

Model of Business Processes in Secondary School

„BUSINESS IN SCHOOL”

STUDY

Radnóti Miklós Economic Vocational Secondary School (Pécs, Hungary)

State Secondary School Institution Carlo Anti (Villafranca di Verona, Italy)

Private Grammar School and Economic School Katarina Zrinski (Zagreb, Croatia)

Rudan Ltd. (Zminj, Croatia)

BSH Gloves Ltd. (Pécs, Hungary)



Content

1. Introduction – Model of Business Processes in Secondary School.....	3
1.1. Summary of the project.....	4
1.2. Why is BIS study important?.....	5
1.3. Future implications	7
2. Appearance of the knowledge used in the training of business processes in the curriculum of the other (non-economic) subjects	9
2.1. Hungarian experience	10
2.2. Italian experience	13
2.3. Croatian experience.....	13
2.4. Conclusion	20
3. The practice of business education in partner schools	21
3.1. Hungarian experience	22
3.2. Italian experience	29
3.3. Croatian experience.....	38
3.4. Conclusion	42
4. The role of partner companies	43
4.1. Hungarian experience (BSH Gloves Ltd.)	28
4.2. Italian experience.	44
4.3. Croatian experience (Rudan Ltd.).....	51
4.4. Conclusion	
5. Opportunities of the professional foreign language in education of business processes.....	52
5.1. Hungarian experience	53
5.2. Italian experience	56
5.3. Croatian experience.....	59
5.4. Conclusion	64
6. Measurement and methods of the evaluation in the practice of simulated (training) firms	65
6.1. Hungarian experience	66
6.2. Italian experience	70
6.3. Croatian experience.....	75
6.4. Conclusion	78

1.

INTRODUCTION

MODEL OF BUSINESS PROCESSES IN

SECONDARY SCHOOL

1.1. Summary of the project

The project "Model of Business Processes in Secondary School" started as a part of Leonardo Da Vinci partnership in 2012. Radnóti Miklós Közgazdasági Szakközépiskola, acting as project coordinator, worked on this project for two years with renowned European schools: Istituto di Statale Istruione Secondaria Carlo Anti from Villafranca di Verona (Italy), Private Grammar School and Economic School Katarina Zrinski from Zagreb (Croatia) and two companies, Rudan Ltd. from Croatia and BSH Gloves Kft. from Hungary.

The goal of the project "Model of Business Processes in Secondary School" was modeling business processes. We learnt and reviewed the current methods used during practical training in the vocational education system of each country, modeling of business processes in training firms, steps in the development of business and common competencies and relating subjects' content with it, in terms of the educational period at the beginning on the basis of teaching and closing at the end of training. Experts from European schools analyzed the structure of the case, the best practices that already existed in these areas and contents that were worth adopting, with the help from two companies, that gave their expertise and knowledge.

1.2. Why is BIS study important?

The importance of the BIS study is mostly visible in the proposals for their own schools to implement practical modifications. Schools can apply the accepted concept in their institutions during everyday teaching and also can share it with their colleagues from other secondary schools in the local and regional area, but also nationally through different government's initiatives.

The result of our project is the „Business In School” study, in which we articulate the common concept stated during the cooperation according to the sub-studies. Heads, teachers of economics and foreign languages and other colleagues (IT and finance specialist) of partner-schools and representatives of partner-companies through participation in the project learned how to cooperate and share experiences through the BIS study. BIS can be updated and upgraded and therefore is an excellent tool and the base for future development in vocational secondary schools all over Europe and not just in the countries participating in this project.

When coordinator and partners applied for this tender, they developed not only different perspectives for target groups in this project, but also final beneficiaries. The perspective for the schools participating in the project consisted mostly in the opportunity that will allow the different participants of vocational training, such as school and economic sphere, to approach their interdependence and the opportunity all their colleagues, who teach different subjects, to update their professional competencies, thereby the quality of vocational training. Learning the „Best practices” of partner schools in detail will inspire other schools in Europe to the transfer of innovation leading to a renewal of content of vocational training.

Over the last couple of years, the role of practical training has increased in vocational training, thereby strengthening the cooperation between entrepreneurial sphere and training institutions. For the partner companies, the perspective of this project, its results and future implications is a bit different. By the international cooperation, the intensive relations between the employees of the schools and supporting companies contribute to learning other cultures, working methods and attitudes, it develops tolerance and help to fight against prejudices.

Finally, the perspective for the students is consisted mostly in students' way of thinking and their approach to studying in vocational secondary schools. The student is the prime

beneficiary in case of a successful outcome of the project, as the content of their training will widen and the scope of their comprehended skills will increase. This change can improve even their chances for being hired, even on a changing and unpredictable labor market. Future of all economies in Europe is quite unstable. There are different levels of development and success in every country and with this study, students can use the best examples they have got from each country and with the help of their teachers and professors use them to become a successful business people in the future, not matter the sector or company they will be working for.

1.3. Future implications

The aim of this project was to model business processes, for that we learned and reviewed the current methods applied during the practical vocational training in each country's vocational training system, the modeling of business processes in training firms, the steps to develop entrepreneurial and joint competencies and the subject content connected with it, in terms of the education period starting at the base learning and finishing at the end of vocational training. By creating BIS study, the coordinator and partners summarized every „Best practice” example they have got in their school and left enough space for the future improvements and upgrading of the „Best practices” already in existence in these fields and the contents worth to be adopted.

Like it was written in the application form of this project - all schools participating in the tender consider the dialogue and cooperation between the different teachers' staffs important, as well as getting know each other from professional, cultural, and social perspectives. During these two years of cooperation we learned a lot. Every partner learned something new about the other partner, about their countries and culture, but the most important thing is that every partner got to know new, interesting people, who work the same kind of job like he or she does. It means that each person involved in this project found somebody with whom he or she could share experiences, thoughts, knowledge and skills in their area of work and expertise.

We are now open to new challenges, learning new methods and approaches. This tender helped many members in our teachers' staff, through mobilities to visit the partner schools and get an insight of the professional work there. New ways of thinking and new approaches to the same subject can improve each partner's own lecture, lesson and approach to students. New generations of students are very open to new ways of learning, to all kinds of new technologies and they are interested in new way of teaching as well. They are not interested in old-fashioned way of teaching, where professors stand and have a lecture of 45 or 60 minutes behind their desk. This BIS study and this project are giving opportunity to every professor and every student who were involved in this project (but others as well!) to find something new for themselves and to improve their way of teaching and learning. Also, professors are now here to learn as well and not just teach. Especially through projects like this, which were and are oriented to the process of lifelong learning.

The aim of this project and this study was also to strengthen the European character of professional basic and further education and to advance their theoretical, as well as their

practical knowledge and their technical foreign language skills and with summarising the „Best practices“ examples in the BIS study, project partners and coordinator made an excellent base for future projects and upgrading of today’s way of work and approach to business in secondary schools.

2.

**APPEARANCE OF THE KNOWLEDGE
USED IN THE TRAINING OF
BUSINESS PROCESSES
IN THE CURRICULUM OF THE
OTHER (NON - ECONOMIC) SUBJECTS**

2.1. Hungarian experience

In Radnóti Miklós Economic Vocational Secondary School there are several teachers' departments:

- Department of Economics,
- Department of Science,
- Department of Information Technology,
- Department of Arts,
- Department of Languages.

Non-economic subjects are taught by the members of the different departments except the department of Economics.

The non-economic subjects that we are monitoring within this three departments are the followings:

- Geography,
- Maths,
- History,
- Information Technology.

The non-economic subjects are connected with economic subjects in some areas.

Non-economic subjects and Economics

2.1.1. Geography and Economics

Our students have 2 Geography classes per week in the 9th grade, so there are 74 classes per year in total. In this subject the economics topics are: Population and Urbanization, so this gives 4 lessons in a year.

Teaching methods are: individual work, using sources, repetition, presentation.

2.1.2. Maths and Economics

Our students learn Maths in each grade. In the 9th grade they have 3 classes per week, so there are 111 classes per year in total. Economic topics are: Statistics, functions, percentage calculatings, so this gives 30 lessons in a year.

In the 10th and 11th grade the number of lessons are the same. Economic topics in the 10th grade are Arithmetic and geometric mean, Maximalization problems and in the 11th grade there are Exponential and logarithm practices. Economic topics in the 10th grade take 10 lessons and in the 11th grade take 3 lessons.

In the 12th grade students have 3 Maths classes per week, so this gives 96 lessons per year in total. Economic topics are the followings: Probability, Arithmetic and geometric sequence, Compound interest, Annuity (high level), this gives 22 lessons in a year.

Teachnig methods are: individual work, homework, repetition.

2.1.3. History and Economics

Our students learn History in each grade. In the 9th and 10th grade they have 2 classes per week, so this gives 74 lessons per year in total. Economic topics in the first year are: Prehistory (agriculture), Handicraft, Metal-working technology, Economy of Egypt, Persia, Phoenicia (trading culture), Hellenistic Civilization, Economy of Pannonia, Early Middle Ages; this gives 18 lessons in a year.

Economic topics in History in the second year are: Economic feautres of Middle Ages; Árpád-dynasty – economic arrangements, Early Modern Period, Political Economy. This part of the subject means 20 lessons.

In the 11th grade the number of lessons are 3 lessons per week, so this gives 111 lessons per year in total. Economic topics in the third year are: Economic principals during the age of Enlightenment, Napoleonic Wars (depreciation), Hungary and the Habsburg Monarchy, The period of Reforms (economic reforms); this gives 40 lessons in a year.

In the 12th grade students have 3 History classes per week, so this gives 96 classes per year in total. Economic topics are the followings: The world economic crisis, Economic effects of the two World Wars, Post-War Communist Period, EU. This part of the subject means 48 lessons. The students have to compare and discuss economic social political changes, economic crisis.

Teachnig methods are: group work, homework, repetition, using sources, news.

2.1.4. Information Technology and Economics

We teach Information Technology in each grade. In the 9th and 10th grade students have 1 lesson per week, this gives 37 lessons per year in total. Economic topics in the first year are: Information Technology (Internet, Email client), Web browser, Text editing, Webpage making, Presentation, this gives 22 lessons in a year.

