



Erasmus+

euromind Project Final Report

ERASMUS+ Programme

„Europejskie standardy w polskiej edukacji zawodowej”

2015-1-PL01-KA102-015452

BETWEEN

The Promoter Organization

Zespół Szkół Elektronicznych i Informatycznych im. Komisji
Edukacji Narodowej w Giżycku

AND

The Host Organization

Euromind Projects SL

Training Programme

27th January – 2nd February 2016



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PARTICIPANTS

Participants' Name	Role / Area of expertise
Monika Bochan	Teacher
Tomasz Gabruś	Teacher
Małgorzata Handrysiak	Teacher
Wojciech Jankowski	Teacher
Jerzy Janowski	Teacher
Iwona Kamińska	Teacher
Henryk Kondratowicz	Teacher, Headmaster
Katarzyna Kozłowska	Teacher
Grzegorz Kozłowski	Teacher
Małgorzata Lasota	Teacher
Krzysztof Makarzec	Teacher
Aleksander Pietnoczka	Teacher
Mirosław Plaugo	Teacher
Wiktor Zalewski	Teacher
Andrzej Zieliński	Teacher

GROUP PICTURE





JOB SHADOWING 1

Organization's Name	Salesianos San Pedro (Triana)
Type of Organization	Secondary & Electronic Vocational School
Date of the Visit	28 January 2016

1. Describe the organization visited (areas of expertise, facilities, social and economic context, etc.).

Catholic semi-private college with around 1400 students and 80 teachers. The school was founded by San Juan Bosco and is part of Salesianos Foundation. The centre is bilingual and classes are given both in Spanish and English at all levels of education (starting from primary school).

Main courses taught are related to IT and administration / economics. Moreover, among main specialities in professional programmes are also: electronics, electrics, computer science and trade.

During the visit the IT classes were presented (including simulation) and the coordinator explained in detail functioning of centre's career office and working placement for students.

2. Principal similarities between the organization visited and your institution / local, regional or national context

- Vocational education programmes, including informatics / computer sciences and electrics
- Combining practical and theoretical education
- Topics covered by some of the courses, for instance programming and designing computer networks

3. Principal differences between the organization visited and your institution / local, regional or national context

- Coexistence of both primary and secondary school, while ZSEiI is only a secondary school
- Teaching in one centre both general educational programmes and technical education while ZSEiI is only focusing on vocational education
- Semi-private school while ZSEiI is a public institution
- Low focus on teaching foreign languages (even though it is called bilingual centre) while in ZSEiI it is obligatory to learn at least two foreign languages

4. How did you benefit from the visit on the personal and professional level?

In our opinion it is great idea to apply a lot of hours of practical training and education that allows better preparation of students for their future professional career.

We also support the idea of “closed school” – all classes and extracurricular activities take place at school, including breaks. This way of organizing functioning of the institution allows teacher to take care and control students more effectively.

5. What good practices if observed during the visit would you transfer to your local context?

Putting more emphasis on practical training and applying the knowledge and information gained in practice.

Developing workshops and providing more equipment.



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6. Please include some pictures taken during the visit





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JOB SHADOWING 2

Organization's Name

Salesianos Trinidad

Type of Organization

Secondary & Vocational School

Date of the Visit

28 January 2016

1. Describe the organization visited (areas of expertise, facilities, social and economic context, etc.).

Catholic semi-private college with around 1600 students at all levels of education (starting from primary school) and 90 teachers. The school was founded by San Juan Bosco and is part of Salesianos Foundation.

The centre possesses well established relations with companies and entrepreneurs, therefore its students always find suitable work placement to perform their obligatory trainings.

Main professions taught as a part of vocational education programmes are: car mechanics, informatics, electricians, mechatronics.

2. Principal similarities between the organization visited and your institution / local, regional or national context

- Vocational education programmes, including informatics / computer sciences, car mechanics and mechatronics
- Cooperation with companies where students have obligatory trainings
- Similar period of time spent on performing obligatory trainings in companies

3. Principal differences between the organization visited and your institution / local, regional or national context

- The teacher normally earns 1800 EUR
- The school is managed independently as a semi-private institution
- The headmaster of school is a priest
- Low focus on teaching foreign languages
- More equipment and more space in workshops
- Salesianos Trinidad is open until late hours (11pm) while students and teachers have opportunity to participate in many extracurricular activities
- More informal relations between students and teachers

4. How did you benefit from the visit on the personal and professional level?

In our opinion it is a good practice to put such strong emphasis on the practical side of student's education as it is done in Salesianos Trinidad. Thanks to this attitude, students go through solid technical preparation.

We also support the idea of "closed centre" where all classes and extracurricular activities take place at school yard, including breaks.

As far as the school personnel is concerned, we find teachers well prepared to work and communicate with students.

