B	

Erasmus Policy Statement

B.1. Erasmus+ activities included in your EPS

In order to facilitate the evaluation of your current application form, please tick those Erasmus+ activities that are part of your current Erasmus Policy Statement

Erasmus + Key Action 1 (KA1):

Study between Programme Countries:
Programme Countries - Student incoming mobility ☐

Programme Countries - Staff Incoming mobility ☐

Programme Countries - Student outbound mobility ☐

Programme Countries - Staff outbound mobility ☐

Partner countries - Study between Partner Countries:
Partner countries - Student incoming mobility ☐

Partner countries - Staff Incoming mobility ☐

Partner countries - Student outbound mobility ☐

Partner countries - Staff outbound mobility ☐

Traineeships:
Traineeships - Student incoming mobility ☐

Traineeships - Staff Incoming mobility ☐

Traineeships - Student outbound mobility ☑

Traineeships - Staff outbound mobility ☑

Erasmus Mundus Joint Master Degrees ☐

Erasmus + Key Action 2 (KA2):

Strategic Partnerships ☑

Knowledge Alliances ☑

Capacity Building Projects ☑

Erasmus + Key Action 3 (KA3):

KA3 Projects ☐

Jean Monnet Activities

Jean Monnet projects ☐

B.2. Erasmus Policy Statement: your strategy

Please be aware that your Erasmus Policy Statement should reflect your intended involvement in Erasmus+. Should you wish to add additional activities in the future you will have to amend your Erasmus Policy Statement and inform your respective National Agency accordingly.

The Institution agrees to publish this overall strategy (all three parts of the Part B) on its website within one month after reception of the Erasmus Charter for Higher Education from the EACEA. ☑

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:

Original language [EN]

IES Kursaal is a public high-school (Higher Education Institution, HEI) that depends on the Government of Andalucia, located in Algeciras, Cádiz.

The public course catalogue is the following:

- Secondary general education (compulsory education), internationally classified as levels ISCED 244-344 (bilingual)
- Mainly, school-based VET (Basic VET) program in Communication and Computer ISCED 351,353
- Secondary vocational education (Intermediate VET program): Technician in Microcomputer Systems and Networks, internationally classified as ISCED 354
- Terciary education, non-university (Higher VET program): Higher Technician in Management of Network Computer Systems, internationally classified as ISCED 554 (bilingual)
- Besides it has a Adult learning training program for secondary education program, ISCED 244

Our school has among its main priorities the mobility of students and teachers within Europe.

A.How we choose our partners:
Considerations:
•The company has to fit with the profile of the students, so that, firstly we will have to filter them by the traineeship programme offered and secondly, we will send them information about the occupations they can develop.
Tools:
•We are already registered in the e-twinning web portal, so it could be useful to contact with other school and get contact about companies.
•Our school is registered in Eras Mobility platform to see collaboration with other schools, we can help each other in the chase of companies.
•Drop'pin@ Eures to look for companies that offer traineeship programmes. Students can register in.
•Erasmus+ Projects web to search projects with good practices that could need partners.

B.Geographical area
•Mainly Germany, UK, Ireland, Italy, Poland, depending of the vacancies
•We will take into account the communications and the standard of living, as our students belong to medium or low class families.

C.Objectives and target groups of our mobility activities
Objectives:
•Give the students the opportunity to do their internships, known as On the Job Training (FCT) in European companies. It will show the necessities of the labour market in the EU, as many of them could not afford to do it without help.
•Gain experience managing with another workplace environment, it will be important to improve their lifelong learning.
•It will give a more valuable experience in order to find a decent job afterwards.
•Promote the use of the second language
Target groups:
•Staff: One group, with teachers that have to deal with the companies during the process of traineeship program, and another one formed by members of the Erasmus Workgroup in the school, therefore it can include academic and non-academic staff: teachers, headmaster, secretary, counseling staff, etc.
•Students: The target group will be composed of students of Short cycle. Among this group there will be two restrictions, students who have passed the professional modules required to do the traineeship and students who have passed language and suitability tests.

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:

Original language [EN]

As a beginner, we don't have enough experience to carry out the leadership of a project. However, we could participate as partners in projects which can meet our needs.

Please explain the expected impact of your participation in the Erasmus+ Programme on the modernisation of your institution.

Please refer to each of the priorities of the renewed EU Agenda for higher education as well as the goals towards a European Education Area* and explain the policy objectives you intend to pursue:

Original language [EN]

- Impact for students:
It is our major priority to help students in their career:
We think that training in Erasmus+ training programme is going to increase the employability of the students and help them to get into decent jobs.
Training is going to give students the chance to create jobs themselves. They are going to deal with shocks well and play a pro-active role in the economy.
They are going to improve proficiency in a second language, usually English.
The Europe's cultural diversity is a strength to promote their creativity and innovation, forming the basis for active citizenship and help the students to prevent populism, xenophobia and violent radicalization.

•Impact for the staff:
Improve the experience in European and International projects
Know new methods of learning and working in other countries
Gain fluency in the use of languages
Get used to manage with good practices in international cooperation

•Impact for the school:
We hope that working towards a European Education Area based on trust, mutual recognition, cooperation and exchange of best practices is going to provide us with:
Modernizing of our curricula
Boosting of language learning
Improvement the quality of the education
Giving more support to teachers
Driving innovation in education in the digital era
Building an inclusive and connected education system

* COM (2017) 247 (http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52017DC0247&from=ES)