

## ERASMUS POLICY STATEMENT

Jabok Institute in Prague

<b>Participation in Erasmus+</b>	
<b>Erasmus Key Action 1 (KA1) - Learning mobility:</b>	
The mobility of higher education students and staff	x
<b>Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:</b>	
Partnerships for Cooperation and exchanges of practices	<input type="checkbox"/>
Partnerships for Excellence – European Universities	<input type="checkbox"/>
Partnerships for Excellence - Erasmus Mundus Joint Master Degrees	<input type="checkbox"/>
Partnerships for Innovation	<input type="checkbox"/>
<b>Erasmus Key Action 3 (KA3):</b>	
Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:	<input type="checkbox"/>
<b>Strategy, objectives and impact</b>	
<p>The Jabok Institute is a modern, competence-oriented centre of higher education and training in the helping professions, innovative practical research and an inspiring place for social change. The school makes difference by addressing issues of social exclusion, discrimination and inequality. As a professional institution of tertiary education, it awards Associate Degrees and Certificates of Qualification and Lifelong Learning. With its concept of “more than a school”, it presents opportunities for the professional and human development of its students.</p> <p>Jabok is a member school of <b>the Salesian Institutions of Higher Education (IUS)</b>. Together with its fellow members it actively participates in promotion of “the integral development of the young person through the assimilation and critical elaboration of culture” and sensitivity “for poor youth and the popular classes” (Policies For Salesian Presence In Higher Education 2022 – 2026). As a member school of <b>the Association of Educators in Social Work (ASVSP)</b> it works towards an “increase (of) the standard of quality of education in the field of social work” (ASVSP Mission). In doing so it also promotes <b>the European Higher Education Area</b>.</p> <p>Internationalization is one of the strategic tools for modernizing education at our school. Jabok has been involved in Erasmus+ Program since 2017. It has used the VET section for the implementation of professional internships abroad. In education Jabok has three priorities: <b>OPENNESS, WHOLENESS and COOPERATION</b>. These priorities determine our view of internationalisation.</p> <p><b>OPENNESS:</b> The study program is <b>offered to everyone</b> regardless of age, sex, social background, health condition, nationality, faith, and sexual orientation.</p> <p>The same openness also applies to mobility. Internationalization is the realization of openness, and at the same time it encourages new forms of openness when encountering a different kind of culture, thinking and lifestyle. It helps to grow towards critical and responsible citizenship in the context of diversity.</p> <p><b>WHOLENESS:</b> The environment of the school contributes to <b>the holistic development</b> of students throughout the Jabok Institute community. It promotes the consolidation of their professionalism and humanity.</p> <p>Internationalisation is a key factor in holistic development. Resilience, flexibility and creativity are shaped through international encounters at many levels - study, profession, research, practical engagement in civic life. People develop emotionally and physically, as well as intellectually and in their character, in encounters with stimulating difference and the demands it places on people.</p> <p><b>COOPERATION:</b> Education in the helping professions is based on <b>meeting people, working in teams and networking</b>.</p> <p>Internationalisation is another necessary level of education for the ability to cooperate professionally. The ability to engage in dialogue, find common solutions, provide mutual support and use the services of others is an essential area of development for Jabok students and teachers. Internationalization makes it possible to practice these competences in an international context and in a different language.</p>	

The developing internationalisation at Jabok, made possible in particular by **the Erasmus+ Program**, requires a more solid conceptual framework to set criteria for the development and direction of mobility. **The United Nations Sustainable Development Goals (SDGs)** offer such a framework, which is also fundamentally in line with the school's value orientation and its educational offer. In the context of a relatively small institution such as Jabok, the extent of mobility is also rather low. Nevertheless, we claim responsibility for sustainable development in the context of internationalisation and the ERASMUS+ Program offers many opportunities for this. Using the SDGs we formulate four basic principles of sustainable internationalization, which also correspond to the four strategic objectives of modernization of this project. In the context of the Erasmus+ Program, we aim to achieve the goals by 2027:

### **1. Person-Centred Education**

Jabok will ensure that mobility participants have **personalised objectives** for their mobility trips, **taking into account their learning needs and specific skills**. The benefits of the mobility will be demonstrated not only through new knowledge but also through the ability to apply new experiences.

The school will support **the recognition of international activities** for students' credit progression and in the professional development of teachers. It will also harmonise the procedure for the use of the different tools on **the Europass portal**.

It will promote internationalisation as a step towards graduates being well placed in society and gaining quality employment.

### **2. Equality in Diversity**

Jabok advocates that in principle **all students and teachers** should be able to gain international experience **on an equal basis**. In selecting people for mobility, the following will be applied in an equal manner: "there is no discrimination based on sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation" (Art. 21 of the Charter of Fundamental Rights of the European Union). The school values the increasing diversity and encourages intercultural encounters at different levels to stimulate mutual understanding and peaceful coexistence.

The principle of equality is applied in the choice of types of mobility, giving preference to those that are economically affordable to the majority of students and teachers. Where necessary, the school will ensure that additional sources of support for the departing student and teacher are used.

