

ERASMUS+ POLICY STATEMENT (EPS)

ERASMUS CHARTER FOR HIGHER EDUCATION (ECHE) 2021-2027

IES L'OM (PICASSENT, SPAIN)

Participation in Erasmus+

IES l'Om is a public high school located in Picassent (Valencia, Spain), that depends on the Department of Education, Universities and Employment of the Valencian Government. It provides school education and basic, intermediate and higher-level Vocational Training. The current distribution of the population of Picassent is around 19,000 people in the urban area and 1,660 in the urbanizations. It's a unique high school of its kind in the area and, as a result, we find a wide spectrum of socioeconomic and cultural backgrounds among the students. The HEI specializes in basic, intermediate and higher-level vocational training focusing on electricity and electronics, and administration and management, with different higher-level cycles including Higher Technician in Electrotechnical and Automated Systems, and Higher Technician in Administration and Finance. The HEI is a member of the Novigi network: the collaborative network between Vocational Training centers and between the teachers who teach in said training field, for the revitalization and consolidation, throughout the public Vocational Training system of the Valencian Community, of pedagogical and organizational innovation as a key element of change in the learning models of Vocational Training, evolving from traditional teaching-learning models to active methodologies in which students intervene as active protagonists in their process of acquiring skills. During the 2023-24 school year, the Department of Education, Universities and Employment of the Valencian Government has authorized the work group in our high school titled Internationalization of Vocational Training through European programs.

For the first time, with the purpose of modernizing and internationalizing the Higher Education and Vocational Training and make mobility and cooperation one of the central elements of our institutional policy, during the 2023-24 academic year, our public high school participates as a partner in a KA121 Vocational Training Erasmus+ project. As a result, six students of the intermediate degree cycle of Technician in Electrical and Automatic Installations are going to carry out training mobilities in European companies. Students with limited economic resources, students who have never travelled abroad and students who have been on the verge of academic failure are going to participate in the training mobilities, which has caused a significant impact among the students, their families and the educational community.

Due to the success of this project and the high demand for participation among students, it is advisable to expand the participation of the high school in Erasmus+ projects to the higher-level Vocational Training. We are interested in higher education students being able to carry out a traineeship in an enterprise, a research institute, a laboratory, an organization or any other relevant workplace abroad, during the completion of the workplace training module, as part of their studies. At first, depending on demand and our resources, we plan to carry out around 6 or 8 mobilities of higher education students per year. We also consider interesting the possibility that higher education teachers can take part in a training activity abroad in a higher education institution, company or any other relevant workplace, which is relevant to their day-to-day work at the HEI.

In order all previous exposed and according to our resources, we consider that the most suitable action to achieve our goals is the Key Action 1 (KA1) Learning mobility of individuals: Mobility projects for higher education students and staff. Also, we would like to be involved in future activities supported by Key Action KA2 Partnerships for Cooperation, that allow us to increase the quality and relevance of our activities, to develop and reinforce new networks of partners, to increase our capacity to operate jointly at transnational level, boosting internationalization of our activities and through exchanging or developing new practices and methods as well as sharing and confronting ideas.

Strategy, objectives and impact

We are making important efforts to advance the process of modernization, revitalization and internationalization of education in our public high school, and we also intend to reach the higher-level Vocational Training, contributing to the goal of building a European Education Area. In higher-level vocational training study programmes, students must complete 400 hours of training in workplaces at the end of the cycle, and we intend to give these students the opportunity to carry out their training in an enterprise, a research institute, a laboratory, an organization or any other relevant workplace abroad, as well as also giving this opportunity to recently graduated students.

Accordingly, at first, we plan to submit a project application for key action KA1 Mobility project for higher education students and staff and, after that, consolidate our participation in the action, without ruling out participation in future calls for key action KA2 Partnerships for Cooperation. We intend to increase the number of mobilities carried out by students and staff year after year, as well as gradually increase the number of destination countries. We also intend to gradually increase contacts with European companies and other higher education institutions.

Our main goal is to improve the quality of our higher-level vocational training studies by providing a European approach. Through our participation in the program we intend to achieve these specific, realistic and achievable objectives for us:

- 1) Improve the employability of higher-level vocational training graduates and their career prospects, as well as facilitate their job access to transnational companies, helping them to be highly trained professionals through the acquisition of additional professional, social and intercultural skills.
- 2) Give the opportunity to carry out a traineeship abroad to students with fewer opportunities, especially those who face barriers linked to education and training systems, social and economic barriers and cultural differences.
- 3) Promote the modernization and internationalization of our institution through the creation of networks with European companies and other higher education institutions.
- 4) Contribute to creating greater awareness of EU values and a sense of European identity by promoting tolerance and respect, as well as increase social participation for active citizenship.
- 5) Improve foreign language skills, professional skills and digital competences among the students and staff of our organization.
- 6) Promote new pedagogical approaches.

Indicators

In order to measure the achievement of the objectives, the following qualitative and quantitative indicators are proposed. With a view to evaluate the evolution of the indicators, it will be necessary to account for them periodically, taking a school year as the basis for measurement.

- 1) Number of students mobilities carried out.
- 2) Number of students mobilities with fewer opportunities carried out.
- 3) Number of students interested in mobility in another European country
- 4) Number of staff mobilities carried out.
- 5) Number of European companies and higher education institutions that collaborate with our organization.
- 6) Employability rate of graduates who have carried out a mobility abroad, compared to those who have not carried out one.
- 7) Number of students who pass the first year of the cycle, encouraged by training mobility in the second year.
- 8) Number of students who have carried out a mobility and have been actively involved in their community, transmitting their experience in Europe to the educational community, and helping future students who are going to carry out a traineeship abroad.
- 9) Number of enrolled students in higher-level Vocational Training.
- 10) Level of satisfaction of students, families and staff, identifying the strengths and weaknesses of the project through participants' feedback.
- 11) Level of knowledge of students and staff in foreign languages.
- 12) Level of satisfaction of companies and organizations that host students.

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