

Field report on the testing of the curricular and methodical-didactic products of the project

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The project partners after establishing the network at the International Horticultural Exhibition (IGA), Berlin, 12.10.2017

(1) Towards a European training in floristry: the intentions of the consortium

Introduction: The project VocFlo

VocFlo responded to current developments in VET policy in the European Union. These, in turn, are a response to the economic and political objectives of Agenda 2020. The EU want to achieve an employment of 75% of people by 2020.

The currently extremely high levels of youth unemployment in many regions of Europe illustrate the efforts needed to achieve this goal. One of the causes of youth unemployment is seen in the lack of employability of vocational training graduates. It is criticized that many VET systems are too remote from the economy and offer insufficient opportunities to acquire the professional and personal skills required by the labor market.

The EU therefore calls on its members to reform VET. VET and the economy have to cooperate with each other to compensate for the existing deficits.

At this point VocFlo starts. Educational institutions and professional associations of European floristry agreed on conceptual foundations for future business-oriented vocational education in this sector.

They described units of learning outcomes and assigned to them learning outcomes. In order to facilitate the transfer of these units of learning outcomes into training practice, methodological didactic handouts for teachers and a methodology for measuring learning outcomes were designed.

The results of the project were examined at runtime at a methodology workshop and a student camp for their practicability and compatibility with the different vocational training systems.

To ensure sustainability and to support the transfer of results into VET practice, a network (VocFlo) for vocational education in floristry was established. In the future, this network will offer cross-border mobilities where participants can complete selected units of learning outcomes. The project's products therefore include a Mobility Organizational Handbook.

The project contributes to improving the quality of training in floristry (strengthening the economic relevance of training), contributes to improving the transparency between European vocational qualifications and opens up possibilities for strengthening cross-border training cooperation (mobilities).

Aims of the network VocFlo

1. Improving transparency between the different national VET systems for floristry (comparison of educational outcomes - the competence profiles that a graduate of the various national VET systems has)

This goal could be achieved by

- the very open and committed cooperation of the project consortium from the beginning.
- disclosure and explanation of national circumstances (framework curricula, implementation of vocational training) by the individual project partners.
- the recognition of similarities and getting to know the differences.
- the creation of a comprehensive competence portfolio covering the entire field of floristics at levels 2 to 6 of the European Qualifications Framework (EQF).
- inclusion in the project theme and network of interested external partners, who accompanied and supported the processing of Outputs 1 and 2 in particular.

2. Increasing the level of vocational education and training for European floristry by focusing vocational training more on the needs of the labor market

This goal has been achieved by

- in particular, the project consortium has emphasized the provision of specialist and personal skills that can be used in the labor market. This significantly increases the level of employability in the respective national and European labor market.
- the project consortium was very committed in discussing the advantages and disadvantages of school and dual education and exchanging experiences.
- the transfer of the results into the training practice of floristry is possible. The results, the learning scenarios, for example, are designed in such a way that they can be used both at school and in the company or can be easily and simply combined by both areas. In addition, the results facilitate the implementation of mobilities and / or "pupil" exchanges, which increases the attractiveness of vocational training in floristry.

VocFlo looks at the florist profession from a new angle. As part of previous projects

- the focus was on the implementation of the vocational training of floristry.
- the learning outcomes were formulated in such a way that teachers and learners were given only a reformulated curriculum framework to

guide the implementation of the training, over time and in a specific sequence.

- it was not achieved that the contents of the training could be presented more clearly and could be used in practice.

VocFlo

- describes for the first time the profession of florist in its entirety and considers all EQF levels from 2 to 6.
- describes the competences a learner needs to have if he / she has successfully completed his / her qualification and is able to work.
- answers the question "What must the learner be taught so that he can have a certain competence at the end of the day" and no longer the question of "How do we train?".
- enables for the first time comparability with other European professional qualifications in floristry.
- makes it possible for the first time to recognize European similarities and allows it to document country-specific differences.

Accordingly, VocFlo will contribute to providing companies of floristry with better-trained specialists in the future.

The network thus fulfills the objectives of the European Training Alliance. The collaboration between VET institutions and professional associations has created the Alliance-demanded partnership between education and the world of work.

Feedback from participants:

With which intention did you participate in the project VocFlo? What goals did you pursue for your own facility?

„Further development and revision of the curricula and in-house curricula: adapted to new techniques, trends and directions in floristry, it requires constant controls. There are automatically influences from other related occupations, sales strategies and advertising channels are changing, or the influence of new media demands a continuous development of the training plans and generates training needs of the employees. Based on the needs of trade and craft, techniques in the professions are being changed and replaced by new technologies. New materials or materials require adjustments. Especially the instructors and schools of the fallow must be open to change in order to be able to play helpful leading roles. Young professionals set new trends. For this to be possible, it requires a rock solid, but also contemporary education. On the basis of the innovations and identified gaps, it can come to special training of employees. With well-trained staff of our own facility, it is our concern to strengthen the industry and to offer training courses to professionals, both the floristry instructors in the region, who later have a dispersive effect, as well as to all other professionals.“

„Use of the developed existing documents and contacts from the predecessor projects and deepening of the contacts to Western Europe: Within the framework of the predecessor project ECVET Ma-Flo in particular, interesting partners in the Eastern European area were won. These partners train full-time. The development of training, especially through mobility inquiries, also comes from the Western European area. Thus, it has been a concern to us to compare both directions, possibly to take on a mediator role. As a partner, a vocational school could be won in the Netherlands in Zwolle. This is firmly anchored in the European network Flornet. Through this contact we too became partners in this network and will use these contacts for further work and development.“

“As the shortage of skilled workers and young talent has been an acute topic in the floristry sector for several years now - and thus also directly to our association members - we are dealing with this topic very intensively on the Executive Board / Management Board. Initial training is the basis and the most important way to meet the demand for skilled workers. Focus of our work until the project, especially the initial training, which is now slowly stabilizing again; but by no means can cover the need for qualified professionals. Furthermore, it should be noted that the personal development of many florists currently has no great importance. Highly specialized and well-trained professionals are in demand, however, so that flower shops with their concept and their staff can stand out from the retail sector and thus take an important step towards the future. Newcomers, returnees or even young florists, who are thinking of leaving the job, can be picked up with an appealing concept and offers for qualification and are thus also available as a worker. So, of course, it is a logical consequence to find out how other countries deal with this situation, what attractive opportunities for further training / qualification exist, to see what conflicts of interest exist and what opportunities exist for transnational cooperation. German floristry continues to enjoy an excellent international reputation, which should be strengthened. New impulses for techniques, design, marketing, etc. Of course, can contribute well. Targeted continuous training, which addresses the current needs of florists and florists, is an important goal for our association.”

„International cooperation projects are an integral part of the strategic education plan of the Vocational Training Center for Services and Business Workers in Vilnius (Vilniaus paslaugų verslo darbuotojų profesinio rengimo centras, hereinafter called VPVDPRC or Center). One of the strategic priorities is to strengthen the transnationality of the center. The participation of teachers and students in the Erasmus + projects is included in the Center's strategic and annual activity plans and in the Quality Manual.

VPVDPRC aspired to the following goals by participating:

- Expansion of the Center's transnational cooperation in floristry through the expansion of the network of foreign partners;
- Qualitative application of ECVET principles in the planning and implementation of students' geographical mobility;

- improving the transnational mobility of the educational institution as well as within the Lithuanian education system;
- improving the transnationality of the Center's activities in all disciplines; Improving confidence in the quality of the VET system in our country and in the EU countries;
- increase the awareness and popularity of the Center's activities in Lithuania and EU countries;
- Improvement of the training quality of the florists;
- Increase the quality and attractiveness of florist education programs by adapting to changes in the marketplace;
- visibility and recognition of results in florist education, both at home and abroad;
- improvement of professional and general skills of teachers in floristry subjects, continuous education, exchange of floristic tendencies, technologies, plant selection;
- Helping students to become competitive in their national and transnational labor markets and to improve their language skills;
- finding the professional and general competences students have acquired or improved in transnational practice; Analysis of the strengths and weaknesses of the floristry sector in the center."

„The Center will continue to actively participate in the Erasmus + program in the future. Conditions need to be created in order to acquire the practical skills and abilities necessary for the professional activity of students in order to open international career opportunities and to facilitate adaptation to changing labor market conditions.

Since 2017, the center has been in possession of an Erasmus + Professional Mobility Charter (No.2017-1-LT01-KA109-035298). It is a guarantee that the Center will carry out student mobility every year. The center's transnationality strategy provides for an annual increase in the number of ongoing mobilities. The experience gained through participation in the VocFlo project will enable this mobility to be implemented with high-quality ECVET principles. In addition, VET teachers have acquired new skills in the project, their experiences will be presented to the Center's leaders, and it is planned to integrate the lessons learned into curriculum development."

„The Warsaw University of Life Sciences (WULS - SGGW) was founded in 1816. It is the oldest and largest agricultural university in Poland. In more than 200 years of history, the Warsaw University of Life Sciences has always been an active participant in Polish scientific, economic and social life. There are over 25,000 graduate, postgraduate and doctoral degree students and approximately 1,200 academic staff, including 260 full professors. WULS trains young people to meet the needs of a balanced development of the national biosphere. It offers a wide range of programs, from biological, technical, medical, economic to humanistic. The range of academic programs is being systematically expanded to include 28 main areas with 70 specialization

areas. Academic programs are offered at undergraduate, graduate and doctoral levels; An MBA program is also offered.

