



VET Mobilities

/a teachers' perspective/

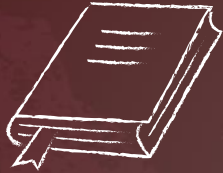


by Russi Rusev Ph.D



National
High School in Finance
and Business

Our curriculums



Accountancy



Economics and
Management



Economic
Informatics

~ 980
students

First in Bulgaria
to develop
practice
enterprises

5 year
course
14 to 19



School life



Some of our achievements

- KA210 - On life - digital detox and hyperconnection issues
- KA210 - I am your mirror - social and inclusive partnerships
- KA210 - Past in Future Bridge - **first small scale** project for cultural heritage and start-ups
 - KA 220 Project Focused, Interested, Tolerance - F.I.T. for Europe
 - Job-shadowing mobility - hosting and visiting
 - ENNE project - how to make a successful application form for Erasmus+

How did you determine the internationalization/mobility abroad needs of the high school?

1. Previous experience of the school in the project activities;
2. Expanding the horizons of young students abroad;
3. Developing the VET network;
4. Expanding the VET network towards non-VET schools.

What is the added value for students and teachers of doing an internship abroad compared to an internship at national level?

1. Exploring foreign work environment;
2. Using specific vocabulary learned in the language classes;
3. Exploring foreign culture and work habits;
4. Learning opportunities;
5. Future education opportunities;
6. Comparing different workstyles.

How did you find the partners abroad and make contact with them?

1. Through long standing partnerships formed during the ECO-net project in 1993 (in general for the school)
2. Through ENNE project;
3. Through Etwinning;
4. Through Pes Trade Fairs

How did you conduct the mobility, what were the impressions and experiences of the students

1. Good planning leads to good results;
2. Students motivation and eagerness increase during the mobility;
3. Students felt inspired to continue some habits developed during the mobility such as: time management, funds management, teamwork, etc.;
4. Students usually present their experience during the mobility in front of their classes.

How and where the mobility fits into the school's overall development strategy

1. Studying for knowledge and competences;
2. Individual approach for each student in order to develop their strengths;
3. Sustainable education and social responsibility;
4. Developing teamwork skills, partnerships, etc.
5. Innovations;

What did the teachers who accompanied the mobility students learn, did anything change in their teaching

1. Methodology of teaching, especially after the job-shadowing mobility;
2. Efficient ways in working with special needs students;
3. Creative ways to develop educational materials;
4. Improving the communication.

Instead of a conclusion...

... the National High School in Finance and Business is looking forward to continue educating young people in both classical economic theories and be as sustainable and eco-friendly as possible by teaching its students more about the 17th Sustainable Development Goals, circular economics, big data analysis, etc. Digitalisation in XXI century is the key for success, because we aim at...

...traditions and innovations

Thank you!