Economic topics in Information Technology in the second year are: Spreadsheet, Database management, this gives 23 lessons in a year.

In the third year the number of lessons are 2 lessons per week, so this gives 74 lessons per year in total. Economic topics in the third year are: E-Mail, MS-Excel, using diagram; this gives 35 lessons in a year.

In the 12th grade students have 2 Information Technology classesd per week, so this gives 64 lessons per year in total. Economic topics are the followings: Information society, Intellectual property, (software), Human capital; this gives 10 lessons in a year.

Teachnig methods are: individual and group work, repetition.

2.2. Italian experience

In the Italian Secondary system a particular sector of the business economic curriculum is devoted to the specific path of the training firms. More non- economic subjects are involved in their creation as specified:

- Foreign languages (English and German for special purposes)
- Geography (specific subjects related to the touristic and economic aspects about the local territory)
- Information Technology (special software focused on operating in T.F.)
- Maths (Financial Maths)
- Commercial and administrative law (specific path for the creation of Training Firms from the legal point of view)

The Old Italian System includes:

Subjects	Specific competence	Cross Competence
Italian language and Literature	argue, debate, discuss, deduce and write about economic field (business letter, business documents, minutes, official documents, newspaper articles)	work in group, interact, collaborate and cooperate
English	argue, debate, discuss, deduce and write about the economic field in English language (business letter, business documents, minutes, official documents, newspaper articles)	work in group, interact, collaborate and cooperate
Geography	analyze and interpret the economic and social territorial system	assess the political and economic reality of a country
History	analyze economic and social changes	compare and discuss economic social political changes during old time and modern time
Physical Education	play by the rules first-aid Regulations	enhance own – self awareness know and admit and accept own limitations
Religion	think clearly and state own idea	act and work in group

The time dedicated to the training of business processes in the curriculum varies according to the different non-economic subjects that are mentioned above. Anyway, we can say that about 2/3 hours a week are dedicated to this, which is an average of 100 hours a year in total.

As regards the materials, we use real documentation which is given us by our tutor companies. They can also provide us with all the facsimiles of invoices, orders, and commercial correspondence (offers, replies, orders, complaints, circulars, etc.).

All the forms we need to establish our firm can be downloaded from the web site of the local Chamber of Commerce. To write and/or fill these materials we devote about half the time of the lessons previously mentioned.

The methods used in teaching with the aid of these materials requires focus group, work group based on cooperative learning and learning by doing.

We apply modular forms: they are about specific laws related to the safety concerning our peculiar company, especially how to prevent and cope with dangerous risks that could happen.

An aspect which is worth discussing is that almost all firms have got their own web site: for this reason, we offer our students a specific packet of lessons concerning the creation of web sites.

In the old Italian School System, before the 2010 School Reform, the schools subjects were mainly seen as separate entities which interacted only in a few specific moments: the Project Area (projects which involve more subjects at the same time), School Job Rotation (activities which take place both in the classroom and in the work place in different moments of the school year) and Training Firms.

According to the recent School Reform, in Italy Vocational School Institutions now consist of five years, divided into three main periods: the first two years, the second two years and the final fifth year, according to the model 2+2+1.

The Vocational System acquires and is in line with the Key European Competences. Moreover other more specific competences have been added for each specific branch.

The specific competences are:

1. recognize the essential characteristics of the socio-economic system to orient in the productive fabric of its own territory;
2. analyze data and interpret them developing inferences and reasoning with the help of graphical representations, knowingly using computational tools and the potential offered by specific applications of computer science type
3. identify trends in local, national and international markets;

4. interact in the company system and recognize the different models of corporate organizational structures;
5. carry out activities related to the implementation of business surveys with the use of technological tools and application software of the sector;
6. contribute to the achievement of the administration of human resources with respect to payroll, the severance pay and the related formalities required by law;
7. interact in logistics and warehouse management with particular attention to their accounts;
8. interact in the area of business management for activities relating to the market and aimed at the achievement of customer satisfaction;
9. participate in activities of the marketing and implementation of advertising products;
10. carry out activities typical of the tourism industry and functional to the organization of services for the development of the territory and the promotion of events;
11. apply the tools of business systems, quality control and analysis of results;
12. interact with the information system through the use of IT and telecommunication tools;
13. use the key concepts of economics and organization of production processes and services;
14. apply the methods and techniques of project management;
15. prepare technical reports and individual documents and group activities related to professional situations.

Each subject contributes now to the development of the different competences as well as each competence is involved in the improvement of many subjects at the same time.

This can be done both in the daily classroom activities and by using some new teaching methodologies such as the Teaching Learning Unit and the Internship, too.

2.3. Croatian experience

Appearance of the knowledge used in the training of business processes in the curriculum of the other subjects – experience of Private Grammar School and Economic School Katarina Zrinski Research results of economic content taught in non-economic subjects of Private Grammar and Economic School Katarina Zrinski

The results were given according to the questionnaires filled out by professors of non-economic subjects on the topic of determining the economic content in non-economic subjects.

2.3.1. English Language with Correspondence

The share of economic content in first, second and third grade amounts to about 24% annually, while the share in second grade is a bit different because the students attend a course in English Language at Oxford and it amounts to about 20% annually.

Content relating to the economic topics and business processes is:

- marketing, brands, advertising
- writing a CV, job application, business correspondence
- presentations on English, writing summaries of their own training firms
- the terminology related to the organization of companies - sectors, functions
- vocabulary related to business

Number of hours and grade devoted to that topics in English Language with Correspondence is 20-25 hours per year.

Materials used in teaching and learning are: textbook "English for Business Head", materials from the internet, teacher-made exercises

Methods and approach used are: group, individual and discussions

In the subject taught in the first grade in the programme of Economic Grammar School, English Language – Business English, the share of economic content amounts to 100% annually.

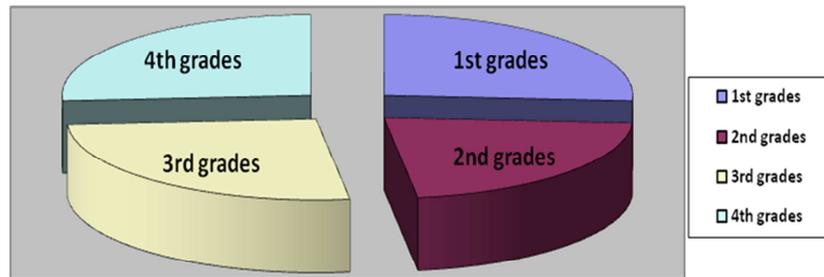


Chart 1: The share of economic content in subject:
English Language with Correspondence in PGESKZ

2.3.2. History

The share of economic content in the first grade in the subject History amounts to about 40% annually.

Content related to economic topics and business processes is:

- development of trade, industry, cities
- economic crisis, etc.

Regarding the number of hours and grade devoted to the economic topic and business processes, there is never an entire lesson devoted to that topic, but always only a part of it.

Materials used in teaching and learning are: textbooks, magazines and movies.

Methods and approach used are: frontal, group, individual.

2.3.3. Informatics

The amount of economic content in second grade is about 5% annually and in third grades about 10% annually.

Content related to the economic topics and business processes in the subject of Informatics is:

- Excel - calculation of price with and without VAT, eg. other financial functions (interest, equity, currency conversion ...)
- EDI - electronic exchange of data in business communication
- enterprise information system (acquisition and development)
- Power-point presentation of training firms

Number of hours and grade devoted to that topics are:

- 2nd grade, 2-3 hours
- 3rd grade, 4-5 hours

Materials used for teaching and learning are: textbooks, work-note and own resources and presentations.

Methods and approach used are: oral presentations, group work and practical work.

2.3.4. Physical and Health Education

The amount of economic content in first, second, third and fourth grade is about 6% annually.

Content related to economic topics and business processes in the subject of Physical and Health Education is:

- the history of sport: Olympic Summer Games, the financial viability of the Olympic Games, rewarding athletes in individual sports
- management of sporting events and promotional/ marketing activities

Number of hours and grade devoted to that topics is 4 hours per year.

Methods and approach used are usually just lectures.

2.3.5. Geography

The share of economic content in first grades amounts to 21% and in third grades the amount is 50% (there is economic content in every single teaching subject), while the amount of economic content in fourth grades sums to 23% annually.

Content related to economic topics and business processes that is taught in the subject Geography is:

- economic geography
- development indicators, productivity, cost-effectiveness, cost-effectiveness,
- economic development of countries by region,
- globalization
- integration
- EU
- multinational companies
- development of industry, agriculture, tertiary activity

- Croatian economy, etc.

Number of hours and grade devoted to the topic of economic content in the subject of Geography is:

- 1st grade of economic school, 15 hours per year
- 3rd grade, every subject unit has economic content
- 4th grade, 1/3 of subject units is related to economic topics

Materials used for teaching and learning are: textbooks, geographic magazines and statistical information of the World Bank and UN

Methods and approach used are: frontal, group and individual

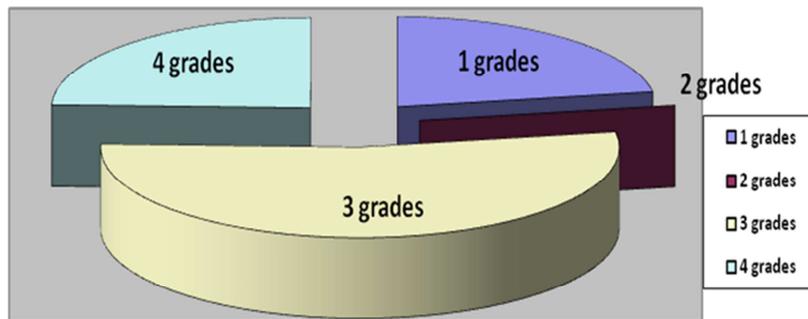


Chart 2: The share of economic content in subject: Geography in PGESKZ

2.3.6. Mathematics

The amount of economic content in first and second grades is about 22%, in third grade 70% (Mathematics for Economists). There is no economic content during fourth grade.