At the Faculty of Horticulture, Biotechnology and Landscape Architecture at the Warsaw University of Life Sciences we spent 15 years studying Floristry - Art of Flower Arrangements under the direction of dr hab. Ewa Skutnik, where students improve the profession of florist within 340 lessons.

The program is aimed at graduates of universities interested in floristry. Lessons include 340 hours, including 140 hours of practical lessons, 100 hours of professional practice and 100 hours of theoretical teaching (including 60 ECTS diploma). Lessons take place during ten sessions (Friday, Saturday, Sunday) - once a month. The curriculum includes the florist training units developed by 5 partners under the Leonardo da Vinci program "Using the Outcomes of European Initiatives in the Unification of Educational Programs in Painting, Decoration and Floristry (ECVET Ma-Flo)". Classes are taught by the best specialists in floristry, from academic teachers to recognized florists.

According to the Law on Higher Education (Article 2 (1) (18a)), the National Qualifications Framework is a comprehensible description of the qualifications (learning outcomes) acquired in a country in the national and international context in the higher education system. It gave us new goals and it was the most important reason to participate in the Voc Flo project. Firstly, SGGW's participation in VocFlo has given us the opportunity to increase the mobility of floristry students and support the institutions that make up the network of European schools that practice this profession. Participation in the project gave us the opportunity to achieve the level of floristry education at our university, comparable to other schools in Europe, and to improve our programs and teaching methods. It gave us the opportunity to strengthen our position in the market and maintain the quality of education in times of mass education in Poland at university level."

„From the Czech point of view, participation as a partner in the VocFlo project was another step out of participation in the ECVET Ma-Flo project. The possibility of complex description and evaluation of the results of vocational education is an important way of giving vocational training to the florist that our school offers more important. The further development of the profession, further contacts of partner organizations and teachers in the field of florist education are important for us. Instructors and teachers will have the opportunity to improve their skills, and the learning scenarios will give them a wider view of the individual areas of the trained subjects, important is the complex assessment of the trainees' practical skills. They can familiarize themselves with florist education in other EU countries and also with differences in education. Each country has a slightly different market for florists, the traditions and customs are different. Therefore, a common view on the competences of the trained students is important."

„An important role was also played by the expectation of a possible participation of the trainers and pupils in the workshops and camps in another country, which are always an important motivation impulse. In addition to

improving subject skills, prejudices are reduced, social skills of students are improved, and last but not least motivation to improve the language skills that many of our students desire. All this is very important for our school, because the situation at the German border opens up opportunities for our students on the EU labor market, even though we can prepare them better with the help of this project. Another expectation was the possible transfer of results to the Association of Flower Breeders and Florists of the Czech Republic and an offer to offer these results for further dissemination.“

„The cooperation of our school and the promoter SBG Dresden has a long tradition and we participated in several projects. This has allowed the school a long-standing contact with the German Floristry, the training of florists and Floristmeistern, training our teachers in training courses, etc. Since our school is the organizer of the Czech florist championship "Děčíner Anker", German and Czech florists came into contact at this level through the participation of German colleagues in the jury and in the competition. Of course, these are important credit points for the school and, not least, these project activities have contributed to greater cross-border activity for the region since the 1990s.“

„From the Slovakian point of view, it is also important to make floriculture vocational education more transparent in the European context, thus creating the conditions for further close cooperation in the field of education. Because the European market is open, so does this training area. It has always been necessary to reconcile individual forms of education and thus to help further development and innovation in this area.

We wanted to take part in this project, that we want to improve the level of VET and thus contribute to better employment in floristry in the whole of Europe.

As part of the project, we have met given goals:

- The content of education in each of the levels - 2 - 6 level of the EQF in partner countries of the project brought into line
- created knowledge, skills and competences for graduates that they should master after graduation,
- formed learning scenarios in the field of floristry with the aim of improving the employability of young people,
- Participate in the European Mobility Network for VET
- Apply new teaching methods, e.g. Problem methods, etc.,
- Improve pedagogy skills, different education systems, teaching methods and innovations in floristry
- Submit language skills
- increase their own personal development
- work in a multicultural environment“

(3) The products of the project VocFlo: experiences of development

IO1: Portfolio with units of learning outcomes and learning outcomes

The portfolio documents learning outcome units in a matrix that depicts the range of activities of a floristry specialist at levels 2 to 6 of the EQF. The learning outcomes units are assigned learning outcomes that a person should or must have after completing relevant training.

The members of the consortium represent different VET systems with an independent tradition. Intensive engagement with the portfolio to be created has defined the common denominator between the different systems.

At this stage, agreement was reached on the added value of the product for the participating institutions. Involved in these activities was the examination of the "basic products" supplied by ECVET Ma-Flo and SME Master Plus.

The project partners found a solution for a structure of learning outcome units, which depicts the entire range of activities of a florist at these levels. In the same way, the description of learning outcomes was used.

The individual EQF levels

Level 2 (Helper)

Level 3 (Flower seller)

Level 4 (Florist)

Level 5 (Manager)

Level 6 (Master)

have been provided with a color code that will be reused in the other products in appropriate places and should facilitate traceability.

The consortium, in consultation with its respective network and labor market partners, agreed on a structure of 12 units of learning outcomes, mostly subdivided according to the U.X scheme. Only the U5, U6 and U7 are described as a block without subunits:

U1 Work organisation

U2 Material (vegetable and non-vegetable) and tools

U3 Techniques

U4 Design

U5 Thematic floristry

U6 Event-related floristry

U7 Room-related floristry

U8 Marketing and sales

U9 Business management

U10 Human resources management and training

U11 Quality control / assessment

U12 Occupational safety and environmental protection

For each level of EQF, a comprehensive, color coded matrix was created with:

- Units of learning outcomes, sub-units including, if necessary, additional explanatory information in the left-hand column
- Descriptions of the respective learning outcomes as knowledge, skills and competences. Here, the project, which started in 2015, still remained with the former concept of competence. The implications of the Council Recommendation 2017 / C 189/03 of 22 May 2017 on the European Qualifications Framework for lifelong learning and repeating the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning ("Responsibility and autonomy" instead of "competence") will be implemented in the course of further measures already begun.

The coordinated first version was tested in the context of the methodology workshop and student camp. In evaluation of all events a final version of VocFlo was created.

In addition to the languages German and English, the portfolio is also available in all partner languages Lithuanian, Polish, Czech, Norwegian, Slovak and Dutch. This decision was made in the consortium, because the portfolio with the competence matrices represents the basic framework or "dictionary" of the network, which makes cross-border transparency possible in the first place. It is the basis that should be available to all partners in the national language. It should be fully accessible and comprehensible to all teachers, participants and other / new potential partners in all countries.

Feedback from participants:

How do you think the developed products are designed to meet the goals of your facility? How understandable and interesting are the products for teachers and others who were not directly involved in the project? (in the same way to the subsequent Intellectual Outputs)

„Within the framework of our quality management, all trainers are required to provide teaching materials and assignments to the students in a result-oriented manner. For teachers, this detailed structure of the profession of florist in the different levels, an orientation for the formulation of the objectives emerged. The division into knowledge, skills and knowledge, as well as the precisely formulated requirements at the respective stages, makes a distinction in the training of the specialists on master level and skilled worker level simpler. After an introduction to the topic, for example the training program from IO8, it should also be possible for people who did not work in the project to formulate and understand accordingly. The formulations in German are easy to understand by the structure with comprehensible verbs. We place high demands on our trainers to ensure a good quality of training. Whether with our own students, company apprentices who are supported in the practical training in the DIF, or even with receiving student mobility to complete an internship with us, exists through the competence matrix in

several languages a sure bargaining tool of the training goals with the partner institution. The presence in several languages is a special feature. The work is fast and clear by the structure in the various subject areas.“

“This matrix is clear, logical and detailed. So it is possible (also for project uninvolved ones) to determine very well which qualification level is to be assigned to a florist. Correspondingly, it can be determined exactly at which points there is a need for further training in order to consolidate or increase the qualification level and to select a suitable offer. (The Trello platform would be a suitable medium to collect and offer seminars tailored to the individual levels of perspective.)”

„Both VET teachers from the center and other educational institutions in our country will adapt the experience of creating a skills matrix to prepare for mobility. Besides, it also makes it easier to evaluate results.

The learning outcomes matrices facilitate the identification of common characteristics and differences between two qualifications that achieve the same goals. Both the Center's vocational teachers and the country's educational institutions will use this experience to build a skills matrix for different occupations and educational levels.“

„The Graduate College Floristry - Art of Flower Arrangements at the Faculty of Horticulture, Biotechnology and Landscape Architecture of the Warsaw University of Life Sciences was founded 15 years ago. Initially, the teaching program was based on the experience of teachers (florists) and international knowledge. In accordance with the Higher Education Act (Article 2 (1) (18a)), the National Qualifications Framework has been established. Our participation in the Leonardo da Vinci program "Leveraging the results of European initiatives in the field of standardization of educational programs in the field of painting, decoration and floristry (ECVET Ma-Flo)", in which our university was one of 5 partners, was very useful for curriculum design (including Floristry Education Units).

