

**CASA SALESIANA SAGRADO CORAZÓN  
DE JESÚS:  
SALESIANOS LAVIAGA-CASTILLO  
LA ALMUNIA**



**Erasmus Policy Statement  
Declaración de Política Erasmus**

## Goals to achieve by participating in the Erasmus Programme and how our participation in the Erasmus Programme fits into our institutional internationalisation and modernisation strategy.

The school Salesianos Laviaga- Castillo was founded in 1956 in La Almunia de Doña Godina, a small town, head of the local district Valdejalón. The school welcomes students from various other villages around the area and has a catchment area with a population of 26,000 people.

Traditionally, and following the example of the original founder of Salesian education, Don Bosco, it has focused on vocational education especially in the technical area, mechanics and electricity, and continues being the reference centre in the area for this type of education with around 170 students in Vocational Education. For this, the school is in constant contact with businesses and enterprises in the area, where our students do their traineeships.

The school also offers secondary and pre university education and the total number of pupils is around 450.

Around 25% of the population in the area are non-nationals and about 35 different nationalities are present in it. The school reflects this multinational character with students of various nationalities. In this demographic context, it is considered of vital importance to offer our students and staff the possibility to have transnational mobility experiences.

We have initiated a modernisation and internationalisation process aimed at adapting our school, our education and administration to the technologically driven and globally focused 21<sup>st</sup> century. Through an e-Twinning project initiated in 2005 the school has been involved in a group mobility experience with a secondary school in Guernsey.

In the last two years the school has been partner in an Erasmus for Schools project with an Irish and an Italian school on the use of technology to maintain traditions.

Mobility experiences carried out with secondary and higher diploma students in our school show that this participation increases the student's motivation to reach the education objectives and develop new competences, linguistic and otherwise, which has a very positive effect on the academic performance and results of the students.

Transnational mobility for traineeship will undoubtedly increase the value of the student in the job market as it will broaden the student's vocational and training curriculum.

Transnational mobility will help put our institution in contact with new methodologies and ideas. Training mobilities for students and staff will improve the quality of higher education offering invaluable feedback and possibilities to get to know new methods and technology that could be incorporated into our school practice.

We believe that having the possibility to perform traineeships in other European countries will encourage students from secondary and medium level vocational education to continue their studies into the Higher Education Diploma in Industrial Mechatronics in our school. It will also have a positive effect on the number of students registering for this Diploma from outside the school.

Staff mobility is a key factor in the improvement of teaching and working in our school by opening new academic and operational perspectives.

By participating in the programme students and staff will acquire new skills which will not only be academic or technical but also cultural and social and will promote the spirit of European citizenship. We believe this is an aspect that still needs to be worked on among the student population of our rural area.

The main economic activity in the area the school is set in is agricultural production and food industry related to the produce cultivated in the area. This industry is mainly focused on the export market. Mobility activities organised by our school will be an asset for this type of industry so we propose to work with a network of companies from the area and work to put them in contact with collaborating companies in Europe to share experience, technology and knowledge. This will also help improve the skills of participating staff and, consequently, those of the students.

As a small institution we do not have a leading role in the decision that might bring about a single European Education Area. However, we would like to explore further in what way Short Cycle Higher Diplomas around Europe, like the one offered at our school, could be coordinated so that learning outcomes would be equivalent along European countries that offer this type of degree.

## Erasmus actions, how they will be implemented and how they will contribute to achieving the objectives of our institutional strategy.

The main actions that our institution as a HEI will carry out in the Erasmus programme will be Key Actions 103, or Learning Mobility, more specifically Mobility for students for Traineeships and for Staff training or teaching.

Such actions will be implemented with the main supervision of the Coordinator for Plurilingualism and European programmes. It will count with the support and intervention of the Head Teacher (represent school Management), English and French teacher to assist with language assessment and preparation. Head of the Maintenance department to assist in the selection of applicants and in monitoring outgoing and incoming students. The Head of the Traineeships Department will be the link with companies. The teacher in charge of the website and communication area in the school will assist in the dissemination of activities and results.

The internationalisation strategy of the school Laviaga-Castillo includes our vocational education students in our objectives. We will support the students to achieve the necessary academic and professional skills to increase their possibilities in the job market and to offer them the experience of different academic and training methods through studies and traineeships experiences in enterprises of other European countries.

Partners will be chosen from among the European enterprises belonging to the productive sector that corresponds to Industrial Mechatronics. Enterprises will be first assessed and selected.

We will contact those that might be of interest to our students and ensure the traineeship will be carried out to the required quality demands. If appropriate and necessary, a member of the staff might visit the companies in advance. Although not necessary, once the company accepts to take in our students, we will sign an agreement with the company itself before drawing and signing the individual student's learning agreements.

In order to ensure the quality of the mobilities and the welfare of students and to strengthen the relations with hosting companies, a member of staff may pay students a visit during their mobility period.

The geographical area of preference for the students includes the United Kingdom, Ireland, France, Italy and Germany but we will not limit ourselves to those countries.

Our goal is not only to encourage and contribute to the integration of young people into good quality jobs but also to improve the quality of learning, the knowledge of a second modern language and to assist in the personal development of the participants.

Special care will be taken when completing the student's learning agreement. It will include a detailed list of tasks to be performed and the expected learning outcomes. A supervision plan will also be developed and scheduled. We propose to do this through an online platform without printing hard copies of documents.

