

1. Erasmus Policy Statement (EPS) - HUHEZI

1.1 Erasmus activities included in your EPS

<p>In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.</p>									
<p>Erasmus Key Action 1 (KA1) - Learning mobility:</p>									
<table border="1"> <tr> <td>The mobility of higher education students and staff</td> <td>X</td> </tr> </table>	The mobility of higher education students and staff	X							
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<p>Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:</p>									
<table border="1"> <tr> <td>Partnerships for Cooperation and exchanges of practices</td> <td>X</td> </tr> <tr> <td>Partnerships for Excellence – European Universities</td> <td>X</td> </tr> <tr> <td>Partnerships for Excellence - Erasmus Mundus Joint Master Degrees</td> <td>X</td> </tr> <tr> <td>Partnerships for Innovation</td> <td>X</td> </tr> </table>	Partnerships for Cooperation and exchanges of practices	X	Partnerships for Excellence – European Universities	X	Partnerships for Excellence - Erasmus Mundus Joint Master Degrees	X	Partnerships for Innovation	X	
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Partnerships for Innovation	X								
<p>Erasmus Key Action 3 (KA3):</p>									
<table border="1"> <tr> <td>Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:</td> <td>X</td> </tr> </table>	Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:	X							
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1.2 Erasmus Policy statement (EPS): your strategy

<p>Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.</p> <p>What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?</p>

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The Faculty of Humanities and Education (HUHEZI) of Mondragon Unibertsitatea – Mondragon University (MU) is an organisation of social initiative and social vocation, non-profit making and declared of public interest. Boosting the international dimension of HUHEZI is one of the Strategic Challenges identified in our Strategic Plan for the period 2020-2024 The strategic goals are:

- To boost student mobility and cooperation with universities, technology centres, and organizations.
- To strengthen the international position of Mondragon University and the Faculty of Humanities and Education

Participating in the Erasmus Programme will contribute to the following objectives defined in HUHEZI's internationalisation strategy:

- To improve the linguistic and multicultural competencies in an increasingly more global world of our Bachelor, Master and PhD students as part of their educational experience by promoting the student' international mobility. Our purpose is that in the near future 100% of the students of the Bachelor Degrees to have a mobility experience, mainly international (at least 75 % of them).
- To improve the competitiveness and innovation level of the university by promoting the cooperation with other universities, technology centres and organisations.

More specifically, the participation will contribute to:

1. Tackling skills mismatches and promoting excellence in skills development

Our competence based education model focuses on the practical orientation of the studies, with a balance between academic education and in-company training. The competence based education model, enables the acquisition of advanced technical and transversal skills and key competences. In this work-based learning approach, students carry out final projects or work experience in local or international companies, schools or organizations and a high number of students contrasted their studies with part time jobs in the university or in companies, thus developing their professional experience and receiving financial support for their studies.

2. Building inclusive and connected higher education systems

The Faculty of Humanities and Education (HUHEZI) is collectively self-managed, has the interests of the collective stakeholders at its core and are owned by their staff. Staff ('Worker partners'), students ('user partners') and associated companies and entities ('collaborating partners') are represented in the managing governing bodies and elections are based on the principle of one person, one vote (with no distinction as regards to qualification, hierarchical level and background). Participation and mutual engagement are therefore, fostered at all levels.

In terms of cooperation with international institutions, Mondragon University and HUHEZI has been particularly interested in establishing collaboration with institutions and regions closely linked to social economy and social projects that share common views and values of the cooperative movement.

3. Ensuring higher education institutions contribute to innovation

Education and training enable the adjustment of the training of future workforce to the needs of local companies. In addition to 'formal' university-level education, there is also a wide range of vocational education and long-life learning diplomas and masters. For organizations involved in partnerships with the Faculty, education-centred collaboration is a complement to the wider links established with the university in order to promote regional innovation activities.

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:

https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

The Mondragon model is firmly based on a local approach and orientated towards the local innovation eco-system but HUHEZI and Mondragon University actively promotes international exchanges with businesses and universities abroad (e.g. Mondragon university has a very long tradition in terms of international mobility and the Mondragon Corporation already started funding students' exchanges in universities abroad in 1972, well before the Erasmus programme).