The competence matrix on floristry level 2-6 is a very useful tool to teach floristry in different countries at the same level. It is the basic step to create an international language in floristry. The project is attended by representatives from 7 countries: Germany, Poland, the Czech Republic, Slovakia, Lithuania, the Netherlands and Norway, where lessons are taught at different levels and include various courses. It really was a difficult task to create a unified version that could be implemented in certain countries. Very helpful for us was the knowledge from the previous project (exploitation of the results of European ECVET initiatives in the fields of painting and floristry), which was attended by 5 out of 7 partners and the experience of new partners from Holland and Norway.

Creating the competency matrix at level 2-6 is very useful for floristry teachers. This description is very detailed, organized and clear. In many countries, floristry education is held at level 3 or 4 (one rarely finds a higher level), but by

creating the competency matrix, we are able to specify the requirements for students at certain levels.“

„The competency matrix for levels 2-6 is a complex description of the competences for the individual training levels. The knowledge and skills are needed, the competencies that decide whether and how the helper, florist, ... are important in the job market are important is. This is an important task, which is also important for our education. The knowledge and skills leading to competences is not self-evident and is not always the case especially in school education. Therefore, for our school, Level 2, which we are currently training, is important and can help the teachers and trainers. The school also has the potential of Level 3 instructors, whom we can offer in case of interest. At present, the interest in training is influenced by the fact that florist - Florist is a free trade, so no education must be proven. If that changes legislative, the school will also offer this level. It also plays an important role in keeping the school close to the German border, and the ability to get a job on the open labor market certainly depends on the candidate proving his competencies. The level 2 matrix can help our trainers at work, is understandable, and can serve to draw attention to issues that may be viewed in a different way, thus building competencies.“

IO2: Learning scenarios as a methodical-didactic help for teachers

Teachers agreed on approaches to methodological-didactic design for the implementation of individual units of learning outcomes (so-called learning scenarios) in training practice and in mobilities. The learning outcomes units were selected, which are of particular importance for future mobilities.

The methodological-didactic approach found for the implementation of the learning outcomes units ensures that the learning outcomes assigned to the learning outcomes units can be achieved by the learners. The learning scenarios are the methodical approach for guaranteeing or improving the economic relevance of the training. Learning assignments are presented in such a way that the reference to the working world becomes recognizable to the learner (eg in the form of a sales order). In addition, approaches to measure learning outcomes were developed.

The learning scenarios designed by the educational institutions were assessed by the professional associations. They were also asked to forward these documents to vocational institutions in their area and to obtain comments from them. The "developers" of the learning scenarios took the positions and modified the learning scenarios.

As part of the VocFlo project, 14 learning scenarios were created at EQF levels 2, 3 and 4, which are available in German and English. Selected learning scenarios were used and tested as part of the student camp. This

makes it possible, at the end of the project period, to assess the effectiveness of the learning scenarios as a pedagogical tool for carrying out training sessions abroad in the context of mobilities. Special importance is attached to the evaluation of the methods used to measure learning outcomes. It was analyzed whether this educational design tool is manageable for the various VET systems. It is agreed that the learning scenarios are a suitable and flexible tool for the uncomplicated implementation of future mobilities.

The learning scenarios are available as a pool from which scenarios selected in the preparation of student camps are translated. The pool should be constantly expanded in the network. For future student camps, learning scenarios can be selected from the pool and translated ad hoc into national languages.

„Working with learning scenarios is a further development of the training and teaching methods, in line with the demands of companies on the professionalism and qualifications of employees and young florists. Due to the lack of skilled workers, it is even more important to train the few at the highest level. This includes a comprehensive general education, comprehensive knowledge of other industries, well-groomed manners of communication and expression and the ability to learn independently.“

„The opportunity to work together with many trainers and teachers to evaluate the requirements of the florists opens the horizon of everyone. At the same time, the focus was on comparing the requirements in the different countries. Especially by the overarching tasks and self-search of the solution approaches you meet these requirements. The pupils and trainees are instructed to shape their own creativity, not to work according to given schemes.“

„Formulating the tasks of the training aspects in comprehensive learning fields enables a self-directed and interesting learning. There are always situations as described in the shop. Especially in school education you need these references. It is easier to understand. At the same time, the learning scenarios have references to the matrix and integration into the educational level. The training time in the respective fields is variable, depending on the curriculum and the desired specialization.“

„The educational system of Lithuania experienced a change in 1992, when the concept of education was developed, in which education and training was assigned to adult education. The idea of lifelong learning began to be analyzed in 2001. Initiating and implementing change has become a challenge for Lithuanian adult educators. It is necessary to mobilize many competences so that a person can build a successful life and participate in the development of the common good. International cooperation provides an opportunity to leverage the experience of other countries in developing programs and developing new curricula and new teaching scenarios. The use of the system for developing technological skills of VET teachers will ensure

the quality of the educational process. The Center's project activities and meaningful international cooperation with foreign VET institutions broaden the skills of teachers and students and help to shape a career path.

The VocFlo project aimed to create and test effective use of emerging technologies in vocational schools in the classroom. The project partners developed learning scenarios for the future school. Vocational school teachers who have participated and developed learning scenarios have acquired new skills. The created training scenarios were presented at a multiplier event for other Lithuanian floristry specialists and a discussion was held. Both the vocational school teachers of the center and other educational institutions of the country will be able to experience the development of learning scenarios in their activities, in the further development and improvement of the curricula of florists and other subject areas, in the development and improvement of training programs Vocational school teachers, as well as to participate in the mobility projects.“

„The collection of learning scenarios as methodological and didactic information for teachers to design business-related training in floristry and a proposal to measure learning outcomes is a very useful tool for teachers. During the project we created 2 learning scenarios: car decoration at level 3 and car decoration at level 4. For us it was a creative task. We think that creating learning scenarios for floristry teachers is very important. It shows us the methodical way to reach and evaluate a goal. In our university, creating the learning scenarios was a new experience for teachers.

In our daily work we do not create learning scenarios, we only rely on curricula or curricula. The implementation of learning scenarios is a very important element that we can use in the future.

In order to develop cross-border learning scenarios for floristry, the project partners compared their own curricula in order to get a clear idea of the different learning outcomes in the European context. We have found and identified similarities and differences in the curricula to describe learning outcomes using these elements. On this basis, acquired knowledge, skills and competencies could be translated into different sociological and cultural scenarios of the European floristry industry.“

„The learning scenarios were long debated, it was not always easy to communicate, because each country has its own and traditional focal points in floristry and therefore also its own training focus. Each partner has worked on a part of the portfolio of trained subjects and then this proposal judged by the other partners. In our opinion, working together in some cases is more effective than "housework", because it allows people to exchange opinions and resolve misunderstandings more quickly. It is useful to see the proposals and ideas of the partners from other EU countries. For us, the focus was on practical training, in which for our instructors the ways of developing competing skills were very interesting and useful. The market in other EU countries also has specific requirements in addition to common requirements. All trainers and teachers of floristry education participated in the compilation

of the learning scenarios, even those who were not otherwise involved in the project, so it was also a new task for them. Because the partner countries each have a slightly different education, the German training as a florist served as a starting point. There are differences between countries, especially with regard to commercial matters, business administration, legislation, and commerce.”

IO3: Mobility Handbook for the Design of Cross-Border Learning in Floristry

With the Mobility Handbook, the partnership created a tool for quality assurance of mobilities. It contains all the documents required for their preparation, implementation and performance review. The handbook is the tool with which future partners can be integrated into the activities of VocFlo (sustainability and dissemination).

The partners dealt in advance with the content, organizational and qualitative requirements for ECVET mobilities. During the second transnational project meeting, the agreement was reached on the manual to be developed and the definition of tasks, deadlines and responsibilities. The final version was drafted in the partnership dialogue. Norway's NTI-MMM partner made sure that the content, organizational and qualitative requirements for ECVET mobilities were taken into account.

NTI-MMM coordinated the reconciliation process and submitted to the consortium a modified manual version for validation, which was evaluated in the implementation of the student camp and mobilities. The individual members reviewed the draft Mobility Handbook from the perspective of their organization and proposed amendments.

A final version of the manual is available from VocFlo and is ready for use.

The added value of contracting NTI-MMM with this task was also to link the development process and the products of this Strategic Partnership to the results of two successful ECVET-related projects, thus creating an optimal environment for the quality review of results and recognition and recognition To create validation in mobility phases of acquired competences:

- Skillsbank: An ECVET-oriented toolkit for career guidance and individualized training support and provision of a monitoring service that tracks individual learning pathways through learning outcomes and ECVET principles will capture the entirety of individuals' skills, abilities and competencies in an online CV using learning outcomes and certificates an individual competence and professional profile arises.

This profile will be compatible with the Europass initiatives and will facilitate the transfer of relevant information such as with Europass CV or other certification documents.

The Mobility Handbook is available in German and English. Of course, language versions would be welcome, but it can be expected that at least the mobility-organizing staff to whom the manual primarily addresses communicates in English with their foreign partners. Only then are mobilities possible. The voluntary creation of national language versions at a later date is the responsibility of each partner.

