European Commission

ERASMUS+

Proposal Template

Administrative Forms (Part A)
Project Technical Description (Part B)

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-FP-2020

Version 1.1
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EU Grants: Proposal template (EACEA Erasmus+ IBA): V1.0 – 11-02-2020

ERASMUS+

PROPOSAL (PART B)

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-FP-2020

IMPORTANT NOTICE

Applications must be submitted via the Funding & Tenders Portal Submission Service before the call deadline.

Applicants must use this template for their applications (designed to highlight important aspects and facilitate the assessment against the evaluation criteria).

Character and **page limits**:

- page limit **25** pages

- supporting documents can be provided as an annex and do not count towards the page limit

- minimum font size — Arial 8 points

- page size: A4

- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are not a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your proposal.

⚠️ If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. After you have submitted it, any excess pages will be made invisible and thus disregarded by the evaluators.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	11.02.2020	Initial version
1.1	04.03.2020	Changes in page 10, 1st box after the Erasmus Policy Declaration

COVER PAGE

Part B of the proposal must be filled out by the participants in WORD, assembled and uploaded as PDF in the Funding & Tenders Portal Submission System. The template to use is available there.

Note: *Please take due account of the objectives and Charter's principles to be awarded with the Charter under the call (see Call document). Pay particular attention to the award criteria; they explain how the proposal will be evaluated.*

TABLE OF CONTENTS

COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

I, undersigned, declare that if my institution is awarded with an Erasmus Charter for Higher Education, my institution will undertake to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the 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 Programme:

  o By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.

  o By promoting environmentally friendly practices in all activities related to the Programme.

  o By encouraging the participation of individuals with fewer opportunities in the Programme.

  o By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.

- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.

- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.

- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective

roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.

- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.

- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.

- Provide active support to incoming mobile participants throughout the process of finding accommodation.

- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.

- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.

- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

- Ensure equal academic treatment and the quality of services for incoming students.

- Promote measures that ensure the safety of outgoing and incoming mobile participants.

- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act as ambassadors of the programme and share their mobility experience.

- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.

- Provide appropriate language support to incoming mobile participants.

After mobility

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.

- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.

- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).

- Encourage and support mobile participants upon return to act as ambassadors of the

programme, promote the benefits of mobility and actively engage in building alumni communities.

- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.

- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.

- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.

- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.

- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.

- Make use of the "ECHE guidelines" and of the "ECHE self-assessment" to ensure the full implementation of the principles of this Charter.

- Regularly promote activities supported by the Programme, along with their results.

- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels.

On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.

On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.

Legal representative of the institution

Signature of the legal representative

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 Area[1] 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)

Our school in Salou has a recognition of quality, formally by our government through its programs but a good school consideration too by its population.

We've started to participate in actions of European mobility sending some students to do their training at German companies the last three years but we need the ECHE charter to structure an international mobility program for the next years and convert us in a reference center in our geographical area.

As we've said in our craft proposal, Salou is a very international city because its main industry -tourism- and our international vocation fit perfectly with this climate. People from around the world live and work here so it's very important for us to consolidate our international strategy because it's almost a necessity for us. At the same time, as an institution, we defend the principles of humanism that drive our European leaders to the foundation of the EU and we want to offer to our students the possibility of the Erasmus experience because we strongly believe it is the best way to embrace them.

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)

We'd like to develop cooperation with partners in other countries as a mainstream of our strategy for internationalization. To support that, we firmly believe in mobility, besides our students for our staff too in order to achieve the knowledge of other institutions in this area and to improve in other European languages levels.

In the last three years, some of our students have been training (it's a mandatory subject in their curriculum) for a month in Germany and we've received German students to do their training practices in Salou after we've searched companies for them. Many people are getting to know our project.

So there is a big part of our city that knows what we are doing right now but, however, we would like to grow more and want to grow definitely and became the referent school where you can study HE and study or do training where some of the subjects or practices could be done in another European country.

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[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

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)

Knowing that Erasmus charter is not related to our VET students, our internationalism strategy has a long-term objective with them because through these experiences in other countries we want to keep engaging them with their studies and improve the number of students who finishes VET and move forward to HE studies.

Instead of that our HE students, normally in their twenties, achieve very high grades at our school (and they are successful too in their university studies). The EU mobility is a reward and an opportunity for them to open their minds, to get better in another language, to improve in the soft skills…we'd like that a minimum of 1/3 of our students, each year, could live an experience like that.

