

EUROPEAN DEVELOPMENT PLAN

1. QUALITY DEVELOPMENT AND INTERNATIONALISATION: OUR NEEDS

EPVR started carrying out international projects on a regular basis in 2005, both within the EU-funded programmes and self-financed ones. Since then, we have outlined a strategy for internationalisation which focuses on giving students and staff the opportunity to learn, teach and work in an international context - **work placements** for students, **school partnerships** and **networking** are the priorities here, thus providing chances for learning and professional improvement in different contexts where **cultural and language issues** are also enhanced. We believe that represents a critical improvement in terms of the quality of the learning processes that bridge school to the European work market.

We are a member of **The InnMain Network**: Association for Innovation in the Industrial Maintenance (www.innmain.eu), which was established in May 2012. Currently, the association has 18 institutions from 12 countries in the EU. Along these four years we have promoted the mobility of students, teachers and staff among members; we have also participated in a Transfer of Innovation project and Strategic Partnerships within Erasmus+.

The main results of this collaboration has been the creation of a common tool to achieve students' mobility with high technical quality based on "Common Learning Outcomes" (www.topmost.es) and the establishment of a common methodology to ensure recognition and validation of knowledge, technical skills and competences when students do mobility: the "ProjectX" (www.projectxone2one.eu). These tools need to be used from now on, so that we can increase both the database Units of Learning Commons (ToP-Most) and the number of ProjectXs capable of implementation in different countries (one2one). In addition, these tools allow the incorporation of new institutions making both products sustainable. These two instruments have been accepted and validated by all members of the InnMain Network, including EPVR, and other schools and institutions in Europe.

The foregoing has a foundation based on a common concern among network members: in Europe we are in a process of continuous economic and social change. We can recall the impact of new extra-European emerging economies and the growing concern about intolerant behaviour. Educational institutions of vocational training must create structures that facilitate the adaptability to change. The mere contact between themselves makes them achieve the necessary perspective, and see how these challenges have different solutions in different contexts trying to gain adaptability.

1.1. Main areas for improvement

The identified needs to be matched by this strategy (both within and outside the InnMain network) are as follows:

1.1.1. Management

The challenge of including an international dimension means to try and incorporate in normal school life every task connected to international projects, whether it is financial, development, monitoring, assessment, etc. To do such thing using the school's own human resources without disrupting, and even enhancing, the teacher and staff regular work is not easy to accomplish and therefore, has to be carefully managed.

1.1.2 Staff

International projects require staff to be assigned tasks other than teaching, in order to collaborate in such projects. This will require adaptation and training if we want to accomplish them successfully.

1.1.3. New methods and tools

We aim at diverging from our own way of doing things to a broader range of pedagogies and methodologies that may be assimilated into our own, through the interchange of experiences with other European institutions.

1.1.4. European dimension

We also aim at having a positive and active role in the development of a global European strategy in education, where our school may be able to teach, learn and cooperate not only with other schools but also with every stakeholder that may be relevant for the development of Vocational and Educational Training, such as Chambers of Commerce, corporations, local authorities, etc., inside the EU.

1.1.5. Language

Everyone in the school community has to feel how relevant it is for school life to communicate in at least one foreign language (mostly English). This is highly important when it comes to count with staff cooperation in communicating, hosting, etc. within the work carried out with our European partner institutions.

1.1.6. Curriculum

Syllabuses have to incorporate new transnational realities, e.g. curricular internships abroad with practicable evaluation criteria.

1.1.7. Teaching and learning

We have to accommodate interaction among partners, opening our classrooms to foreign students on mobility, adapting timetables and calendar to incorporate tasks related to ongoing projects.

2. EUROPEAN MOBILITY AND COOPERATION ACTIVITIES

2.1 Outline

2.1.1. To promote European mobility.

2.1.1.1. Learners: institutional partnerships with mobility; work placements and employment abroad.

2.1.1.2. Staff: training and cooperation abroad; networking.

2.1.2. To acknowledge the need for linguistic competences and multilingualism (English and other EU languages).

2.1.2.1. Learners.

2.1.2.2. Teachers.

2.1.2.3. Board and admin staff.

2.1.3. To carry out bilateral transfer of knowledge with European learning and labour or employment-related institutions.

