

1.2 Statement of the Erasmus Policy: your strategy

We provide schooling to post A levels students (2-year training). They mainly come from disadvantaged social background: 55% of them are granted scholarship. Through our Erasmus commitment, we wish to enable our students:

- To enlarge their perspectives by giving them the means and ambition to carry on their studies beyond a two- year post A Level training.
- To fight against the feeling of low esteem that often puts our most vulnerable students at a disadvantage and may prevent them from participating in mobility activities. We must take into account that each year, because of financial reasons, some of our students are led to give up the opportunity of carrying an internship abroad , which has an impact on their self-esteem.
- To get a better understanding of the working world and its cultural context
- To compare the professional practice observed and/or set up abroad to the ones existing in France.
- To point out and implement the foreign professional practice likely to enrich the French ones.
- To enhance the efforts to adapt to a foreign environment during the internship.
- To get the opportunity to be more open-minded towards both culture and languages thanks to immersive experiences
- To get a better knowledge and a better practice of a foreign language in a professional context.

We wish also to:

- Give our teachers the opportunity to build up strong and long-lasting links with firms and higher education structures.
- Enable administrative staff to benefit from this mobility

Victor Hugo High school is a co-ed school situated in the city centre of Poitiers. It offers a general and technological cursus.

A few figures:

- 1,260 pupils from tenth to twelfth grade.
- 140 students also attend a postgraduate cursus in International Trade and Management.
- 90 boarders accommodated in full renovated single rooms (40 % boys, and 60% are girls)
- 120 teachers.
- 80 persons in different services (administrative, education, social, technical and health care services)

To implement this project, the teachers of the post- graduate cursus are helped by:

- The school education staff,
- A secretary in charge of the administrative aspect
- The headmaster, the deputy head,
- The bursar.

To carry out this project, we would like to use the experience and skills acquired through previous Erasmus projects. Our school encourages the European and international mobility:

- A lot of students and teachers are involved in projects aiming at discovering cultures and languages such as: Erasmus + (eleventh grade, general and technological cursus) .
- It offers the possibility of taking a bi national final exam in Italian
- Numerous exchanges and immersive experiences regularly take place with different partners (Spain, Italy, Argentina, etc .)

As a school well aware that 55% of our students benefit from a scholarship, we are particularly attentive to anything that could provide our students with an equal access to higher studies and qualifications.

The Erasmus + project is an opportunity for our students to enhance their cursus by enabling a

bigger number to live a first-hand international experience. Moreover, it will be an undeniable plus for our future students who can be sure of the quality of the help and supervision they will receive should they be willing to go abroad.

Fully aware that higher education needs to be updated and more open to the international world, we intend to commit ourselves to this programme.

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The Erasmus action Victor Hugo High School wishes to take part in, is a transnational mobility project.

How we intend to participate:

The teaching staff in charge of the post graduate students will

- Present what can be expected from a training period abroad
- Remind that it is compulsory for the International Trade section
- Insist on the methodology to find an internship abroad, helped and advised by foreign language teachers. (writing of emails, of résumés, using professional networks on line...)
- Help students find internships by an Internet watch, using computerised tools (webography)
- Help students simulate interviews by telephone or by videoconference.
- Follow up the trainees while abroad, realize a phone intermediate assessment, see to the filling up of the evaluation grid by the supervisor

An administrative secretary will intervene:

- To manage the main processes to be respected in the context of a work experience abroad.

Professionals will intervene:

- To help in the writing of résumés and cover letters
- To train the students for the job interviews

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We will focus on different aspects:

- 1) Rising the level of qualification of our graduates. A study carried out three years ago highlighted the impact of social factors on dropping out of school. So, we set up induction days for students to create bonds and work more efficiently together in cross projects including several specialities. We are extra careful to meet the specific needs of our students. Students can take part in workshops aiming at improving their self-esteem. Mentoring between the first-years and second years will be implemented regularly, especially when it comes to sharing experiences carried abroad.
- 2) Improving the quality of our virtual work environment. Thanks to negotiations with the Board of Education, we are able to offer our students a better, quicker, more reliable access to the Internet. As a result, we can face all demands concerning videoconferences and contacts with internship supervisors abroad. Following the upgrading of our virtual learning environment (ENT lycée connecté), our school has been focusing on ensuring optimal performance in terms of communication, work cooperation and additional information to on line courses.

