

LINKING THE ERASMUS COMMUNITY

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ORGANIZERS: IES La Creueta

COLLABORATES: AJUNTAMENT D'ONIL

I INTERNATIONAL FAIR FOR THE DISSEMINATION OF ERASMUS EXPERIENCES

LINKING THE ERASMUS COMMUNITY <LEC>

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**26TH TO 29TH
JUNE 2025**

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I INTERNATIONAL FAIR FOR THE DISSEMINATION OF ERASMUS EXPERIENCES

LINKING THE ERASMUS COMMUNITY

26th to 29th June 2025

Onil, Alicante, SPAIN

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PREFACE

I International Fair for the dissemination of Erasmus Experiences

"Linking the Erasmus Community"

Sharing is the basis that has allowed the EWE Consortium to grow in quality and experience year after year. We would like to extend this basic principle, which has led us to be what we are today, to the rest of the Erasmus beneficiaries. From this principle was born "Linking the Erasmus Community" (LEC), an initiative of the EWE Consortium and the IES la Creueta that offers a shared space for the dissemination of Erasmus experiences and projects both at school and Vocational Training level. This pioneering event aims to bring together the national and international Erasmus community to offer them a showcase for dissemination and communication from the Alicante town of Onil, from June 26th to 29, 2025th.

This 1st Fair will include round tables, presentations, informative spaces, cultural activities and the opportunity to forge new networks for future Erasmus projects.

Mr. José Toro García

General Coordinator EWE Consortium made up of 24 VET educational centers in the Valencian Community and the Region of Murcia, Spain.



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EUROPEAN ENVIRONMENTAL AWARENESS AND EDUCATION

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This educational project focuses on the importance of environmental protection and sustainability, aiming to raise awareness and promote responsible actions within the school community. Recognizing the urgent need to care for our planet, the initiative encourages the adoption of sustainable practices and fosters environmental consciousness among students, educators, and families.

The project was implemented across various educational levels and involved international collaboration with schools from the Czech Republic and Germany. This cross-cultural exchange enriched the learning experience, allowing participants to explore diverse environmental challenges and solutions from a global perspective.

Through an interdisciplinary approach, the project integrated environmental education into subjects such as science, languages and art. Activities included hands-on workshops, outdoor observations, awareness campaigns, and collaborative presentations. These experiences not only enhanced students' knowledge but also empowered them to become active agents of change in their communities.

The initiative emphasized the sharing of ideas, experiences, and strategies that could inspire sustainable behavior. By working together, students developed critical thinking, teamwork, and communication skills, while also reinforcing values such as cooperation, responsibility, and respect for nature.

As a result, the project led to increased ecological awareness, the creation of educational materials, and the implementation of green practices within the school environment. It demonstrated the power of education to drive meaningful change and highlighted the importance of international cooperation in addressing global environmental issues.



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ERASMUS+ MOBILITY AS A LIFELONG EXPERIENTIAL OUTCOME IN RURAL VOCATIONAL EDUCATION

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The IES La Serranía joined the ESFMB consortium (STEPV) last academic year. Since then, the six Erasmus+ mobilities have provided everlasting life-changing experiences for students in our Vocational Education programmes, particularly in the context of rurality and limited access to academic and labour opportunities. Absence of professional projection abroad, stressful personal situation and village size are items we have taken as a must in our Erasmus+ pupil selection.

Two students from the Intermediate Vocational Programme in Dependency Care completed internships in Italy last year. One of them, who belongs to a large formerly homeless family, had significant socialisation difficulties. On her return she had developed a strong desire to work in Italy soon.

This academic year, four more students have benefited from the programme. An 18-year-old student from Agricultural Production lives miles away from a village. He was reluctant to leave Spain, but now plans to return in September to the same Italian village where he was warmly welcomed. The fourth student (from a 600-inhabitants village) has faced serious personal and health challenges during her stay but wants to remain in Malta.

Geographical, economic, underdevelopment and transport barriers have been broken by Erasmus+ grants. Benefits other than academic include maturity, personal growth, new life experiences, and self-introspection. Facing unexpected challenges and unfamiliar experiences help demolish obstacles. In our distant region, Erasmus+ mobilities do not just open professional doors — they broaden horizons and shape lives. For our students, Erasmus has not been a trip. It has been a turning point.

UNDERSTAND BETTER TO HELP BETTER – DEALING WITH PUPIL BEHAVIOURAL CHALLENGES IN 2015-2016

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The project “Understand better to help better – dealing with pupil behavioural challenges in 2015-2016” was aimed at improving the competencies of the teaching staff at Zespół Szkół Technicznych i Licealnych in Czechowice-Dziedzice, Poland. Based on an analysis of school needs, the initiative focused on enhancing teachers’ understanding of teenage behaviour, effective strategies for managing difficult students, and expanding the school’s European dimension.

Fifteen teachers and the school pedagogue participated in the project, which included language and cultural training, a main thematic course, a five-day training in Reggio Emilia, Italy, and job shadowing in Salerno, Italy. Teachers also engaged in e-learning via the eTwinning platform.

Through diverse learning methods discussions, lectures, case studies, and international exchange the project significantly improved the school’s approach to behavioural issues. Procedures were developed for working with socially maladjusted students, leading to better integration, reduced peer influence from disruptive pupils, and improved cooperation with parents.

The initiative strengthened teachers’ professional competencies (pedagogical, intercultural, linguistic, ICT, and organizational), increased staff integration and motivation, and expanded the school’s European outreach. Two new Erasmus+ applications were submitted, and a successful eTwinning project was completed.

Additionally, the project enhanced the school’s prestige locally and internationally, raised awareness of European cultural diversity, and inspired further collaboration among European institutions. In conclusion, the project positively impacted the school’s educational quality and established a foundation for future international initiatives.



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ERASMUS DEVELOPMENT IN THE XXI CENTURY

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IES Siglo XXI is located in Pedrola, province of Zaragoza, so it's a rural school in the "Ribera Alta del Ebro" region and it serves students from several towns in the surrounding area. The school has approximately 600 students in total, distributed among Secondary Education, High School Education, and Basic, Intermediate, and Higher Vocational Training programs. The local economy is predominantly industrial due to the importance of various companies in the area. This directly influences the interests and employment opportunities of our students.