5. What good practices if observed during the visit would you transfer to your local context?

- Way of communication and general relation with students
- Significant quantity of hours dedicated to practical training and classes
- Professional ethics 'standards passed to students
- Possibility to continue education or change the profession available for students of various ages



6. Please include some pictures taken during the visit





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JOB SHADOWING 3

Organization's Name	SAFA Nuestra Señora de los Reyes
Type of Organization	Secondary & IT Vocational School
Date of the Visit	29 January 2016

1. Describe the organization visited (areas of expertise, facilities, social and economic context, etc.).

Catholic semi-private college with around 1600 students at all levels of education (starting from preschool up to secondary school and VET programmes) and 53 teachers. The school constitutes a part of SAFA Foundation.

Besides regular educational programmes, the centre provides also preparatory courses for those who want to apply for admission to universities and promotes socially and economically disadvantaged students.

Main professions taught as a part of vocational education programmes are: informatics, renewable energy sources, technical administration, industrial design, industrial systems design with 3D, courses for unemployed, etc.

2. Principal similarities between the organization visited and your institution / local, regional or national context

- Similar vocational education programmes, including all technical subjects taught as a part of IT programme
- Combining theoretical and practical education
- Participating and organizing international trainings for students under Erasmus+ programme
- Apprenticeships take place in partner companies
- Offering and delivering CISCO courses

3. Principal differences between the organization visited and your institution / local, regional or national context

- The school is managed by a foundation
- Low focus on teaching foreign languages
- More space in workshops and classes available for students
- Lack of external exams (only internal exams are applied)
- Division of the school year in 3 trimesters (in Poland there are 2)
- Lack of books (almost all materials are available on cloud)
- Grading scale from 1 to 10 (in Poland from 1 to 5)

4. How did you benefit from the visit on the personal and professional level?

In our opinion it is a good idea, that SAFA college not only teach subject related to renewable energy sources but also possesses its own solar plant and sales energy to the public network.

We also support the idea of introducing e-learning platforms so that students can benefit from the latest technologies.

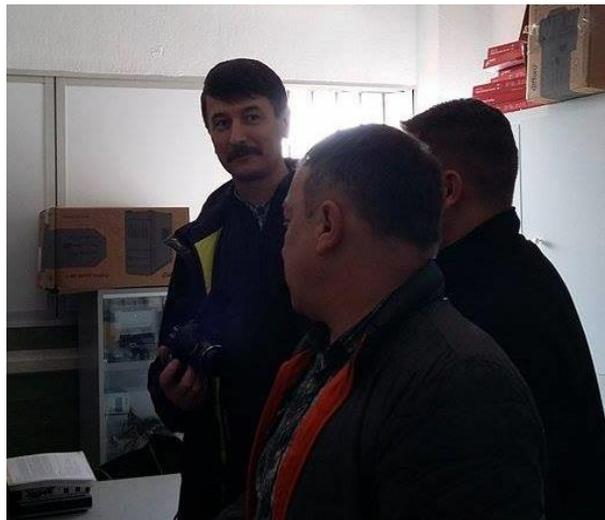
Moreover, we consider the school infrastructure and organization suitable to provide sufficient protection and security for its students.

5. What good practices if observed during the visit would you transfer to your local context?

- Way of communication with students
- Good relationship between students and teachers
- Possibility to continue education on superior levels of education



6. Please include some pictures taken during the visit





JOB SHADOWING 4

Organization's Name	ADA Higher Technological Institute
Type of Organization	Secondary & Technological Vocational School
Date of the Visit	01 February 2016

1. Describe the organization visited (areas of expertise, facilities, social and economic context, etc.).

ADA is a higher technological institute that is functioning under ICADA Foundation.

The programme of centre focuses solely on secondary and vocational education. The following specializations are being offered for students of medium level VET programmes: telecommunication, informatics and mechanics. Students of superior level VET programmes (equivalent of engineer's degree) can choose between aviation and ICT. Additionally, the school offers a lot of additional courses for adults.

Medium level vocational education is offered without any tuition, while superior level VET programmes are to be paid.

Currently, 400 students are attending ADA Higher Technological Institute. The school's personnel consist of 75 employees (including administration).

2. Principal similarities between the organization visited and your institution / local, regional or national context

- Similar vocational education programmes and subjects within them in the field of informatics
- Strong focus on obtaining external certification (Microsoft, ECDL, CISCO)
- Participating and organizing international trainings for students under Erasmus+ programme
- Struggling with financial problems
- "Recycling of the equipment": renovating and readapting old equipment, building its own facilities

3. Principal differences between the organization visited and your institution / local, regional or national context

- Offering distinct programmes, such as aviation and conservation of aeroplanes
- Duration of study programmes
- Lack of external evaluation
- Display of exhibits donated from the police supplies (illegal drugs traffic)
- Lack of learning circles where students can develop their skills and interests
- All the extracurricular activities offered by school are to be paid.

4. How did you benefit from the visit on the personal and professional level?

After the visit we got confidence that the programmes offered by our institute are adequate for students and provide them with skills and knowledge that open a wide spectrum of professional development and career opportunities.

We also noticed that the level of English and other foreign languages is very low in Spain. Therefore, we will try to use this opportunity and advantage that our students have and encourage them to compete more on the European market and start searching job opportunities outside of Poland.

