



Erasmus+

ERASMUS+ PROGRAMMES

in the Schools of Szeged Centre for Vocational Education and Training



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SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

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Dear Partners,

A very warm welcome to the world of Erasmus+ projects!

This publication aims to present the extended international cooperation of the Szeged Centre for Vocational Education and Training participants through Erasmus+ projects, the international tender activities and their benefits, the development opportunities in the fields of professional, general, intercultural knowledge and foreign language skills that the programme provided to its beneficiaries in the previous period.

We would like to thank our partners for the cooperation and support.

We look forward to successful and efficient working relationships in the future.

Erdélyi Margit

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SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

CSONKA JÁNOS SECONDARY TECHNICAL SCHOOL

ERASMUS PRO AT OUR SCHOOL

Taking part in the project named "*European Apprenticeship Ambassadors Go Further*" can be considered the first step of our school towards Europe.

The auto industry is one of the fastest developing sectors; thus, everyone willing to work in this trade has to be dynamic and innovative. That is why we have found it very important to let our trainees get acquainted with the technologies and approaches used in other European countries. As the automotive industry is of outstanding importance in France, we decided on cooperation with this country.

One of our trainees called Mr. Norbert Volford took part in a long-term, 10-month mobility in Mouilleron-En-Pareds / Pays De La Loire in France. His apprenticeship was provided by Garage Brethomé/ Dompierre-Sur-Yon, where he received a lot of assistance. Beyond the vocational development, he learned French excellently and

his English has also improved. He had to adapt to the new circumstances independently as an only Hungarian beneficiary, both vocationally and personally. This opportunity gave him enormous





experiences: he travelled by plane for the first time in his life. Also, he got to know the local traditions and food – moreover, all these happened not far away from the shore of the Atlantic Ocean.

Within the same project we hosted two French exchange students, namely Mr. Nicolas Menard who was followed by Victorien Bruy a month later. Nicolas stayed in a rented flat together with the students who were hosted by another Vocational School, named Krudy; while Victorien stayed at a nearby dormitory.

Our school found it important to provide practice for our hosted trainees at prominent, well-recognized companies, such as Kovács Autóház and Bosch Car Service Szeged Orcsik Műhely. The foreign trainees easily adapted to the new environment and had a useful apprenticeship in Hungary. We tried to involve them in school activities and programmes

organized by the town. They were invited to the prom, took part in extracurricular activities such as museum visits and sports events organized by the school. The realization of the project introduced a new approach for the school community. In the future we would like to hand in Erasmus+ mobility projects on our own in cooperation with our French and German partners. One of our long-term aims is the testing of the vocational knowledge of our trainees in an international environment. We would also like to improve their skills abroad and to educate open-minded European citizens. As a first step we became a European Parliament Ambassador School in 2020. The main aim of our junior ambassadors, supported by the teaching staff, is to transmit the main messages of the EU parliamentary democracy to the students and to organize programmes introducing the European Union.

SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

DÉRI MIKSA POLYTECHNIC SECONDARY TECHNICAL SCHOOL

The 7-year-long Erasmus+ programme of the European Commission came to an end in 2020. In the spirit of nostalgia, we would like to commemorate the period of 2014 and 2020 by recalling our different projects.

KA2 STRATEGIC PARTNERSHIP PROJECTS

1. MINT Kits for Kids (2015-2017)

Educating the future generations to be committed to natural sciences.

Five countries participated in our approved Strategic Partnership for Kindergartens and Schools tender. The coordinating school was our long-term appreciated partner, the German Berufskolleg Tecklenburger Land from Ibbenbüren. Among the participants were schools we had known from earlier projects of a similar type, such as the Bulgarian Model High School of Mathematics Academician Kiril Popov from Plovdiv and the Italian Volterra Elia



from Ancona. Our new partner was the Polish Zespół Szkół Elektronicznych im. I. Domeyki w Bolesławcu from Bolesławiec. The project acronym refers to mathematics, informatics, natural and technical sciences. The project aimed to arouse the interest

of primary school students aged 9-10 in specific subjects with the help of playful, educational tools that also allow the development of various skills. Together with our partners, we decided that each partner school should develop different teaching aids, so that by using them, knowledge could later be shared, multiplied easier in our teaching in the future. These teaching aids were on display during the school open days to support enrollment and networking with the primary schools. In the long run, the interest and specialized further studies of students will fill the shortage of specialists in the given sector and draws attention of the education organizers to the need of increasing the number of lessons in the science block. Students in the schools developed different teaching aids under teacher guidance, which we later shared with each other. The Bulgarians created mathematical puzzles, the Italians robots drawing geometric shapes, the Poles software recognizing geometric shapes, the Germans a playful terrain table with mirrors, showing refraction while the students in our school created a stepping motor with LED display showing the interaction of magnetism and electricity.