„The VocFlo Mobility Handbook / VocFlo Mobility Handbook is a textbook for VET teachers designed to help them apply the ECVET principles in planning and implementing students' geographical mobility and to recognize and include school achievement surveys. This mobility handbook describes in detail the preparation for mobility (creation of partnerships, definition of results of learning outcomes, evaluation, signing of a learning agreement), mobility phase (acquisition of competences, knowledge and skills, assessment and certification of documents) and the period after mobility (validation and recognition of mobility services). Useful are the forms provided in the publication. With the VocFlo Mobility Guide, not only teachers of the floristry subject but also other professions are learning at VPVDPRC, ECVET is used in organizing and delivering mobility for students from various professions.“

“ The Mobility Guide is a very useful and necessary tool for teachers and students. We think it is necessary to increase the mobility of floristry students and to support the institutions that form the network of European schools that practice this profession. The Mobility Handbook was developed on the basis of previous mobility actions under the Leonardo da Vinci and Erasmus Plus programs, in particular in the context of cooperation with the European Commission in the organization and implementation of mobility assistance. The practical parts of the handbook are directly related to the developments of EQF and ECVET as fundamental transparency tools and methodological approaches, but also to experiences from ECVET-oriented mobility activities. The Mobility Guide was created to organize the roles and responsibilities of mobility activities.

The ECVET principles and tools can support the organization and implementation of the mobility process. Thanks to the result-oriented description of qualifications - or those parts of a qualification which are relevant for temporary mobility - the units of learning outcomes form a common language. Properly developed in multilingual versions, they form the basis for Europe-wide communication between sending and host institutions. Agreed agreements contribute to the recognition of learning outcomes acquired abroad in the home country. This is to ensure that the mobile learner does not have to repeat exams or has to train in the home country tedious.“

„The Mobility Handbook facilitates organization and administration of international mobilities. It helps to disseminate the mobility results and facilitates the acceptance of the new members into the mobility network.“

IO4: Statute for a European Mobility Network for Vocational Training in Floristry and Institutionalization of the Strategic Partnership (Creation of "European Mobility Network for Vocational Training in Floristry")

With the founding of VocFlo on 12.10.2017, the main goal formulated by the Strategic Partnership was given an institutional framework. The network ensures the sustainability of the project results and contributes to their dissemination (VocFlo can also be joined by partners who did not belong to the strategic partnership).

With the withdrawal of the Dutch partner Stichting ROC West-Brabant from the project and its replacement by the new Dutch partner Stichting AOC de Groene Welle, the strategic vision of a merger with the sister network Flornet also provided an additional perspective beyond the originally formulated goal as described elsewhere.

It turned out that in another geographical context, several years earlier, also a European floristry network, Flornet, had been established, which is slightly different from VocFlo in terms of both geography and content:

- While Flornet's partners used to come mainly from southern and western Europe, VocFlo's current focus has been on the regions of Northern and Eastern Europe.
- Another difference is that Flornet relies on school partners, v.a. at level 4 of the EQF, while VocFlo targets a wide range of target groups, including Master / Master of skilled crafts (level 6), as well as seeking closer cooperation with companies and social partners in the sector.

With the addition of the newly-formed partner Stichting AOC de Groene Welle, who is also coordinator of Flornet, to VocFlo's project work, it became clear that both initiatives complement each other. A perspective merger or close cooperation between the two initiatives offers the opportunity to jointly create the European mobility network for floristry.

In parallel with its own network foundation, the project consortium developed a cooperation strategy to link both initiatives.

„The floristry industry is comparatively small without a strong lobby, except for the flower producers. We speak almost exclusively of SMEs. Thus, for many an exchange is often a minor matter or difficult time. Many fight for themselves. Be it in the field of skilled labor, training or special training. Due to competitive thinking, or too few staff, there is little exchange of the instructors. The less educated, the less routine the trainers have. In some cases even a training sharing would be necessary to fulfill all required contents of the framework curriculum. At this point, a network or trade association can help. The interface community of interest, network of trainers and training schools stands behind the idea of this network. The fewer professionals trained, the fewer schools or facilities there are. In the field of education, there should be an exchange in order to develop. In this way you can communicate news, school events and further education offers.“

„In a rapidly changing environment facing complex challenges, institutions are forced to work together not only with other schools in their own country, but also with institutions in other countries to achieve a higher level of vocational education. The schools want to cross borders and build relationships with the community, other institutions and schools. In some institutions, partnership is the most likely cooperation policy. The education system is characterized by various coalitions, meetings, associations and other forms of cooperation. Networking and cooperation in them are an integral part of the education system. The basis for cooperation in networks is that today every student has a high-quality training opportunity, not only in his or her own country, so that every young person can really, duly, purposefully and with the choice enter the job market. On 12 October 2017, the project partners in Berlin signed a declaration in which they committed themselves to the activities "European mobility network for vocational training in floristry" and recognized the statutes of the network.“

„Participation in the network will provide the following for VPVDPRC:

1. Improvement of the quality of floristry education.
2. Increase the attractiveness of floristic vocational education and improve the employability of graduates.
3. Continuous exchange of experience and improvement of the qualification of floristry teachers.
4. High-quality organization and implementation of international student camps / mobility through ECVET.
5. Introduction of new forms of international cooperation in floristic education.
6. Implementation of international cooperation strategy and internationalization of VPVDPRC.“

„The creation of the network promotes transnational mobility in VET based on sustainable partnerships.“

„Networking and international contacts are very important for our school. Only then can the school rate, compare, and compare the results of the training. Teachers and trainers get a sense of how training goes elsewhere, and schools can work together on common solutions to important problems. Trainers can gain experience in international cooperation and it is also a motivation to improve their foreign language skills. The discussion about the possibility of setting up a network or using an existing one raised the question of a grant payment, which would be a problem for the partner countries. The Dutch partner presented already existing networks, Florint as a network for schools. The principles and the function of the network were presented. Here it is possible to convey the experiences of the partner organizations to the national florist association in order to expand the cooperation.“

IO5: Information and communication platform for the project and the future mobility network

According to the determined requirements of VocFlo, the online platform Trello was used. This cloud platform goes beyond the Web 2.0 information and communication platform described in the application. It has elements of an (industry-related) social network, as it promotes collaborative work through the exchange of text, images, and videos, as well as enriching it with elements such as commenting on microblogs. This setting enables purposeful content and relationship work within VocFlo, i.a. through the assignment of task-specific user rights. The update function of boards is linked to status indications of e.g. Twitter ajar.

With these functions it is possible that the VocFlo work and communication platform prepares, accompanies and evaluates cross-border training sections.

„The selected communication platform Trello is easy to use. With an individual password anyone can get access and view the information published there, copy for their own processing and also disseminate information themselves. An outline matching the project has been created. Thus, the events were planned and remembered, the documents of the outputs stored, logs deposited, photos shared, multipliers appointments set. Especially the reminder function is very practical. A very simple and clear control of all partners is possible. The results of each partner were entered and read and controlled by the others. The difference to mails is the unlimited amount of data and the information to be found, individually if necessary without having to save them yourself. Direct information via infomailing about new entries is possible. This prompting feature lets the participating partners work as they are constantly being asked to do so. Continuing the platform in the context of networking is very useful. It is important that networking is perceived as important and lived by everyone. Otherwise it will not survive.“

„The high-quality provision of information about the project is a great opportunity for the promoter to get things done faster and smoother to get better results. One of the key communication objectives is to inform the target groups about the activities of the project, to present the results, to provide relevant information for the implementation of the project. The project communication platform uses the Trello program. It's a visual opportunity for the project teams to work together. One of the best features of the program is its simplicity. The information contained in it is clearly structured and can easily be overridden, simply according to the "drag and drop" principle. The use of the communication platform was very useful for the project and involved people:

1. All project-related information (project activity plan, documents, partner information, created products, etc.) are provided in one place.
2. Project partners Cooperation and organization of project activities are possible without e-mail.

3. Public consultations between the project partners.
4. Feedback on the products created, exchange of views.
5. Transmission of relevant information to all project partners.
6. Effective planning of activities.
7. Continuous monitoring of project activities.

Teachers and co-workers who have worked on the project have learned how to use the Trello program and can successfully use it for other projects or personal matters.“

„The communication platform is a very important tool that facilitates the exchange of students. The platform is created by representatives from 7 countries: Germany, Poland, the Czech Republic, Slovakia, Lithuania, the Netherlands and Norway, where the teaching of this profession takes place at different levels and according to the course. It is very important to create a platform where schools (teachers and students) can share their knowledge.“

„In order to make the results, images, multiplier activities and the individual outputs accessible to all communication participants, the Platform Trello was chosen. In the beginning it was necessary to familiarize all participants with the handling and functioning of the medium. It was also important to overcome the initial skepticism about a platform unknown to us. All partners soon learned how to use the platform and used it to publish their findings and information about the activities of the other partners. The Platform Trello provides a good overview, the manipulation is simple. The only thing we see less effectively is the fact that this platform is virtually unknown to us, and the expert public is not addressed by it.“

„The communication platform makes work methods for project work accessible, facilitates transfer of the project results into the practice of the individual partners. By means of it we can follow the work progress of the participants. We started from the existing information-communicative platform, which registered the results of the previous activities.“

IO8: Training program for teachers and multipliers to implement learning outcome-based learning in floristry, based on a clear understanding of the terms

Born of the omission of the original IO8 (referring to the abridged second methodology workshop), the new IO8 filled a gap in the conceptual framework: After the description of the competences (IO1), the scenarios for the acquisition of competences (IO2) and the organizational aspects Cross-border Learning / Mobility (IO3), the training program developed here enables additional teachers and multipliers (both project partners and new network partners) to independently redesign and develop learning outcome-oriented concepts in floristry. It therefore provides an effective way of expanding the group of people who can conceptually engage in the mobility network for floristry, and complements the other outputs.

