icerikler/turizm-otelciligin-ade-proje-toplantisi-mallorcada-gerceklesti_13091272.html

https://www.facebook.com/groups/549450379030411/?multi_permalinks=1001867923788652&hoisted_section_header_type=recently_seen

<http://www.sultanmagazin.com/2021/10/16/izzet-baysal-abant-mtal-ade-projesine-basladi/>

<https://www.sultanmagazin.com/2021/12/03/turizm-otelcilik-koordinatorlugundeki-ade-ab-projesi-cevrimici-gerceklesti/>

<https://www.sultanmagazin.com/2022/06/22/turizm-otelciligin-ade-proje-toplantisi-mallorcada-gerceklesti/?fbclid=IwAR1IN01Z9RmkDusf5o29yRvUNJ0B-LVyy0plw-9lcx96CJnl8PJWINAOeiU>

<http://www.bolmedya.com/haber/izzet-baysal-abant-mtal--ade-projesine-basladi/1917/>

<http://www.bolmedya.com/haber/turizm-otelcilik-koordinatorlugundeki-ade-ab-projesi-cevrimici-gerceklesti/2016/>

<http://www.bolmedya.com/haber/turizm-otelciligin-ade-proje-toplantisi-mallorcada-gerceklesti/2246/>

https://www.facebook.com/groups/796736894028944/?multi_permalinks=1528260947543198&hoisted_section_header_type=recently_seen

<https://www.facebook.com/groups/796736894028944/posts/1666310397071585/>

<https://www.facebook.com/groups/796736894028944/posts/1495902607445699/>

<http://www.bolmedya.com/haber/turizm-otelcilik-proje-uretmeye-doymuyor/2222/>

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<https://www.koroglugazetesi.com/boluya-ozgu-tarifler-turk-mutfagi-haftasinda-tanitildi>

<https://www.bolutakip.com/turizm-otelciligin-ade-proje-toplantisi-mallorcada-gerceklesti>

<https://sonsozbolge.com/simdi-sira-turkiye-de/812/>

<https://www.sonsozbolge.com/simdi-sira-turkiye-de/812/?fbclid=IwAR1-4eHVydIxplJZ99O6X8II8E5OlyhdWRxHhNpTIs9bgVYooS2hDK-A>

<https://instagram.com/p/Cu1ABUcsRt7RomVH5V20e5opFCfs4BF9UQzeeE0/>

<https://boluarge.meb.gov.tr/www/ade-project/icerik/417>

https://boluarge.meb.gov.tr/bulten/ocak_2022/mobile/index.html#p=37

<http://boluarge.meb.gov.tr/www/ade-projesi-odak-grup-calismalari-yapildi/icerik/323>

http://boluarge.meb.gov.tr/bulten/ocak_2022/mobile/index.html

https://boluarge.meb.gov.tr/bulten/ocak_2022/files/basic-html/page37.html

<http://boluarge.meb.gov.tr/www/il-milli-egitim-mudurlugu-olarak-ortagi-oldugumuz-mesleki-egitimde-dijitallesme-ade-ab-projesi-ulusotesi-etkinlikleri-cevrimici-gerceklestirildi/icerik/307>

<https://www.instagram.com/p/CuzUqt3siols7dL0jOBPLVjj3JsB9W-O7IRSXs0/?igshid=NjFhOGMzYTE3ZQ==>

<https://www.facebook.com/photo?fbid=123968516789822&set=pcb.123968733456467>

<http://boluarge.meb.gov.tr/www/il-milli-egitim-mudurlugu-olarak-ortagi-oldugumuz-mesleki-egitimde-dijitallesme-ade-ab-projesi-ulusotesi-etkinlikleri-cevrimici-gerceklestirildi/icerik/307>

<https://www.facebook.com/profile.php?id=100075300230561>

<https://www.facebook.com/CWEP.EU/posts/pfbid02nQFDZVvWDWQG48kSrhuCX1US22xAzodFaEevRfE8NKwg3K3n6kBWezjKLgvcP7m3l>

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<https://knowandcan.com/bg/proekti/profesionalno-obrazovanie/ade.html>

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<https://sea-teach.org/eu-projects-and-research/>

Project web site and social media accounts

Web site

<https://ade.erasmus.site/>

Platform

<https://ade.erasmus.site/platform/>

Instagram

<https://www.instagram.com/adeproject2021/>

LinkedIn

<https://www.linkedin.com/in/ade-project-b91b00223/>



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