2. Développement durable: innovations pédagogiques et nouvelles compétences (2016-2018)

The project was implemented as a strategic project for public education with the participation of various institutions. The title of the project was *"Sustainable Development-Pedagogical Innovations and Best Practices"*. The main applicant was the Municipality of the Nîmes Agglomeration in France. (Communauté d'Agglomération Nîmes Métropole). A total of 10 French and Hungarian partners: municipalities, educational foundations, secondary schools and universities took part in the program. The aim of the program was to get to know and compare pedagogical practices in the field of sustainable development, to find good practices, to develop and transfer new methods. At the end of the two-year programme, participants edited a handbook of good practices in three languages (French, English, Hungarian) that allowed the sharing and dissemination of the work created.

3. EU-ProNet 4.0 (2019-2021)

Our School and Kindergarten Cooperation Strategic Application, currently running at our school, is based on grant agreement 2019-1-DE03-KA229-059695_2. We entered a long-term partnership with the recommendation of a Norwegian school we had known, upon personal request. The project coordinator is the German school. The participating countries are Belgium, the Czech Republic, Iceland, Hungary, Germany and Norway. The project title: *Networkline Europe 4.0 - Everyone Everywhere At Anytime*, or *EU-ProNet 4.0* in short. The theme is *Industry 4.0*. Today, the industrialized world created by automation has been transformed into the Internet of Things, which we call the Fourth Industrial Revolution. During the

implementation of the project, the workstations in each participating country will be connected to a single network production line called EUROPA, thus demonstrating the applicability of the new technologies in the industry. On a website designed by students, it will be possible to order plastic discs (chips) with different colours, sizes and quantities with RFID technology with a single click, which can be used, for example, as a magnetic card to open doors inside a building. The discs will be 3D printed in two halves according to the colour and size specified in the order and provided with the project logo we designed. A robotic arm places an RFID tag in the disk and joins the two halves together. Another robotic arm with an integrated reader delivers it to the chip sorting machine. Meanwhile, a sign arrives at the Icelandic Packaging Center, where the right size and colour of the packaging is made in 3D printing or from wood. The discs are transported by an automated conveyor to the storage basket and then to the packaging centre. The task of our school is to track the status of disks in a central database by processing the signals received from the workstation. It seems during online meetings we are also creating the webshop in full instead of the German partner. At the time of publication, this is what the schematic diagram of



the network we dreamed of looks like.

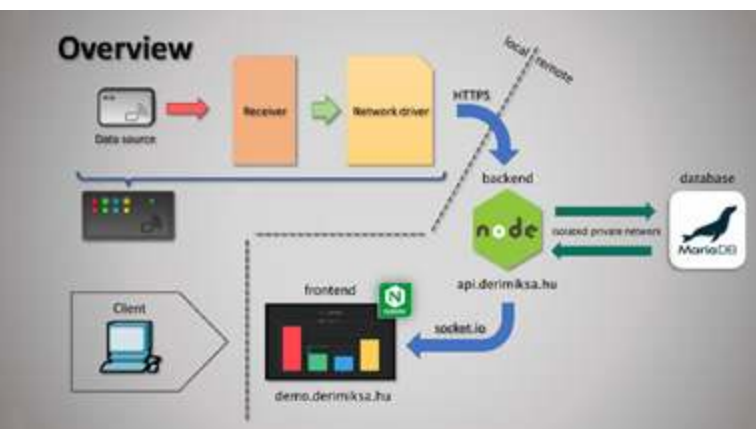
KA1 MOBILITY PROJECTS

Working in the European Union

Looking back to the beginnings, with the help of the project partners of previous years, we were able to send our students to foreign companies and vocational training institutions for internships, initially to Germany, then to England and Denmark.

4. 2014-1-HU01-KA102-000286- 3 countries-Denmark, United Kingdom, Germany, 24 students

In our 2014 project, we participated together with Móravárosi school, but we could send our students to the training places of our own partners. Our permanent partner was from Germany. The school in Ibbenbüren placed 6 of our mechanical



and mechatronic students at MBH and VHV Anlagenbau companies in Hörstel for the duration of the 3-week internship. Our 6 students (mechanic, IT, automation technician) travelled to Denmark to Mercantec training institution in Viborg for the first time for a 2-week internship. For the second time, 6-6 students travelled to Portsmouth, England, for a 2-week internship. Norjon Engineering Ltd. in Gosport could place 1-1 mechanical and Infonetmedia in Portsmouth 5-5 IT students.

In our above mentioned projects, we provided practical training for students in vocational training. Activity-oriented work schedules have been developed for the relevant professional groups. During our visits, we also had opportunity to plan and prepare projects for the coming years. Our primary goal is to continue to help our students interested in mobility abroad to gain marketable skills.

5. 2017-1-HU01-KA102-035586 – 4 countries - United Kingdom, France, Portugal, Spain, 25 students, 6 colleagues

As part of a mixed VET student and VET mobility project, 6-6 students spent 2 weeks in the UK, 6 students spent 2 weeks in Barcelos, Portugal and 7 students could spend 3 weeks in Vigo, Spain. 6 teachers took part in a 2-week professional exchange in Nîmes, France.

