



INTERNATIONAL PLAN OF THE LYCEE DIADEME, TAHITI – FRENCH POLYNESIA

ERASMUS + PROGRAM 2021-2027

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1- Introduction to the Lycée Diadème

Located on the island of Tahiti in French Polynesia, the public high school “Lycée Diadème” offers a wide variety of pre- and post-baccalaureate courses in the service industries.

The Lycée Diadème opened in 2019 as a result of the merger of two institutions – the high schools of Taaone and Aorai, established respectively in 1973 and 2003. Therefore, it is now ranked first in Polynesia by its workforce and numbers and its diversity of courses. It is in the heart of Pirae, nearest town to the capital of Papeete, that 220 teachers welcome 1600 students in general, technological and vocational sections from Year 11 to Year 13, as well as 600 students in degree programs at an undergraduate study level. This high school expands on a very large site of 4 hectares with 20 buildings.

The infrastructures are being renovated with the latest technology equipment such as the Fab Lab, a complete test laboratory allowing the use of design software, modelling with 3D printers, or the workshop of electric vehicle maintenance allowing learners to be trained in the latest technologies in a territory with a declared **will** to develop technologies with low **greenhouse** gas emissions.

Its **brand-new boarding school** of excellence will open in 2024 in a sustainable development approach. It will be open all year round and will allow students from the most remote archipelagos to carry out their courses after middle school – as there are few high schools in the 118 islands of the five archipelagos.

Regarding the high school, the courses are divided into general, technological and vocational sections in the service industries. There is a total of 12 specialties offered in the general option, 3 in technological courses, 6 in the professional option in the tertiary and industrial sectors leading to the baccalaureate; along with 3 options of **CAP** (*Certificat d’Aptitude Professionnelle*: equivalent to the National Vocational Qualification). Lastly, European sections are likewise available.

In higher education, the establishment has a wide range of 12 senior technician sections. It represents 41% of the **STS** (Science, Technology, Health) enrollment in Polynesia, according to the 2021 annual economic report of French Polynesia published in August 2022 by the **Institut d’émission d’Outre-Mer (IEOM)** – in eight tertiary and four industrial sections. Our scientific preparatory classes effectively train our students for the most prestigious engineering schools. Finally, for Bachelor’s degree level education, the institution offers the possibility of integrating a cycle of **DCG** (*Diplôme Comptabilité Gestion*: equivalent to the Advanced diploma in accounting and management), as well as an **ATS** course (**Adaptation Techniciens Supérieurs**), available in 2023.

As a partner of companies and of civil society, the Lycée Diadème bears a key role on the Polynesian territory, offering its services to economic agents and training young people to meet the needs of a territory which economy is decisively linked to international relations due to its geographical position. Located in the South Pacific, Polynesia is markedly equidistant from Australia and Chile in South America.

Our educational and learning communities are multicultural, offering a quality education and the transmission of the republican values of secularism, of gender equality and of inclusion. Our close relations with the economic actors allow us to constantly adjust the training courses to meet the needs of the latter, which are constantly changing. The school is constantly faced with challenges throughout technological and pedagogical innovation, in a socio-economic environment that deserves to be studied.

2- [Socio-economic overview of French Polynesia](#)

Demographic level:

French Polynesia gathers 279,550 inhabitants in 2021, 69% of which live in Tahiti, According to data published by the ISPF (Institute of Statistics of French Polynesia), French Polynesia gathers 279,550 inhabitants in 2021. 69% out the total population live in Tahiti.

89% of the inhabitants of French Polynesia were born and raised there, 8% came from France, and 1% from New Caledonia. Averagely, households are composed of 3.5 family members compared to 2.2 in France.

In terms of language, 73% of the population speaks French, 20% speaks Tahitian, 5% speaks another Polynesian language, and the remaining 2% a Chinese language.

