

The aim of the application was to involve students outside school limits and teach them different competencies and help them develop their professional skills.

Under the project, two trade groups (pastry-baker, gardener) were sent to several German company trainees.

The gardener trade was 10 students for 5 weeks The baker, and confectioner profession group of 17 students who took part in a 7-week internship.

Most of them learned the German language. Some are in state care, orphans and semi-orphans, large families, some belonging to the SNI Dislexias category, disgrafias, discalculias, btm.'s students. It was especially important to keep these students from not dropping out of school and keep them motivated. To avoid relegation it was huge motivation to stay on track to pose this programme. We supported the participation of students with learning disorders, because their practise is based on the importance of multiple knowledge acquisition. Considering their age, the number of adults and minors who took part were almost of the same proportion. For most of them a foreign internship for practise is of great importance. Receiving a Europass certificate gives them the opportunity to work and grow in their skilled field abroad as well as in their home country. During the professional skilled training more emphasis is placed on the development of professional skills and competencies. Unfortunately, these skills can not be solely learned at school or in thier neighbouring hometown areas.

It is hard to get by, especially if skilled employees expect a high standard of professional skills. Professional skills are quite difficult to achieve in only the limit of school. Mobility of learning can help develop additional competencies and they will be able to learn more easily. The project is led by the project coordinater, several colleauges (subject teachers, trainers, head teachers, the school psychologist, and by a special teacher )The institutional management, the students and also the parents who are involved.

Our institution has been successful in this project for several years The project activities ensures excellent project management, and partner institutions who are committed in working together. During the five year period all the participants who took part in this programme are very consciencious in working to keep up this high standard project. Our school has been recognized over the years for developing a variety of skills and competencies, which means alot for future generations. ( especially in the case of a committed partnership.) These conditions can only be acheived in this way. The competencies were meassured in different ways during the project. Students developed their language skills and competencies as well. When returning to their home country the skills were remeasured and showed spectacular growth and development in most students.

Thanks to our school for the successful international contacts, professional mobility of both students and instructors, teacher specialists and the educational programme. We consider

the impact of national activity to opt for our students in acquiring opportunities to grow significantly with additional competencies that lead to advantages over other rivals.

The following documents are used to recognize students who took part in the project

- School certificate (with appropriate endorsement)
- School report book
- A successful training certificate
- Mobility Europass

The foreign trade practises are accredited. Their grades are accredited in their report cards and certificates attached with an official school clause.

The accompanying teachers also developed a lot during the project. In addition to the everyday monitoring, professional control and management tasks, they developed in the following way

- They built a deepened relationship between the host institution and the intermediary.

- They gained experience and methodology

- They acquired new organizational and technological skills, thus improving social and personal competencies.

- They gained new training organization and experience

- They developed social and professional linguistic culture( development of cognitive skills)

- A better understanding of information and communication technologies. (ICT). They developed personal and social competencies and also developed in digital ability

In the foreign practice, the following methods were used for the intended purpose:

- Pair work
- Collaboration
- Project work
- Self-learning
- Personal development - technical work
- Discussion

During the practice we tried to make the students learn a higher level of being independent, being quick, faultless, and self monitoring in all types of working conditions. Knowledge acquisition had an increasingly important role in both formal and informal learning in which the well organized foreign practices contributed.

We would like to further develop our relations in Germany, possibly in other professions. We would also like more company and school relations to be able to carry out effective learning experience for students and teachers to benefit from. We plan to extend our project and we would like to involve Romania and Sweden as well.