



Erasmus Policy Statement

IES Ondarroa BHI defines in its Educational Project the aim to meet its present and upcoming students' demands and expectations as well as to give an additional reinforcement to their learning knowledge and professional competence.

Ondarroa BHI included the internationalization of its educational offer in 2011 and ever since it has managed the mobility of its students in EU countries. We intend both to increase the vocational training participants' mobility and to improve, in quantity and quality; the cooperation with the European companies related to Nursery Education.

We want to give added value to our students' formation when facing the labour market while promoting the learning of different languages and the socio-cultural diversity heading for the achievement of a European permanent learning ambience. It currently takes part in the European schemes through the Erasmus Programme Extended Charter valid until 2013. Regarding the election of our partners, we first elaborate an information file concerning the professional profiles, skills to achieve/practise and working tasks and situations which have to do with the Nursery Education Technician short cycle. We contact our midwife partners (IKASLAN) and carry out the proposal, fixing travelling dates and jointly establishing the adequateness of the host partners.

The selected countries provide the possibility for the participants to know the labour reality in that country. In the case of Nursery Education we propose Italy as an example since it has internationally acknowledged experiences regarding educational practice at this stage of education. Our students have the opportunity to learn about activities and protocols that will improve their professional practice on their return. They are offered the possibility to stay in different centres of nursery care: spaces for playing, spaces for parents, asilo nidi, and scuola materna.



The placement in the companies enables students to organise the atmosphere and create a suitable realm to intervene, to organise activities and/or projects which mean the acquisition of new experiences as well as to deduce and carry out decisions in unforeseen cases or to define processes and to programme activities for the integral development of 0-6-year-olds This mobility project intends to complement the formation in the homeland and to provide a modern professional capacity acquiring an identity and a motivating personal and professional maturity which allows learning and adaptations to changes in the sector in the future while improving the employability of the participants.

The task of IES Ondarroa BHI is to clearly define the aims of the stay, highlighting the attitudes and competences to develop. The institution also chooses the host country, decides on the duration of the stay and the programme to be carried out as well as on the host partner and host midwife who enable to ensure the achievement of the previously planned objectives. We select our students after reaching an internal consensus on criteria (interest, academic record and suitable attitude) which are fair, neatly defined and agreed on by everybody involved.

The mobility coordinator along with the placement tutor organise meetings with the participants for the logistic preparation of the process for the daily professional and cultural life in the host country. In the first one they are informed about the duration of the stay, the aims of the project, the host country and the financial conditions. We collect relevant information from all the participants and guide them in the elaboration of the European CV and the letter of presentation.

They also organise and provide language formation adapted to the students' professional needs. They inform about the previously detailed and sequenced working plan. The participants commit to the aims of the project by signing a document They are handed the working guidelines, the mechanisms of assessment by keeping notebooks with daily notes and files.

Transportation, placement conditions, social protection and insurance policies are managed with the support of the midwife consortium IKASLAN. Alongside

with the host partners and company instructors we evaluate the participants' personal and professional achievements. We negotiate the individualized programme for each student with the host partner in preparatory visits. We jointly agree on communication, monitoring and tutoring processes, the certification of the placements and the continuous assessment. Due to the nature of our educational scheme we can provide no explanations for multiple or joint qualifications as we have none.

Regarding political objectives, through the current community schemes, we search to have an important impact on the system beyond personal benefits.

Some of the top priority scopes include:

1. Increasing attainment levels to provide the graduates and researchers Europe needs.
2. Improving the quality and relevance of higher education.
3. Strengthening quality through mobility and cross-border co-operation
4. Making the knowledge triangle work: Linking higher education, research and business for excellence and regional development.
5. Improving governance and funding

Regarding our:

1st priority: this opportunity will allow our students to achieve skills and gain knowledge which otherwise they could never acquire: improvement of their social skills and languages as well as knowledge of other markets; definitely a general improvement in students' CVs.

The assessments of the current educational, formation and qualification schemes have proved that the major added value of the programme derives from the innovative character of the activities carried out and the products and partnerships they help to develop.



2nd priority: we think the improvement in the quality of our educational standards thanks to the participation in international schemes will be remarkable. As teaching staff, we also gain new knowledge and, most important of all, a spirit for international cooperation and help is developed which, in turn, enables investigation and knowledge sharing.

3rd and 4th priorities: fostering a fruitful cooperation among the educational, formation, investigation and labour systems of the member states would help identify and apply policies and trainee placements that work well and would encourage mutual learning. The interrelation among these systems would promote the mobility of both students and teachers, the development of information exchanges, better work placements, the adaptation to industrial changes through formation and professional recycling, and facilitating gaining access to them.

5th priority: our educational system cannot usually afford to fund mobility by itself. Therefore, higher vocational training schools (some of them, like ours, quite small) require financial aid which revert to an educational quality that meets the innovative and emerging needs of the labour market.