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Erasmus Policy Statement (Overall Strategy)

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The Institution agrees to publish this overall strategy on its website within one month after the signature of the Erasmus Charter for Higher Education by the European Commission.

Please describe your institution's international (EU and non-EU) strategy. In your description please explain a) how you choose your partners, b) in which geographical area(s) and c) the most important objectives and target groups of your mobility activities (with regard to staff and students in first, second and third cycles, including study and training, and short cycles). If applicable, also explain how your institution participates in the development of double/multiple/joint degrees. (max. 5000 characters)

Original language [EN]

-The institution chooses the partners mainly through etwinning as well as by means of the information provided by the central office of the Region. The institution prefers to contact to European countries, as long as the English language spoken is good.

Through etwinning we make contacts that provide information about companies with the highest standards and quality. We look for companies that fulfill the needs of training of the students.

Our institution has already had students and teachers abroad, following a mobility ERASMUS program in short cycles. The experiences have always been satisfactory.

Moreover, the institution has participated in COMENIUS programs, including the exchange of Secondary students (from 12 to 16) with different countries (Holland, France and Germany).

Till 2013, the school has had de ERASMUS CHARTER.

Currently we are following and enforcing this lines of action.

This year we are planning to contact to MOVI.ES (mobility Spain), a non-profit association located in Seville, in order to help us to prepare of all the activities that STIMULATE, encourage, disclose, develop or support programs of mobility of students and teachers.

Other objectives and strategies are:

- 1.-Development of strategies for lifelong learning and mobility. In order to promote an expansion of learning mobility, our priority will be to encourage initiatives to develop mobility strategies and to remove obstacles to mobility. These strategies, however, could also be developed at sectorial level or between educational institutions.
- 2.- Encouragement of cooperation between the worlds of education, training and work. The contribution of social partners in making education and training more relevant to the world of work is vital for the labour market, for people's employability and entrepreneurial potential. Cooperation between education and the world of work can also contribute to improve, study and career guidance.
- 3.-Initial support and continuous training of teachers, trainers and education and training institutions' managers. Quality assurance mechanisms at all levels of education and training strengthen these developments.
- 4.-Promotion of the acquisition of key competences throughout the education and training system. The purpose of this priority is to encourage all sectors to develop projects focused on the following key competences, each one according to their specificities: communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, cultural awareness and expression.
- 5.- Promotion of social inclusion and gender equality in education and training. For higher education, we will focus on widening access to new types of learners. Issues related to the participation of migrants, groups with fewer opportunities, including Roma and vulnerable social groups of people with special needs will be particularly important, as the gender dimension (very relevant in education).

The upper-level cycle of Computer and telecommunication Systems is in the bilingual program of our institution. Many modules are taught in English.

The upper - level cycle of Bussines and administration is in the PILC program. Thus, some of the subjects are taught mainly in English.

Moreover, the both cycles have English as a subject.

It is very important for our institution the fact that our students have the chance to finish their education in a European company. It provides them a complementary training that makes them more competitives in the world of the work. At the same time, for our teachers, having the opportunity of visiting an European company and contacting to other teachers and professionals is really good for their training. It is going to be reflected in the way they teach the students.

Please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects within the framework of the Erasmus+ Programme.

If not applicable, please explain (max. 2000 characters)

Original language [EN]

-The international strategy of our institution starts in the first course of Secondary School, when they are only 11 years old. At that point, students have the opportunity of following a BILINGUAL PROGRAM.

Besides, English native conversation assistants are available in our institution . Many of the classes are taught by them and the Spanish teachers.

Appart from our Bilingual program, the Institution participates in a P.I.L.C. (Intitution's Interlinguistic Project) that consists of teaching in English or French basic commands and/or part of the contents of the subject. There are three modalities:

A (Basic commands in English or French)

B (Basic commands and part of the contents in English or French)

C (The whole subject in English)

The institution is full of boards, and posters in English.

The students can enjoy some of the English camps that our Ministry of Education region provides in summer.

The mobility activities for teachers and students enhance the knowledge of the students and staff, allows the visitors to learn things about other culture and language and promotes the approach between Europe and Spain, which are our main objectives.

Other strategies are:

- To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field.

-To participate in all international projects where our students could improve their skills.

-To support the realisation of a European area for lifelong learning.

-To promote cooperation in equality assurance in all sectors of education and training in Europe.

Please explain the expected impact of your participation in the Erasmus+ Programme on the modernisation of your institution. Please refer to each of the 5 priorities of the Modernisation Agenda *and explain which are the policy objectives you intend to pursue.(max. 3000 characters)

Original language [EN]

The participation in the Erasmus Programme is essential on the modernisation of our institution.

We are in an international society, in the European Union and our institution must provide all the tools needed for this internationalisation: Teaching them in English, bringing them international contacts and the opportunity of finishing their studies in an European company.

Our priorities are:

a) To help the students to promote their creativity, competitiveness, employability and the growth of an entrepreneurial spirit.

b) To promote, through the stay abroad the language learning and linguistic diversity.

c) Through the tutors the institution supports the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning.

d) Being members of the European Union, we reinforce the role of lifelong learning in creating a sense of European citizenship based on understanding and respect for human rights and democracy, and encouraging tolerance and respect for other people and cultures.

e) All these things encourage the best of the results, innovate products and processes and exchange good practice in the fields covered by the lifelong Learning Programme, in order to improve the quality of education and training.

* COM (2011) 567 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2011:0567:FIN:EN:PDF>)