The program consists of:

-A course instruction

- As core elements two extensive course presentations, structured by the course:

Course Presentation, Part 1 - Theory (102 slides for the first part of the workshop - interactive instruction with several tasks to the participants with the aim to open up the theory)

Course Presentation, Part 2 - cross-border learning scenarios (84 slides for the second part of the workshop - interactive workshop / group work on the development of learning scenarios in an international context)

They are complemented by exercises / task sheets, which can be expanded as a portfolio.

The course materials are available in German and English.

„The expectations for a training program were very high, about getting started in project work, innovations in education, goals. Working assignments and descriptive working examples should familiarize all participants with the facts and understand the process. The Blooms taxonomy with the corresponding verbs in the respective languages simplifies the work. The program is clearly structured in

- repetition and resuscitation of knowledge
- Control by tasks also for self-control
- Imparting new knowledge, eg. B. Work and learning tasks
- Group work, rephrase new work tasks for comprehensive projects the result-oriented kind
- supervise the tasks by mentors
- Evaluation of results and corrections

The language barrier and understanding was the difficulty in our training trial. Many specialist terminology in German or English are only recorded with good language skills. In order not to interrupt the group dynamics of further education, ways should be found to translate this training program in other languages, as long as all project workers do not understand enough English or other project languages.“

„In June 2018, the training program was tested as a one-week workshop in Dresden. It worked in several groups. Lithuanian and Polish participants have organized an international florist EQF 4-level program on funeral floristry. Teachers have learned to describe the learning outcomes (skills, knowledge and skills) learners need to achieve during the mobility phase, have deepened the language and terminology to make it understandable to all (both the student and the teacher and the teacher) Head of practice). The teachers also looked at how the learning outcomes are evaluated, confirmed and recognized. In addition, trainers have created a booklet with a detailed description of the international mobility program, the scope of the program (hours, dates, ECVET credits, etc.), which activities / tasks the student will take during mobility, which learning outcomes will be achieved. The experience gained during the training will be analyzed in the Lithuanian Florist Association together with other national vocational schools that train florists. The teachers who attended the seminar will share their experiences with other VET teachers involved in planning / implementing student mobility. We plan to adapt the forms prepared in the seminar and to use them not only for florists, but also for other professions, for mobility visits.“

„Part of a project was to create a training program for the implementation of results-based learning in floristry on the basis of a clear understanding of the competence concepts. This is very important, because in many countries a floristic education program is not based on real work but on knowledge. Developing a training program for teachers and multipliers in floristry that enables them to successfully deliver results-based learning was a good experience for all participants. We believe that this has given us the opportunity to apply, deepen and consolidate knowledge about the use of ECVET tools in learning mobility, to increase confidence in different qualifications and assessment processes in Europe, and to be able to transnationally describe learning scenarios to develop ; This appropriately reflects the different responsibilities, the complexity of the tasks and the scope.

The training program, which reflects an authentic learning situation, was a new way for many participants to teach. During the program, attendees had the opportunity to attend interactive work sessions to gain the opportunity to share best practices and enhance their skills and knowledge through case studies and hands-on exercises. We believe that all these points are necessary to increase the mobility of floristry students and to support the institutions that form the network of European schools that practice this profession. The training program implemented mobility strategies in line with ECVET principles, developed our ECVET expertise to promote and implement recognized mobilities, built capacity to support members, train staff (multipliers) and support stakeholders in the opportunities offered by the EQF.“

(4) Methodology Workshop and Student Ccamp: offers of the network and internal test run in the project

During the project period, a methodology workshop and a student camp were held (originally two runs were planned but fell victim to a budget cut): Intellectual Outputs 6 and 7 are directly linked to these two events.

C1: Methodology workshop 2017 for teachers in Děčín

- Seminar on the design of action-oriented, business-oriented training based on the portfolio and the learning scenarios (Intellectual Outputs 1 and 2) and preparation of the school camp 2017

At the methodology workshop, trainers met and agreed on the implementation of multilateral student camps. The methodology workshops extend the methodological competence of the teachers involved. The methodology seminar takes account of the priority project "Vocational training of teachers and trainers in the field of vocational training", which is committed to the project.

C2: School camp 2017 in Dresden

- Testing the practicability of learning scenarios and the competence measurement procedure

On the model "Methodology Workshop and "Student Camp" future services of the mobility network VocFlo are built on.

The student camp was and is a multilateral training event for floristry learners, in which learning scenarios of a selected unit of learning outcomes are taught and the learning outcomes achieved are measured. The handouts used, the course and the results of the training measure were documented for the purpose of disseminating results and ensuring sustainability.

The students' camp met participants who completed their vocational training in very different vocational training systems (accompanied by an experienced trainer). The course and the results of the event were comprehensibly documented. It was to analyze how the participants with different educational backgrounds deal with the specific learning situation during the school camp. Experience has been documented that allows statements about the practicability of the chosen conceptual approach.

The aim of these activities was to check the practicability of the curricular products developed (portfolio, learning scenarios, competency measurement procedures). During this test run it was determined that the participating educational institutions identify with it and that these documents are manageable for the different VET systems.

The added value of these learning, teaching and training activities was therefore that they:

- subject the curricular intellectual output to a quality review (any identified change needs have been taken up and taken into account in the drafting of the final documents) and

- provide important evidence that contributes to the recognition of the learning outcomes achieved in the national framework.

IO6: Handouts and documentation of the methodology workshop 2017

At the methodology workshop, trainers met and agreed on the implementation of multilateral student camps. The methodology seminars extend the methodological competence of the teachers involved. The handouts for the student camp and the documentation on the course of the methodology workshop, which were created during the methodology workshop, are independent intellectual outputs. These documents contribute to the sustainability of the results obtained and to the dissemination of examples of good practice. Providing the handouts and documentation of the methodology workshop is one of the project outcomes that can help improve the level of education and enhance mobility.

The consortium agreed on a program for the methodology workshop 2017, on the basis of which the required handouts were prepared. They are indispensable as they ensure the transfer of seminar results to the training practices of the participating institutions. They also serve as evidence in the acquisition of new partners (dissemination strategy).

Systems-related perspectives and documents used and / or used in the partner countries were comprehensively explained and subsequently developed goal-oriented solutions. The course of the workshop and the benefits of the event were discussed openly and critically, and suggestions for changes and requests were recorded in the minutes.

These are documents and templates that are used to prepare methodology workshops in conjunction with the student camp documents and are made available to participants:

Handout teacher - planning document student camp
 Handout Teacher - Curriculum Student Camp
 Handout Teacher - Worksheet Application Student Camp

Experience has shown that English is not sufficiently available for all learners in the target group. However, proper content preparation is important. Therefore, the consortium also decided to create all documents besides the languages German and English additionally in all partner languages Lithuanian, Polish, Czech, Norwegian, Slovak and Dutch. In addition, the decision was made to create the documents bilingually: All documents contain both the national language and the English version. This should facilitate communication and at the same time make a small contribution to improving the language skills of the participants.

Handouts and Documentation Student Camp 2017

The student camp was and is a multilateral training event for floristry learners, in which learning scenarios of a selected unit of learning outcomes are taught and the learning outcomes achieved are measured. The handouts used at the school camp, the course and the results of the training measures were documented for the purpose of disseminating results and ensuring sustainability.

The partnership achieved agreement on the learning outcome units that were the subject of the camp and the learning scenarios to be tested in the methodology workshop 2017. The handouts used for this were indispensable tools for the course of the school camp. They also make it possible to subsequently transfer this training sequence into the training practice of the partners involved.

These are documents and templates that are used to prepare student camps in conjunction with the methodology workshop documents and are made available to the participants:

Handout student - task sheet

Handout student - planning and documentation tool

Handout student - participant questionnaire

The students' camp met participants who completed their vocational training in very different vocational training systems (accompanied by an experienced trainer). It was to analyze how the participants with different educational backgrounds deal with the specific learning situation during the school camp. Experience has been documented that allows statements about the practicability of the chosen conceptual approach.

The trainees and their accompanying teachers were then given a feedback sheet to comment on the course of the school camp and the added value of such training and, if necessary, to bring forward suggestions for change.

Experience has shown that English is not sufficiently available for all learners in the target group; the student camp is often the first foreign experience for the participants. However, proper content preparation is important.

Therefore, the consortium also decided to create all documents besides the languages German and English additionally in all partner languages Lithuanian, Polish, Czech, Norwegian, Slovak and Dutch.

In addition, the decision was made to create the documents bilingually: All documents contain both the national language and the English version. This should facilitate communication and at the same time make a small contribution to improving the language skills of the participants.

Feedback from participants:

What are your experiences with the methodology workshop (Děčín 2017) and the student camp (Dresden 2017)? What expectations did you have of these events, and how were these expectations fulfilled?

