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Erasmus+ Programme
of the European Union



Erasmus plus K122 School education staff mobility

Internationalization Students' and Teachers' Task Force



**ITI Carlo Bazzi
Milano**



ITI Carlo Bazzi Milano



The school, located in downtown Milan, grants a diploma (the CAT, Construction, Environment and Planning) after a five years degree program that qualifies students for all university degrees, civil service exam, professional registries and private sector work. Bazzi Technical Institute is well known and has many connections with various institutions. Its strength is planning, though it lacks experience in Erasmus projects or exchange.

Our institute counts approximately 130 students from 14 to 19, coming from middle schools. When students achieve the diploma, that allows them to find jobs in construction sites with a specific set of skills. Once they have finished the 5-year program, they can enroll in any university course. Students have internships in the last 3 years of the program, as part of the PCTO.

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General Aims



The first aim was to create a task force of teachers who **would** attend courses, getting to know the strengths of other European schools to gather material, compare experiences, and learn from the best practices to improve our training program and promote ties between school and careers or future job access.

Our goal **was** to

1. create an international plan to be accredited for future participation in Erasmus+ projects
2. provide teachers and students mobility and work experiences abroad;
3. support work experiences in Europe and gain intercultural knowhow through active European citizenship;
4. share best practices with other European partners especially on environmental challenges, such as a reducing land consumption and increasing landscaping quality;
5. develop strategies for including socially, economically or cognitively disadvantaged students;
6. encourage digitalization of the construction supply chain.

Project Objectives



- **Objective 1:** Development of Internationalization and creation of an interactive network with foreign institutions of the same field of study.
- **Objective 2:** Exchange of knowledge and best practices with other foreign institutions to increase sustainability in the construction sector, in particular land use and use of **nbs**, creation of Erasmus projects and traineeships for students
- **Objective 3:** Development of strategies to increase job opportunities for young people in Europe and development of competence and active European citizenship.
- **Objective 4:** Development of strategies for the inclusion of economically disadvantaged students and students with learning.
- **Objective 5:** Implementation of digital skills for students and teachers fundamental to address the challenges of renovation of the construction industry.

10 teachers' mobilities

**2 students' short term
mobilities**

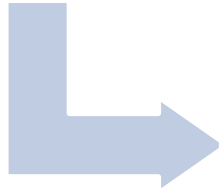


The project included:

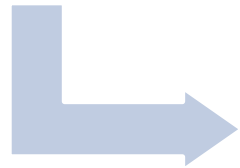
- **3 training courses in Spain, Portugal and Netherlands** that **focused** on specific areas: how to make your school more international, how to make your school more digital and sustainability – teaching eco skills, for an overview in terms of the European framework;
- **4 job shadowing activities at schools in Spain, Portugal and Norway**, with emphasis **on** international relations, digitalization, sustainability, school and work experience, and strategies for students with special needs. We have chosen these countries because of their knowledge, experience, and innovations in the international world;
- **1 teaching activity** to share skills and future cooperation on projects already underway.
- **2 short-term learning mobilities for 12 students** in the school of Palma de Mallorca (Spain) and for 5 students in the school of Rendsburg (Germany).
- **4 preparatory visits** in two Spanish schools, in Portugal and in Norway.

Courses from School Gateway

How to make your school more
international
Malaga (Spain)



How to make your school more digital
Utrecht (Netherlands)



Sustainability – Teaching Eco Skills
Oporto (Portugal)



**School
Education
Gateway**

Our partners



Spain
Almeria
Job
Shadowing



Spain
Calvià
Job
Shadowing



Spain
Teaching
assignment



Spain
Students'
Short
Mobility

Mobilities

Portugal
Lisbon



Norway
Job
Shadowing



Germany
Students'
Short
Mobility



Structured courses

Participants had the opportunity to observe and study innovative teaching and learning processes in classrooms in small groups or individually.

They could improve their general skills, their overall organization, their time management, and their educational technology knowledge. They also learnt ways to better motivate their students. They shared experiences with colleagues, learning new techniques and teaching style.

