



## MAGALE SALESTARRAK

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**Type of organisation:**

SME Training   
  School No Profit   
  University NGO   
  Public Authority

Other (Specify)

**Fields of action :**

SMEs   
  Youth   
  Universities   
  Public Authorities  
 Equal opportunities   
 Schools   
 Unemployed

Other (Specify)

**Description of the organisation**

Salesianos Urnieta Salesiarrak is a subsidized religious VET (vocational training and education) and Secondary and Upper Secondary school located in Urnieta, in the Basque Country. Magale Salestarrak is the result of the work carried out jointly between the centres Presentación de Maria and Salesianos Urnieta Salesiarrak. It was founded in 2018 in order to provide a complete educational offer from early childhood education to baccalaureate, under an integrated organisational model and a coordinated operation of both centres. As well as Salesianos Urnieta Salesiarrak, Magale Salestarrak also belongs to Kristau Eskola, a network of Basque religious schools.

All this with the experience and quality of the work carried out so far and with the conviction of further reinforcing the strengths of the original projects. It is based on a differential pedagogical model, based on multilingual and innovative learning, using active methodologies and promoting a comprehensive training of the person. Likewise, it keeps families and the student as the central axis of the learning process.

Each year the centre provides education to over 450 students, from whom around 200 are now studying VET. The vocational training courses offer students a wide range of specialities from intermediate to higher grades. Such specialities include Electromechanic Maintenance, Graphic Printing, Electrical and Automatic Installations, Robotics, Electrical and Automatic Systems and Graphic Design and Editing.

Regarding Upper-Secondary education, it covers the curriculum key areas of science and technology.

Salesianos Urnieta Salesiarrak belongs to the Hetel network of 21 subsidized VET schools in the Basque Country. The net shares innovation practices, internalization and mobility organisations and technical projects.

Additionally, Salesianos Urnieta Salesiarrak is strongly committed to offer a high quality education. The centre holds the Silver Q Award for quality acquired in 2004. Furthermore, the school follows the quality requirements stated by the ISO9001. ISO stands for International Standard Organisation and aims at establishing the necessary requirements for a Quality Management System. Salesianos Urnieta Salesiarrak was also accredited with the Investors in People Standard in 2004. Since 1991 Investors in People has set the standard for better people management. This standard defines what it takes to lead, support and manage people well for sustainable results. Media: [www.salesianosurnieta.com](http://www.salesianosurnieta.com)

@Salesianosurnietasalesiarrak @salesianosurnieta

### **Experience of the organization in previous European projects**

Salesianos Urnieta Salesiarrak has an accumulated experience in international mobility and mobility management. The centre has been participating in Leonardo and Erasmus mobilities for years. Every year students attending the last year of their VET course have the opportunity to undertake their compulsory internship in another European country.

Since 2006, teachers from Salesianos Urnieta Salesiarrak have been working on a KA1 mobility programme organised by Bosko Anitz, the school's free time registered association and Tknika.

Over the past 10 years we have built strong relationships with Finland, Wales, Germany and Poland and each year foreign language teachers organise youth meetings in one of these countries. These meetings have supported students to travel abroad to undertake a one week programme acquiring the basic competences established by Erasmus+.

In 2010 the center made a firm commitment to entrepreneurship. The first step was to deliver it to the curriculum, for this, we started working with Tknika in the Ikasapresa program (<https://ekingune.tknika.eus/en/>), through this program, students work in entrepreneurial skills in the classroom. Ikasapresa is an educational program that is developed around the creation of school companies in the classroom. The aim of this project is to offer an approach to the business world into the classroom, focusing on the development of entrepreneurial skills (creativity, innovation, team work, decision making, initiative, leadership, commitment and determination negotiation, etc.), to stimulate the approach to other cultures and social realities and to promote the cooperation among schools. In addition, the center offers the Urratsbat service, this service consists of offering accompaniment to students or alumni for the creation of the company.

Tknika (<https://tknika.eus/en/>) is a centre promoted by the Deputy Ministry of Vocational Education and Training of the Education Department of the Basque Government. Innovation and applied research are at the core of Tknika in its ongoing efforts to place Basque Vocational Training at the European forefront. Tknika is modelled after some of the world's most advanced vocational training centres. Through networking and direct involvement by the Basque Vocational Training teaching staff, the Centre develops innovative projects in the areas of technology, education and management. Since the academic year 2016-2017, TKNIKA is a UNEVOC-Centre. The main objective of Tknika as a UNEVOC-Centre is to contribute to the improvement in the standards and quality of TVET in Euskadi.