2.1.4. To participate in European networks.

2.1.5. To foster inter-cultural exchange, understanding, equality and inclusion.

2.1.5.1. Learners

2.1.5.1.1. Implementing mobilities for work placements in companies located in European countries, as well becoming host to European students' mobilities to Portugal. Mobilities must have significant value for local businesses. As far as possible, we try to ensure that these placements have something to do with companies that show interest in our methodology in all participating countries. The duration of these long-term mobilities will vary according to the understanding between our needs (validation in our national educational system) and the partners.

2.1.5.1.2. Implementing partnership projects with European learning and training institutions. Partnerships must be relevant for the students' curricular development and must represent an increase in the quality and range of the learning experience.

2.1.5.2. Staff

2.1.5.2.1. Implementing teaching and training assignments abroad to provide an international dimension to our teachers and contribute to cooperation among our partners inside and outside the network. These assignments may be the supervision and evaluation of international work placements or training activities promoted by the host partners. Reciprocity is also sought, therefore we also act as host partner to foreign teachers and students who wish to develop their projects here.

2.1.6. To validate competences using the European tools (ECVET, Europass), in order to make it easier for the participants to be recognised within the EU.

2.2. Contribution to meeting the needs identified in 1.1.

The activities will contribute to meeting the needs identified above in the following areas:

2.2.1. Management: to carry out the necessary tasks, the school board has to assign specific roles to school staff members, thus putting to practice a rearrangement of the school staff, including and accommodating the international dimension in every day's work.

2.2.2. Staff: teachers and admin staff will be assigned other tasks besides teaching, in order to collaborate in such projects.

2.2.3. New methods and tools: we aim at diverging from 'our own way' of doing things to a broader range of pedagogies and methodologies that may be assimilated into our own, through the interchange of experiences with other European learning institutions.

2.2.4. European dimension: we aim at having an active role in the development of a global European strategy in education, where our school may be able to cooperate and foster productive mobility of both learners and school staff, always bearing in mind our European Development Plan.

2.2.5. Language: everyone in the school community will progressively be included in the international projects, thus naturally feeling the need to learn English or other European languages. This is a critical key issue to the success of internationalisation.

2.2.6. Curriculum: both teacher training and work placements abroad for learners will inevitably incorporate new realities in the school's curricula and educational project, such as distinct methodologies or evaluation criteria.

2.2.7. Teaching and learning: we will accommodate interaction among partners, open our classrooms to foreign students on mobility, adapt timetables to incorporate tasks related to ongoing projects, arrange the school year in such a way as to include mobilities, their preparation and follow-ups and send students to work placements abroad. All this has to be part of a restructuring of the pedagogical organisation of school activities.

3. INTEGRATION OF THE COMPETENCES AND EXPERIENCES ACQUIRED INTO OUR STRATEGIC DEVELOPMENT IN THE FUTURE

What we want with this plan is to strengthen and consolidate learner and staff mobility in a global context, making mobilities with high quality level: our aim is to be a reference for other European organizations. The outcomes of the projects will set a foundation to replicate in our future mobilities based on best practices. We expect the participant staff in these mobilities (accompanying persons and staff involved in the whole process) will bring new ideas into our school, not only at a classroom level, but also in terms of the management of school resources, projects and strategies. We are going to take the most possible advantage of the plan and incorporate the outcomes of the projects into our future strategic development in the following areas:

3.1. Management: projects will increase our competence to allocate staff for project-oriented tasks. It is a big step in terms of the management of human resources, and it will be a valuable experience which will serve as reference for future projects.

3.2. Staff: the experience of the staff involved in projects will be evaluated and also taken into account for future projects. Organisational, communication and monitoring competences will be enhanced during the projects and will be a good training experience to disseminate among staff peers. Again, we want the whole school staff to understand that everyone should be somehow involved in these projects as a global school strategy.

3.3. New methods and tools: we will attentively study the process of how work placements abroad are carried out (tutoring, monitoring, evaluation) to use that experience and enrich our internal methodologies for curricular work placements, both local and international.

3.4. European dimension: every new partner (including those inside our network) is a potential aid in disseminating the development of our European projects, thus opening way to even more partners and projects in the future, which is a critical element in our European Development Plan.

3.5. Language: everyone involved in projects will certainly improve their language skills (English and other European languages), moving towards the desired aim of having the whole school staff with, at least, an elementary level of English.