Completely new experiences, with plenty of new impulses were gained from the very first moment. CAD-CAM IT, Mechanical Engineering Technician, Automation Technician and graduation student could also increase their knowledge, skills and abilities. They completed their internships in different workplaces matching their professional field. Students completing the internship were able to deepen their knowledge of engineering, operation and control of automated machines,

and also in the fields of IT, 3D design (SolidEdge), programming (C #) or web page creation. They could also get involved in the existing projects, kept records of their experiences on a daily basis by uploading documents (reports and photos/videos) to a Google drive so they could get a glimpse of each other's routines and results.

6. 2018-1-HU01-KA102-047256 – 3 countries - United Kingdom, Denmark, France, 26 students, 18 colleagues

A total of 18 teachers took part in the mobilities of the Vocational Training Learners and Staff programme. They had the opportunity to study the Danish and German dual training system, which had been working well for years. We accomplished 2 Danish and 1 German mobility, the former to Viborg, the latter to Jena. 6 colleagues took part in each mobility. 10-10 students travelled to Portsmouth for two-week English mobility, and 6 students spent two weeks in Viborg, Denmark.

During the mobility, our students were easily adapted to the new working environment, and taken part in the two-week internship without the presence of the accompanying teacher. This type of practice was very beneficial because it contributed to the development of our students' language skills, the expansion of independent and responsible work experience. Not only the students but also our teachers became acquainted with the new technologies as experiences were shared on different platforms and events (e.g.: via Erasmus presentation day or lessons). The mobility provided creative and challenging experiences for our "trainees", as well as for their accompanying teachers since it has generated professional renewal, human relationship, and the everyday use of the foreign language in the mother tongue environment.

7. 2019-1-HU01-KA102-060081 – 2 countries - United Kingdom, Denmark, 18 students

Due to the global pandemic, the implementation of the project is still suspended. We have extended the application by 1 more year, and we only hope the best to be able to send 12 of our students to the UK and 6 students to Denmark for their 2 week-internship as soon as possible. We hope that we will be able to maintain good relations with our partner educational institutions and sharing good practices in the future.

To sum up all mobilities, we can claim that the implemented projects have had a huge impact on the future prospects of our students. They could understand the importance of language learning, their vocabulary and language skills have improved significantly. They could work with tools and machines at the foreign companies they had never dreamed of. They got to know the project method-based education, the operation of the factories, and made new contacts. At weekends, we organized memorable programmes for our students and travelled around the area. In addition, their social competencies have developed, they became independent and learnt some survival skills. It is out of question with how much advantage they can compete in the labour market over their peers. Our colleagues got motivated and became more enthusiastic in trying to apply what they have experienced, to integrate it into their daily work.

Seven years, 7 approved applications



18 countries, 21 schools, 9 companies

What could we wish for? Maybe one day we could continue where we stopped.

SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

GÁBOR DÉNES SECONDARY TECHNICAL AND VOCATIONAL HIGH SCHOOL

ERASMUS+ KA1 MOBILITY PROJECT FOR VET LEARNERS AND STAFF

Our school has been participating in international cooperation for years. Our major area, the international student exchange programme is organized twice a year and it worked effectively for years. Our school underwent an institutional change: the grammar school and secondary technical was mostly replaced by vocational training. Therefore the practice of the former international relations had to be reconsidered. Regarding the profile of our school and the demands of our students, teachers, the parents and the companies providing training placements, we determined two main aspects which are the most important, regarding our future plans: 1: our students need relevant international work experience; 2: their commitment to their profession and their motivation has to be improved; students' independence, foreign language and social skills are also needed to be enhanced.

On a student level, our goal was to improve their independence, their everyday and professional English, and their communication, social and professional skills. We were convinced that a three-week foreign internship could lead to a major increase in students' motivation for their profession and learning, and could also result in broadening their horizon and assisting them in their examinations, further education and finding employment in the labour market.

On an institutional level, we believed that the project was an excellent opportunity to open and deepen thinking within an international framework, and to cultivate a collaborative culture and a shift in perspective, as a result of which both the teaching staff and the management would become more open and motivated. With this project our school takes definite steps towards

internationalisation, and it will have a positive effect on both the students and teachers since it does not only motivate the participants but others as well. We are positive that due to this project more primary school students will want to enroll in our school; furthermore, the dropout rate will also decrease because this and future projects can develop competences and promote motivation.

In the first term of the school year, the project was announced, the students applied for the traineeship, the participants were selected and provided with professional, language, cultural and psychological preparation. As the students being underaged, we also organized a meeting with the parents. We discussed our demands and goals with our partner in Belfast and both the training places and the hosting families were chosen, and we arranged the travel of the participants.

As a consequence, 8 students from three professions (information technology, electronics, environmental studies) did their internship in Belfast between 1 and 23 February, 2020. Our students' adjustment was assisted by two teachers, accompanying the students during their stay in turn and organized cultural programmes together. The participants arrived home with plenty of experiences, therefore they gave a detailed account of professional and personal experience to their teachers and classmates.

