

Erasmus Policy Statement (Overall Strategy)

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The Institution agrees to publish this overall strategy (all three parts) 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]

IES Francisco Romero Vargas is a public high-school (Higher Education Institution, HEI) that depends on the Government of Andalusia, located in Jerez de la Frontera, Cádiz. We offer Secondary Education and Vocational Training. For higher studies, we currently offer the following Higher Level Training Courses:

- Higher Technician in BUSINESS ADMINISTRATION AND FINANCE (Department of Business Management)
- Higher Technician in TELECOMMUNICATIONS AND COMPUTER SYSTEMS (Department of Electronics)
- Higher Technician in Computer Network Systems Management (Department of Computer Science)
- Higher Technician in Development of Web Applications (Department of Computer Science)

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

Associated are selected from proposals from professional departments, ideally between institutions and / or companies with previous experience in enterprise mobility practice. It is generally preferable the collaboration with centers similar in size to ours. The process is assisted and supervised by the Erasmus Coordinator. Students are allowed to participate in the nomination and selection of companies, since they are considered to be an active part of the process, but the final decision always belongs to the school. Where possible, due to the small size of our high-school, the search and selection will be done in coordination with other schools or using the EREIVET Project. The target sectors are Information Technology, Electronics, and Business Management.

If it is possible, regions with emerging business sectors and a medium or low standard of living (due to the economic constraints of the students of our school, located in a depressed area) will be selected. Preferred destinations are countries like Poland, Czech Republic, Bulgaria, Germany, Austria, etc.. Preferably, the target language will be English, since most of the students have this language as their second language.

The main candidates for student mobility are students in the second year of Higher Level Training Courses. These students are able to do their internships, this is known as On the Job Training (FCT), in European companies. These internships are scheduled in the last quarter of the 2nd year after passing every assesment. Where possible, and taking advantage of the contacts made by the students, teachers mobility will be promoted in order to update skills and technical knowledge and get in touch with companies and institutions, and with schools with similar profiles.

If applicable, please describe your institution's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects in teaching and training in relation to projects implemented under the Programme. (max. 2000 characters)

Original language [EN]

Nowadays, we are a small school, and we do not have the necessary staff to undertake the leadership of projects. We contemplate participating as partners in projects of this type provided we have available staff. These projects will focus on improving the level of knowledge of our students and ease their employment in the European space.

Please explain the expected impact of your participation in the Programme on the modernisation of your institution (for each of the 5 priorities of the Modernisation Agenda*) in terms of the policy objectives you intend to achieve. (max. 3000 characters)

Original language [EN]

In a school like ours, of a very small size, it is difficult that the benefits can be seen reflected in every one of the agenda priorities. The expected impact is grouped into the following blocks:

a)

Improve the academic level of students opting for mobility: We expect success levels to rise due to fair competition for these (limited) mobility posts that should improve academic levels.

Facilitate the access to student mobility, which is considered economically "vulnerable": in some cases, students can not afford to study in another city, or they try to combine low-pay Jobs with trying to access higher education.

Improve levels of access to higher education for students from the area: seeing students from our school gain access to European centers generates a motivating effect on previous levels, which in many cases higher studies haven't on first choice.

Improve proficiency in a second language, usually English.

b) Improve the quality of teaching, forcing the continuous update of the courses' contents to match the demands of the company, in this case in a global framework at the European level, which are usually a higher level than those typical of the area where the school is located.

Improve the use of Information and Communication Technologies (ICT)

Promote the integration of students with part-time work or family responsibilities, making use of the aforementioned ICTs.

Encourage training partnerships with companies, integrating external professional certifications within formal education. In that line, strengthening and initiating programs like Cisco Academy, VMware Academic Program, etc.. Such collaborations promote student mobility and international programs that have a common content and format in all countries.

c) Improve the level of knowledge of other cultures and realities in the European framework, improving social skills and abilities of students, both the ones who perform the mobility and their classmates.

Raising the level of employability of students performing mobility, guiding graduate students in the types of businesses that better match their profiles after that mobility.

Increase the number of students that are interested or perform mobility.

Increase the number of teachers involved in mobility projects or that perform mobilities.

d) Integrate innovative practices into the curriculum.

Establish collaboration agreements with companies and / or universities. In particular we seek collaborations with universities that are close to us, such as University of Cadiz and University of Seville, seeking teacher update on new developments and the spread of new knowledge and technologies in the companies of the area.

e) Rise the level of participation of women in higher studies, particularly in studies of technical profiles, encouraging and spreading the participation of women in mobilities

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