DC-VET WB

Developing Capacity for VET System in Western Balkan
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Online repository of practices on Work Based Learning

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Introduction

The good practices presented in this document are the one of the main results of the Developing Capacity for VET Systems in Western Balkans project, a three year Erasmus+ capacity building project which involve organisation from Italy, Spain, Finland, Kosovo, Bosnia and Herzegovina, Albania and Montenegro.
It aims at innovating VET systems in Western Balkans through the exchange of practices, improving WBL and collaboration with companies, fostering social inclusion and boosting Internationalisation of VET systems.

The project addresses to improve the quality of VET in the third countries by reinforcing the capacities of VET staff and teachers as well as by strengthening the link between VET providers and the labour market

As a first step, Western Balkans partners selected three VET teachers who participated in study visits (one Finland, one in Spain and one in Italy) simultaneously. These participants were involved in the upgrade of teaching methodologies and testing activity by piloting a WBL activity in their VET schools which involved 246 students and 46 members of VET staff. The practices tested by schools were reported in a template, collecting feedback and useful information in a template which summarised their good practice in this document. This online repository is available in English and in the four Western Balkans languages.
In the long term, the information provided in this collection of practices is expected to inspire other VET schools in Western Balkans (and beyond) to improve Work Based Learning activities with a focus on Automation, ICT and electronics fields.

Good practices from the pilot activities: Visit to the hydroelectric power plant

Sector: Automation

GPE (Good Practice Example) **title**: Visit to the hydroelectric power plant

Your school and country: Secondary vocational school Nikšić, Montenegro

1. Topic of unit / lesson /mobility / reason for choosing GPE (Explain why the topic is relevant and how & where it fits in; reference to curriculum/inclusion strategy/internationalisation strategy)
Students had the opportunity to observe the operation of turbines and learn about the process of hydroelectric power generation during the visit. It greatly contributed to their better understanding of theoretical knowledge and the formation of a realistic picture.
2. Target group (which vocational training & level; number of students; skills, competences, knowledge of students involved)

The target group is students from fourth grade, final grade and 4 teachers. Number of students engaged: 32
3. Which was the main goal of your pilot activity?
The primary goal is the analysis of current practices and achievements and their improvement.
4. Transferred elements of GPE (What was easy/difficult to transfer, where was additional information needed, what was adapted, what was kept, ...)
What was planned as part of the pilot activities was implemented in the expected measures. The students responded to the inputs more than met expectations.
5. Final outcome (product, results, more successful school career or internship; feedback from students: which are the main results achieved of your pilot activity?)
In addition to the above-mentioned goals, this visit awakened students' interests in the field of researching career opportunities in the field of renewable energy. They witnessed firsthand the sustainable utilisation of natural resources for electricity production which fostered a sense of environmental stewardship among them.
6. Difference in learning outcome (knowledge / competence / skills) (Did you observe any changes in students' motivation, engagement, knowledge and skills as a result of the Work-Based Learning activities?)
Students showed greater interest during discussions in theory classes, referring to the knowledge gained in practice and during the visit to the hydroelectric power plant.

Step by step procedure

Approx. time needed	**phase**	**teacher /instructor / student activities; working methods**	**media, material, hints**
One lesson, 45 min	e.g. tune in / warm up	informing students about the importance of green energy	method of oral presentation, conversation method and presentation method
Homework, arbitrarily	E.g. gathering information / presentation of problem	gathering information about hydroelectric power plants as energy plants and their role in relation to the environment	presentation method
2-3h	work in progress	a tour of the machine room with Pelton turbines and generators as well as the 110 kV switchyard from a distance in accordance with safety measures	observation, listening

Homework, arbitrarily	e. g. presentation of students' results / examination of new competences	showing interest in the field of career opportunities related to the field of renewable energy and raising awareness of the importance of green energy	essay on the topic of a visit

Final remarks on testing experiment (in sentences):

This pilot activity indicated the necessary inclusion of connecting students with real representations of what was studied in practice. Students showed greater interest in theoretical classes, participated in debates, asked questions that lead in new directions and open perspectives both for them and for us as professors. Learning about the sustainable use of natural resources for the production of electricity encouraged students to speak and think more carefully about the environment, in order to actively contribute to a greener and sustainable future. The students responded to the inputs more than met expectations which implies the necessity of involving more frequent visits to similar plants and companies as a form of training process.