Furthermore, French Polynesia attracts a large number of English-speaking tourists : 50% of them come from the United States, 41% from France, 8% from New Zealand and Australia, the rest come from various Asian, European and Canadian backgrounds.

Occupation/Employment level:

Precarious occupations are the (l'appannage) of young people: 31% of the 15-29 year olds are on internships or short-term contracts, in contrast to 15.4% of 30-49 year olds.

With an unemployment rate of 9.5% according to the ILO in 2021, down by 1% compared to 2020, Polynesians nevertheless suffer from several forms of exclusion from the labour market:

According to the BIT, the unemployment rate of 9.5% in 2021, is down by 1% compared to 2020. Notwithstanding that, Polynesians suffer from several forms of exclusion from the labour market:

- ✓ Gender: with an unemployment rate of 12.5% for women compared to 7% for men,
- ✓ Age: 22.6% of 15-29 year olds are unemployed,
- ✓ Education level: the employment rate of higher education graduates is of 80.7% in 2021 against 59% for baccalaureate holders and 46% for non-graduates,
- ✓ Sectoral disparity: the tertiary sector employs 8 out of 10 people in the hotel and catering, transport and trade sectors and contributes 25% of the value added of French Polynesia.

Economic projects with an impact on skills and international influence :

The international cruise terminal project laid its foundation stone in 2022. With a surface area of 2,700 m2 to accommodate 2,400-passenger ships, it requires skills in languages, reception, customer service and logistics in the region.

The development of recharging stations for electric vehicles, requiring qualifications in engineering, assembly and maintenance of electric systems and vehicles, is a major orientation in the region.

The deployment of an improved fiber optic network to address the digital challenge and meet the demands of competitiveness is a clear indication for the coming years.

The exponential growth of the building sector with numerous large-scale projects requires a qualified workforce to meet environmental and societal challenges.

Trades in French Polynesia :

French Polynesia imports 23% of its products from France, 18% from the European Union and 14% from China. The USA, South Korea, New Zealand and Australia are also recurrent suppliers.

As for exports, French Polynesia's main customer is Hong Kong with the Pearl Business, the USA for fish resources, France for copra, vanilla and monoi and finally to a smaller extent Australia and New Zealand.

Therefore, in the light of these structural data, our establishment has been open to the international scene for nearly 50 years, through numerous exchanges, partnerships and trips to Europe, Asia, North and South America, over the years and opportunities.

Now, faced with the new challenges of the economy, education and employment in an outermost region at the crossroads of international exchanges, in a post-Covid period, it seems important to us to adjust our international strategy, which is included in the school project. As a result, this will enable us to meet the objectives of the European and International programmes offered by Erasmus + for 2021-2027.

Down below, we set out our international objectives, followed by our Erasmus+ strategy.

3- [Objectives on the international stage](#)

Our international objectives are as followed:

- Developing the learning and mastery of foreign languages: English, Spanish, Mandarin for pupils, students and staff.
- To prevent students from dropping out by instilling into them the values of motivation and self-confidence, making international mobility and foreign language skills the essential elements of academic success and student consistency with the perspective of a mobility finally made possible.
- Deploy financial resources to offer students the opportunity to partake in international mobility.
- Benefit from intercultural exchanges in order to develop a European and international identity and citizenship.
- Standardize the student's image, who benefits from experiences abroad, to students living in dormitories. Along with that, we ought to astound them to discover new horizons with a social ascension at the end that they are not aware of.
- Enhance skills to improve employability.
- To share educational practices between countries and make the most of this synergy,
- Promote eco-friendly projects in a sustainable development line of reasoning.

- Facilitate mobility by taking advantage of the new features of the Erasmus 2021-2027 program, specifically the creation of the European electronic student card and the digital implementations of the inter-institutional agreements.
- To be a stakeholder in international partnerships in order to be an actor of innovation.
- To acknowledge and promote the richness of Polynesian culture and the distinct cultures of the neighboring archipelagos.
- Developing luxury tourism to a great extent by highlighting the environmental riches and raising visitors' awareness of their preservation.
- To deploy an environmental approach that is organized around solar and hydraulic energy in order to lead French Polynesia towards energy autonomy.