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
VET					
GAD	64%	63%	69%	77%	56%
TAPD	78%	79%	78%	76%	79%
HE					
SEC	94%				
AFI		88%	89%	80%	83%
ASC			89%	62%	89%
TEI	92%	93%	97%		

About the staff mobility, at the end of this period, we want to achieve that the half of the curriculum will be taught in English. So, we need to send our staff to other countries to improve our English level.

As an institution, our school wants to improve its network and extend our experience to another other countries in order to maximize the opportunities for our students and staff through the cooperation and exchange of practices.

2. STATISTICS

The purpose of this section is to understand the profile of your institution. Please provide the figures for the academic year 2019-2020:

2.1   General Profile of the Institution

Total number of students enrolled in all Higher Education degree programmes offered by your institution (data from official HEI register)	
Short cycle:	
1st Cycle (e.g. Bachelor):	74
2nd Cycle (e.g. Master):	0
3rd Cycle (e.g. PhD):	0
Number of staff (Equivalent full-time) involved in Higher Education	
Teaching:	28
Administrative:	2
Number of degree courses (study programmes in Higher Education) on offer	
Short cycle:	
1st Cycle (e.g. Bachelor):	3
2nd Cycle (e.g. Master):	0
3rd Cycle (e.g. PhD):	0

2.2 Students (academic Year 2019- 2020)

Please provide data according to your participation in the Erasmus+ Programme or any other existing exchange programme/funding scheme you are participating in.

1. Credit Mobility (any mobility programme between 2 and 12 months)	
Number of outbound students for study mobility (Erasmus+ and/or other programmes) to Programme countries:	0
Number of outbound students for study mobility (Erasmus+ and/or other programmes) to Partner countries:	0
Number of outbound students for traineeships (work placement – Erasmus+ and/or other programmes) to Programme countries:	2
Number of outbound students for traineeships (work placement - other programmes) to Partner countries:	0
Number of incoming students for study mobility (Erasmus+ and/or other programmes) from Programme countries:	4
Number of incoming students for study mobility (Erasmus+ and/or other programmes) from Partner countries:	0

2. International Degree Students (students with foreign nationality enrolled for a full degree programme and/or students having completed a degree previously at a foreign institution)	
Number of foreign degree students from Programme countries:	0

Number of foreign degree students from Partner countries:	0

3. Number of local (having the nationality of the country) and international students (of foreign nationality / with previous foreign degree) enrolled in double/multiple/joint degrees:

Number of local students enrolled in double/multiple/joint degrees:	0
Number of international students enrolled in double/multiple/joint degrees:	0

2.3 Academic Staff (academic Year 2019- 2020)

All types of higher education staff mobility within the framework of the Erasmus+ Programme (for periods between 2 day and 2 months) for teaching and training purposes:

Number of outbound staff to Programme Countries:	0
Number of outbound staff to Partner Countries:	0
Number of incoming staff from Programme Countries:	0
Number of incoming staff from Partner Countries:	0

2.4 Cooperation

HEI AGREEMENTS IN EDUCATION AND RESEARCH valid in 2019-2020: European and International HEI Agreements / Consortia / Networks:

Number of Erasmus+ inter-institutional agreements:	0
Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from Programme Countries (including membership in Higher Education mobility consortia, if any):	0
Number of other cooperation agreements (e.g. Memorandum of Understanding) with HEIs from Partner Countries:	0
Total number of consortium agreements for double/multiple/joint degrees:	0
Total number of consortium agreements for double/multiple/joint degrees involving Partner Countries:	0

European and International Education and Training Projects with contracts running in 2019-2020 (Erasmus+ and others)

Number of projects as coordinator:	1

Number of projects as partner:	1

Equivalent full-time administrative staff engaged in the HEI's European and International Offices working for the Programme (2019-2020)	
Number of staff at the central level:	0
Number of staff at the Faculty/School/Department Level:	0

3. GENERAL ORGANISATION OF PROGRAMME ACTIVITIES

3.1 General organisation

Please describe the administrative and academic structure in place at your institution for organising and implementing the Programme activities.

Please provide a detailed description of how tasks and responsibilities are divided among staff, with regard to both administrative and academic decision-making processes.

