

In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:

1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the

participation in Erasmus to contribute towards modernising your institution, as well as on the goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The main objectives to be achieved in the field of European mobility and cooperation are:

Increasing visibility and prestige of Higher Vocational Training, both among students and among teachers.

Achieving greater communication between companies and the educational institutions so content taught is more adjusted to companies' needs, not only at national but also European level.

Bringing to HVET educational methodologies already applied in similar centers in Europe.

Increasing the language skills of our students. That will give them greater employability.

Improving in a similar way the language skills of teachers, allowing them to collaborate with colleagues from European countries, exchanging good practices for constant improvement.

Contributing to increasing awareness of the European identity, its rich heritage, tradition, and variety throughout the educational community.

Allowing people in disadvantaged socio-economic environments can carry out these mobilities, enriching them both culturally and personally.

Promoting the acquisition of key skills for lifelong learning, paying special attention to digital culture, and soft skills in addition to strengthening a second language as have already said.

For achieving these objectives, we intend to continue with student and staff mobility (KA1) with an order of magnitude similar to that which has been carried out in recent years, around 6 or 8 students and 1 or 2 teachers every single academic year and participation in Strategic Associations Actions. (K2) starting with an Action lasting 2-3 years that could be complemented by a continuation of another second with similar duration.

These activities are addressed not only to the current educational community but also to encourage and attract more talent to HVET. That feedback would lead to constant improvement in quantity and quality of HVET offered.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Our organization intends to participate in two types of actions K1 and K2.

Mobility actions for both students and students. (K1)

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:
https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

This type of actions has been carried out since 2014 with a different purpose for students and teachers

Our organization offers both, VET and HVET.

The mobility activities of the students are planned to carry out the internship or work placement in European companies. This is a compulsory module for their degree. In that internship students develop knowledge and skills learned in their degree, and complement their technical training with experience in an international, multicultural environment, with a very important enrichment of a second language.

The students carry out all of their internships in a European company, spending a minimum of 370 working hours. Depending on the different days and holidays ranges from 2 to 3 months, and may sometimes exceed 3 months if the workday is reduced. Students carry out a project simultaneously with their work practices.

Carrying out these internships abroad is fully aligned with the organization's internationalization and modernization strategy.

As there are limited places, it generates healthy competition among students to obtain the scholarships offered. All students have the same opportunities, allowing students from disadvantaged socio-economic backgrounds to access these types of mobility that would otherwise be very difficult for them.

Through subsequent communication actions, the prestige of vocational training is increased.

An increase in the linguistic levels of students who perform mobility is achieved together with their awareness of European citizenship, their digital skills, and soft-skills that they have to put into practice during mobility.

In the case of teachers, the mobilities are mainly focused on Job-Shadowing, visiting other academic institutions, and companies in Europe to learn and share good practices. These mobilities are not limited to a specific moment and are much shorter. Through these mobilities, it is intended to discover and experience technological innovations both in the companies for which our students are being trained, as well as educational and pedagogical ones in homologous educational institutions, incorporating these improvements in our organization.

These teachers' mobilities also have an important impact on the school in two ways. On the one hand, bringing to our organization the improvements and innovations seen in educational companies and organizations, and on the other hand, establishing and reinforcing relationships with other European institutions that can be used in the future by students or other teachers.

So far, only outgoing mobilities have been carried out, but the possibility of inbound mobilities has also been studied. You are currently in contact with a Czech institution (Střední škola vizuální tvorby, s.r.o.) that has contacted us to be able to send students from degrees similar to ours to do internships in companies with which our organization collaborates.

So far, no KA2 project has been carried out in our organization, but we have participated in TCA and as a consequence of that and also as a result of the contacts and European experience accumulated since 2014 in KA1 we have started conversations for collaborating in a KA2 project

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Our organization has been participating in Erasmus mobility since 2014 and all these years the positive impact for the entire educational community has been verified.

In the case of students, the mobility is used for carrying out the internship or FCT (from Spanish Formación en Centro de Trabajo) in Europe, therefore, the main objective sought is that of the internship; developing their skills in a real labor environment, with all the added value of carrying out this internship abroad.

Apart from this main objective, it is intended that they improve significantly in their language skills, which will facilitate their incorporation into the labor market. An improvement in soft skills is also expected, such as communication skills, not only verbal communication, critical judgment, listening skills, empathy, and strengthening of European citizenship.

Currently, between 6 and 8 mobility grants are being offered to students each year. It is not intended to increase the quantity of student mobility, but rather the quality. It is intended that there will be a reduced number of scholarships available so that there is healthy competition and is perceived as an award for an effort made. It will also allow for a selection process that ensures good use of the scholarships. It is intended to gradually increase the quality of these mobilities from the process of prior communication, selection, initial preparation, selection of host companies, monitoring of mobilities, and subsequent dissemination.

These mobilities are carried out periodically every year from March to June in the ordinary call and from September to December in the extraordinary call. Based on the experience of the last 7 years, it is estimated that most of the mobilities will take place in the ordinary call.

The staff also aims to significantly improve their language skills, which will facilitate communication and the exchange of good experiences, the establishment of stable communication networks with counterpart organizations, and educational improvement for our organization.

The ideal objective that would be sought is that all staff could do some mobility. It is a difficult objective, but the directors of the organization are working in rising awareness and support for going in that direction.

An important objective that is sought is for directors to participate in the mobility, so that this awareness of European identity, of internationalization of contact with other European realities, begins with the direction of the organization.

The expected impacts are not limited to people who participate directly in the mobilities. Presenting the mobilities as a prize, as an achievement for which one must strive to get a good curriculum, we hope that this will lead to the improvement of an important part of the class that wants to obtain these scholarships, which has a contagious effect on the entire educational community.

It is also intended to increase the prestige and attract talent to HVET through mobilities. In this way we intend to reduce existing prejudices helping many people to discover their professional vocation improving as a person and as a professional, reducing problems of social exclusion. The area in which our institution is located has a high degree of school dropout, as many students are outside the "established" system.

The intention is to generate a virtuous circle. That the students discover that they can excel, travel, and progress in HVET, increasing their motivation and their desire to learn, which facilitates the possibility of doing more interesting projects, attracting more people, and more interested in that specific field that feedback that continuous improvement.

For the host companies, the reception of a student in an internship from a different country will also have a positive impact. It can bring different new approaches to the same problems. The planning of the mobility of each student, with the schedule of activities to be carried out by the student in all the mobility, will also have a positive impact on the host companies. It will force them to analyze their processes and the training they need for each one of them.

It is also intended to participate in K2 actions. A KA2 project has begun to be outlined. A proposed draft with planning and expected impacts are described below..

The main idea would be to join a selection of vocational training colleges from 4 countries (Spain, Ireland, Germany and Finland) offering IT courses as well as multinational companies in these fields to analyze what is the gap between knowledge and skills (both hard and soft skills) demanded by the companies and those taught in colleges and what could be the ideal methodology to transmit that knowledge and skills.

It would be a 2 or 3-year project. If the result is satisfactory, it could have continuity in another project where content will be developed for closing that gap. This project would be a 2-3 year one so both of