3.1 International openness: a major challenge inscribed in our institutional project

As far as the high school is concerned, this new strategy plans on increasing the fundings of the various European and international programs carried out by French Polynesia. By reducing the cost of mobility, the number of beneficiaries will increase, and our educational community will be sensitized to the international mobility.

The school promotes a dynamic of international openness to encourage the involvement of people from disadvantaged and/or rural areas in international mobility programs, including equality between men and women.

It is within this new international strategic framework that our institution is preparing for an Erasmus accreditation for pre-baccalaureate courses and the **ECHE** (European Charter for Higher Education) for the 2021-2027 program. This initiative will provide students with the mobility to finish their internships abroad, as well as for staff of all categories: Management, teachers, administration, agents. The institution will also be involved in projects of international cooperation.

3.2 Our values: equity, inclusion, support

As a result of a shared reflection, our international plan must be:

✓ **fair**: in order to strengthen the equality of opportunities, each student of our institution must be offered the possibility to a mobility abroad during his/her/their schooling,

regardless of their course. Each must have access to all destinations provided by the school, either for a school trip, a school partnership, or a mobility program of Erasmus +. This plan is based on the development of partnerships with companies, and of the optimization of networks and of funding schemes and collaborative tools (e-twinning platforms, linguistic classes OLS...).

We are especially attentive to the equality of treatment between all pupils and students, regardless of their social background. Our region is quite isolated and we are firm on creating a dynamic for publics often living remotely from international openness.

✓ **inclusive** : by breaking down the barriers between general, technological, vocational and higher education sections, an international opening results in greater cohesion and the removal of obstacles to personal ambition.

Apropos of knowledge, international openness improves general culture: History, geography, economics, politics...

At last, candidates to the mobility develop their soft-skills: observation, analysis, critical thinking and skills.

Our candidates likewise work to improve their interpersonal skills by coming into contact with other types of populations from diverse backgrounds and by being confronted with enriching regional particularities.

This unavoidably improves the school climate.

✓ **supportive** : the staff and pupils/students at departure are assisted for the search of companies, further studies, housing and linguistic support.

Incoming persons of the mobility are welcomed and informed on the housing, catering, transportation, leisure activities, and on **FLE** classes (*Français Langue Etrangère*.)

These goals will be predominantly supported by the Erasmus + system in Europe and out of Europe, thanks to partner countries of the program.

The Pays provides the **Continuité Territoriale** (*territorial continuity*) and supplies for financial aids to any student applying for the mobility by covering part of the costs of travel to Europe or to countries having a common border with the Pacific Ocean. The Lycée Diadème encourages all pupils, students and staff to take advantage of this range of measures to create a sustainable international dynamic.

Ultimately, our organization, which will gain in Erasmus experience, will **partake** in a share of knowledge with other institutions of the territory that may be less experienced. By offering a form of tutoring, we might very well contribute to the development of the European Training Area (**ETA**). A network of Polynesian participants is already in place since we are members of the Polynesian consortium for higher education, which brings together 10 institutions: a synergy that we intend to keep developing.

Those are objectives that led us to conceiving our Erasmus strategy declaration.

