



**ZESPÓŁ SZKÓŁ IM. WINCENTEGO WITOSA
W ZARZECZU**

**AN AMAZING JOURNEY THROUGH GREEK CUISINE.
A PRACTICAL GUIDE HOW TO RUN A GREEK
RESTAURANT.**

TRANSNATIONAL MOBILITY OF PUPILS PROJECT



**European
Funds**
Knowledge Education Development



**Republic
of Poland**

European Union
European Social Fund





Basic information

about the project

The implementation of the project of transnational mobility of pupils in the School Complex in Zarzecze is a continuation of the international development of our school, in line with the strategic goals for the coming years. We already had experience in running European projects, but our activities so far have been aimed at strengthening students' professional competences, including through internships. The transnational mobility of students in this dimension was a challenge for us.

Transnational mobility of pupils projects are aimed at strengthening key competences and knowledge of the core curriculum subjects among students - not only high school, but also technical high school, as in our case. As part of a multi-stage project, the school cooperates with a foreign partner, where participants are mobile and participate in the educational program. During the entire project, the staff of the institutions closely cooperate, thanks to which the project supports the transfer of good practices in education and project activities.



Project beneficiary - sending institution



**Zespół Szkół
im. Wincentego Witosa
w Zarzeczu**

The history of our school dates back to 1947. From the 1970s, new faculties were opened in the facility, and pedagogical innovations, such as political education, were implemented. We focus on the development of education in line with the needs of the labor market in the long term. At the moment, we educate in the departments of logistics technician, nutrition and catering services as well as a farmer technician. About 200 students attend the school. To a large extent, these are people from rural areas, with a difficult economic situation, often already engaged in work on family farms. School youth willingly use projects and opportunities aimed at increasing practical competences and treat vocational subjects much more seriously than general education. In this context, one of our goals is to increase students' involvement in activities aimed at strengthening key competences.

Among the projects implemented so far, we can indicate "New skills - new opportunities". Our youth could also participate in foreign apprenticeships in Portugal and Greece. This experience allowed us to build strong staff with a high level of practical skills related to the implementation of educational projects - which we now want to extend to activities related to general education.

Partner in the project – host institution



**Leptokarya
General School**

The High School in Leptokaria is located at the Center of Leptokaria, in one school complex with the Junior High School in Leptokaria, in its own building, where didactic classes are conducted. Leptokarya General High School is a public high school founded in 2007. 202 students are currently studying in high school, who are educated by the team of 25 full-time teachers.

Although it is a school that works relatively soon, has many educational successes, introduced pedagogical innovations. The school takes care of the versatile development of its students, offering them a number of activities going beyond the minimum program, including interest circles, individual lessons, and school sports club.

The school also has experience in the implementation of international projects. She took part in the European School Radio program, implemented international projects with partner schools from Europe.

Financing the initiative

We implemented the project thanks to funds obtained from the European Social Fund, as part of the Operational Program Knowledge Education Development in the project of Transnational Mobility of Pupils.

PROJECT NUMBER: 2020-1-PMU-3270

VALUE OF THE RECEIVED SUPPORT: PLN 246 576

LEVEL OF FINANCING: 100%

Thanks to the obtained funds, the participation of students in the initiative was free of charge, and the support for them covered all costs related to the implementation of the program and preparation, transport, accommodation, meals and other logistic and substantive issues within the activities.

Zespół Szkół im. Wincentego Witosa
w Zarzeczcu
realizuje projekt dofinansowany
z Funduszy Europejskich
„Niesamowita podróż po kuchni greckiej.
Praktyczny poradnik prowadzenia greckiej
restauracji”

Celem projektu jest zwiększenie poziomu wybranych kompetencji kluczowych uczestników.

