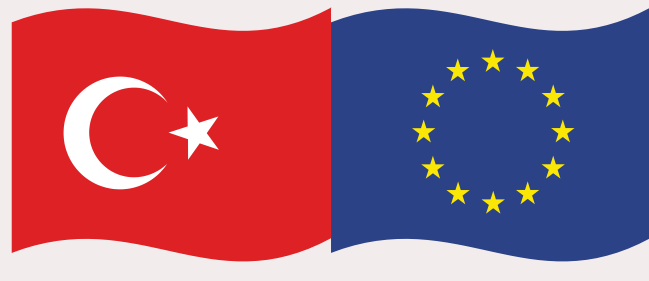


## KAYSERİ

Population: 1.446.908  
Altitude: 1.054 m



This project is funded by the European Union.  
Bu proje Avrupa Birliği tarafından finanse edilmektedir.  
هذا المشروع تم تمويله من قبل الاتحاد الأوروبي

**IMEP**  
İstihdam İçin Mesleki Eğitim Programı

**VET4JOB**  
Vocational Training Programme for Employment

### Project Details



**School Name:** Osman Düşünel Vocational Training Center  
**Project Name:** Take and Mix & Do and Fix



### Purpose

We aimed to utilize textile wastes, upcycle these wastes using our professional skills, and thus, improve our green skills. We wanted to be an example of solidarity by presenting the pencil boxes we produced with the principles of upcycling to the students of our neighboring school, and raise awareness for individuals with disabilities.

### Audience

The target audience of our project consisted of apprentice students and teachers in our school and special education students at Kayseri Hacı Mustafa Postaağası Vocational School of Special Education.

**18** students, **2** teachers, **1** qualified instructor, **1** school administrator and **1** IMEP Provincial Coordinator worked for the project;



- **30** kg of textile waste was recycled,
- **5** kg of chemicals have been prevented from being used,
- **3** thousand liters of water were saved,
- **200** pencil boxes were produced.

### Collaborations

Alvista Tekstil, Abaya Tekstil, Zeyteks Tekstil, Sevda Kostüm

**12 Persons**

Hacı Mustafa Postaağası Vocational School of Special Education

**140 Persons**

We carried out interviews during the first phase of our project and made the decision to focus on textile wastes and evaluated our options to make further transformation from these wastes.



We knocked on the door of the enterprises cooperating with our school for the supply of textile wastes. We provided information about our project and enabled them to provide us with various textile waste.



We decided to produce pencil boxes, which are examples of advanced transformation from the materials we have, and gift them to the special education students in our neighboring school.



We unitedly designed and produced pencil boxes, and packaged our gifts using kraft papers that give less damage to our planet.



Our school counselor gave us awareness training on what should be considered in communication with disadvantaged individuals. Then we visited our neighboring school and delivered our gifts to our students. We aim to continue this work regularly, thus strengthening our muscles to exchange gifts.



### What Do Beneficiaries and Implementers Think About the Project?

I was proud of myself for being useful.



The friends who received our gift were very happy. So, it was not difficult to make them happy. They said words such as "is it for me?", "is it mine now?", "you are very beautiful", which made us very happy.



Let's do it again and make others happy.

I regret why we had not met with friends at the neighboring school before.



### Recommendations for Implementation and Development of the Project

- Establishing close cooperation with enterprises to systematize the work
- Obtaining support of school administrations for such projects

- Addressing the global and local consequences of the textile waste problem
- Raising awareness in order to carry out "reduction" studies in order not to generate waste

- Teaching textile waste and upcycling in the course content
- Reviewing examples from the world for different upcycling applications