We will ensure our students are sufficiently prepared in advance in order to carry out the mobility activities to everyone's satisfaction. There will be meetings or discussion sessions where cultural differences between our and the destination country will be examined. In our case, we will ask hosting companies for information on their work practices in order to share them with the students prior to their mobility period. The coordinator will offer information provided from alumni and will invite alumni to take part in those meetings.

For work mobility experiences to be successful for all, language preparation of participants is of utmost importance. Therefore, the school will assist the students to attain the language level required by receiving companies. We will avail of the online language assessment and instruction (OLS) provided by the European Commission and will provide further instruction when necessary.

All actions related to activities carried out within the Erasmus+ programme will observe the principles of non-discrimination, inclusion and transparency. It will be the Coordinator's responsibility to see these principles are respected. In this the coordinator will be supervised by the management board to which the coordinator has to present reports about activities and results on a regular basis.

Our institution will work to implement environmentally friendly procedures to manage all aspects of the Erasmus Actions. This is also part of our institution strategy for all other activities and projects carried out in the school.

The school is committed to follow the obligations that derive from assuring the quality of the activities performed under the Erasmus+ programme before, during and after mobility.

All the above procedures will also be observed in the area of staff mobility. It is of vital importance in the internationalisation and modernisation strategy of our institution to encourage staff, teaching and otherwise, to take part in the programme. Staff mobility activities will be facilitated and recognised as highly-contributing actions to the development of our school. Staff will be supported according to their needs, with language preparation, finding replacements for the duration of the mobility and helping them plan their journey and stay.

Staff will be given recognition for their teaching and/or training activities undertaken during the mobility period. It will be based on the Mobility Agreement.

The school will welcome students from countries participating in the Erasmus+ programme and from other partner countries, if so agreed, and either act as a host enterprise or help place the student in one of the companies in our area for mobility for traineeships. We will assist with travelling and accommodation arrangements. A supervisor tutor will be appointed, and all documentation will be completed in the corresponding dates.

We will explore the academic offer at vocational education EFQ level 5 across Europe to determine if our students could benefit from a mobility experience for studies and not only traineeships and act accordingly by applying for this type of mobility if possible.

### Impact of our participation in the Erasmus+ Programme on our institution

Being a small institution as a HEI the quantitative impact of our participation in the Erasmus+ Programme will be relatively small. Currently we only have one Short-Cycle Higher Diploma, Industrial Mechatronics, whose students and teachers could take part in KA1 Learning Mobility.

The quality impact that mobility activities will have in our institution is, however, much greater:

- Transnational traineeships will broaden our students' academic curriculum and would make them more valuable in the job market.
- The skills our students will acquire will not only be academic or work skills. They will also grow personally, develop their knowledge of Europe and become much more engaged with the idea of European citizenship. We will share those skill and knowledge with the school community at large: students and teachers in secondary and pre university education, families, non-teaching staff and managing team.

We feel European civic engagement needs to be developed much further not only in our school but also in the local area where our students come from. Thus, our mobility projects will have a long-term positive impact in the surrounding community.

- Staff mobility will help our institution to discover and adapt new methodologies and ideas. It will offer invaluable feedback into our own teaching practices and possibilities to incorporate into our school successful practices already implemented in other European schools.
- Carrying out a careful selection of companies for our students will also have a long-term impact in the industry of the area the school is located in. Students that participate in mobility will have many important skills to offer the companies on their return.

Our institution would seek to achieve our student and staff mobility targets by 2021 and would work to increase the number of participants in the programme year by year.

The quality of implementation will be monitored from day 1. It will be the main responsibility of the Coordinator and the International Committee. Apart from the participants reports requested by the Erasmus+ programme, specific questionnaires for students and staff will be developed in our institution, not only for actual participants but also for prospective ones. These questionnaires will provide regular feedback and will enable us to act in case of problems or malpractice and establish corrective measures. When reporting participants will be assured their confidentiality will always be respected.

As soon as our institution is awarded the Charter, the Coordinator will develop a protocol to monitor the quality of implementation including the use of questionnaires, which should be approved of by the International Committee and be implemented by 2021.

It is the intention of this institution to take part in partnerships for Cooperation and exchange of practices at Higher Education level during the next Erasmus+ period, 2021-27.

Our school is currently participating as a partner with an Italian and an Irish school in an Erasmus+ for Schools project under KA229. This experience has proven to be very enriching for students, staff and the school. Successful practices have been exchanged between the three schools. It has had an important impact on students' motivation to learn, on their linguistic competence and on their feeling of belonging to Europe.

Following this experience, we intend to explore this possibility further for our Higher Education level. Staff will be informed about this option and encouraged to find partner institutions with which to establish strategic partnerships to develop innovative intellectual products in our technical area or to exchange good practices that have proven successful for each partner.

We are interested in transnational strategic partnerships to develop initiatives related to short-cycle diplomas and to promote innovation. Sector Skills Alliances are also of interest to explore the design and delivery of joint vocational training curricula, programmes and teaching and training methodologies focusing on the skills needed for our students to perform well in their professional field.

For this action, our institution will set a longer timeline as it is a much more complex type of project that requires the support of all different actors in the school and a large workload. The school will decide if it has the managing and organisational capacity. If it does, a protocol of action will be established involving in the first phase the teaching staff and the coordinator. By 2023 it is expected to have found partner institutions with which to prepare meaningful cooperation projects.