

Erasmus Policy Statement (Overall Strategy)

A) IES Jabalczuz's international (EU and non-EU) strategy

IES Jabalczuz has a commitment to internationalization of its activities: teaching, knowledge transfer, innovation and outreach. Mobility for all sectors of the school and of all kinds plays a central role in the institutional international strategy. As a large, comprehensive high school with considerable internal diversity, partners for each kind of international activity are chosen in each case according to their quality, similarity or complementarity with IES Jabalczuz, and suitability for the specific action. For institutional-wide actions, particular value will be placed in long-standing partners in networks.

IES Jabalczuz has a tradition of academic exchanges and language immersions in the UK. As a European school, integration into the European Higher Education Area is a priority for us as well as creating extensive links with other schools across the entire continent. Its geographical situation and history also make it an important crossroads for links with North Africa and the Mediterranean, and with Latin America; its long-standing commitment to cultural and linguistic competence and diversity can be materialized in well-established links with schools all over Europe. These links can take the form of numerous mobilities, cooperation and projects of different kinds, many of them under the different actions of Erasmus+. At present, we are developing a cooperation project Erasmus+ KA2 with another high school in Norway, with priority given to democracy and entrepreneurship as competences to be achieved by students in long-standing cooperative actions. The project title is: "Changing roles: through Democracy to Competent Schools". IES Jabalczuz pretends to work actively to promote mobility of all sectors of the school, with varying aims and objectives. Nowadays IES Jabalczuz is carrying out an agenda of outgoing and incoming students and staff mobility at European level with this project Erasmus+ KA2 (Norway-Spain) and is trying to participate in Erasmus+ KA3 (for our students of Vocational Training).

Outgoing student mobility contributes to a valuable individual learning experience for those participating, in academic, linguistic, cultural, professional and personal competences, and returning students together with incoming mobile students can create a truly international school for non-mobile students and staff, often known as 'internationalization at home'. Although Vocational Training is a short cycle (two years in Spain), IES Jabalczuz will make a considerable effort to promote mobility in our students to complete their academic training with the essential European dimension.

Similarly, a variety of short-term mobility actions for summer courses and practical or fieldwork visits will be also promoted. Incoming teaching staff mobility is an important element in 'internationalization at home', and an excellent opportunity for benchmarking and exchange of best practice in teaching and learning, as is outgoing teaching staff mobility and sharing on experiences on return. Thus recently IES Jabalczuz has applied to become a receptor center for a European teacher this academic year and we have been selected for this mobility action for second consecutive year. Besides, a German teacher will visit us during two weeks in May 2017 in order to observe our educative practice and offer us new methodologies used in her school, and so compare both educative systems and learn from each other. In addition, one of our future projects is to apply for study visits in a European center for teachers of our school (Erasmus+).

As we have mentioned above, IES Jabalczuz has also been participating in academic exchanges for students in York (UK) and in language immersions for students in Lewes (UK) for years.

b) IES Jabalczuz's strategy for the organisation and implementation of international (EU and non-EU) cooperation projects within the framework of the Erasmus+ Program

IES Jabalczuz combines a top-down and a bottom-up approach to project design and implementation. Thus, our school promotes participation and coordination of international projects by offering advice and support to members of staff wishing to

participate in them; this support consists on counsel in order to participate in these projects and to allow preparatory actions and meetings with partners.

Once approved, IES Jabalcuz will offer technical support for the implementation of the projects and either undertake or oversee the financial management. Similarly, IES Jabalcuz will also identify major policy issues on which it wishes to work at international level through project consortia. Our center will design and manage these institutional projects in different fields of academic cooperation: mobility actions such as Erasmus+ KA2 with a distant geographical area as Norway; analysis and design of policy issues such as widening access, quality of mobility, placements, virtual mobility, knowledge transfer and innovation, development cooperation, transferable skills, intercultural competence and so on. This approach will allow synergies to be sought between projects, particularly with partners from different geographical areas and sectors of society. It will further allow continuity in project activities, guaranteeing sustainability of actions beyond limited project lifetime.

Both general and targeted dissemination is and will be given for all new calls for applications, and information days will be held about them for students and teaching staff. Similarly, dissemination will be given to projects underway and to the outcomes of finalized projects.

c) Expected impact of our participation in the Erasmus+ Program on the modernization of IES Jabalcuz

In general, the Program will allow advancement of individual learning opportunities through mobility and participation in strategic projects, all of which will then feed into the general overall modernization strategy of the IES Jabalcuz. It will also allow the attraction of talent and furtherance of innovative educational programs in Secondary Education and in our short cycle (Vocational Training). The design and implementation of strategic actions and projects will intensify positive outcomes in the five priorities of the Modernization Agenda, as follows:

- **Increasing attainment levels:** IES Jabalcuz is convinced of the added educational value of mobility for the acquisition of generic competences and the increment of employability and critical capacity. Active participation of all sectors of the school in mobility actions, including virtual mobility through enhanced use of ICT tools, will ensure better prepared professionals for the future. More flexible mobility will facilitate the participation of under-represented groups and those with family obligations.

- **Increased intersectorial mobility** will improve employability at all levels.

- **Improving the quality and relevance of higher education:** international cooperation will provide ample opportunities for benchmarking and thus enhanced quality assurance with trusted partners. Mobility and project activity will further the design and application of innovative approaches to teaching and learning at all levels and ensure greater societal relevance.

- **Strengthening quality through mobility and cross-border co-operation:** participation in the program and increased flexibility will consolidate progress towards the students and teachers mobility objective. Furthering bilateral EU mobility is the most important strategic objective for IES Jabalcuz. It will try to attract good students and teachers from all over Europe, with an increase in vertical mobility.

- **Knowledge triangle:** participation in the program will further promote intersectorial mobility and projects, thus fomenting increased partnership and knowledge transfer (including start-ups and spin-offs) with business at regional, national and international level. Students and teachers with greater entrepreneurial and creative skills attained during mobility will contribute to regional development. Creating virtual start-ups is, precisely, one of the objectives of the project Erasmus+ KA2 we are developing in two academic years, from 2016 to 2018, with a Norwegian high school, Greveskogen Videregående Skole in Tønsberg. Besides, one of the goals of our students of Vocational Training when applying for mobility is to make *practicum* in companies abroad.

- **Governance and funding:** the Program will offer extensive opportunities for benchmarking and exchange of best practice in the school governance and

management, particularly through teaching staff mobility, and the implementation of strategic projects with international partners for all levels of management.