They worked individually or in groups on a concrete product to be used in our school, such as composing a (new) school policy plan for internationalization. The trainers coached and supported them throughout the week, if necessary even long after courses had finished. They also had the opportunity to visit local schools.



Teaching assignment

One of the teachers had a teaching assignment by the IES Politécnico on the Balearic Islands. Through teaching abroad, she could she had the opportunity to exchange knowledge with the Spanish colleagues and to pick up good practices in education. She gave lectures to the students of ciclo formativo inferior and superior



Our teachers' Job shadowing

Our teachers' Job shadowing mobilities can be defined the greatest, most versatile experiences since they had the possibility to spend time alongside the host teachers in their day-to-day work and leisure time.

During their experience they visited the schools for 5days and had the opportunity to observe lessons; participate in different activities; gain a broader perspective on Spanish education system; get involved in the school routine. They had the opportunity to learn about the host country and its history by visiting interesting sites, to meet local people and become immersed in their culture.

career options, expert, leadership, education, research, business, training, career, track, seminar, advice, help, ethics

- a dossier in which they collected all the information and materials related to innovative teaching/learning methods and the use of the digital teaching peculiar to each school visited;
- videos (2/3min.) in which the schools visited are presented in their characteristics;
- videos shot during classroom activities;
- interviews (2/3min.) with both students and teachers on learning/teaching processes;, especially for students with special needs
- an ebook with photographs representing the different moments of school life with a particular attention to the organization of spaces and furnishing.

A project corner “Bazzi in Europe” has been created where it will be possible to see the material and watch the videos using QRcodes.

Thanks to the exchange of Best Practices we could improve learning practices and teaching methods; promote educational innovation and stimulate the use of ICT in a renewed environment. Models of lessons have been jointly created in which it will be possible to put into practice the innovative teaching methods. A dossier has also been prepared with the most interesting aspects related to the organization of the spaces, time table and the extracurricular activities and their possible application in schools.

Dissemination



We organized some internal dissemination events which were attended by our teachers. During the workshop we presented the Best Practices of the schools visited in the light of the objectives of the project.

We set up a project corner in the common areas of the school entitled "Bazzi in Europe" in which schools and countries are presented with a photographic exhibition and posters with QRcode that the students can use to connect to the videos shot by the teachers.

We created a project on eTwinning on Safety at work involving teachers and students of the partner schools.

The results are visible also on the school website in the area reserved to the Internationalization and they will be loaded on the European Results platform at the end of the project.



Impact for the school



We expect our educational plan to improve in terms of internationalization. Thanks to a task force of well prepared and motivated teachers for the activities included in the project, we will apply for accreditation, organize teacher mobilities and offer students internships abroad.

We will also share our projects with other European countries and perhaps look forward to a future Ka2 project. Through these partnerships we will be able to enhance the WBL methods as well as teaching and learning strategies for students with special needs thus curtailing non completion.

We will also be able to improve the quality of digitalization and develop a greater sense of sustainability. Afterwards we will share the results of our work through eTwinning and other websites and organize seminars in our school open both to our students and to those from other schools.

Impact for the teachers



We will try, despite the difficulties related to Covid, to obtain the maximum impact of the experiences acquired by the participating teachers through the widest possible dissemination within the educational community and the widespread application of a series of proposals.

As far as teachers are concerned, participation in the project has enabled

- promote the debate on key competences for citizens of the 21st century;
- provide tools for reflection and improvement of teaching methods ,
- to provide tools to facilitate the implementation of new and innovative strategies for quality teaching in our institution and in the educational community in general,
- provide tools to facilitate the acquisition of skills related to different aspects of methodologies

Impact for the students

- The experience has been extremely positive for children who acquired a greater sense of European active citizenship
- they are confronted with boys of their age of different nationalities
- They were able to compare the Italian school system with the Spanish and German system and returned more motivated and eager to change and improve their learning path.
- They realized the need for a technological and laboratory renewal of our schools and a greater integration of PCTO in their curricula.
- They have improved their language skills



