



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-LP-2020

Version 1.1

4 March 2020





ERASMUS+

PROPOSAL (PART B)

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-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 **20** 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.

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

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

PROPOSAL (PART B)	2
COVER PAGE	5
COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES	7
1. Erasmus Policy Statement (EPS)	10
1.1 Erasmus activities included in your EPS	10
1.2 Erasmus Policy statement (EPS): your strategy	10
2. Implementation of the Fundamental Principles	15
2.1 Implementation of the new principles	15
2.2 When participating in Mobility Activities - After mobility	17
2.3 For the Purposes of Visibility	18

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:
 - 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 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

ANA VICTORIA FRANCH SANTOS



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 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)

IES Serra d' Espadà is a public school which depends on The Conselleria of Education of Generalitat Valenciana (Valencia's regional government). This school offers official higher, middle and basic grade of vocational training, and compulsory and non-compulsory secondary studies.

Our superior-grade vocational training studies are as follows:

- Development and manufacturing of ceramic products (Glass and Ceramics family)
- International Trade and Commerce (Commerce Family)
- Mechatronics (Industrial Maintenance Family)
- Automatism and Industrial Robotics (Electrician Family)
- Administration and Finance (Management Family)

All of them are considered as short term superior studies, according to the European Union terms. They have two school years. The second year modules end in March, and from March to June Students take part in the workplace module, which we call "FCT". The fact of introducing the option of doing this module as an Erasmus+ program part we will contribute towards modernising our institution. Students can develop a period of two months, minimum, in the Erasmus + program: as a way of implementing the "FCT" done in our local enterprises, or by substituting it in full.

IES Serra d' Espadà's international strategy aims towards developing its internationalisation through the participation of staff and students in mobilities, in favour of non-discriminatory policies.

Our priorities are looking for strategic alliances and partnerships for knowledge. We pursue a clear policy towards the development of integrated, transnational teaching activities.

Following our staff and participants' needs, it is also important to move forward towards innovation (modernisation) which will be reflected in class and will help students get a more competitive and meaningful learning.

In order to help us develop an international project we will use the previous experience of this school and some of the teachers' in mobilities carried out in the past, such as the ones carried out in "FCT" (traineeship in Europe) by some of our students. In these programmes students are awarded grants by the Generalitat Valenciana.

A) HOW WE CHOOSE OUR PARTNERS

When it comes to choosing partners, our priorities are the common contents of the participating studies, together with the working language, which must be English. Our participants must have a necessary level to participate in those. Obviously, they can choose a second foreign language, if this is the native language of the country they are visiting and they also have the minimum level required.

Regarding students' traineeship, if there are any subsidiaries in Spain and in the destination country we will value it as positive for future employment expectations. Additionally, educational centres which offer the same or equivalent studies will be valued positively, too.

B) GEOGRAPHICAL AREAS

Countries with a similar industry to the one in our area, which has a large number of companies involved in the ceramic sector will be chosen. Some countries may be Germany, Portugal, Italy, France and Republic of Ireland. We have made contacts so far and have some expectations about sending students to the Cheque Republic and Holland, too.

Additionally, we consider as a preferential partner the countries where the educational system has been proved to work effectively and with good results. Examples of such countries are northern countries such as Finland and Norway.

Another priority is choosing countries with a similar culture and language, such as Italy and Portugal where students with a lower English level will probably adapt better.

Preferably we would like to choose countries where the cost of life is similar to ours, to give opportunities to the least favoured. We assume that at earlier year, contacts are scarce, and we will not disregard any countries if we don't have enough workplaces for all the mobilities we have in mind.

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

C) MAIN OBJECTIVES

Some of our objectives match directly with the basic principles that the European Education Area promotes:

1. spending time abroad to study and learn should become the norm
2. school and higher education **qualifications should be recognised across the EU**
3. knowing two languages in addition to one's mother tongue should be standard
4. everyone should be able to access high-quality education, irrespective of their socio-economic background
5. people should have a strong sense of their **identity as a European**, of **Europe's cultural heritage** and its diversity.