From the Magale Salestarrak,, we have also taken part in two international Erasmus + projects over the last two years. One is called GameLearning (2021-2023) and the other Growth Mindset (2021-2023).

The overall aim of the project GameLearn (<https://www.gamelearnproject.eu/>) was to increase students' motivation and participation through effective and quality game-based digital didactic courses. The main beneficiaries are the students. These would be the objectives of the project:

- First: To improve the effectiveness of the design of learning pathways based on game-based pedagogy.
- Second: To increase the quality of learning forms for integrated digital teaching, where three intervening components interact: (A) game-based pedagogy, (B) digital (online synchronous/asynchronous) and (C) integrated (online and face-to-face) game-based learning. Game-based pedagogy, game-based learning. Digital (online synchronous/asynchronous). Integrated (online and face-to-face).
- Third: Maximising the potential of integrated digital game-based learning in European schools. Schools are called upon to respond effectively to both the new learning styles of generation Z. (game and digital environment dynamics and processes) and to a progressive and massive integration of digital and face-to-face learning.

Regarding Growth Mindset project (<https://growmet.eu/>), this program's aim was the following:

- to improve teachers' self-efficacy regarding their digital skills
- to improve the use of digital tools by students through teachers' growth mindset methods.
- to improve parents' acceptance of digital tools.
- to expand support for a growth mindset in schools designing a practical growth mindset model for digital teaching

### **Experience and Expertise of the organization in the project's subject area**

Our center began in 2012 to enhance in the field of emotional education for 3 years. During that period, different materials were developed to work on socio-emotional skills with students. Although they began to be applied in many classrooms, the material's applicability did not become widespread. Nonetheless, since then, several teachers carry out activities with the students and also give training courses to families. From this course on, it has been decided to achieve the objective of promoting socio-emotional skills protected by the new education law LOMLOE.

Apart from that, there are currently three teachers training in the applications of neuroscience in socio-emotional education GUGAN project promoted by KRISTAU ESKOLA:

<https://www.kristaueskola.eus/proyectos/gu-gan/>

### **Contributions that can be provided to the project**

As a participant of the project, Nerea Garin could help with disseminations, as well as translating them into Spanish. In addition to this, she could do research on the subject to be able to complete the material that will have to be undertaken. And she will undoubtedly be willing to discover new activities related to emotional intelligence, to put them into practice in the classroom.

### **Reasons of involvement in the project**

Lack of affection, mental problems, and school failure are pressing issues that dominate our daily discussions and experiences. These challenges touch the lives of countless individuals and families, demanding our attention and action.

Because of this, schools should prioritize teaching and understanding emotional intelligence for several reasons. Firstly, it equips students with vital life skills, enabling them to navigate relationships, conflicts, and challenges effectively. Emotional intelligence fosters empathy and compassion, promoting a more inclusive and harmonious school environment. It also enhances academic performance by helping students manage stress and anxiety. Additionally, emotionally intelligent individuals tend to exhibit better leadership qualities, benefiting both their school years and future careers. In a world characterized by diverse interactions, emotional intelligence is a fundamental skill, and schools that embrace it empower their students to thrive personally and professionally.

As long as we are concerned, we believe that the project POEMS will help us enhance professional development, offer a global perspective, encourage networking, and ultimately lead us to be more inclusive and innovative, making us practice more culturally aware teaching

### **Contact Person's Experience and Expertise**

- **Nerea Garin Pagola — English Studies from the University of the Basque Country in 2021**

She has been teaching English in the school for three years now, with students from 12 to +22 years old. She has been the main project manager and coordinator of previous Erasmus+ international projects, named GameLearn (<https://www.gamelearnproject.eu/>) and GrowMet (<https://growmet.eu/>). Therefore, she has some experience in the Erasmus+ project management. She also had to travel a lot to attend different TPMs and LTTAs. She belongs to the internationalization department of the school, which is in charge of ongoing international projects as well as possible future projects.