„The methodology workshop serves for the preparation of the school camp and thus of the student meeting. His goal was to find out how other instructors plan the training, formulate tasks, prepare teaching materials and what training specialisms exist in the participating countries. We were especially interested in the difference between the Western European and Eastern European countries, the educational and occupational training and the different levels. Evaluating the results and correcting the students has been particularly interesting to us.“

„The focus of the instructors and teachers present was to be able to accommodate all participants in an exchange group and also to formulate tasks that manage different levels and support each other in a supportive way. According to the educational statuses, the consortium decided on a combined topic of general research with new media, ostrich exercises, customer consultation and product presentation in the business. Various critical points were analyzed, rules and procedures were discussed and defined.

- Selection of students
- Selection of supervisors
- Preliminary work
- Preparation of documentation
- helping documents, e.g. Preparation list before departure, material lists in all languages
- work tasks
- Special dictionary for the task for a precise communication in the technical questions
- Providing Internet access, specialized literature
- only translation and orientation assistance“

„As part of the student camp, the documents and work tasks elaborated in the methodology workshop were to be tested.

The rough planning was the responsibility of the consortium in the methodology workshop in Decin, the detailed planning and preparation on site in Dresden had the team of the Dresdner Institute of Floristry. On the basis of the developed checklists there was a running plan. The preparations for transnational learning are very comprehensive.

- Arrival and departure
- accommodation
- Catering
- Jobs and materials
- Framework program
- Care, support

- Instructions and corrections
- Evaluation

The planned work tasks were handled very well, so they were suitably posed and formulated. However, the linguistic differences showed a great benefit of dictionary and internet. Thus, the pedagogical approach of multicultural working could be taught.“

„We expected a direct comparison of the students in dealing with theoretical and practical learning tasks. It has been confirmed that the practical component will be tackled more ambitiously. Thus, special attention should be paid to future exchanges. An important aspect is the exchange of students for different cultures. Comparison of the levels of education in the different countries on the finished practical work (bouquet, presentation of goods, advice to customers, work organization, teamwork)“

„The floristry teachers who participated in the Dečín seminar (2017 Czech Republic) have gained experience in the following areas:

- with the experience of the Dečín vocational school in the preparation of florists (florist teaching program, scope of certain subjects, student competences, requirements for floristry teacher, material required for florist education, green class, etc.)
- using the ECVET principles for the qualitative organization of students' international mobility;

During the seminar, the teachers performed the tasks, prepared / completed the student mobility documents (curriculum, student worksheet, teacher's sheet, assignments for the student). Properly prepared documents ensured the success of the training in Dresden. During the seminar the teachers were given the competence to organize / prepare the mobility documents qualitatively with the application of ECVET.“

„A school camp was organized in Dresden (Germany, 2017). It was attended by 5 students from the center (there were also 25 students from other partner countries in the camp). During the internship, the students got acquainted with the floristic achievements of other countries and some cultural peculiarities, performed practical tasks, analyzed them and improved the following professional and general competencies:

- getting to know the plants;
- creating thematic bouquets;
- composing the thematic compositions;
- creativity;
- sense of community;
- fast decision-making;
- Teamwork;
- Communication in a foreign language.“

„The methodology workshop in Decin (2017) was a very useful experience for us (teachers). It showed cultural differences and the possibilities of their use

and offered the opportunity to exchange experiences between teachers. It was hard work for 5 days. Teachers had the opportunity to participate in interactive work sessions to gain the opportunity to share best practices and enhance their expertise and knowledge through case studies and hands-on exercises. They found and recognized commonalities and differences in the rating systems and analyzed them. We had to analyze and find all the points involved in exchanging students. The main problem was associated with good logistics and organization of the student camp. There were many questions: language, proper selection of students, etc. We believe that all these points are necessary to increase the mobility of floristry students and to support the institutions that form the network of European schools that practice this profession. We have tried to organize the exchange of students in our schools, compare curricula and identify similarities and differences to eventually develop cross-border learning scenarios.“

„The project partners also compared their own assessment methods to gain a clear insight into the different systems. They found and recognized commonalities and differences in the rating systems and analyzed them. The result of our work was the student camp in Dresden and the teacher handout (document in connection with planning of the student camp, curriculum of the student camp, worksheet Application Student Camp) and student handout (task sheet, planning and documentation tool, participant questionnaire).“

„In July 2017, the project partners were invited to Děčín for the Workshop for Teachers, which took place on 11.-14. 7. 2017 instead. The goal at this meeting was to prepare methodical preparations for the student camp, which was held for the 18th-22nd. 9. 2017 in Dresden was intended. Worksheets were designed for the students from the Netherlands, Germany, the Czech Republic, Slovakia and Lithuania, the partners advised and agreed on the work to be done and it was agreed which bouquets and in which style will be worked. It was a complex task where mixed groups were to produce different bouquets, present and sell them. The participants agreed on four styles - vintage, rustic, modern, youthful. On this basis, we worked with the Slovak partners on the documentation for the group, which was to make vintage style bouquets. The result was then a material list of decorative materials and materials that the students have at their disposal and with which they will then work in this style in the student camp. Another task for the teacher groups was to prepare the sales pitch for the last part of the task. Students should work independently, communicate with each other in a language of communication. Part of the workshop was also an excursion to a horticultural operation with flowers in the region and a visit to the National Park Bohemian-Saxon Switzerland.“

„The school camp took place on 18.-22. 9. 2017 in the Dresden Institute of Floristry. At school, students who had the motivation and desire to work were selected for participation. After Dresden, they were accompanied by a

floristry teacher. In the beginning four groups were graduated so that students from different countries always formed a group according to the standard vintage-rustic-modern-teen. After the prepared guidelines the students got an overview about the tasks and the work for the following days. In addition to the central floristic work, the production of bouquets belonged to the complex task of creating a calculation, presenting the bouquets and the flower shop, selling and fitting the flower shop with appropriate vases, stands, decorations in the given style. One of the important tasks was the preparation of a logo for the flower shop. On the last day there was the presentation and the sales pitch. During the camp, students had to tie up at least 10 bouquets a day, in various arrangements for which students had to choose appropriate materials, colors. The students made sketches, made calculations, and filled in worksheets. Finally, they chose the best bouquets of each participant and presented them in the flower shop.“

„Our teachers appreciated the professional approach of the instructors to the students, the perfect organization, and it was important for our students to have the unique opportunity to work with many cut flowers and to bind a variety of threads. They were able to produce different bouquets and use materials freely. Another positive thing was the concrete situation in which they had to communicate with their colleagues in the group. They learned the floristic terms. That's great for motivating you to improve your language skills. Our teachers of floristry rated the fact that the teacher group at the methodology workshop had agreed not to intervene in the work of the students. They clearly felt it was necessary to draw the attention of the pupils to the often occurring mistakes in the art of making different bouquets.“

„In Děčín documents and documentation were prepared for the school camp, which took place in Dresden. We have put together learning activities for participants - the goal has been to prepare 5 topics in arranging and to put together a common conception for outputs. In Dresden, students have worked in international groups, each group has a different style in arranging - modern, rustic, young, vintage and Christmas style. The task of the students was - to design their own business for the given topic, to choose the background, to arrange the interior, tie the bouquets and present them in front of the customers. Benefits include - working in a multicultural atmosphere, partial agreement of curricula, making new contacts and improving language skills. Expectations - expressing one's own skills, improving professional skills, comparing the level of vocational training, spreading marketing opportunities in Europe.“

Feedback from participants:

How are these two events suitable to meet the following goal: Testing the products IO1 and IO2?

„During the methodology workshop in Dečín (Czech Republic, 2017), which was attended by the floristry teachers of the center, and the student camp in Dresden (Germany, 2017), which was attended by 5 pupils of the center, the review of the intellectuals developed by the project participants took place. Products IO1 and IO2 and their use in a practical environment, much work has been done on the analysis and evaluation of the theoretical and practical tasks foreseen in the project. These two events had great benefits in analyzing and assessing the skills of both teachers and students, and preparing the materials for the project participants as well as reviewing the documentation in a hands-on work environment.“

„The methodology workshop in Decin (2017) and the student camp in Dresden (2017) showed us the real situation in which we can meet during the student exchange. The creation of the competence matrix at level 2-6 Floristry and Learning Scenario (products IO1 and IO2) were very useful tools to practice floristry in different countries on the same level. It was the basic step to create an international floristic language in 7 European countries: Germany, Poland, the Czech Republic, Slovakia, Lithuania, the Netherlands and Norway.

