

FMS ERASMUS+ ECHE Policy Statement 2025

Participation in Erasmus+

Fredericia College of Marine and Technical Engineering actively seeks to participate in the Erasmus+ program as a cornerstone of its internationalization strategy. This engagement is central to fostering international collaboration, enhancing educational quality, and addressing global challenges by equipping students and staff with the competencies needed for success in the modern workforce. Through Erasmus+, we aim to create diverse opportunities for academic, personal, and professional growth, enabling our community to thrive in an interconnected, innovative, and dynamic global environment.

Key Activities and Objectives

1. Student and Staff Mobility (KA1):

Our institution is committed to facilitating short-term mobility opportunities under Key Action 1 (KA1). These initiatives enable students to study at partner institutions or undertake internships abroad, gaining invaluable professional skills, intercultural competencies, and global perspectives. Similarly, staff benefit from participation in teaching assignments and training programs at partner institutions, which foster professional development, enhance academic collaboration, and promote the exchange of innovative educational practices. These mobilities are instrumental in enriching the knowledge base and capabilities of our institution.

Staff mobility can take place for both

2. Participation in KA2 including CoVEs

As a participant in Erasmus+ KA2 and CoVE projects, Fredericia College of Marine and Technical Engineering plays a pivotal role in advancing higher education and training. These projects enable us to collaborate with industry leaders and peer institutions to develop innovative curricula, share expertise, and implement best practices in technical education. Especially learning from and co-developing knowledge with partners abroad through KA2 project is deemed vital by FMS in our effort to be among the best in our part of the education sector and to teach our students that collaboration across Europe is important and vital in development of skills, competencies as well as a mindset of outreach to the World

By aligning our efforts with emerging industry demands and societal needs, we contribute to the development of a skilled workforce capable of addressing future challenges and supporting sustainable economic growth and by including collaboration with vocational educations, e.g. through CoVEs we help lighting up a path for lifelong learning for individuals seeking or having a vocational background, but who may want to pursue a higher education.

3. Inclusion and Support:

We recognize the diverse backgrounds and unique needs of our academic community. To ensure equal access to Erasmus+ opportunities, we have implemented support measures that address socio-economic, cultural, and physical barriers. Comprehensive guidance, financial assistance, and personalized support are provided to all participants, creating an inclusive environment that encourages active participation in mobility programs and other Erasmus+ activities.

4. Sustainability and Digital Transformation:

Sustainability and digitalization are integral to our approach to Erasmus+. By promoting eco-friendly travel, incorporating green practices into our projects, and encouraging environmentally conscious behavior, we contribute to the program's environmental goals. At the same time, we leverage digital tools and technologies to enhance the reach and effectiveness of our activities. Virtual exchanges, blended learning formats, and digital collaborations allow us to expand access to educational opportunities while fostering innovation and adaptability in our teaching and learning methods.

Strategic Implementation

1. Building Strategic Partnerships:

Collaborating with institutions, industry partners, and organizations across Europe is fundamental to our participation in Erasmus+. These partnerships, currently HELHa in Mons, Belgium, Chalmers University in Gothenburg, Sweden and Google as a major European player in the data center industry, further all partners in the aforementioned CEDCE (CoVE) project are regarded as important bilateral partners too, enable the co-creation of innovative programs, the exchange of best practices, and the strengthening of cross-border collaboration in education and training. By working closely with our partners, we ensure that our students and staff benefit from diverse and international experiences.

2. Integrating Mobility Outcomes:

The knowledge and experiences gained through student and staff mobilities are integrated into our curricula, teaching methodologies, and institutional practices. This approach enhances the quality of education, promotes professional growth among staff, and supports the overall development of our academic environment.

3. Aligning with Global Challenges:

Our participation in Erasmus+ is aligned with addressing global challenges, such as climate change, digital transformation, and social inclusion. By incorporating these priorities into our projects and strategies, we aim to create long-term, meaningful impacts that benefit both our community and society at large.

Impact and Vision

Through active and strategic participation in Erasmus+, Fredericia College of Marine and Technical Engineering demonstrates its commitment to building a skilled, adaptable, and internationally oriented academic community. By aligning our activities with Erasmus+ priorities—such as inclusion, sustainability, and innovation—we contribute to the creation of a more equitable, dynamic, and forward-thinking European education area.

Our involvement in Key Action 1 mobilities and CoVE projects strengthens our role as a leading institution within higher education of marine and technical engineers while our focus on green practices and digital integration ensures our relevance in a rapidly evolving world. Looking ahead, we envision Erasmus+ as a catalyst for institutional growth, fostering collaboration, and creating a legacy of excellence, adaptability, and global impact.

Strategy, objectives and impact

At Fredericia College of Marine and Technical Engineering (FMS), international cooperation is regarded as a cornerstone of our strategic development and deeply embedded in our strategy for research and development activities. Our vision is to cultivate a global academic environment that prepares students and staff to thrive in an increasingly interconnected world. Through Erasmus+ participation, we aim to strengthen our position as a higher education institution by fostering partnerships, enhancing mobility, and integrating global perspectives into our educational and administrative practices.

International cooperation aligns seamlessly with FMS's broader goals of promoting innovation, sustainability, and excellence in education. By collaborating with institutions and industry partners across Europe, we seek to exchange knowledge, implement best practices, and co-develop innovative solutions to global challenges. These efforts are key to enhancing the quality and relevance of our educational offerings and ensuring the adaptability of our institution in a rapidly changing global landscape.