Unfortunately, our dissemination event planned in Szeged Centre for Vocational Education and Training and the formal handover of the Europass certificates at the end-of-year ceremony had to be cancelled due to the COVID-19 pandemic and rescheduled to 22 October 2020. All our students completed their internship successfully, they coped well in every situation. During their stay in Belfast, their professional and language skills significantly improved; in addition, their independence, problem-solving and communication skills were enhanced, too. According to the student and

teacher reports, they arrived home with great enthusiasm and threw themselves into school life with renewed motivation; they willingly shared their experience with their schoolmates and as a result, students and teachers show more and more interest in similar opportunities. Apart from the participants' accounts, we received the assessment of the training places, and they spoke highly of our students. Furthermore, our VET teachers reported development and a stronger commitment to their profession on the part of the students.

Our future plans:

We submitted a new Vocational Education and Training Mobility of students and teachers project and it was selected for funding. We plan to send 6 students and one accompanying teacher for a three-week traineeship to an IT company: Infonetmedia Ltd, Portsmouth, UK, if the COVID-19 situation allows.

Furthermore, we would like to implement a KA2 Strategic Partnership project with partners from abroad (negotiations are progressing with a French partner). The topic of the project would be 'digital competences', as there has been a great emphasis on them in the recent period. Our ambition to realise new projects is undiminished, we would like to submit a new project, if it is possible.

Further Erasmus+ project information:

http://www.gdszeged.hu/index.php/erasmus_Belfast
http://www.gdszeged.hu/index.php/erasmus_tajekoztato_201910
http://www.gdszeged.hu/index.php/Belfast_20200201
http://www.gdszeged.hu/index.php/Belfast_20200202
http://www.gdszeged.hu/index.php/Belfast_20200222
http://www.gdszeged.hu/index.php/Belfast_hazaerkeztet_202002
https://www.instagram.com/gd_erasmusplus/



SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

KÖRÖSY JÓZSEF ECONOMIC SECONDARY TECHNICAL SCHOOL

ERASMUS+ 2013-2020

Our school – Körösy József Economic Secondary Technical School of Szeged Centre for Vocational Education and Training (www.korosy.hu) has been participating in vocational mobility projects of the EU since 2012. We started our activity within Leonardo Program in 2012-2013, and since 2014 we have been running short-term – one- or two-year-long Erasmus+ vocational training mobility projects. The project we are running now started in 2019 and its first mobility was accomplished in March. Due to COVID-19 pandemic we have requested and received the extension of the project by one year so that the accomplishment of the second mobility will not be blocked by the current situation.

Twelve students took part in each period in VET traineeships in Kiel, Germany, organised by our partner school Regionales Berufsbildungszentrum der Wirtschaft der Landeshauptstadt Kiel. In our last application (2018) another partner school - Samuel-von-Pufendorf Gymnasium, Flöha, Germany - got involved providing us with further traineeship facilities.

The primary goal of our projects is to improve the participants' GSP (German for Specific Purposes) skills by work experience gained in practice offices abroad. Furthermore, we are eager to get information about the know-how of the dual training system in Germany and also to improve the intercultural awareness of the participating students. The teachers participating in the project had the opportunity to get an insight into the partner school's dual training as well as the educational system, in addition they were able to study how the experience gained during practices outside school is implemented into the teaching material during the lessons, the independence from the curriculum at a higher level and teaching in packages.

The three-week traineeship programme helped the students improve and broaden their knowledge, besides, they got an insight into the working environment, the education system and the organisational culture in another country. During their practice they used and also improved their language and computer skills, and gained a lot

of practical experience. They were involved in the firms' economic processes – financial, accounting, administration – and were also able to see the German mentality and attitude in the labour market. However, acquiring a higher level of motivation seems to be the most important gain. Apart from their language competences – extending specific vocabulary, better pronunciation, more accurate language comprehension and fluent communication – they made progress in the following fields: combining theoretical and practical knowledge, openness to teamwork, clarifying their vision. Participation in these projects greatly influenced the students' career choice, i.e. the majority may continue their studies in higher education in the field of economics.

The project also had a positive impact on the students' personality development, especially regarding independence and social competences. Being able to meet the expectations in a foreign environment has made their confidence rise and they have become more motivated to gain experience abroad.

Student participants	Socially disadvantaged of the total	Teacher participants (accompanying, study trip, monitoring)	Acquired state language exams
64	32	18	34

Results in figures (2013-2020)

The successful application activity of the institution has increased our prestige in the region and in the city of Szeged. Our two classes offering two foreign languages are most popular making the enrolment trouble-free. The teachers contributing to the successful accomplishment of the project have also become more open to the world and the values of the EU.



Thanks to the effective Erasmus+ activity at the moment we are running a public education mobility Erasmus+ KA1 with the participation of four teachers, in the focus of which we have set the goal to make new relations to collaborate with in the future. Furthermore, the selected courses provide a great opportunity to broaden, modernize and improve the participants' methodological knowledge. In an indirect way, these projects might also support the school's initiatives to work out the programme of the economic training supplemented with practical training.