Around the year 2014, Vocational Training teachers began participating in the Erasmus+ project in a modest way through short-term projects. However, it wasn't until 2020 that the school obtained the K120-VET Accreditation, with its own broader project, aimed at developing annual projects with four different student mobilities. These students carry out their internship modules in various foreign companies. These internships, conducted in countries such as Italy, Malta, or France, count as training hours in the workplace for different vocational fields (administration, automotive, electricity and electronics, installation and maintenance, and transport and logistics).

In recent years, the teaching staff has become actively involved by conducting preparatory visits and job shadowing activities, such as receiving both students and teachers from other countries.

The positive experience gained from this has led to the creation of a committee that is already working on continuing Erasmus+ activities at the secondary education level.



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ERASMUS+ KA121 ACCREDITATION: DEVELOPING COMPETENCES THROUGH INTERNATIONAL MOBILITIES

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This Erasmus+ KA1 accredited project has made possible the mobility of 36 students and 8 teachers to six European countries (Lithuania, France, Sweden, Norway, the Netherlands, and Italy), as well as a structured training course for one teacher in Florence, Italy. The aims of this project are focused on improving students' personal and academic competences, fostering environmental awareness among participants, enhancing cooperative skills to work in groups and promote teaching competences. During the mobilities, participants have visited school from the different countries for 6 days and they have followed programmes focused on the achievement of the objectives. Among the activities, these have included workshops, excursions, debates, LEGO-based challenges, radio podcasts, treasure hunts or teamwork building. Students have been hosted by native pupils from the six European schools. All mobilities have been framed with a competence-based approach, reinforcing students' communication in English language, their ecological awareness and their social and intercultural skills. Participating teachers have benefited from international collaboration, innovative practices and sharing pedagogical strategies. Overall, this Erasmus+ KA121 experience has helped to create a more inclusive and open-minded school, with students and teachers better prepared for the future.



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PERMASCHOOL: APPLYING PERMACULTURE AS A PEDAGOGICAL TOOL FOR BUILDING HEALTHY SCHOOL ECOSYSTEMS

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PermaSchool is an Erasmus+ project that utilises permaculture to empower educators and students in becoming engaged in climate action. Through its activities, the project aims to improve educators' skills and students' understanding of permaculture and environmental sustainability. Through transnational and cross-sectoral collaboration, this project bridges the gap between policy, research, and practice, fostering a hands-on approach to environmental education.

Objectives

PermaSchool aims to:

- Coordinate transnational cooperation between educators, students, and environmental experts to promote environmental sustainability.
- Utilise participatory methods to actively involve students and teachers in learning and implementing permaculture.
- Strengthen the capacities of educators on permaculture and sustainability.
- Enhance students' understanding of permaculture and environmental sustainability.
- Develop strategies to ensure the project's long-term impact and sustainability across Europe.

Activities

PermaSchool will implement the following activities:

- Co-Creation Panel: Bring together 20 environmental experts, educators, and students to design educational material.
- PermaSchool Curriculum: Integrate permaculture and sustainability principles into school learning.

- PermaSchool Hub & Activity Planning Tool: An open, multilingual online platform with resources and tools for educators and students.
- Transnational Teacher Training: Equip educators with the skills to teach about sustainability and permaculture through a 5-day training.
- Student Lessons: Engage students through 3 national classes on permaculture.
- PermaSchool Student Projects: Apply permaculture principles in real-world scenarios through projects developed by students.
- Interschool PermaSchool Fairs: Showcase student-led permaculture projects and foster knowledge exchange.



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LET S TALK ABOUT LIVING CULTURES!

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The project "Let's Talk About Living Cultures" will address various themes related to cultural, artistic, and heritage issues and will focus on art as a tool to serve regional languages. The ambassadors from Paiporta and Nouméa will reflect together on the use and preservation of their languages in a school world where criticism is omnipresent. Let regional languages cross borders! New Caledonians and Valencians, students and teachers will discover a nation with the same problems regarding the use of a regional language. They will mutually enrich themselves by having experience with young Europeans, and will be aware of the cultural diversity, heritage, and environment in Europe and the Pacific, and perhaps they will find a different meaning in learning the language and regional cultures. The main objective of the 24-month project "Let's Talk About Living Cultures!", funded with 30,000 euros per center, is to improve the quality and efficiency of regional language education by involving the students in a creative and innovative way, in order to generate knowledge and skills for their school and personal life.

Objectives:

- Creation of a small pocket dictionary of Kanak-Valencian divided into blocks that will be worked on during the 2 years of the project. The blocks could include vocabulary from typical artistic representations of both cultures, gastronomy, music, indigenous sports, expressions of courtesy and welcome, etc.
- Participation of NC students in the process of creating a Falla: design, posters in Kanak and Valencian. To this end, contacts are being made to request collaboration from both the Central Faller Board and the Faller Museum, both of which are visitable during mobility in Paiporta.
- Participation of Spanish students in some of the oceanic artistic-cultural manifestations where the Kanak language can be used.



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REIMAGINING THE ROYAL FACTORY: A DEMOCRATIC JOURNEY OF TRANSFORMATION

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The project we are implementing is part of the Erasmus+ programme and aims to rethink and revitalize the historical heritage building founded in 1727 into an educational, social, cultural space in l'Alcora. This project engages students in a unique learning journey that combines heritage, civic participation, and creative design. The focus is the Royal Factory, a neglected industrial building in our town, which served as a real-life case study for rethinking public space from a youth-centered, democratic perspective. The project unfolded in two phases. In Phase A, students visited the Royal Factory to analyse the site firsthand, took measurements, and developed floor plans for later model-making. They also drew inspiration from an international reference: the Oodi Central Library in Helsinki, a symbol of open, citizen-oriented design. After brainstorming and selecting which areas of the Factory to reimagine, they met with the local government at Town Hall to present their vision and propose a participatory approach to urban renewal. In Phase B, students will transform their ideas into tangible designs. They will create digital floor plans, participate in a hands-on workshop with a local architect, and build a detailed 3D model of their proposal. The final product will be presented to the educational community.

This project will allow students to acquire key 21st-century skills, critical thinking, teamwork, and civic responsibility while also fostering a strong sense of European identity and social commitment. It shows that when given tools and trust, young people can actively shape the future of their communities.

Key words: Erasmus+, citizen participation, educational, cultural heritage, European identity urban renewal, project-based learning, architecture, civic engagement, educational community.

