



Education and Culture DG

Lifelong Learning Programme



# **GOOD PRACTICES**

of

**the project methods**

VET Projects - The Project Method as a creative model in  
VET

Leonardo da Vinci Partnership Project

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## VET PROJECTS - GOOD PRACTICE no. 1

<b>Country</b>
Poland
<b>Education Institution / School</b>
Upper-secondary school of the profile: services and economic
<b>Subject / Title</b>
Preparation of a business plan for the services company.
<b>Project Summary</b>
Teamwork.  Learning to prepare the business plan and preparing it.  Using the different sources of information and selecting the information  Presenting the work.
<b>Goals</b>
Goals – what the students should learn to:  <ul style="list-style-type: none"><li>• prepare the business plan</li><li>• use the different sources of information and select the information</li><li>• teamwork</li></ul> present the work.



<b>Methodology</b>
<b>The project method.</b>  1. Introducing lesson:  - explanation of what is the project method and fixing the range of duties of the students and the teacher,  - building the teams (the participants are appointed by the teacher),  - establishing the contracts and giving the instructions of work,  - discussing the teams' needs and rewriting the contracts and instructions (if needed),  - signing the contracts,  - setting the timetable of consultations and motivating the students to systematic work.  2. The introducing lesson should be preceded by the lesson about the preparation of the business plan.  3. The students prepare the business plans and presentations as the homework.  4. In the fixed term the teams present the projects and are assessed.  The rules of presentations:  · oral presentation supported with the photographs, boards; its aim is to encourage to investment,  · Max. time of presentation is 10 mins + time for additional questions.
<b>Advantages</b>
The advantages are: achieving the goals, clear plan and tools for assessment and the readiness of the teacher to help.
<b>Sources / links</b>
<a href="#">Scenariusz zajęć prowadzonych metodą projektu / Jolanta Leszczyńska.</a>



## VET PROJECTS - GOOD PRACTICE no. 2

<b>Country</b>
Poland
<b>Education Institution / School</b>
Technical Vocational School
<b>Subject / Title</b>
Presentation of the production of chosen bakery, pastry and confectionery products prepared using the project method
<b>Project Summary</b>
Team work (teams of 4 students). Preparing the products and presentation of them and of their production. Consolidation and broadening of the knowledge on production of bakery, pastry and confectionery products.
<b>Goals</b>
<b>General objectives:</b> <ul style="list-style-type: none"><li>- applying the gained knowledge into practice;</li><li>- presenting the effects of the team work;</li><li>- consolidation and broadening of the knowledge on production of bakery, pastry and confectionery products;</li><li>- developing skills of problem-solving and decision-making;</li><li>- developing skills of individual searching, collecting and critically selecting the information from different sources.</li></ul>



<b>Methodology</b>
<p>The project method.</p> <ol style="list-style-type: none"><li>1. Choosing the topic (out of four).</li><li>2. Collecting the materials and preparing the product and the presentation.</li><li>3. Presentation: a) introduction into the topic; b) justifying the division of the tasks in the group; c) presenting the production of the products;</li><li>4. Assessment by the teacher and the classmates.</li><li>5. Summary of all presentations and projects.</li><li>6. Self-assessment of own work and contribution to the group work.</li><li>7. Short test for assessment of the knowledge.</li></ol>
<b>Advantages</b>
<p><u>Students working using the project method can learn:</u></p> <ul style="list-style-type: none"><li>• Creative thinking,</li><li>• Learning on their own,</li><li>• Proper speech,</li><li>• How to attract the listeners to what they present,</li><li>• Active listening,</li><li>• Making conclusions,</li><li>• Group decision-making;</li><li>• Problem- and conflict-solving;</li><li>• Communicating own opinions and listening to the opinions of the others,</li><li>• Looking for compromise and gaining of consensus;</li><li>• Discussion;</li><li>• Dividing of tasks and responsibility;</li><li>• Self-assessment and group-assessment.</li></ul>
<b>Sources / links</b>
<p><a href="#"><u>Konspekt lekcji prowadzonej metodą projektów : temat lekcji: Prezentacja produkcji wybranych wyrobów piekarskich, ciastkarskich i cukierniczych przygotowana metodą projektów / Grażyna Ozorowska.</u></a></p>

**VET PROJECTS - GOOD PRACTICE no. 3**

<b>Country</b>
Poland
<b>Education Institution / School</b>
Vocational School
<b>Subject / Title</b>
Presentation of the Eastern products. For confectionery students
<b>Project Summary</b>
Team work (teams of 4 students).  Collecting the information about the production of Eastern products and presentation of this information.  The products are: halvah, nougat and sesame.
<b>Goals</b>
Goals: <ul style="list-style-type: none"><li>• group decision-making;</li><li>• articulating own opinions and listening to the opinions of the others,</li><li>• looking for compromise,</li><li>• division of tasks,</li><li>• assessment of the group work,</li><li>• use of different information sources</li><li>• selection of information, practicing of presentation of collected materials and information.</li></ul>



## Methodology

Phases:

1. The teacher introduces students to the topic and presents the problems to be solved.

Main information for introduction:

- presentation of the goals to be achieved
- dividing the class to the teams and choosing of the team leaders
- showing the range of the information needed
- fixing the criteria of assessment
- literature.

Students articulate the problems and ask questions.

2. The teacher formulates the topic and contracts with the teams, plans the timetable of consultations and deadlines for the tasks to be done.

Topics:

- production of halvah
- production of nougat
- production of sesame.

3. The students collect information, using the library resources and the Internet. The teacher answers the questions concerning the project implementation.

4. The teacher fixes the agenda of the lesson, which the presentations will be performed on. The team leaders presents the projects in the way agreed by the group. After the presentations the teacher gives the feedback and corrects the mistakes.

