



**LES GARBERES**

INSTITUT DE JARDINERIA I AGRICULTURA

## **INTERNACIONALITZATION PLAN**



**Centre de Formació  
Professional Integrada**

Xarxa del Sistema de Formació  
i Qualificació Professionals de Catalunya



Generalitat de Catalunya  
**Departament d'Educació  
i Formació Professional**  
CFPI Les Garberes



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## PLA D'INTERNACIONALITZACIÓ



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## 1. Introduction

Internationalization is a fundamental element in modern education, especially in the field of Vocational Education and Training (VET), where the global dimension of the labor market requires academic and practical preparation adapted to international needs.

In this context, initiatives such as the Erasmus+ program facilitate student and faculty mobility to strengthen linguistic, cultural, and professional competencies in a European and global environment.

The **Institut de Jardineria i Agricultura Les Garberes** is committed to promoting educational mobility and international cooperation to ensure quality education, fostering values such as sustainability, inclusion, and innovation. This internationalization plan aims to establish collaboration with educational institutions and companies in various countries, promoting cultural and professional exchange. The strategy aligns with key objectives such as improving employability and adapting VET to the demands of the European labor market.

Currently, the institute structures its internationalization through agreements with mobility programs and international cooperation projects with companies like PIPEO. Additionally, a dedicated commission manages these initiatives, ensuring efficient implementation aligned with the institute's goals.

## 2. Institutional Context

The institute, located in Castellar del Vallès, began its activity in the **2012-13 academic year** with the **Intermediate Vocational Training (IVT) program in Gardening and Floristry**. Since then, it has expanded its educational offerings with the **IVT in Agroecological Production, the Advanced Vocational Training (AVT) in Landscaping and Rural Environment**, and the **Initial Vocational Qualification Program (PFI) in Nursery and Garden Assistance**. All courses are offered in dual and blended learning modalities.

The gardening sector is well-established in Vallès Occidental, with **86 companies** associated with the **Catalan Gardening Guild**, though it is not a predominant industry. There are only **six nurseries** registered in the **Nursery Growers' Guild**. The floristry sector has a strong presence but lacks organization, making quantification difficult.

Regarding agriculture and livestock farming, the **2009 Idescat census** identified **357 agricultural holdings**, while in **2019**, there were **190 salaried workers** and **196 self-employed workers** in

the primary sector. According to the **Catalan Council of Organic Agricultural Production (CCPAE)**, the region has **three organic livestock operators** and **38 organic crop producers**.

The student body at the **Institut de Jardineria i Agricultura Les Garberes** is diverse in age, background, and objectives. Students range from **16 to 60 years old**, including adolescents, adults with family or work responsibilities, unemployed individuals seeking new qualifications, and professionals looking to redirect their careers. Approximately **85% of students are male**, following the trend in the agricultural sector.

A significant portion of intermediate-level VET students face academic challenges or have a low educational level, often coming from adapted secondary education programs or CAM exams. In contrast, advanced VET students typically have a stronger academic background, often coming from **high school or other vocational training programs**.

We work closely with students facing fewer opportunities by offering **flexible learning options**, such as blended education, to accommodate their personal circumstances. Additionally, our model of **small groups and individualized support** promotes inclusion. Collaboration with local companies and institutions ensures practical training and improves job placement opportunities, particularly for students requiring additional support.

Our mission is to **empower students** by developing their skills, confidence, and critical thinking so they can achieve success both professionally and personally.

### 3. Needs, Objectives, and Activities

#### 3.1 What Can the Mobility Program Offer the Institute?

The following key aspects of the mobility program bring benefits to various institutional processes:

- **Keeping up with knowledge and technology in the professional sector.** The **agricultural family of studies** at **Institut de Jardineria i Agricultura Les Garberes** is constantly evolving, as are other vocational fields. Moreover, this sector has strong environmental implications. Many experts in gardening, landscaping, and organic farming are based in neighboring European countries. Participating in the **Mobility Program** allows our institute to **create synergies** with other institutions, enhancing our knowledge across different subsectors. These synergies will benefit students, faculty, and the institute as a whole.