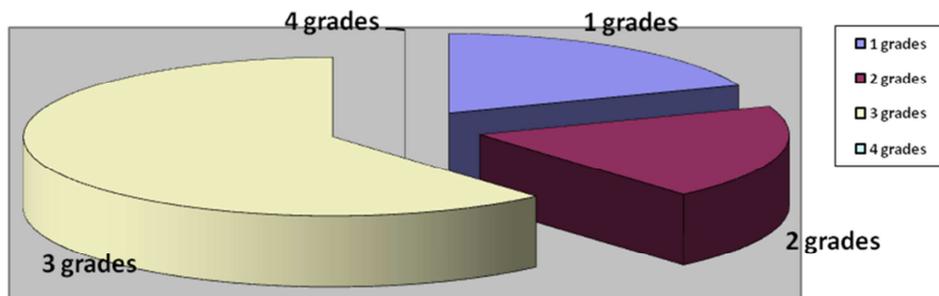


Chart 3: The share of economic content in the subject: Mathematics in PGESKZ

2.4. Conclusion

The analysis and comparison carried out in the different partner institutions have not revealed any significant difference in the contents, methods and tools.

The Zrinski school tries to give a more vocationally oriented slant than the other two institutions, focusing mainly on commercial English and on the use of new technologies. The selection of these subjects is aimed to favour the students to enter the labor market.

The path in the other two institutions seems more gradual but with great attention to economic specialization taking into account the different addresses. Moreover the humanities play also a great role for their contribution to the general education of the students.

In the Italian Educational System the recent Reform has introduced a teaching method using the competences as requested by the European Union and it has also enriched the paths as asked by the Italian Reform. This change, whose results will be seen starting from 2015, will allow to model aware and competent students.

Methods and tools used are very similar in the three schools. They vary from individual work, laboratory work, exercises proposed by teachers, teamwork, guided discussions or debates, remedial classes.

3.

**THE PRACTICE OF
BUSINESS EDUCATION
IN PARTNER SCHOOLS**

3.1. Hungarian experience

The current secondary vocational in Hungary entails 4 years in school for the students. They take a Final exam (Matura exam) at the end of their studies. They have an option to study for a profession, in that case they study 2 more years in school and do a practice in the summer (90-240 hours).

Effective as of September, 2013, the regulations for Secondary Vocational Education changes: students study 4 years in school and do a practice at the end of each year (except the final year). After finishing their studies, they take a Vocational final exam that entitles them for employment. They may study an additional year for completing the requirements for their profession.

Students' possibilities after 12th grade, with General final exam

- Study for a profession (2 years)
- Study at higher education (3+2 years)
- Work

Students get

- General education (non-economical subjects).
- Basic vocational education in 3 professional groups.

Students can choose from the Professional groups below:

- Trade, marketing and business administration
- General administration
- Economics

3.1.1. Students in the 9th grade have got different economical subjects for 37 weeks which means altogether 185 hours in the year.

3.1.1.1. Economic Environment

Curriculum:

- Basic Economics: Needs. Production, service and their relations. Management. Economy. Infrastructure. Division of labour. National economy's divisional structure. Factors of production. Market. Demand, supply.
- Organizational frameworks of management.

- The role and duty of state: The role of budget and its structure. The role of state in providing conditions of market economy. The role of taxes and subsidies in state's management.
- Economy of Household: Income and costs of households. Savings of households. The role of credit in household's financial economy.

Teaching methods:

- explanation,
- questions,
- individual work using sources,
- repetition,
- presentations,
- reading newspapers,
- teamwork,
- modeling,
- tests.

3.1.1.2. Information Management

Curriculum:

- Use of the basic functions of a modern word processor software for entering and form words.
- Blind typing with ten fingers.

Methods:

- explanation,
- questions,
- tests.

3.1.1.3. Etiquette

Curriculum:

- Culture of appearance.
- Relations in everyday life.
- Special opportunities of social life.

- Table manners.
- Behavioral forms in family.
- Social climat at work place.

Methods:

- explanation,
- questions,
- presentations,
- competitions,
- tests,
- modeling,
- activitiy game.

3.1.2. Students in the 10th grade have got different economical subjects for 37 weeks which means altogether 185 hours in the year.

3.1.2.1. Economic Environment

Curriculum:

- Enterprises: classification, basic issues of foundation, operation and closing.
Issues of a private enterprise's operation.
- Finance: The exchange of goods and money. Bank account and complementary currencies. Price. Income. Financial institutions.
- Personal requirements to Financial management: Labor relations. Employment contracts. Rights and obligations of the employee and the employer. Unions.
- Review of the income from operations on the enterprise's level: Investment. Cost. Income. Margins.
- External economy: Foreign trade. Export, import. Integration.

Methods:

- explanation,
- questions,
- individual work using sources,
- repetition,
- presentations,

- reading newspapers,
- teamwork,
- modeling,
- tests.

3.1.2.2. Information Management

Curriculum:

- Development of writing techniques, basement consolidation of copying skills.
- Form of business letters.
- Basic knowledge of office techniques.

Methods:

- explanation,
- questions,
- tests.

3.1.3. Students in the 11th and 12th grades have got different economical subjects for 37 and 32 weeks which means altogether 296 and 256 hours in the year.

3.1.3.1. Trade, Marketing and Economics

Curriculum:

- Consumer's attitude and demand. Company and supplier attitude. Company's supply and the nature of the market. The market of the factors of production.
- Macroeconomics. Imbalances on the labor market. Inflation, inflation processes. Open macro economy.
- Analysis of the market environment. The market. Consumer attitude. Market research. Product policy. Price policy. Communicational policy.
- Advertising. Public relations. Sales promotion. Personal sales. Image.
- Forms of companies. Material and non-material factors of a commercial company.
- Balance sheet and Profit Loss Statement of a commercial company. Financing, profitability, efficiency in a commercial company. Business Plan.

Method:

- explanation,
- questions,
- tests,
- lots of exercises.

3.1.3.2. Training Firms

Curriculum:

- Characteristics of commercial enterprises.
- Working processes, responsibilities in Secretary, Purchase, Sales & Marketing, Human Resources, Finance Department.
- Modelling the operation of a commercial company through a Training Firms Agency.

Methods:

- demonstration,
- filling out documents,
- wearing business clothes,
- „working”,
- self-evaluation by team-members.

3.1.3.3. Information Technology applications

Curriculum:

- Use of Internet. File management. Network communication.
- Word processing.
- Database management.

Method:

- explanation,
- demonstration,
- exercises.

Word Processing

Curriculum:

- Error-free typing. Typing from dictation.

- Special formal, contextual and linguistic requirements of official letters.

Methods:

- dictation,
- exercises.

3.1.3.4. Economics (theoretical)

Curriculum:

- Basic knowledge of Microeconomics. Consumer's attitude and demand. Company's productional attitude and supply. Market of capital goods. Efficiency of market and market insufficiencies.
- Basic Macroeconomic connections. Balance of Macroeconomics. Economic policy of the state. External relations and their connections with national economy.

Methods:

- explanation,
- questions,
- individual work using sources,
- repetition,
- presentations,
- reading newspapers,
- teamwork,
- modeling,
- tests,
- competitions.

3.1.3.5. Business Economics

Curriculum:

- Basic knowledge of Statistics, Marketing, Finances, Accounting.
- Cost of activity and sales.
- Marketingmix.
- Business plan.
- Systems of financial and credit transactions.

- Closing – annual report.

Methods:

- explanation,
- questionions,
- repetition,
- tests,
- exercises.

3.1.3.6. PROJECT- Business Presentation

Curriculum:

- Foundation of a fictious company.
- Preparing the Business Plan of the company in details.
- Business presentation in front of an independent professional jury.

Methods:

- mentoring,
- teamwork,
- self-evaluation,
- evaluation by jury.

3.1.3.7. PROJECT - International Trade Fair

Curriculum:

- Set up and decorate the stand.
- To have a marketing plan in details.
- To have all sort of marketing materials.
- To communicate and behave in the Fair.
- To make the administration on the stand.

Method:

- mentoring,
- teamwork,
- self-evaluation,
- evaluation by jury.

3.2. Italian experience

In Italy currently there are two educational systems and the old one is expiring in 2014. In the old Vocational system the course of study lasted five years. The new system consists of five years also but it is divided into three main sections according to the model 2+2+1:

- the first two years
- the second two years
- the fifth year

Vocational System is based on Key European competences and specific competences.

In the *old system* 23 hours are devoted to economic subjects divided: 15 hours of Theoretical and 8 hours of Practice. Alternation School Job is compulsory for 66 hours both in the 4th and 5th year. Students learn the basics for establishing their training firms and produce all the documents needed. In June they spend a training period of about 200 hours in a real firm that is assessed by the hosting companies.

The *new Vocational System* is based on Key European competences and specific branch competences. In the new system the time dedicated to practice is 38% of the total the first 2 years, the second two years and the fifth year 25% of the total.

The competences of the entire vocational course are the following:

- identify trends in local, national and international markets;
- interact in company system and recognize the different models of business organizational structures;
- carry out activities related to the implementation of business measurements with the use of technological tools and industry application software;
- interact in the area of logistics and inventory management with special attention to its accounting.
- contribute to the achievement of human resources management with regard to payroll management, treatment of severance and related formalities provided for by law. industry applications
- interact in the area of logistics and inventory management with special attention to its accounting

Specific economic contents are present in the following subjects: foreign languages, economics, law, mathematics, informatics.

Specific contents of school subjects with regard to specific skills

3.2.1. Competence: Identify trends in local, national and international markets.

Subjects involved:

- Professional Commercial Services Techniques (Accounting)
- Law/Economy

Contents:

- The laws of supply and demand.
- The currency and trade.
- Political and economic evolution of Europe until the birth of the EU.
- Elements of customer satisfaction.
- Sector-specific technical vocabulary.
- Laws that govern international trade.
- The balance of payments.

3.2.2. Competence: Interact in the company system and recognize the different models of corporate organizational structures.

Subjects Involved:

- Professional Commercial Services Techniques (Accounting)
- Law/Economy
- Communication

Contents:

- interact in company system and recognise the different models of corporate organizational structures and the various types of economic systems.
- The phases of the economic activities, resources and inputs.
- Economic actors: consumers, businesses, public administration.
- The classification of enterprises by sector.
- The local economic system.
- The entrepreneur and the other actors in the company.
- Legal entities with respect to business models of organizational structure.

- Tools of representation and description of the organization.
- Internet services.