GYMNÁZIUM JEVÍČKO AND ERASMUS+: LEARNING BEYOND BORDERS

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Gymnázium Jevíčko, established in 1897 in the Pardubický Region of the Czech Republic, is a secondary school offering four-year study programs. These include a General Grammar School with a strong emphasis on sciences and mathematics, a Humanities-Focused Program, and a Combined Lyceum that blends natural sciences with technical education. There are around 300 students, and the school offers accommodation and meals and is known for its welcoming environment and student-focused approach.

In 2023, the school began an Erasmus+ project titled *Our Cultures Are So Different*, in partnership with a school in Salamanca, Spain. This exchange-based initiative includes school visits, cultural activities, shared meals, and trips to local and capital landmarks. The project fosters intercultural understanding, challenges stereotypes, and promotes inclusive, meaningful interaction through shared experiences.

Gymnázium Jevíčko is also seeking partners for new Erasmus+ projects. One is *Connecting Cultures through Running*, which combines digital engagement via STRAVA with in-person activities like joint PE-English lessons, motivational lectures, races, and cultural tours. The project highlights inclusion, sustainability, fitness, and intercultural dialogue.

Another proposed project, *Swipe Smart: Navigating the Digital World Together*, addresses digital well-being. Activities include digital diaries, peer-led workshops, video collages, digital detox challenge and creative production. It aims to develop media literacy, emotional resilience, civic responsibility, and mental health awareness.

Both projects integrate sport, technology, and intercultural learning while promoting youth empowerment and community building through Erasmus+.



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GROWING IN EUROPE: EDUCATIONAL TRANSFORMATION THROUGH THE ERASMUS+ PROGRAMME

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Over the past few years, the Erasmus+ projects developed at our school have been clearly aligned with the key objectives of the program. Firstly, we have promoted the European dimension of education by fostering inclusion and diversity through both short and long term student mobilities. We ensured equitable participation through an open and transparent selection process, which takes into account not only the students' academic records, but also their motivation, language proficiency, and personal circumstances, always prioritizing the involvement of those with fewer opportunities. Likewise, the participation of teachers in job shadowing experiences has contributed to methodological innovation and professional development, improving their digital skills and enhancing the overall quality of teaching and learning in our school. In addition, cooperation among European educational institutions has been strengthened, consolidating long-term collaborative networks. Finally, the creation of an active Erasmus committee and the ongoing dissemination of activities through talks, social media, and local media have helped to highlight the positive impact of the program on both the educational and local communities, thus reinforcing a sense of belonging to an active and committed European citizenship. All participants have evaluated their experiences very positively, thereby meeting the Erasmus+ quality standards and strengthening the European dimension, inclusion, sustainability, and digitalization within our educational Centre.



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IES FRAY IGNACIO BARRACHINA (IBI, SPAIN)

ERASMUS+ KA120 SCH

Nuria Reig Santonja

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This poster presents the activities carried out by our institution, IES Fray Ignacio Barrachina, located in Ibi (Spain), as part of the Erasmus+ program since 2016. The objectives of our Erasmus Plan focus on the internationalization of our school, the improvement of linguistic and digital competencies, the promotion of inclusion, the implementation of innovative methodologies such as VTS (Visual Thinking Strategies), and the active involvement of our institution in the program.

Our journey with Erasmus+ began in 2016 with group mobilities of school pupils, which continue to this day. These mobilities have been conducted in collaboration with a wide network of partner institutions (Germany, Czech Republic, France, Portugal, and Slovenia), allowing us to make significant progress toward our goals while addressing diverse topics.

This year, for the first time, we organized a long-term learning mobility of school pupils in the Czech Republic, opening new opportunities for our students in terms of European academic experiences. This initiative enabled one of our students to advance academically in another European institution while immersing herself in a different culture.

Another key priority is the professional development of our staff, which we facilitate through Job-shadowing initiatives, such as those conducted in Ireland (focused on VTS) and Slovenia (centered on inclusion). These opportunities allow our educators to further their training in an international setting. Additionally, our staff has participated in training courses across Europe, equipping them with new skills that they have successfully implemented in our school.

Through these efforts, we reaffirm our commitment to fostering global collaboration under the Erasmus+ framework.

MOVING FORWARD

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Although our school isn't especially progressive in terms of teaching methods, we have strong initiatives where departments excel—one being podcasting. With access to a professional studio, students receive open-ended assignments requiring research, collaboration, and direction. These context-rich tasks stimulate deeper learning across subjects, even in English.

Our Geography department uses Minecraft and gamification to engage students in thematic group projects—such as building a city that integrates logistics, leisure, culture, and sustainability. This creative, hands-on approach fosters both critical thinking and teamwork.

A third example is *See You Move*, an initiative from our PE department. We believe students should participate at their own level and not be graded based on physical outcomes like jump height or speed. A jump of 1.30 meters means something very different for a student who is 1.10 meters tall than for someone who is 1.70. So instead of traditional grades, we assess the essence of the activity—like endurance running is mainly about consistency, not speed. We use four colour levels and a self-assessment app we developed, allowing students to choose their own pace and goals. This format encourages persistence and self-awareness.

This method is essentially formative assessment: students gain insight into what they can do, what they need, and how to grow—with teachers coaching rather than instructing.

These three developments—podcasting, gamification, and formative PE—are ideal for international collaboration. They link European themes with innovation in education, giving students meaningful, enriched learning experiences.

Join Us, See Us Move!



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PROYECTO M.A.S. EUROPA

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The M.A.S. (movilidad activa y sostenible) Europe project aimed to promote sustainable mobility in contact with nature, encourages the use of bicycles to reduce the carbon footprint, and experience the benefits of being in touch with nature.

The project was developed in three phases. The first phase involved the selection of students and the creation of informative materials to raise awareness about the advantages of using bicycles. These included planning safe routes, producing educational videos, designing informative posters, and disseminating them among the students at the secondary school.

The second phase was the Erasmus experience, during which the students learned how bicycle use is promoted in a French educational high school center. During this phase, they observed signposts and took part in a four-day cycling route from Toulouse to Carcassonne.

The third phase focused on sharing the content and experience students have learnt. Students have developed three different tasks in order to show their achievements. Those tasks included recording a podcast at “Santo Ángel” primary school, holding a meeting with the local district representative to share improvement proposals inspired by the French model, and creating a website to collect all the work and experiences from the project.



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ERASMUS+ IES LA MELVA

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The Erasmus+ project at IES La Melva, launched in 2022, focuses on improving student inclusion, promoting minority languages, and preventing absenteeism. Through participation in Erasmus+ programs, the school has progressed towards these goals, while also emphasizing the use of new technologies and environmental protection.

