

In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:

1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

With IES Las Fuentezuelas Erasmus Policy Statement we intend to implement Erasmus Key Action 1 projects following the award of Erasmus Charter. IES Las Fuentezuelas will take part in Erasmus mobility projects for training students and staff by means of of the following funding mobilities:

- Mobilities for Higher Vocational Cycle students' training internship in companies within European programme member countries and other partner countries.
- Mobilities for Teaching and Non-teaching staff directly involved in Higher Education within European programme member countries and partner countries, either for getting or providing training or practice. Staff in companies may also be considered as long as they carry out training or workshops for Higher Education.

The purpose of implementing Erasmus projects is to provide a solid framework which enables Higher Vocational Degree students to do their training internship in companies and other institutions beyond Spanish territory so that they will get their qualification certificate as well as optimal personal and social development as required by a new European knowledge society, this finally resulting in a quality labour insertion. **Our educational community in IES Las Fuentezuelas would like to make our Higher Vocational Cycle students fully qualified professionals** who can meet the needs expressed by many local and regional companies. Our students will be staying in a company of a different Erasmus participant country over a period of 90 days approximately, which will help them to adapt to the labour market demands, improve their overall understanding of other countries socio-economic environment and acquire a valuable work experience for their future careers.

Moreover, by implementing Erasmus projects we intend to contribute to developing a European dimension and adopting new teaching and learning methodologies in order to improve academic results.

Internationalization is one of the main goals included in our school Educational Project. We are convinced that our opening to the "*outside world*" is an excellent opportunity to improve our teaching competences that will boost innovation, which will definitely help to meet our educational needs. In this respect, **our participation in Erasmus Programme contributes to modernize our institution and fits into our institutional internationalisation and modernisation strategy** as we want to reinforce the idea of geographic mobility as part of working life and improvement in foreign language competence.

It is important to highlight that one of our institutional priorities is to **fulfil the goal of building a European Education Area**. For that reason, it is expected to **promote multilateral cooperation with other European institutions by participating in Erasmus Programme**. Our host institutions will be companies, training centres, research centres and similar institutions. We need to develop "*European awareness*" or "*Europeanise*" our academic and professional views.

The main goals of our participation in the Erasmus Programme are the following:

1. Increase in academic results in order to ensure professional success of Higher Vocational Graduates.
2. Improvement in quality and relevance of Higher Vocational Education.
3. Consolidation in quality of Higher Vocational Education by means of mobility projects.
4. Building relations among Higher Vocational Education, Research institutions and Companies so as to strengthen excellence and contribute to regional development.
5. Enhancement in managing and funding European programmes.

The specific policy objectives that our institution intends to pursue with students are the following:

- a) To complete our students' training with practical experience in European companies suitable for their professional profile.
- b) To obtain accreditation of professional competences with the Diploma of Higher Technician and the Europass Mobility Document.
- c) To gain and improve linguistic and transversal skills (versatility, ability to adapt and communicate, personal autonomy, decision making, resilience...)
- d) To contribute to the professional, personal and social development of students as European citizens.
- e) To increase the possibilities of professional insertion of our students.

In addition, **the specific policy objectives that we intend to pursue with staff** are the following:

- a) To motivate in the process of teaching and learning.

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website:

https://ec.europa.eu/education/education-in-the-cu/european-education-area_en

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- b) To include new technologies as a trigger for motivation, collaboration, creativity and learning.
- c) To raise awareness of the culture of "European citizenship".
- d) To value English as an international communication tool.
- e) To share good innovative practices to adopt new educational approaches.
- f) To train teachers in the use of other teaching methodologies.

Furthermore, our institution is setting among its policy objectives the implementation of new major priorities like:

- a) To introduce environmental practices in the context of the Erasmus+ programme.
- b) To undertake actions to respect the principles of non-discrimination, transparency and inclusion of participants.
- c) To implement the European Student Card Initiative and promote the use of Erasmus+ mobile application.
- d) To promote civic engagement of participants before, during and after the mobility.

