

IO1.3 Best practice

Type of practice	Vocational Training Programme
Best practice title	Costruiamo insieme un ponte tra scuola e lavoro / Let's build a bridge between school and work
Period of implementation	September 2015 – June 2017
Location	Bosh Rexroth (Cernusco sul Naviglio)
Geographical coverage	Local/ National
Contact	http://www.galileimilano.it/comunicazioni/notizie-dal-galilei/451-progetto-duale-iv-mb-bosch.html
Link	http://www.istruzione.it/alternanza/MIIS07700L.shtml
Contact person	Prof. Giovanni Stuto, tutor Prof. Roberto D'Avolio, tutor Anna Saccon, Bosh HR Director
Target audience	Secondary school students (fourth year of secondary school / students enrolled in the mechatronic curriculum)
Objectives	The project aims to prepare students for the world of work, providing them with advanced knowledge and competences.
Short description	The project was promoted by Bosch Rexroth, a multinational company whose headquarters are in Cernusco sul Naviglio. The project started in September 2015 and ended in June 2017. The target group was represented by secondary school students (fourth year of secondary school / students enrolled in the mechatronic curriculum). Those students were involved in a 400 hours internship per school year. The experience was inspired by the dual principle (alternance work / labour) of the German model. On this basis, the idea to carry out a "reinforced" alternance, thanks to the cooperation between the VET school "Galileo Galilei" of Milan, the Italian-German Chamber of Commerce and Bosch Rexroth.
Activities/Action plan	The class has been divided in two groups, composed each by 8 students: group A and group B. The groups have alternatively been working in Bosch Rexroth for 3 weeks in a row. Each group has been further subdivided into subgroups, composed by 2 students who have been concretely involved in the following working areas: Industrial Application / Mobile Application / Repair Unit / Drawing Office /Power Unit / Application Center / Industrial



	<p>Application. The project was based on 3 different settings:</p> <ul style="list-style-type: none"> • classroom / lab lesson at school; • training lesson in the company: this training was open to teachers too and aimed at developing the skills school is not able to provide because of missing specialised figures and adequate equipment; • training on the job, according to what specifically defined in the training agreement issued for each student. <p>The training was divided into diverse actions:</p> <ul style="list-style-type: none"> • job shadowing with a company tutor; • project work developed by each student under the supervision of both the school and the company tutor; • mentoring by the company tutor; • daily filling in of a logbook; • students’ participation in an International Exhibition for the presentation of their project work.
<p>Resources/Products</p>	<p>The main concrete products were:</p> <ul style="list-style-type: none"> • the production of an individual project work; • the production of an individual logbook about the internship experience; • the participation in an International Exhibition. <p>The didactical results are those listed above.</p>
<p>Impact</p>	<p>Impact on students: first approach to the labour world thanks to a real and concrete work experience. The impact is well synthetized by the feedbacks provided by students: <i>“We were workers, not simply students. I felt positively overwhelmed by important responsibilities”, “I had the opportunity to concretely practice what I learned in classroom”, “I was really satisfied, and I obtained a positive acknowledgement by both teachers and tutor”</i>.</p> <p>Impact on teachers: to provide them with new skills and with a more general overview on the labour world. Comments: <i>“I was happy to participate in this project. It is not easy to teach in a different way. But I had confirmation about the strengths and the weaknesses of our school system”, “Thanks to this experience, I am confident we will modify some aspects related to how we teach and to the redistribution of hours within my school”</i>.</p> <p>Impact on the hosting company: to look for new employees. Comments: <i>“I do not like to call it a project, I would prefer to consider it an experience which can be replicated in other schools and in other companies” and “I was really satisfied with some students who, after this experience, decided to keep on studying in order to develop their skills and be better future</i></p>

	<i>employees”.</i>
Key words	Vocational training, alternance work / labour, German model, training lesson in the company, training on the job, training agreement, job shadowing, project work, mentoring.