5. The teacher assesses the presentations within the criteria. The students make self-assessment.



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<b>Advantages</b>
The advantages are: achieving the goals, clear plan and tools for assessment and the readiness of the teacher to help.
<b>Sources / links</b>
<a href="#">Konspekt lekcji zrealizowanej metoda projektu / Małgorzata Grońska.</a>



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## VET PROJECTS - GOOD PRACTICE no. 4

<b>Country</b>
Turkey
<b>Education Institution / School</b>
The Special Provincial Administration of Kırıkkale (Cooperation with Atatürk Vocational High School)
<b>Subject / Title</b>
Energy, Electric and Electronics
<b>Project Summary</b>
<p>The Fulfillment of the Energy Requirement for the Indoor Sports Hall of the School by Making Use of Solar Power</p> <ul style="list-style-type: none"><li>■ The sports hall consumes 80 kw electric energy daily and if it is used everyday it consumes approximately 2000 kw energy in a month. The cost of this energy used is 2400 € per month. This makes a total cost of 28800 € in a year. Therefore saving energy and decreasing these cost has become obligatory for the school management. Because of this the school management decided to the installation of the solar panel system for lightening the sports hall. Installation of this system will decrease the cost of lightening the sports hall and enable the school management to open the hall to the usage of the students during the school time.</li><li>■ Total cost of the system with the installation cost is approximately 90000 € and the system compensates this cost in nearly 3,5 years. The lifetime of the system is approximately 20 years and after the compensation time the system will result with 475000 € savings for the school management.</li></ul>



<b>Goals</b>
<ul style="list-style-type: none"><li>-To put into full service the sports hall to the usage of the students during the school time.</li><li>-Efficient and productive usage of energy resources.</li><li>-To decrease the cost of lightening the sports hall</li></ul>
<b>Methodology</b>
<p>The method of Modelling-simulation system and Comparison method will be employed to model the system.</p> <p>Comparison method will be employed to model the system. Following materials will be needed for this modelling:</p> <ul style="list-style-type: none"><li>* Solar panels</li><li>* Accumulator(Battery)</li><li>* Alternator</li><li>* Regulator</li><li>* Cable</li></ul>
<b>Advantages</b>
<ul style="list-style-type: none"><li>-Energy savings maintained for the school management</li><li>-Contributed to the usage of renewable energy sources</li><li>-Students' usage of sports hall increased</li><li>-Contributed to the prevention of degradation of natural balance by preventing the unnecessary and unconscious usage of non-renewable energy sources and by encouraging the use of renewable energy sources instead.</li></ul>
Sources / links
Not available.



## VET PROJECTS - GOOD PRACTICE no. 5

<b>Country</b>
Italy
<b>Education Institution / School</b>
Istituto Tecnico Industriale (Technical and Industrial High School) „Leonardo da Vinci” –, Florence Chemistry Specialization Area Project coordinated by Prof. Rossella Grassi
<b>Subject / Title</b>
Physico-chemical characterization and consolidation of Venetian stucco
<b>Project Summary</b>
The Italian school system has made interesting experiences in the project method: since 1994 in the Italian Technical and Industrial high schools there is a didactic segment called „Project Area”, which has as its only condition the timing constraint that no more than 10% time of the disciplines involved is used for the project work. The work presented here concerns the restoration and preservation of heritage and deals with the physico-chemical characterization and consolidation of Venetian stucco. The project lasted 3 school years and was accomplished in 2004.
<b>Goals</b>
To be a strong motivation for high school students the project addressed a real need clearly identified. The request came from the European Center for Crafts for Conservation of Architectural Heritage of Venice, who wished to characterize from a chemical point of view the Venetian stucco used in decoration and prepared according to old traditional recipes.



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## Methodology

The Venetian stucco is a material made of lime, sand and fine powder of marble, used for plaster and decorations. It is prepared in layers, the first one made with lime and sand and the latter only with lime and marble dust. The result is an extremely compact and smooth material, used in the decoration of the Venetian buildings from the 16th to the 19th century.

The CSGI Interuniversity Consortium for the Development of Large Interface Systems (based at the Department of Chemistry, University of Florence), which has been collaborating with the 'ITI "Leonardo da Vinci"' for several years on educational projects in the field of cultural heritage, proposed to undertake analyses of chemical and physical characterization and evaluation of degradation and test a new method of consolidation, already patented by the Consortium, but not yet applied to this type of material. After several meetings between teachers, students, representatives of the Venice European Centre and the CSGI Consortium, a real research project was set up, in which students could perform practical laboratory work. A project work, though correctly designed and performed, cannot predict the outcome of the research, nor the difficulties encountered during construction, or the questions that the project work itself may open. The importance of the project work in this case was that the contents were extra-curricular in a sense, but they could add to the students' cultural enrichment and make the project work understandable to the students, offering them the possibility of active participation in all of the project phases.

The project lasted 3 years. The education subjects involved were: Chemical Analysis, Physical Chemistry, Chemical and Industrial Technologies, Italian, History.

At the project start teachers and external experts presented the theme of the project to the students to provide them with the necessary knowledge to conduct and evaluate the critical stages of the work. For the execution of the project students were trained on the origins of the use of Venetian stucco, on the preparation and processing techniques, on the basics of stucco and lime degradation, on the most commonly used consolidation and restoration techniques.



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A preparatory visit was carried out to the European Center for Crafts for Conservation of Architectural Heritage of Venice, located on the Island of San Servolo in the Venetian Lagoon, where the students could observe the preparation of Venetian stucco by the apprentices of the Centre, talk to the craftsmen who train apprentices in this technique, ask them questions on the quality of the materials used in stucco and view stucco decorative artifacts.

During the visit the students collected samples of stucco decorative elements prepared from 1990 to 1996. In addition, the Centre provided two samples of sand from the Brenta river used by students of the Centre to produce the stucco.

The chemical-physical properties and the degradation extent in the lagoon environment of the 9 samples were then analysed by the students. The chemical-physical characterization of materials was then performed by means of Fourier transform infrared spectroscopy (FTIR) and other techniques.

The physico-chemical characterization of Venetian stucco showed that its composition is consistent with the 'recipes' of the traditional techniques, and that 5-10 years' natural aging outdoors did not produce any significant changes in the material from a chemical and compositional point of view.

### Advantages

The outcome of this educational experience was no less important than its satisfactory scientific results. Performing such a kind of project work requires organizational aspects that are certainly far from the school organisation, because the timing of implementation of a work that responds to real needs cannot be regulated by the rigid school timing. However, the organizational effort was rewarded by the results obtained: students showed a spontaneous interest in this activity, developed a sense of teamwork cohesion and responsibility as well as great individual commitment, improved their competence from the point of view of both knowledge and skills, worked to fulfil a commitment made to external clients, endeavoured to explain the contents of their work in understandable and professional form. They also acquired great motivation in using the ICT for finding study materials in the network, to present the work through appropriate programs, to build a hypertext presentation collecting all the material produced, that was meant as a dissemination tool for this experience.