Further Erasmus+ project information:
<http://www.korosy.hu/taxonomy/term/206>

SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

KRÚDY GYULA VOCATIONAL SCHOOL

*"The world is a book, and those who do not
travel read only a page."*

(SAINT AUGUSTINE)

ERASMUS+ PROJECTS AND INTERNATIONAL RELATIONSHIPS IN THE VIEW OF THE PAST 7 YEARS

in Szeged Centre for Vocational Education and Training Krúdy Gyula
Vocational School

*Project: Developing professional and professional methodological competencies in an innovative
way in European environment*

KAI- VET student and staff mobilities

The international professional network of our school is exemplary. We have been developing our international professional relations for over 25 years. First, we carried out an intensive exchange of expertise as well as student and staff mobilities

only with our Swedish partner school but now we are doing so with German, French, Italian, English, Slovakian, Estonian, Finnish, Spanish, Romanian and Dutch partners.

Our institution has been participating in Leonardo/Erasmus+ projects with great success. We have implemented more than 30 mobility projects, several VET-PRO projects, as well as

coordinated an international partnership project so far. We are very proud of the fact that in 2004 the Hungarian National Leonardo Agency awarded our school with the Leonardo Mobility Award of Excellence for our mobility projects, and with the Leonardo European Co-operation Award of Excellence for our successful partnership project in 2013 (for our KA2 strategic partnership project closed in 2012). In addition, in 2019, we received the Erasmus+ VET Mobility Award of Excellence and mobilities were implemented in the structure of our institution. For our high-quality VET mobility for learners and staff, we have received the VET Mobility Charter several times. Since 1995 our school has gained the support of the National Agency on every occasion, thus ensuring the financial background for our colleagues and students to obtain professional experience in an international environment.

The aim of our international mobilities is to offer personalised and individualised on-the-job learning periods to the participants, during which they can gain modern, convertible professional skills and competencies that can be taken advantage of in their further studies as well as on the labour market in the future.

In the framework of our KA1-projects approximately 300 students, staff members and business partners of catering and tourism and hospitality have had the opportunity to take part in work practices, job-shadowing, conferences, competitions and partner meetings so far. During their 32-day long mobilities, our young apprentices got also acquainted with the educational and vocational system of the host country. At the same time, our instructors spent 14 days abroad improving their language and professional skills as well as collecting good practices in England, Estonia, Finland, France, Italy, Spain and Slovakia. Our partners provided a wide range of practice places for our cook, confectioner, waiter/waitress,



tour operator and tour guide trainees such as Italian seaside resorts and pizzerias, Finnish airport bistros, traditional French restaurant gastronomie, Estonian Thalasso spa wellness hotels, Slovakian museums and classical Spanish haciendas. In our new project, we also managed to involve our students of trade thanks to our Finnish and Spanish partners.

Erasmus Pro – European apprenticeship ambassadors – Go further...

In 2015 Jean Arthuis, a French Member of the European Parliament embraced and supported the initiative of providing all European VET learners with the opportunity to participate in long-term professional mobility (from 6 to 12 months) as it is already available for students of higher education under the name of Erasmus Pro.

As the only secondary school in Hungary, our institution took part in this pilot project from the very beginning, aiming at such a long-term European professional mobility that could ensure equal opportunities to VET learners. This pilot programme approached their mobilities from a new perspective: beyond gaining work experience abroad, the main

aims also included developing their professional skills and competencies, improving their chances of finding employment in the labour market, restoring the reputation of jobs and becoming a European citizen.

Our school joined the programme in the autumn of 2015. Between 2016 and 2019, 10 students of ours received French professional qualifications during their 1-year mobility. We also hosted 12 French apprentices for dual training (from 3 months to 1 year). This programme has been included in our Erasmus+ projects since 2018, thus giving the chance of long-term mobilities to new students. Currently, 3 of our young catering professionals are studying at our French partner institution and working at their practice places.

In September 2018, a French delegation of 11 visited us from Vendee county, thus providing the French and the Hungarian Vocational Centre with the opportunity to develop new collaborative relationships.

In October 2018, as an accompanying event of the Erasmus Day, we also organised a large-scale dissemination event incorporation with the practice places in Szeged. In November 2018, we were invited to take part in a tripartite professional workshop by Tempus Public Foundation, presenting the results of this project.



Krúdy as a host institution

Based on reciprocity, together with our business partners, our school also hosts more than 40 foreign students and colleagues from 1 week to 10 months, offering them professional and cultural programmes as well.

Besides, we have been an active member of AEHT (European Association of Hotel and Tourism Schools) since 1996 and became a national representative in 2018. In addition, we have been participating in international VET conferences and competitions.

From the school year of 2020-2021, the Hansági Ferenc Member Institution merged into our school, and we continue our mobilities together under the name of Krúdy Gyula Vocational School.

The management, the staff and the project team of our school are committed to the process of internationalisation, and our ambition is to implement further projects of a similarly high standard.