Observation stays (job shadowing) have played a key role in discovering new methodologies aligned with these objectives. A total of 7 job shadowing have been carried out, involving teachers from various disciplines. Additionally, the school has organized 5 group mobilities involving over 60 students. These experiences have allowed both students and staff to explore diverse educational environments, particularly in the context of language use and treatment.

Moreover, 20 training courses have been completed by more than 15 teachers, equipping them with knowledge about inclusion and absenteeism. These learnings have been directly applied in the development of inclusive playgrounds within the school.

This Erasmus+ initiative has fostered a dynamic exchange of educational practices and contributed to a more inclusive and culturally aware learning community.



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STUDENTS MOBILITIES AND TEACHERS' TRAININGS: Survey

Results and lessons learnt

Rose Maddern Wellington

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Collège Saint-Louis is a general studies secondary school in Liège, Belgium. In our school, there are about 150 teachers and support personnel for 1200 students (12-18 years). A variety of study options are offered to our students including CLIL English immersion program, STEM, European Languages and Science Economics as well as a Social Educational Sciences transitional technical option.

Our school is centrally located in a former industrial neighbourhood that has undergone significant transformation and is now thriving with new services and housing developments. The area is characterised by its diversity and dynamism which is reflected in our student body. We have 53 nationalities represented in our school community, making it a truly multicultural and inclusive environment.

Our school has always promoted European values through Erasmus+ projects, EU Parliament visits and teaching programs.

Erasmus+ Program focus: In line with the Erasmus+ Program objectives, we have endeavoured to strengthen the European dimension of teaching and learning, to increase the quality of teaching and learning in school education and to contribute to the creation of the European Education Area.¹

Poster: Present the findings from two limited scope surveys as well as key lessons learnt and ideas for the future.

Student Mobility survey: Students' perspectives on; information dissemination, selection, organisation, travel, activities and hosting. What were the students' thoughts on reflection? Teacher Training survey: Identification of popular themes within the Pillars of Accreditation, training motivation and the training experience (content, organisation, trainers, facilities, activities). What were the teachers' thoughts on reflection?



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HIRE “ENHANCING CANDIDATES OPPORTUNITIES FOR SUCCESSFUL INTERVIEWS”

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The duration of this Erasmus+ project is 24 months (01/11/2023 - 31/10/2025).

Its partnership is composed by entities from Spain, Greece, Italy and Cyprus.

- FLORIDA CENTRE DE FORMACIÓ COOP V (Spain). Coordinator.
- MARKEUT SKILLS SL (Spain)
- CELLOCK (Cyprus)
- KAINOTOMIA SIA EE (Greece)
- UNIVERSITA DEGLI STUDI DI TORINO (Italy)

OBJECTIVE:

To assist VET students in successfully facing job interviews. To this end, a training package will be created allowing them to experience a real job interview simulation using **an APP with a customized AI-based avatar**.

By analysing data on a person's gestures, voice and movement, such an APP could detect important behavioural cues that reflect the emotions and intents of the interviewee, cues which are difficult to detect through traditional interviews.

Through a customised feedback report issued automatically after the end of an interview session, each trainee can detect their acquisition of different skills as well as their emotional profile.

IMPORTANCE FOR VET:

To trainers/institutes

- Inclusive and interactive training material for interview preparation
- Material to improve the interpersonal skills needed to successfully pass an interview
- An interview simulation tool for their students, monitoring their progress with personalized feedback

To students

- A virtual interviewer avatar with whom they can practice, self-reflect and break the ice of a real job interview
- Less anxiety, nervousness and other emotions that students and candidates usually face during job interviews

ERASMUS+ THROUGH OUR EYES: THE IES SAN MARCOS EXPERIENCE

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We are a high school in Icod de los Vinos, Tenerife, Spain serving approximately 600 students across ESO, Bachillerato, and Vocational Education. During this academic year 2024-2025 we have participated in the Erasmus+ program, with a VET and a SCH project. The project has facilitated diverse mobility activities that have significantly enriched our educational community. These activities included job shadowing, training courses for staff, internships for vocational students, and group mobilities for students, with hosting institutions in Finland, Austria, Italy, and Portugal.

The main objectives of our Erasmus+ project have been to promote environmental awareness and sustainability, enhance student employability, implement innovative teaching methodologies, and integrate ICT into everyday learning. Through these international experiences, our staff and students have had the opportunity to engage with European peers, exchange best practices, and develop both professional and intercultural skills.

Staff participants have observed and applied new educational approaches, particularly related to digital learning and inclusive education. Students, especially those in vocational training, have benefited from practical work experiences abroad and job readiness, which means a change in their lives being more open-minded. Meanwhile, the group mobilities have fostered teamwork, cultural awareness, and a European identity among younger students.

We have put into practice some of the ideas that we have shown through our mobility activities. We are looking forward to getting more ideas to enrich our community.



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IES MONASTIL: BUILDING A EUROPEAN FUTURE THROUGH ERASMUS+ MOBILITY

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The IES Monastil, based in Elda (Alicante, Spain), has participated in the Erasmus+ KA131 programme since 2022. Our school holds the Erasmus Charter for Higher Education and is committed to increasing the employability and internationalization of our Vocational Education and Training (VET) students and staff. In the 2022-1-ES01-KA131-HED-000057594 project, we successfully implemented 14 mobilities: 10 students carried out internships in companies across Europe and 4 teachers participated in job-shadowing activities. The experiences provided key professional, linguistic, and intercultural competencies that enhanced academic practices and student employability.

Currently, under project 2024-1-ES01-KA131-HED-000204144, we have already completed 4 student mobilities (Italy and Portugal) and 1 staff mobility (Dubai). These have led to remarkable outcomes: one student was offered a permanent job in Italy, and two students were invited to work during the summer by their Portuguese host company. Eight additional student mobilities and three staff mobilities are planned before July 2026.

These mobilities were especially meaningful for students with fewer opportunities, as they allowed them to access international work experiences that significantly increased their social and professional inclusion. This work contributes directly to the Erasmus+ priority of Inclusion and Diversity.



