

Approaching Europe and its Job Opportunities



Erasmus+



Centro Integrado Politécnico Tafalla

www.politecnicotafalla.es



KA2 – COOPERATION AND INNOVATION FOR GOOD PRACTICES

WHO ARE WE?



- Our educational centre has about 450 students and 50 teachers and it began working in 1959. Mostly we impart Intermediate Grade Vocational Training cycles (6), Advanced Grade ones (4), Basic VET programs (2) and two Preparatory groups for Access to Advanced Grade Vocational Training.

- The social status of students accessing the center is a representation of society in the Central Zone of Navarre, in which the level and social context is middle class.
- The CIP TAFALLA uses for quality management standards of prestige and international recognition, such as an ISO and EFQM, it is certified with ISO 9001/2008, and it also forms part of the EFQM 400 + Club.

OUR EXPERIENCE

- We've been educating students since 1959, with results and academic performance above average, as our EFQM and comparative indicators that are established for this purpose.
- One of the most active methodologies that we experience when solving problems or addressing the complex challenges posed in this ERASMUS + PROJECT is the Methodology by means of Projects PBL/ABP (PROJECT-BASED LEARNING) .

OUR PARTNERS

When selecting our partners we looked for:

- Linguistic reasons: countries where some of the most important European languages are spoken (France, Italy, Germany and Spain).
- Attractive destination country for the educational community from a cultural point of view.
- Possibility to have some experience of employment in the destination country in the future.
- Exchange information about labour markets, job opportunities, professional skills.



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Carlo e Nello
Rosselli - Istituto
d'Istruzione
Superiore
(Aprilia)
ITALY

Berufskolleg am
Wasserturm
(Bocholt)
GERMANY

**CIP
TAFALLA
AEJO**

Odilon Redon –
Lycée Général et
Technologique et
Professionnel
(Pauillac – Lesparre –
Gironde)
FRANCE

Associazione di
Promozione Sociale
Futuro Digitale
(Roma)
ITALY



MORE INFORMATION

For more information about each partner, their web sites are:

- **Carlo e Nello Rosselli - Istituto d'Istruzione Superiore (Aprilia) ITALY:** <http://www.isrosselliaprilias.gov.it/>
- **Berufskolleg am Wasserturm (Bocholt) GERMANY:** www.bk-amwasserturm.de/
- **Odilon Redon – Lycée Général et Technologique et Professionnel (Pauillac – Lesparre – Gironde) FRANCE:** <http://www.lycee-odilon-redon.net/>
- **Associazione di Promozione Sociale Futuro Digitale (Roma) ITALY:** www.futurodigitale.org
- **CIP Tafalla:** www.politecnicotafalla.es

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AEJO





**APPROACHING EUROPE AND
ITS JOB OPPORTUNITIES**

*Multidirectional
Intercultural
Innovative
Attractive and
exciting
New technologies
Conventional and
unconventional
methodologies*

- We hope, above all, that by means of this project, all our students, the educational community and the social environment commit themselves to transferring skills and competences to the Community. In other words, that students do things beyond the academic environment in which they live.

HOW?

- Learning in action, through the application in the educational activity of the PROJECT BASED LEARNING (PBL/ABP) METHODOLOGIES in which personal and social (transversal) competencies are enhanced as well as the context and the social environment of the other participating centers “partners”.

- We intend to educate our students to assume commitment to active participation in the various forums in which they take part, and to be proactive to promote a personal commitment through specific actions to help be part of the solution to problems that can be handled in the Europe of the 21st century, not only in the professional context, but also in the social and personal ones.

EXAMPLE: Our Surroundings / “Approaching Europe and its Job Opportunities”

- Designing, testing and recording an INTEGRATED DIDACTIC UNIT, IDU: “Our surroundings”. Still undefined many educational variables that should be outlined, we could define a few variants or sub-activities around this main activity, such as programming based on competences for this Work Unit, WU.



- STUDENTS’ ABILITIES: DIGITAL COMPETENCE, INNOVATION AND ENTREPRENEURSHIP, and basic ones such as COMMUNICATION AND TEAMWORK and proficiency in the English language.

• OBJECTIVES:

- Promoting the take-up of practical entrepreneurial experiences in education, training and youth work.
- Fostering the assessment of transversal skills.