Further Erasmus+ project information:

euro-app.com

<http://tka.hu/kiadvany/7700/palyazati-pavilon>

http://vtvszeged.hu/s_inews/i_44/i_20176

http://www.delmagyar.hu/.../ettermet_nyitnanak_a_cse.../2505919/

www.krudyszeged.hu

Szeged Televízió

SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

HANSÁGI FERENC INSTITUTIONAL SUBDIVISION OF KRÚDY GYULA VOCATIONAL SCHOOL

ERASMUS+ 2014-2020

Hansági Ferenc Institutional Subdivision belonging to Szeged Centre for Vocational Education and Training Krúdy Gyula Vocational School, has taken part in this Erasmus+ period as a Mobility Charter holder institution. We have realized the vocational practice of 30 trainees annually in 6 countries of the European Union, mainly in Malta, Germany, Austria, Romania, Spain and Portugal.

As an innovation, in 2019, we provided three-month-long Erasmus Pro long-term mobilities for 10 % of our Erasmus beneficiaries in Malta.

Most of the beneficiaries were pastry chefs, who could get to know the different sweets, pastries, cakes made in Spain, Portugal, Transylvania (Romania) or Germany. Our pastry chef trainees made and introduced the famous Eszterházy cake proudly to the locals in Lleida (Spain).

Our tourism trainees worked abroad as hotel receptionists in Malta, Spain and Portugal.

Within the Erasmus programme, our chef and server trainees completed a-month-long vocational

practice in Transylvania, Braga in Portugal, Hameln in Germany and the five-star Klosterbrau Hotel in the Austrian ski resort of Seefeld.

In 2019, our chef trainer, Mr. Ádám Pető visited our partner school: Elisabeth-Selbert Schule in Hameln (Germany). Our pastry chef trainer, Ms. Anna Kispéter took part in a-month-long job-shadowing activity in Malta.

We have joined the European Events of the Erasmusdays three times; at these events the beneficiaries shared their experiences gained





abroad with their younger schoolmates interested in taking part in mobilities.

We have expanded our collection of recipes in the Recipe Bank launched in 2017 with 20 recipes annually.

Our students having taken part in the Erasmus+ programme had also become a lot more motivated and a lot of them also took part in the National Skills Competition with outstanding results. In 2019, one of our chef trainees having completed a 3-month-long apprenticeship in

Malta, Ms. Zsuzsanna Szemendrey also took part in the WorldSkills competition in Kazan.

We have issued tailored Europass mobility certificates for each beneficiary, which might support their better employability in the European labour market.

Last but not least, we should not forget about the fact that our institution, which received a NIVO prize in 2014, was awarded the NIVO prize again by Tempus Public Foundation for the outstanding achievements in the Erasmus projects in 2018.



SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

MÓRAVÁROSI VOCATIONAL SCHOOL

"Each technique becomes art at the highest level of knowledge."

(TÁPAI ANTAL TO MÓRA FERENC)

The motto of Móravárosi Vocational School is a worthy reflection of the management's and the employees' commitment. All employees of the institution strive for professionalism in both self-development and student training. The students with professional qualifications obtained at this school acquired marketable knowledge by learning the latest technologies, helping them take their place in life and become key players in the labour market. To achieve this goal, the institution considered it necessary to provide learning opportunities abroad for both the school staff and the students, in addition to gaining knowledge in the national professional forums. Therefore, it seeks to exploit the wide range of Erasmus+ application opportunities. We consider that it is important to follow a well-structured development and learning plan to

gain professional experience abroad, which is why the institution's internationalization strategy was born, which formulates long-term goals for international learning processes. According to the Internationalization Strategy guidelines, participation in Erasmus+ projects can be a complex development for all the participants involved in the project through several types of applications. From 'Móravárosi' school, an average of 100-130 people travel abroad every year to gain some professional experience. The relationship of one or two partners has developed into a whole system of European relations in a few years, and - as can be seen on the interactive map of the institution: (http://www.moravarosi.hu/?page_id=470) - there is practically no European Union country where our students or instructors have not been yet.

KAI Mobility project for School Education Staff

The Erasmus+ KAI application type provides an opportunity for teachers of vocational schools, colleagues in general education to develop their competencies related to their field of study in the framework of programs or courses organized by a foreign partner institution. Over the past ten years, our colleagues have participated in foreign language courses, methodological renewal trainings and job shadowings related to the teaching of their subject in many European countries. The school's management and staff strive to enrich the students with added value and the transfer of subject knowledge, which can help them succeed in everyday life, which will also make it easier for the students to acquire values related to sustainable development and the digital world. In addition to the development of subject knowledge and competencies, other thematic teacher and staff mobility projects are organized regularly, such as self-knowledge and mental health trainings for trainers. Other areas are developing the support staff (school psychologist, social workers, special education teacher, mediator mental health professionals), developing digital competencies, learning about environmentally friendly technologies and acquiring an environmental awareness approach through various job shadowing and courses.



KAI Mobility project for VET

Erasmus+ vocational training mobility projects involve short-term (2-3 weeks) internships and the development of students' and teachers' professional skills. The colleagues organize VET mobility and learning opportunities in Móravárosi, with almost twenty years of experience. The institution is also proud not only the repertoire of those countries where our students can complete short-term internships, but it can also be said that all professions that can be studied in "Móravárosi" have found an international training place or school where the students and the teachers can be received. As a result, vocational training in the school has been enriched with European dimensions, proving that it is worthwhile to study a profession in this institution. Students who want to know their profession very well can gain marketable knowledge here.