- **Pedagogical innovation.** By exchanging experiences with other VET institutions in the same professional field, the **Mobility Program** can provide new teaching methodologies and innovative ways of delivering content.
- **Enhancing foreign language skills, particularly English.** Through various activities within the mobility program, students will have **direct exposure** to foreign languages, especially English. This occurs in both outgoing and incoming mobility experiences.
- **Providing equal opportunities for students to experience other cultures.** Beyond professional knowledge, the Mobility Program offers interactions with other cultures at a European level, fostering personal growth for participants.
- **Allowing faculty members to undertake training stays in other countries.**
- **Developing key skills and competencies for students.** Mobility projects help students enhance **teamwork, interpersonal relationships, innovation, responsibility, autonomy, problem-solving, and work organization skills.** For students participating in **outgoing mobility**, it provides an excellent opportunity to **strengthen social and professional competencies** through foreign work-based training (FCT/DUAL).
- **Enabling the institute to participate in international cooperation projects.**

In summary, participation in the **Mobility Program** offers:

- ✓ **Innovation in our professional field.**
- ✓ **Pedagogical innovation.**
- ✓ **Language proficiency improvement**, particularly in English.
- ✓ **Cultural exchange opportunities.**
- ✓ **Skill and competency development for students.**
- ✓ **Participation in international cooperation projects.**

### 3.2 Needs

As of today, the most immediate needs of the institute, which align closely with the benefits of the **Mobility Program**, are as follows:

- **Keeping up to date with advancements in technology and knowledge** within our professional field, particularly in **gardening, landscaping, and agriculture.**
- **Staying informed about pedagogical innovation** applied to the **agricultural vocational training programs** offered at **Les Garberes.** Specifically, there is a strong interest in gaining first-hand insights into:
  - **How practical training is conducted** in different curricular subjects.
  - **What digital tools are used and how** they are integrated into teaching.
  - **What types of professional training practices** are implemented in real work environments.

- In summary, it is valuable to see how other institutions **address the challenges** that schools like ours encounter on a daily basis.
- **Providing students who request it with the opportunity to go abroad** to complete their professional internships or undertake an academic exchange in another educational institution.
- **Offering faculty members the opportunity to participate in training stays abroad**, either in a workplace or through further professional development programs.

#### 4. Objectives and Activities

##### Objectives:

- Increase international mobility opportunities for students and faculty.
- Establish collaborative relationships with other European institutions.
- Promote language learning and intercultural competence development.
- Ensure equal opportunities for all students and staff, considering diverse needs and circumstances.
- Integrate sustainability as a cross-cutting theme in all activities, with an **agroecological** approach.
- Foster critical thinking and students' engagement with their social, economic, and environmental surroundings at both local and European levels.

##### Planned Activities:

- **Workplace mobility (FCT internships) abroad.**
- **Faculty training and observation stays** in leading institutions.
- **Implementation of Erasmus+ KA1 projects.**

#### 5. Structure and Procedures

To ensure the success of internationalization projects, a **mobility team** has been established to **manage and coordinate** all initiatives. This team operates under the premise that **projects belong to the institution as a whole, not to individuals**, ensuring that their impact benefits the **entire educational community**.

##### The mobility team's main functions:

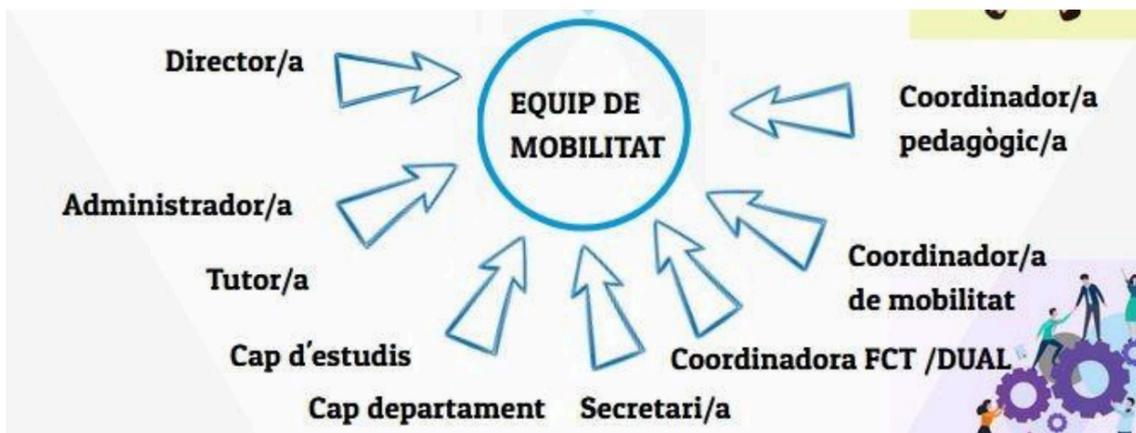
- **Identify the institute's internationalization needs.**
- **Define the general and specific objectives** of the projects.
- **Plan and implement activities** necessary to achieve these objectives.
- **Evaluate results** to ensure objectives are met and identify areas for improvement.