Cooperation with Cortex academy

Sector: ICT

Your school and country: JU Srednja elektro-ekonomska škola Bijelo Polje, Montenegro

1. Topic of unit / lesson /mobility / reason for choosing GPE (Explain why the topic is relevant and how & where it fits in; reference to curriculum/inclusion strategy/internationalisation strategy)
Cooperation with ICT Cortex which is the cluster for Information Technologies, Innovation, Education, Design and Technology Development in Montenegro. It's basically a one year course, which starts with online lessons, and after 2 tests, continues with practical work in Podgorica during summer. The best students may even receive a job offer if they successfully complete every step of this training course.
2. Target group (which vocational training & level; number of students; skills, competences, knowledge of students involved)
Any student from school can apply; there are no specific requirements, although some basic knowledge in programming would be preferred. Number of engaged students: 56 students applied. Later on 21 students took the first test while the second evaluation passed 8 students. From this number, 6 students are learning about the front end programming while 2 students are learning about back end programming.

3. Which was the main goal of your pilot activity?
The primary aim is to enrich students' understanding across various subjects, fostering a deeper comprehension of concepts and principles pertinent to their academic and professional growth. Additionally, the program endeavours to cultivate a collaborative environment where students learn to effectively communicate, collaborate, and work in teams. By simulating real-life scenarios and challenges, the curriculum equips students with practical skills and problem-solving abilities essential for success in their future careers.
4. Transferred elements of GPE (What was easy/difficult to transfer, where was additional information needed, what was adapted, what was kept, ...)
We have recently completed the first test, and some students have successfully passed it, allowing them to progress to the next round of the course. However, a significant challenge we face is that all the instructions and teachings throughout the course are conducted solely in the English language.
5. Final outcome (product, results, more successful school career or internship; feedback from students: which are the main results achieved of your pilot activity?)
It is hoped that the students will further pursue their education at the university level, continuing to build upon the knowledge and skills they have acquired. Additionally, there is the possibility that some of these students may be offered part-time employment opportunities by information and communication technology (ICT) companies. Such opportunities could provide valuable real-world experience and complement their academic endeavours.
6. Difference in learning outcome (knowledge / competence / skills) (Did you observe any changes in students' motivation, engagement, knowledge and skills as a result of the Work-Based Learning activities?)
At this stage, we are merely initiating the project, and while progress has been made, much remains to be seen as the project unfolds over time. As we proceed, we anticipate gaining valuable insights and overcoming challenges that will

shape the trajectory of the project. Through ongoing assessment and adaptation, we aim to navigate the project's development and ultimately achieve our objectives.

Step by step procedure

Approx. time needed	**phase**	**teacher /instructor / student activities; working methods**	**media, material, hints**
1hour	e.g. tune in / warm up	Presentation: Instructors from Cortex	
7-8 months	E.g. gathering information / presentation of problem	Online courses	
3-4 months	work in progress	Building an app (with help of teachers and instructors)	
Competition in Podgorica	e. g. presentation of students' results / examination of new competences	Presentation of an app	

Final remarks on testing experiment (in sentences):

As we conclude the initial test phase, it's encouraging to note that several students have successfully advanced to the next round. This achievement underscores their dedication and aptitude for the course material. Moving forward, we remain committed to supporting all participants as they navigate the challenges and opportunities ahead.

The completion of the first test marks a significant milestone in our program, yet it also highlights a pertinent challenge: the language barrier. The requirement for English proficiency poses a hurdle for some students, necessitating additional support and resources to ensure equitable participation and learning outcomes. Addressing this obstacle will be crucial as we strive to foster an inclusive and conducive learning environment for all.

Looking ahead, the journey doesn't end with the completion of this course; rather, it marks the beginning of new opportunities and endeavours. With hopes high, we anticipate that many students will pursue higher education at the university level, while others may embark on promising career paths within the ICT sector. The fusion of academic knowledge and practical experience will undoubtedly equip them with the skills and resilience needed to thrive in the dynamic landscape of real-life work.

In reflecting on the core objectives of our educational program, it's evident that we're striving to achieve more than just academic excellence. Our aim is to cultivate well-rounded individuals equipped with a profound understanding of their field, adept at collaboration, and prepared to tackle the challenges of real-world scenarios. By nurturing these qualities, we empower our students to not only excel academically but also to make meaningful contributions to society.

Company visits and comparison between the Finnish and Montenegrin educational systems

Sector: Automation /ICT / Electronics (choose one) **ICT**

Your school and country: Secondary school for electrical engineering “Vaso Aligrudic” in Podgorica, Montenegro

1. Topic of unit / lesson /mobility / reason for choosing GPE (Explain why the topic is relevant and how & where it fits in; reference to curriculum/inclusion strategy/internationalisation strategy)
The chosen topic highlights the significance of Work-Based Learning (WBL) and its impact on vocational education. Special attention was also paid to the improvement of work with students with special needs in education. This topic was chosen because of its importance to advancing our understanding of effective educational strategies and fostering a level playing field for all students. It fits within our curriculum's aim to integrate international best practices, fostering WBL and strategies also promoting inclusiveness of students with special needs in education, intercultural learning and collaboration.
2. Target group (which vocational training & level; number of students; skills, competences, knowledge of students involved)

The activity was aimed at a diverse group (about 30 participants from school (students, teachers, director, project managers and others). These individuals were selected for their fundamental knowledge in their fields and their keen interest in improving their skills. The aim was to provide a broader perspective on vocational education, integrating it into an international context that values innovation, practical skills development and adaptability to global industry standards.