KA2 strategic partnership

Erasmus+ KA2 partnership applications offer an excellent opportunity for the partners participating in the partnership to learn from each other on a jointly selected topic or to learn adaptable, good practices in the partnership that brings innovative, methodological and professional renewal to the lives of participating individuals and institutions. "Móravárosi" has several years of experience as a partner institution and coordinator in this application type.

Currently, three KA2 running projects are being implemented by the colleagues and the students, studying motivation, various addictions, migration and personal development, together with English, French, Greek, Croatian, Icelandic, Norwegian, Italian, Portuguese, Romanian, Spanish, Slovenian and Turkish partners. The topics selected for processing are always preceded by a needs assessment, which includes useful, forward-looking results and efficient learning processes for the institution in the application program.



Erasmus PRO

With the Erasmus Pro application, long-term (1 month - 1 year), individually organized internships abroad, open to students who have already had a professional qualification and obtained it within one year. Thanks to Erasmus Pro project, students took part in developing their professional competencies in the following areas: hairdresser and beautician students in Finland, cosmetology students in Gibraltar, chemical technician students in Germany. The free capacity of the institution within this type

of application is currently: training of beautician and hairdresser students in Iceland, training of chemical technicians in Germany. In addition to the complex development of their professional competencies, students participating in Erasmus Pro projects can also acquire usable foreign language knowledge, intercultural knowledge and lifelong friendships. In addition to the Europass card, they receive a reference about their internships, which has an advantage on the domestic labour market.



Incoming mobilities

Erasmus+ incoming mobility means hosting our international partners. Within the framework of inbound mobility, short-term professional training of teachers and students is also implemented in “Móravárosi” and with the involvement of the partners of the institution. Our school has been maintaining a relationship with its German partner in Jena (German Schulzentrum Jena-Göschwitz; <http://www.sbsz-jena.de/>) for almost twenty years, from where we receive 10–15 students in mechanical engineering every year. More students have been



where we can welcome students for internships. In addition to organizing and conducting internships for students, colleagues come from almost all international partner institutions for job shadowing and learn about our school's good practices. Teachers from several foreign partner schools have visited our school as part of a job shadowing (German, French, Finnish and Romanian colleagues).

Further details of the institution's international relations system and Erasmus+ projects can be found at the following links:

- interactive map:
http://www.moravarosi.hu/?page_id=470
- the website of Szeged Centre for Vocational Education and Training Móravárosi Vocational School and our international applications:
http://www.moravarosi.hu/?page_id=280
- our international relations, vocational training projects: <http://mvmobility.hu/>



received for the past seven years from Iceland (hairdresser and carpentry students), Finland (hairdresser, engineering students), but in the future we would like to expand the list of countries from

Szeged Centre for Vocational Education and Training Móravárosi Vocational School is open to expanding its international relations. Therefore, based on the students' needs, it continually looks for partners to further develop the newly graduated students' competencies.

SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

VASVÁRI PÁL SECONDARY TECHNICAL SCHOOL OF ECONOMICS AND IT

TEACHER AND STUDENT RENEWAL – ERASMUS+ IN VASVÁRI SECONDARY TECHNICAL SCHOOL

Introduction

Vasvári Pál Secondary Technical School of Economics and IT is a member of Szeged Centre for Vocational Education and Training and has a history of more than 100 years. Since the foundation of our school, it has played a decisive role in the commercial and IT education in Szeged. In the central historical building, we work to convey conventional values and modern knowledge. Currently, our students can specialize in the fields of economics, IT and administration. The school offers full-time and evening courses.

Our students can choose from one of the following programmes: the language preparatory training, software developer and tester, business administrator or foreign language industrial and commercial technician trainings. In order to modernize and continuously renew our educational work, we give priority to and

continuously build our international relations. Erasmus+ projects provide a great opportunity to achieve our goals.

Goals, ways to achieve our goals

In order to develop the language and methodological competencies of the faculty, we have been submitting and winning Erasmus+ applications every year since 2018. Our first project (Enhancing methodological, digital and linguistic competences in Vasvári) was implemented with the participation of 14 colleagues in 2018. The Participants brought home knowledge and methods that could be instantly incorporated, integrated into our teaching methodology from 5 different European countries. This project won the Erasmus+ Excellence Award 2020 this year. In 2019, we won another Erasmus+ project (Va2varl- our way to the 21th century). The main goal of the 16



participating colleagues was to develop their digital competence. In addition to visiting foreign courses, we planned a job shadowing visit in this project. This year we would like to broaden the European dimensions of our school with our project titled New perspectives in Vasvári. The 20 participants will attend international trainings abroad and take part in structured school visits and job shadowing programmes. In addition to teacher training, we also emphasize the development and attitude formation of students. In 2018, we implemented an Erasmus+ youth exchange program called VolunTeen - Volunteering in Secondary School with the Slovenian GRM Secondary School. 12 Hungarian and 12 Slovenian students participated in the two mobilities with 2-2 accompanying teachers. In April 2018, the participating young students volunteered in Szeged, Hungary for 5 days then in September they continued the joint project in Novo mesto. As a result of the project, a long-term cooperation was established between the two schools. We also plan to carry out some of the teacher job shadowing visits at this partner school in Slovenia. In addition, this

year we are implementing a rethought version of the 2018 volunteering project as a partner institution of the Slovenian school.