In order to consolidate all of these objectives, our institution will take part in the Programme by means of KA1: **"Learning mobility: The mobility of higher education students and staff"**.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

IES Las Fuentezuelas KA1 projects will be implemented by making the following commitments that we set out to fulfill in our school:

- a) To fully respect the principles of non-discrimination, transparency and inclusion as set out in the Programme.
- b) To ensure equal and equitable access and opportunities for current and potential participants from all backgrounds, paying particular attention to inclusion of those with fewer opportunities.
- c) To select students, teaching and non-teaching staff for mobility activities in a fair, transparent, consistent and documented manner.
- d) To publish and regularly update the calls for Erasmus projects on our institution's website well in advance of the mobility periods, so that the programme procedure is transparent to all parties and allows participants to make well-informed decisions about the projects in which they will participate.
- e) To prepare participants well for their activities abroad by carrying out activities to achieve the necessary level of language competence and develop their intercultural skills.
- f) To ensure full automatic recognition of all credits/hours obtained for successful learning outcomes during mobility.
- g) To ensure that staff are recognized for their teaching and training activities during the mobility period.
- h) To validate in advance a learning agreement for students and a mobility agreement for staff between our institution, the host institutions and companies and the participants.
- i) To guarantee the quality of the mobility activities throughout the application and implementation stages and to offer the necessary logistics to develop mobilities successfully.
- j) To implement the priorities of the Programme:
 - By undertaking the necessary actions to implement digital mobility management in line with the technical standards of the European Student Card Initiative
 - By promoting environmentally friendly practices in all activities related to the Programme.
 - By encouraging the participation of people with fewer opportunities in the Programme.
 - By promoting civic engagement and encouraging students and staff to participate as active citizens before, during and after their participation in a mobility or project.
- k) To support Erasmus project ideas provided by staff to staff involved in project management and encourage participation at all levels of the school.

The participation of our institution in this Erasmus action will contribute to achieving the objectives of our institutional strategy by proceeding as follows:

1. The Deputy Director will be responsible for coordinating the different international mobility programmes, in collaboration with the coordinators of each Erasmus action programme.
2. The Deputy Director and the Erasmus programme coordinators share the information on the Erasmus programmes developed with the educational community. In addition, meetings are held with the various departments to inform teaching staff about the Erasmus programme.
3. The teachers of the professional families pass on the information to their students in the tutorial classes and carry out activities to motivate the potential candidates.
4. The corresponding Erasmus+ commissions proceed to select the candidates (students and staff participating) according to the criteria set up for the Erasmus programme and to publish the provisional and final lists of students and teaching and non-teaching staff selected. The selection criteria for participants take into account both language skills and the ability to improve them.
5. The coordinators of each Erasmus project organise linguistic and cultural preparation courses at different levels for the participants in order to prepare them to deal with everyday situations and with specific situations for the placement mobility. The centre ensures that this language training actually takes place in the term directly before departure and that participants reach the necessary level of competence before departure, which will be measured against the Common European Framework of Reference for Languages.
6. The coordinators of each project and the corresponding Erasmus+ commissions are responsible for providing

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appropriate support to participants before, during and after the mobilities and administrative procedures. They make the prior learning agreements for students and mobility agreements for staff, provide guidance to participants in finding suitable accommodation and provide assistance with travel and visa arrangements, where necessary. They also provide information to students and staff on how to prevent any potential risks or threats to their safety during their mobility as well as instructions in event of an emergency, and make sure participants obtain health, accident and theft insurance.

7. Institutions provide suitable mentoring and support mechanisms for participants. The Management of the School appoints teaching tutors who will monitor and evaluate the students and the host institutions or companies appoint working tutors, different from the supervisor, to provide students with support, guidance and information about life and experience in the company/organization (company culture, informal code of conduct, etc.).

8. The project coordinators and the corresponding Erasmus+ commissions conduct satisfaction surveys to the different companies, students and staff in order to analyse compliance with the training programme, relations with companies, logistical aspects, difficulties encountered, proposals for improvement... The results of this internal monitoring of European and international mobility and cooperation activities are taken into account, resulting in an improvement of international performance.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

The envisaged impact of IES Las Fuentezuelas participation in Erasmus + Programme is and will definitely continue to be positive **for students** for the following reasons:

- It would allow our school to establish contacts with companies in surrounding countries to collaborate with in the future.
- It would allow the students of our institution to gain experiences and good practices from the host organisations and consequently, increase their professional, social and intercultural skills and their employability, through the transfer of knowledge and the acquisition of practical skills.
- It would encourage our students to study and perfect other foreign languages.
- It would make it easier for students to find a job, which has become an almost necessary alternative with the current economic crisis.
- The number of students applying to enter our school could be increased by the possibility of participating in our Erasmus programme and doing work experience abroad.
- It would be the perfect complement to the English bilingualism programme implemented in all the stages and courses of our school.