4- [Erasmus+ Strategy Declaration](#)

[4.1 Coincidence of our objectives with those of the European Union](#)

- To participate in the accomplishment of the European Education Area to which the member states of the European Union subscribed in 2017.
- Get involved in European and international partnerships to contribute to open up our isolated region to countries afar from mobility's reach, like the Next Digital International Cooperation project in partnership with Portugal, Turkey and Croatia.
- To develop the European and international dimension in education through the learning of modern languages offered by the school: English, Spanish, French, Tahitian, Mandarin. Our intention is to propose the learning of German.
- To take advantage of synergies with countries outside Europe, thanks to partner countries with which we have agreements. The objective is always to reduce the cost to families and to open up other destinations. Financial levers through Erasmus + school exchanges must be mobilized in the short term outside Europe.
- Promote the mobility of students and staff by encouraging the academic recognition of diplomas, periods of study and internships within the EU. The Europass portfolio is gradually being put in place and valorizes skills through the Europass CV, the language passport and the Europass mobility.
- We are planning to implement the Diploma Supplement in the coming years, which is already in place for high school students, by proposing a baccalaureate diploma with the mention of European and international mobility, as promoted by the Ministry of Education.

- Similar to the Erasmus program, our approach will be inclusive by developing equal opportunities, inclusion and diversity because our ultra-peripheral region faces barriers to mobility due to high transportation costs.
- We are orienting the future of the institution towards sustainable development as set out by Polynesia in the 17 Sustainable Development Goals report established by the Government. Common values with the European Green Pact and sustainable Erasmus+ appear with a reduction of greenhouse gas emissions, the fight against climate change, the preservation of the oceans, responsible production and consumption, quality education, gender equality, poverty reduction, hunger and food starvation.
- Free tools for calculating carbon footprints will be made available to students to promote eco-responsible behavior, particularly in terms of sustainable travel in the host countries.
- Our international outreach includes education on sustainable development for students, parents and partners.
- Democratic life is essential in the Erasmus program and we strive to reinforce the understanding of the European Union and its institutions from a very young age.
- Supporting the personal development of educational practitioners through mobility periods, co-teaching and cross-observation placements.
- Promote cooperation between educational institutions. A prospective action is progressively set up in order to establish partnerships in Europe, America, Oceania and Asia as a priority, taking into account the geographical proximity.
- Catalyze the exchange of information and experiences on issues common to the education systems of the member states by creating partnerships between institutions, particularly in the fight against dropping out and careers of excellence.
- To encourage European citizenship by encouraging the participation of young people in the democratic life of Europe, thanks to partnerships with European associations (Europe Direct, local missions, Europe houses, etc.).
- Encourage the development of distance education thanks to digital tools to follow the curriculum while being abroad.
- Consider hybrid forms of teaching and internships, because even if the priority is physical presence, the health crisis has taught us that we must be prepared for

educational continuity. As far as internships are concerned, some of them can be carried out at a distance, if necessary, such as commercial prospecting, sales and negotiation, computer programming, although our first desire is to organize mobilities with face-to-face interactions.

- We are aware that the territory still suffers from a digital divide preventing the full deployment of these educational innovations. This divide is due to three major phenomena: the low speed of connections even though fiber is being deployed, the limited financial means of families to equip themselves with adapted tools, and the three telephone operators providing Internet access that do not yet allow unlimited connection at a reasonable cost.
- According to the professionals of the sector, this situation should evolve to allow Polynesia and the training institutions to fully benefit from the new technologies and the priorities of the Erasmus + Program in the next years.
- Improve employability by encouraging mobility and international experience.

[4.2 Existing and forthcoming tools](#)

We encourage the use of the OLS (Online Linguistic Support) and e-twinning collaborative platforms. The electronic European student card and digital inter-institutional agreements will be launched, as well as the Erasmus+ App. These tools allow mobility applicants to follow the progress of their application, exchange with the Erasmus community, disseminate their mobility experiences, for a better visibility of the institution and of European programs.

We also create partnerships with higher education institutions to allow our students to pursue their post-bac or post-BTS studies in Europe, America, Asia and Oceania. Mobility training, job shadowing, teaching in partner universities or training organizations will also be offered to staff.

We guide students towards the local aids offered by the government, including the international mobility passport provided by the French High Commission, reserved for students with limited resources who wish to follow a post-BTS course when the training offer envisaged by the student at the local level is non-existent or saturated.