3. Which was the main goal of your pilot activity?

The primary goal was to transfer knowledge and insights gained from the Finnish educational system and its application of Work-Based Learning to improve the practical and theoretical aspects of vocational education in Montenegro. This involved establishing a collaborative relationship with companies for practical training, comparing the development of industries between Finland and Montenegro, and documenting the process to enhance learning outcomes. The specific goal of the activity is the implementation of good examples of individual adaptation of programs for students with special educational needs**.**

4. Transferred elements of GPE

(What was easy/difficult to transfer, where was additional information needed, what was adapted, what was kept, ...)

Elements such as the structure of WBL in the Finnish system, the approach to industrial cooperation and the methods of integrating practical experiences with theoretical learning were transferred. The organised visit to the company from Podgorica included adapting these elements to suit the local context and specific needs of our students and industry

5. Final outcome

(product, results, more successful school career or internship; feedback from students: which are the main results achieved of your pilot activity?)

- Finnish model, allowed students to see the direct relevance of their education to the workforce and encouraged a deeper commitment to their professional development (showed a significant increase understanding of the practical application of their studies)

- The initiative also led to the possible development of joint projects, exchanges and practical training opportunities with partner institutions and companies.
- Guidelines for working with students with special needs in education

6. Difference in learning outcome (knowledge / competence / skills)
(Did you observe any changes in students' motivation, engagement, knowledge and skills as a result of the Work-Based Learning activities?)

Students would like to have more welcoming areas for their projects in terms of furniture and equipment. They would also like to have teachers who are familiar with new technology trends. In addition students would like to have more national and international mobility possibilities so they could cooperate more effectively with their peers from different cultural backgrounds, fostering a richer and more diverse learning environment. This enhanced mobility would not only broaden their academic perspectives but also contribute to the development of crucial interpersonal skills, encouraging a global mindset that is essential in today's interconnected world.

Step by step procedure

Approx. time needed	**phase**	**teacher /instructor / student activities; working methods**	**media, material, hints**
September	Visit to company 3D soba	Teachers and students visited the company	Achieving cooperation, that is, providing support to students and teachers in development.
October	Creation of video material of Conclusion of the study visit to Finland	Comparative analysis of the VET system in Montenegro and Finland	Mandatory task for project participants by the DC VET WB project.
November-December-January	Presentation of Conclusion of the study visit to Finland.	Presentations and Discussion: 1. Students; 2. Teachers, administrative staff; 3. Western Balkan Partners (teachers) from vet4wb project (Presentation (day4)	This phase aimed to disseminate the insights gained and spark a broader conversation about integrating international best practices into local vocational education.

		by Ana Filipović, Chamber of Economy of Montenegro)	
February	CONFERENCE: INDUSTRY AND EDUCATION JOINING FORCES	Presentation of Finland education system and Luovi collage, Ms. Sari Jokeli (the conference was attended by 60 participants, representatives of professional schools, companies, as well as the rest of the local community, the Ministry of Education, Science and Innovation, the VET Centre, the Chamber of Economy, the Institute of Education, the Ministry of Foreign Affairs, and institutions for adult education.)	This phase aimed to disseminate the insights gained and spark a broader conversation about integrating international best practices into local vocational education.

February	A visit to the school by a representative of Luovi collage, Ms. Sari Jokeli	Meetings and Interview(inclusive education advisor in the Research and Development Department of the Institute of Education MNE , School pedagogic, Parents, Assistants, Visited a class and had the opportunity to exchange experiences with students and teachers regarding working with children with special needs	Conclusion after all the meetings was that Montenegro has the legal regulations largely aligned with European standards, however, in practice, the situation requires additional engagement from all relevant institutions in order to provide students with quality education and the necessary life skills.

Final remarks on testing experiment (in sentences):

The expansion and implementation of the goals of the DC VET WB project can be achieved through an improved cooperation approach that includes the SEDU College, Luovi College and the school/s from Podgorica.

1. Establishment and implementation of joint activities aimed at both teachers and students. These activities can be structured around online workshops and 'mobility programmes', designed to encourage exchange and mutual learning.
2. Formulation and implementation of comprehensive individual plans and guidelines aimed at supporting students with special needs within the educational system. In Aiming to provide a cohesive and inclusive approach to education, where the needs of each student are met through tailored strategies and interventions.

Through these strategic measures, in addition to sharing knowledge and resources, a sustainable model for educational excellence and inclusiveness is created, using international cooperation and local expertise.

