

ERASMUS POLICY STATEMENT (EPS)

Participation in Erasmus+

IES Pino Montano is a Spanish state funded Secondary School which depends on the Regional Educational Authority in Andalusia. It offers both Secondary Education (compulsory and non compulsory levels) and Vocational Training (Middle Degree in Microcomputer Systems and Networks and Higher Degree in Sociocultural and Tourist Animation). The total number of students is 787.

The school holds the Erasmus accreditation 2021-2027 for both School Education and VET and intends to apply for the Erasmus Charter of Higher Education (ECHE) in order to be able to promote and develop mobility actions among its Higher Education students and staff. These are the actions we would like to carry out:

- Learning mobility of individuals (KA1): Student mobility for traineeships and staff mobility for training.
- Cooperation among organisations and institutions (KA 2): Partnerships for Cooperation and Partnerships for Innovation.

The Higher Education students that will benefit from the participation in the Erasmus+ Programme belong to the Higher Degree in Sociocultural and Tourist Animation. This degree and its curriculum are established in the Government Education Regulations, both at the state and regional levels. It is this regulation that sets as the general competence to be achieved for the students to be able to programme, organise, implement and assess sociocultural and tourist animation actions to promote the active participation of the people and groups addressed, and to coordinate these activities with the workers and volunteers in their charge. The curriculum, which comprises four different fields (social aspects, cultural aspects, leisure time and tourism) is developed through different subjects, each of which includes a series of learning results. Some of these compulsory learning results are clearly identified with the Erasmus principles related to environmentally friendly practices, inclusion and non-discrimination and civic engagement and active citizenship.

Thus, the Higher Education staff needs to promote activities and tasks that grant the students opportunities to be able to do, to think and to be and act as engaged and active citizens. For that, we try to offer the students learning opportunities both inside and out of the school, carrying out a lot of practical tasks and projects in different parts of our city (neighbourhoods, cultural heritage, green areas, etc.) as well as organising cultural and awareness raising events for the other students at the school (International Women's Day, European Union Day, etc.) For all this, the School cooperates with both public and private institutions, such as Primary Schools and other Secondary Schools, Civic Centres, Universities, Youth Institutes, Neighbourhood Networks, NGOs, third sector Companies, Libraries, several Town Councils, Cultural and Leisure Time Advisors and Culture and Arts Institutes. This way, the school presents itself as an example to be followed, serving as an asset for our graduate students to join the workforce or establish their own enterprise.

Moreover, in order for the students to become active members of an increasingly globalised world where international cooperation is highly advisable, the School includes in their educational programme the participation in eTwinning projects. Therefore, they are used to working in mixed international teams in order to

reach a common goal, as well as using ICT software, apps and devices for communicating in English. In addition, the use of Europass as the set of online tools to create their CVs and cover letters in English is also well established.

Strategy, objectives and impact

Despite our efforts and positive learning environment established, the high youth unemployment rate in our region, Andalusia, urges us to rethink and improve our practices. This is the main reason why we have designed a plan to modernise our School, so that it can open up to other international institutions, offering the students new opportunities to broaden their horizons and improve their skills to develop communication, self-knowledge and responsibility.

For this, we have established a set of objectives for all the areas involved: students, staff and the institution itself. Thus, with the participation in the Erasmus+ Programme, we intend to achieve the following objectives:

For the students:

1. To improve the students' employability.
2. To improve the students' communicative skills in a foreign language (English).
3. To improve the students' autonomy (to be able to adapt themselves to different work environments and situations).
4. To improve the students' soft skills.

For the staff:

5. To improve the teachers' abilities to cover new teaching and management demands.
6. To improve the School management team's leadership skills.

For the School:

7. To promote the internationalisation of our School.
8. To establish networks with other European institutions.

We believe that the implementation of the Erasmus+ actions stated above will help to achieve our objectives in the following way:

- Student mobility for traineeship (KA1): During their second year, the students do their traineeship at a particular company or organisation. This training period is established and developed in the Government Education Regulations, and amounts for 22 ECT credits (the total ECT credits of the degree are 120). The fact that the students can do this traineeship period in a different European country will undoubtedly make them use a foreign language (English) to communicate in and out of the work environment. The fact that they will use this language in real situations will consequently offer them the opportunities to acquire the soft skills that are not frequently fully covered in a foreign language classroom. Moreover, most of our students are

young adults in their very early twenties, who usually live at their family home or have done so for most of their lives. Finding themselves far from their family in a foreign country will be a challenge that will foster their autonomy and will help them be more mature and self-dependent. We understand that all these aspects (a better foreign language level, the acquisition of soft skills and being more autonomous and able to adapt to new situations) will result in an increase of their opportunities to succeed in the world of work. All the procedures to design and implement these traineeship mobilities will be promoting our School internationalisation and European institutions network. Thus, this KA1 action will foster the achievement of objectives 1, 2, 3, 4, 7, 8.