### Sources / links

<http://wwwcsi.unian.it/educa/progetti/progetto1/faseinizialeprogetto.html>

<http://wwwcsi.unian.it/educa/progetti/progetto1/sviluppodelprogetto.html>

<http://wwwcsi.unian.it/educa/progetti/progetto1/index.html>



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## VET PROJECTS - GOOD PRACTICE no. 6

<b>Country</b>
Italy
<b>Education Institution / School</b>
Consorzio Formazione & Lavoro, Bologna
<b>Subject / Title</b>
Course for Apprentices in the Large Scale Retail Trade held in Piacenza and Bologna
<b>Project Summary</b>
<p>The course was addressed to apprentices of a large scale retail trade chain in Northern Italy and was a part of the mandatory training for apprentices (the other part being on-the-job training). The training modules were relevant to the contents of the Regional Qualification Framework for the profile of Shop Assistant.</p> <p>The project work was carried out during the training module on „Point of sale management” (24 hours class training divided into six 4-hour sessions) and consisted in the trainees carrying out a basic plan for the creation of a new point of sale, focussing on the following aspects:</p> <ul style="list-style-type: none"><li>• Dimensioning (identification of the type of retail trade point of sale: supermarket, minimarket, superette, etc...) and requirements for location;</li><li>• Organisation (skills and competences, staff, machines, equipment, furniture, company structure...);</li><li>• List of necessary investments (plants, machinery, equipment, furniture...);</li><li>• Investment plan (identification of costs and amortization rates for each investment item);</li></ul>



- Personnel plan (identification of personnel professional profiles, number of units and relevant costs);
- Costs budget (basics).

### Goals

The objectives of the project work were multiple.

Firstly the project work aimed at getting the trainees used to **„live“ the reality of their organisation in a more active and participating way**, i.e., to understand what is behind aspects that an apprentice usually takes for granted: the expenses necessary to buy furniture and machinery, the economic and financial implications of such costs for an organisation, etc.

Secondly, focus was placed on the trainees' **ability to search and correctly manage information**. How to request a quotations, how to search for best prices, how to compare products, etc.

Thirdly, the construction of a common project increased the trainees' **teamwork, organisational, interpersonal communication and problem solving skills**. Each trainees also had the opportunities to show and become aware of their own knowledge and skills. From this point of view, the project work also acted as a booster for the trainees' self-esteem and awareness of the importance of each worker's role within an organisation, irrespective of wage and/or hierarchic level.

Last but not least, the trainees got **acquainted with the business world and its basic terminology**.

### Methodology

After a short presentation of the project work and its main parts the trainees were assigned specific research tasks to be easily performed in the workplace through interviews with their floor managers and supervisors, or through direct observation. These involved collecting information on how a purchase department works, what the procedure for placing orders is, how much a certain machinery, equipment or piece of furniture costs, etc.





After that, they were invited to openly discuss the various aspects to be considered when starting up a retail trade business: identification of knowledge and skills needed to carry out the work in the point of sale, type of staff needed, equipment and furniture needed, etc. The discussions were recorded in writing by the trainer and at the end of each discussion item a plenary session was held to summarize the main decisions made and report them in the expressly designed business plan form.

A group of trainees was appointed to produce the paper and electronic version of the business plan by drawing it up in a word document + a power point plan of the point of sale as it would appear + excel tables reporting personnel plan and investments&amortization plan.

The methodology used during the project work experience was based on the following principles:

Collection of information from primary and secondary sources

Analysis – Synthesis

Teamworking

### **Advantages**

The experience had great success among the trainees from the point of view of their self-confidence and self-awareness as actors of a creative process. On the other hand, it provided basic organisational and economic grounding within a self-responsibility and self-training framework (knowledge was generated through discussion and questioning among the trainees with the trainer acting as a facilitator).

### **Sources / links**

[www.apprendistato.org](http://www.apprendistato.org)



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## VET PROJECTS - GOOD PRACTICE no. 7

<b>Country</b>
Italy
<b>Education Institution / School</b>
Nuovo Cescot Emilia-Romagna, Bologna (Training centre for the Commerce, Tourism and Services Sector Businesses)
<b>Subject / Title</b>
Business Innovation Plan
<b>Project Summary</b>
<p>The project work was carried out in 2010 as part of a 42-hours training course financed by the ESF – Adaptability Strand - for female entrepreneurs wishing to bring innovation to their businesses. The course subjects were the following for a total of 30 hours' classroom training:</p> <ul style="list-style-type: none"><li>• Development of entrepreneurial attitude</li><li>• Relational skills</li><li>• Female leadership</li><li>• Problem solving</li><li>• Stress management</li><li>• Business organisation and human resources management</li><li>• Marketing and customer satisfaction</li><li>• Business planning checks and audits</li><li>• Finance and credit</li><li>• Business innovation for SMEs</li></ul> <p>The project work lasted 12 hours and focussed on the development of an innovation project by each of the trainees, tailored on their own business needs and development objectives.</p>



The project work was carried out individually by each trainee and assisted by a number of business development experts chosen by the trainees themselves according to the type of expertise needed.

### Goals

The goals of the project work were to develop the trainees' entrepreneurial vision and open-mindedness and at the same time raise awareness of the need for any business to perform constant innovation-oriented actions to maintain and improve their position in the market.

One more goal was to provide the trainees with an **actual and concrete technical document** to be used as a starting strategic guidelines for suppliers and/or product managers to put it into action.

### Methodology

Each participant was assigned the task to fill in a form providing information on the following items:

- No. of active customers of the company
- No. of active customers lost by the company in the last 3 years
- Reasons for the loss (either objective, i.e. explained by the customers, or hypothesized by the respondent)
- Type of business innovation desired (e.g., new corporate image, development of an e-commerce line, creation of a company website, product innovation/improvement, etc)
- Business context analysis
- Strengths and weaknesses of the current company organisation and management

After this first collection of information and data, each trainee worked individually on the innovation project of her company and involved one or more experts -relevant to the type of innovation chosen - to put the innovation plan into action.

The result of the project work was a concrete plan for business innovation containing technical specifications, economic data and any other necessary information to concretely materialize the plan.