Dofinansowanie projektu z UE: 246 576, 00 PLN



Rzeczpospolita
Polska

Unia Europejska
Europejski Fundusz Społeczny

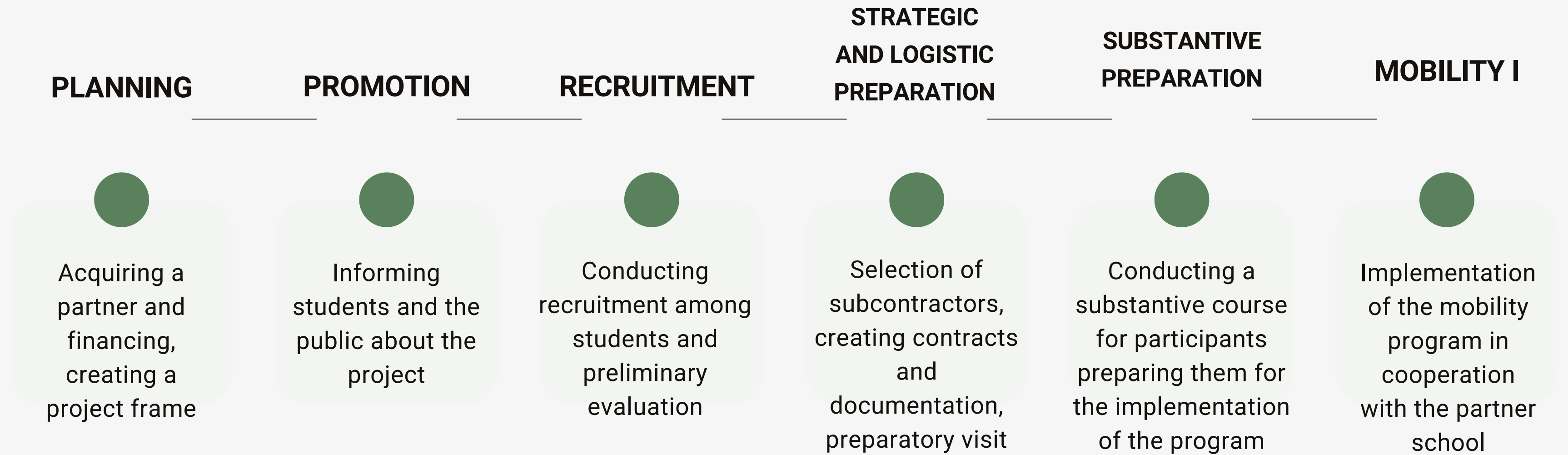


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PROJECT IMPLEMENTATION STAGES

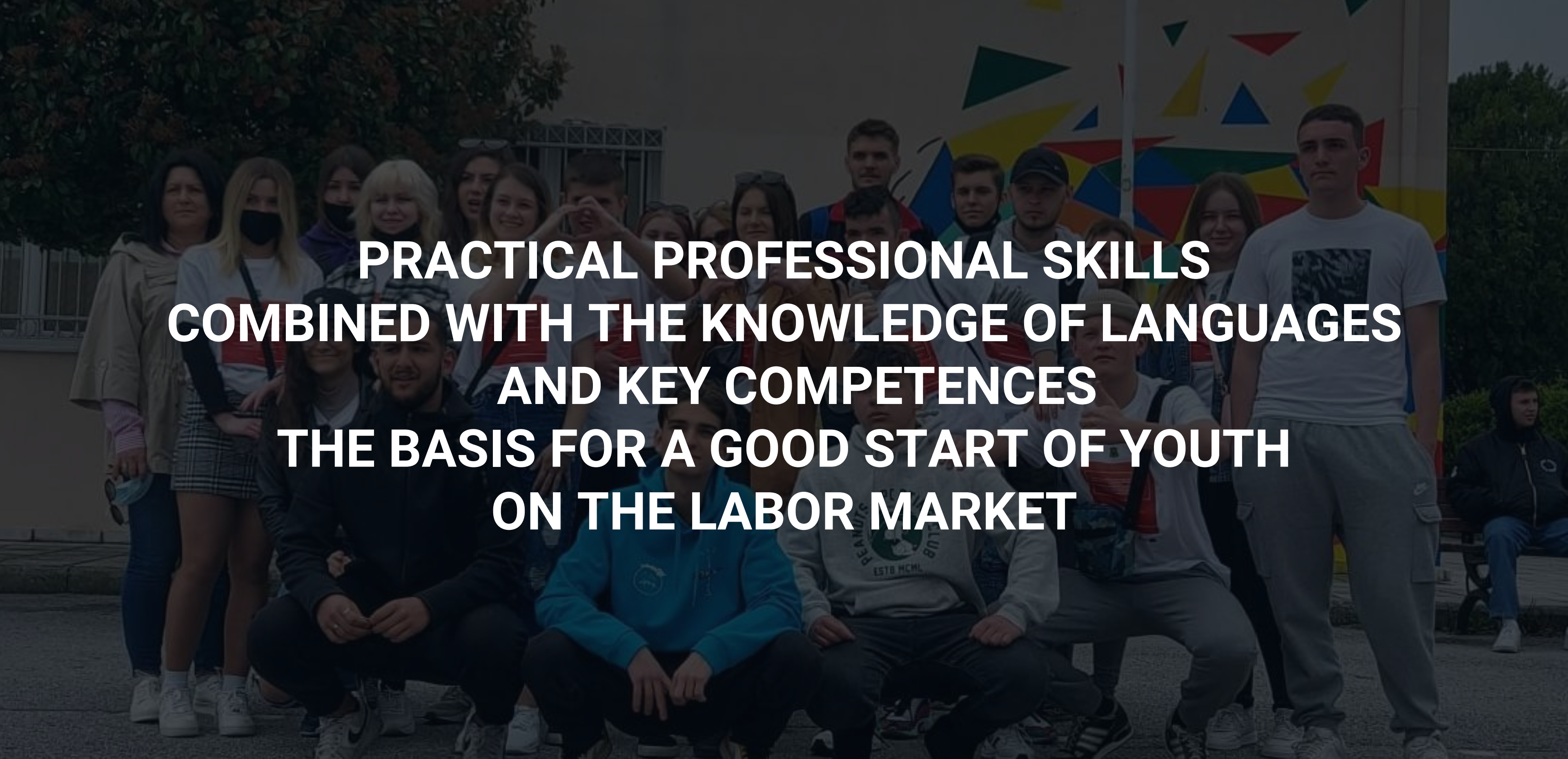
Effective implementation of the project assumptions required a number of activities in which the management, teaching staff and students of the school were involved.



