

ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027

Erasmus Policy statement (EPS):

Our School has been working for years to modernize and become more international. Since 2008, the Higher Technician Degree in Development of Web Applications became bilingual (Spanish \ English). This led to the presence in our Center of an English language assistant. From next school year (2020-2021) all compulsory secondary education groups will be equally bilingual (Spanish \ English).

Over the years we have participated in several Comenius and Leonardo programs, and we were awarded the Erasmus Charter for Higher Education (ECHE) in 2016. Since that year we have achieved three 24-month KA103 projects in the 2017, 2018 and 2019 calls. We are currently selected and under evaluation for a new KA103 project in the 2020 call.

Our students of Advanced vocational courses have carried out internships in companies or institutions in Germany, Belgium, Ireland, France, Malta, Italy, Turkey and the United Kingdom, by means of scholarships granted through own programs as well as through agreements with the Education Department of Andalusian Regional Government (Consejería de Educación de la Junta de Andalucía).

By participating in the Erasmus programs, we aim to open our center to the great educational framework that Europe offer. We are convinced that by broadening our horizons of training and exchange with institutions from other European countries, we will not only manage to improve our professional competence, but also increase our linguistic competence and knowledge of other social and cultural realities. All this will allow us to make decisions that will improve and modernize our School, while enriching the European feeling both among teachers and students.

Our internationalization policy covers all sectors of the educational community, not just Higher Education. We have developed a KA219 project and two KA229 projects. Likewise, in the 2020 call, KA101 and a KA104 projects have been requested. In recent years, we have consolidated student exchanges with high schools and education centres in Sweden and Croatia and we are also the host centre for vocational education and training students from other European schools, who can carry out their internships in our city. In particular, we receive students from a school in France.

Our teachers have carried out different types of mobility in countries such as France, Italy, Greece, Finland, Romania, Croatia, Sweden, Ireland, Lithuania and the United Kingdom.

We have received several recognitions for our effort, such as:

1. European eTwinning Quality Label for the projects:
 - a. European Active Citizenship Gymkhana (2017).
 - b. European Active Citizenship Erasmus + Radio Podcast (2017).
2. National eTwinning Quality Label for The Right Decision project (2018).
3. European Commission Move2Learn Award to the European Active Citizenship Gymkhana project (2017).

Our school has a clear commitment to modernization. In fact, we have recently registered on the Erasmus + Dashboard platform in order to streamline and modernize all the administrative management of projects. Likewise, we are determined to use all the tools provided with the development of the European Without Papers Initiative, we will encourage the use of the Erasmus + Mobile App and we hope that our students will get the European Student Card when this initiative is fully developed.

It is important that all the people in our school feel the need play a part / get involved in internationalization projects.

Therefore, we will publicize them among the educational community through our website and social media.

Participating in these projects will be a great advance to build a European Education Area.

The ECHE charter will help us to achieve the following objectives:

1. Increase our students' academic achievement rates in order to guarantee their professional success.
2. Improve the quality and relevance of our Higher Technician Degrees.
3. Consolidate the quality of our Advanced Vocational courses with mobility and international cooperation projects.
4. Establish relationships with institutions and companies to guarantee/consolidate excellence and contribute to regional development.
5. Improve the management of our European projects.
6. Improve the language skills of students and staff.
7. Promote European citizenship.

In the framework of these general objectives, we will establish some specific aims for students and school staff.

Our aims for students are:

- a) To acquire new competences, professional capacities and abilities that enable them to adapt to a different linguistic, cultural and professional environments.
- b) To put into practice the knowledge acquired in our school, as well as to adapt to different working methods and management, which will give them a better understanding of the differences between companies and between different countries.
- c) To work autonomously and as part of a team, with the aim of developing various tasks and roles competently.
- d) To access to technological means not available in our school.
- e) To improve their level of foreign languages through the use of OLS and other available means.
- f) To acquire a series of fundamental social and organizational skills that will enable them to join the labour market successfully.
- g) To improve their employment prospects and their professional qualifications.
- h) To achieve personal development, self-confidence, autonomy and professional maturity.
- i) To make a difference in the life direction and professional careers of the participating students, thanks to the knowledge they will acquire by getting in contact with new cultures, work environments, customs and ways of living.
- j) To reinforce their European citizenship.

