



FORMACIÓ PROFESSIONAL



ERASMUS+

ERASMUS POLICY STATEMENT (EPS)



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APROVAT	Revisió 01	ECHE Curs: 2021 - 2027

1. ERASMUS POLICY STATEMENT (EPS)

1.1. Erasmus activities included in our EPS

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

1.2. Erasmus Policy statement (EPS): our strategy

CEIR-ARCO is a small VET organization that has striven to offer its learners and staff an international perspective since 2005. It is one of our priorities to engage in international experiences that can help our learners and staff go beyond the local expectations and get to experience the whole of Europe as their new educational and professional setting and target area (go beyond the local borders).

Our international experiences:

We have participated in KA103 for Higher education student and staff mobility within programme countries projects since 2015 with our own ECHE. Moreover, our VET learners, graduates and staff have been participating on KA102 and KA103 mobilities within the Consortium lead by the Fundació BCN FP. Within the Erasmus+ programme our staff have visited Hanover to see the German dual

VET curriculum implementation also with the Consortium led by Fundació BCN FP.

Prior to our Erasmus+ projects we had several international experiences. We have previously participated in the Socrates Programme (2005-2009) our staff visiting organisations in Italy, Belgium, Denmark. We had an international cooperation project with Argentina that was carried out between 2008 - 2010. We have also been a host VET organization for visiting teaching staff from with organisations from Turkey, Norway and Italy with success since 2013 onwards.

With our Erasmus+ projects (ECHE 2014-2020) we have established partnerships with organisations for the different departments and curricula that are offered by our organisation throughout the European territories: UK, Italy, France, Ireland, Greece, Iceland, Malta.

As part of our internationalization process and along with Erasmus+ mobilities, CEIR-ARCO is progressively implementing the use of English throughout all the VET LOE programmes either through professional and technical English for Specific Purposes, the creation of Content and Language Integrated Learning (CLIL) activities within the official syllabus, the implementation with role-play activities with a native professional conversation assistant (CA) and the promotion of conversational English through inter-departmental extracurricular lessons. The goal is to promote culture and language learning as an asset to employability and mobility within the EU and to foster confidence in communication skills.

Our internationalisation mission:

The mission of our general internationalization strategy is three-fold:

- To provide a broader employability opportunities within an international scope for all our VET learners.
- To strengthen the cooperation between partner organizations with a view to establishing exchanges of good practices.
- To facilitate the recognition and validation of knowledge, skills and competences acquired through different types of learning and working experiences for both students, recently graduates and staff.

Developing our core skills in Europe:

The core skills that we plan on further developing and strengthening are the following:

- Promote the development, testing and/or implementation of innovative practices in the field of education and training.
- Offer an international curriculum to our VET learners that enhances their qualifications and skills and prepares them to work within international work teams, in both local and international workplaces.

Our core values for internationalisation strategies:

In our international strategy we apply the same corporation core values summarized in our acronym of CEIR-ARCO:

- C: [ct] Confiança [en] Confidence
- E: [ct] Esforç [en] Effort
- I: [ct] Implicació [en] Involvement/Participation
- R: [ct] Rigor [en] Righthness
- A: [ct] Amistat [en] Amity/Friendliness
- R: [ct] Respecte [en] Respect
- C: [ct] Compromís [en] Commitment
- O: [ct] Optimisme [en] Optimism

CEIR-ARCO wants to put present and future efforts to find a stable partnership with a European VET organization that share our core goals and values to cooperate in the creation and development of new KA1 and KA2 projects. We are looking forward to establishing life-long relationships at the organizational level but also to provide life-long personal and professional relationships for both our students and staff.

In order to fulfill this vision, during the next projects we want to contact and visit different VET organizations to see if we can foster a partnership. During the current 2019 we have found a partner organisation in Ireland, St John College (an educational VET organisation within the Cork Education and Training Board, OID: E10037448). We have discussed our future collaboration activities with both student and staff extensively over the email. However, our first meetings to discuss all our partnership had to be postponed because of the covid-19 crisis.

Our previous experiences have taught us that it is with direct contact with other interested organizations that we can achieve successful agreements.

Our main short term goal is to continue providing our students the opportunity to participate in international apprenticeships and work placements that can enhance their learning curriculum and professional skills. Our student

Erasmus+ mobility program aims to find appropriate training or apprenticeship placements tailored to meet the needs and individual interest of our students.

Our student candidates and teaching staff are trained in the following vocational training and further education programmes (level 2, 3, 4 and 5).