WBL carpenter profile

Sector: Automation / ICT / Electronics (choose one) Automation

Your school and country: VET school Lutfi Musiqi, Kosovo

1. Topic of unit / lesson /mobility / reason for choosing GPE (Explain why the topic is relevant and how & where it fits in; reference to curriculum/inclusion strategy/internationalisation strategy)
I choose to focus on the carpenter profile, a sector with high demand in our country. Drawing inspiration from Finland's successful WBL model, we aimed to foster practical skills and industry-relevant knowledge among our students while forging stronger ties with local businesses The integration of WBL practices into VET systems holds significant relevance and fits into various educational strategies. Relevance to Curriculum Development; Inclusion Strategy; Internationalisation Strategy; Employability and Economic Development.
2. Target group (which vocational training & level; number of students; skills, competences, knowledge of students involved)

Target group for choosing GPE are students at XI grade, carpenter profile, (7-10)students. In terms of skills, competences, and knowledge, students involved in this pilot project would acquire a range of practical skills related to carpentry work, including:
-Woodworking Techniques
-Tool Proficiency
-Construction Methods
-Safety Practices
-Problem-Solving Skills
Overall, the aim is to equip students with the practical skills, competences, and knowledge necessary to pursue careers in the carpentry industry and meet the demands of the local labour market.

3. Which was the main goal of your pilot activity?

The main goal of the pilot activities was to implement a robust Work-Based Learning (WBL) program in carpentry education, tailored to meet the needs of both students and local industries. By providing hands-on experience and aligning the curriculum with industry demands, the aim was to enhance students' employability and bridge the gap between education and the workforce.

Step-by-step procedure:
1.Preparation Phase:
Needs Assessment:

- Identified the demand for carpentry skills in the local labour market.
- Determined the specific skills and competences required by the carpentry industry.

Selection of Target Group:

- Chose students at XI grade, carpenter profile.

- Decided on the number of participants (7-10 students).

Coordination with the Carpeting Company:

- Contacted and arranged a visit with the carpeting company.
- Discussed the objectives, schedule, and activities for the study visit.

Curriculum Alignment:

- Ensured that the curriculum aligned with the carpentry industry demands.

2. Implementation Phase:

Orientation Session:

- Conducted an orientation session to familiarise students with the objectives and expectations of the study visit.

Study Visit to the Carpeting Company:

- Toured the carpeting company's facilities.
- Observed and learned about woodworking techniques, tool proficiency, construction methods, safety practices, and problem-solving skills.

Hands-on Training:

- Allowed students to participate in practical carpentry tasks under the guidance of industry professionals.
- Encouraged students to apply learned skills and techniques in real-world scenarios.

Interactive Sessions:

- Organised Q&A sessions with industry experts to facilitate knowledge sharing and address students' queries.
- Conducted discussions on industry trends, challenges, and opportunities in the carpentry sector.

Assessment and Feedback:

- Evaluated students' performance and progress during the study visit.
- Gathered feedback from students regarding their learning experiences and the effectiveness of the program.

3. Post-Implementation Phase:

Reflection and Debriefing:

- Reflected on the outcomes and experiences of the study visit with the students.
- Discussed the learnings, challenges, and opportunities for improvement.

Evaluation of Pilot Activities:

- Assessed the impact of the pilot activities on students' productivity, quality of work, and employability in the carpentry industry.
- Analysed the successful school-to-career transitions and overall effectiveness of the WBL program.

4. Transferred elements of GPE

(What was easy/difficult to transfer, where was additional information needed, what was adapted, what was kept, ...)

Transferring the WBL model from Finland to Vushtrri presented challenges related to cultural context, resources, and regulations, key elements such as practical learning and industry alignment were likely easier to adapt. Additional information, adaptation, and retention of core principles were essential for successfully implementing the WBL program in the local context.

5. Final outcome

(product, results, more successful school career or internship; feedback from students: which are the main results achieved of your pilot activity?)

The main results achieved from the pilot activities include improved productivity and quality of work, increased employability in the carpentry industry, successful school-to-career transitions, and positive feedback from students regarding the effectiveness of the program. These outcomes highlight the success of the initiative in bridging the gap between education and industry demands while preparing students for meaningful careers in carpentry.

6. Difference in learning outcome (knowledge / competence / skills) (Did you observe any changes in students' motivation, engagement, knowledge and skills as a result of the Work-Based Learning activities?)
WBL generally contributes to positive outcomes such as increased motivation, engagement, knowledge, skills, confidence, and career awareness among participating students. Evaluating these changes through feedback mechanisms and assessments can provide valuable insights into the effectiveness of the WBL program and inform future improvements and adjustments.

