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**CLIL methodology as support for vocational education for  
people with fewer opportunities**

**Beneficiary:** Fundacja Szkolna Technicznych Zakładów Naukowych, Poland

**Partner:** EUROMIND PROJECTS SL, Spain

**Partner:** 1 EPAL N. IONIAS MAGNISIAS, Greece

The main aim of the project was to include students with fewer opportunities in the effective implementation of vocational education aspects by introducing the CLIL methodology. The implementation of the project enabled the introduction of innovative solutions in the field of education. Project activities enabled the exchange of experiences between partners in the implementation of education supported by the CLIL methodology with particular consideration of the needs of people with fewer opportunities. Each partner developed an appropriate module.

Thanks to the project, we wanted to enable students, especially those with fewer opportunities, to educate vocational subjects using modern, friendly and innovative methods. Such a method is undoubtedly the permanent introduction of the CLIL methodology to lesson plans. The project was planned with the aim of improving the staff of teachers teaching vocational subjects in European schools. Teachers want to develop, they want to create places in their schools that are open to modern teaching methods, enabling young people to develop creativity, interests, and openness to other cultures. Teachers must first and foremost have the tools and skills to support students with fewer opportunities

In implementing the project, we planned and implemented the following tasks:

- 1) The skills of 20 teachers in the area of subject or profession teaching methodology were improved through the innovative CLIL method
- 2) 20 teachers gained experience in implementing the CLIL methodology
- 3) The three partners exchanged experiences in the field of effective inclusive education

- 4) Surveys confirmed changes in attitudes, personal development of teachers, promotion of cultural diversity
- 5) Development of international cooperation ~ inclusion of teachers in the European cooperation network
- 6) Development of lesson plans enriched with CLIL ~ schools will be more accessible to every student, open to their needs and possibilities,

In accordance with the project assumptions, we implemented three activities. The target group consisted of teachers of technical schools from Poland, which are supported by FSTZN ~ 8 people, teachers of technical schools from Andalusia, which are in close cooperation with Euromind ~ 6 people, vocational teachers from a partner school in Greece ~ 6 people. During each project meeting, we implemented 20 hours of panel workshops ~ the topics were implemented in three modules ~ each partner developed one.

An important element of the meetings was to familiarize teachers with rational support and direction of the development of a child with special educational needs in accordance with their development potential. Participants also learned about models of inclusive education during a five-hour job shadowing. Teachers acquired skills in the area of using new methods in teaching and improved their language competences

- 1) Project meeting in Spain on 7-24.02.2024.
- 2) Project meeting in Poland ~ continuation of activities started in Spain, implementation in the period 11- 18.05.2024
- 3) Project meeting in Greece ~ implementation in the period 9-16.11.2024

All partner organizations achieved the planned results:

- 1) 3 advisory points in the field of inclusive education were created in the partner institutions ~ Teachers, parents and students can draw knowledge from international experiences. Implementing project activities, there was a development in the scope of activities supporting innovative

teaching methods ~ implementation of CLIL methodology in vocational education with a focus on the needs of young people with other needs.

Poland ~ The advisory point is located in one of the schools in Dąbrowa ~ Technical Science Plants. Teachers cooperate with the Department of Education.

Spain ~ expansion of the advisory point in the Euromind area

Greece ~ creation of a point in the partner school

All partners are active. They organize meetings, consultations, psychological and pedagogical counseling. They are in ongoing mutual contact. They are

constantly looking for new solutions. The advisory points are enjoying increasing interest

2) the pedagogical competences of 20 teachers in working with students with diverse educational needs have increased.

3) 20 teachers learned the secrets of teaching using the CLIL method

4) 3 partner institutions became internationa