- 3) Rising the quality of our teaching thanks to international mobility and cooperation: as we wish to increase the number of students going abroad, it seems important for them to have their mobility acknowledged by getting ECTS. This system is explained to the students when they start school.
- 4) Reinforcing the links between firms, higher education and research. For years, our 11th grade students attending a technological cursus have taken part in the running of mini companies in partnership with the association “ Entreprenre pour Apprendre”. Each year the same students participate to the project “ Connaissance de l’Entreprise” (getting to know the working world)

Each year, our school welcomes one or several sessions of APEL (accreditation of prior experiential learning) Teachers in the postgraduate cursus are qualified as members of the examination boarding, along with professionals.

Schedule:

A yearly assessment is planned with the following items:

- Rate of international mobility compared to the total amount of students
- Rate of granted students
- Rate of students undertaking further studies
- Rate of employment of our graduates (every three years)

2. Implementation of fundamental principles

2.1. Implementation of the new fundamental principles

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Our Local Board of Education specifies quotas and we will conform to them. For both post graduate cursus, our students’ educational background is as followed:

- 50% enter the cursus after a vocational baccalaureate
- 50% after a technological baccalaureate

Our school is asked to welcome at least 20% of granted students; this figure is respected since we usually welcome 55% of granted students.

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Environment awareness days are organized within the school:

- A week is dedicated to social and solidarity economy; lectures are available for students
- Posters against food wasting have been conceived and displayed in the school cafeteria.
- Specific projects are implemented by students committed to the environment
.(vegetalisation of the communal areas within the school).

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Thanks to professional and general teaching, our students learn about the cultural and legislative specificities of each country member of the programme.
The societal responsibility of firms is part of the two-year curriculum.

2. During the participation to a mobility project – after the mobility project

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The BTS MCO (HND in management) can provide 120 ECTS to graduates, and if they choose the option “parcours de professionnalisation à l'étranger”, it will be added to their diploma. The BTS Commerce International à Référentiel Européen (HND in International Trade) can provide with the following ECTS:

The teachers are available to answer students' questions thanks to IT tools when they are abroad.

During their internship, the students have to email three reports about their activities. These reports must be written in a professional way so as to inform the teachers on the unfolding of the internship.

Content:

Report 1:

- A clear and concise presentation of the firm and its products
- The commercial organization and techniques of prospection, communication and marketing
- Current and/or planned activities

Report 2:

- Description and analysis of activities

Report 3:

- Description and analysis of activities
- Cultural environment within the firm and in the country

At the end of the internship, the foreign supervisors fill in the skill grid and hand over to the students an attestation of training.

When the student comes back, the teachers receive each student individually for an informal oral report of the internship.

The next step is for the students to write a file and to defend it in front of a board of examiners. The students will have to show they are able to:

- Analyse their working and cultural environment in the foreign country.
- Compare the professional practice in the French and foreign market
- Account for the efforts made to adapt
- Question and assess their experiences

The students will be given a European passport, or Euro pass, showing the skills and qualifications acquired during their internship; it will ease their professional mobility.

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To inform people about the international mobility, Victor Hugo High School makes the most of

- School Open Days
- Course guidance meetings
- Communication tools : High School web sites, flyers , etc

2.3 Strategy to make this programme visible

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To inform students about the international mobility, Victor Hugo High School uses different strategies and tools:

- School Open Days, giving information to the future students.
- Forums animated by second-year students to share their experience with the first years, to give essential information about the every day life and cultural specificities of the country they went to.
- Teachers along with students attend different student fairs to put forward the benefits of international mobility.
- Teachers and students go to different high schools (general , technological and vocational cursus) to inform young pupils about the opportunities offered by Erasmus + programme and the international internships

Website of the High School: <http://lyc-victorhugo.ac-poitiers.fr/>

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The Headmaster and his staff along with the teachers are committed to the implementation of this project. The financial and educational aspects of the programme will be submitted to the Board of Directors. The Headmaster will see to regularly inform the Local Board of Education and the European Agency about the project course.