These events have helped us to improve our work during the project and, of course, our future work in schools. We recognize that it is difficult to create a common language in floristry and a common assessment method. We believe that it has helped us to develop cross-border learning scenarios for floristry.“

„The methodology workshop for teachers in Děčín on 12.-14. 7. 2017 and the student camp in Dresden in the fall of 2017, the elaborated IO1 competence matrix and IO2 should practically test out the learning scenarios. The first step was a discussion between the teachers and trainers on the proposed topic, which was very well suited to both objectives - a complex task in which the students, in the example prepared by the teachers and trainers, have the skills to make one of the most important floristic workpieces - Bouquets and the actual task - whose presentation and sale to the customer should try their acquired skills. The task made it possible to test all the skills necessary for a successful work in the flower shop: production of bouquets, design of the sales frame, fast and clean working - technology, handling of goods, commercial activities, etc. The work was done in groups, the like students from different countries formed the individual teams and worked together. Here again the social skills of the students were needed, they also need in the professional life and are important. The ability to work as a team, to resolve conflicts and to communicate. Here, the poor language skills of our students have been shown, and they have seen with the Dutch students, what it should look like - a strong motivation for further education.“

„During the school campers, students demonstrated their independence, skills, creative abilities, proven expertise, exploited knowledge, tried the work of the international team, made new contacts and improved communication in the foreign language. Students showed in the presentation possibilities and advantages of the international project, approaching results of his work. They have shown that floristics in Slovakia has a rich tradition and it is interesting work. The camp has achieved its goal, students have improved their knowledge and skills and can take advantage of it in further professional development.“

Feedback from participants:

In what ways are these two events suitable for meeting the following goal: exchange of experiences between teachers and learners

„Necessary in order to harmonize the different approaches of the Länder: Even if some things can not be changed from an educational point of view overnight, comparisons across national borders trigger reactions among the participants. Being sensitized, encouraged to change things in small ways:

- Improve language skills,
- deepen practical training
- active learning in addition to training via the Internet, trade fairs, specialist literature.“

„After the students returned from the school camp, a meeting took place in the center. The meeting was attended by pupils of the center - future florists, heads of the center and teachers of floristry subjects. The students talked about the camp, the tasks performed during the camp, the difficulties in fulfilling these tasks, the strengths and weaknesses of the camp. The center's florist instructors had the opportunity to evaluate their own accomplishments and weaknesses as well as those of their students. We expect not only good results from every student involved in the project, but also new ideas, original offers and unexpected solutions. We look forward to the initiative of the teachers involved in the project. The energy of a young specialist or student is very important, you just have to steer the young person's skills in the right direction and the result is guaranteed. Teachers and students involved in the project try to develop their professional and general competencies, they have the opportunity to implement their ideas not only in Lithuania but also internationally. Today it is important to reconcile nationality with the formation of a "world citizen" who is ready to live in every democratic state and to find the proper unity of those aspirations. We try to cultivate a conscious person who is able to judge the processes of modern life and make decisive and intelligent decisions.“

„The methodology workshop in Decin (2017) and the student camp in Dresden (2017) were the best way to exchange experiences between teachers and students from different countries. For many of us, it was the

place where we collided with a new approach to teaching (ECVET-oriented mobility activities). The results-based description of qualifications or parts of a qualification that are relevant for a temporary mobility was very important and gave us the opportunity to find and create the learning outcomes units in a common language. To this end, it was necessary to make the qualifications provided in the home country transparent in order to facilitate the understanding of similarities and possible differences in the host country. In our work, aspects such as training times, places of learning, exam elements and credentials were listed to compare with the foreign qualification. However, the comparability of such descriptions has been limited: even where qualifications have the same name and input factors overlap, different content - knowledge, skills and competences - can be "hidden" behind the qualifications. Our meetings have helped us improve these elements and find common solutions."

„Exchange of experience between the trainers and the students always takes place in two lines, firstly directly at work, when the mixed groups get together, each country has its own specifics, the training is not quite identical, and the pupils and the students are all in the same group Teachers get to know them. This was evident in the production of bouquets, the selection of materials and materials, but also in technology, dealing with people. All the students worked very well together and focused on their task together. They also had to quickly orient themselves in the jargon in German and English. Working together is much faster and less painful than in the classroom. For the teachers it was again a possibility of comparison, and they have certainly taken home many experiences. The second line is then the non-formal, when all meet at the meal or at leisure in common activities. Here are well dismantled prejudices. The students have a motivation to work again in another country, to participate in a mobility and also to improve their language skills.“

„Students took advantage of their knowledge, skills and competencies in various international, all-Slovak competitions and presentations. Teachers have incorporated acquired expertise into the curriculum for floristic subjects, resulting in the direct transfer of knowledge and skills to the educational program. At the same time they will spread it further, e.g. in joint technical seminars in Slovakia, where they are presented as examples of good practice. They have linguistic, technical, didactic skills.“

Feedback from participants:

How are these two events suitable to meet the following objective: to prepare and carry out cross-border learning and mobility

„The student works and also the visible work of the participants has had a great effect in the house. There were 5 working groups, each with a large presentation area. The designed works were presented publicly. It came to questions of passers-by and other students. Our Dresdner students and everyone else made a folder for the camp on site with photos and sketches of the work. Non-participating students watched the camp, visited the premises. All have shown themselves as hosts, even proposed and put together an evening program. The camp was evaluated in a class class and with a feedback sheet. It was commented that others, if there is the possibility, want to cooperate in an exchange. The professional gain of the students was great.“

„The opportunity to interact culturally and to work together with others through linguistic barriers has shown everyone personally that linguistic and also floristic skills are important. Too few language skills were analyzed as a hindrance. Some recognized the different training levels and the different design preferences. From a technical point of view, it was an enrichment for all participants, both the instructor / teacher and the student:

- the exchange of cultures and regional customs,
- the language restrictions,
- the different educational stems: from instructive to answering questions up to 4 levels

Method, despite the requirement to let the students work for themselves

- Preferences
- technical differences.“

„On October 2, 2017, the National Agency for Erasmus + has awarded VPVDPRC a VET Mobility Charter (No.2017-1-LT01-KA109-035298). International cooperation activities are foreseen in the strategy of the Center for 2017-2020. The strategy aims to focus the efforts of the VPVDPRC community on the development of a comprehensive, integrated and cost-effective lifelong learning system that meets state strategic goals and personal needs. Today, educational institutions are well placed to work with foreign partners and exchange good work experience. Thanks to EU financial support, there is a renewed training base that improves working conditions for students and employees. The forgiveness for the center of an Erasmus + VET Mobility Charter provides the opportunity to plan and organize transnational student mobility. The experience gained in the VocFlo project will be useful in organizing international mobility for the students. The ECVET principles benefit both the student and the VET institution:

1. The use of ECVET helps to validate and recognize the learning outcomes achieved during the mobility of students abroad and in the home country. The student is assured that the learning outcomes achieved will be transferred

and become part of the envisaged qualification, avoiding re-evaluation and approval. Assessment, recognition and enrollment of acquired knowledge, skills and competences motivates students to practice in another country. ECVET ensures the credibility of internationally acquired VET experience by recognizing and documenting learner learning outcomes.

2. The use of ECVET also improves the integration of international mobility into the teaching system and makes learning outcomes visible and identifiable. It helps students to become more competitive in the international labor market and to give employers a clearer understanding of what learner's skills have acquired through international practice.

3. The implementation of ECVET elements allows VET to improve the content of the curriculum, increase the attractiveness and flexibility of curricula, the transversality of activities undertaken and the quality of the VET system. There are opportunities for easier recognition of learning outcomes achieved by learners in their own or a foreign country.

4. ECVET enhances lifelong learning opportunities for individuals, facilitates co-operation between VET providers and businesses, enhances mutual understanding and approach to the quality of VET, transparency and recognition of learning outcomes.“

„We think that it is necessary to increase the mobility of floristry students and support the institutions that make up the network of European Schools that practice this profession. The Mobility Handbook was developed on the basis of previous mobility actions under the Leonardo da Vinci and Erasmus Plus programs, in particular in the context of cooperation with the European Commission in the organization and implementation of mobility assistance. These two events (methodology workshop in December 2017 and student camp in Dresden 2017) helped us complete the Mobility Guide, which is a very useful and necessary tool for teachers and students. During the mobility process, a clear distinction must be made between the posting roles and the host roles of the participating organizations. When implementing a mobility visit, it was crucial that the knowledge, skills and competences are clearly defined to facilitate the acquisition of learning outcomes by the individual participant as defined in the learning agreement. These learning outcomes must be assessed and documented by the receiving institution. At the end of each mobility project, it should be evaluated to ensure continuous improvement in quality of work. The partnership agreement forms the basis for the organization of individual mobility stays. Each mobility project consists of three phases: preparation, implementation and follow-up, including the evaluation of the mobility project. To get an overview of all the steps in a mobility process, it can be very helpful to use mobility checklists with detailed task descriptions to make sure that all parts of the cooperation are aware of their responsibilities and rights.“

„The methodology workshop for the teachers in Děčín and the student camp was methodically prepared by the German lead partner and the Dutch partner. At the meeting in Zwolle the date for the workshop for teachers and

trainers in Děčín was discussed for a long time, because it was a period in which most partners are holidays, that means holiday time and it was necessary that as much as possible possible teachers and trainers take part in the workshop. This succeeded in the end, and all partners had their representation in Děčín. It is not always easy in schools to arrange appointments with each other, because there are exam dates, lessons, timetable etc ... which you can not postpone. The same applies to the selection of students. Here, too, holidays play a role. In advance, it was discussed which conditions need to be met, the age of the students, the language skills, etc.“

„For the school camp was important that in Dresden rooms are available, because the chosen theme complex task with merchandise presentation and sales pitch in the flower shop are demanding and free matching spaces is not easy to find in the current school year. The logistics of the school camp was anything but easy, and according to the students and trainers, the Dresdeners have organized everything perfectly. At the methodology workshop, after setting the tasks for the students, a list of materials (flowers etc.) was compiled in collaboration with the instructors of each partner country for the individual tasks, the classification into the groups and the allocation of the topics clarified.“

Feedback from participants:

How was the student camp in your institution evaluated with the students?