3.2.3. Competence: Carry out activities related to the implementation of business surveys with the use of technological tools and application software sector.

Subjects involved:

- Professional Commercial Services Techniques (Accounting)
- Laboratory
- Law/Economy

Contents:

- The rules of the civil code on budgetary matters the national and international accounting standards.
- The double-entry method applied to heritage system and economic outturn.
- Nature, operation and use of economic and financial accounts.
- Scriptures of adjustment.
- Algorithm; data types; entities and relationships, logical operations-set-theoretic and relational.
- Use appropriate software tools to help the concepts of programming and planning.
- The budget.

3.2.4. Competence: Contribute to the achievement of the administration of human resources with respect to payroll, the severance pay and the related formalities required by law.

Subjects involved:

- Professional Commercial Services Techniques (Accounting)
- Laboratory
- Law/Economy
- Communication

Contents:

- Contribute to the achievement of human resources management with regard to payroll management, treatment of severance and related formalities provided for by law.

- Concept of self-employment and subordinate legal Sources of employees.
- The contract as a source of obligations.
- Major duties and rights of employee associations.
- The role of the unions compulsory social Insurance.
- Social security and welfare bodies.
- Complementary pensions.
- Pension Funds.
- Tax treatment of the income of employees.
- Additional income tax and income tax.
- The role of the substitute tax.
- Relations between the employer and the social security authorities and the tax authorities.
- Periodical obligations.
- The double-entry method.
- Economic and financial accounts handled in surveys of staff-related operations.
- Placement in the budget of the enterprise accounting entries relating to the presence of employees

3.2.5. Competence: Interact in logistics and warehouse management with particular attention to their accounts.

Subjects Involved:

- Professional Commercial Services Techniques (Accounting)
- Laboratory
- Law/Economy
- Communication

Contents:

- Logistics concept.
- Service to our customers.
- The warehouse and its structure.
- Stocks and their management.
- Warehouse adapters.
- Book entry stocks.

- Inventory management in an integrated accounting program.
- Storage costs.
- Logistics costs.
- Purchase plans.
- Development of load and discharge
- The civil assessment of inventories.
- Tax accounting of stock.

3.2.6. Competence: Interact in the area of business management for activities relating to the market and aimed at the achievement of customer satisfaction.

Subjects involved:

- Professional Commercial Services Techniques (Accounting)
- Laboratory
- Law/Economy
- Communication
- Maths
- Informatic

Contents:

- Concept of competitive economic environment.
- Legal sources concerning unfair competition and false advertising, consumer protection, guarantees.
- Concepts of ethics and social responsibility of the consumer and the enterprise.
- Main strategic marketing models.
- Levers of strategic and operational marketing.
- The channels and tools of corporate communications.
- Marketing in service firms.
- The joint marketing plan.
- The analysis of the break-even point.
- Formulation of marketing strategies.

3.2.7. Competence: Participate in activities of the marketing and implementation of advertising products.

Subjects involved:

- Professional Commercial Services Techniques (Accounting)
- Laboratory
- Law/Economy
- Communication
- Informatic
- Foreign languages

Contents:

- Territorial Marketing and sustainable development.
- Marketing mix.
- Market segmentation techniques.
- The product life cycle.
- Knowledge of the tourism product and the subjects that offer it (travel agencies, transport companies, accommodations).
- Knowledge of the elements that determine the price of the tourist product.
- Knowledge of the techniques of reservation and issuance documents.
- Knowledge of the resources and potential of the territory in which they operate and organization techniques for different types of events.
- Knowledge of commercial art (ideas, pictures, colors, words).
- Knowledge of Word, Excel, PowerPoint, graphics programs and dedicated software.

3.2.8. Competence: Typical activities in the tourism sector and functional organization of services for the valorization of the territory and for the promotion of events; participate in the activities of marketing and advertising products.

Subjects involved:

- Professional Commercial Services Techniques (Accounting)
- Laboratory
- Law/Economy
- Communication

- Informatic
- Foreign languages

Contents:

- Sustainable development and territorial Marketing.
- Marketing mix market segmentation techniques.
- The product life cycle and product knowledge of the subjects that offer it (travel agencies, transport companies, accommodations)
- Knowledge of the elements that determine the price of the tourist product
- Knowledge of the techniques of reservation and issuance documents resource
- Knowledge of the potential offered by the territory in which they operate and organization techniques for different types of graphic.
- Knowledge event advertising (ideas, pictures, colors, words) knowledge of word, excel, PowerPoint, graphics programs and dedicated software

3.2.9. Competence: Apply the tools of corporate systems of quality control and analyze results.

Subjects involved:

- Professional Commercial Services Techniques (Accounting)
- Laboratory
- Law/Economy
- Communication
- Informatic

Contents:

- Quality system requirements (the responsibility of leadership, quality planning, control of documents and data, the supply, the control of the finished product, traceability, process control, instrument control, control of nonconforming product, the handling of complaints)

3.2.10. Competence: Interact with business information system through the use of computer and telematic tools.

Subjects involved:

- Professional Commercial Services Techniques (Accounting)

- Laboratory
- Informatic

Contents:

- Algorithm; data types; entities and relationships, logical operations-set-theoretic and relational.
- Use appropriate software tools to help.
- Prepare, organize and manage databases for the corporate information system.

Specific contents of Accounting can be practiced in laboratory so there is a strict connection between theory and practice. Students use specific applications to record invoices, bill of lading, bank transactions.

Law can be analyzed filling real documents regarding legal structures of companies.

In the new school system School-work alternation (ASL) is recommended.

Teachers use varied methods such as:

- Development of Projects.
- School-job alternation.
- Simulated formative enterprise.
- Interdisciplinary pathways.
- Key competences.
- Laboratory work.
- Cooperative learning.
- Learning by doing.

In order to carry out IFS a specific software (web application) has been developed to operate in a national framework by a special branch of the ministry of the Italian public education to allow all the operations needed for functioning of a business.

Feedback From Labor-Market

Current vocational training provides the students with good skills to enter the labour market.

Polls point out that a certain number of our students, within 6 months from the acquisition of certificate, find work in fields related to their studies.

Each company fills out an evaluation report of the students about their internship experience, and sometimes, it proposes students to continue for a long period.

The companies involved in the internship program allow students to experience real jobs and this favours a first contact with the labour market. It happens that, after getting the same companies where they spent the internship.

3.3. Croatian experience

Private Grammar School and Economic School Katarina Zrinski is privately owned secondary school that employs contemporary teaching methods in educating young people and preparing them for the world of work. The quality of our programme is recognized by the Council of Economic Education (CEE), USA, thus making our School the only overseas partner of that eminent institution for economic education.

It has developed a specific approach of enabling its students, which is directed towards acquiring knowledge and skills necessary to run a small and middle-sized business. The school is open for those who want to acquire a high-quality education for the vocation of economist. The process of education is carried out via lecture classes for a small number of pupils. This enables a more individualized approach in teaching and it facilitates students' learning of the subject matter. Desks in the classrooms are positioned in a form of a semicircle, thus enabling optimal cooperation of pupils and professors, making at the same time the implementation of modern teaching methods and mentorship much easier.

The school has an open door policy for those who want quality education for economist profession within the curriculum of the Ministry of Science, Education and Sports of the Republic of Croatia, but also in addition to special programs and benefits:

- entire classes consist of small groups (up to 18 students), which provides individualization of courses and thus significantly facilitates learning and curriculum realisation
- in order to make it easier for the students, the courses are conducted in block classes
- learning of two foreign languages is obligatory, whereas third language learning is optional
- Business of Training Firms is the subject which has been developed in our school, and has been conducted throughout the entire four-year education
- ICT in Business of Training Firms is a new subject introduced in 4th grade

The educational system of the Republic of Croatia functions on the basis of:

- Vocational schools
Three – year vocational school – IV. Level of education – Faculty

- Four-year vocational education – Faculty
- Grammar schools – four year programme – Faculty
- Art schools – four year programme – Faculty

Students enroll in Universities on the basis of the results obtained at the State Graduation Exam (this exam consists of mandatory general education courses: Croatian language, Mathematics and a Foreign Language + electives for individual colleges).

Programmes at Private Grammar and Economic School Katarina Zrinski:

- Economic School
- Economic Grammar School
- Grammar School (bilingual programme)

Business trainings firms:

- This is a specific vocational subject in our school
- With this kind of a subject, students are able to immediately apply the acquired theoretical knowledge through practical training.
- We could conclude that the theory and practice ratio amounts to 25:75.
- Aside from being able to practice the acquired skills, the subject also enables each and every one of them to outline their creativity and work professionalism.

Training Firms (T.F.) includes the following subjects:

- entrepreneurship,
- economy,
- accounting,
- marketing,
- business communication,
- informatics,
- foreign language.

Infrastructure:

- Third and fourth grade teaching is conducted in the T.F. Cabinet – supplied with computers and all the required paperwork, while grades one and two are taught in classrooms, and, if necessary, in the computer cabinet.

- Within the T.F. framework, the school organizes field teaching for all grades. Such teaching form allows students to visit companies so that they could make themselves familiar with the work and set of problems of business itself.
- Also, the event „Business Wednesday” is organized once a month. On this day, students have to come in business wear, so a business day is simulated in T.F., where business interviews are held, business lunch is organized, paperwork filled out, while the senior student conduct business with other trainings firms over the web application.

Students acquire following competences:

FIRST GRADE:

- Producing a code of ethics, making decisions about ethnic dilemmas,
- Choosing a business idea and applying it in founding an own training firm. Choosing a name for the company and classifying its work area, and filling out the statement of company founding,
- Creating a presentation of the T.F. and presenting it publicly. Students use verbal and non-verbal communication in their public presentations
- Students are able to identify, produce and use business documentation

SECOND GRADE:

- With the understanding the supply functions, marketing, sales, human resources, accounting, finance, and production, students are capable of organizing and managing the sector of a commercial company.
- Using the business documentations required for T.F.
- By producing a business plan for the T.F., students will recognize its main parts that enable a qualitative assessment of the undertaking,
- Creating a power-point presentation

THIRD GRADE:

- Individually performing tasks and work assignments in T.F. seconds in domestic market
- Producing business documentation (enquiry, offer, order, receipt, filling out payment orders, correctly filling out travel orders, and calculating daily and other travel allowances).

