

School is nothing more than an institutionalized system for the transfer of knowledge. Nowadays, it is no longer sufficient for a teacher to pass on the material of a certain subject and to ask for it, but to build up the lesson in a much more complex way so that it relates to other subjects as well. Additionally, emphasis should be placed on bringing knowledge to the youth of today, beyond the domestic labor market, in any country of Europe. Our institution is mindful of this as well as the fact that internationalization has become a basic necessity. A school which does not consider this important can lose its popularity, which can negatively influence the decision made by primary schoolchildren and their parents. Upon passing the matura exams, a young person should be able to become a responsible, well-prepared European citizen. In order to acquire this knowledge, they need to receive it from teachers who, in addition to being able to teach their subject perfectly to their students, are also familiar with foreign education policies, educational systems, and the latest teaching trends, which they try out in their lessons.

An important aspect of the selection of participants was the multiplier role, so that they can pass on their new knowledge as widely as possible. For this reason, members of the school management and staff leaders worked on the project. Six participants total – three language teachers who were active members of previous projects, and three economics teachers who participated in such training for the first time. Colleagues participating in the application took part on the one hand in job shadowing and exchanged experiences with foreign colleagues, and on the other hand expanded their language skills.

We attained 7 mobilities, so one of the 6 people took part in two mobilities – one job shadowing and one course in France – while the other 5 colleagues completed one mobility each. Implemented activities: the project coordinator completed a personality-developing course; the headmistress participated in a job-shadowing with a tourism manager in a French partner school and a tourism language course in France; two participants visited separate German dual-education schools in two different states; and the remaining two - the German-History staff leader and an economics teacher - developed English language proficiency in a general English language course in the United Kingdom.

Germany places great emphasis on practice in its education. They have more pedagogical experience in dual training, preparation for vocational matura exams, and competence-based education. The two teachers from our school observed the methods used in our two partner schools there to make them part of everyday education within the framework of the domestic education system. Language courses also played a major role in the development and deepening of our language skills as well as the professional competences of our colleagues.

The professional teachers shared their knowledge and new methods learned through their visits with the teaching staff, and then elaborated jointly on how to adapt the foreign teaching methods to domestic conditions and make it part of the pedagogical program of the institution. The development of language skills also develops education in many forms. Advanced language skills enable professional teachers to study foreign language books and publications, and allow foreign-language students to get involved in the study of economic articles in the target language during their weekly 4-5 lessons. Thus, apart from textbook knowledge, it becomes possible to acquire and learn more modern, more realistic techniques.

Our teachers were able to provide the experience to teachers from other schools as well. During the Autumn Teacher's Days, teachers from around the county attended our dissemination lecture with great enthusiasm and became interested in applying. The German dual model was recognized by our

institutions and by teachers of the 11 schools of the Debrecen Vocational Training Center. Our school maintains a good relationship with the media (local TV, editorial staff of the local paper, and an up-to-date website), so all relevant internal and external partners can familiarize themselves with the results of the program.

Longer-term benefits include the fact that we are deepening the relationships with our foreign partner schools (two German and one French), holding summer practice, and sending students to each other's cities. An example of this was when a French student spent one month in one of our city's hotels. There is still something to learn in this field – we are preparing for the task – but work has already begun.