

Erasmus Policy Statement (Overall Strategy)

The main objectives are to facilitate exchange, cooperation and mobility between people and the education and training systems of the European countries involved, so that they become a benchmark for quality in the world. The main priority of the Lifelong Learning Programme is to strengthen the contribution of education and training to carry out the main goals and priorities of the Europe 2020 Strategy, which is the growth strategy of the EU for the next decade. Thus, the final target is to create value by basing growth on knowledge, to empower people in inclusive societies and to ensure that citizens have access to lifelong learning and upgrading skills throughout life.

The latest proposal for 2012 Lifelong Learning Programme (LLP) sets the strategic priorities for each of the programmes, and these are detailed in the document available on the Autonomous Agency for Europe Educational Programmes. The National Agency under the Ministry of Education, Culture and Sports is to manage the Spanish participation in the Lifelong Learning Programme (LLP) of the European Union. The Spanish National Agency of PAP is, therefore, responsible for developing the decentralized actions of the different programmes: Comenius for school education, Erasmus for higher education, Leonardo da Vinci for vocational training and Grundtvig for adult education.

The HEI Adaja is a public school run by the Autonomous Community of Castilla y León, offering a senior Automotive course. For these studies, our institution has designed a teaching and learning strategy based on the use of ICTs, allowing the students' adaptation to future changes, particularly related to a productive and entrepreneurial spirit, which might arise in their professional fields.

The students must also accomplish a period of training at a company or organization. Carrying out this kind of workplace training abroad aims mainly to help people to adapt to the requirements of the EU-wide market, to acquire specific skills, and to improve their understanding of the economic and social development, while gaining work experience.

The HEI Adaja, taking into account the specific nature of the vocational courses it offers, will consider automotive companies which are located near the institution, in Valladolid, Madrid, or Ávila, as well as those which are in countries such as France, Germany, Italy or the United Kingdom. Furthermore, it will try to sign agreements with firms related to the Automotive Industry whose central office is settled in Spain, but also with organizations which have offices in Spain, whereas their headquarters are established in other European countries (for instance,).

The HEI Adaja seeks to promote organized learning mobility, which means that mobility should be linked to specific learning outcomes and lead to the attainment of qualifications, credits or professional experience.

1. Information and guidance.

At our institution, students are provided with information and guidance on mobility-related issues that can be classified into three main areas:

-Funding opportunities

The HEI Adaja's initiatives and programmes are carried out by corporations and foundations.

- Learning opportunities

Since 2007 the *Fundación de la Lengua Española* (<http://www.fundacionlengua.com/>) has provided the students with the necessary preparation for the training period in companies outside their country of origin.

- Practical guidance and counselling

This issue is related to accommodation, funding, maintenance costs or legal issues, such as visa, work permit, insurance, etc.

2. Promotion and motivation.

There are varied factors that can discourage students from considering a stay abroad, such as the lack of time to finish their studies or workplace training, the fact of having a job, the lack of either funding or linguistic and cultural knowledge, as well as a possible reluctance to leave their home or their native country.

In this sense, teachers and youth projects' managers work in favour of promoting and encouraging mobility, showing its added value when performing workplace training, not only in a professional way, but also in a linguistic, cultural, and personal one.

Therefore, it is important for young people to be confident of a positive outcome of their mobility period, and in this regard, the recognition of the training during their stay abroad is a key aspect.

As it is shown in the document "An agenda for the modernisation of Europe's higher education", education, and particularly higher education, plays a key role in individual, as well as in societal advancement. In order to accomplish appropriate growth according to the Europe 2020 strategy, Europe needs to improve the training of future workers and to provide them with the innovation and acquisition of competences necessary to adapt to a life and work atmosphere that is permanently changing. Higher education institutions are crucial partners to achieve these goals. The following would be the keys to success, according to strategic priorities set in the Lifelong Learning Programme (LLP):

- Comparability, which must be fulfilled for all higher education through an organized training system comparable in cycle structure. At the same time, a similar methodology, which can be measured through comparable indicators (certificate of professional competence associated units).
- Cooperation, since education is closely related to society, responding flexibly to ongoing social and economic demands.
- Mobility, as the development of knowledge, society goes through a transnational interaction of all the actors. Borders disappear and people need to know how to live in multicultural spaces.
- Competitiveness, because from this educational institution we try to respond effectively and efficiently to the demands of the ever-changing needs of society.
- Transparency, so that it is easier to read and compare the different education systems, achieving thus a better recognition of qualifications in all countries, which will result in greater mobility.