Describe the operational and communication methods you use, including how you plan to disseminate your activities to promote Erasmus+
Please provide the web link with contact details of the international office (or equivalent) in your institution dealing with implementing and organising the Programme activities.

First of all, I 'd like to explain what kind of school is where we work. It's a public school where we teach secondary, high school, vocation educational training, and higher education. It's for those last that we need ECHE. If those graduate students from HE want to move forward to the university they will have to recognized 25% of their total credits.

We have a small organization to manage the mobility of our students but we really do good teamwork. There are a Mobility coordinator and three responsible in charge of each of the three families of HE studies. We're directly related to the organization but when we need a minimum of half a dozen teachers more to help us in their expertise area. Administrative and management staff supports us in any way we need.

Once we know the number of HE students that can do mobility we make a calendar for such a process of selection. We talk with the student's tutors and explain to them what we're going to ask for in order to participate in the selection process.

We put all that kind of information on our web with all the documents that we're going to require, the dates in which they must send the information to us and how many points you can obtain at every stage of the process. That includes their CV, how many foreign languages they talk, a personal and motivational letter in English, and the opinion of their teachers. Prior to that all of them are convoked for a meeting where we explain to them the conditions and terms of the mobility and the process itself. A former student who has made the mobility in previous years close the act explaining how it worked his experience and answering all kinds of questions that the potentials candidates may do.

> Finally, we tell them and we public publish on our web which has been the result of the selection process with total transparency.
>
> When they are abroad doing their training we use our social networks to promote the European mobility among our younger students.
>
> This year it was going to start the process was about to start just the same day that our country was closed by the pandemic.

3.2 Implementation of the Fundamental Principles

> Please explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff. Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

First of all, our selection process is based on a total transparency principle. From first to last all the candidates know how much weighs each and every stage of the process. At every moment they can check if the process is being fair and we create a memorandum of which we send to all the tutors at the same time that we publish the results on our web page too. In the period 2014-2020, we weren't allowed to send some of our staff abroad but if the selected students couldn't afford 100% of the budget at forehand, we loan to them so no one student will lose their opportunity due to economical reasons. During the process, we try to promote the Erasmus experience as a way for a real growing up in terms of soft skills, self-esteem, and professionally too especially among those with fewer opportunities.

> Please explain your institution's methodology for allocating ECTS credits to different courses. In case you are not yet using the ECTS credit system, please explain why this is the case.[2]

As our students go abroad for work practices and that training in a company is a mandatory subject in their studies, when they finish we just introduce all the information in the governmental application that works for that and the recognition of their credits is automatic.

> Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to students. Please refer to the timeline indicated on the European Student Card Initiative website[3].

Before our selection's process was suspended by the pandemic we have arranged a master class for all the candidates and staff about the Erasmus+ mobile App by our IT expert Mr.Gordillo. We hope to do that again in 2021.

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[2] For more information on this point, please refer to the ECTS Users' Guide.

[3] https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

Please explain how your institutions will implement and promote environmentally friendly practices in the context of the Erasmus+ programme

For us to be an environmentally friendly school is not an option to take because we are right now a Green School, a category awarded by the Catalan government, and all of our tasks, classes and behaviors are driven by these principles.

Please explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students before, after and during mobility.

In general, we are promoting civic engagement and active citizenship as one of the main pillars of our school policies in multiple ways. The close relationships between our school and the local government plus other civic institutions make very easy for our students to participate in that kind of solidarity activities as volunteers.

Umberto Eco said a few years ago that the Erasmus experience was going to do more for that sense of belonging to Europe than hundreds of policies implemented by some institutions and we firmly believe in that idea.

Myself as a teacher explain to the 1st year HE students the history of the EU, its values, and its main institutions.

3.3 When participating in Mobility Activities - Before mobility

How will you ensure that, according to the Council Recommendation on Automatic Mutual Recognition[4], all courses taught at your institution are described in your publicly available course catalogue, including which languages they are taught in.

As a secondary school with HE courses we don't have any flexibility about the courses we offer and the languages we use in because is our government who defines them. In this sense, we can totally ensure that the courses that we teach will be the same that the courses we publicize in our web and they will be in Catalan.

What we are looking for with ECHE is to improve the mobility of our HE students through the Erasmus programme mainly for their training in companies abroad and vice versa.

We need and we'd like to send our staff of teachers to other countries to improve in other languages as well as to share pedagogical experiences.