The institution organizes a plethora of events to promote these mobilities and mobilizes various communication supports:

- Erasmus Days, a place for institutional information and highlighting of past, current and future actions.

- the post-high school orientation day where different establishments and institutions are invited to present their possibilities of evolution. A stand dedicated to international orientation and Erasmus+ will be present.
- international section of the website currently under enrichment - the school's internal newspaper
- relations with the written, audiovisual and digital press
- the school's Facebook page,
- the website devoted to international cooperation projects
- the e-twinning platform
- a press section dedicated to international journalists who can download our press releases and press kits, our international digital brochure, copyright-free photos and official European logos. Therefore, journalists will be able to create their own articles, request and generate interviews and reports.

Consequently, this strategy is deployed according to distinct groups of countries and persons.

[4.3 Target groups](#)

[4.3.1 Groups of countries](#)

Target groups are defined according to five criteria:

- ✓ geopolitical risk,
- ✓ health situation and local infrastructure to deal with health risks,
- ✓ essential practice of the languages taught in high school,
- ✓ cost optimization for families,
- ✓ pedagogical interest in accordance with the programs pursued, particularly for the compulsory internships in the STS and professional baccalaureate courses.

Consequently, we have determined 4 target groups among the countries participating in all Erasmus + program actions, **on the express condition that the verifications regarding the geopolitical, economic and health risks have been demonstrated and are favorable.**

Target group 1: Ireland (Eire), Malta, Spain

Target Group 2: New Zealand, Australia, India, USA, English Canada, Japan, China, and Latin America: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, El Salvador, Uruguay, Venezuela

Target Group 3: Greece, Netherlands, Italy, Portugal, Belgium, Luxembourg

Target Group 4: CEEC (Central and Eastern European Countries) and Northern Europe: Bulgaria, Croatia, Estonia, Northern Macedonia, Latvia, Lithuania, Hungary, Poland, Czech Republic, Romania, Slovenia, Slovakia, Cyprus, Denmark, Norway, Sweden, Finland, Iceland), Turkey

4.3.2 Groups of persons

The Erasmus strategy is dedicated to pupils and students as well as staff with specific actions of mobility: internships in companies for students and further studies in Bachelor's degrees abroad. As for the technological and tertiary sections, they are provided with intersecting mobilities for high-schoolers abroad, with the help of the contest of associations and professional networks, periods of observation, teaching, short-term training and work placements. Projects of cooperation focused on sustainable development, digital Technology, mastery of languages, cultural exchanges are also a priority in the continuity of the institution's commitments.

For the high school, we are developing scholarly mobility with Erasmus funding on the same groups of countries. The innovative digitization project that we are currently coordinating in the framework of a partnership with Portugal, Croatia and Turkey involves staff, and is being tested on groups of pupils from several countries.

We are committed to developing partnerships involving the whole educational community for the benefit of learners.

Under no circumstances do participants contribute financially to their mobility : the institution is committed to finding financial resources for the mobility candidates. In the event that the institution needs to call upon intermediary organisations to select partners and to accompany persons of the mobility, the institution commits to retaining control and supervision over the mobilities.

The school will especially ensure that no fees or charges would be levied on participants. In all cases, the accompaniment is managed by the school.

4.4 Exiting mobility of Polynesian students (key action 1)

BTS students (BTEC High National Diploma) can complete a nine-week internship at the end of their first year in companies chosen according to the requirements of the curriculum. These internships are governed by an agreement which describes the content of the missions which have strictly the same validity as the internships carried out in French Polynesia to obtain the diploma. Follow-up is carried out by a teacher through video conferences, e-mails and IP calls. A 'Europass' portfolio is given to each student who has had a mobility abroad.

Partnerships resulting from a network that has been maintained for several years with placement structures allow us to:

- select companies according to specifications that are in line with the diploma's referential established by the teachers in charge of vocational education,
- to look for accommodation at the best quality/price ratio,
- to welcome our students and to provide regular and professional English courses.