Step by step procedure

Approx. time needed	**phase**	**teacher /instructor / student activities; working methods**	**media, material, hints**
15 minutes	Preparation Phase	-Introduce the objectives and expectations of the study visit to the students. -Listen and ask questions for clarification	-Presentation slides - Provide an overview of the carpentry industry and the importance of practical skills and industry-relevant knowledge.
90 minutes	Study Visit to the Carpentry Company	-Guide the tour of the carpentry company's facilities	-Safety gear -Encourage students to actively participate and ask

		- Facilitate interactions with industry professionals. Observe and learn about woodworking techniques, tool proficiency, construction methods, safety practices, and problem-solving skills. - Guided tour, interactive Q&A, hands-on learning.	questions to gain practical insights.
60 minutes	Hands-on Training	-Demonstrate practical tasks related to carpentry under the guidance of industry professionals. -Supervise and guide students in hands-on activities. -Participate in practical tasks. -Apply learned skills and techniques in real-world scenarios.	-Practical tools, construction materials. -Carpentry construction kits, tools, safety gear. - Ensure safety measures are followed during hands-on activities.

		- Demonstrations, hands-on practice, and group work.	
30 minutes	Interactive Sessions	-Organise Q&A sessions with industry experts, -Facilitate discussions on industry trends, challenges, and opportunities in the carpentry sector. - Engage in discussions, ask questions, and share insights. -Interactive Q&A, group discussions.	-Encourage students to actively participate in discussions and share their thoughts and ideas.

Final remarks on testing experiment (in sentences): In conclusion, the pilot activities of integrating Work-Based Learning (WBL) practices into carpentry education has yielded promising results. Through hands-on experiences and industry alignment, students have shown increased motivation, engagement, and skill acquisition. Feedback from both students and educators underscores the effectiveness of the WBL approach in bridging the gap between education and industry demands. Moving forward, further refinement and expansion of WBL initiatives hold great potential for enhancing vocational education and preparing students for successful careers in carpentry and related fields.

WBL Greenhouse 3d remodelling

Sector: Automation

Your school and country: VET school Gjimnazi **Kuvendi i Lezhës**, Kosovo

1. Topic of unit / lesson /mobility / reason for choosing GPE (Explain why the topic is relevant and how & where it fits in; reference to curriculum/inclusion strategy/internationalisation strategy)
Professor Adriatik Zeqiri and 10 students visited an "Agro" Greenhouse to gain practical insights into sustainable construction and greenhouse operations. This study visit was chosen to foster practical skills and industry-relevant knowledge among students while strengthening ties with local agricultural businesses. The integration of Work-Based Learning (WBL) practices into Vocational Education and Training (VET) systems holds significant relevance, aligning with Curriculum Development; Inclusion Strategy; Internationalisation Strategy; Employability,
2. Target group (which vocational training & level; number of students; skills, competences, knowledge of students involved)
The target group for this study visit comprised students at XI grade, focusing on agricultural and construction profiles. The 10 students involved were expected to acquire a range of practical skills and knowledge related to greenhouse construction and sustainable agriculture practices, including:

- Construction Techniques for Greenhouses
- Ventilation Systems
- Sustainable Agricultural Practices
- Problem-Solving Skills

The overall aim was to equip students with the practical skills, competences, and knowledge necessary to pursue careers in agriculture and construction sectors and meet the demands of the local labour market.

3. Which was the main goal of your pilot activity?

The primary goal of the study visit to the "Agro" Greenhouse was to provide students with hands-on experience and practical insights into sustainable greenhouse construction and agricultural practices. By aligning the curriculum with industry demands and fostering direct interaction with professionals, the aim was to enhance students' employability, increase their understanding of sustainable agricultural practices, and bridge the gap between education and the workforce.

Step-by-step procedure:

1. Preparation Phase:

Needs Assessment:

- Identified the demand for sustainable agricultural and construction skills in the local labour market.
- Determined the specific skills and competences required for greenhouse construction and sustainable agriculture.

Selection of Target Group:

- Chose students at XI grade, agricultural and construction profiles.
- Decided on the number of participants (10 students).

Coordination with the "Agro" Greenhouse:

- Contacted and arranged a visit to the "Agro" Greenhouse.

- Discussed the objectives, schedule, and activities for the study visit.

Curriculum Alignment:

- Ensured that the curriculum aligned with greenhouse construction and sustainable agriculture industry demands.

2. Implementation Phase:

Orientation Session:

- Conducted an orientation session to familiarise students with the objectives and expectations of the study visit.

Study Visit to the “Agro” Greenhouse:

- Toured the greenhouse facilities.
- Observed and learned about greenhouse construction, ventilation systems, and sustainable agricultural practices.

Hands-on Training:

- Allowed students to participate in practical tasks related to greenhouse construction and maintenance under the guidance of industry professionals.
- Encouraged students to apply learned skills and techniques in real-world scenarios.

Interactive Sessions:

- Organised Q&A sessions with agricultural and construction experts to facilitate knowledge sharing and address students' queries.
- Conducted discussions on sustainable agricultural practices, challenges, and opportunities in the greenhouse sector.