Our aims for staff are:

- a) To share experiences with professionals from other countries, who contribute to the modernization and improvement of our school.
- b) To get to know more about different vocational training systems, which will lead to a greater knowledge of the European Education Area.
- c) To learn work methods and techniques different from those they carry out in their work context.
- d) To approach new methodologies, share new working methods and put them into practice.
- e) To improve their language skills.
- f) To reinforce their European citizenship.

In our school, only those students of Higher Technician Degrees can participate in KA103 projects. These courses have very specific content and it is very difficult to find

a school from another country that suits their curriculum. For this reason, our objective when referring to "student mobility" focuses on internship mobilities. All our Advanced Vocational courses have an on-the-job training module that is carried out in companies outside our school. This module, which has 22 ECTS credits, is the one we validate to our students when they successfully complete an internship mobility abroad.

Taking this into account, the mobility of students in practice will be reduced to two types:

1. Mobilities those students will do to carry out an internship in a foreign company and that will help them to overcome their on-the-job training professional module.
2. Internship mobility that our recently graduated students can do to complete their training.

The first type of mobility will be our priority. The second type, aimed at recent graduates, will only be offered if there are uncovered scholarships of the first type.

With both types of mobility, the aim is to achieve the objectives outlined above regarding students.

Regarding teachers, our objective covers both the staff mobility for teaching and the staff mobility for training.

In practice, this will entail two types of mobility: the teaching mobility, which will be less frequent and where the teacher must find a host institution, and the training or job-shadowing mobility, where the teacher learns how other institutions work and develop "good practices". In both cases, priority will be given to mobilities that generate the possibility of new contacts and that are aimed at creating some inter-institutional agreements.

We consider it very enriching for our staff to be able to carry out training mobilities to expand their knowledge on specific issues. This training will have a direct impact on our school in two different ways. On the one hand, the teacher who carries out the mobility will transmit their new knowledge to students. And, on the other hand, seminars will be organized where the teacher who carried out the mobility will transmit what they have learned during their training to the rest of their colleagues.

Mobilities for the observation of good practices is also of great interest, as they will have a positive impact on the improvement of our school and will decisively contribute to the achievement of objectives.

The other action in which we would like to participate focuses on the establishment of new cooperation links and exchanges, and in this context we value the possibility of

achieving a KA203 project. To reach this objective, it will be of vital importance to carry out staff mobilities, which will lead to the creation of links with colleagues from other schools.

We will study the impact of the renewal of the ECHE charter both qualitatively and quantitatively.

In order to qualitatively assess it, surveys will be carried out every year on the students and teachers who have taken part in mobilities, the heads of the Vocational Training Departments and the School Management Team. The objective of these surveys will be to measure the impact that this European program is having on our internationalization strategy, on teachers training, on the development of transversal skills, and on our capacity for innovation, scholarship management, openness and spread of information / publicity.

In practice:

- a) Surveys for students who have completed a mobility will be carried out within the month following the end of the mobility.
- b) Surveys for teachers who have taken part in a mobility will be carried out within the month following the end of the mobility.
- c) Surveys addressed to Heads of Departments will be carried out in June.
- d) Surveys addressed to the school Management Team will be carried out in June.

Once these surveys have been analysed, we can draw conclusions about the extent to which the objectives set out in our Charter have been achieved.

In order to quantitatively assess the impact that the renewal of the ECHE charter will have, we will use tools such as personal interviews with students and surveys in order to collect information about job opportunities, improvement of language competence, increase in the number of participating students, decrease in absenteeism and increase in the number of mobilities abroad and of students from disadvantaged backgrounds accessing scholarships.

Interviews will be held with the participating teachers and they will be required to provide the data of all the contacts they may have made and that could lead us to establish relationships with new institutions and companies.

All this information, together with that provided by the self-evaluation tests of the ECHE charter and the improvement proposals collected, will be published every year on the web, on social networks and on the final KA131 reports to evaluate the degree of achievement of our objectives.