- Calculating salaries
- Creating new products, creating their segmentation and positioning. Choosing the distribution channels and sales agents. During promotion, students will be capable of choosing the primary and secondary promotion activities, and create adverts and flyers.

FOURTH GRADE

- Performing individual tasks and work assignments in TF seconds in domestic and foreign markets
- Defining vision and mission, analyzing supply and sales market, and competition
- Making a SWOT analysis (recognizing strengths, weaknesses, opportunities and threats)
- Creating a new product, producing a market segmentation and product positioning
- Choosing distribution channels, sales agents and calculating advertising expenses
- Preparing and presenting the work of the T.F. in domestic and/or international T.F. fairs.

Use of web application:

- In order to reduce the paperwork, and on the other hand, to increase the rate of conducting business, students use the web application www.pvt.hr, set up by our computer personnel.
- The application takes on the role of the Commercial Court and the Bank.
- T.F. may do business after the registration has been completed.
- The application allows performing tasks of buying and selling with all the companies that are registered in the system.

3.4. Conclusion

The comparison between the different partner schools has underlined some positive aspects in every institution.

In the Hungarian school system, in the 9th year a specific subject called Etiquette is taught to the students. It concerns the rules of behavior in different situations of daily life: school, home and social life. This topic has been considered important for the participants of the project and it is not taught in the partners institutions.

In the Croatian school system the teaching of economics in two foreign languages, the adoption of modern teaching methods, the implementation of summer camps and frequent visits at companies and finally the monthly event "Business Wednesday" have been appreciated.

In the Italian system instead, the partners have considered notable the system of planning and evaluation of the project of the IFS (Training Firms) through the UDA (Learning Unit).

In addition, the partners have reputed the internship experience interesting both for the length (160-200 hours in June) and for the assessment provided by the companies on the activities undertaken by the students.

4.

THE ROLE OF PARTNER COMPANIES

4.1. Hungarian experience

4.1.1. BSH Gloves Kft.

4.1.1.1. *Good practices*

- Within the scope of the programme the schools can visit the companies and study their operations.
- The companies can give professional pieces of advice.
- The companies can hold lectures in the school.
- The companies can offer traineeship or summer job possibilities for the students.
- The companies can provide information about the actual operation under the latest regulations
- The companies can provide marketing materials to the schools supporting their training activities.
- The companies can provide financial support to the schools.

4.1.1.2. *The role of the company in the „BIS”*

- to convey information to the schools about the needs of the companies
- to support the schools to give competitive knowledge to their students
- to show the schools how a company operates and how theory appears in practise

4.1.1.3. *Experiences in the „BIS”*

- The schools are open to utilise the experiences of the companies
- The schools would like to know more about the requirements of the companies for the labour force
- Closer cooperation between the schools and the companies would increase the level of the education
- working together is a good possibility to gain experiences on both sides

4.1.1.4. *Further possibilities for the future*

- Participation in education at the schools
- support in the business activities of the schools
- maintenance of the cooperation after closing the programme

- Bringing theoretical knowledge closer to the practise with the assistance of the company

4.1.2. Radnóti Miklós Economic Vocational Secondary School

4.1.2.1. Factory visits

In our school International Business Week is organized every autumn. During this week students from each grade visit an industrial company in where they have the possibility to get an insight into daily routine of a real company. Students visit the production area and company experts explain the processes of the production in details. After having a look at the management departments students can ask all their questions.

4.1.2.2. Students' practice

Until *2013/2014 school year* students finishing 13th grade had a compulsory practice in the summer. That practice varied according to their profession: 2-4-6 weeks. During the practice students had to write a daily report about their activity. After the practice students were evaluated by their manager.

From the *2013/2014 school year* there has been a significant change in the Hungarian education system which had a great influence to the life of vocational schools included the mandatory summer professional practice. According to the new regulation, students have to participate in a professional training for 70 hours after 9th grade, for 105 hours after 10th grade and for 140 hours after 11th grade. This rule applies only for the trade, informatic and management administration professions (economics profession is an exception). The practice has a curriculum and that has to be fulfilled.

4.1.2.3. Chamber of Commerce

In the last 2-3 years the role of the Chambers of Commerce changed. As a result of this change, one of the key areas of their responsibilities is to get closer the world of education and the labour market. The representatives of the regional Chamber of Commerce help the vocational school to maintain connection between companies and schools.

Chamber of Commerce regularly organizes Fairs, Exhibitions, Conferenses where experts from the companies and schools can meet, talk and change ideas.

4.2. Italian experience

In Italy the first steps we have to do in Business processes are the choice of the company and the involvement of partners firms.

In the choice of the company we analyse the socio-dynamic aspects of the territory, then we identify the needs of the territory from which our choice arises, we select a specific company, we study the company different aspects and finally we create a workshop at school in which a real company is simulated.

The identified company is contacted by the school. Then the entrepreneur or one of his staff is invited to introduce his company to the students and in the end a visit to the tutor company called “azienda madrina” is planned.

The tutor company covers an important role when the simulated enterprise has to:

- implement the business plan
- define the company's legal aspect
- choose the preparation of the organizational Structure.

Inside our school the tutor company (azienda madrina) generally meets 3 times the students and the teacher who works specifically in the training firm during the establishment phase. It also brings in material or real documentation on which to make the students work (business plan – article of incorporation – articles of association).

During the summer, the company welcomes some students of the class in a period of internship to allow them for a real contact with the world of work and to make them experience personally the issues examined theoretically at school.

In some cases, the relationship with the company resulted in a collaboration that led to the development of a product by students (this has happened in the Graphic and Electronic branches of our school).

Entrepreneurs who collaborate with our school belong to:

- service companies
- industrial and commercial companies
- goods manufacturers or wholesalers and retailers.

During the meetings the corporate witnesses introduces his company, explains how he came up with the business idea, points out what the initial problems were and how they were overcome.

This is to make students reflect and to teach them to evaluate all the positive and negative aspects of doing business.

Subsequently, he illustrates the different marketing strategies depending on the target to which they are addressed. At the IFS fair (Fair of the Training Firms) tutor companies have provided some products to be exhibited or some brochures.

In the past the relationship between the tutor companies and our school institution has never gone beyond the first year of incorporation.

A good opportunity would be to extend support in subsequent years, until the compilation of the financial statements, as on the other hand it is expected by the ministerial project.

Currently, the economic situation in Italy is going through a period of crisis and therefore entrepreneurs are engaged in solving their real problems and do not have much time to devote to school projects, even if the interest still remains. Companies are currently playing an advisory role and therefore they are available to answer students on issues related to management or business communication.

According to the recent School Reform, companies should enter an internal body which is called *Technical-Scientific Committee*.

Teachers and entrepreneurs working in this Committee should define the educational offer of their institutions in response to local needs. We hope that this can happen soon.

The school may enter in a network with the companies, and make agreements to include methods of school-job alternation. A system of evaluation of learning in non-formal environment that has to be both assessed and documented, becomes necessary and should be agreed, as it happens for learning in formal environment, in the academic curriculum of the students.

More training periods during the school year would be highly beneficial for the students, in small groups and at different times, with some flexibility. This of course also implies the need for a flexible school timetable.

4.3. Croatian experience

4.3.1. Rudan Ltd.

4.3.1.1. Good Practice

- Helping students understand the working environment.
- Introduction into their desired profession.
- Feel what it means to earn money.
- Learn new skills and gain knowledge in the profession.
- Give students a real time perspective of business processes.
- Developing knowledge about energy efficiency in the primary school

4.3.1.2. Experience in the „BIS”

Who?

- Primary school (Technical class)
- Secondary school students (electricians)
- University students (engineers – mechanical, electrical, civil)

Time?

- Summer holidays

Lasting?

- 45 days

Duties?

- Field work
- Office work

4.3.1.3. Our company role in „making the BIS”

Students are given the possibility to work in their field of occupation:

- Installing electrical equipment
- Assistance in using the company application for water consumption control
- Developing programs and softwares
- Installation and adjustment of specific software
- Configuration of devices
- On-field practice

4.3.1.4. Further possibilities

- Advising and consulting secondary schools and universities
- Field trips
- Presentations on company premises
- Follow up students
- Continue with summer work

4.3.1.5. Key issues

- Introduction into the working environment
- Gaining knowledge and competences
- Communication skills
- Touch with real time economy
- Theoretical knowledge
- Practical knowledge
- Reaching for the potential employee

4.3.2. Zrinski

4.3.2.1. Students' Practice

School practice/practical work is mandatory for all students. It is organized once during a school year for all four grades. Students are sent each year to experience practical education for a period of one week. During school practice/practical work, students work in a company where they learn how business works in practice.

In 2014, first year students had their practice at the companies Auto Habulin Ltd., Auto Štarkelj Ltd., Forma Nova Ltd., Marko projekt Ltd., Kotany Ltd., Nama, Arka 96 Ltd., Kemoboja Ltd., Energomodul Ltd., A.M. Mrkonjić Ltd., Gata Port Ltd. Second year students selected a real company and made a report on this company. The report responded to a pre-agreed questions. During the visit, they asked employees of the company to provide them with promotional material in order to be able to attach its report. Third year students had their practice at the companies Europatrade Ltd., Croata Ltd., Atlantic Group, Kova Ltd. i Pervila Ltd.

Each of the host company has provided our students to visit and work in several sectors of the company, whereby the students an insight into the actual operation of enterprises.

4.3.2.2. *Field Trips*

Field trips are organized four times per year. It's a cultural visit also, but mostly field trip is organized for students to gain practical knowledge. Students visit a company, where they learn how to work in different sectors. They learn about entrepreneurship, production, marketing and social responsible business practices. From a subject „Business of training firms” they receive different questions regarding different topics, such as import / export, production, distribution, sales and promotion. They have to ask company's employees and directors and learn as much as they can about the company they are visiting – not just mission and vision of the company, but also the way the company works in

At the end of each month score lists are made on the basis of grades, attendance and participation in extracurricular activities. Students who achieve enough points on a monthly basis tend to be specially rewarded, and each year excellent students are sent to an award trip. In classes modern teaching instruments are used as well. In classrooms, desks have been arranged in a form of a semicircle which allows optimal cooperation of students and teachers, and also facilitates the implementation of modern teaching methods and a mentoring approach.