Assessment and Feedback:

- Evaluated students' performance and progress during the study visit.
- Gathered feedback from students regarding their learning experiences and the effectiveness of the program.

- Asses the students to remodel the particular greenhouse in a 3d model during the class

3. Post-Implementation Phase:

Reflection and Debriefing:

- Reflected on the outcomes and experiences of the study visit with the students.
- Discussed the learnings, challenges, and opportunities for improvement.

Evaluation of Pilot Activities:

- Assessed the impact of the pilot activities on students' productivity, quality of work, and employability in the agricultural and construction sectors.
- Analysed the successful school-to-career transitions and overall effectiveness of the WBL program.

4. Transferred elements of GPE

(What was easy/difficult to transfer, where was additional information needed, what was adapted, what was kept, ...)

Transferring the WBL model from carpentry to greenhouse construction presented challenges related to the specific technical knowledge and skills required. However, key elements such as practical learning and industry alignment were easier to adapt. Additional information, adaptation, and retention of core principles were essential for successfully implementing the WBL program in the local context.

5. Final outcome

(product, results, more successful school career or internship; feedback from students: which are the main results achieved of your pilot activity?)

The main results achieved from the study visit to the “Agro” Greenhouse include improved understanding of greenhouse construction and sustainable agricultural practices, increased employability in the agricultural and construction sectors, successful school-to-career transitions, and positive feedback from students regarding the

effectiveness of the program. These outcomes highlight the success of the initiative in bridging the gap between education and industry demands while preparing students for meaningful careers in agriculture and construction.
6. Difference in learning outcome (knowledge / competence / skills) (Did you observe any changes in students' motivation, engagement, knowledge and skills as a result of the Work-Based Learning activities?)
The study visit and subsequent 3D model reconstruction of the "Agro" Greenhouse contributed to positive outcomes such as increased motivation, engagement, knowledge, skills, confidence, and career awareness among participating students. Evaluating these changes through feedback mechanisms and assessments provided valuable insights into the effectiveness of the WBL program and informed future improvements and adjustments.

Step by step procedure

Approx. time needed	**phase**	**teacher /instructor / student activities; working methods**	**media, material, hints**
15 minutes	Preparation Phase	-Introduce the objectives and expectations of the study visit to the students. -Listen and ask questions for clarification. -Group discussion and Q&A session with the students.	-Presentation slides -Projector, laptop -Provide an overview of the "Agro" Greenhouse and the importance of sustainable agriculture.

60 minutes	Study Visit to the "Agro" Greenhouse	- Guide the tour of the greenhouse facilities. - Facilitate interactions with industry professionals -Observe and learn about greenhouse construction, ventilation systems, and sustainable agricultural practices. -Engage in interactive sessions and ask questions. -Guided tour, interactive Q&A, hands-on learning.	-Safety gear -Encourage students to actively participate and ask questions to gain practical insights.
90 minutes	Hands-on Training	-Demonstrate practical tasks related to greenhouse construction and maintenance. - Supervise and guide students in hands-on activities -Participate in practical tasks under the guidance of industry professionals	-Practical tools, construction materials -Greenhouse construction kits, tools, safety gear. -Ensure safety measures are followed during hands-on activities.

		-Demonstrations, hands-on practice, and group work.	
30 minutes	Assessment and Feedback	-Organise Q&A sessions with agricultural and construction experts. -Facilitate discussions on sustainable agricultural practices, challenges, and opportunities in the greenhouse sector. -Engage in discussions, ask questions, and share insights.	Encourage students to actively participate in discussions and share their thoughts and ideas.

Final remarks on testing experiment (in sentences): The study visit to the “Agro” Greenhouse proved to be a valuable and enriching experience for both the professor and the students. The hands-on exposure to greenhouse construction and sustainable agricultural practices provided students with practical insights and knowledge that are highly relevant to the current demands of the agricultural and construction sectors. The interactive sessions and direct engagement with industry professionals facilitated a deeper understanding of the complexities and nuances of sustainable greenhouse construction. The subsequent activity of reconstructing the “Agro” Greenhouse in a 3D model during classes further enhanced the students' learning experience, enabling them to apply the acquired knowledge and skills in a creative and

innovative manner. This activity not only reinforced the theoretical concepts but also promoted problem-solving, critical thinking, and collaborative skills among the students. Overall, the study visit and the associated activities were successful in achieving the set objectives of enhancing students' employability, increasing their understanding of sustainable agricultural practices, and bridging the gap between education and the workforce. The positive feedback received from the students underscores the effectiveness of the Work-Based Learning (WBL) approach in vocational education and highlights the potential of integrating such experiential learning opportunities into the curriculum to enrich the learning experience and better prepare students for successful careers in agriculture and construction-related fields. Moving forward, it is crucial to continue refining and expanding the WBL initiatives, adapting them to the local context, and fostering stronger collaboration with industry partners to ensure the continued success and relevance of vocational education programs.