Further international cooperation with other educational and research institutions allows for a broadened area of research activities partnering with institutions which can complement FMS's knowledge base e.g. within the maritime industry, data centers and transformation of both the maritime and energy sectors towards electrification and enhanced use for renewable energy and energy storage.

Objectives of International Engagement

1. Enhancing Mobility Opportunities:

Facilitate increased participation in student and staff mobility programs under Key Action 1 (KA1). By offering diverse short-term mobility opportunities, we aim to provide students with exposure to international learning environments and staff with access to professional development and collaborative teaching experiences.

Students may participate individually or in smaller or larger groups and be invited to take an active and proactive part in identification and planning of mobilities.

For staff short term mobilities may be used to visit other educational institutions for job shadowing and bringing home inspiration on e.g. technical subject, teaching methods, pedagogical philosophies, use of simulators as well as administration practices and student counselling. Structure, management and participation in research and development project could also form part of staff mobilities.

2. Strengthening Institutional Networks:

Develop and sustain strategic partnerships with other higher education institutions through joint programs and mobilities and with vocational and technical institutions and industry leaders through initiatives such as Erasmus+ Centers of Vocational Excellence (CoVE) eg. the current CEDCE project. These collaborations will enable the co-creation of curricula and innovative

educational projects that reflect emerging industry needs and addresses needs for collaboration across the educational sector and EQF levels to facilitate lifelong learning.

3. Fostering Inclusivity and Accessibility:

Ensure that international opportunities are accessible to all, including underrepresented groups and those facing socio-economic or physical barriers. By adopting inclusive policies and providing comprehensive support, we aim to make mobility programs equitable and impactful for all participants.

4. Promoting Sustainability and Digital Transformation:

Align all Erasmus+ activities with the priorities of sustainability and digitalization. Incorporate eco-friendly practices, support green mobility initiatives, and leverage digital tools to enhance collaboration, expand reach, and create flexible learning environments.

Impact on Students, Staff, and the Institution

• Students:

Participation in international mobility and exchange programs will empower students with technical expertise, intercultural competencies and 21-century skills, ultimately improving their employability. These experiences will prepare them to succeed in a global workforce and contribute meaningfully to society.

Student mobilities can be in the form of short term mobilities but also semester studying and/or 3–6-month internship abroad.

• Staff:

Teaching and training opportunities at partner institutions will foster professional growth, promote knowledge sharing, and encourage the adoption of innovative pedagogical approaches. Technical (asset maintenance) and administrative staff may also benefit from visiting similar institutions and bringing home new knowledge and inspiration to their work. This will enhance staff expertise and contribute to a culture of continuous improvement.

Institution:

International engagement will strengthen FMS's reputation as an esteemed HEI within the polytechnical and maritime sectors. By integrating the outcomes of mobility and cooperation projects into institutional practices, we will drive curricular innovation, improve educational quality, and foster a dynamic and globally connected academic community seeking cooperation and inspiration from partners in program and partner countries. **Future Vision**

FMS envisions international cooperation as a driver of growth and transformation. Through sustained participation in Erasmus+ and other global initiatives, we aim to evolve into a future-ready institution that equips students and staff to meet the demands of an evolving global society while contributing to the sustainable development of the European and global education landscape.

Indicators

To facilitate success with the ERASMUS+ programme FMS has set the following performance indicators for the coming three years

2025

Key target for the year: Implement short term mobilities

- Arrange and/or participate in our first KA1 short term mobility related to the CEDCE project. Target 5 students and 2 staff participate in two different events; outgoing: 5 students and 2 staff; incoming: 15 students and 6 staff
- Engage cooperation with Chalmers University (SE) regarding the development of ways of enhanced use of maritime simulators in the training and education of marine engineers. 2 staff to participate in minimum one job shadowing event in Sweden
- Engage cooperation with CERN (FR) with the aim of establishing a cooperation framework for both staff and student mobility and student internships.
- Establishing bilateral cooperation agreements with known partners
- Target in total:
Outgoing: 5 short term, 0 long term students
Outgoing: 5 short term staff

Incoming: 15 short term, 0 long term students
Incoming: 5 short term staff

2026

Key target for the year: Implement long term mobilities

- Apply for a KA2 project aiming at the development of an EQF-level 5 education for Data Center technicians and operators of critical infrastructure installations.
- Additional 2 students on 3–6-month internship abroad, e.g. at CERN
- Short term mobility related to activities stemming from CEDCE;
outgoing: 10 students and 4 staff;
incoming: 5 students and 2 staff
- Continuing process for establishing bilateral agreements with potential new partners within the fields maritime industries, energy sector, data centre industry, production facilities and other sectors relevant to the profession of Marine and Technical Engineers.
- Exploring existing cooperation agreement with NAIT – North Alberta Institute of Technology – with regard to short and/or long-term mobility to the extend possible within the framework of ERASMUS+; target one outgoing job shadowing stay for 1 staff.
- Target in total:
Outgoing: 10 short term, 3 long term students
Outgoing: 5 short term staff, 2 long term staff.

Incoming: 15 short term, 3 long term students
Incoming: 5 short term staff

2027

Key target for the year: Implement program for long term incoming students.

- Offer semester or diploma programme in English allowing long term inbound students to study at FMS for a prolonged period.
- Target;
Outgoing: 15 short term, 3 long term students
Outgoing: 5 short term staff

Incoming: 15 short term, 3 long term students
Incoming: 5 short term staff