4.4. Conclusion

The companies were glad to participate in the Leonardo program and supported the schools in the cooperation at international level. During the realization of the program they made possible for the schools to get acquainted with their operation and demonstrated how to meet the modern market requirements which mean a great challenge for the utilized technologies, labour force, products and services they can provide. The indispensable accessory to meet these requirements is an up-to-date knowledge which can only be acquired with the assistance and contribution of the schools. Consequently the companies are interested in a very close cooperation with the schools at least as much as the schools are interested in a cooperation with them. The utilization of good practises and the permanent connection between the parties make possible a long-term cooperation for both of them.

Regardless of the different working conditions and possibilities of the schools the participants of the program agreed that the cooperation with the companies was very successful. They could take advantage of the possibilities provided by the companies and the „Best practises" can be capitalized within teaching of different subjects. They also agreed that without knowing the up-to-date needs of the companies in connection with the education, the conveyance of marketable knowledge and the education based on competences cannot really come true.

After closing the program the cooperation between the schools and the companies will not be broken, the companies will give them professional advice, marketing materials, offer training possibilities and provide even financial support in the future. The schools will do their utmost to capitalize their gained practical knowledge in the most effective way.

5.

**OPPORTUNITIES OF THE
PROFESSIONAL FOREIGN LANGUAGE
IN EDUCATION OF BUSINESS
PROCESSES**

5.1. Hungarian experience

Since there have been fundamental changes in educational policy and in vocational education in Hungary since September 2013 foreign language teaching has also been altered in our school.

5.1.1. Foreign language teaching in grades 9-12

In our school we have 4 or 5 foreign language classes a week which is a higher number than in most vocational schools. Our students can choose between two languages: English or German depending on their preferences or their previous educational background.

At the end of their secondary education all students have a mandatory final exam in the foreign language they had in school.

During language classes Hungarian students concentrate on meaningful communication on the target language (in writing and orally, too) in everyday and in special situations, and teachers put great emphasis on developing all four skills in order to make students able to get ready for using their chosen foreign language for special purposes as well.

In Radnóti Miklós Economic Secondary School, we have numbers of school partnership programs with the opportunity for our students to travel and meet students from other countries in context of their chosen vocation.

5.1.2. Vocational language teaching in grades 11-12 – until 2012

In years 11-12 our students used to have 4/2 classes per week of special vocational language classes tailored to their vocational needs.

Our students of management administration studies had four classes per week and learnt how to write business letters, how to communicate on the phone with business partners and how to give presentations in English or German languages.

Our students of marketing had two classes and had to learn special vocabulary related to business marketing, fill in order forms, learn about basic economical phenomena and had to be able to communicate with business partners about various marketing related questions.

5.1.3. Teaching foreign language with vocational content

Since the four skills we teach never change (reading, listening, speaking, writing), teaching foreign languages with a vocational content is part of our profession.

The content of the four skills is more or less set in our new National Curriculum yet there is some possibility to involve vocational content in foreign language teaching from year 9 to year 12.

5.1.4. The two-level exam system

In year 2005 the Two-Level Matura Examination System was introduced in Hungary.

The so called 'Middle Level' exams concentrate more on basic knowledge, yet the 'Higher Level' exams are expected from students wishing to enter higher education.

In foreign languages, as well as in other subjects, students get extra points during the application process to universities, and needless to say, English and German languages are often appealing for students.

And what we find little time for teaching in a 4 classes per week group may find its way into the classes in a 5 classes per week group.

5.1.5. The vocational content with a plus

During preparing ready for a Higher Level exam, we include content from vocational foreign language teaching as well. Such as:

- Business administration,
- Analysis of data,
- Marketing strategies,
- Writing formal letters,
- Oral communication in an office/business environment.

Plus

From our optional lesson bank we give 2 classes of vocational foreign language teaching to our marketing-trades students of year 11.

We organize an international fair for the training firms every year and give our students an opportunity to make practical use of their knowledge.

5.1.6. The future

In our new National Curriculum, vocational foreign language teaching will resurface in year 13 and during the students' summer practice.

Students will have various different modules of vocational foreign language:

- Students of management administration studies will have office communication in foreign language.
- Students of IT and students of Trade and Marketing will have special vocational content in their last year of secondary education.

5.2. Italian experience

Two vocational foreign languages are taught in the Italian VET System: English and German. From the first to the fifth year of their curriculum, students have to attend 3 hours a week both in English and in German.

In the first and second year there is a general revision of the English language.

German is not a compulsory subject at Middle School so during the first two years students are helped to acquire the basic language, while in the last three years English and German convey contents using the specific vocational language.

The vocational foreign languages are very often subjects that will be examined during the final Stato Exam.

The language taught is the one used in the economic field and it is practiced both orally and in writing.

The economic vocational sector of C.Anti School is divided in two branches: one is in general about economics while the second one is related to tourism.

According to the curriculum, the aim in the teaching of foreign languages is to make the students reach the competence to communicate in a foreign language using a proper lexis, structures and contents that allow them to interact in the economic field in their future profession.

This goal can be reached if we teach students to:

- read, understand and interpret the main information of written texts through the knowledge of aspects of the text structure, the consultation of bilingual specialized vocabulary idioms and the use of grammar that is functional to the comprehension and production of complex texts
- interact with proper tools to master vocational written and oral communications with foreign language speakers, for instance by writing different kinds of specialized texts in the sector of business (eg, contract forms, technical brochures, etc.) and use different types of interaction in professional situations
- use different typologies of texts and the specific sectorial language by the acquisition of techniques and styles of writing (report, business communication, etc.) in the field of trade business. With reference to training firms, foreign

languages involve students in making practice of business correspondence. The foreign languages focus on:

- offers and replies
- making and responding to enquiries
- negotiating orders
- making and responding to complaints
- payment problems

The topics which should be developed in the 3rd and 4th years (the second two years' period) are:

- business theory - which is provided with topics such as marketing, ways of organising business, Import –Export (general overview and documents in English: invoices, export and transport documents, etc.)
- culture - materials about the main English and German speaking countries' civilization
- trade business - with reference to training firms, foreign languages involve students in making practice of business correspondence.

The foreign languages focus on:

- offers and replies
- making and responding to enquiries
- negotiating orders
- making and responding to complaints
- payment problems

During the final 5th year the topics will be:

- business theory - Import–Export, finance and payments
- culture - texts about English and German speaking countries' civilization including some history.

With reference to training firms, foreign languages deal with trade business through business correspondence.

The foreign languages focus mainly on the revision of:

- negotiating orders

- payment problems
- making and responding to complaints

The tools which are mainly used to enhance the development of the linguistic abilities are:

- the textbook with cd-roms
- videos related to the English/German cultures
- the web used mainly as an instrument which provides information.

The teaching methods try to focus on the students needs: they are the real protagonists of learning, playing an active role, and teachers should only provide a competent guide, being a sort of tutor.

The following suggestions could be useful to improve the teaching/learning of foreign languages:

- native speakers could be really helpful at school, providing extra lessons in each foreign language
- teachers' IT knowledge should be strengthened with targeted training in order to allow them to be able to master this powerful tool before using it extensively in teaching
- a foreign language needs to be used in a real context to be authentic and effective; so the school has to promote every kind of activities such as international projects, student exchanges in order to provide opportunities which require interaction using a common foreign language.

5.3. Croatian experience

5.3.1. Presentation of pre-activities

Private Grammar School and Economic School Katarina Zrinski (PGESKZ) employs contemporary teaching methods in educating young people and preparing them for the world of work. We also prepare them for international markets and therefore language competences come very high at the list of priorities in school curriculum.

5.3.2. Specific approach – Business English

Private Grammar School and Economic School Katarina Zrinski has developed a specific approach of enabling its students, which is directed towards acquiring knowledge and skills necessary to run a small and middle-sized business.

The school is open for those who want to acquire a high-quality education for the vocation of economist.

5.3.3. International recognition

The quality of programme of PGESKZ is recognized by the Council of Economic Education (CEE) from USA, thus making our School the only overseas partner of that eminent institution for economic education.

5.3.4. Tradition in international cooperation

PGESKZ has a 16-year-old tradition and a well-established and successful international partnership which includes Business English Courses in Oxford (UK) and German courses in Lindenberg (Germany).

Different activities are performed during the International Week together with the students and teachers from the partner schools.

Partner schools of PGESKZ include schools from Celje (Slovenia), Verona (Italy), Pecs (Hungary), Regensburg (Germany) and Tuzla (Bosnia and Herzegovina).

5.3.5. 2 weeks in Oxford and Lindenberg

During the course of their 2nd year, students of PGESKZ spend two weeks in St. Joseph's King's School Oxford improving and developing their English language skills.

The students get their certificates upon the completion of the course and the grades and credits which they obtain there become the essential part of their regular English class evaluation card in the School. The same principle applies to the German language courses held for the 3rd grade students at Humboldt Institut in Lindenberg, Germany.

This represents an unique opportunity for the students of PGESKZ to gain an experience of living and studying in a multicultural and multinational environment and to put their English language competences to test in a day to day communication with native speakers.

The students also have a chance to prepare for and take an IELTS exam (International English Language Testing System), a standardized, internationally recognized exam that proves their English language competence level and is needed if a person wants to study or work in English speaking countries.

5.3.6. Alternatives for vocational foreign language teaching in vocational training

Students enrolled in the programme of Economic School learn expert terminology and business vocabular in the 3rd and 4th grade and thus it is taught as a vocational foreign language in PGESKZ.

This business foreign language is also a part of the regular curriculum but is taught as a separate unit. These separate units also have a special textbook.

In the programme of Economic Grammar School business foreign language is taught as a separate subject in the 1st and 2nd grade.

In PGESKZ there are 2 foreign languages taught: English and German, but only English language is taught as a vocational foreign language.

During the classes of German language, students do not learn business vocabular and terminology and German is taught through a general programme from 1st to 4th grade.

Economic School students learn Business English as vocational foreign language in the 3rd and 4th grade. They learn it 35h/year (30% of curriculum of general English language subject – vocational language in this programme is taught within the English subject).