To successfully carry out these tasks, it is **essential to allocate sufficient resources and dedicated time** to mobility management. **Teamwork** is key to achieving effective management. This requires:

- **Delegating responsibilities** among team members, respecting their skills and areas of expertise.
- **Creating an environment** where each member feels involved and recognized for their role in the project.
- **Ensuring that, in cases of multiple simultaneous projects, a specific leader is designated** for each one, guaranteeing clear leadership and better organization.

This approach **promotes effective coordination, optimizes resources, and strengthens the institute's commitment to internationalization.**



The selection of participants will be carried out through a **transparent, open, fair, and well-documented process**, ensuring **equal opportunities** and alignment with the project's objectives. All decisions will be **duly justified** to foster trust in the process, uphold the principles of **inclusion and objectivity**, and maintain a **detailed record** of the selection criteria and results.

Student Selection Criteria:

- Open and collaborative attitude.
- Previous participation in educational and social activities.
- Ability to face academic challenges.
- Personal motivation, assessed through a motivation letter.

- Priority will be given to students with fewer opportunities, promoting inclusion and equity.

Teacher Selection Criteria:

- Proficiency in foreign languages.
- Previous experience in the institute's international initiatives.
- Seniority and stability within the institution.
- Justification for their participation in the training stay.

This process ensures that participant selection is fair, objective, and aligned with the program's goals, while also fostering inclusion, transparency, and professional growth.

## 6. Expected Results and Impact

To evaluate the **success** of the project, various tools such as **surveys, interviews, and final reports** will be used. These instruments will collect both **qualitative and quantitative data** on participants' experiences and the overall impact of the project at different levels.

### 6.1 Expected Results

1. **Participants:** Development of **personal competencies** (confidence, autonomy), **professional skills** (technical abilities, adaptability), and **transversal skills** such as **teamwork, communication, and problem-solving**.
2. **Educational Institution:** Integration of **innovative practices**, enhancement of **educational quality**, and greater **visibility** as an internationally engaged institution.
3. **Community and Europe:** Contribution to a **more inclusive, open, and interconnected** environment that aligns with **European values**, while also increasing community involvement in the educational process.

### 6.2 Impact

The **expected impact** of the project is both **quantitative and qualitative**.

- **Quantitative impact:**
  - Increase in the **number of participants, projects, and activities** implemented.
  - Improvement in **academic performance**.
- **Qualitative impact:**
  - Transformation of **teaching practices**.
  - Enhancement of **participants' career prospects**.

- Strengthening of the **institute's internationalization**, reinforcing its **European presence**.

#### Specific Impact Areas:

- **On the Institute:** Increased **international visibility** and improvement of **educational quality**.
- **On Students:** Enhanced **employability** and acquisition of **professional and intercultural competencies**.

#### Success Indicators:

- **Number of mobilities conducted.**
- **Satisfaction levels of participants.**
- **Feedback from collaborating companies.**

To ensure **continuous improvement**, measures such as **regular mobility committee meetings, follow-up sessions, and periodic reviews of initial objectives** will be implemented. These actions will help adjust strategies based on needs and ensure the **sustainability** of the project's results.

## 7. Communication Plan

An effective **communication plan** is essential to ensure the **dissemination and visibility** of project results both **internally and externally**.

#### Responsibilities

Communication will be coordinated by the **Mobility Committee**, with **active participation from project members**.

#### Internal Communication

To ensure that all staff members are well-informed and involved, the following channels will be used:

- **Faculty meetings:** Presentations and informational sessions.
- **Specific meetings:** Coordination meetings with relevant teams.
- **Shared Drive and email communication:** Reports and informational materials will be made accessible to all staff members through a shared **Google Drive folder** or via email.

#### External Communication



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The project's external visibility will be enhanced through various **platforms and tools**, including:

- **Digital platforms:** Updates on the **institute's website** and social media channels (**Instagram, Twitter, Facebook**) as well as coverage in **local media**.
- **Erasmus+ Results Platform:** Dissemination of project outcomes through this **official European tool**, ensuring **visibility at the European level**.

This communication plan will ensure a **smooth and efficient flow of information**, maximizing the project's impact **both within and outside the institute**.