




ECHE ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027

ERASMUS POLICY STATEMENT

EPS

IES GABRIEL MIRÓ



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ERASMUS CHARTER FOR HIGHER EDUCATION 2021-2027

The European Commission hereby awards this Charter to:

INSTITUTO DE EDUCACION SECUNDARIA GABRIEL MIRÓ

The Institution undertakes to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Erasmus+ Programme.
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.
- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System – ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
- Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
- Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
- Implement the priorities of the Erasmus+ Programme:
 - By undertaking the necessary steps 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 individuals with fewer opportunities in the Programme.
 - By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility activity or cooperation project.

INSTITUTO DE EDUCACIÓN SECUNDARIA GABRIEL MIRÓ

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ERASMUS ACTIVITIES INCLUDED IN OUR EPS

The Erasmus activities covered by our **Erasmus Policy Statement**. The activities that our 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 X

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

Partnerships for Cooperation and exchanges of practices X

Partnerships for Excellence – European Universities ☐

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees ☐

Partnerships for Innovation X

Erasmus Key Action 3 (KA3):

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

OUR Erasmus Policy Statement reflects how we intended to implement Erasmus after the award of the ECHE. Should we wish to add additional activities in the future, we will need to amend our Erasmus Policy Statement and inform our Erasmus National Agency SEPIE

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

(The objectives of our participation. Explanation how we expect the participation in Erasmus to contribute towards modernising our institution, as well as on the goal of building a European Education Area¹ and explain the policy objectives we intend to pursue).

The award of the ECHE will be a vital tool for encouraging excellence in IES Gabriel Miro's internationalisation strategy and the specific execution of our student and staff mobility activities.

IES Gabriel Miró is an ECHE holder which has implemented Erasmus+ KA103 projects for student and staff mobilities since 2014. Applying for this new ECHE 2021-2027 is part of our own strategy for continuing on the process of modernisation and internationalisation taking into account the four main priorities of the EU Education Area: recognition, digital skills, common values and inclusive education. IES Gabriel Miró intends to focus its Erasmus activities on staff and student mobility in order to improve the quality of the three higher education studies of the professional family of Sociocultural and Community Services which are offered at the institution: (1)Child Care and Education, (2)Social Integration and (3)Promoting Gender Equality short cycle higher education and our staff and students' educational experiences. We will also want to participate in appropriate educational networks, explore and start to take part in strategic partnerships in the area of Higher Education for innovation and cooperation and exchanges of practices with European and international organisations and HE institutions. We will also be open to support EU policy development opportunities under the 2021-2027 programme.

Our institution has had twelve-year experience of participating in the LLP Erasmus and Erasmus+ programme including two strategic partnerships as partners in the area of School Education: Pangea project in 2014 and National Prides in a European Context in 2018. We have also had international student exchanges with Chicago (USA) at a post-secondary school level as well as other Erasmus+ activities such as teaching staff Transnational Cooperation Activities (TCA) participation in Vocational Training workshops in Berlin in 2014 and in Gran Canaria in 2018.

IES Gabriel Miró's trajectory and previous experience lay the foundation for modernising our institution as well as the goal of being part of a European Education Area. We want to continue our participation in Erasmus programme as a key aspect of our modernising institutional strategy and a growing internationalisation of our institution. Thus, IES Gabriel Miró also joins the international educational efforts established by UN under the 2030 Agenda for Sustainable Development: ensuring inclusive, equitable and quality education and promoting learning opportunities for everyone. These are the main reasons why we have encouraged our short cycle higher education students to do 'On Job Training module' abroad. We have participated successfully in Erasmus student mobilities for training since 2009, Erasmus staff mobilities for training since 2013 and Erasmus staff mobilities for teaching since 2017. Erasmus participation fit perfectly into our international and modernisation strategy. We need to obtain the new ECHE in order to gain access to the Erasmus programme 2021-2027 for our students and staff and the institution as a whole because we think it is the best way to fulfil our role in society within the goal of building a European Education Area and contribute to Europe's prosperity by

improving the quality of our student's work-placements and the continuous professional development for our staff.

