

## 1. ERASMUS POLICY STATEMENT (EPS)

### ERASMUS POLICY STATEMENT

#### Participation in Erasmus+

Describe how you plan to participate in Erasmus+ actions in the future.

Explain how they will be implemented in practice at your institution.

Note: The following types of Erasmus+ activities are open to HEIs:

- Key Action 1 (KA1) - Learning mobility of individuals:
  - Mobility project for higher education students and staff
  - Student mobility for studies
  - Student mobility for traineeships
  - Staff mobility for teaching
  - Staff mobility for training
  - Blended intensive programmes
- Key Action 2 (KA2) - Cooperation among organisations and institutions:
  - Partnerships for Cooperation
  - Partnerships for Excellence – European Universities
  - Partnerships for Excellence - Erasmus Mundus Joint Master Degrees
  - Partnerships for Innovation
  - Alliances for Innovation
- Key Action 3 (KA3) - Support to policy development and cooperation.
- Jean Monnet Actions

#### Strategy, objectives and impact

What would you like to achieve by participating in the Erasmus+ Programme? Which are the policy objectives you intend to pursue? Describe how the participation fits into your institutional, internationalisation and modernisation strategies.

What is the envisaged impact of the participation on your institution? Explain how you expect the participation to contribute towards achieving the objectives of your institutional strategy. Explain how it will contribute to making your institution more modern and more international. Explain how you expect the participation to contribute to the goal of building a European Education Area.

Note: The objectives should be clear, measurable, realistic and achievable.

#### Indicators

For each objective, define appropriate indicators for measuring achievement (e.g. mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects, sustainability/long-term impact of projects, etc.). Link the targets to a timeline.

If you change your activities or objectives, please don't forget to update the EPS on your website and inform your Erasmus+ National Agency.

#### Participation in Erasmus+

IES Antonio Machado Secondary School is a state funded Upper Secondary School depending on the Regional Educational Authority in Andalucía (Spain). Founded in 1979, the IES Antonio Machado is located in a central area of the city of Seville, with students from a medium socioeconomic background and families who are highly involved in their children's education. The teaching staff of the center value positively the working conditions and the projects being promoted by the management. From an educational point of view, our institution offers the following levels:

- Compulsory Secondary Education (ESO)
- Post-compulsory Secondary Education (BACHILLERATO)
- Higher Vocational Training. (CFGS)

The aim of the Erasmus Charter for Higher Education (ECHE) is to be applied to all the educational community of our higher studies. It is focused on our professional family of Computing and Communication that allow our students to get the following Diploma: Higher Technician in Network Computer Systems Administrator.

After years of experience with a multitude of projects, our educational community has decided by mutual agreement to advance in the center's internationalization process. It is an extraordinary opportunity to improve our institution at all levels, and that is why, after an in-depth analysis of strengths, needs, and risks, we have decided to participate in Erasmus+ projects.

#### Strategy, objectives and impact

The **strategy** of our institution has a bold vision based on an inclusive conception of internationalization in higher education, which aims at:

1. Train teachers in innovative methodologies and evaluation processes to guarantee a satisfactory inclusive education in our center.
2. Develop the European Digital Competence Framework (DIGCOMP) in our center.
3. Internationalize our center to improve competence in foreign languages of teachers and students.
4. Deepen in the context of European identity an agreement on intercultural relations that promote values of inclusion, diversity, and tolerance while promoting knowledge of European heritage.
5. Promote the inclusion of students with special educational needs in our center.
6. Raise awareness in an education that respects the environment.

The different actions of the Erasmus+ Programme are expected to **impact** the maximum number of members of the academic community:

- We will disseminate their development and, above all, the final phase, where we are interested in the educational community knowing the learning acquired by students and teachers and the experiences obtained.
- Each teacher engaged in Erasmus+ mobility must prepare a report to share with the Center Management and the Teacher Staff.
- The final results will be communicated to the academic staff, the School Board, and the Educational Community through ordinary channels (posters that we will put up in the corridors and lobby, eTwinning and Erasmus+ Corner, Twinspaces of the projects in the European School Education Platform-eTwinning and the Erasmus+/eTwinning space of the center website).
- All the activities will impact our educational community by sharing the achievements and experiences on our website. Furthermore, we will propose the dissemination of them on the social networks of the participating teachers and the center (Instagram).
- We will publish the schedule of the activities and experiences of the participants in the Digital Magazine of the center "Galleries." Furthermore, to channel these activities of the Erasmus+ Plan, we organize an eTwinning project where we will record the contents and results to share with the educational community and interested parties.

#### Indicators

The development of our projects will be evaluated on the basis of the following quantitative indicators and according to our quality system based on the ISO 9001 standard:

- Number of meetings carried out with the aspects dealt with and the agreements made between participants.
- Evaluation of the competencies and learning results achieved by the mobilities development. Documents accrediting the stays, satisfaction questionnaire, and surveys for the people in charge at the reception centres and the participants.
- Language skills in the mobilities. Indicator: Oral language test carried out during the staff selection and after the mobilities, as well as the results of the OLS.
- Monitoring carried out in the Moodle course of the Erasmus project of the Regional Ministry of Education for these stays. Indicator: Entries of each participant in the forums or tasks proposed.
- Informative talks carried out by the students participating in the mobilities. Indicator: Number of students interested in Training in Working Centers abroad.
- Improvement in students' employability through a comparative study of labor incorporation before and after the start of the project.

- Increase cooperation agreements with partners from the European Union and other countries as an internationalization strategy.
- Degree of implementation of good practices, contents or methodologies developed in future strategic partnership projects KA2.
- Evaluation of the satisfaction degree of the incoming mobilities in our school through questionnaires to the participating teachers and students.
- % Outgoing mobility students
- % Outgoing academic staff participants
- % Outgoing administrative staff participants
- % Incoming mobility students
- % Incoming academic staff participants
- % Incoming administrative staff participants
- % Foreign students

Customized questionnaires will be prepared for each sector of the educational community (teachers, students, families, and companies). These will be carried out in the third quarter of each school year to collect information in the different educational sectors about the projects carried out.