Improvement of the implementation of practical teaching in the economic school

Sector: Automation / ICT / Electronics (choose one) Electronics

Your school and country: Public Institution Secondary Technical School Tesanj, Bosnia and Herzegovina

1. Topic of unit / lesson /mobility / reason for choosing GPE (Explain why the topic is relevant and how & where it fits in; reference to curriculum/inclusion strategy/internationalisation strategy)
In my pilot activity, I chose one class in the economics school and planned to take certain actions with them so that as many students as possible in that class go to a company in the area of the Tesanj municipality for practical classes. Given that the topic of my study visit was how to improve practical teaching in the Balkans, and my pilot activity was concerned with increasing the number of students on practical teaching in companies, I think it is completely connected and relevant.However, although the study visit was excellent for many reasons (a detailed tour of famous companies, a tour of the best schools in Madrid, a conversation with students in those schools...), it was purely informative and did not give me any tools or concrete solutions to improve my practical classes at my school. The example of practical teaching is good, but all the good practices that I have seen, I already have to a certain extent in my school or I cannot have them because the legal regulations do not allow me, so there is little that could be concretely transferred.
2. Target group

(which vocational training & level; number of students; skills, competences, knowledge of students involved)
In my pilot activity, 20 students of the high school of economics who attend the third grade participated.
3. Which was the main goal of your pilot activity?
The main goal of the activity was for all 20 students to attend an internship in a company in the area of the municipality of Tesanj.
4. Transferred elements of GPE (What was easy/difficult to transfer, where was additional information needed, what was adapted, what was kept, ...)
Actually, there was nothing to transfer. The good practice that I was able to transfer from the study visit, given the circumstances, is already represented in my school. In this activity, I only tried to increase the number of students participating in it.
5. Final outcome (product, results, more successful school career or internship; feedback from students: which are the main results achieved of your pilot activity?)
Most of the students found the right company, but then another problem arose. If the majority of students would do practical classes in companies, then the professor who teaches those classes in school has no one to teach and loses part of his salary. In order to avoid that problem, it was agreed that students go to school regularly for practice, and after class or on weekends they go to practise at the company. Some students agreed with that idea, and some rejected it and decided to continue doing practice at school as they have been doing so far.
6. Difference in learning outcome (knowledge / competence / skills) (Did you observe any changes in students' motivation, engagement, knowledge and skills as a result of the Work-Based Learning activities?)

Given that this practice already exists in our school, the students who participate in it show motivation and new knowledge and skills, so it is not something new that came specifically from this pilot activity and this project in general.

Step by step procedure

Approx. time needed	**phase**	**teacher /instructor / student activities; working methods**	**media, material, hints**
1 week	presentation of the activity	The professor presents the idea for the pilot activity to the students and gives them time to think about whether they want to participate	
1,5 month	work in progress	The students who agreed to participate are engaged and, together with the professor, they are looking for companies where they could do an internship.	
1 week	Presentation of students' results	Due to the problem that arose, some students	

		decide to go to practice according to the initial plan, while others give up and continue attending practice at school.	

Final remarks on testing experiment (in sentences):

Thanks to the study visit in Spain I could see the entire process of creating a product from scratch, visit the airport in Madrid and visit some of the most modern schools in this city. While visiting the schools, I got to know the way their students conduct their practical classes. Later, during the implementation of the pilot activity, the challenge of the regulation and standard was faced. The good practices that I could transfer with these restrictions are those that I already have in my school, I could only try to expand them, which you can see from my above answers.

Professional network of electrotechnical

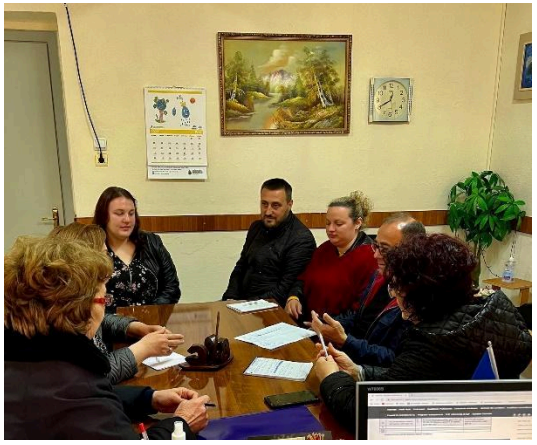
Sector: Automation
Your school and country: Shkolla profesionale Teknike, Korce , Shqiperi
Technical VET School, Korca, Albania

1. Topic of unit / lesson /mobility / reason for choosing GPE (Explain why the topic is relevant and how & where it fits in; reference to curriculum/inclusion strategy/internationalization strategy)
The creation of this professional network was inspired by the cooperation relationships of companies with professional VET schools in Spain. Since the national strategy of professional education in Albania aims to strengthen relations with businesses and VET schools. In the schools I visited in Madrid, I was introduced to this type of cooperation where companies were not only used for the professional practice of students, but also for the development of curricula, the training of teachers, various investments, etc.
2. Target group (which vocational training & level; number of students; skills, competences, knowledge of students involved)
This was the first activity of this initiative. The participants were students of the 12th (13 students) and 13th (14 students) grades of the Electrotechnical professional profile, representatives of regional companies of this profile, teachers of vocational subjects, managers of the regional employment office.