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[4] The text of the Council Recommendation on Automatic Mutual Recognition may be found at: https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01)

Please describe your institution's procedure for approving and monitoring inter-institutional agreements for study and teaching mobility.

Additionally, explain how and by whom the learning agreements for mobile students will be managed:

As a public and secondary school, we're always under the umbrella of our Department of Education. We can find by ourselves the partners for the Erasmus experience and we don't need any additional institutional agreement. The mobility coordinator is always who's managing this kind of bureaucracy under the surveillant of our principal.

Please describe your institution's language policy for preparing participants for mobility, e.g. course providers within or outside the HEI.

First of all, our candidates to mobility have to be accredited by a minimum of B2 (MCERL) and if they speak the destination country's language is highly rewarded (15%) in the selection process.

When our students are finally selected, they have to do a conversational English course (10 hours) normally with an English language assistant or an English teacher from our staff. If they are going to visit a country with a different language other than English, we try to do some essential lessons of this language (German for example) to help them.

3.4 When participating in Mobility Activities - During mobility

Please describe mentoring and support arrangements (e.g. peer mentoring; socially integrating mobile participants within the institution and with its local students and staff; information on accommodation insurance, visa, etc.) for incoming mobile participants and outgoing students for study and traineeships:

Salou is a touristic city so it's easy to find a place to stay. Furthermore, after the Airb&b or similar apps age it has become one of the bests ways to find accommodation.

For our incoming students we look for the companies where they can do their training. In their first day we take care of and drive them to their job and they have our mobile phone to call us in case they need. Our outgoing students received something when they go abroad.

There is always a school day where the incoming student are invited to visit us, in order to meet our staff and spend the day in the school, talk with other students and maybe go out with them.

As all the exchanges experiences are made under our government policies all the students have officially been insured.

Please describe your institution's language support for incoming students:

> We offer the students what we call *The welcoming culture pack* in which they can find plenty of information about the area where they are. Moreover, the incoming students are offered some Spanish and Catalan lessons. However, the language spoken while doing their training will be always English.

3.5 When participating in Mobility Activities - After mobility

> Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.
>
> Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition[5].

> Both, incoming and outgoing students have automatic mutual recognition of their training practices in companies abroad (which it's a mandatory subject for our HE students) through the public contract that allows them to do that in an absolutely legal environment and an automatic recognition. It's not possible at all to do it in another way.

> Please describe your institution's measures to support, promote and recognise staff mobility:

> One of our main goals at the end of this cycle 2021-2027 if we achieve the ECHE is that half of the curricula of our HE studies could be taught in English. If we want to do this we need to promote our staff mobility to improve their language skills especially in English.

3.6 When participating in European and International Cooperation Projects

> Please describe how your institution will promote the opportunities offered by the cooperation projects (under the KA2 action):

> As we are not a university but a secondary school with a HE studies offer, our KA2 proposals are almost limited to Partnerships for Cooperation and exchanges of practices. We want to extend our networks to other schools like us in a win-win strategy. At the end of the cycle 2021-2027 we'd like to be working with half dozen of schools placed in six different countries from the EU.

> Please describe how your institution will support and recognise its staff and students' engagement in European and international cooperation projects (under the KA2 action) throughout the application and implementation phase:

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[5] The text of the Council Recommendation on Automatic Mutual Recognition may be found at: https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01)

It's all about a good communication and support policy. In our first staff meeting at the beginning of the course the mobility coordinator explains which are the main goals for that year always related to the long term goals of our school. As we depend on government supervision, each year that we can apply for cooperation projects we announce deadlines to our staff as well as we give them our encouragement and support.

3.7 For the Purposes of Visibility

Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

We were working on it when the pandemic arrived so we abruptly closed even though our old version of the Erasmus policies is still visible here: http://institutjaume1er.omatech.com/ca/erasmus

Our web's coordinator will be informed and she will update at the web the whole information at the time we are receiving it. To reinforce that we email a link of this information to our staff to inform them about any change that we have, about any new process that it's open.

Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

First of all, we're going to put them as an introduction of the Erasmus section on our web page.

The mobility coordinator has to supervise that the principles of this charter are at the top of every action that we do because they are very close to the foundation principles of the EU. At the same time that as a public institution, we really think that these principles should drive our school. So as to be coherent with the principles that define us.