What feedback did the students give?

„Five students of the floristry subject of the VPVDPRC took part in the school camp. The students talked about their experience during the meeting in the center. The meeting was attended by pupils of the center - future florists, heads of the center and teachers of floristry subjects. The students talked about the student camp (they prepared a PowerPoint presentation), about the tasks they had to perform, about the difficulties in fulfilling these tasks, the strengths and weaknesses of the camp, about the difficulties of the practical work experience of the subject, on-time Execution of tasks, experience in communication in foreign languages. According to the Mobility Procedure approved by the Center, an anonymous survey of participants was conducted to determine the quality of the organization of mobility at all stages (before, during and after mobility). An analysis of the survey showed:

1. 80% The participants felt well before they went to the internship, they received all the necessary information, and evaluated the preparation for the internship positively.
2. In the assessment of the mobility period, 80% of the respondents stated that the camp was useful, that they had acquired a lot of professional knowledge / skills, learned a lot about other countries, their culture
3. All participants are of the opinion that the goal of the internship has been achieved. The internship was rated as very good with 60 percent (3 students), 20 percent (1 student) good and 20 percent (1 trainee). With the possibility to

go to an equivalent internship, 60 percent of the participants (3 students) would agree, 20 percent (1 pupil) would think twice and 20 percent (1 pupil) would not attend the same internship. The main reason why you do not want to do an internship is the lack of foreign language skills."

„The students were thrilled after returning from the school camp. It's also related to the fact that we managed to find really motivated and interested students. They appreciated the perfect organization, preparation and quality of the whole camp. They appreciate the possibility of working with different materials, decoration material and technical aids in any quantity. Interesting for them was also the opportunity to try not so common and fancy bouquets and the opportunity to work with room decorations and to make the sales room itself. Furthermore, they also became aware of the difficulties in understanding and the need for a foreign language, and language teaching is just as much a skill as it is to be successful in the EU labor market. The students were able to try this situation. They could see how much better the language skills in English were among the Dutch students."

„The international working groups also allowed communication on the topic of national peculiarities as well as in the subject area, as well as in social and cultural space. This was also helped by the standard program, e. In the form of evening or late afternoon activities such as barbecues in the garden."

„The rating of the camp camp was very positive. The students could try out the teamwork, decide and work for themselves, they improved working techniques, they had to realize the concept from the beginning - from the preparation to the final phase. They have used critical thinking, tried company activities, communication with the customer. Next, they got to know the culture of the host country, its hospitality, but also mentality of students from different countries."

„The campers fulfilled their expectations, he motivated them positively. They have found that Slovak floristry is on a good level and they see prospects in further professional advancement. You have the opportunity to assert yourself on the labor market. It is necessary to prepare and organize similar camps in the future, they not only contribute to the increase in floristics, but also develop further formal and informal education and strengthen the Euro-citizenship."

(5) Outlook: What are our perspectives?

VocFlo also achieved results that go beyond the original project goals through the very committed cooperation of all involved in the project:

- promoting the European idea, which emerged after the terrible experiences of the Second World War and had the goal in a renewed European society no longer to allow oppression of minorities or armed conflicts.
 - o The commonalities of Europeans in history and culture are increasingly called into the consciousness of the people.
 - o Through European networking, know-how transfer and diverse cooperation become possible.
 - o Exchange of controversial positions, but also room for communication processes on socially relevant issues.
 - o Creating trust and acceptance through understanding, watching critically and actively helping to shape it
- Specific expertise, intercultural competence, psycho-social competence, media literacy, judgment-building skills and, last but not least, the ability to withstand differences and conflicts and to solve them democratically.
- Educational work for European democracy (to uphold democratic values and to further develop democracy).

VocFlo managed to make complex contexts comprehensible, understandable and manageable in floristry, thus enabling the players in the education and employment market to actively participate, collaborate and decide (for European professionals and companies).

Feedback from participants:

- **How will you use and apply the project results in your facility? Do the project results contribute to increasing the quality of education (of florists) in your country? Does the project support other VET policy developments in your country?**

„VPVDPRC works closely with the Lithuanian Flower Club. Meetings of floristry business representatives and floristry teachers take place. It will analyze the intellectual products created during the implementation of the VocFlo project, make decisions on adapting the documents produced during the project, with the aim of improving the florist education, the curricula, the qualifications of teachers in Lithuania, and the international mobility of teachers To organize students with the application of ECVET. This year VPVDPRC has been assessed and certified to ISO 9001: 2015 / LST EN ISO 9001: 2015 (issued on 28th June 2018). Certification: basic vocational education through formal curriculum and professional development through informal curricula (including the preparation of these programs) and education through secondary education programs. This certificate confirms that the organization's management system meets the requirements of the specified management system standard. The basic requirements for each year in

reviewing teaching programs are improving training programs by increasing the quality of the floristry subject and presenting the materials used in floristry. The Quality Handbook highlights the benefits of transnational projects for the center's florist teaching program. The project contributes to the creation of a sustainable society. Sustainable, community-based social development process ensures respect for the rights, dignity, needs and desires of promoting active partnership and creative innovation, as well as the conservation of all and their families."

" The competency matrix at level 2-6, learning scenario, training program, mobility guide were the most important achievements for us as university teachers. The project results are used in our school; In particular the competence matrix helps us to improve our curriculum and the teaching method. Creating the competency matrix at level 2-6 is very useful for floristry teachers. This description is very detailed, organized and clear. In many countries, floristry education is held at level 3 or 4 (we rarely reach a higher level), but the creation of the competency matrix allows us to pinpoint the requirements that are set for students at certain levels. At our school, floristry is held at level 4, but we also consider training at a higher level. The competency matrix created at this level will be very helpful. In conclusion, our participants in this project have helped us to improve our teaching programs, has increased the quality of education in our school and education in our country. There has been the possibility of future collaboration between schools and the exchange of knowledge. It has given us the opportunity to strengthen our position in the market and maintain the quality of education in times of mass education in Poland at university level."

„The results and outputs of the project are important for the school in several levels. The first is the currently existing florist education. Secondly, the results are mainly important for those students who have the potential to devote themselves to floristry at a higher level. This can not offer them the education according to the content of the basic syllabus. These schools can then offer the school an extension of their competences based on the elaborated International Learning Unit in Floristry. Such motivated students are always there. Of course, we can use the results of the project in our training process and we will do it in all educated directions as well. At present, the students at our school are the training direction of florist helpers and flower sellers. With the pupils of the direction Gärtner with specialized level, the motivated pupils of the vocational training flower salesmen and possibly also with gifted pupils of the vocational training gardener one can think about an education on the level Florist. A big problem with almost all of our students, and not only at our school, is the lack of knowledge of foreign languages and, above all, very low language skills of the students. Of course, with the location of our school close to the German border, this is a handicap, because any employer who thinks about hiring a skilled worker from the Czech Republic naturally requires at least a basic knowledge of German. Therefore, it is very important that our students had the opportunity to take

part in the camp in Dresden, where they had to solve this situation. So they have experienced it themselves and are motivated, but they also give the motivation to their classmates, to whom they have introduced the project and the camp in the practical lessons.

It goes without saying that the project locally influences the results of an inexperienced school, but it is important to highlight the project's impact on the professional association of florists Svaz květinářů a floristů ČR. The school cooperates with the association for a long time. The association also follows the activities of the school in the field of floristics. The association and the school are organizers of the Czech Florist Championship Děčínská kotva - Děčín anchor with a very long tradition. During this project the project was presented to the participants and the interested professional community for the whole duration of the project and it was informed about the activities and results. The association supports the project and we will continue the project, its activities and results within the framework of the project introduce the entire republic to the specialist public.

We assume that students of other horticultural schools from all over the republic will also get to know the results of the project at various meetings held by the Association of Rural Educational Subjects based in Humpolec.“

„The project results were introduced in our school education programs in the subject of gardening - floristry - arranging and subject Binder - flower arranger. We also use the acquired knowledge, skills and competencies in the organization of international competitions and foreign exchange stays. At the same time, the realization of the project has helped to increase the image of the school, not only at the national level, but also at the international level. The Pruské School is the open school, which responds to all important impulses and introduces acquired results into the school education programs. This increases the quality of education. The teachers are also open to new innovations that they use in their pedagogical practice - this makes it possible to improve the preparation of the students.“

ANNEX: Intellectual Outputs of the project VocFlo

IO1	Portfolio with units of learning outcomes and learning outcomes for floristry on level 2 to 6 of the EQF as curricular basis for mobilities
	EQF level 2
	EQF level 3
	EQF level 4
	EQF level 5
	EQF level 6
IO2	Collection of learning scenarios as a methodical-didactic help for teachers to design business-oriented vocational training for floristry
IO3	Mobility Handbook for the Design of Cross-Border Learning in Floristry
IO4	Statute for a European Mobility Network for Vocational Training in Floristry and Institutionalization of the Strategic Partnership (Creation of "European mobility network for vocational training in floristry")
IO5	Information and communication platform for the project and the future mobility network
IO6	Handouts and documentation of the course of the Methodology Workshop 2017
IO7	Handouts and documentation of the course of the Student Camp 2017
IO8	Training program for teachers and multipliers to implement outcome-based learning in floristry, based on a clear understanding of the terms