Our educational departments include:

Social Care Department:

- Social Integration Technician [tertiary - higher VET (level 5)]
- Early Childhood Education Technician [tertiary - higher VET (level 5)]
- Communication Support and Intervention Technician [tertiary - higher VET (level 5)] (former sign language interpreting programme)

Health Care Department:

- Health Care and Nurse Assistant [post-secondary - VET (level 3-4)]
- Pharmacy and Parapharmacy Assistant [post-secondary - VET (level 3-4)]
- Medical Records and Health Information Technician [tertiary - higher VET (level 5)]

Car Mechanics Department:

- Auto-Bodywork, Welding and Refinishing Assistant [post-secondary - VET (level 3-4)]
- Auto-electrical Systems Assistant [post-secondary - VET (level 3-4)]
- Automotive Mechanics Technician [tertiary - higher VET (level 5)]
- Light Vehicle Repair and Maintenance Auxiliary [secondary - Initial VET (level 2)]

Electrical Engineering Department:

- Electrician [post-secondary - VET (level 3-4)]
- Electrical Technician [tertiary - higher VET (level 5)]

Target groups of our mobility activities:

- Students of VET at both secondary (Initial VET [level 2] and post-secondary VET [level 3-4]) and tertiary level (Higher VET [level 5])
- Teachers of VET at both secondary and tertiary level (levels 2 - 5)
- Staff from the head and administration offices.

Our short-term goals include:

- To keep proving our tertiary students international mobilities for work placements and traineeship.
- To keep proving our and staff the possibility to have international experiences through job-shadowing and training mobilities.
- To encourage staff mobilities that have a direct impact in the learning activities included in our training programmes.
- To start providing our secondary students international mobilities (KA-102, including work placements and traineeship) within our own projects.

- Establish a stable partnership with a European VET organization to collaborate in the development of both organisations for students and staff mobilities.
- Continue participating within the Consortium led by Fundació Barcelona FP to be able to offer more funding and mobility possibilities to all our educational community (KA-102 and KA-103).
- To improve the visibility of all our international projects and experiences.

Our medium-term goals include:

- Continue promoting our KA1 mobilities through our new CHARTER/ECHE and within the Consortium led by the Fundació BCN FP to include new international experiences including both EU and non-EU projects.
- To keep offering more and more international mobilities. within reasonable numbers, to help that all of our students and staff that are willing to gain an international experience can achieve their goals.
- To explore, promote and implement different types of KA1 mobilities beyond our previous international experiences (our past experience includes mainly KA-103 mobilities, which is the bulk of our mobilities and the only option so far for our students within the 2014-2020 Charter). Including both EU and non-EU projects related to traineeships in companies for students (student's mobility), and training, job-shadowing and teaching experiences for teachers (teacher's mobility).

Implement longer mobilities (beyond the 2-month minimum period we are currently implementing for students and the 5-day period for teaching staff)

- Start providing our secondary students international mobilities within our own projects (KA-102, including work placements and traineeship)

Our long-term goals include:

Additionally, in the medium and long term we would like to further our internationalisation strategies through

- Fully explore and exploit the different possibilities that KA1 and KA2 mobilities can offer to our educational community for both secondary and tertiary levels.
- Cooperation arrangements and long-term partnerships with companies and institutions (that can enhance our students' possibilities to find a job in the hosting country after mobility).
- Cooperation arrangements and long-term partnerships with VET Educational centres (that can allow study abroad and exchange opportunities for all organisations and educational communities)
- Implement a project that would have a solidarity component and cultural exchange together with a partner organization that could encompass students from different VET programmes.

The above strategy will enable our educational organisation to fulfill and enhance the modernisations and internationalisation which is part of our core targets. We strive to promote a global vision of education and vocational training within the European international framework beyond our local and national borders that can instil in our students and the future professionals a new perspective in accordance to the 21st century European values.

Our action plan includes:

For our KA1 we would include:

- Promoting that international mobilities in the future contribute to long-term partnership or new contacts for future partnerships, by awarding extra points to those candidates that find different hosting organizations for their mobilities.
- Exploring the collaboration possibilities within KA1 with our partner St John's college regarding our different groups of students and staff.
- Explore the collaboration possibilities with other VET organisations in different EU and non-EU countries, companies, profit and non-profit organisations.
- Promoting that at least one teacher for each of our 4 departments (Health Care, Social Care, Transports and Vehicle Maintenance, and Electrical Systems and Electronics) sign up to the e-Twinning tool.
- Engage our international students and teachers in cooperation in developing new ideas for future projects in their hosting countries. We will include in our "after mobility" check-list a space to list possible future partner organizations that have been contacted during the mobilities.
- Create a template thank-you letter for all first-time hosting organizations offering future (and more permanent) partnerships and asking for new ideas for a joint project.
- Improve the section about Erasmus+ projects on our website and include a contact section for possible International partners, and former students and staff that are willing to take part in our Erasmus Community.

For our KA2 we could include:

- Initiating a joint partnership with St John's College (an educational VET organisation within the Cork Education and Training Board, OID: E10037448) in which we are willing to learn from their extensive experience with Key Action2. And progressively expand our collaboration and exchanges of practices.
 - Continue to strive for the search of new partners for cooperation so that all our departments and training programmes can have equal opportunities regarding internationalisation of their curriculum, learning and professional skills through different types of joint mobilities. (through e-Twinning and other European-based platforms)
 - Involve the head office and administration of our school in the international representation of our organisation.
- Our actions and activities are possible thanks to a joint effort of our organisation human resources. With specific regard to organising the mobility activities:

Head office

- Head master: managing and leading the projects and coordinating other human resources involved in International projects.
- Head teacher: supporting international office coordinator and engaging with top-down and bottom-up initiatives from head office and teaching staff.