PROJECT IMPLEMENTATION STAGES

The project was implemented from June 1, 2021 to May 31, 2022.





**PRACTICAL PROFESSIONAL SKILLS
COMBINED WITH THE KNOWLEDGE OF LANGUAGES
AND KEY COMPETENCES
THE BASIS FOR A GOOD START OF YOUTH
ON THE LABOR MARKET**

THE MAIN GOAL OF THE PROJECT: INCREASING THE KEY AND PROFESSIONAL COMPETENCES OF STUDENTS

Increasing the level of key competences of young people in the areas defined as particularly sensitive on the basis of the results of the preliminary evaluation in the project

Increasing students' knowledge of vocational subjects, including learning new information and acquiring practical skills as well as consolidating the existing ones

Language development of students - increasing practical language skills in its professional and general contexts. Getting to know new vocabulary. Breaking the language barrier.

THE MAIN GOAL OF THE PROJECT: INCREASING THE KEY AND PROFESSIONAL COMPETENCES OF STUDENTS

Development of independence among students, including increasing competences related to the organization, monitoring and assessment of their own and team work. Increasing involvement among young people and motivational action.

Increased competitiveness of students on the labor market. Acquiring important professional and educational experience, certified by a supranational certificate.

OTHER GOALS

Impact on students with reduced educational opportunities: ensuring access to innovative forms of education, increasing competences, motivation, counteracting exclusion.

Improving the professional competences of the teaching and management staff - increasing proficiency in the project method and international exchange of knowledge and experience.

Increasing the school's recognition, increasing the quality and attractiveness of our educational offer, an increase in the potential of the school in the context of further activity.

KEY COMPETENCES

The developed mobility program allowed to obtain a cross-sectional influence on the skills of the participants



- ✓ Competence in understanding and creating information
- ✓ Competence in multilingualism
- ✓ Competence in mathematics and in the field of life sciences, technology and engineering
- ✓ Digital competences
- ✓ Personal, social and learning competences
- ✓ Entrepreneurship competences
- ✓ Competence in the field of cultural awareness and expression

SUBSTANTIVE PROGRAM

Implementation of the program developed for the project, taking into account such elements as: students' interests and needs, labor market needs, developing technologies

FOREIGN COOPERATION

Implementation of a foreign project assumes cooperation with youth and foreign staff, but also to include international conditions in the substantive area and developing material results

PILLARS OF THE EFFECTIVENESS OF MOBILITY ACTIVITIES

DESIGN METHOD

Increasing the involvement of students and their sense of responsibility for the effects they work on in smaller task groups, connecting young people from both partner schools

SUPPORT OF MENTORS

Supporting the staff in the field of tools, information, work organization on the basis of ongoing monitoring and presentation of results by team "managers"