The distribution of industrial groups that welcome our students for internships in Polynesia welcome the latter in their establishments in Europe and other continents.

Applications for mobility are limited according to scholarships awarded by Erasmus. Therefore, a choice is made on the basis of the following criteria:

- attendance and seriousness,
- commitment to work,
- language level: the pupil or student must not have any major difficulties. If necessary, courses can be made available (OLS platform) or exchange sessions with foreign high school and university students to improve practice and reach B1 or B2 levels, depending on the cycle before departure.
- the degree of autonomy and adaptation of the learner,
- motivation.

Finally, in the long term, we will encourage the international mobility of apprentices once the territory has opened up apprenticeship to EPLEs, facilitated by the evolution of national and European regulations.

[4.5 Incoming mobility of European students \(key action 1\)](#)

The BTS referential does not mention ECTS per module but attributes 120 ECTS for the whole training. It is therefore currently unthinkable to grant European credits to incoming foreign students per module or per semester, but we are ready to study any project as soon as it is supported by the Ministry of National Education, Higher Education and Research. For staff, teachers will do observation or co-teaching placements in classes of European colleagues or immersed in companies.

A database of companies hosting interns is made available to incoming students with supervision by a vocational teacher.

These incoming students can only be welcomed with the signature of agreements currently being studied with European universities, institutions and companies.

All categories of staff are encouraged to travel either for short courses or to observe sessions with international colleagues with classroom immersion, or to conduct sessions either in French or in the local language. Immersion in companies is also possible. On the same principle of student mobility, the school welcomes colleagues from all countries under the same conditions.

The institution will assist incoming and outgoing students with contacts with institutions, accommodation, language courses and French as a foreign language, as well as with logistics.

The involvement of teaching and administrative staff in the international openness constitutes an added value for the institution because of the exchanges of practices and the reinforcement of professional skills. Recognition of skills is achieved through the Europass portfolio and the lprof platform for teachers, which provides the details of training, internships and professional experience.

5- Strategy out of Europe

The strategy is to take advantage of the current relation between French Polynesia and foreign countries for further studies in higher education, school exchanges at a high school level, inbound mobility. At the same time, we must prioritize some specific countries.

Current pairing arrangements :

- Papeete: Changning in China in 2015 and Nouméa in New Caledonia in 2019
- Pirae: paired with Païta in New Caledonia

In addition to these twinnings, from which we can draw a synergy, we are directing our strategy towards the following countries:

China :

Our high school offers Mandarin language courses by virtue of the large Chinese community in Tahiti and the important economic exchanges between China and Polynesia in the automobile and textile industries.

New Zealand and Australia:

Inter-institutional agreements should be established with Australian and New Zealand institutions and universities in order to welcome our students in pursuit of their studies, and some of our staff in incoming mobility. Agreements for pre-baccalaureate students are being studied.

North America and English Canada:

A prospective approach is underway to establish partnerships with universities and companies.

A commitment to develop partnerships for humanitarian projects thanks to our professional sections of Building and Sustainable Development, which can contribute to the construction of works or to the tertiary sections for projects in the fair trade sector.

6- An essential procedure on quality

The quality approach is part of our strategy by establishing quantitative and qualitative indicators— to evaluate the quality of our services and the satisfaction of our students, selection of host families, evaluation of services by the accompanying adults and students, selection of host companies:

- language testing before and after departure for periods of immersion abroad of more than one month in accordance with the European skills reference framework
- the use of the EUROPASS MOBILITY system allowing for the recognition of professional skills acquired during internship periods

Regulatory bodies, guaranteeing the respect of our quality charter:

-any school trip is subject to a vote by the School Council which is made up of representatives of students, parents, teachers, administrative and management staff, and institutions. It also evaluates the impact of our international actions on a pedagogical and financial level.

-any inter-institutional agreement or convention is also subject to the approval of the School Committee

-a procedure of selection of the candidates for internships is set, based on criteria of autonomy and parity, and a commission validates the candidates.