- Staff mobility for training (KA1): The board of teachers in charge of this Higher Degree has shown to be fully committed to the improvement of the students' learning experience and their results, being always eager to take part in training sessions and lifelong courses. As a result of the department evaluation and self-assessment processes the School develops throughout the year, there are some aspects this staff finds necessary to tackle: developing the students' soft skills, promoting the students' autonomy and active role as learners and introducing the dual vocational training (increasingly promoted by the educational regulations but nonexistent in our School yet). Having staff mobilities for training will offer the teachers involved firsthand learning related to methodological innovation and good practices, which will subsequently have direct impact on all the teachers, through the learning sessions established in our School Training Plan, whose development is regulated by the Educational Legislation. In the same way, the staff's observation of how Vocational Training is implemented in other European schools, as well as their relationships with businesses for traineeship, will be shared at our School, having thus an impact on our own school management and their skills. During these training and observation periods, the staff will get in touch with other European professionals, promoting our School and establishing networks with other European institutions. Thus, this KA1 action will foster the achievement of objectives 5, 6, 7, 8.
- Partnerships for Cooperation and Innovation (KA2): Granting the students the opportunity to further develop the innovation projects (so far in the regional level) and the international cooperative projects (mainly through eTwinning) in which the School is used to taking part will be valuable practice to improve the students' communicative skills and soft skills in English, apart from promoting their autonomy and active roles as learners, and strengthening the bonds with other European schools. We believe that the development of these skills will imply an increase of their future opportunities for employment. These partnerships will deal with the main transversal topics covered by our curriculum (environmentally friendly practices, inclusion and non-discrimination and civic engagement and active citizenship). Moreover, the teachers in charge will necessarily be acquainted with other teaching strategies and methodologies, which will enrich the School actual practices. Thus, this KA2 action will foster the achievement of objectives 1, 2, 3, 4, 5, 7, 8.

Indicators

Having established the main objectives we want to attain as well as the actions for doing so, we must set the indicators that will help us measure the achievement. The School, according to the Educational Authority's regulations, relies on the Department of Training, Assessment and Educational Innovation for the correct implementation of the evaluation process. We will establish both qualitative and quantitative indicators, which will be related to each objective and assessed according to a timeline created in advance. To make this process easier and systematic, we will also set the instruments, which will be preferably ICT tools in order to avoid the use of paper, fostering this way environmentally friendly practices.

Objective 1: To improve the students' employability.

Indicator: Percentage of students who find a job or set their own business.

Instruments: Online questionnaires for former students and school data base created for this purpose.

Schedule: Two questionnaires will be sent each year, during a period of three years.

Person in charge: School management (deputy principal).

Objective 2: To improve the students' communicative skills in a foreign language (English).

Indicator 1: Grades obtained by the students (valid for KA2 actions).

Instruments: Assessment grids (term grades and final grades)

Schedule: Every school term.

Person in charge: English department (for compilation) and school management (principal) (for diachronic assessment).

Indicator 2: Oral language tests taken by the students before and after the mobility (valid for KA1 action).

Instrument: Online Linguistic Support (OLS) or any other online tool offered by Erasmus programme.

Schedule: One test will be taken before the mobility and another after it.

Person in charge: English department (in charge of compiling the data offered by the students) and school management (principal) (for diachronic assessment).

Objective 3: To improve the students' autonomy (to be able to adapt themselves to different work environments and situations).

Indicator: Assessment by the traineeship tutor.

Instrument: Assessment grids and observation sheets.

Schedule: Weekly

Person in charge: Traineeship tutor and school Training Centre Work tutor.

Objective 4: To improve the students' soft skills.

Indicator 1: Assessment done by the teachers (valid for KA2 actions).

Instruments: Assessment grids and observations sheets.

Schedule: Every school term.

Person in charge: Teachers (for compilation) and school management (principal) (for diachronic assessment).

Indicator 2: Self-assessment questionnaire made by the students after the mobility (valid for KA1 action).

Instrument: Online questionnaires.

Schedule: Right after the mobility.

Person in charge: School management (deputy principal).

Objective 5: To improve the teachers' abilities to cover new teaching and management demands.

Indicator 1: Percentage of teachers who take training actions dealing with school management or new methodologies.

Instruments: Record of staff mobilities.

Schedule: At the end of the school year.

Person in charge: Training, Assessment and Educational Innovation Department and School management (principal).

Indicator 2: School training sessions and meetings to spread the practices learned during the mobilities.

Instruments: Procedures of the meetings of departments and other school meetings.

Schedule: After each session (writing of procedures) and at the end of the school year (rating).

Person in charge: Training, Assessment and Educational Innovation Department and School management (principal).

Indicator 3: Percentage of teachers who have incorporated in their teaching practice or management skills new methodologies or procedures.

Instruments: Final memories of the School departments.

Schedule: At the end of the school year.

Person in charge: Training, Assessment and Educational Innovation Department and School management (principal).

Objective 6: To improve the School management team's leadership skills.

Indicator: Improvement in the rate obtained in the satisfaction questionnaires.

Instruments: Online satisfaction questionnaires answered by all school community.

Schedule: At the end of the school year.

Person in charge: Training, Assessment and Educational Innovation Department and School management (principal).

Objective 7: To promote the internationalisation of our School.

Indicator 1: Number of actions carried out to achieve the goal (meetings, training courses, etc.)

Instruments: Record of actions.

Schedule: At the end of each term and at the end of the school year.

Person in charge: Training, Assessment and Educational Innovation Department and School management (principal).

Indicator 2: Percentage of online school pieces of news and notices in at least one foreign language.

Instruments: Website and official social networks publications.

Schedule: At the end of each term and at the end of the school year.

Person in charge: English department, ICT Coordinator and School management (principal).

Objective 8: To establish networks with other European institutions.

Indicator: Number of European institutions cooperating with the School.

Instruments: Record of institutions.

Schedule: At the end of the school year.

Person in charge: School management (principal and deputy principal).