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TRANSFORMING VOCATIONAL AND EDUCATIONAL THROUGH ERASMUS: INNOVATION AND MOBILITY

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This project, accredited under the Erasmus Vocational Education and Training (VET) initiative, focuses on the internationalization of vocational education, enhancing students' professional prospects, and integrating innovative methodologies. Our institution, hosting 460 students and 69 teachers, offers programs such as CFGB in Electricity and Electronics, Domestic Activities, and CFGM in Electrical Installations. Through active participation in Erasmus mobility programs, we aim to:

- Foster language competencies.
- Promote active learning methodologies, including CLIL and AI applications.
- Enhance collaboration across partner institutions.

In the 2024-2027 period, the project includes group and short-term mobilities for students, staff training, and observation visits, targeting a broader cultural and academic exchange. These efforts aim to align vocational education with global standards, providing a robust platform for student and staff development.



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IES LA CANAL AND ITS ERASMUS+ EXPERIENCE

IES La Canal

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IES LA CANAL, located in Petrer (Alicante), is an educational institution committed to continuous improvement and the internationalization of its vocational training programs. It offers education at various levels: Basic Vocational Training (Manufacturing and Assembly, Administrative Services), Intermediate Level (Electromechanical Maintenance, Refrigeration and Air Conditioning Installations, Heat Production, and Machining), and Higher Level (Industrial Mechatronics and Maintenance of Thermal and Fluid Installations).

As part of the Erasmus+ program, the school carries out international mobility projects, such as the one titled *"The Internationalization of Vocational Training as a Means of Student Motivation and Inclusion."* Through this initiative, teachers and Intermediate Level students participate in training stays at European institutions, such as IIS Olivetti in Ivrea (Italy) and Tesla Institute in Zagreb (Croatia). These experiences enhance their technical, linguistic, and personal development, while also promoting inclusion, equal opportunities, and environmental awareness.

Participation in Erasmus+ has been key to reducing school dropout rates, promoting gender equity in technical studies, and equipping students with digital tools and soft skills essential for their employability.

We are currently concluding a short-term K122 project, and thanks to our involvement in these initiatives and the dedication of the school, we have earned the Erasmus+ accreditation.

IES LA CANAL is firmly committed to a Vocational Training that is connected to Europe more inclusive, motivating, and aligned with the demands of today's labor market.



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EXPLORING EUROPE, SHAPING FUTURES: ERASMUS+ AT OUR SCHOOL

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Our educational centre offers a comprehensive and dynamic learning journey from early childhood (Kindergarten) to Vocational Education and Training (VET), including Primary,

Secondary and Baccalaureate stages. What makes us truly stand out is our strong commitment to internationalisation through the Erasmus+ programme, which is embedded across all educational levels.

As an Erasmus-accredited institution, we actively promote European values and intercultural learning. Our students and staff regularly participate in **international mobilities**, including **student exchanges, training periods in European companies, and teacher job-shadowing experiences**. These projects foster key competences, language learning, personal growth and employability.

We believe in learning beyond borders. Through Erasmus+, our students not only gain knowledge and professional skills, but also develop a European identity based on respect, collaboration, and shared goals.

Our school is proud to build bridges across Europe **connecting learners, educators and institutions to create a truly European learning community**.

CONCLUSIONS SHORT TERM PROJECTS 2023-1-ES01-KA122-VET-00133773 AND 2024-1-ES01-KA122-VET-000233083

Jose Giera Vives

Coordinator Erasmus+ VET IES Cayetano Sempere (Elche)

GOALS SET

1st INCREASE AWARENESS OF EQUALITY IN THE FIELD OF VET

2nd VET AND ENVIRONMENTAL MANAGEMENT OF WORKSHOPS AND SPACES AND FIGHT CLIMATE CHANGE

3th INTERNALISATION OF THE VOCATIONAL TRAINING GIVEN IN OUR EDUCATIONAL CENTRE

RESULTS

1st DIFFICULT TO QUANTIFY AND ACHIEVE: The number of female enrolments has not increased (the amount is constant) and the general awareness of equality has slightly improved.

2nd EASY TO ACHIEVE AND QUANTIFY: Waste materials have been recycled and materials have been reused. Students have increased their environmental awareness by contributing with ideas for future workshop projects.

3th EASY TO ACHIEVE AND QUANTIFY: The number of mobilities and the interest of students to participate in Erasmus projects has increased. KA-122 accreditation has been achieved and the number of partners with whom we cooperate has increased (we have looked for internships for 3 students, 2 from Portugal and one from Germany and we have to look for companies for internships for 2 students from Sweden next spring).

NEXT CHALLENGES

1st Learning the bases for working on equality in VET, document management with non-sexist language and the concept of equality in the orientation of future students.

2nd Implementing urgent measures to combat climate change and incorporating sustainability criteria (SDGs) and responsible consumption in teaching.

3th Promote and share basic values and effective teaching practices with other EU members and create European awareness among pupils.



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ERASMUS DEVELOPMENT IN THE XXI CENTURY

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IES Siglo XXI is located in Pedrola, province of Zaragoza, so it's a rural school in the "Ribera Alta del Ebro" region and it serves students from several towns in the surrounding area. The school has approximately 600 students in total, distributed among Secondary Education, High School Education, and Basic, Intermediate, and Higher Vocational Training programs.

The local economy is predominantly industrial due to the importance of various companies in the area. This directly influences the interests and employment opportunities of our students.

Around the year 2014, Vocational Training teachers began participating in the Erasmus+ project in a modest way through short-term projects. However, it wasn't until 2020 that the school obtained the K120-VET Accreditation, with its own broader project, aimed at developing annual projects with four different student mobilities. These students carry out their internship modules in various foreign companies. These internships, conducted in countries such as Italy, Malta, or France, count as training hours in the workplace for different vocational fields (administration, automotive, electricity and electronics, installation and maintenance, and transport and logistics).

In recent years, the teaching staff has become actively involved by conducting preparatory visits and job shadowing activities, such as receiving both students and teachers from other countries.

The positive experience gained from this, has led to the creation of a committee that is already working on continuing Erasmus+ activities at the secondary education level.



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PROCESS FOR THE INTERNATIONALIZATION OF TEACHING IN SANT JOAN

Cristina Camila Lledó López

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Our project is developed in three ways that converge and influence the improvement of academic performance and participation, and that contribute to energizing participation in the school life of the Institute, the students, the teachers, and the Luis García Berlanga Institute.

For the students, completing internships in Europe is very important to develop their skills in other countries, reflecting their knowledge.

For the teachers, it is also important to expand their knowledge and share it with colleagues at other European schools.

For the school in general, it allows them to become internationally known and participate in projects with other schools.

