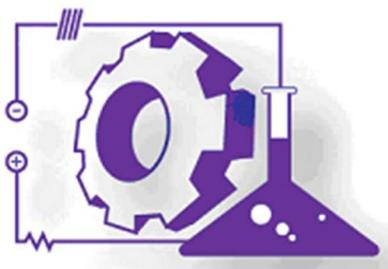




Het Stedelijk Lyceum



REPORT

Learning Training Teaching activities 2

Period: 6 March -2018 --13 March 2018

Location: Enschede, The Netherlands

Number of Pupils: 12

Number of teachers: 3

The activities planned within the HanDS project consist of the development, testing and implementation of innovative practices, the exchange of experience and knowledge and the carrying out of joint analysis and research.

The activities related to the Learning, Training Teaching component (LTT) deal a.o. with peer learning, the development of competences, the support of pupils with special needs and the mobility of staff and pupils.

PUPILS:

- By organising a *Blended mobility* for 12 school pupils (7 days), we supported the pupils with special needs and fewer opportunities. As Majorana decided to leave the partnership a few days before the activity, the trip planned had to be adapted to the new situation. Still the program was dealing with the development of competences and the support of pupils with special needs. The pupils were offered a program giving them better access to the labour market as a result of study & working experiences in an international setting.

STAFF IN EDUCATION:

- By organising the *Joint staff training* event (7 days) a group of 3 teachers was qualified over more to guide their pupils towards the labour market. The joint training event was linked to and combined with the blended mobility activities organised; the education staff joining these events was accompanying the pupils. As Majorana decided to leave the partnership a few days before the activity, the trip planned had to be adapted to the new situation. Still the educational staff had the opportunity to work on the overall goal of the project as they were enriched with ideas how to improve the educational system.

The physical mobility was combined with virtual mobility. Media like Facebook were used to share the experiences of the youth. The pupils were asked to gain (and share in a creative way) information about the country, island and school before they went to Italy. Regarding the follow-up: pupils shared the learning outcomes with each other back at their own school. The working experiences of the students the will be used as input for the development of the internship carousel. The pupils and teachers acquired and improved their skills on intercultural learning, social relations and even could practice foreign language.

Below is described more in detail what the programme was dealing about.



REPORT OF OUR VISIT TO ENSCHEDE

Twelve of our students (Donato Teora, Pio Tozzoli, Alessandro Di Muro, Antonio Lomio, Domenico Mecca, Michele Cristiano, Pasquale Stante, Danilo Costa, Michele Catena, Arcangelo Asquino, Alex Colangelo, Michele Laurenza) have been selected among the best in our school. They attend the fourth and the fifth classes of the "Maintenance and Assistance Technique" address. They have been very appreciated for their interest, polite behaviour and teamwork attitude. Coordinated by the three teachers Valeria Mastroddi, Giampiero Basso and Angelo Bozza Bracuto, they immediately formed a good team with strong motivation and determination. They have been able to fulfil many of their expectations.

The students had the opportunity to live a whole new experience, very different from our context both from a scholastic and working point of view. The training activities in the Lyceum were expertly organized by the Dutch colleagues Mabel, Lute, Natasha, Coen, Ivo and Jack.

The students were inserted in the mechanics, painting, cooking and woodworking laboratories where they immediately socialized and collaborated with the students of Diekman School. Through practical activities, they showed their skills and abilities. Although with considerable difficulty in communication in English, however, they immediately integrated into the role given them by the Dutch teachers.

They had the opportunity to experience a typical day of the Lyceum students and compare it with their own. The comparison highlighted the "best practices" that could be taken by the Italian school.

The students visited many places: from industrial factories, like the largest brewery in Europe "Grolsch", to sports facilities, like the stadium "De Grolsch Veste" which hosts the matches of the local football club F.C. Twente militant in the cadet series in Holland.

The objective of the Erasmus + "HANDS" project is the search for strategies and policies that bring the world of school and work closer together to increase pupils' skills and their employment opportunities.

The general objectives of the Hands project have been achieved thanks to our period in Enschede: we were able to understand both the scholastic reality, the training organization and the working context, always highlighting what may be the best strategies to bring the world of work closer to that of the school. Many were the methods we appreciated and shared that seemed useful to achieve the goal. For this reason we have brought them to the attention of our Headmaster and other bodies of the school to try to change something in our way of training, in order to reduce more and more the percentage of students not employed after graduation.

In conclusion it was a unique experience to be repeated, that provided many cultural and practical contents to the students and to the school. In particular, the students have increased their language skills, their interpersonal skills in an international context, their self-confidence away from the family, their knowledge about what is required by the world of work.

The boys thus had the chance to experiment with putting their skills and competences into practice by comparing them with those of their Dutch peers. For the school this experience is an enrichment



of the curriculum with effects in terms of prestige, potential for attracting students, experimentation with contacts with the world of work and ability to manage complex international projects. Finally, a heartfelt thanks to the 12 boys who held high the name of the Institute of Higher Education "Ten. Remo Righetti with their commitment, their dedication and their good behavior. An appreciation must be dutifully addressed to the Diekman School and to the Surplus for the availability and professionalism shown.