We will emphasize in developing a number of objectives as explained below:

- o to gradually achieve a degree of internationalization of our school.
- o to give opportunities to the less favoured students. (point 4 from the European Education Area statements shown above).
- o to succeed in the students' training module workplaces, adapted to the labour requirements of the EU level.(point 2)
- o to understand the economic and social environment of the country.(point 5)
- o to improve communicative and linguistic skills and personal relationships. Our objective is to motivate students, not only to practice English, which is the main foreign language, but also we want students to gain conscience about the importance of learning a second one as French, Italian, or Portuguese with an intensive course before the mobility. These languages can be learnt easily due to its similarity to Spanish. Of course, we will also encourage them to learn any of the Erasmus Program partners. (point 3).
- o to facilitate the employability of our students at a national and European level.
- o to allow participants to spend a period of training abroad. (point 1)
- o to acquire work experience. The credits or number of hours spent abroad will be specified in the Supplement certification to the diploma, as part of the Europass documents. (point 2)
- o to establish business contacts.
- o to exchange experiences between teachers.
- o to improve methodologies and job shadowing between teachers.
- o to get relationships between different schools.

TARGET GROUPS

The mobilities will affect both teachers and students. Our participants will belong to superior grade vocational training from the following families:

- Development and manufacturing of ceramic products (Glass and Ceramics family)
- International Trade and Commerce (Commerce Family)
- Mechatronics (Industrial Maintenance Family)
- Automatism and Industrial Robotics (Electrician Family)
- Administration and Finance (Management Family)

The participation in such mobilities will have a formative nature, devoted to innovation, modernisation and research or development of thematic networks between different schools. Additionally, the students participating in traineeship will have the possibility of being part of the working field of the partner countries they participate in.

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)

The HEI undertakes to contribute to the renewed European Union agenda for higher education, which includes 4 priorities:

1. Promoting skills development;
2. Getting to know and strengthening cooperations with higher education systems;
3. Fostering innovation in higher education institutions;
4. Supporting effective and efficient higher education systems.

Our HEI's policy objectives are as follows:

1. To develop cooperation with other European partners to foster our HEI's internationalisation and modernization, supporting higher education systems. By analysing the transcript results gained by our students, obtaining feedback through answered surveys, and comparing experience by our and incoming students.
2. To foster mobilities for staff and students under non-discriminatory policies. We will try to strengthen co-operations, and increment the number of mobilities every year.
3. To make the results and experiences visible and accessible to everyone through the school's website and other sources, such as Mobility Tool + documents.
4. Student's skills will be improved by learning ways of working in two different countries. Some tasks will be done the same way, but others are adapted to every working and study system. Maybe some aspects are better than others, and we can realize that by comparing procedures and processes.

We would like to have every year at least one mobility action of students to attend a workplace in a company abroad. Students would spend a minimum of two months learning about a job. One student per family and per school year. As soon as we can have more contacts and options, we can increase the figures of mobility up to an extent we can afford.

We will encourage our teachers to do so, either as students, to attend other superior courses at universities or similar studies from level 5, or as teachers to give conferences or share the teaching tasks with other students in Spanish or in Foreign Language as a CLIL experience. This is a longer term action. We have to achieve experience little by little and be realistic.

We are more than enthusiastic about the idea of receiving visiting teachers to our centre, so that we can learn from their experience. Once we have this project passed, we will publish our intentions on websites to make us visible.

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)

Our HEI will foster the following actions, amongst others:

- -flexibility in the participating staff's schedule so that they can participate in projects.
- -licenses processing within the school's competence.
- -staff rearrangement to cover our school's needs.
- -promotion of results from previous experiences in order to foster participation among other staff and students.

The advantages of participating in Erasmus+ mobilities will be explained in detail.

Certificates of participation will be issued by our HEI, based on the ECTS. Considering the number of hours required to obtain the module of internship in the certification of the corresponding studies, the certification will be validated as the total amount of hours required or the certification will be issued as a detailed report of the activities done, and the number of hours spent on doing them.

The impact from Erasmus+ projects will affect all the educative community, both staff and students and will contribute to the school's upgrade in the following ways:

There will be a bigger success in terms of academic results from students participating in Erasmus+ projects. The HEI's participation in a European programme will improve the personal, social and professional competences of the participating vocational training studies. This will promote motivation and participation among the students. On the other hand, the mobilities will enhance better academic results in students who might have difficulties regarding their social class, disability, background or any other factor.

There will be an improvement in the teaching quality of superior education from the active cooperation between educative communities. An active cooperation will be fostered between educative communities, non-educative entities, chambers of commerce, business associations and professional organizations through the participation in Erasmus+ projects. This will enable the HEI to develop abilities to improve the student's employability not only locally but also internationally.