• RELEVANT TOPICS

- ICT -new technologies- digital competences.
- Youth (Participation, Youth work, Youth policy).



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WHAT DO WE EXPECT?

- Hold four inter-cultural weeks (two per year), which affect the proposed transversal issues, promote international coexistence and recognition of the linguistic, social and cultural diversity.
- Establish a branch of “ideation” in which each centre can filter and channel initiatives that individual entrepreneurs might propose.
- Maintain project information during its development through a web / network page for the PROJECT, both in the public domain (GOOGLE SITE / SITE NODE, etc.), and also internally for the partners (MOODLE).
- Develop a FINAL WEB “LIVE AND ACTIVE” that lasts over time, continuing the project “APPROACHING EUROPE AND ITS JOB OPPORTUNITIES”.

- Publish a quarterly newsletter with the activities and tasks that are carried out in the different phases of the PROJECT.
- Prepare the Annual, Quarterly and Interfaces Report, and the report of each meeting.
- Develop a Guide based on the FINAL PROJECT on various proposals carried out in each partner country, and its DIGITAL REPORT dissemination that will describe from different viewpoints (students, teachers) all the experiences during the learning process of personal and social skills.

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- Subscribe with centers and strategic partners collaboration agreements so that we can create a network of companies and partnerships in order to facilitate the exchange of practices of students, both FCT and graduate (if possible, each year, we would like two students from each centre to carry out their practice period in different countries of the association).



COMPETENCES DEVELOPED

- 1. Increase capacity and relevance of learning in education and training.
- 2. Provide and advise on key skills: basic skills, transferable skills, entrepreneurship , languages , digital knowledge, etc.
- 3. Strengthen links education / training and employment.
- 4. Promote innovative educational development (collaborative learning, critical thinking, etc.).

- 5. Provide structured cooperation inter-regional and inter-sectorial.
- 6. Encourage the professional development of the educational world.
- 7. Improve skills of organizations involved in education especially in activities that have to do with internationalization, strategic development, leadership, integration, etc.

- 8. Promote entrepreneurship education for developing active citizenship, employability and creating new business networks.
- 9. Develop support services and employment advice.
- 10. Provide progress to learners of different levels and types of education, formal and informal, through the use of European tools for validation, recognition and transparency of competences and qualifications .

INNOVATION

- It will use an active methodology for all the parts involved, it will be opened to the Community and the citizens' participation, and it will also be open and contrasted with our partners and other European countries.
- This will allow us to move out and into the classroom working primarily with the PBL / PBL (PROJECT BASED LEARNING) methodology, and ultimately, addressing real challenges and PROBLEMS as described in the activities of this Project, to which we will try to give the best possible answer.

OUR RESOURCES and PARTNERSHIPS

- We will use some resources of the environment to introduce them in the classroom and in the development of the Project itself, such as:
 - The visits of relevant people such as entrepreneurs that illustrate us on their real experience
 - The collaboration of families through APYMAS to promote innovation and entrepreneurship.



- Aid from institutions such as AEZMNA, CEN, CERN.



- Project "#ideación" and the Education Department of the Government of Navarre.



- Specific contributions of local councils with population over 1000 inhabitants and entities of the Central Zone.



KEEPING IN TOUCH WITH PARTNERS...



- Transnational meetings and videoconferencing.
- Mobility to contrast the different phases of the project and each micro-project
- Communication through Web 3.0 (collaborative documents, twitter, Facebook, Google+, Google drive, Google site).



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FOLLOWING THE PROJECT..

- We will develop a guide and will spread our own experience during the development of the project “Approaching Europe and its Job Opportunities”.
- The results of the FINAL REPORT that we will elaborate, develop and maintain cooperatively to demonstrate the appropriateness of the active participation of the people, either individually or as a part of social networks.

ACTIVITIES

- Project activities will follow the specific chronogram designed.
- To carry out activities the different participants as well as the teachers of the project will encourage the students, community associations and companies to perform them, and to be involved in their development.

- Each activity will have a person responsible for its proper organization, and the committee in charge of development and monitoring will assess the project implementation.
- Management activities and project implementation will be the responsibility of the coordinating team organized for this purpose, for the proper application and fitting of activities and budget issues.

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