<b>Advantages</b>
<p>Introspection and reflection upon one's management mistakes (loss of customers), strengths and weaknesses served for building a more steady self-awareness on which to build one's innovation project.</p> <p>The support of experts in technical matters relevant to the type of innovation planned added credibility to both the project work and the possibility to really innovate one's business.</p>
<b>Sources / links</b>
Not available.

## VET PROJECTS - GOOD PRACTICE no. 8

<b>Country:</b>
Austria
<b>Education Institution / School:</b>
Vocational Preparational School Reutte
<b>Subject / Title:</b>
Cross Culture
<b>Project Summary:</b>
CC is an inter-cultural project in VET classes. The project „Cross Culture“ addresses teenagers with migration backgrounds. It focuses on their lives in different cultures, their social integration in educational fields and the labour market, their relevance as European citizens and actual problems of young people. Together with schools in Tyrol (Austria) teenagers learnt by the project method in an intercultural and fun based learning environment to deal with their migration backgrounds, multicultural, diversity, educational possibilities and chances on the labour market.
<b>Goals:</b>
The project Cross Culture aims to motivate teenagers by an innovative method for occupational training  It aims also to reflect the own migration background and the growing-up in a new country and in another culture.
<b>Methodology</b>
Teenagers with migration backgrounds created and design in cooperation with teenagers without migration backgrounds a medial platform. This is the starting point for a reflexion of the multicultural living together in Tyrol on the basis of the examination via different media (videos, photos, short stories, reports, discussion forums etc.).



### Advantages

- The teenagers are pro-active
- Sustainable knowledge of teenagers, because of their proactive role in the project
- Vocational and educational training with an innovative method
- Motivation for occupational training is enhanced
- Enhancement of the self-confidence of the participants

### Sources / links

[www.migration.cc/crossculture](http://www.migration.cc/crossculture)

[www.pts-reutte.tsn.at](http://www.pts-reutte.tsn.at)



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## VET PROJECTS - GOOD PRACTICE no. 9

<b>Country</b>
Austria
<b>Education Institution / School</b>
Verein Multikulturell / Migration Academy
<b>Subject / Title</b>
Migrant Girls' Day
<b>Project Summary</b>
<p>This day is dedicated to young girls, its aim being to ease the transition into working life. It gives girls attending 7th-9th classes the opportunity to visit firms for one day in order to gain an insight into prospective careers with all their pros and cons, gathering new experiences and discovering new possibilities.</p> <p>In addition to Migrant Girls' Day, as part of our career guidance, we also organise another day where they can visit a firm of their choice.</p> <p>In the year 2011 over 50 young women from all over Tirol took part of the "Migrant Girls' Day" and had the opportunity in Innsbruck and for the first time in Landeck to experience a working day in numerous businesses and to ask questions at first hand. 2012 were more than 100 young girls with migration background.</p> <p>In the schools the young women were prepared for their choice of a job and trained regarding to occupational education.</p>
<b>Goals</b>
<p>The Migrant Girls' Day aims to ease the transition into working life for young women with migration background.</p>



<b>Methodology</b>
Innovative career guidance for young women with migration backgrounds. To give young girls with migration background the opportunity to make an apprenticeship in a company and get the touch with the profession what they are interested in.
<b>Advantages</b>
Young migrants can't et easily the chance have an access to the job market. This project enable them to get know professions from a very practical point of view. This brings to everyone an added value for the job market, for the youngsters, for the schools, for the companies.
<b>Sources / links</b>
<a href="http://www.migration.cc">www.migration.cc</a>



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**VET PROJECTS - GOOD PRACTICE no. 10**

<b>Country</b>
AUSTRIA
<b>Education Institution / School</b>
Verein Multikulturell / Migration Academy
<b>Subject / Title</b>
Urban Orienteering Race – Pathways to career management skills
<b>Project Summary</b>
<p>Juvenile migrants and minority youth with a low education are a risk group in many European countries – in terms of a successful education and career. Different factors like: culture, social / religious and structural backgrounds, make minority youth to a disadvantaged target group. Often they have lack of basic skills to make independently choices of their education and career. These young people are in many training programs and professional fields represented below average - in school and university sectors or in the Apprenticeship.</p> <p>Disadvantaged youth often have no more than the Compulsory education or they break up their training.</p> <p>Therefore it's a goal to develop appropriate methods to increase the "empowerment" of young people. Appropriate "career management skills" (decision capability, research ability, define and go after goals and reflection capability) should empower young people to get basic skills, which will support them to arrange self-employed and independently their own career.</p> <p>This innovative method will be an "urban orienteering race" for juveniles: It's a structured orientation course through the city / community for several weeks.</p>



<p>Networks which were made during the project (public institutions, training institutes, consulting organizations) serve as a base for the orienteering.</p> <p>The result is a transferable method, which is a new access in the educational and professional orientation.</p>
<b>Goals</b>
<p>Juvenile migrants and minority youth with a low education are a risk group in many European countries – in terms of a successful education and career.</p>
<b>Methodology</b>
<p>Appropriate "career management skills" (decision capability, research ability, define and go after goals and reflection capability) should empower young people to get basic skills, which will support them to arrange self-employed and independently their own career.</p> <p>The innovative method in the project will be a "urban orienteering race" for juveniles: It's a structured orientation course through the city / community for several weeks.</p> <p>Networks which were made during the project (public institutions, training institutes, consulting organizations) serve as a base for the orienteering.</p>
<b>Advantages</b>
<p>The result is a transferable, which is a new access in the educational and professional orientation.</p>
<b>Sources / links</b>
<p><a href="http://www.compass4youth.eu/">http://www.compass4youth.eu/</a></p>

## VET PROJECTS - GOOD PRACTICE no. 11

<b>Country</b>
Turkey
<b>Education Institution / School</b>
Golcuk Anatolian Vocational High School
<b>Subject / Title</b>
Project Of Strengthening System Of Vocational Education
<b>Project Summary</b>
<p>Modular Teaching</p> <p>It is an individually student-centered learning teaching approach. It requires a modular system in accordance with modular programs.</p> <p>Modular Teaching System</p> <p>It is a formation of modular education programs. Sections of modules follow a specific sequence. Each module acquires a specific knowledge and skill.</p> <p>Module consists of a systematic framework which has a beginning and an end, based on individual teaching and an integrity in itself.</p>
<b>Goals</b>
<p>Modular Teaching serves to</p> <ul style="list-style-type: none"><li>➤ Unemployed</li><li>➤ Employed</li><li>➤ People in rural regions</li><li>➤ Housewives</li></ul>



- Disabled,convicted criminals in prisons
- Social workers
- People who want to change job
- Ones who want to graduate from vocational schools .