Furthermore, the teacher's training will be improved, which will contribute to a better quality in superior education.

Additionally, we will get to know how Dual Vocational Training System works in other countries. We have local companies where our students have been carrying out internships for years, some have new subsidiaries here and abroad. The Erasmus + program is a way of internationalization of our students. They can start doing the internship in

our enterprises, and extend some practice in other countries. We will export our way of working and import new systems and procedures from abroad, trying to foster everybody's skills.

All the project results will be published on the HEI's website for major impact. We will update all the forms that Mobility Tool+ platform provides within the appropriate terms and conditions.

Our project will provide us with innovation, updates in methodology, languages, culture, digital skills and it will also lay the basis for future collaborations and contacts with other institutions.

This will inspire and widen our illusion in teaching and learning.

Next year 2021 we would like to start with 2 mobilities per vocational family. At least one per school year, one for first and one for second year, within the programs of 24-36 months. The appearance of the Coronavirus will regretfully cause some inconvenience and may slow down the dates, and number of mobilities considered at the beginning of the programs. We will provide the needed help in the measure we can in order to accomplish the objectives stated in this charter and on every specific program. We will consider the reduction on this tender to adapt to the social and economic situation every year.

We would like to acquire experience by sending our students on the first year, and we will be ready the following ones to receive the incoming students.

We are nowadays involved in innovation projects in the fields of Robotics and Mechatronics, we expect to increase the number of projects by collaborating with other institutions from other countries. We would like to start projects in consortiums to share knowledge and techniques. To do so, we will update on the Etwinning platform our current and future project prospectations.

We are open to study and carry out any new proposals to which we can contribute. We would like to successfully start the 107-108 programs, which we signed up for, to collaborate with Canada, Brazil, China, or Thailand and whose resolution we are awaiting. Henceforth, we can have contacts to develop other strategic partnerships.

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new 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.

Inclusion

In order to create the institution's strategy, our HEI will publish the ECHE Charter including all the information related to the school's internalization in our school's website.

At the beginning of the school year, all the teachers part of the Erasmus+ committee created for such purpose will carry out meetings aimed at interested participants so that we can inform them about the option of carrying out their internships in European companies, as well as participating in mobilities to improve their knowledge of the target areas by attending lessons in a centre where they have lectures and some job training.

Our HEI will promote actively that students from disadvantaged groups can participate in internships and can broaden their studies and that their needs are supported.

The students who are willing to participate in an Erasmus+ programme will have to complete their Europass CV and a covering letter where they will explain the reasons why they are interested in participating in this programme together with their expectations about it. They have to give account of their motivation.

Students with lower incomes in their families will be given extra points for the students' selection criteria. So, students who are entitled to government grants will be placed ahead in the list, ahead of those who don't, when there are students who have the same qualification results and a similar profile to fit in the same mobility activity.

Transparency

The Erasmus+ committee will consider and decide which modules are more appropriate to be part of the Erasmus+ programme. The catalogue of courses will be published on the IES Serra d' Espadà website:

<http://www.iesonda.com>

or <http://mestreacasa.qva.es/web/1200559300>

The management board coordinates all the members involved. The Erasmus+ coordinators inform, coordinate and make communication possible among the members involved. The language department coordinates and carries out the level test required for students willing to participate in a mobility. The tutor of each participating level will inform the participants. The secretary staff will manage the paperwork and certificates that need to be issued.

All the criteria for the selection of teachers and students and calls for mobility actions will be announced on the boards for official information in the Centre Hall, they will appear on the IES website and the corresponding call with dates for submission will be officially communicated, to the teachers in the board meetings, and for students in the classrooms by tutors.

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 website².

ESC

Once the High School has chosen the students or teachers for the mobility actions, it will issue the European Student Card, with the Erasmus+ Program Logo, the QR code on it.

This card will be an indicator that the Student holding it is entitled to the rights as if he or she had paid the tuition fees for the courses.

Erasmus + Mobile App

When the centre makes the announcements for the Erasmus+ calls, we will also inform about the Erasmus+ Mobile App. All the information needs to be synthesized in one place. Students need to download it to keep informed of the results that affect them.

