



### Institution's international (EU and non-EU) strategy

The IES Puerto de la Cruz – Telesforo Bravo has had previous experience when participating in projects of international cooperation within the framework of the Erasmus project. In this sense, its course of action focuses mainly in the organization of student mobility with the purpose of providing placements in companies (both for external students and our own students), as well as the mobility of teachers with the purpose of carrying out training programmes in European companies.

For this reason, our first goal/main objective when it comes to the selection of partners and contributors is focused on maintaining previous relationships with different bodies and/or European businesses: schools willing to participate in cooperative projects based on the exchange of interns, development agencies which cooperate and support the mobility of our students, intermediary businesses with experience in international mobility, and companies that welcome our students and teachers. Naturally, all of these cooperative actions are subject to monitoring and control regarding the experience of our students and teachers, and assessed according to the suitability criteria based on the Erasmus philosophy. As a continuous process which can be improved and enriched, our school tries to incorporate new partners/contributors each year according to the means already mentioned. As an example, this school year we established contact and began cooperating with the Italian Chamber of Commerce in Spain and Suse Linux, an IT company from Germany.

Concerning the geographical scope within which we operate to establish relationships of cooperation, and develop the mobility schemes for students and teachers, our school has always worked with European countries that participate in the Erasmus programme. To be precise, relationships of a cooperative nature, as well as mobility schemes, have been developed and established with Germany, Italy, Malta, United Kingdom and France. Naturally, our intention, apart from maintaining the relationships already established, is to expand this field of cooperation to other countries.

The objectives that we pursue through the mobility schemes for students in placement are, on one hand, those belonging to the Erasmus programme (to help students adapt to the demands of the job market at a community level, acquire specific skills and improve their knowledge of the economic and social landscapes of the country in question, at the same time as acquiring work experience), and, on the other hand, objectives that are more specific to the experience offered to the student (knowledge and learning of a language, integration and knowledge of a society and culture different to their own, acquisition of independence and personal initiative.) As well as the aims already mentioned, and as a result of it being a mobility programme specific to students of short-cycles, the mobility scheme is tied to the completion of the Functional Communication Training (FCT) module, the 22 ECTS credits which this is equivalent to, and the finalization and certification of their studies.

Regarding the mobility of teachers in charge of short-cycles with the purpose of carrying out a training programme in a European company, the objectives are the following: for teachers to learn from the transfer of knowledge and/or competences and acquire practical skills, to perfect their knowledge of the language required, to establish contacts for future cooperative experiences, to get to know and compare the characteristics of the business sector across different countries, to acquire knowledge of the characteristics of the education sector in the host country and exchange insight, experiences and technical innovations with professionals of the manufacturing sector.

## Institution's strategy for the organisation and implementation of international cooperation projects

Relationships of cooperation are established with institutions and companies: schools with programmes of intern exchange, development agencies that offer support to our students in the mobility scheme, intermediary businesses with experience in mobility schemes, companies that have welcomed students/teachers.

So far, the agreements of cooperation with these institutions do not correspond to formal cooperative projects implemented within the framework of the Erasmus programme. We do not rule out any future involvement in the organization of cooperative Erasmus projects of teaching and placement.

Our institution informs the educational community of the projects of international cooperation in which we take part. Special importance is placed on maintaining the relationships with institutions and companies with which we have cooperated, we offer support and advice to every student and teacher that takes part in these projects and we certify them in detail about the activities that are carried out.

## Expected impact of our participation in the Programme on the modernisation of our institution

The involvement of our institution in the Erasmus project entails a number of advantages inherent to the development of the mobility of students and teachers, which have already been thoroughly explained.

If we refer specifically to the expected impact on the modernisation of our institution based on each one of the five priorities of the Higher Education Modernisation Agenda, we could state the following aims that are to be pursued:

1. Increase the level of achievement of objectives to provide the graduates and scholars that Europe needs: improve the linguistic abilities of students, incorporate the knowledge of other cultures, form part of teams carrying out transnational work, gain awareness of both the technological and business landscapes of the sector in Europe.
2. Improve the quality and relevance of Higher Education: develop mobility schemes in companies which add value to the training process of students/teachers and constitute a source of knowledge, practical work and experiences that allow for the enrichment and improvement of the quality of teaching in the short-cycles that we offer in our school.
3. Strengthen the quality (of education?) through mobility and cross-border cooperation: enhance student autonomy at a personal and professional level, favour new job perspectives, form part of international teams and projects, gain knowledge on and compare the education and business sectors across different countries.
4. Achieve the realisation of the knowledge triangle (connect Higher Education, investigation and business in search of excellence and local growth): encourage the creation of local businesses based on the knowledge and training acquired during the mobility programme. Incorporate to the job market all of the competences of advanced knowledge. Introduce methodological models of excellence in the business world, to create a direct impact on local growth.
5. Improvement of organization and financing: prove that mobility schemes, in relation to the acquisition of knowledge, are essential to the youth of today, and must be encouraged through economic investments and policies that benefit them.