Our General Objectives for Student Mobility for Training (SMT), Staff Teaching Mobility (STA) and Staff Training Mobility (STT)

Contributing to building a European Education area by recognition of skills and knowledge gained for learning outcomes during mobility abroad or blended mobility including digital skills, common values and inclusive education according to the Council Recommendation on Automatic Mutual Recognition.

- Improving the quality and accessibility of mobility opportunities for women and students with fewer opportunities.
- Strengthening the contribution of people's mobility for training to the social cohesion, active citizenship, intercultural dialogue, equality between men and women and personal fulfilment.
- Promoting greater participation in mobility for people of all ages including those with special needs, regardless of their socio-economic status.
- Promoting language learning, diversity and linguistic competence
- Strengthening the capacity of lifelong learning to create a sense of European citizenship, based on understanding and respect for rights democracy, and foster tolerance and respect for other peoples and other culture
- Understanding the organisation and characteristics of the European Child Care Sector, Social integration and Promoting Gender Equality initiatives and the mechanisms of entry into the labour market in these fields.
- Promoting eco-friendly practices in mobility such as low carbon footprint travel and accommodation options.

- Sharing staff experiences about other European training programmes including Erasmus meetings, Virtual Erasmus+ exchanges and trainings and transnational Cooperative Activities (TCA).
- Acquiring a European professional identity and maturity that motivates further training.

It is our goal to implement Erasmus agreements with European institutions and increase the number of Learning agreement. IES Gabriel Miro is open to participate in Erasmus intensive programmes, multilateral projects and networks.

Our objectives for KA2 Partnership for Cooperation and Innovation:

- Offering staff and students opportunities to work together in international teams on higher education relevant topics, honing their foreign language competences and digital skills as their communicative and interpersonal competences.
- Strengthening our international networks with higher education partners, developing creative thinking and promoting digital skills, common values and inclusive education
- A positive impact on the modernisation of our institution is expected by participating in Erasmus Programme 2021-2027. We would increase the number of higher education graduates by promoting further education at University after finishing our short cycle Higher Education studies. The quality and relevance of Early Years teaching training will be improved by promoting Child Care and Education student mobility, and we will equip Child Care and Education, Social Integration and Promotion of Gender Equality students with the knowledge and core transferable competences they need to succeed in their occupation field including digital skills, common values and inclusive education; IES Gabriel Miró will provide more opportunities for our students to gain additional skills through study or training abroad, and to encourage cross-border co-operation to boost higher education performance; We will also strengthen the "knowledge triangle", linking education, research and business.

Erasmus actions we would like to take part in and explanation how they will be implemented in practice at our institution. How our institution's participation in these actions will contribute to achieving the objectives of our institutional strategy.

The main Erasmus actions IES Gabriel Miró would like to take part are the mobility of higher education students and staff and partnership for cooperation and innovation.

In order to be implemented in practice there will be a staff Erasmus team responsible for the development of each mobility and/or cooperation project whose main responsibility would be ensuring equal and equitable access and opportunities to current and prospective student and staff participants from all backgrounds, paying particular attention to the inclusion and promotion of participation of those with fewer opportunities.

The IES Gabriel Miró's Erasmus team will be responsible for international project activities as well as mobilities, transnational Cooperation activities, Erasmus Virtual exchanges etc. Erasmus coordinator, project contact staff persons, the secretary of the institution and teaching members with Erasmus experience of the four Departments dealing with higher education studies (Sociocultural and Community Services, English, Vocational and Guidance at Work, English and Management) will be dealing with project management, administration, financing and reporting. So there will be a team of at least seven teachers with a variety of specialities that can contribute to the good implementation of Erasmus projects in the field of higher education and to assure that in case anyone may leave the team, the rest of its members can take over their role without any difficulty.

KA103 and KA107 student and staff mobility implementation in practice at IES Gabriel Miró:

The KA103 Erasmus Student Mobility for Training (SMT) is planned for short cycle higher education students and recent graduates in the field of Child Care and Education, Social Integration and Promoting Gender Equality in order to gain training experience in those sectors in participating country of the Erasmus programme.

ES Gabriel Miró's Erasmus team will implement the project taking actions and monitoring every necessary task before, during and after the mobility. There will be an open application call in the first term of every school year in order to allow full Erasmus equitable access to student and staff participants from all backgrounds including those with fewer opportunities. This application period will be accompanied by Erasmus information meetings and workshops in order to offer reasonable, clear, fair, practical and helpful support in promoting participation in Erasmus mobility.