The alignment of research objectives and agenda between the different stakeholders is at the basis of the Mondragon open innovation model. Partner schools, companies and organizations develop every year innovation roadmap in partnership with our R&D unit, centres of research excellence, education institutions and other relevant stakeholders. Likewise, continuing education is a way to ensure that professionals and schools adapt to the constant changes in knowledge and technologies. The aim of HUHEZI is to continue taking an active part in innovation and cooperation projects, which will enable to improve the quality of the teaching programmes.

4. Supporting effective and efficient higher education systems

The Mondragon and HUHEZI education system is firmly based on a local approach and oriented towards the local eco-system. The narrow collaboration between the university and companies and schools, together with the work-based learning and research-based teaching approach contribute to an effective cooperation and to allocate resource and investments in an efficient way.

In line with the EU Agenda for higher education as well as the goals towards a European Education Area our objectives for our internationalization are:

- Making mobility a reality for all: Our main objective is to offer all university students the possibility of enjoying a mobility stay throughout their academic career. That means that we will work for 100% of the students of the Bachelor Degrees to have a mobility experience, mainly international (at least 75 % of them).
- The mutual recognition of diplomas: Within our internationalisation strategy, establishing joint degrees with other institutions is one of our priorities, which contributes to the mutual recognition of diplomas.
- Improving language learning: Studies offered at Bachelor and post-graduate level will be either bilingual or plurilingual. Mobility experiences will enable students to have a good knowledge of two languages in addition to their mother tongue(s) by 2025;
- Promoting lifelong learning: Next year will be the second year of the project in collaboration with the Paraíba State Education Department in Brazil, through the Giramundo project; 25 teachers from Brazil have participated in a two-month stay and this year they are expected receive 26 teacher-students. The official master MKOOP, Cooperative enterprise and social business management is oriented to promote lifelong learning in an international dimension.
- Supporting teachers: The Faculty is encouraging in an active way professors and researchers to take part in Staff Mobility experiences (teaching / training) and /or International Weeks under the Erasmus+ programme. This support and international experiences will enable the professional development of teachers and researchers.
- Creating a network of European universities: This will allow our partners and our university to work together across borders with a shared strategy and therefore contribute to the development of a European Education Area with optimised resources and sharing the best practices of all the partners.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

1. The mobility of higher education students and staff

Our institution fosters the mobility of our Bachelor, Master and PhD students as well of Staff Members as part of their educational experience in which personal, linguistic and multicultural competencies become fundamental elements in an increasingly more global world. It is also important to point out that our purpose is that in the near future 100% of the students of most of our BA have an international experience. For this, we have already designed more mobility windows in the curriculum so that students can select among windows of mobility for stays throughout the courses 2, 3 and 4 year.

In this way, students will have more possibilities of mobility throughout their studies, and we understand that this will be of great help when it comes to planning their international stays, especially in terms of language acquisition, financial planning and personal situations.

For Incoming students we offer 3 international programs in English of 30 ECTS each (one from September to February and the other two from February to June). In this way, all semesters we receive international students from the area of Education and Communication who come to do a semester with us and who study and work with our local students, all in English

2. Partnerships for Innovation and Cooperation and exchanges of practices

HUHEZI will continue boosting and strengthening the cooperation with HEIs institutions, schools and organisations in order to share and improve practices or promote innovation in educational practices and organisational management. The results of these projects will contribute to the modernisation of the university and to improve practices.

3. Partnerships for Excellence – European Universities

Mondragon University and HUHEZI will foster taking part in networks of international universities to share and to create a long-term joint strategy for education, which will permit a long-term cooperation at several levels of the organisational system of the partner institutions taking part in the alliance. Integrating this network will contribute to enhance education methods, increase the attractiveness of the programmes and the optimisation of resources.

4. Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Mondragon University and HUHEZI's strategy aims at implementing multilateral mobility schemes with strategic partners all over the world. Mondragon University has taken part in Erasmus Mundus in areas of strong development potential both personal and economic points of view.

