

## **D: Erasmus Policy Statement:**

D1:

Montessori school is an institution of 1300 students, 250 carry out their studies of Higher Training Courses. The rest of them are distributed in Kindergarten, primary, secondary, baccalaureate and Medium Training Courses. It is set in Zaragoza center, the 5th town in Spain with 700.000 inhabitants. We possess experience in internationalization tasks: Erasmus since 2007, and before in Leonardo's projects.

We have participated in several Comenius projects and exchange visits with other schools from France and the UK. Certain teacher exchanges with British schools for a whole year off.

We will implement an English bilingual program next year. In the Higher Courses, there is an English subject in each one adapted to each of the different fields.

The school considers internationalization as a cross curricular process, developed in every course, improving its level in languages, recognizing training in other countries, adapting curricula to the different businesses necessities, giving support to the students that go abroad with respect to cultural differences, how to get along with others, accommodation, exchanging experiences with other students that have been abroad, publicizing the Erasmus program through the school web, briefings, events with Erasmus students, articles.

The Spanish Educational System obliges the training courses to carry out a Workplace Training (FCT) that students perform as practice in a company under the supervision of a tutor from the working place and another from the school. It is compulsory in order to obtain the corresponding degree.

Our school wants to offer its students the chance to do such WT in the EC, awarding full recognition of them, through the Erasmus program in order to increase employment and opportunities for our students.

The contents, duration and equivalence in ECTS credits are determined by the corresponding laws of the different Courses.

We want to reach collaboration agreements with one company at least for each of the courses. Our intention is to grow by collaborating with more companies in order to increase the number of students that carry out their practice in the EU. We intend to make agreements with other training centers in order to help us with the companies' selection, in the students' tutoring, their looking for accommodation and solving possible problems.

As far as languages of the Higher Courses are concerned:

English: We look for companies in English speaking countries or either companies that have English as its communication language.

French (in Secretariat): France.

The Erasmus coordination communicates the students' functions in the WT, following the studies schedule, to the future collaborating companies, reaching agreements that are eventually signed between a student and a company. From then on, there is a continuous collaboration between the company tutor and the school. The most important part of the communication is

established via e-mail. Each 2 weeks there is formal communication with a form that the company must fill in with regard to the work done by the student. There is formal communication with the student at least once a week. At the end, the student must give in a report about the functions carried out in the company and the final report by the company. This final form is included in the agreement signed with the company. If everything is correct, the student will pass the WT. With these reports, the partner company adaptation is revised.

In the first course, the Erasmus coordinator informs about the features of the Erasmus program. The importance of language (English or French) is highlighted to be able to have access to Erasmus mobility and the time it takes to acquire the needed formation. Level tests are proposed to know the level if there isn't a certificate and the proposed objective will be to reach level B2. The student can improve his linguistic competence through courses and online tools that the center will offer. In these initial speeches they are informed of the selection process. Aspects are taken into account such as: students' marks, level of language, individual profile, maturity level, motivation letter.

In order to ensure that the students understand the functions to be carried out in the WT, such functions are individually explained. It will be previously revised if the student has everything that is necessary for his mobility (health care, insurances, accommodation, transport and travelling, knowledge about the culture of the destination country).

During his stay, the student has an available permanent telephone number to get in touch in case of emergency events, apart from the regular channels.

After the stay, the student's experience will be made visible through articles in the school web, meetings to motivate the future students.

Certain documentation will be given with advice about how to act in the host town, accommodation, transports.

D2:

Our participation in the Erasmus project since 2007 has given us experience in the development of internationalization tasks. We have also managed Leonardo and Comenius projects and exchanges with English and French institutions. This background has given our institution an overview of the initial problems in finding suitable partners, and it has also been a guide on how to improve mobility's organization.

In the Erasmus program we focus on finding business partners with whom we could develop mobilities, letting them know the Erasmus program, the type of degrees our students have studied, and their correspondence with their home institution.

Our institution explains to the students what the Erasmus program is and how it works, i.e.: Students can perform their Workplace Training in EU companies, improve their language skills, gain experience, live in another country, be self-sufficient, etc. We also let them know the selection process to fill the places funded by Erasmus.

Once the applicants' language level has been tested, the language department schedules several learning resources in order to improve students' language skills.

A selection committee: Erasmus coordinator, tutors and teachers evaluate applicants according to different sections: students' ratings, language level, and personal profile taking into account that the language level and the need to pass every subject covered in the Workplace Training will determine their eligibility.

When the students and the company have been selected, they sign a contract which sets out the functions to be developed, the partial and final evaluations and the mentoring. The Erasmus coordinator will get in touch with the student every week and with the company every two weeks at least.

Finally, control documentation including the stay, the final assessment, and students' opinion is collected; the institution formally thanks the company for its support and collaboration, and the whole mobility process is evaluated.

D3: Objectives that will be met through participation in European programs.

An educational institution should not be isolated from the rest of the world. The life of a school has to be accessible to families, have a similar identity to its city and its country and, be open to the EU. We cannot be close-minded but be part of the unity represented by Europe instead. We need to interact with other ways of working, different customs and languages. This exchange should be something enriching that helps us see new perspectives when developing our work to help students overcome the current economic crisis. Thanks to our participation in the Erasmus program, we aim, according to the priorities of the Agenda for Modernization, achieve the following targets in the next few years:

1. Improve the level of foreign languages, especially English, in order to become a bilingual school so that the language does not become a barrier to the free movement of our students in the EU. Expand the number of companies and students available to do their internship in EU companies, getting closer to the program objective of 20%. These objectives would mean greater self-esteem of our students and greater hope of exiting a crisis environment. We want to reduce school dropout and increase employment in an economy increasingly globalized.
2. We will collect our students' experiences after mobilities and the suggestions from the companies to ensure that internships and educational processes can become as effective as possible. The institution will collect in its Quality Management System, all the certifications and processes related to the Erasmus program.
3. We are involved in a process of greater internationalization of both students and teachers and administrators. This process is fulfilled by participating in European programs, developing mobility processes with other educational institutions, and providing opportunities for teachers to work in the UK for one-year period. In the bilingual immersion process we are going through, we are encouraging our teachers to improve their English within the institution resources and facilitating external help. We want to involve teachers to learn new teaching techniques. We welcome foreign teachers and we also want to open ourselves to foreign schools to collaborate.
4. Our collaboration with partner companies obliges us to adapt our curricula to the current educational reality. We listen to our students after their national and international internships to adapt our knowledge, and promote the use of new tools to facilitate teaching.
5. We want to obtain a stable structure to facilitate the mobilities and make them more affordable for our students. We want to get extra financial resources to provide students with less economic resources, access to the Erasmus Program on equal opportunities: with support from institutions close to the school, from parents' associations, and from the partner company which could subsidize certain expenses.