



VETinSET

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Image: <https://www.usnews.com>

Education During Coronavirus Portugal

by Alexandra Pestana

It was in mid-February 2020 that China decided to close schools trying to prevent the spread of the virus identified there for the first time, in a scenario that few or no one would even imagine that would become the reality all over the world.

But it took a month for all 46 OECD member countries and partners to react similarly by closing all or a significant part of their education system. Most countries enacted the regulations for three or more months, Portugal included.

Portugal closed schools on 16th March and the vast majority remained so until the end of the school year with the exception of 11th and 12th year students.

Despite the search for alternative teaching solutions, all countries have turned to online platforms and others have complemented them with classes on television or radio and delivery of educational materials. The disturbance was significant and affected mainly the most disadvantaged, due to the lack of technological resources (computers and internet).

The impact was also felt in higher education, in particular among students who had left their countries. With universities closing their campuses and borders, continuity of studies and all other reasons that lead international students to choose a given foreign institution - meet other students and professors, exchange ideas with professors of recognized merit in their areas, doing research in the labs and having the experience of living on a campus abroad - were called into question.

With all this situation going on, universities themselves may be strongly affected by a reduction in revenues.

In Portugal, the percentage of international students enrolled in higher education doubled from 4% in 2014 to 8% in 2018, above the OECD average (6%). But at this point, demand from students in other countries has declined significantly.

For now, (i.e. in the second wave) schools are in operation with no indication that they will have to close. The rules established by the General Health Directorate were compiled in a document and sent to educational establishments with the following measures standing out: distance between people; personal hygiene, namely hand washing and respiratory etiquette; use of personal protective equipment (e.g. masks); environmental hygiene, such as cleaning, disinfection and adequate ventilation of spaces; among others.

Spain

by Lucía Toledo

The situation in Spain differs from community to community, as some of them have applied different rules to fight COVID-19. In some cases, certain local municipalities have more restrictive conditions due to the high number of cases of in the area. In general, the Spanish schools are open in the second wave. Primarily, secondary education and VET still teach in person, with a clear education guide to avoid

the spread of the COVID among their students and staff, such as bubble classrooms, reduced classes, different entry and exit times for students and different break times. Moreover, there is also an Action Guide for schools in case of COVID-19.

At present, the most common action is to put in quarantine the whole class if there is a positive case in the class until the COVID test is done. In some other cases,

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*search for
alternative
teaching
solutions*



Image: <https://english.elpais.com/>

only the students who are closest to the positive case will have to go through the quarantine and the test (as all the students wear masks during the time they spent in the school).

Education is considered a basic need in Spain, so it seems that if the situation stays constant, schools will stay open and students will be able to keep learning in person together with their classmates and teachers/professors.

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*the hybrid
education
model*



Hungary

by Zsuzsa Borbélyné Remes



In the so-called ‘first wave’ during the spring of 2020, Hungarian schools had locked their doors and unprecedentedly switched to distance education without exceptions. Schools only reopened in September starting a new academic year.

However, in November 2020, new measures have been implemented for the second time due to the state of epidemiological preparedness issued by the Government of Hungary resulting changes in education too. In the second wave of coronavirus only secondary schools (with students being able to participate online education independently) were

ordered to start distance education and primary schools have remained open. These measures enabled the parents to continue working thus facilitating the economy to maintain functioning in a less restricted way.

Universities in higher education were given the freedom to educate students in the hybrid education model. Certain courses and personal consultation, as well as assessment is held online with the use of distance education methods. Education in person is possible in case of small divided groups alternately, having regard to keeping the safety distance and all security measures.



Learning Teaching Training Activities



by Zsuzsa Borbélyné Remes

Due to the current pandemic restrictions the partners of the project were not able to meet in person, therefore we have presented our work in the certain modules in the course of two zoom webinars in November.

On the first occasion EKU, EPALTE & MMSZKRK were in charge of the webinar as the leading participants of the first two modules of the project.

Firstly, Dr Zoltán Bujdosó (EKU) delineated his work on the creation of a learning material for VET teachers relating to sustainable tourism, which was followed

by Dr Gyöngyi Kovács (EKU) giving a presentation on her personal research on the field.

Next, Zsuzsa Borbélyné Remes (MMSZKRK) presented the research carried out by Klára Patrovics on sustainable tourism in the agglomeration of Gyöngyös and the Mátra Mountains in a questionnaire form. Similarly, EPALTE has accomplished a research on the labour market and the related professional profile which was presented to the partners by Alexandra Pestana.



The conclusions were drawn and discussed in details as one of the goals of the project is to adopt the appropriate tools and practices to carry out an evolution for new businesses in the tourism sector with clear commitment to sustainability and responsibility. The material created by the project will provide expertise and new opportunities for employability in the field of sustainable tourism via education.

All institutions have also presented positive and negative examples for sustainable tourism complemented by videos and articles. Each partner uploaded the material into the platform used thus, creating a debate in the Google Classroom in the form of questions, in which all the participants could discuss the examples and share their views. During the second virtual joint staff meeting ALVU & CRESOL were in charge of the webinar as the leaders of Module 3 and Module 4 of the project that is creating a toolkit and service-learning guide.

Jose Segarra Murria (CRESOL) gave a presentation on service-learning itself and its relevance in the project. José Enrique Puchol representing ALVU continued with a presentation about the Coves de Sant Josep in La Vall d'Uixó and the City Council's commitment related to sustainability.

MERRY CHRISTMAS FROM THE VETINSET PROJECT PARTNERS!



PROJECT PARTNERS



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la Vall d'Uixó**

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