**HIGH QUALITY OF DESIGNED ACTIVITIES IS A FACTOR
THAT MAXIMIZES THE POSITIVE IMPACT OF THE
PROJECT**

IMPLEMENTATION OF MOBILITY

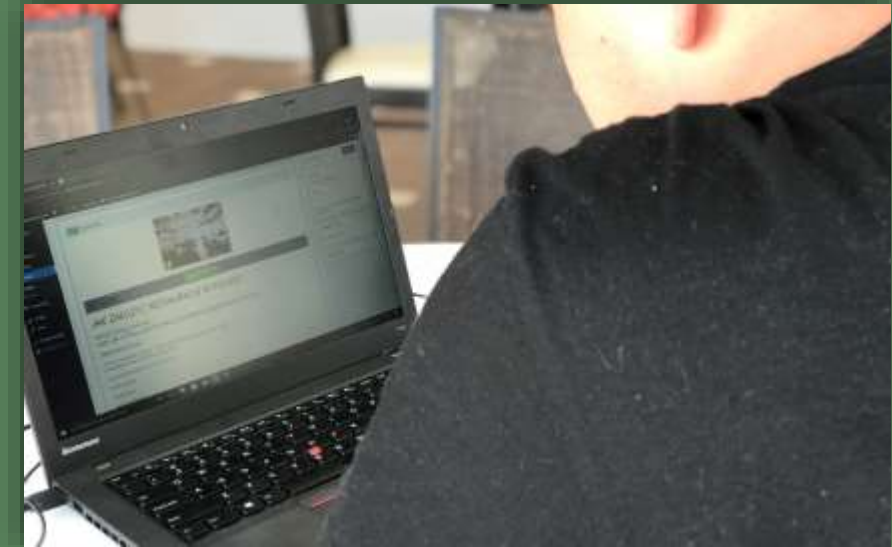
MAIN THEME

The program of the project was devoted to the creation of a website - a professional guide for young entrepreneurs on how to set up and run a Greek restaurant. The participants developed this issue taking into account the following areas:

- kitchen - learning recipes and creating recipes; learning about and choosing the ingredients of meals of a given regional cuisine; health benefits of regional cuisine; food preparation;
- office - setting up a gastronomic activity, principles and rules of running a restaurant, employment and health and safety rules, developing job descriptions and responsibilities, logistics and purchase of goods, accounting and profitability;
- sales and marketing tasks - running a restaurant website, running a restaurant Facebook, preparing advertising materials.

Therefore, the project combined the areas of knowledge of the participants' professional subjects on the one hand, and on the other, issues related to entrepreneurship, as well as elements of new technologies through the use of a blog format popular among young people. Interdisciplinarity is an important element of this program, and its additional advantage was also the creation of opportunities to learn about the legal and economic conditions in Greece and Poland.

In order to carry out the tasks, the youth also activated their knowledge of the core curriculum subjects - from Polish and English, through mathematics, geography, and history.



Practical competences

The preparation and publication of the website required students to acquire practical competences related to digital technologies. Under the guidance of mentors, the young people got acquainted with:

- Principles of website design in terms of website development, content planning, user-friendliness or compliance with the standards of accessibility for people with disabilities WCAG;

- Wordpress support, capabilities and functionalities of CMS systems, as well as plugins - add-ons;

The foundations of HTML in an area that has enabled teenagers to properly fill pages with content

Support for tools related to search engines.

In addition, young people worked in Canva or Gimp applications, designing graphics.

Practical knowledge also included elements such as the preparation of business plans and strategies, documentation necessary to set up a business, costing operations related to opening and conducting information, and the use of various marketing tools in practice.

A guide to running a Greek restaurant wouldn't be complete if the teenagers... not bad Greek cuisine! Therefore, the participants also held culinary workshops under the supervision of chefs.



Implementation of two mobilities in the project



MOBILITY 1

2021-10-04 - 2021-10-14

PARTICIPANTS:

16 students

2 teachers



MOBILITY 2

2022-03-21 - 2022-03-31

PARTICIPANTS :

17 students

2 teachers

Participants

The project was attended by students from classes of nutrition techniques and gastronomic services as well as logistics techniques, respectively from classes IV and III as part of 1 and 2 mobility. Participants were selected by recruitment. Recruitment was based on the competition in accordance with the following criteria:

- Average student grade for the last completed semester of general subjects x 4
- Obtained English language grade for the last semester of learning x 4
- Average grade from vocational subjects for the last semester of education x 2
- Grade from behavior for the last semester of science x 2
- Special achievements of the student (Olympics, subject competitions, sports competitions, activity for the school and representing it outside) - a maximum of 12 points;
- Points awarded according to the criterion of less opportunities due to the poor economic situation, origin from a large or incomplete family, disability, etc.