### **3. Innovation and Technology**

Jabok promotes a diversity of forms of internationalisation. It will develop and promote **blended and virtual alternatives** for students and teachers mobility.

The school will encourage innovative elements of mobility through the use of **digital technologies**, in particular **the Erasmus digital tools**.

### **4. Sustainability and Justice**

Jabok has a sustainable policy of international cooperation. It gives priority to exchanges with **long-term partner schools and institutions**. It prefers reciprocity, recognition of each other's interests; a win-win for both parties.

The school regularly carries out **quality assessments of mobility with regard to social and environmental justice**. It critically evaluates its own practice and modifies curriculum and institutional structures where necessary. It also **evaluates the ecological burden of trips** and gives priority to means of transport with a low carbon footprint.

## **Erasmus Key Action 1 (KA1) - Learning mobility**

**Actions** carried out within the framework of Erasmus Key Action 1 - Learning mobility of individuals **contribute to the strategic objectives of the institution**. Jabok supports outgoing and incoming mobilities of both students and staff, and thus expresses its commitment to ensure that all members of the academic community are given the opportunity to develop their international competence: language skills, intercultural competence, involvement in international challenges, professional and personal growth.

In order to make this process happen, Jabok has an **International Office (IO)** that handles the whole agenda from the publication of information about the mobility offer, through administrative management, to the dissemination and sharing phase. The IO ensures that at each stage of the process everyone knows what the next steps are. International mobility is a task for the whole institution and the IO plays a coordinating role between the different departments and also in relation to the economic department. The IO facilitates the conclusion of "inter-institutional agreements" and prepares documents for the

management of the institution, which decides on the conclusion of agreements with specific partners.

In particular, the school and its IO implements these activities during **outgoing mobilities**:

1. **Open and transparent call** for mobility opportunities. Information is published on the school website, in the information system, on notice boards and in person at meetings with students and staff. Particular attention is paid to persons with special needs.

2. **Selection process.** Any full-time or part-time student of the school can apply for mobility. Registration takes place through the school's electronic tools. Any member of staff may also apply for staff mobility after consultation with their Head of Department, or in the case of departments' heads, in consultation with the Head of School. Registration for mobility is followed by a personal meeting with the staff of the International Office.

3. **Administrative support.** The IO offers assistance with the administration of documents in accordance with the instructions of the National Agency. Information support is provided to outgoing persons throughout the whole process of arranging and reporting mobility. Special assistance is given to outgoing persons during departure in the event of an emergency. The IO offers individual preparation for mobility covering all important aspects. In the case of a large number of persons on mobility, the IO organises a preparatory course.

4. **Language support.** The Department of Foreign Languages provides English and German classes or other language classes for students in the course of their studies, according to the specific requirements of individuals and the capabilities of the department. Teaching is oriented towards the professional use of language in the social and pedagogical field. Staff gets the opportunity to increase language skills in so-called CLIL, small study groups focused on subject-specific foreign language teaching.

5. **Recognition.** The School has arrangements and procedures regarding full academic recognition of ECTS credits from international study. Procedures for the recognition of staff mobility are departmental, usually involving the production of a trip report, an assessment interview and a presentation of knowledge and experience at a staff meeting.

6. **Visibility of the results of mobility abroad.** The procedures are managed by the IO in cooperation with the PR Department and the heads of the particular departments.

The school and its IO implement these activities during **incoming mobilities**:

1. Incoming students and staff obtain **general information** primarily through the school website and by contacting the IO. This includes information on courses, credits, accommodation, meals, transport.

2. More **specific information** about the study program and courses is provided by the heads of the particular departments and teachers. In the case of staff mobility, it is essential that visiting staff make arrangements directly with individual teachers, especially via mail or zoom. For a larger group, the IO can organise an online conference.

3. **IO also provides support** with necessary documents, insurance, accommodation and meals.

4. **Cultural and welcoming activities** are coordinated by the IO and involve students of the school and staff from a number of departments.

5. If necessary, the IO provides **language assistance** and facilitates further language training opportunities, e.g. language schools.

6. Special support is given to **students and staff with specific needs**, especially in cooperation with the School Counselling Centre.

#### **Impact of the participation on ERASMUS+ Program on Jabok**

1. EPS has an **impact on the students** of the school. Through international mobility they have the opportunity to increase their international competences, especially language skills, intercultural competence, involvement in international challenges, professional and personal growth.

2. EPS has an impact **on school staff**. By participating in international mobility, they will develop their international competencies, experience working in international teams, and use these experiences in their teaching and leadership of Jabok students.

3. EPS has an **impact on the school's curriculum**. Increased internationalisation will inevitably lead to a modernisation of the curriculum and a more precise targeting of the students' professional needs.

4. EPS has an **impact on the professional and creative activities of the school**. During the mobilities, staff will be able to identify key topics for research in social work and social pedagogy. At the same time, they will learn methods of professional and research work.