

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)

Somos una Escuela Agraria y la implementación del programa Erasmus+ la desarrollamos tomando parte en proyectos internacionales, tal como lo tenemos recogido tanto en el plan estratégico y el plan anual de la escuela y en línea con La búsqueda de la excelencia internacional, articulada con las áreas estratégicas definidas por el Gobierno Vasco y los agentes sociales, siguiendo las directrices definidas por la Comisión Europea

Para garantizar el despliegue de nuestros objetivos y proyectos anuales partimos de un Sistema de calidad basado en procesos, sencillo, ágil y compartido, con un ciclo de mejora continua en los que se incluye el programa de internalización del centro (Internacionalización).

Elegimos a nuestros socios en función de los estudios que ofertan y la relación que tengan con empresas relacionados con los sectores referentes a los ciclos que ofertamos. Se pretende elegir aquellas escuelas y empresas referentes, punteras e innovadoras en los sectores que son de nuestro interés y especialmente el sector primario. Entendemos que en toda Europa existen empresas y programas innovadoras relacionadas con el sector primario y que son de nuestro interés para incluirlos en los proyectos de movilidad. Sería interesante ser partícipes de una red que englobara a las Escuelas Agrarias de referencia Europeas y así como con las empresas punteras dedicadas al sector primario contribuyendo a la creación del espacio europeo

Nuestro principal objetivo con los proyectos de movilidad tanto de nuestro alumnado como de nuestro personal es que conozcan de primera mano la realidad, práctica y organización de los centros Europeos que imparten materias similares a las nuestras

We are an Agrarian School and we carry out the implementation of the Erasmus program taking part in international projects as we have it included both in the strategic plan and the annual plan of the school and in line with the searching for international excellence articulated with the strategic areas defined by the Basque Government and the social partners, following the guidelines defined by the European Commission.

To guarantee the deployment of our objectives and annual projects, we start from a quality system based on processes, simple, agile and shared, with a cycle of continuous improvement that includes the program of internalization of the center (Internationalization)

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-eu/european-education-area_en

We choose our partners based on studies they offer and the relationship they have with companies related to the sectors related to the cycles that we offer.

The aim is to choose those schools and companies which are related leader and innovator in areas that are of our interest and especially the primary sector. We understand that throughout Europe there are innovative companies and programs related to the primary sector and they are interesting for us to include in mobility projects. It would be interesting to be part of a network that encompasses the European reference Agricultural Schools and with leading companies dedicated to the primary sector contributing to the creation of the European space. Our main objective with the mobility projects of both, our students and our staff, is that they know firsthand the reality, practice and organization of the European centers that teach subjects similar to ours.

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.

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Entendemos que la participación en las movilidades tanto del alumnado como del personal y profesorado es muy interesante desde el punto de vista del centro, así como para el itinerario profesional o formativo de sus participantes.

Como hemos citado en apartados anteriores creemos que los proyectos de movilidad aportan un mayor conocimiento del área de trabajo y/o estudio de los participantes, de la cultura de los países de destino y un incremento de las habilidades en el idioma extranjero utilizado, lo que supone un enriquecimiento en todos los aspectos.

Por lo tanto, entendemos que cuantas más movilidades tengamos en el centro y a diferentes países son más beneficiosos para todos.

Así pues, los indicadores cuantitativos más importantes serán:

- Número de movilidades de alumnado y profesorado/personal por centro.
- Número de alumnado y profesorado/personal interesado en participar en las movilidades.
- Número de alumnos/as que acceden a una movilidad en relación al número de alumnado matriculado
- Número de profesorado y personal que accede a una movilidad en base al número de los mismos en plantilla.

En cuanto a los indicadores cualitativos:

- Encuestas de satisfacción de las movilidades realizadas.

We understand that participation in the mobility of both students and staff and teachers is very interesting from the point of view of the school as well as for the professional or training itinerary of its participants

As we have mentioned in previous sections, we believe that mobility projects provide a greater knowledge of the participants' work and / or study area, the culture of the destination countries and an increase in skills in the foreign language used, which is an enrichment in all aspects.

Therefore, we understand that the more mobilities we have in the school and in different countries, the more beneficial it is for everyone

The most important quantitative indicators will be:

- Number of students and teacher/ staff mobility per center.
- Number of students and teachers/staff interested in participating in the mobility.

- Number of students accessing mobility in relation to the number of students enrolled.
- Number of teachers and staff that access a mobility based on the number of them on personnel.

Regarding qualitative indicators:

- Satisfaction surveys of the mobilities carried out