In the recruitment, for which the recruitment committee was responsible, respect for the principles of equal opportunities and non-discrimination was guaranteed.



Substantive preparation

Recruitment was carried out for mobility 1 and 2. The selected participants took part in the preparation - a compulsory course, which was aimed at raising the level of output of students' knowledge and competences, so that they could in a comfortable, and above all the effects of the way to take part in all tasks provided for in mobility.

During the course, classes were conducted:

- language preparation, including 15 hours of English and 2 hours of Greek language (immediately before mobility);
- cultural preparation, including 5 hours before mobility and 5 hours during mobility;
- pedagogical preparation consisting of 5 hours before mobility, including 1 hour as part of individual conversations with students and 2 hours during mobility;
- information preparation consisting of 8 hours, including 5 hours, will be devoted to IT classes.

During the preparation, young people developed presentations that were presented in a partner school.

Implemented programme

DAY 1

The first day was the presentation of students and introduction to classes. At first, the students of both schools greeted and everyone visited the school together. They learned about the culture and customs prevailing in Greece, as well as regional cuisine. Then, presentations made by students and teachers of our school were made, which also introduced our partner to the history and potential of the school, region as well as the country, culture and customs, as well as regional cuisine.



DAY 2

The day began with a city game at the Greek market. Then there were workshop classes in a computer lab. Presentation and workshops on the use of tools for building websites. Analysis of the material collected during preparations for the mobility of the material, selection of the graphic design of the website, the theme and the distinctive element.

DAY 3

Field classes were held in a restaurant. At the beginning, students took part in a short visit and listened to the lecture on the preparation of traditional Greek dishes and desserts. Information on recipes, how to prepare dishes, raw materials assessment, and health values of Greek cuisine were collected. In the afternoon, Zorba dance workshops were organized in the Greek amphitheater.



DAY 4

Workshops in a computer lab. Students participated in the presentation and workshops on the use of tools enabling the creation of graphics and photo processing. Then the acquired knowledge was used in practice and the preparation of graphic materials and visual identification of the website began.

The second part of the class was the continuation of the process of preparing materials and texts (in 3 languages: Polish, English, Greek), which were placed on the website: culinary recipes, photos of dishes, information on semi-finished and raw materials, rules of running restaurants, employment rules and health and safety.

DAY 5

Students visited the Olive Production Plant, Feta Series plant and farms specializing in plant and animal production. A visit was held in each of these places, and then a lecture on the raw materials produced there. After collecting relevant information, they were analyzed.

Implemented programme



DAY 6

Visiting the monuments and tourist attractions of the Olympic Riviera region. In the afternoon, students had free time, which abounded in various types of pedagogical classes and animations.

DAY 7

Classes in a computer lab. Working in the studio was aimed at continuing the process of preparing materials and texts. There was also a presentation on searching for information on the Internet and copyright.

DAY 8

There were workshops with a Greek accountant who introduced students to issues related to conducting activities, taxes, employment costs, etc. and with the owner of a restaurant devoted to establishing gastronomic activities

DAY 9

Classes in a computer workshop students took part in marketing workshops. Sales and marketing tasks in the restaurant were learned, the rules for running a restaurant's website, running Facebook restaurants, and preparing advertising materials were discussed.



DAY 10

At first, the field classes were held for the process of preparing dishes in accordance with the developed recipes and the division of tasks by individual design groups. Then, dishes under the supervision of restaurant service and document documentation took place.

DAY 11

Classes in a computer lab. Finalization of work on websites and presentation of material results in international groups. Assessment of mentors. Project summary, certificate ceremony. Integration classes.

Classes at a partner school

Classes at a partner school were intended for the implementation of the substantive program as part of mobility. In addition, there were surprises for students: integration classes, quizzes, competitions. The whole began with familiarizing between groups and showing young people from Poland around the receiving institution. Then the time came to familiarize with the mentors who presented the work schedule and the principles of organizing classes during mobility.

Classes took place in a very friendly atmosphere, and thanks to work in international groups, young people from both countries quickly established an agreement. Participants took part in lecture classes, then workshop, and finally present the results prepared as part of task teams. Thanks to such a formula, students strengthened knowledge and new skills, and were more involved in work, feeling an important part of smaller teams.