-sharing of results: within the organization, meetings such as Erasmus Days allow the results to be disseminated to the entire educational community. In the case of the Consortia that we coordinate or not, the conversations will be set through videoconferencing between all

the partner countries and have for objective to share the intellectual productions, the pedagogical innovations.

-we make the European Union funding known publicly on our communication supports with the compulsory mentions, provided by the Brussels Commission.

Finally, we keep control of the content, quality and results (including exceptional cases where we would have recourse to external service providers, associations or organizations for the implementation of the mobilities).

7-The impacts of our involvement in the program on the modernization of higher education

7.1 Raising skill levels to train graduates that Europe needs

Our exiting students will be more motivated because this international experience is seen as a major opportunity in their curriculum and strengthens their employability and European citizenship. As a matter of fact, our students will have gained in openness and will be more inclined to transfer their skills by exchanging their knowledge. These professional experiences develop their network and inspire them to enter engineering schools, business schools or international higher education institutions.

7.2 Improving the quality and relevance of higher education

By developing our agreements with European and foreign higher education institutions, our school contributes to the development of the skills of teachers and staff through an exchange of teaching practices. The cross-views concern the acquisition of skills, teaching tools, modes of evaluation but also the modes of management and administration for the other categories of personnel.

7.3 Raising quality through mobility and transnational cooperation

Relationships between foreign companies and our institution provide a beneficial synergy for students and teachers in the professional application of concepts. Our quality approach to mobility and partnership building is part of this transnational cooperation. If the institution is involved in an international partnership, this implies a harmonization of practices and quality indicators in order to work together for the success of projects.

7.4 Linking higher education, research and business to promote excellence and regional development.

Companies in the Polynesian Sea Basin will benefit from the skills acquired by our students during their internship mobility and vice versa for the partner companies.

Our actions do not impact on research, given the short cycle in which our students evolve.

Several leading international groups have chosen Polynesia to set up their establishments, as they are looking for specialized international profiles.

Training our students to master foreign languages undoubtedly meets the current and future needs of the territory's companies in a globalized economic context.

8-Improve governance and funding

Participation in the Erasmus program for the school results in numerous exchanges between teaching staff, administration and management, inspectors, **DAREIC** (*Délégation Académique aux Relations Européennes, Internationales et de Coopération*).

This program brings together teaching teams recognized for their skills and their adaptability to different audiences from all social backgrounds and with different vocations (general, technological, professional baccalaureate and tertiary I students), and institutional, financial and international partners. Rigor, transparency, equity and quality contribute to a finer governance.

The allocation of European funds requires selection criteria which have led to the creation of regulatory bodies within our institution, such as working groups and steering committees, in order to check administrative and financial procedures, and to make choices. The school council ratifies decisions on mobility and travel, ensuring the financial impact of each.

An Erasmus referent is appointed to ensure that the rules governing the operation and funding of the program are properly applied in a quality approach. He/she is the link between the DAREIC and the head teacher, and a resource person on Erasmus programs of the school. He/she undertakes to build up a documentary database available to the whole educational community of the school. It trains, accompanies and supports teachers so that they become autonomous and with the aim of transmitting skills so that the school gradually becomes autonomous.

A steering committee of 10 persons is operational thanks to the new dynamic and the commitment of the management alongside the teaching staff.

Educational inspectors are consulted to ensure that our participation in this European and international program is as effective as possible. There are many exchanges between schools in the area, which allow us to compare and improve our practices.

The various actions are presented at management meetings in order to fully integrate this program into the school project, which is the result of a collective effort to define working and communication procedures.

We are committed to maintaining links with funders such as the country, the State and Europe, but also to increasing our close relations with companies that guide the training offer.

These different forms of regulation are essential to the foundation of our policy of international openness, which is largely supported by the Erasmus program and has been part of our school project for several years.