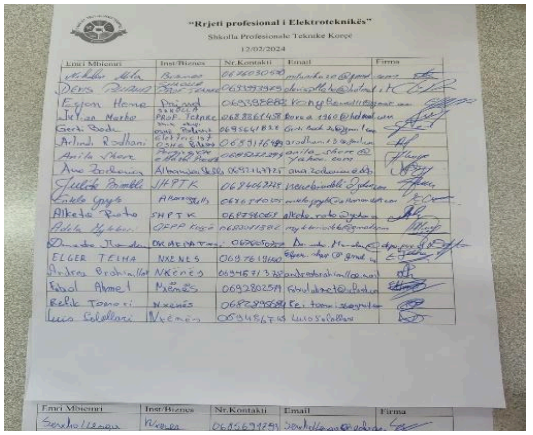
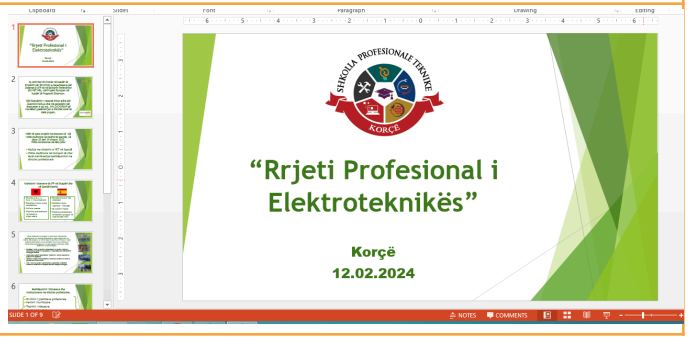
3. Which was the main goal of your pilot activity?
The main purpose of this activity was to create a professional network. This network will be developed even further. The main reasons for its creation will be: 1. Realisation of professional practices of students in companies. 2. Proposals for curricular changes to adapt the educational offer to the demands of the labour market. 3. Training of teachers with new technologies. The main goal is "Employment of students".
4. Transferred elements of GPE (What was easy/difficult to transfer, where was additional information needed, what was adapted, what was kept, ...)
What impressed me the most during my visit to Madrid was the importance that Vet schools gave to relations with companies. I tried to apply this way of communication and treatment of companies, seeing them as an integral part of the school, not as distant entities. This idea was very much supported by the headmaster of the school and colleagues. It was also received with more pleasure and curiosity by the students. It was the first time that in our school representatives of companies, teachers, students, managers of the employment office sat together. The main word of the activity was the increase of the quality of the school and the employment of the students.
5. Final outcome (product, results, more successful school career or internship; feedback from students: which are the main results achieved of your pilot activity?)
This activity was the beginning of a process that I hope will last a long time and give good results. I am pleased to inform you that the professional network started functioning. From February 25, 2024, students are applying for professional internships with companies that are members of the professional network. If students want to open new businesses after finishing school, the regional employment office is committed to financing their initiative.

6. Difference in learning outcome (knowledge / competence / skills) (Did you observe any changes in students' motivation, engagement, knowledge and skills as a result of the Work-Based Learning activities?)
Students feel much more motivated to pursue their studies and to develop professionally. They are very responsible for the importance of internships with companies. They feel very valued by the school to give thoughts and opinions about the curriculum and other aspects of school life.

Step by step procedure

Approx. time needed	**phase**	**teacher /instructor / student activities; working methods**	**media, material, hints**
1 week	Preparatory phase	Discussion with colleagues to determine the activity	

1 week	Preparatory phase	Discussion with students to determine the activity	
3 days	work in progress	Determining the agenda, participants and preparing the invitation	

10 days	work in progress	As a very important part of the activity were the representatives of the companies. The companies were notified in advance and then visited by school teachers to explain the purpose of the activity. Then I get confirmation from them.	
2 days	work in progress	making the presentation	

February 12, 2024	happening	Realization of the activity of creating a professional network	
From February 25 - ongoing	students' results	Students are doing professional internships in companies	

Final remarks on testing experiment (in sentences):

After the completion of this activity, the school headmaster decided to create a "Professional Networks" for other professional profiles that our school provides, such as mechanics, construction, information technology, thermo-hydraulics, vehicle services.

I strongly believe in the success of the professional network for increasing the quality of teaching at school and for the employment of students.