As part of the project, mentors passed messages not only about digital tools or internet design, but also about Greek cuisine, the role of internet resources in development, copyright. In addition, young people participated in field classes - and an example would be a meeting with an accountant or the owners of a traditional Greek tavern. These events took place in the interview formula, during which the information necessary to prepare the content for the website was completed.



Workshops

Workshop classes were aimed at maximally strengthening the acquisition of practical skills by project participants. They had a diverse form... and some of them turned out to be a surprise for students!

During the workshops in a computer lab, participants in groups implemented further elements in the field of design websites, and also developed content in accordance with the requirements presented. The use of the right length of the headers, call to action, the use of questions in the lead or even selecting the right colors in the content - students learned a number of principles that increase effectiveness, accessibility, as well as visibility of websites on the Internet. Graphic materials were also designed with entries.

In addition, students took part in a workshop with an accountant with whom they developed business plans and company documentation, analyzing the profitability of individual forms of conducting business. During the workshops in the restaurant, they not only completed culinary training, but also learned to plan a stocking or compose a menu.

Dance workshops met with great interest, during which a professional instructor taught youth traditional Greek dances. Classes were held in a unique environment - the workshops were organized in the Greek amphitheater.

Also, young people also took part in city games, during which they performed special tasks commissioned by mentors. During one of such classes, a traditional Greek market was went. Here, the participants were to find out who is the most common customer, what seasonal goods are and how the prices of products are shaped, how suppliers are obtained.



Cultural program

Of course, time in Greece was spent not only during substantive classes. Participants took part in a number of trips, the program of which was developed so that young people gain the greatest knowledge about the host country. Free time was allocated to the implementation of this part of the mobility schedule - i.e. one full day and afternoon free of classes.

Participants visited, among others The Olympic Massif and the local National Park with a complex of waterfalls and rock lakes. They went on a boat journey to the island of Skiathos. They also had the opportunity to visit Meteora, and in the monastery complex they also came to the Ikon studio, where local artists introduced them to the issues of creating this kind of sacred art. One of the afternoons was intended for a visit to thessaloniki, where students saw all the obligatory points in the city (of course, commemorative photos were also taken under the White Tower!).

The cultural program was not only time to respond after class. It was a great opportunity to find out, see and even taste a new one. The meeting with a culture, which we do not really know in Europe, was an exciting experience, strongly strengthening the competences of our youth.



Material results

During 11 days of mobility in Greece, young people worked on the material results of the project. Students carried out tasks in small Greek-Polish groups, in which everyone accepted design roles: from gathering information to controlling the quality of produced products and presenting them on the group's forum.

The effects of these works can be seen at young-entrepreneur.pl. This is an interactive guide addressed to young people who would like to set up their first business in the gastronomy industry, as well as to everyone who would like to explore issues related to Greek cuisine, business plan or marketing activities in the restaurant industry. When preparing content, young people considered the perspectives of running such a business in Poland and Greece, taking into account issues related to target groups, seasonality or tax system in a given country.

The texts were developed in three languages: English, Greek and Polish. Young people also made all graphic materials available on the website.

In addition to the website, the participants also prepared the project fanpage on Facebook. On current way, they reported the course of the trip on the school profile, and before the new profile set the purpose of familiarizing the recipients with what really contributes to this type of projects.

Promotional materials of the project were also developed, which were used during communication activities around the initiative.



Website

Available at:
<http://young-entrepreneur.pl/>



Fanpage on Facebook

Available at:
<https://www.facebook.com/Niesamowitapodrozpokuchnigreckiej>



Promotional materials

Available at:
<http://young-entrepreneur.pl/index.php/materials/>

AN AMAZING JOURNEY THROUGH GREEK CUISINE. A PRACTICAL GUIDE HOW TO RUN A GREEK RESTAURANT.

Project of the Transnational Mobility of Pupils with the number 2020-1-PMU-3270, implemented by the School Complex named after Wincenty Witos in Zarzecze in cooperation with the Leptokarya General School.

The main goal of the project was to strengthen the competences of the key participants.

More information about the project:

<https://www.zszarzecze.com/a/projekty-miedzynarodowe>

The project was implemented thanks to the funds obtained from the European Social Fund, under the Knowledge Education Development Operational Program under the Transnational Mobility of Pupils Project.