In short, the educational community of the Institute improves in values such as coexistence and peace, values so necessary today in any educational centre.



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DIGITAL TRANSFORMATION OF A SCHOOL

Mr. Maxime Barilleau

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France has embarked on a systemic transformation of its education system through the integration of digital technologies, guided by the national “Stratégie du numérique pour l'éducation 2023-2027,” which emphasizes governance, digital competencies, support for educators, and resilient infrastructures².

This presentation will explore how high-level objectives translate into local experiments and large-scale deployments: from the emergence of Territoires Numériques Éducatifs that foster co-construction and mutualisation at departmental and academy levels, to the rollout of platforms like Pix for assessing and cultivating digital skills.

Key levers include comprehensive teacher training programs, research partnerships for iterative impact evaluation, and feedback loops that keep policy aligned with classroom realities.

Concrete examples will illustrate successes (e.g., hybrid pedagogies, inclusive practices, vibrant communities of practice) and challenges (e.g., connectivity disparities, tool appropriation, sustainability).

Additionally, a recent charter for AI usage in education was published in spring 2025, providing ethical and pedagogical guardrails to integrate AI tools responsibly alongside existing digital strategies².

By sharing examples of how AI-related measures dovetail with infrastructure, training, and pedagogical innovation, this talk offers a holistic view of France's journey “from policy vision to classroom practices,” highlighting lessons for any system aiming to harness digital and AI-driven opportunities while maintaining inclusive, sustainable change.



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PRIORITIZING DEMOCRACY: THE EU’S ROLE IN UPHOLDING DEMOCRATIC PRINCIPLES

Mr Talip Sandaya

Deputy Director at Mimar Sinan Ortaokulu, Samsun, TURKEY

This presentation, “Prioritizing Democracy: The EU’s Role in Upholding Democratic Principles,” explores how the European Union (EU) serves as both a guardian and promoter of democracy within its member states and on the global stage. With educators as the primary audience, the presentation offers a clear and accessible overview of key democratic concepts and how they are embedded in EU values, treaties, and institutional practices.

Beginning with a foundational explanation of democracy—as governance based on freedom, equality, rule of law, and citizen participation—the presentation emphasizes its significance as a core pillar of the EU. It highlights Article 2 of the Treaty on European Union and the

Charter of Fundamental Rights, which outline the obligations of member states to uphold democratic values.

The presentation further introduces the tools the EU employs to safeguard democracy, such as the annual Rule of Law Reports, the European Democracy Action Plan, and funding mechanisms that support media freedom and civil society. It also addresses pressing challenges, including democratic backsliding, disinformation, and diverse political cultures across member countries.

Educators will find value in the section dedicated to civic engagement and the role of citizens, underscoring the importance of fostering active participation and critical thinking in democratic societies. The presentation concludes by framing democracy as a shared responsibility where institutions and individuals must collaborate to preserve its strength and integrity.

This session aims to inspire educators to integrate democratic education into their teaching and encourage learners to become engaged, informed citizens.



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GREEN MINDS: EDUCATION'S ROLE IN THE EUROPEAN CLIMATE TRANSITION

Mrs. Melike Civil

Erasmus coordinator at Derecik Sehit Yasin Boy Secondary School, Samsun, TURKEY

Climate change is one of the biggest challenges facing the world today. In response, the European Union has set a very important goal: to become climate-neutral by the year 2050. This means that the EU wants to reduce its greenhouse gas emissions as much as possible and balance out any remaining emissions by other means, such as planting trees or using new technologies. But achieving this goal is not just about laws, energy systems, or technology. It also requires a major shift in how people think, live, and act — and this is where education plays a key role.

Education is more than just learning facts in a classroom. It helps people understand the world, make informed decisions, and take responsibility for their future. In the context of climate change, education can give people the knowledge and skills they need to protect the environment and build a more sustainable society. From young children in schools to adults in universities and training centers, everyone needs to be part of this learning journey.

In recent years, the EU has begun to recognize education as a powerful tool for climate action. Through the European Green Deal and other policies, schools, teachers, and communities are being encouraged to raise awareness about climate issues, include environmental topics in their lessons, and support students in becoming active citizens. New programs and partnerships are also helping educators bring climate topics into all areas of study from science and technology to art and ethics.

This presentation will explore how education supports the EU's climate goals. It will look at the role of schools, universities, and vocational institutions in teaching sustainability, promoting eco-friendly behavior, and inspiring innovation. It will also highlight some of the key challenges, such as the need for better teacher training, updated teaching materials, and stronger cooperation between education systems and environmental policies.

In short, education is not just a background player it is at the heart of Europe's climate transition. By empowering people with knowledge, values, and practical skills, education can help build a greener, fairer, and more resilient Europe for all.



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DIGITIZATION OF DOCUMENT MANAGEMENT IN ERASMUS+ PROJECTS USING MOODLE

Míriam Castillo

Head of the Service for Programs and Projects to Promote Vocational Education at the Departament d'Educació of Catalonia, responsible for its implementation and adaptation in Catalonia.

Óscar Millán Núñez

Educational Advisor of the Conselleria d'Educació of the Balearic Islands from 2013 to 2023 and designer of the tool.

Document management in Erasmus+ KA1 projects represents a significant burden for beneficiaries, both in terms of the time required and the associated administrative risks, as incorrect justification of funds can lead to financial penalties. The Beneficiary Module tool, designed for grant calculation and data reporting to National Agencies, is not intended as a document management platform for beneficiaries.

This presentation introduces a digital solution developed for KA121-VET mobility consortia, based on programming the “database” activity in the Moodle virtual learning environment using JavaScript. The tool allows for the replication and expansion of the Beneficiary Module’s functionalities, incorporating the completion of agreements, learning agreements, and the archiving of all supporting documentation for mobilities. Its main advantage is the low development cost and sustainability: it can be maintained and updated by staff with basic knowledge of Moodle, HTML, and JavaScript, without the need for major investments or specialized resources.

Although the tool was initially conceived for consortia, its design makes it easily transferable to individual educational centers managing a high volume of mobilities, offering an effective, scalable solution tailored to their needs.

Developed by the Conselleria d'Educació of the Balearic Islands, the solution was later transferred and adapted by the Departament d'Educació of Catalonia for the management of its KA121-VET and KA131-HE consortia, demonstrating its versatility and transferability.