The call for participation in student and staff mobility will respect the principles of non-discrimination, transparency and inclusion. It will include to fill in an application form in an established deadline, a letter on intention for students and teaching or training plan for teaching staff and a personal interview.

The usual dates of student mobility completion will be in a period of 3 months from January to June of the current school year with the possibility of more flexible dates for recent graduates. The Erasmus mobility period is counted as part of their curriculum in the case of students for 'On the Job Training Module' which will be accredited with 22 ECTS credits after the mobility, according to the national curriculum regulation of these Vocational Professional Higher Education studies. There will be an online test of the language used during the training period before and after the realization of mobility through the online platform support OLS and an online language preparation will be granted depending on the licenses granted.

The number of student and staff mobilities implemented in each call will depend on those granted in each KA103 project by our National Agency (SEPIE). The same process and requirements will be applied in KA107 student and staff mobility in any associated country of Erasmus programme.

KA2 Partnership for cooperation and for innovation

Although we have two previous experiences in participation as partners in KA2 cooperation projects coordinated by a Hungarian organisation in the field of school education, we have never participated before in KA2 in the field of higher education. Nevertheless, with this new ECHE we would like to widen our opportunities and to be open to this type of participation in the future years. In case of being part of a cooperation project in the field of higher education, we will organise a staff meeting in order to discuss the components of the project with the participating teachers and share the planned activities and timeline of the project such the preparatory and assessment phases and the coordinating international meetings and/or short-term exchanges of groups of students. the Erasmus team of the institution will provide relevant support to staff and students participating in these activities by regular meetings and we will keep high-quality communication by email and other channels with all the partners involved during the whole period of execution of the project to ensure that cooperation leads to sustainable and balanced outcomes for all of us.

What is the envisaged impact of our participation in the Erasmus+ Programme on our institution? The 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.) We are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions

Erasmus Programme enables IES Gabriel Miró's students and recent graduates to train and gain work experience abroad in the field of Child Care and Education, Social Integration and Promoting Gender Equality and it also enables our staff teaching or training mobilities abroad. The main targets will be giving continuity and increase number and quality of student and recent graduate mobilities for training and staff mobilities for training and teaching but also starting with hosting incoming students and bringing international academics, experts and other professionals from Sociocultural and Community Services field to our institution, putting quality before quantity in our participation of the Programme.

The IES Gabriel Miró's Erasmus team responsible for implementing the projects will use a bottom-up methodology when mapping the data of student and staff mobilities. The 2021-2027 call applications and final report documents from higher education KA1 projects will be read and recurring issues identified and included in the mapping this data. In order to measure the envisaged impact of IES Gabriel Miro's participation in Erasmus programme, quality will be put before quantity.

Qualitative and quantitative indicators in monitoring inclusion in student mobility participation:

- How diverse the participation in the Erasmus programme is, to see if students from disadvantaged backgrounds take part in mobilities abroad and/or blended mobilities.
 - Comparison between disadvantaged student and advantaged student Erasmus experiences to check differences.
- Qualitative and quantitative indicators in monitoring support for participation in mobilities
- Type and number of meetings and workshops for students and staff before, during or after their mobility with regards to finances, support structures (travel, accommodation, tutors and contact persons), integration.

Qualitative and quantitative indicators in monitoring mobility outcomes

- Type and number of career opportunities offered to Erasmus participants after finishing their mobilities.
- Type and number of learning and personal outcomes gained through mobility participation: personal development, soft skills, employments skills in the fields of Child Care and Education, Social Integration and Promoting Gender Equality etc...
- Qualitative and quantitative indicators in monitoring sustainable and long-term impact of environmentally friendly Erasmus practice:
- Awareness raising of environmental and climate-change challenges.
- Type and number of Eco-friendly travel options used by our participants for their learning, training and teaching mobilities.
- Type and number of low carbon footprint accommodation options used in mobilities abroad.
- Type and number of Erasmus virtual exchanges and trainings implemented.
 - Number of student and staff participants benefiting from blended mobilities.