The expected impact for the staff in our school will also be positive for the following reasons:

- It would make it possible to strengthen our skills (organizational, linguistic and methodological) and to integrate the contents of the project results into the programming of all subjects.
- It would lead to greater motivation in the process of teaching and learning, implementation of new technologies and application of good innovative practices.
- The teaching staff would benefit from training shared by the staff involved in the mobilities.

Therefore, our Erasmus programme would have an impact on the modernization and internationalization of Las Fuentezuelas School and all sectors of the educational community would benefit greatly. This impact would also fall on the management team that would organize and lead the new measures to improve the organization of the educational institution. In addition, the impact would also reach families, who would become aware of the value of personal effort to reach the goal and would value the culture of "European citizenship". The business environment would also benefit in the long term by having more capable and prepared students. On the other hand, public institutions would know the results of our Erasmus projects, our experiences and the achievements made that they could use to help other projects.

The specific mobility targets that our institution intends to achieve for the control of impact as a result of our participation in Erasmus + Programme are the following:

1. To increase the mobility of students and staff in our educational centre.
2. To improve the quality in the implementation of the Erasmus+ programme.
3. To improve the procedure for supporting mobility participants.
4. Increased participation in projects under the KA1 action in order to enhance multilateral cooperation with other European higher education institutions and improve cooperation between the centre and European companies.
5. To facilitate the development of innovative mobilities in education and training.
6. To achieve the long-term sustainability and impact of participation in Key Action 1 projects.

7. To improve the labour insertion of the students who have carried out the mobilities.

We set up qualitative and quantitative indicators in monitoring results and impact in line with the proposed targets. Next, we list these indicators and offer an indicative timeline for achieving the targets related to Erasmus KA1 Action.

- **Indicator 1:** To apply for at least ten internship mobilities for students and five innovative mobilities in education and training for staff at every annual Erasmus call. **Measured at the end of the Erasmus project period.**

- **Indicator 2:** To obtain a degree of satisfaction of at least 4 points out of 5 in the specific surveys carried out by the educational centre on the participants and the host institutions or companies, in which the logistic and training aspects of the stay are valued. In these surveys they can express their opinions and make suggestions. **It is measured at the end of the mobilities for each school year.**

- **Indicator 3:** At least 20 days before the start of the mobility, fulfil the tasks related to the search for a company, appointment of the teaching and work tutor, completing and signing documentation, search for accommodation, travel management **It is measured before the departure of the participants for each school year.**

- **Indicator 4:** To apply for at least 2 mobility projects per year under action KA1 and participate in all local mobility consortia. **Measured at the end of the school year.**

- **Indicator 5:** To carry out 100% of innovative mobilities in education and training provided to the school staff. **Measured at the end of the school year.**

- **Indicator 6:** Establish an Erasmus+ department or work team in the School Educational Project with allocation of specific functions to promote, develop and manage the different projects of the KA1 action. **This is measured at the end of the period of validity of the Erasmus Charter.**

- **Indicator 7:** Ensure that at least 80% of students who successfully completed their mobilities find jobs in their professional sector. **Measured 6 months after the end of the internship period.**

Other measures to promote the sustainability of the project would be keeping the dissemination of the results on digital platforms, the modification of the School Educational Project and the Didactic Course Planning and the commitment to collaborating with the teacher training centres and educational authorities.

In addition, other ways to assess whether the objectives have been achieved are interviews and questionnaires on the expectations and results of the project. The impact would also be evaluated through the number of teacher training activities in which the project participants are involved.

The members of the evaluation commission will be responsible for evaluating the impact and dissemination of the project.

Furthermore, the Erasmus project coordinators will provide the school management with a detailed dossier in the form of a diary of what happened during each mobility experience in order to be used as an evaluation tool.