Economic Grammar School students learn vocational foreign language as a separate subject Business English which is taught in the 1st and 2nd grade, 1h per week which amounts to 35 h/year.

„General” English language is taught 106h/year and German language is taught 70h/year.

2-week obligatory courses in Oxford and in Lindenberg have a 70h fund.

5.3.7. Alternatives for vocational English language teaching in vocational training

PGESKZ in teaching the English language tries to achieve language competences of their students at a level of at least B2 (according to Common European Framework) by the end of their high school education.

The students should be able to write a business inquiry, mail, offer, business letter, CV and motivational letter in English. They should also be able to present a topic in English, to conduct a phone call and to participate at a business meeting in English. The aim is also to develop negotiation skills of their students and that they are able to manage basic terms in marketing, finance, supply and demand, market, accounting etc.

5.3.8. The main topics on each of the years, according to the curriculum of teaching foreign languages in PGESKZ in Economic School Programme (Subject: English language)

3rd grade:

- Writing a CV
- Job application
- Writing informal letters
- Writing formal letters (Covering Letter; Invoice)
- Brands
- A telephone conversation
- Report: A Consumer's Survey
- Business expressions and numbers

4th grade:

- Reading: Marketing generations
- Reading: Marketing generations
- Speaking: An eye on advertising
- Writing: Promotional copy
- Writing: formal and informal letters and e-mails: do's and don't's

5.3.9. The main topics on each of the years, according to the curriculum of teaching foreign languages in PGESKZ in Economics Grammar School (Subject: Business English)

1st grade:

- Employment
- Reading and interpreting graphs and charts, comparing and analysing the facts
- Writing a covering letter for job application, recognizing and using formal style
- Organization and roles
- Trade
- Writing a covering letter with a proforma invoice
- Obtaining specific information, differentiating brands and products, grasp a concept of a product life cycle
- Representing a product
- Listening and identifying strategies to get people to spend more money

5.3.10. Teaching materials and tools

Teaching tools that are used in the teaching of vocational foreign language in PGESKZ are:

- textbooks,
- workbooks,
- CD's for listening and interactive problem solving,
- DVD's and other digital materials.

Teaching materials are usually published by Oxford University Press (Headway, New Horizons, Head for Business), Cambridge University Press (English in mind).

5.3.11. Evaluation of the curriculum

The curriculum of teaching vocational foreign language in PGESKZ is excellent by the opinion of their teachers and it's in accordance with vocational and other subjects in the school.

In the vocational subject of Training Firms students, during Business Wednesdays get assignments that have to be carried out in English language.

Students of PGESKZ also take part in International Fairs where they have to verbally communicate in English language with other participants.

The available materials are considered to satisfying and provide adequate support to curriculum.

Although in PGESKZ a part of the classes of foreign language are interactive, teachers consider that more hours of classes should be interactive and on-line. Students should use computers more, especially in finding new and interesting content from abroad.

The new programme in Private Grammar School and Economic School Katarina Zrinski - Grammar school has bilingual subject courses in Croatian and English, thus enabling the students to acquire knowledge and skills in natural and applied sciences as well as in humanities and at the same time to hone their language skills stated to be among 8 key competences needed for life-long learning by definition of EU.

The part of the curriculum held in English provides the students with the opportunity to hone their language skills as well as to expand their vocabulary related to aforementioned scientific fields and develop their communication skills using English as a main means of communication.

5.4. Conclusion

The contents and the tools used in the different schools are very similar. Among the suggestions of advisable changes are common the ideas to increase the lessons dedicated to the foreign languages and empower the use of digital tools. The participants of the meeting agreed that a foreign language needs to be used in a real contest, to be authentic and effective; so school should provide opportunities which require interaction using a common foreign language.

A method based on interaction aimed at empowering reading, listening, speaking and writing is commonly used in all the institutions. The use of digital materials is often used for researches and acquire extra contents. The utilization of Facebook and other web platforms are sometimes considered to be an effective tool to make the students practice the language the target language. All the participants agreed in the low motivation shown by the students towards academic work.

Student exchanges are common in all three institutions and Croatia has, as part of its compulsory education system, three period time abroad to practice and make the student reach their English certificates.

After the discussion we decided to make the event of the fairs a real occasion of interaction in order to make our students practice foreign languages.

Together with the oral use of the foreign language that was already used at the fair to allow the students of different countries, to communicate and sell; we decided to involve each school in some common activities in order to promote Business English. These activities are linked to the production of:

- promotional materials, (posters, leaflets, cards, business cards) written in English/German for the International Training fairs that are held annually in every institutions.
- promotional offers in special periods of the year through business letters (offers) and the related replies.

6.

**MEASUREMENT AND METHODS
OF THE EVALUATIONS
IN THE PRACTICE OF
TRAINING (SIMULATED) FIRMS**

6.1.Hungarian experience

There are 3 different processes (subjects or projects) for the activity of Simulated Enterprises in our school:

- Subject: Activity of Training Firms
- Project No.1.: 10 week-Project for Simulated Enterprises
- Project No.2.: International Trade Fair for Simulated Enterprises

6.1.1. Subject: Activity of Training Firms (TFs)

The subject is taught in the 11th grade in 111 hours and in the 12th grade in 96 hours. This means in each grade 3 lessons per week.

The classes are divided into groups, so that the maximum member is not more than 20

The content of the Curriculum is:

- Characteristics of commercial enterprises.
- Working processes, responsibilities in Secretary, Human Resources, Finance Department, Purchase, Sales & Marketing.
- Modelling the operation of a commercial company through a Training Firms Agency.

There are many different methods used during the lessons such as :

- Demonstrating
- Filling out documents.
- Wearing business clothes.
- „Working”.

Evaluation:

Self-evaluation by team-members:

- identifying the dressing (business clothes) and tasks (by post)
- working at the departments (secretary, finance, sales, purchase, HR)
- 20 seconds before the end of 3rd lesson: teacher evaluating the work of the different departments → students evaluate their work

Example:

- 3 students working in HR department → max.value: $3*5=15$

- supposed to do monthly salary calculation for 15 members, but only 12 calculation done + 2 are wrong + 1 student in normal cloth
- instead of max value they get $15 - 1 - 1 - 2 = 11$ points
- to change it into notes according to quantity and quality of their own work:
 - 1st student: note 5 (=value 5)
 - 2nd student: note 4 (=value 4)
 - 3rd student: note 2 (=value 2)

BUT: Important!

- points are divided between students by themselves BUT teacher controls it
- points show the students' „part” notes → 3 „part” notes' average makes a final note
- points are divided according to the quantity and quality of their work and NOT friendship
- real, honest evaluation to each other

Evaluation from the environment

- through business processes
- through business partners
- through Trading Firms' Agency

6.1.2. Project No.1.: Business Presentation

The subject is taught in the 11th grade in 10 hours. It means that this is a project for 10 weeks and they have 1 lesson in each week.

Curriculum:

- Foundation of a fictitious company.
- Preparing the Business Plan of the company in details.
- Business presentation (Power Point) in front of an independent professional jury in 20 seconds.

Method:

- Mentoring.
- Teamwork.

Evaluation:*Self-evaluation:*

- students get each week the tasks → to be ready next week in printed form + to give sharing of work (hours, theme).
- mentor teacher checks, evaluates it for the next week with points.
- max points are per firms, minus points
- points are divided between students by themselves
- points according to the quantity and quality of their work and NOT friendship
 - real, honest evaluation
 - after presentation: questionnaire

Evaluation by jury:

- competition
- evaluation sheet (points 1-7: invitation card /invitation, business cloth, communication, presentation, marketing activity)
- in sequence
- first 8 Simulated Enterprises participating in Trade Fair

6.1.3. Project No.2.: International Trade Fair

The project is organised for the 12th grade.

Curriculum:

- Set up and decorate the stand.
- To have a marketing plan in details.
- To have all sort of marketing materials.
- To communicate and behave in the Fair.
- To make the administration on the stand.

Method:

- Mentoring.
- Teamwork.
- Self-evaluation.
- Evaluation by jury.

Evaluation

Viewpoints of evaluation of the trade fair by the professional jury:

- Outlook (creativity, imaginativity, display and consonance of image elements, use and execution of sales promotion devices, dress)
- Communication (ability to cooperate, ability to make connections, helpfulness, good manners, ability to use common and professional language, ability to ask effectively, patience, ability to cope with stress, punctuality, ability to come aware of the situation, ability to share attention)
- Sales turnover (number of invoices)

Without sales turnover:

- Outlook: 50%
- Communication: 50%

With sales turnover:

- Outlook: 40%
- Communication: 30%
- Sales turnover (number of invoices): 30%

6.2. Italian experience

The ministerial project of the training simulated enterprises has been practicing in Italian Vocational schools since 1997. Carlo Anti school is the Simucenter of the region Veneto since 2005. This structure has the task of managing on-line with a specific application, all projects of the network of schools in the Veneto that implement the same project.

Up to 2013/14, 132 hours of School-Job alternation were compulsory in the last classes (4th and 5th) according to the old vocational education system. In each school anyway, this path could be implemented in different ways.

C. ANTI school has chosen to carry out the alternation school-job through the project of Simulated Training Firms, exploiting the skills of the teachers who had undergone specific training and determining two hours per week in the timetable of the 4th and 5th classes.

The Reform, become fully operational in 2014/15, has maintained the obligation of the alternation school job but does not define a number of compulsory hours and the project will be implemented during the lessons in some subjects such as business administration, law or foreign languages, because the teachers believe that with this methodology students acquire entrepreneurial and linguistic skills.

The project, called in Italy IFS (Imprese Formative Simulate), is developed in 3 phases:

1. awareness and orientation
2. activation
3. management of the company

In the first phase one proceeds with the analysis of the territory; the definition of the business idea and the identification of the tutor company.

The second step includes the production of the preliminary documentation (business plan, articles of incorporation, the bylaws, organization chart); the management of master data (business, participants and operational area, tutor company, assigning passwords) and the request of the VAT by the compilation of specific forms.

The last phase deals with the creation of a product list; the drafting of contracts utilities (gas, electricity); the opening of an account and banking transactions (bank, etc.); the customer management (Transport Document, invoices, online sales) and the supplier management (purchasing, recording, etc).