## **Methodology**

### Assessing And Evaluating In Modular Teaching

- ✓ Students to Regulation Passing Grade;
- ✓ Proficiency gained at the end of modules should be assessed.
- ✓ All proficiencies gained with the modules at the end of the lessons should be assessed.
- ✓ Learning activities in schools,works,on their own should be assessed.

### Teachers

- ✓ Guide students to evaluate themselves.
- ✓ Help students to evaluate themselves according to the number of their correct and incorrect answers.
- ✓ Help the students to complete the missing points.
- ✓ Direct the students to pass another activity or module if they are successful.
- ✓ Activate students participation
- ✓ Make students think,argue
- ✓ Plan activities
- ✓ Prepare learning environment
- ✓ Correct deficiencies,errors.



### Modular Teaching Environment

- ✓ Students can study freely,
- ✓ Students can practise,
- ✓ Students can have an exam,
- ✓ There are libraries for printed and visual sources
- ✓ There are rooms for teachers that teachers provide consultation for students.

### School Structure In The Modular Teaching

- ✓ Sensitive to local needs and determine training needs,
- ✓ More powerful with the environment's participation and cooperation, using authority and initiative at the local level,
- ✓ Developing a modular training program according to needs,
- ✓ Operationalising education according to principals of occupational standards and certification,
- ✓ Preparing teaching materials according to individual teaching methods,
- ✓ Making students aware of business and university and following graduates,
- ✓ Using sources efficiently and effectively, creating new sources,
- ✓ Providing ongoing training of staff,
- ✓ It must have a structure that configures the system according to principles of lifelong education.

### Students In New Approach

- ✓ By going to school
- ✓ Phoning
- ✓ Using school gadgets
- ✓ Watching TV, CD, video
- ✓ Using Internet
- ✓ Learn from teachers.
- ✓ Actively participating,
- ✓ Asking questions,
- ✓ Grasping and solving problems,
- ✓ Understanding, thinking, discussing
- ✓ Teamworking



- ✓ Learning how to learn,
- ✓ Learning ways and approaches to access information,
- ✓ Are excited to learn more information,

### **Advantages**

- ✓ It gives the chance of gaining skills according to peoples' needs and wants.
- ✓ It is not limited to schools' knowledge. It provides a current and extensive knowledge of real life.
- ✓ It allows an individual teaching.
- ✓ It makes students easy to carry the knowledge and experience they gained outside the class and in the class.
- ✓ Students can learn at different times.
- ✓ It allows to switch between different programs

### **Sources / links**

English Web Link : <http://svet.meb.gov.tr/indexen.html>

Turkish Web Link : <http://www.megep.meb.gov.tr/indextr.html>



## VET PROJECTS - GOOD PRACTICE no. 12

<b>Country</b>
Greece
<b>Education Institution / School</b>
2nd Vocational high School of Lamia
<b>Subject / Title</b>
Soap Making Methods From Ancient Times Today
<b>Project Summary</b>
<p>The subject was selected because the soap is a product we all use in our daily life, thus the students are familiar with it.</p> <p>The project was carried out in the 1st semester of the current school year, in 12 2-hour sessions.</p> <p>The 17 students were divided into 4 groups and each group was allocated a separate task:</p> <p>Definition of soap / Main ingredients</p> <p>The History of soap</p> <p>The cold method</p> <p>The warm method</p> <p>Every week the students came up with new ideas, new information and new materials.</p> <p>Half the sessions were carried out in the school science lab, where the students made their own soap.</p> <p>At the end of the semester, the students presented their project work to the school headmaster, teachers and fellow students.</p>



## Goals

to actively involve students in the learning process

to approach the subject from many different aspects: scientific, historical, social, economical, etc.

to encourage cooperation among students and develop the team spirit in class

to promote the importance of carrying out research before reaching conclusions

to teach students how to look for information, how to skim and scan through it and finally how to utilize it

to enhance students' critical thinking when it comes to advertisements and TV commercials

last but not least, to help them change their attitude towards objects they use every day and show them how to respect the environment.

## Methodology

Experiential Learning / Learning by Doing

Analysis – Synthesis

Seeking and gathering information from printed and electronic sources

Carrying out a survey

Team work

Active learning

Critical learning





### Advantages

The students were enthusiastic and actively involved throughout the project

They took initiative and responsibility for their own learning

They helped and complemented each other.

They were creative and productive. They made their own soap, they tried it themselves and they were very proud to see its cleansing qualities.

### Sources / links

<http://panthelxia.blogspot.com/>

<http://beautyelixirs.blogspot.com/2007/11/1.html> έρουντα sites

[http://typosnyxterinos.blogspot.com/2006/11/blog-post\\_11.html](http://typosnyxterinos.blogspot.com/2006/11/blog-post_11.html)

[http://www.ftiaxno.gr/2008/01/blog-post\\_25.html](http://www.ftiaxno.gr/2008/01/blog-post_25.html)

<http://fugazigr.wordpress.com/2011/07/02/%CF%80%CF%89%CF%82-%CF%86%CF%84%CE%B9%CE%AC%CF%87%CE%BD%CF%89-%CF%83%CE%B1%CF%80%CE%BF%CF%8D%CE%BD%CE%B9-%CE%BC%CE%B5-%CF%84%CE%B7%CE%BD-%CE%BA%CF%81%CF%8D%CE%B1-%CE%BC%CE%AD%CE%B8%CE%BF%CE%B4%CE%BF/>



## VET PROJECTS - GOOD PRACTICE no. 13

<b>Country</b>
Greece
<b>Education Institution / School</b>
2nd Vocational high School of Lamia
<b>Subject / Title</b>
Students And Mobile Phones: Use Or Abuse?
<b>Project Summary</b>
The students were divided into four groups, each of which gathered information about ELECTROMAGNETIC RADIATION, EXPOSURE LIMITS, MOBILE PHONES AND MEANS OF PREVENTION AND PRECAUTION. The students visited and interviewed the Technical Manager of the Area and visited the Electromagnetic Radiation Station in the city centre, where they took a lot of photos. In addition, they carried out a survey by means of a questionnaire which was distributed to 135 students. Last but not least, they created their own blog: <a href="http://mobilemaxrika.blogspot.com">http://mobilemaxrika.blogspot.com</a> , where they uploaded the most important articles.
<b>Goals</b>
To cultivate a new ethos in the students' way of thinking and acting as members of a group.  To understand that the mobile phone is useful as it offers multiple services, but it can harm our health directly and our social relationships indirectly.  The change of students' attitude towards electromagnetic radiations.



