

Secondary Technical School of Transport in Trnava

Report of the working visit from Spain, 26-28 March 2019

From 26 to 28 March 2019, we were visited by a new partner from Spain, the professional teacher Ing. Ibai FERNANDEZ and Co. for the purpose of reconnaissance of our school for the needs to fulfill the professional practice program for their approved project 2018, in which we are listed as a beneficiary organization. We were selected on the basis of our school's successful project dissemination activities among the three countries of France and Italy. According to the detailed prepared programme (see attachment), the appointees were familiarized in detail with the premises of the school, its technical and technological equipment, the content of the subjects taught and the possibilities of our school for obtaining contractual partners outside the school premises for the provision of quality professional practice to the pupils from Spain in the school year 2019 - 2020.

On behalf of the school principal, the professional meeting with the partners from Spain was attended by professional teachers Ing. Ľubica GERGELYOVÁ and Ing. Vladimír BRATH, who have been successfully working on Erasmus+ projects at our school for several years.

At the beginning of the meeting, Ibai FERNANDEZ introduced himself as a graduated

industrial

engineer specialising in welding and the automotive industry at the Lanbide Eskola Training Centre in Aretxabalet. In addition to teaching vocational subjects, he is also involved in the development of Erasmus+ projects. The direction of our school in terms of technical and vocational competence also appealed to him because of the very related field of study that is studied at their school - the Automotive Technology field of study. Our guest described in great detail the structure of the Spanish education centre, which is attended by around 200 pupils. Three disciplines are taught there, according to ISCED international designation two ISCED level courses - 2C (our apprenticeships with an apprenticeship certificate) and a second course of study in ISCED - 3A (upper secondary education with a high school diploma). Graduates directly gain professional practice within the training centre. The most able students can choose to study at universities after graduating with a diploma in the ISCED - 3A subject.

He further stated that one of the branches in ISCED - 2A is related to Body Parts Manufacturing - *Body Shops* and the other is Axle Group Manufacturing - *Electromechanical Components of Vehicles*. The third branch is *AutoMotion* and it has ISCED - 3A level which is similar to our branch of Auto Mobile Technology. These three branches are divided into two years of study. In the first year of study in the *Body Shop*, students alternate between studying theoretical subjects and working manually with metal and plastic car parts, starting with the structure and finish (e.g. in different moving parts such as doors or glass) to the final product.

In the second year of study, pupils work only with paints and sealants. He pointed out that this second course is very specific, as the trainees have to carry out the required procedures in different companies and factories over a period of three months. For this activity, they have a mentor teacher on placement in the factory and the vocational teachers supervise the quality of the placement.

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At the end of the school year, from March to June, pupils take part in various workshops where they gain insight into technical practice and, most importantly, the necessary professional information to help them decide on their future career path. In the

electromechanical field of study, pupils study in the first year subjects such as: electrical engineering, motors, gearboxes

and brakes, focusing mainly on electrical equipment. And in the second year of their studies they study

engine support systems, axle suspension and vehicle steering. Of course, these disciplines also require practical experience gained through work experience.

He concluded by describing the content of their training centre, stressing that in the field of automation, the OSCED - 2A level vocational courses are more manual work and the OSCED - 3A level courses are more theoretical and less practical. And there is actually a required 3rd month internship. The intention of working with our school is to provide the pupils from Spain with our theoretical and practical experience in which our school excels. We have not shied away from collaborating, hosting and exchanging our vocational teachers in Spain.

After a detailed tour of our school's vocational laboratories in the automotive field, Mr. FERNANDEZ's attention was drawn to the specialized stands of the French company EXXOTEST for demonstrative teaching of theoretical subjects in automotive technology. (they do not own such stands). Furthermore, it was possible to see the work of our pupils on mechanical engineering products within the framework of secondary school vocational activities. The members of the visit also took part in the English language lessons, where they had a convivial conversation with the pupils. And they were very pleasantly surprised by the level of English in the first and second year. In the electrical engineering department, they were able to see the pupils' work on the electrical kits in the subject Work Exercises. They were also interested in

technology stand for teaching Electrotechnical competence and also viewed the products from the Secondary Vocational School (e.g. 3D printer, Aircraft engine, Smart house and various el. Building blocks made by pupils). Finally, they visited the vocational economics classroom, where they were interested in working in OLYMP and OMEGA to acquire basic economic skills from accounting and financial document creation to a simple form of generating a complete document in the printer.

On the second day of the visit, the participants saw the entire development line of our electric vehicle as well as its latest design. Among other things, they also had a test drive in a historic vehicle. From there, they visited the vocational classroom, where the pupils created 3D drawings of some of the parts for the electric car in Inventor and Proficad on a computer and then printed them on a 3D printer.

The end of the negotiation day was in the spirit of adapting to our conditions at the school, because we have limited conditions to organize internships with contract companies, such as the Peugeot car company, where it is very difficult to get even a legitimate entry into the company. A substitute would be the provision of space with us in Hall C and some specialist classrooms in Hall A,

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Alternatively, B.

The last day was used for our partner to explore the cultural heritage of Trnava and its surroundings. Together we visited the Red Stone Castle with English interpretation and the town of Modra. We got to know the historical monuments of Modra, its centre. We visited the exhibition of handmade Modra ceramics - majolica. They were also interested in Slovak costumes and folklore.

At the end, our guests thanked everyone involved for organizing and preparing the program, both professionally and culturally. As partners, we have to convey our gratitude to the school management and the professional teachers who directly participated in the demonstrations and presentations. Our partners from Spain have gained a complete picture of our school and, after a detailed analysis, will send us their suggestions on how to improve the cooperation on our joint project.

In Trnava on 29.03.2019 Elaborated by:Ing. Vladimír BATH

Ing. Ľubica GERGELYOVÁ