All procedures are carried out through the use of a specific software.

The class councils programme the project development using the UDA – form (Learning Unit).

The assessment of the knowledge and skills is carried out by:

- semistructured tests (test s prearranged by each teachers of the class/classes Councils))
- Product evaluation grid (prearranged by the team of teachers)
- Process evaluation grid (prearranged by the team of teachers)

Below an example of grid produced to evaluate the PRODUCT and the PROCESS

CRITERIA	FOCUS OF OBSERVATION: PRODUCT		Ass.
Functionality	Lev. 0	The product is seriously lacking so to compromise the functionality.	
	Lev. 1	The product has a minimal functionality.	
	Lev. 2	The product is functional within the parameters of full acceptability.	
	Lev. 3	The product is excellent from the functionality point of view.	
Completeness	Lev. 0	The product is seriously incomplete.	
	Lev. 1	The product is complete in an essential way.	
	Lev. 2	The product is functional within the parameters of full acceptability.	
	Lev. 3	The product is excellent from the functionality point of view.	
Correctness	Lev. 0	The execution of the product shows severe deficiencies from the viewpoint of the correctness of execution.	
	Lev. 1	The product is performed sufficiently corrected.	
	Lev. 2	The product is properly executed within the parameters of acceptability.	
	Lev. 3	The product is excellent from the point of view of the correct execution.	

PROCESS: takes into account the cognitive, metacognitive and affective-motivational and relational dimensions

CRITERIA	FOCUS OF OBSERVATION: COGNITIVE DIMENSION		ASS.
Precision and skill in the use of tools and equipment	Lev. 0	The student uses the equipment only under close supervision	
	Lev. 1	The student uses simple tools in autonomy	
	Lev. 2	The student uses the equipment in autonomy and with reasonable accuracy	
	Lev. 3	The student uses the equipment in autonomy with precision, dexterity and efficiency	
Use of sectorial and technical professional language	Lev. 0	The student has numerous gaps in the use of technical and sectorial language	
	Lev. 1	The student has a sectorial and professional technical limited lexis	
	Lev. 2	The student masters the language in a satisfactory way	
	Lev. 3	The student uses a rich and articulated language using specific terminology pertinently	

CRITERIA	FOCUS OF OBSERVATION : METACOGNITIVE DIMENSION		ASS.
Within given time Meet lead time	Lev. 0	The student wastes time made available to him	
	Lev. 1	The student does not use the given time profitably because he lacks in selforganization.	
	Lev. 2	The student needs more time because he works slowly, even if effectively.	
	Lev. 3	The student respects and effectively uses the given time.	
Research and information management	Lev. 0	The student does not look for information unless he is supervised.	
	Lev. 1	The student looks for information but using a superficial methodology, he choses only the essential ones.	
	Lev. 2	The student researches , gathers and uses information paying acceptable attention to the method	
	Lev. 3	The student researches, gathers and uses information carefully and with method in a conscious and autonomous way	
Skill to transfer the acquired knowledge	Lev. 0	The student transfers the acquired knowledges to required contests under the direct supervision and however in unsatisfactory way.	
	Lev. 1	The student transfers acquired knowledge to the required contests in showing sometimes few precision and without paying attention unless under direct supervision	
	Lev. 2	The student transfers the acquired knowledge to the required contexts lacking sometimes in accuracy, but in respect of priorities	

	Lev. 3	The student has excellent skills in transferring the acquired knowledge in the required contexts with autonomy and in their respect	
Deep and critical consciousness	Lev. 0	The student is not entirely reflexive about his work paths and mostly motivates the failure to external causes	
	Lev. 1	The student carefully thinks about his work path but meets difficulties in recognizing the given suggestions in order to improve	
	Lev. 2	The student carefully thinks about his work path using indications in order to improve under an adult's supervision	
	Lev. 3	The student reflects autonomously and continuously with reference to what he has learned in order to improve	

CRITERIA	FOCUS OF OBSERVATION: AFFECTIVE-MOTIVATIONAL AND RELATIONAL DIMENSION		ASS.
Relations with mates and adults	Lev. 0	The student adopts divergent attitudes with adults and peers.	
	Lev. 1	The student shows difficulties in relating with adults and peers and he must continuously be stimulated.	
	Lev. 2	The student relates with adults in positive way and cooperates with the group of mates in productive way.	
	Lev. 3	The student builds a positive relationship with adults and with mates becomes the leading component of the group.	
Creativity	Lev. 0	The student passively executes the given instructions without expressing any original contribution.	
	Lev. 1	The student implements mediocre products, proposing common connections between thought and objects.	
	Lev. 2	The student implements products expressing a certain originality, proposing common connections between thought and objects, showing a personal contribution	
	Lev. 3	The student is original and elaborates new connections between thoughts and objects, continuously innovating his work.	
Curiosity	Lev. 0	The student searches for information, only if required.	
	Lev. 1	The student autonomously searches information only if they are useful to the given task.	
	Lev. 2	The student has a good motivation at learning but he limits his research to get information only useful to the school field.	
	Lev. 3	The student is highly motivated at learning and exploring new sectors of knowledge using any kind of tool.	

Communication and socialization of experiences and knowledges.	Lev. 0	The student is not able to socialize experiences unless he is continuously guided.	
	Lev. 1	The student socializes with adults and mates in a unidirectional way.	
	Lev. 2	The student socializes his own experiences only with his peers using hints in order to improve	
	Lev. 3	The student socializes his own experiences and knowledge with adults and mates, actively, autonomously and enriching his own ideas in a dynamic way.	

6.3. Croatian experience

6.3.1. Business of Training Firms

Business of training firms is a mandatory subject in the programme of Economic School during all 4 years. In the 1st grade students have 2 hours per week during which they learn theoretical knowledge about doing business, have workshops several times during semester and found their own training firm.

In the 2nd grade students have 3 hours per week during which they learn about sectors and work within the specific sector, all through their own Training Firm. They are also doing business with their Training Firms. Assignments are given to them to work in some of the sectors in their Training Firms, so they work on it individually.

3rd and 4th classes create one company per each class (group of approx. 15 students). Students are distributed across sectors and rotate in their Training Firms. In the 3rd class they work throughout the year in all sectors. In the 4th class they work in the sector which they have chosen, according to their preferences, interests and of course agreement with the Economics teacher.

6.3.2. Business Wednesday

Each first Wednesday of the month students of PGESKZ participate in the event called „Business Wednesday“. During this event all the students operate and run business with their own Training Firm. 3rd and 4th class also operate and run business with their own Training Firms, not the shared ones, but with the common one. All students and teachers have to come to school dressed as business people (very formal business clothes).

6.3.3. Methods applied in teaching the subject Business of Training Firms

The methods applied in teaching the subject of Training Firms are Group Work / Team Work/ Work within sectors. International experience is also important since our students gain practical knowledge by doing business at International Fairs. Standard methods in the treatment of general theoretical knowledge are applied, and practical and concrete knowledge about the business is combined. Teachers use best practice examples for teaching and the imitation of a real business is applied in the subject of Training Firms.

6.3.4. Evaluation of the students within the subject Business of Training Firms

Subject Business of Training Firms is evaluated like every other subject. Students get grades through 1-5 system: 1- fail, 2 – enough, 3 – good, 4 – very good, 5 – excellent. Grades are based on their activity, assignments, individual and group work, exams and other. In the 1st and 2nd grade the evaluation is done in a classic way. In the 3rd and 4th grade evaluation forms to evaluate the work of the group are commonly used for evaluation. When students have group work, self-evaluation forms are used where students evaluate themselves and others. The re-corded score is the one professor gives to each students based on his/her assesment. One score is also the sum of all the scores achieved at self-evaluation tests.

6.3.5. Business of training firms in practice

During the classes of the subject Business of Training Firms, students work with common Training Firm. Through their work they gain team work skills, presentation and communication skills.

They also travel and do business at International Fairs which gives them international experience in different cultural environment, flexibility, tolerance and provides them with increased language skills.

Through the connection with the right company and producing/selling the same or similar products as their Training Firms, students would get the ability to gain a real-life experience and best practice examples.

6.3.6. Web application – Business of Training Firms

Business of Training Firms web application has been developed in Private Grammar School and Economic School Katarina Zrinski, and it is conducted throughout the entire four-year education.

The ICT solution for the subject Business of Training Firms consists of research of current state-of-the-art e-learning and interactive website in facilitating the Business of Training Firms subject, the development of software for Modular Curriculum for Training Firms and the development of interactive website for TF. Web application for doing business online is: www.pvt.hr.

Characteristics of this web application is the participation of different Training Firms, participation of Training Firms from the whole of Croatia, Italy and Hungary. Currently there are 18 schools and 46 Training Firms registered. Since there are possibilities for further development, new schools from Croatia and other foreign countries and their Training Firms are expected to be registered in the future.

6.4. Conclusion

By examining the different assessment we found that there is a "Best practice" in each partner school for evaluation.

In the Hungarian system the strength is that students working in a group have to evaluate themselves and each other according to the quality and quantity of work done, honestly and impartially. All partners have considered it significant to empower students in evaluating the work of other members of the group because it represents a moment of growth and maturity.

In the Croatian system a strength concerns the mandatory inclusion in the curriculum of the subject "business" that is evaluated in exactly the same way as all other subjects. Self-assessment grids and evaluation of the work of others and the fact that the score is added to that given by the teachers, have been considered important. Even the introduction of the monthly simulation "business day" and its evaluation have been considered a good practice by the other partners.

In the Italian system the strength comes from programming all phases of the UDA by the class council and the subsequent evaluation through a transparent grid that allows teachers to explore all the important dimensions of learning (**cognitive, meta-cognitive dimension and relational-affective-motivational**). With this broad and transparent observation it is possible to monitor the construction of the path, urge curiosity and stimulate reflection.

At the end of the meeting, all partners defined the 5 most important competences for students in the work of the Simulated Firms such as:

- ICT competences,
- Communication/presentation skills,
- Language skills,
- Teamwork,
- Use of Economic theory in practice.

Partners also suggested to develop a common grid for evaluation through 3 grids:

- for teachers to evaluate students,
- for students to evaluate each others,
- for students to evaluated themselves.