<b>Methodology</b>
Assignments Decision making Exchange of information at regular intervals Survey conduct
<b>Advantages</b>
Pleasant learning – creative approach – taking initiative – the students themselves expressed their thoughts with clarity and coherence, cohesion – project application in everyday life
<b>Sources / links</b>
<a href="http://mobilemaxrika.blogspot.com">http://mobilemaxrika.blogspot.com</a>



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## VET PROJECTS - GOOD PRACTICE no. 14

<b>Country</b>
Greece
<b>Education Institution / School</b>
1st Vocational high School of Lamia
<b>Subject / Title</b>
Violence In Sports Fields
<b>Project Summary</b>
The word 'fan' comes from the greek word fanatical, which means obsessed, in this case obsessed with a team. Fans get violent because they are angry – with themselves because they are losers and with the society as they feel rejected. They resort to football clubs and they identify with the team. The phenomenon of violence is widely spread in our country as well as in the rest of the world. The authorities, the referees, the Mass Media in cooperation with the police have a vital role to play.
<b>Golas</b>
To inform the students about violence and encourage them to get involved in sports To approach the subject of Physical Education in a brand new way To develop feeling of supporting a team
<b>Methodology</b>
Group work Assignments Research Composition of final written essay



<b>Advantages</b>
Students working together Athletic Honesty The value of FAIR PLAY
<b>Sources / links</b>
<a href="http://www.lotsofessays.com/viewpaper/1683581.html">http://www.lotsofessays.com/viewpaper/1683581.html</a> <a href="http://news.discovery.com/adventure/violence-sports-football-120307.html">http://news.discovery.com/adventure/violence-sports-football-120307.html</a> <a href="http://en.wikipedia.org/wiki/Violence_in_sports">http://en.wikipedia.org/wiki/Violence_in_sports</a>



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## VET PROJECTS - GOOD PRACTICE no. 15

<b>Country</b>
Bulgaria
<b>Education Institution / School</b>
National High School in Finance and Business (NHSFB) in Sofia
<b>Subject / Title</b>
Economics and Business;  Entrepreneurship
<b>Project Summary</b>
<p>“The Training Firm”</p> <p>The training firm is an innovative, practically-orientated teaching method - a model of a company in which the processes of a real business are made transparent for the learning process.</p> <p>Working on the project of a Training Firm comprises:</p> <ul style="list-style-type: none"><li>• Creation of company and registration;</li><li>• Establishment of organizational structure;</li><li>• Formulation of personal and professional goals of collaborators;</li><li>• Formulating the objectives of TF;</li><li>• Simulation of the actual work in the departments of a real company;</li><li>• Relationships with simulated by the Centre of Training Firms in Bulgaria government institutions and departments;</li><li>• Transactions on the national and international market for TF;</li></ul>



- Consultations and meetings with experts from practice, job rotation;
- Preparation and participation in fairs and presenting TF activity of company;
- Presentation of TF to the public in the internet;
- Completion of work and transfer of TF to the next team: reporting and presentation of the final financial result

### Goals

The main purpose of education by training firms is in the end of their training the students to have professional, social, personal and methodical competence for a successful career. To be able to apply in practice, what they have learned during the years of studying their profession.

Another goal is to develop key qualifications such as team work, willingness to work hard, flexibility and the ability to cope with stress and make decisions, competence in resolving conflicts and above all intercultural sensitivity.

### Methodology

Training firms / TF / are as close as possible to practice training model. Through simulation of all activities related to office work of an enterprise, students learn about organizational structure, economic goals, relationships with business partners at the internal and international market of TF and state institutions, to apply in practice theoretical knowledge and acquire practical skills.

The teacher is- organizer, consultant, motivator, evaluator.

### Advantages

TF is "taught" in non-traditional, interactive learning methodology which provokes innovative thinking and entrepreneurial skills and develops entrepreneurial culture.

What is the difference

- Orientation to provoke thinking and independence;
- Developing skills for Priority - building - "Learning by doing."
- Learning in real - "office environment".
- "Learning by experience" - offers no ready recipes for successful behaviors, and encourages students to think, to make decisions and take responsibility.
- Develops independence, creativity, decision making in practical situations.
- Promotes self-control and self-assessment.
- Encourages teamwork but evaluates also individual performance.
- Nurturing discipline through rational organization of work in the office.
- Using new information and communication technologies.
- Economic knowledge is transformed into economic behavior.
- Gives the students a chance to learn from their mistakes

### Sources / links

<http://www.nfsg.online.bg/en/index.htm>

"The School - desired territory by the student" Good practices compendium Ministry of Education and Science of Bulgaria



**VET PROJECTS - GOOD PRACTICE no. 16**

<b>Country</b>
Bulgaria
<b>Education Institution / School</b>
Nicolaus Copernicus Astronomical Observatory and Planetarium, Varna; Mathematic High School Dr. Petar Beron – Varna 5 <sup>th</sup> High School Varna and Professional School of Engineering and Architecture Vassil Levski - Varna
<b>Subject / Title</b>
Interdisciplinary: Astronomy, Physics, Chemistry, Biology, Engineering; Architecture, Social sciences
<b>Project Summary</b>
<p>“Space colony”</p> <p>The project develops a concept to build a space colony for 10,000 people who will live and work there. Students have created an interesting design and construction of the colony and offer interesting energy solutions. All the conditions, requirements and suggestions for survival, nutrition and community development in the colonies have been thoroughly described.</p> <p>The constitution of the colony is based on the constitutions of Bulgaria, France and USA.</p> <p>The Bulgarian project "Space Colony Tangra" ranked second in 2008 in the annual student competition for designing Space Colony, organized by NASA and the National Space Agency of the U.S.</p>