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ON THE TRACK TO EUROPE: BUILDING A BETTER PLANET

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The “On the Track to Europe” project stands as a powerful example of how education, innovation, and collaboration can drive change in our lives as teachers and as students. Rooted in the principles of environmental learning and cross-cultural exchange, the project seeks to inspire both students and teachers to take an active role in shaping a brighter future.

The central part of the project is the belief that meaningful learning extends beyond the classroom. Through international mobilities, participants are exposed to diverse perspectives and practices, which will enrich their understanding of sustainability and European values. Teachers will travel to other countries, where they will engage with peers, observe different educational systems, and exchange effective teaching strategies. These experiences are designed to foster professional growth and encourage the integration of sustainability and technology into everyday teaching. Students will benefit from these exchanges as well. By collaborating with their counterparts abroad, they will explore environmental issues from a European perspective, gaining insights into local biodiversity, conservation efforts, and sustainable living. These hands-on experiences not only enhance academic learning but also cultivate a sense of global citizenship and environmental stewardship.

Finally, “On the Track to Europe” is more than an educational project; it is a call to action. It empowers individuals to think critically, act responsibly, and contribute meaningfully to a sustainable and united Europe by means of technology.



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INTERNATIONALIZATION AND INCLUSION IN VOCATIONAL EDUCATION: THE PJO ERASMUS+ CONSORTIUM EXPERIENCE

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The Erasmus+ accreditation awarded to the Patronato de la Juventud Obrera (PJO) since 2020 has become a cornerstone of the institution's internationalisation strategy in Vocational Education and Training (VET). Through project code 2020-1-ES01-KA120-VET-095451, the PJO-led consortium has expanded year by year, currently including nine partner schools from the Valencian Community. This number will reach ten next year, covering all three provinces. The main objective is to provide inclusive, high-impact learning mobilities for both students and teachers—specifically targeting students in Basic and Intermediate VET programs, as well as those in Special Education. Participants complete internships in Ireland and Malta, experiencing real professional environments while strengthening personal, linguistic, and technical skills that significantly boost their employability in Spain or abroad. These mobilities are not only educationally transformative but socially empowering for young people often facing limited career prospects.

While PJO also coordinates several impactful projects in Secondary Education—such as *Many Small People Who Do Small Things*, promoting sustainability through ECO-EXCELLENCE certification, and *Building Digital European School*, a digital transformation guide—the VET initiative stands out due to its direct effect on social equity and professional future.

By bridging education and the European labour market, the PJO consortium ensures that no learner is left behind in the pursuit of a green, digital, and inclusive future, turning international experience into local development.



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STUDENT IN MOTION (SIM)

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Since 2019, IES La FOIA has been an active participant in the Erasmus+ programme, a key European Union initiative in the field of education and training. Thanks to its involvement in this programme, the school has opened its doors to new international experiences, promoting the exchange of knowledge, cultures, and best practices in both educational and professional contexts.

IES La FOIA's interest in being part of Erasmus+ stems from a firm conviction: the importance of promoting European values within its educational community. Principles such as inclusion, tolerance, respect for diversity, solidarity, environmental responsibility, and international cooperation are an essential part of daily life at the school. These values not only enrich students' academic training but also contribute to their personal, professional, and social development.

Over the past few years, the school has carried out several Erasmus Pro mobility projects for Vocational Education and Training (VET) students in Ireland, as well as job-shadowing mobilities for teachers in France, Ireland, Germany, and the United Kingdom. These initiatives have enabled IES La FOIA not only to improve its educational quality but also to strengthen its identity as a school that is open to the world and committed to a shared European future.

With its focus on both the present and the future, IES La FOIA continues to embrace the Erasmus+ programme as a fundamental tool for preparing its students to face global challenges—always grounded in strong values that reflect the European spirit.



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THE ABCs OF MANAGING ERASMUS+ VOCATIONAL TRAINING

MOBILITY PROJECTS

Flor Dupraz

Expert in Erasmus Vocational Training Mobility projects and Mobility Project Manager at the National Agency (SEPIE) from 2015 to 2024

Summary: Components A, B, and C in Erasmus+ VET Mobility Projects. These components refer to the three essential phases that must be planned and executed in any mobility project to ensure its quality, impact, and sustainability. They form the pedagogical and organizational framework surrounding the stay abroad.

A. PREPARATION (Before Mobility)

Objective: To ensure the participant is ready for the experience, both practically and pedagogically.

Key Activities:

Selection and Matching: Choosing participants and finding a suitable host organization (company or training center).

Agreements (Grant Agreement, Contract): Signing the Learning Agreement for Traineeships (a mandatory document) detailing rights, obligations, learning objectives (Learning Outcomes), tasks, assessment, insurance, etc.

Linguistic, Cultural, and Pedagogical Preparation: Providing training in the working language, the host country's culture, and the professional environment. Includes defining individual Learning Objectives.

Logistics: Organizing travel, accommodation, insurance (European Health Insurance Card and/or additional insurance), and documentation.

B. IMPLEMENTATION AND MONITORING (During Mobility)

Objective: To ensure the stay proceeds as planned and to address any issues.

Key Activities:

Welcome and Induction: Introduction to the host organization, tutor, team, and safety rules.

Tutoring and Monitoring: A tutor in the host country supervises the traineeship. The sending organization maintains regular contact with both the participant and the host organization.

Learning Monitoring: Verifying that the participant is achieving the learning objectives agreed upon in the Learning Agreement.

Support and Problem-Solving: Providing support for any personal, cultural, linguistic, or work-related problems that arise.

C. EVALUATION AND DISSEMINATION (After Mobility)

Objective: To recognize the learning, evaluate the results, and maximize the project's impact.

Key Activities:

Assessment and Recognition: Final evaluation of the participant's learning. Issuance of the Europass Mobility document and, crucially in VET, the relevant ECVET documentation for the transfer and recognition of learning credits. Possible validation of the training module.

Evaluation of the Experience: Collecting detailed feedback from the participant and the host organization to improve future projects.

Dissemination and Exploitation of Results: Sharing the experience and lessons learned within the educational institution, with other institutions, local companies, and the wider community. Raising the visibility of the Erasmus+ program.

Long-term Impact: Assessing how the mobility has contributed to the participant's employability and the improvement of the sending institution's methods.

CONCLUSION:

Components A, B, and C form an integral quality cycle. It is not just about organizing a stay abroad (B), but about preparing it properly (A) and, most importantly, formally recognizing the learning and maximizing the return on investment (C). The success of an Erasmus+ VET mobility project depends directly on the attention and resources dedicated to each of these three phases.



