



## ERASMUS POLICY STATEMENT

### Participation in Erasmus+

Institut de Tona is a public secondary school located in the small town of Tona, near Barcelona, and was established in 2008. The school offers vocational training programs in cooking, catering, and bakery. It provides a two-year intermediate-level course in cooking, pastry, and service, as well as a two-year advanced-level course in culinary management. Additionally, the school offers a Training and Insertion Program in cooking and service and another one named Assistant in Forestry Work. The specialized section for Catering and Hospitality (EHO) was founded in 2006. While it is part of Institut de Tona, this section operates in a separate building located about 1800 meters from the main campus.

The school has around 600 students and 75 teachers. Classes are held in the morning, starting at 8:00 a.m., with regular classes ending by 2:45 p.m. However, for the VET courses at EHO, the schedule runs from 8:10 a.m. to as late as 7:00 pm.

The school has a management team consisting of six members. Additionally, several teachers take on specific responsibilities in areas such as the website, social media, environmental issues, digital education, pedagogical development, and inclusion. A group of teachers is also leading the school's internationalisation efforts, with an Erasmus+ team established to spearhead the process. So far, the mobility team has participated in various training sessions, joined the consortium created by Catalonia's Department of Education, and developed an internationalisation plan for the VET school (EHO), which outlines the selection criteria for both students and staff. The school has also been involved in several eTwinning projects, notably "Cooking a European Menu" and "Designing and Serving a Low-Carbon Menu" at the school's customer restaurant.

Last year, our school joined in a two-year project coordinated by the Education Department of Catalonia, which included a variety of practical English lessons in areas like cooking, human resource management, and eTwinning projects. This program will conclude at the end of the current academic year. This year, the goals set by the Erasmus+ coordinating team, in collaboration with the school's management board, include participation in a 60-hour teacher mobility training program, with some sessions held in person and others online. Through this training, we will soon be able to send mid-level vocational students abroad for internships via the Catalan Erasmus Consortium. Additionally, we are applying for the Erasmus Charter for Higher Education, which will enable us to send higher-level vocational students to other European countries for internships or studies. To achieve these objectives, we need to take several steps, one of which is motivating students to participate in international internships. This will help them develop foreign language skills that can be



applied in a professional setting. Additionally, the school has recently launched an Erasmus+ KA-210 collaborative project called ACTI, which has already shown great success. On a smaller scale, the eTwinning platform has provided valuable opportunities to establish connections across Europe through in-class projects and project-based learning.

Lastly, the school staff and teachers have shown strong interest in learning new methodologies, whether through Job Shadowing or other specialized training. For this reason, we aim to participate in the following Key Action 1 (KA1) initiatives:

- Student mobility for studies
- Student mobility for internships
- Staff mobility for training

### **Strategy, objectives and impact**

By achieving the Erasmus Charter for Higher Education, our school would accomplish its long-time objective to provide mobility opportunities for students and professional staff. Also, it is in accordance with the school strategy of internationalisation.

#### *Key strategical and policy objectives:*

1. Improve Language Competencies: Enhance the language skills of learners and teaching staff.
2. Foster Participation and Inclusivity and Professional Growth in a sustainable way: Provide learning and training opportunities to students with special social needs, while promoting cultural awareness, citizenship, and sustainability as integral aspects of professional development.
3. Establish International Collaboration: Build international partnerships to facilitate knowledge exchange, share best practices, and promote cross-border educational collaboration.
4. Improve Digital Skills and Employability: Promote project-based learning to advance digital competence, and increase students' employability through international internships and real- world professional experiences.

#### *Indicators*

In order to quantify the results, different indicators will be used. We must bear in mind that it will be a new project, and we want it to be realistic.

In relation to the first objective: Improving language competencies, we'll periodically carry out an internal level test, at the beginning and at the end of the school year. Besides, we are



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going to inform students about the possibility to certify their English level at EOI (State Language School) and record the number of students attending our school who get a language certificate in English.

Regarding the second objective: to Foster Participation, Inclusivity and Professional Growth in a sustainable way, we'll count the number of participating staff and students in the mobilities and, the number of green travel mobility trips.

As far as objective three is concerned: Establish International Collaboration, we'll count the number of partners and site visits to our internationalisation web section, the number of job shadowing visits to our school or abroad, the number of projects and best practices publications.

Finally, our last objective: to Improve Digital Skills and Employability, will involve students learning how to write and update their Europass CV and cover letter.

Additionally, surveys will be conducted with the participants to evaluate their satisfaction with the program, identifying both positive aspects and areas for improvement, which will help enhance various elements and future participations.

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