<b>Goals</b>
<p>To research and acquire complex interdisciplinary knowledge in natural sciences in a short period.</p> <p>To apply their knowledge in natural sciences in a creative and innovative way.</p>
<b>Methodology</b>
<p>During the course of preparation of the project "Inter- national Space Colony Tangra" were applied two types of training methods: active and interactive.</p> <ul style="list-style-type: none"><li>- The term "active methods" relates to the so-called "active learning", which encourages students to make something more than just receive information from the teacher or textbook and to replicate it ("passive learning"). Active learning requires students to be included in a project or experiment.</li><li>- Interactive methods require partnerships, dialogue and communication.</li></ul> <p>Interactive methods require group work.</p> <p>To achieve the training objectives of the project have been used the following interactive methods: Pyramid, Brainstorming; Avalanche and Snowball and the Aquarium.</p>
<b>Advantages</b>
<p>The application of the Project Method as a Macro method, incorporating complex interactive methods of learning has lead to rapid and sustained learning by the students of a large set of astronomical knowledge, knowledge of biology, chemistry, physics and application of the interdisciplinary knowledge into a developed model. New and unconventional - for education in general and education in astronomy and natural sciences in particular, contributed to achieving good results for planning and implementation of the training process and maximizing the results for a given learning interval.</p>



The method has also developed the skills of the students of research and informal learning, has stimulated their creativity and innovation both on individual level, as well as on a group level.

The project has strengthened their team work and intercultural skills.

**Sources / links**

Bulgarian Astronomical Journal 12, 2009



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## VET PROJECTS - GOOD PRACTICE no. 17

<b>Country</b>
Bulgaria
<b>Education Institution / School</b>
Bimec Ltd
<b>Subject / Title</b>
Project Management; Management.
<b>Project Summary</b>
<p>“Build a tower”</p> <p>The trainees are divided into groups of 3 to 5 people and each group is given:</p> <ol style="list-style-type: none"><li>1. cards from coloured carton / 250 gr/m<sup>2</sup> /<ul style="list-style-type: none"><li>• 9 pcs. 21 x 15 cm – price 40 euro/piece</li><li>• 7 pcs. 15 x 10.5 cm – price 25 euro/piece</li></ul></li><li>2. 2 mtrs scotch tape - price 10 euro/m</li></ol> <p>Total budget: 555 Euro</p> <p>They have 40 minutes to build a tower, that is at least 60 cm high.</p> <p>The tower has to last at least 3 seconds under the weight of a brick or a heavy book /like a dictionary/.</p> <p>If more than one tower is successfully built, the winner is the team that has spent the smallest budget.</p>



<b>Goals</b>
<p>To simulate and demonstrate the project development and implementation cycle and some of its specifics.</p> <p>To demonstrate common problems and mistakes that happen during project execution;</p> <p>To serve as a basis of discussion on project management;</p> <p>To serve as demonstration and a basis of discussion also on the topic of teamwork and team roles;</p> <p>Can be used as an introduction in project management training or as a part of management training.</p>
<b>Methodology</b>
<p>Here the project is used as a micro method.</p> <p>The trainer is the moderator and has the role of the “sponsor” of the project.</p> <p>Depending on the training goals the trainer may decide to have hidden agenda /like not to tell what the goals of the project are – for example the tower to last at least 3 seconds under the weight of a brick and to be built with minimum budget/ until the trainees ask him;</p> <p>After finishing the project the trainers carries out a discussion with the whole group about the project design and execution; about the groups observations and bases some of the learning points of the training.</p>
<b>Advantages</b>
<p>Not very time consuming;</p> <p>Opportunity to carry out a whole project, and in the mean time solve problems, build teamwork, have fun.</p> <p>Excellent basis for discussion of project management and team-work topics; Can be used to base some learning points on.</p>
<b>Sources / links</b>
<p>Not available.</p>



## VET PROJECTS - GOOD PRACTICE no. 18

<b>Country</b>
Cyprus
<b>Education Institution / School</b>
The Cyprus Productivity Centre, CPC
<b>Subject / Title</b>
Mechanical installations, Machining, Welding, Plumbing, Central Heating and hydraulics, Facility Maintenance, Building Construction, Carpentry and Cabinetmaking, Car mechanics, Electrical Installations, Design and production of Clothes, Telecommunications - Mobile Telephony, Automation, Car body repairing, Refrigeration and Air Conditioning, Constructions with Aluminum
<b>Project Summary</b>
Following the accession of Cyprus in the European Union, in May 2004, the Cyprus Productivity Centre has redirected its focus towards areas of activity which support the efforts of individuals, companies and organizations, social partners and state authorities to adjust to the rapidly changing environment so that the country can make a successful transition and have a secure future in the globalised world.
<b>Goals</b>
CPC through the Technical Vocational Training (TVT) offers accelerated initial training and continuing training for technical personnel in industry and technical advice to businesses for solving specific problems. Training programs are organized in specially equipped laboratories in Nicosia, Limassol and Larnaca by qualified instructors.



<b>Methodology</b>
The long standing objective of the Cyprus Productivity Centre is continuous improvement, the introduction of innovation and the provision of new services, programs and activities based on the needs of organizations and their employees, thus contributing to the enhancement of their competitiveness and supporting them so that they are able to face successfully the challenges of the 21st century.
<b>Advantages</b>
The CPC has made a useful contribution to the socioeconomic development of Cyprus for over 40 years and has in the process accumulated a wealth of knowledge and expertise which constitutes its major area of strength. Today the CPC assumes a particularly important role, on behalf of the Ministry of Labour and Social Insurance, in the areas of management development, training and productivity aiming at the best possible utilisation of human and capital resources and the improvement of quality of life within the European Union.
<b>Sources / links</b>
Not available.