5. What good practices if observed during the visit would you transfer to your local context?

- Possibility to offer and deliver in the centre courses for external institutions, companies and by doing this acquiring more financial resources for school's development
- Enhanced cooperation between school and institutions / companies where students perform their traineeships
- Strong focus on international exchanges and cooperation for both students and teachers

6. Please include some pictures taken during the visit





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JOB SHADOWING 5

Organization's Name

Salesianos Málaga

Type of Organization

Secondary & Vocational School

Date of the Visit

02 February 2016

1. Describe the organization visited (areas of expertise, facilities, social and economic context, etc.).

Salesianos Málaga is an educational institution being part of Salesianos schools' system founded by St. Juan Bosco.

At the moment, around 1300 are enrolled in Salesianos Malaga School's programmes taught by 80 professors. The students are between 3 and 50+ years old (according to headmaster there is no age limit).

One of the greatest assets and advantages of this centre is its bilingual teaching. Classes are given in English and Spanish.

Besides offering kindergarten and primary school education, the centre specialises in vocational education programmes, offering, among others, following specialisations: informatics, automatics, electrical installations, electronics, motor vehicles mechanics, etc.

Salesianos Malaga is very active in the field of European programmes: Erasmus+, Leonardo (previously). Students have the opportunity to perform their practical professional training abroad, for instance in Ireland and Germany. Since March till June two students will do their traineeship in Cracow, Poland.

2. Principal similarities between the organization visited and your institution / local, regional or national context

- Similar vocational education programmes and subjects
- Similar forms and methods of delivering practical training
- Participating and organizing trainings within the framework of European projects

3. Principal differences between the organization visited and your institution / local, regional or national context

- Students' age (in our school students are between 16 and 20 years old)
- Salesianos Malaga is in the possession of bigger educational infrastructure dedicated to practical training and more workstations in workshops
- Ours school is in the possession of more modern facilities and equipment necessary to deliver practical trainings
- Lack of external professional examination in Salesianos Malaga which is characteristic for Polish vocational education system

4. How did you benefit from the visit on the personal and professional level?

We had a unique opportunity to familiarize ourselves with culture, history and Spanish heritage.

We deepened and strengthened our knowledge about Spanish education system with a special focus on vocational education and training.

Participation in the project also amplified our tolerance and broadened our horizons in terms of socio-cultural aspects.

5. What good practices if observed during the visit would you transfer to your local context?

- Greater room dimension and air space in classes and workshops where practical trainings are being delivered (workrooms, laboratories, etc.)
- Bigger number of working stations for students enrolled in VET programmes
- Retrofitting of students' working stations, including measurement and didactical equipment and tools used for demonstrations

6. Please include some pictures taken during the visit





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SUMMARY OF THE PROJECT

1. Provide a brief summary of the main aims, content and planned outcomes of your project, including an assessment on the level of matching between the initial aims and the final outcomes.

The main aim of the teacher's mobility is strengthening the professional profile of the teacher with the special consideration of the vocational training. Observation of the process of teaching in selected Andalusian schools and taking part in school activities, allowed the comparison of the scope of teaching programmes in vocational schools, methods of evaluating, acquiring professional qualifications and experience in both countries. According to the requirements of the modern labour market, the important result of the ZSEil's teachers' held mobility is: selection of the best methods and forms of educating, indicating "good practices" that are possible to apply in their school, introducing significant didactic values of the Spanish vocational training system and improvement of teaching skills.

2. Explain shortly the benefits of the Mobility activities for the participants, the activities and training that they undertook and the validation of skills acquired.

The important benefits achieved by the mobility participants are: acquiring knowledge about the Spanish teaching system, particularly in vocational schools; discovering content of the curriculum and the teaching method; establishment of the permanent cooperation with the organisation of the educational sector in order to develop the partnership group; improvement of the foreign language communication skills and the work in the multicultural group.

Furthermore, participants obtained useful experience how to stimulate students to the practical learning of a profession. They have noticed the importance of the mutual relation of students and teachers in the learning process. All of the visits at schools gave an idea of different ways of learning.

3. Please describe the outcomes for individual participants in terms of skills improvement (professional, linguistic, behavioural, intercultural, problem solving, team work building, use of ICT, etc.)

All the participants were improving their skills on all levels: rose their professional, linguistic and social competences, made international contacts. Participants visited different educational institutions. In all of them, teachers acquired experience how to work with secondary school students. Participants improved their competences in the area of English communication, building the ability to cooperate in a team and problem-solving skills. Teachers had a chance to eliminate stereotypes towards people with different nationalities. They had a possibility to visit the most important monuments of Andalusia and familiarize themselves with Spanish cultural heritage.

We have developed information and communication technologies skills at the high level.

4. Please provide a general evaluation of the project

Teachers gained knowledge of combining methods of general learning with the professional theory and practice, they discovered what means learning knowledge, competences and skills-oriented, and how the quality management is kept at schools. Project participants learnt the Spanish learning system during a visit in the residence of the host organization euroMind.

Throughout the project realization professional subjects' teachers enhanced their professional competences. Project contributed to making new contacts at a professional level, will be the beginning of the following shared projects.

The accomplishment of the project also resulted in improvement of the quality of the school's work and improve the appearance of the school in the local educational market.