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STESSIE

STRENGTHENING, SPREADING, (DISSEMINATING, IMPLEMENTING AND EVALUATING) THE TOOLBOX FOR (SELF-) EVALUATION AND STIMULATION SOCIAL INCLUSION IN EDUCATION

Cooperation partnership in school education – Erasmus+ project KA220

Ana María Esteve López

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In many European countries, "inclusion" is understood in different ways. The STESSIE project seeks to create a common framework for what inclusion in education means and how diversity can be leveraged as an added value. With this objective, and through this Erasmus+ KA220 project, the aim has been to stimulate and strengthen social inclusion in education, conceiving of inclusion as an approach and a responsibility that encompasses the entire educational community.

The project partners are Ghent University (Belgium), the Institute for Advanced Studies in Education and Training IH2EF (France), and the quality assurance departments or inspectorates of Bulgaria, Estonia, Flanders, Malta, and Serbia, as well as the educational inspection services of the Basque Country and Madrid, and the IES Monastil school in Elda, the only participating educational institution, which assumes the role of "critical friend."

The project is based on a framework of self-reflection, debate, action, and growth toward a more inclusive school, aiming to answer the following questions: What best practices do schools implement to create an inclusive school environment, an inclusive classroom climate, and leadership focused on inclusion and diversity? In what areas can they improve? And what actions can contribute to this?

This project aims to create a tool for self-assessment of inclusion in schools and originated from a previous Erasmus+ program (BIBESOIN, 2019-2022). In that program, a multidisciplinary team of experts from different countries (Spain, France, Belgium, Estonia, Malta, Bulgaria, and Serbia) and from various educational fields (inspectors, school principals, teachers, advisors, researchers, representatives of educational

authorities, etc.) reflected on the theoretical framework of inclusion in the EU and the specific situations found in schools. As a result of this collaborative work, the decision was made to develop a self-assessment questionnaire based on three areas: inclusive school environment, inclusive classroom climate, and leadership. Once the questionnaire was refined, the next step was to materialize it into a tool: the TESSIE-METER, currently in the pilot phase.

The TESSIE-METER is an instrument specifically developed to support schools in their progress toward more inclusive practices. It is a self-reflection tool that promotes critical reflection within schools on their learning environments and materials, their pedagogical practices, and their relationships with and among students. This tool serves to integrate the vision of inclusion held by the entire educational community: teachers, families, and students.

Features of the TESSIE-METER:

- The tool provides valuable information about the school's current level of inclusion.
- The tool can be applied several times in subsequent years to assess progress toward the future. The tool allows visualization of how the perspectives of teachers, staff, and students align or diverge.

However, this is just the starting point. The TESSIEMETER is part of a process that supports schools in planning and coordinating actions to become more inclusive learning environments and helps them make decisions about strategic directions for the future. To this end, the TESSIEMETER includes a guidance kit to help school leaders identify appropriate strategies for improving inclusion based on the results obtained.

The TESSIEMETER tool has been developed into a software application, available in the seven languages of the participating countries (in addition to Spanish, it is also available in Valencian and Basque) and is currently in the pilot phase. Once all the supplementary material has been added, such as the guide and tutorial with improvement proposals, the videos with user testimonials and the inspiring examples, the tool will be presented at the final meeting that will take place in The Hague on November 20 and 21, 2025.



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EPAS: EUROPEAN PARLIAMENT AMBASSADOR SCHOOL

María José Llorca Fornés, Consuelo Fornés González y Jaime Garcés Mengual

IES Bellaguarda, Altea, Spain

Experiencia de participación ciudadana en un IES a través del programa EPAS (Escuelas Embajadoras del Parlamento Europeo) y MEPAS (Escuelas Mentoras del Parlamento Europeo).

El programa se ha realizado durante cuatro cursos académicos con actividades dirigidas a alumnado, profesorado y ciudadanía. El objetivo principal del programa EPAS es difundir los valores de la Unión Europea, la participación ciudadana y democrática y celebrar el Día de Europa, colaborando activamente con otras escuelas embajadoras y con las instituciones locales y europeas.

Las actividades van dirigidas a alumnado entre 15 y 17 años y se pueden trabajar desde todas las áreas del currículum, potenciando la implicación de todos los departamentos del centro además de la cohesión del alumnado dentro del grupo. Los coordinadores del programa reciben una formación en Madrid al ser su centro aceptado.

Las tres actividades más significativas y relevantes de la experiencia han sido participar en una sesión de *Euroescuela* (sesión parlamentaria dentro de la eurocámara donde alumnado de un centro de los 27 países de la UE ejerce el papel de eurodiputado por un día) en Estrasburgo, visitar el Parlamento Europeo y las instituciones europeas en Bruselas y asistir con otras escuelas EPAS al encuentro MEU realizado en Madrid, donde el alumnado se convierte en miembro del Parlamento Europeo durante una semana y participa en una simulación del proceso de toma de decisiones en la UE.



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BUILDING AND CIVIL ENGINEERING DEPARTMENT 2024-25

Rosa Maria Blasco Climent

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This academic year 2024-2025, the Center has been granted 14 mobilities and the Department of Building and Civil Works of the IES Pou Clar has been beneficiaries of 4 Erasmus + mobilities within the project 2024-1-ESO1-KA121-VET-000215795 by the STEPV and ESFMB. The mobilities have been publicized through: Photos and videos on the center's specific Erasmus notice board, on the center's official website and on the center's Instagram channel IES Pou clar. Presentations to the teaching staff and recognitions at Vocational Training graduations.

Two second-year students from the Intermediate Cycle of Interior Design, Decoration, and Renovation have been granted a three-month scholarship to Italy, which has subsequently validated their FCT internships.

Izan Granados Sanchis completed an internship in Pescara at a construction and multi-service company from March 3, 2025 to June 3, 2025.

Nuria Ferri García completed an internship in Manfredonia at an interior design company from March 6, 2025 to June 6, 2025.

Two teachers have also benefited from mobility services to improve our digital teaching skills and accompany students on round-trip travel.

Rosa Maria Blasco Climent participating in the "European Citizenship and Digital Teaching" training course taught by the Belgian-Italian Chamber of Commerce in Brussels from May 13, 2025 to May 18, 2025.

Patricia Loyola Giner accompanying students from various Vocational Training centers on their return from their experience in Crete. Her stay will be from 07-06-2025 to 11-06-2025.



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