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## VET PROJECTS - GOOD PRACTICE no. 19

<b>Country</b>
Cyprus
<b>Education Institution / School</b>
Higher Hotel Institute Cyprus
<b>Subject / Title</b>
Hotel Catering and Tourism Industry
<b>Project Summary</b>
The Higher Hotel Institute, Cyprus (HHIC) is a tertiary educational institute which offers educational programmes in Hotel and Catering Studies. The HHIC operates as a Department of the Ministry of Labour and Social Insurance. The HHIC accepts both Cypriot and International students. Cypriot candidates apply for the HHIC through the national system of entrance examinations for the Higher and Highest Educational Institutes of Cyprus and Greece. The HHIC has a wider role which is directly related with the development of the Tourism industry
<b>Goals</b>
<b>The Institute aims to:</b>  promote technological and scientific knowledge and its practical applications through teaching, research and other appropriate methods;  the creation of responsible officials are likely to contribute to the development of Cyprus hotel and broader tourism industry;  preparation and training of competent staff trainers of technical and vocational education;  encourage study and research and providing facilities for this purpose;





conducting and participating in research programs, mainly on applications in the field of hotel arts and tourism.
<b>Methodology</b>
<b>Advantages</b>
In an effort to monitor developments in the field of Hospitality Studies works closely with relevant foreign institutions primarily in Europe and participates in activities of international bodies like the UN World Tourism Organization, the International Hotel and Restaurant Association, the Hotel and Catering International Management Association the European Association of Hotel and Tourism Schools, the American Hotel and Lodging Association and the Socrates and Leonardo of the European Union.
<b>Sources / links</b>
<a href="http://www.mlsi.gov.cy/mlsi/hhic/hhic.nsf/dmlprotraining_en/dmlprotraining_en?OpenDocument">http://www.mlsi.gov.cy/mlsi/hhic/hhic.nsf/dmlprotraining_en/dmlprotraining_en?OpenDocument</a>



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## VET PROJECTS - GOOD PRACTICE no. 20

<b>Country</b>
Cyprus
<b>Education Institution / School</b>
Themistocleon The Vocational Training Institute
<b>Subject / Title</b>
Constructions
<b>Project Summary</b>
Themistoclean Vocational Training Institute was founded in 2001 for training and retraining of staff engaged in the construction sector, both in construction and engineering projects, through different programs.
<b>Goals</b>
The program aims to provide the opportunity for young people employed in the construction industry to gain an integrated training so they can responsibly take a site address. Essentially, the graduates of this program will form the connective krikko between the scientist, engineer or architect and technical personnel while engaged in the technical, financial and organizational management of the site.
<b>Methodology</b>
<b>Advantages</b>
The education / training of foremen provided two days a week and a non-business hours, so the student continues to work seamlessly from which he receives and experiences arising from the theoretical training. In the program, provided material targeted to the real needs of a site is not a total duration of 530 hours spread over 16 sections, and three semesters duration.



At the same time, made visits to workshops where the materials control Trainees attend the control methods of various materials, concrete, asphalt materials, etc., as well as in construction sites and road projects under construction. The education / training is done by experienced Citizen. Engineers at both training methods and to design and supervision of construction works and road construction. Classes begin on September 03, 2011 and expire on December 29, 2012. All lectures are in Larnaca in air-conditioned hall of the Institute, equipped with modern audiovisual aids, has a canteen to serve the students and there is room for easy parking. Upon successful completion of the program, trainees can claim a similar position on site with all the advantages provided for this position.

**Sources / links**

<http://www.themistocleon.com/index.html>



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## VET PROJECTS - GOOD PRACTICE no. 21

<b>Country</b>
Lithuania
<b>Education Institution / School</b>
West Lithuania Business College
<b>Subject / Title</b>
Project-based method in the learning process
<b>Project Summary</b>
<p>Project-based method – is an approach to learning, which allows students to develop problem-solving skills and other student competences. The project-based method is aimed at facilitating of the learning process in response to complex education problems and new challenges facing education – to prepare a student for requirements of society and labour market.</p> <p>Implementation of the project-based method in the learning process is positively evaluated due to various reasons:</p> <ol style="list-style-type: none"><li>1. Students are involved into active and purposeful activity, as a student is provided with a possibility</li><li>2. Students develop independent thinking and creative approach to work through</li><li>3. Students develop communication and collaboration competences</li><li>4. The method allows for developing and deepening of knowledge and awareness, skills and competences</li><li>5. The project-based method develops critical and creative thinking</li><li>6. Students improve their inter-personal communication skills and acquire new personal competences</li><li>7. The method stimulates interest in the encountered problem, develops positive motivation for learning and involves into interesting activity.</li></ol>



## Goals

SIMULITH centre /a firm for practical training “Biurometa“ , which has already been operating for many years in West Lithuania Business College is the best example of implementation of the project-based method in the learning process. Activities of a business simulation firm are closely inter-related with development of entrepreneurship skills, because in order to ensure effective development of entrepreneurship skills, students should have basic practical skills and be prepared for work in business environment. Therefore, the general purpose of activities of a business simulation firm – to develop students’ (studying various courses in business, technologies and other fields) entrepreneurship skills and competences, providing conditions for students to acquire practical, professional, social and technical skills through simulating of a real-life operations of a business firm, organising students’ practical business training.

## Methodology

Components of the process:

1. **Formation of groups**, students are divided into 4 groups that will work in the following departments: personnel department, marketing department, finance department, logistics department. To ensure successful implementation of a project and to achieve a set goal (let’s say, to participate at international fair with new products) appropriate groups have to be formed and their areas of activity assigned correspondingly. When forming groups, the following factors have to be considered: type of works to be done, roles of members within the group, limits of responsibility of each member.
2. **Distribution of work and responsibilities, time and resource planning.** It includes detail discussion of type, stages, time-term of work tasks, cost of time and materials needed. When planning the project activities, teachers employ the following methods:
  - **Schematization**
  - **Discussion**
  - **Control**
  - **Expert assessment**



<p><b>3. Project report</b>, comprising of:</p> <ul style="list-style-type: none"><li>• Introduction (substantiation of the project idea, objectives, tasks, limits of responsibility and contribution of each individual member of a team).</li><li>• <b>Project presentation.</b> It includes presentation of entire process of the project, its structure and obtained results.</li><li>• <b>Conclusions.</b></li></ul>
<p><b>Advantages</b></p>
<p>Thereby, a business simulation firm where the project-based method is intensively applied provides students with a possibility to take various business decisions, to consolidate document management skills, to learn how to share business information and use advanced technologies. Practical training in the business simulation centre should consolidate the whole course of studies and education. Knowledge and experience acquired in lectures and during student practices are integrated into a model of operation of a training firm. When engaged in activities of a training firm, a student encounters problems, tries to find their solutions, realises a lack of his/her competences, knowledge and is inspired to acquire and develop deeper knowledge and competences.</p>
<p><b>Sources / links</b></p>
<p>Not available.</p>