3.6. Curriculum: we are aiming at having international work placements for a representative percentage of students as a default option every year. Our main goal is to achieve a large involvement with European institutions, which may eventually allow more self-financed international projects (through reciprocation of sponsorship).

3.7. Teaching and learning: just like management, there will be changes in the way the school organises how lessons are provided and adapting timetables to accommodate mobility periods. Teaching in English (CLIL) is crucial for the preparation of the learners who will take part in mobilities.

ANNEX 1:

WHAT IS ERASMUS+?

Erasmus+ is the EU's programme to support education, training, youth and sport in Europe. Its budget of €14.7 billion will provide opportunities for over 4 million Europeans to study, train, and gain experience abroad.

Set to last until 2020, Erasmus+ doesn't just have opportunities for students. Merging seven prior programmes, it has opportunities for a wide variety of individuals and organisations.

Detailed information on these opportunities, including eligibility criteria, is available in the [Erasmus+ Programme Guide](#). An indicative funding guide for some centralised opportunities is also available.

Individuals

Erasmus+ has [opportunities for people of all ages](#), helping them develop and share knowledge and experience at institutions and organisations in different countries.

Organisations

Erasmus+ has [opportunities for a wide range of organisations](#), including universities, education and training providers, think-tanks, research organisations, and private businesses.

Aims

The aim of Erasmus+ is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU's strategic framework for education and training.

Erasmus+ also aims to promote the sustainable development of its partners in the field of higher education, and contribute to achieving the objectives of the EU Youth Strategy.

Specific issues tackled by the programme include:

- [Reducing unemployment, especially among young people](#)
- [Promoting adult learning, especially for new skills and skills required by the labour market.](#)
- [Encouraging young people to take part in European democracy](#)
- Supporting [innovation](#), [cooperation](#) and [reform](#)
- [Reducing early school leaving](#)
- [Promoting cooperation and mobility with the EU's partner countries](#)

Outcomes

The outcomes of Erasmus+ are available in reports and compendia of statistics, as well as through the [Erasmus+ Projects Platform](#), which includes most of the initiatives funded by the programme, as well as a selection of good practices and success stories.

Statistics

Statistics on Erasmus+ are available from the statistics page.

Information on progress towards the ET2020 benchmarks is available from the [Education and Training Monitor](#).

Progress towards the ET2020 benchmarks can also be seen through a [series of interactive maps](#).

Similarly, information about the situation of young people in Europe can be found in the [Youth Monitor](#).

Reports

The Erasmus+ Programme is the subject of a mid-term review, set to be completed in 2017, and an impact study, set to be published following the completion of the programme in 2020.

Following the completion of the Erasmus programme, an [impact study highlighting the outcomes of the programme](#) was published in 2014.

(taken from https://ec.europa.eu/programmes/erasmus-plus/about_en)

ANNEX 2:

SELECTION OF PARTICIPANTS: CRITERIA AND PROCEDURES

A. LEARNERS

All the target learners/participants are subject to a selection process that starts with a declared intention of all the students who wish to participate, ruling out all the ones who choose not to participate. All the interested ones will be listed and subject to an evaluation (0-20 pts.) that will bear in mind the following criteria:

1. Classification of the course's technical curricular units (4 pts.)
2. Classification of the English curricular units (4 pts.)
3. Classification of the remaining curricular units (4 pts.)
4. Number of curricular units successfully completed (-0,2 pts. per unfinished curricular unit)
5. Disciplinary sanctions (-0,2 pts. per sanction)
6. Course Coordinator and Form Teacher/Tutor's evaluation report [soft skills - communication, autonomy, responsibility] (8 pts.)
7. Being 18 or older (*only if requested by any work placement companies*)
8. Students in an unfavourable or underprivileged social and/or economic situation (*special criterion used on a set quota for each group, usually 20%, as long as an acceptable score has been achieved in criteria 1-6*)

B. STAFF

All the teacher/staff mobilities are selected/approved according to the current pedagogical needs of our school. Mobilities have to be in line with the European Development Plan and integrated in the yearly programming of the international activities.

1. Teachers/staff may suggest training/job shadowing mobilities themselves to expand the skills they need to progress
2. The school's international project management, the school board or the pedagogical direction may suggest mobilities that are pertinent to fulfil the current and future pedagogical needs of our institution