International office

- International coordinator: manages everyday projects and activities within the international programmes for CEIR-ARCO Villarroel and CEIR-ARCO Aragón;

contacts companies and organisations; finds opportunities for traineeships; promotes international projects and mobilities; provides information.

- International coordinator assistant: manages mobilities with students from CEIR-ARCO Aragó and supports International coordinator.

Teaching staff

- Mentor/Tutor for traineeships: manage all the required paperwork for the recognition of international traineeships with the official programmes' curricula.

- Community manager: promotes and disseminates all international activities and projects on CEIR-ARCO social media.

Administration office

- Secretary: manage incoming applications for international mobilities; post and update information on ongoing projects.

- Administrator: manage official paperwork; billing and finance.

All these actions and joint effort of all our human resources -- together with any corrective actions or measures that might need to be implemented (if needed be) -- will contribute to achieve and expand our goals and objectives regarding our institutional international and modernisation strategies.

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.)

Main outcomes:

- **Student outcomes:** all have gained international work experience in companies within the EU countries. This experience has enhanced their CV and helped them greatly with employability chances both locally and internationally. All students have gained confidence in their professional, social, personal and communication skills.

They have transmitted their positive experiences to their fellow classmates and now all our learning community value the Erasmus+ mobilities as an asset. Additionally, after leaving school and entering the labour market their renovated European identity, intercultural experience and improved language skills have helped them find Jobs locally.

We are looking forward to being able to continue giving this opportunity to our tertiary level students and provide similar opportunities to our current and future secondary level students within the Erasmus+ projects within our new ECHE (2020-2027). The Consortium led by Fundació Barcelona FP has been able to provide this but we are looking forward to expanding on the number and types of mobilities.

- **Teacher outcomes:** All out teachers have gained confidence in their professional, social, personal and communication skills. Specifically, regarding English language. They have transmitted their positive experiences to both their fellow workmates and students contributing to spreading the additional value Erasmus+ mobilities can add to the training and knowledge. More interestingly, their international experiences have contributed in the implementation of CLIL activities within several modules.

We are looking forward to being able to continue giving this opportunity to our staff and also new International experiences such as teaching mobilities and staff exchanges. Including not only our tertiary educational community (which have been our previous beneficiaries), but also the secondary education community including both initial and continuing VET.

Satisfaction and impact:

- Since we started our Erasmus+ projects all the participants have been fully satisfied with their experiences and the positive outcomes. The previous experiences have impacted in a decisive way in encouraging others in “daring” to go beyond the local frontiers and promoting the learning of English as a valuable tool for internationalization.

After mobility we have a checklist with different tasks that help us collect the qualitative indicators. Including:

- a personal experience letter
- an after-mobility interview
- an after-mobility email to the host organisation

The quantitative indicators are collected and analysed through the survey and the preparation of the reports. And included in the schools annual report.

Quantitative indicators regarding the participants:

- language skills results
- employability rate within receiving country
- local employability rate

Quantitative indicators regarding the mobilities:

- number of candidates per project

- number of successful mobilities
- number of established pattern
- number of new partners
- number by type of mobilities

The follow-up and assessment of these targets as well as the indicators of compliance and satisfaction of the Erasmus+ participants will be done annually. It will be using all possible opportunities (email, Moodle 'CEIR-ARCO intranet, personal interviews, website, Erasmus+ community, etc). If the results or the feedback don't fulfill our expectations, we'll apply corrective actions.

Other types of mobility activities:

- Our organization has participated since 2015 in the Consortium led by Fundació BCN FP for secondary recent graduates, tertiary students and teachers. In 2015 and 2018 projects we sent every year one secondary VET recent graduate with a KA102 mobility and one tertiary VET student or recent graduate with a KA103 mobility. Additionally, two members of our teaching staff have participated in their organized visits and teaching. Unfortunately, the 2019 mobilities have had to be postponed due to the covid-19 alert.

Indicative timeline:

2020-2021: Continue KA103 mobilities for both students and staff + advance visit and job-shadowing to St John's college partner or other partners to discuss possible collaboration in KA1

2021-2022: Continue KA103 mobilities + Apply KA102 with partnership

2022-2023: Continue KA103 mobilities + Add a teaching mobility + Start KA102 mobilities

2023-2024: Continue KA103/KA102 mobilities + Continue promoting teaching mobilities + advance visit and job-shadowing to partner VET organisations to discuss KA2 collaboration*

2024-2025: Continue KA103/KA102 mobilities + Apply for KA2 project with partnership

2025-2026: Continue KA103/KA102 mobilities + Start KA2 mobilities

2026-2027: Continue KA103/KA102/KA2 mobilities

*As we do not have experience regarding the organisation of KA2 projects, this timeline is tentative. Similarly, we expect that study abroad mobilities, teaching mobilities and the solidarity project will be attained once the partnerships with other VET organisations are well-established.