Products

The Erasmus+ projects implemented in our institution have had a number of positive effects on our educational work. We have updated our methodological culture and our foreign language competencies. We have created a task bank, into which we collect useful methods, applications and lesson project tasks every year. We have an impact not only on our own institution, but also on other member institutions of Szeged Centre for Vocational Education and Training, and even other schools in Szeged. Thanks to Erasmus+, we appear in local and national media products from time to time. During our youth exchange project, in addition to volunteering together, students kept a diary of their work, sewed rugs, and made friendship bracelets for each other. The success of the project also appeared in the Slovenian local media.



Thank you Erasmus+!



SZEGED CENTRE FOR VOCATIONAL EDUCATION AND TRAINING

VEDRES ISTVÁN SECONDARY TECHNICAL SCHOOL

INTERNSHIP IN BUILDING INDUSTRY IN EUROPE 2019 2019-1-HU01-KA102-060532

Szeged Centre for Vocational Education and Training Vedres István Secondary Technical School is an old vocational institute with a respectable past. Our students could take part in 3-week internships abroad within the framework of Erasmus+ student mobility programme together with the support of 'Iskola Jövőjéért Oktatási és Intézményt Támogató Alapítvány' (an educational and institutional support foundation for the future of the school) in 2019-2020.

Our partners are:

- Maison Familiale Rurale D'Education at D'Orientation de Saint Gilles Croix de Vie vocational school of building industry, France (<http://www.cfa-mfr-stgillescroixdevie.fr/>)
- Bragamob, mobility conducting organization, Portugal (<https://bragamobilityopen.com/>)
- SEDU (Seinajoen Koulutuskuntayhtymä) vocational school, Lapua, Finland (<https://www.sedu.fi/fi/Tietoa-Sedusta/Seinajoen-koulutuskuntayhtyma>)

On October 5-25 2019, two students travelled to France, and from November 16 to December 6 another two replaced them. Our students in the technical grades were delighted to participate in the dual training program at the school and in the workplace. The accompanying teachers were only with them for the first week and then travelled home as the students were adults and they formed two-person teams. Weekdays were filled with hard work, at weekends the boys went on excursions, they could visit Nantes and the coast several times.





Only the first two trips were realised as due to the COVID-19 pandemic the third trip, planned for spring 2020, had to be postponed. Unfortunately, the scheduled program in Finland also needed to be delayed for the same reasons, as it would have been realised in the spring of 2020 with the departure of six students and one accompanying teacher.

The trip to Braga, Portugal was a great success, too for the group of 12 students and two teachers. They spent three weeks there between November 9th and December 1st. They returned "from autumn to winter" with lots of experiences. The

tasks of the training were divided according to the students' gender. The girls worked in designing offices and the boys on different construction sites. The group visited the city of Porto twice at the weekends, they did sightseeing, wine tasting and they admired the coast of the Atlantic Ocean.

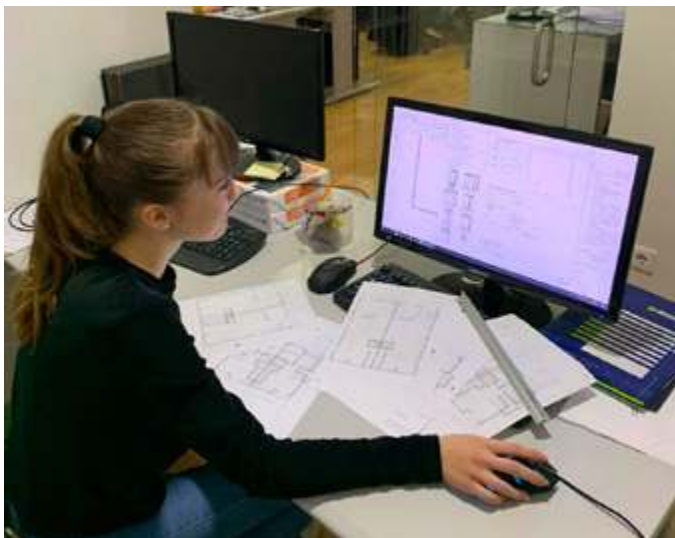
All the participants received EUROPASS certificates at the end of the training. As multinational firms of Western Europe are present in the building industry in Hungary and in the member states of the EU, these documents enable the technicians to find jobs and success in the future in the labour market.

The link to watch the experiences in France:

- <https://www.facebook.com/Vedres-Erasmus-Franciaorsz%C3%A1lg-122114592524864/>

The report on the trip to Portugal can be found:

- https://www.facebook.com/Vedres-Erasmus-2019-Portug%C3%A1lia-Braga-109828053801830/?modal=admin_todo_tour



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Erasmus+





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