



Het Stedelijk Lyceum



REPORT Learning Training Teaching activities 4

Period:	26 March - 2 April 2019
Location:	Enschede, The Netherlands
Number of Pupils:	12
Number of teachers:	3

The activities planned within the HanDS project in general 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 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.



Our visit to Enschede was very useful and interesting to implement our intellectual outputs. The experience concerned two main aspects: the school and the labour market. Observing and studying the "Diekman" school organization was very important as it showed us how the presence of various laboratories in different work sectors is a way to help students better understand what is the sector in which they feel most fulfilled.

Having the opportunity to experiment with different laboratories such as mechanics, carpentry, construction, cooking and many others, each student can understand which sector is most prone to.

Another fundamental aspect we noticed is the close connection with the labour market: companies collaborate with the school to prepare students in various sectors according to their needs.

During our visits to companies in the Twente area, we understood how the school is in constant contact with companies and continuously tries to give students the required training.

On the basis of this experience, we too have tried to obtain information from our local companies regarding their requests in the search for personnel to be employed.

Here's how we thought of reducing the gap between school and the labor market.

Our questionnaires given to companies were aimed at identifying the shortcomings of our school training in order to fill these gaps and provide students with an adequate preparation to the companies' requests.

During our stay in Enschede, the constant exchange with the teachers of Vakschool het Diekman was also very important.

We tried with them to highlight the strengths of school training in the Netherlands and the weaknesses.

As an example we have understood how important it is for a European student to know foreign languages and especially English and for this reason in our school we have introduced afternoon English courses to achieve the B2 certifications: over 50 students have achieved this goal! Furthermore, thanks to the questionnaires addressed to companies, we have already modified the study plan of some technical subjects to deal with topics such as the PLC, Automation and Robots that are in great demand by the industrial sector surrounding the city of Melfi.

It was really an excellent experience for the results produced so far that we believe will succeed in contributing to the overall aim of the project "Development of an integrated innovative approach to fill the gap between low-level secondary or vocational education and the labour market".