5. Support to policy development and cooperation

Our strategy aims at implementing bilateral Latin-America-Europe mobility schemes directed to the education of present and future professionals in areas of strong development potential both personal and economical points of view. This position emerges from the knowledge of local reality and makes use of advanced educational resources to push a real breakthrough effect.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

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Taking part in the Erasmus+ Programme:

- Contributes to the local and international recognition of the university, improving its attractiveness when recruiting students
- Contributes to the updating of teaching and organisational methods of the university as there is a constant communication with international partners' methods
- Mobility also impacts the so-called 21st Century Skills, specifically in the Life and Career Skills section, in these dimensions: Flexibility and adaptability, initiative and self-direction, social and intercultural skills, productivity and responsibility, leadership and responsibility (Euroguidance centres in Nordic and Baltic countries, 2018).
- Improves the employability of the students: for employers a key differentiating element seems to be the fact that the student has made an international mobility, as possible evidence that he or she has been able to develop his or her soft skills and are better prepared for a constantly changing world. If, in addition, that person has been a volunteer or their mobility has a social character, the development of some soft skills may be even greater: a person who has volunteered demonstrates that they are committed, empathetic, active, seeking the welfare of all, who is willing to work in a group, who knows how to handle herself well, who is daring, etc.). This is what the employers of our students tell us and it fits perfectly with our cooperative nature

and our social vision as a university. This is also supported by the fact that the unemployment rate of students who have completed an Erasmus stay is 23% lower five years after graduation (Erasmus Impact Study, 2014) is significant.

- Improves the linguistic skills of the students

The following Mobility targets for student/staff mobility have been defined:

- % of Students with an international experience
- Number of Incoming Students
- Number of International Students
- % of Staff Mobility
- Number of active inter-institutional bilateral agreements

Regarding the quality of the implementation and support for participants on mobility:

When it comes to planning mobility, we are also very aware that studying or practicing abroad has a greater impact when it is integrated with an intense preparation in the university before leaving, and of course, with the support received during the period of studies abroad. For this we have introduced a training for students who are going to perform a mobility in which we deal with issues such as interculturality and stereotypes, and in which each student must reflect on their own objectives (which they expect to offer and receive, what their objective is, who expects to meet, how can it help, what difficulties do you foresee to meet, etc.).

We are already designing more windows of mobility in the curriculum of our BA so that students can select among 4 windows of mobility for academic stays (one semester/ 30 ECTS) throughout the courses 2, 3 and 4, and other 2 windows of mobility so that they can carry out international internships periods lasting 3 months. In this way, they will have more possibilities of mobility throughout their studies, and we understand that this will be of great help when it comes to planning their international stays, especially in terms of language acquisition, financial planning and personal situations.

To date, 100% of the mobility have received external funding, either through the Erasmus+ scholarships or through the Mobility grants of the Basque Government.

For Incoming students we offer international programmes in English and/or Spanish in all of our knowledge areas as mentioned before. Another possibility that we offer to international students in the area of Education is that they carry out their internships in a school in the Basque Country with our help and tutoring, the Placements for Teaching Practice program. This program is tailored to each student along with the help of the tutor of the destination university and varies in terms of time and structure of the practices.

Regarding the increased involvement in cooperation projects:

As for involvement in cooperation projects and sustainability/long-term impact of projects the Faculty of Humanities and Education participates actively in European and International cooperation projects. Being a Co-operative institution, Cooperation is at the heart of our activities. The Institute of Co-operative Studies together with Mundukide Foundation is collaborating in several development projects

Regarding the sustainability/long-term impact of projects

The Faculty has strong links with many other Faculties of Education since it is member of the following international networks:

- [ETEN \[European Teacher Education Network\]](#) European Network of Educational Faculties. We are members since 2007. It is composed of 57 European Schools of Education (6 from the USA), with a large presence of Faculties from relatively small countries in Northern Europe, with strong international strategies and with international programs in English to receive students. Many of them are the vanguard in terms of international strategies of Faculties of Education in Europe. It is therefore a very favourable environment to design and develop our internationalization policy. It should be noted that of the 12 thematic groups in this network, 2 of them are coordinated by professors-researchers of the faculty.
- [NETT](#) [Network for the education and training of teachers]. It is composed of 32 European Schools of Education, with the presence of Faculties from Central and Eastern European countries. Most have international programs in English, and also offer opportunities for mobility in French and German. It is also a very favourable environment to develop our international strategy. We are members since 2009.
- [EuroSchool Net 2000](#). Network of secondary schools (and some with primary schools) in Europe, very active in mobility. It is a good environment to locate suitable schools where our students can carry out their international practices. However, we have to admit that we still have difficulties when it comes to finding European schools so that our students can do their practices.

- [EJTA \[European Journalism Training Association\]](#), Network of Schools of Communication and Journalism composed by 78 Faculties. Extraordinary environment to develop our international strategy in the area of Communication. We are members since 2009.