² https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

By using the app students will:

- Sign the learning agreement digitally
- Stay tuned for updates
- Have linguistic support directly
- Read tips from other Erasmus+ fellows
- Know what they need to stay abroad
- Find new opportunities

Also, just the mere fact of saying that students are using it is a way of promoting our High School. It is a way of doing marketing strategies. People hearing about it will know that our IES is at the top of innovation. We will promote the use of it on the social networks, too.

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

Erasmus without paper network.

We will be registered in the ESC (European student card) platform.

In 2021 we will be ready to take part in the Erasmus Without Paper network: We will try to have agreements among institutions registered in the platform. The Learning agreements may be signed digitally.

By 2022 we will be sending and receiving student nominations and acceptances digitally.

By 2023 we will have automatic exchange of transcripts of records.

Some of the innovation project topics we may like to participate in are in the field of domotics, and new technologies for the installing of solar panels. We are in touch with new advances on tile manufacturing to make the tiles acoustically environmentally friendly. Our local industry is informing about the needs they have and we update our courses curricula so that our students get qualifications with the latest innovations.

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

BEFORE

Students who participate in a mobility either, outgoing or incoming, will have access to local information to be familiar with the environment they will be in during a period of time. They will become citizens as visitors and will have to respect everything and everyone as local citizens do. Details of the rights and responsibilities with regard to teaching and workplaces will be detailed during the students' induction week.

We will offer on our website a portfolio that can be downloaded by the students with the following information:

- Checklists
- Top tips
- Places to visit
- Latest news and events in town
- Bus/ train schedules
- Sportcentres
- Rural routes for trekking
- Tourism
- Accomodation

DURING

The Council Recommendation identifies eight key competences needed for personal fulfillment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion:

- • Literacy : by learning key instructions at the work place.
- Multilingualism. By exchanging experience, doubts, sharing ideas, with co - workers and mates.
- Numerical, scientific and engineering skills : by being aware of grants, salaries or wages, geographical and economic distances among different countries.
- Digital and technology-based competences: with the up dates of European digitalization, increasing the use of video calls, remote teaching platforms, and software.
- Interpersonal skills, and the ability to adopt new competences: by obtaining input from teachers, employers, colleagues, other students and trainees and giving feedback from daily experiences.
- Active citizenship : those who enjoy Erasmus + programs will become inhabitants of other European countries, will share social security systems with natives, might share accomodation, facilities from the town, such as sport centers, libraries, museums etc.
- Entrepreneurship : Once participants have enough input, they may consider the idea of staying a further period in the program, or even run or set up a business. A mobility can open up chances of social and economical actions.
- Cultural awareness and expression participants may observe festivity celebrations, leisure time activities...

The 8 competences contribute on the positive impact of mobility on learners' confidence, independence, social integration and the creation of a sense of European identity.

During the development of the tasks to carry out at the workplacements or at the courses, weekly records will be issued by tutors in agreement with students or teachers to check that the listed tasks are being accomplished. Our participating students will be assigned a tutor who will carry out their follow up and will contact periodically the student and the target tutor. The necessary contacts will be provided to the student to communicate efficiently with their tutor. The participant will keep track of their work by means of a daily report that will be done in the target country, which will be accessible by the tutor.

All participants will receive an equal treat in all senses and will have access to facilities as local students do. They will be informed about the social events carried out at the HEI and locally, such as trade fairs, exhibitions or cultural events.

Additionally, they will have access to academic and administrative contact people who will be available during the mobilities. As far as the linguistic policy is concerned, our centre will make sure that outgoing and incoming students have the level of the language for instruction. There will be a linguistic comission to help on OLS or if it is not necessary on any linguistic issues. They may assess, read and supervise the reports to be published on the websites.

Each selected teacher will develop their own Working Plan for teaching/learning exchanges. Once the teacher training mobility is over, they should develop a report and share their experience with the rest of the teaching staff in order to foster the mobility's result and impact and to make the program visible. All teachers will be equally treated and will have access to the HEI's facilities.

AFTER

The HEI will regularly contribute to the Erasmus+ Project Results Platform during the project lifecycle as well as at the finalisation stages.

2.2 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 Recognition³.

Here we provide the direct web link for the recognition procedure.

<http://mestreacasa.gva.es/web/iesserradespada/erasmus/after>

The Council Recommendation also promotes the further use of existing tools which can support the recognition of qualifications and the outcomes of learning periods abroad, such as Europass, the European Qualifications Framework, the European Credit Transfer and Accumulation System (ECTS), the Diploma Supplement and the European Credit System for Vocational Education and Training, among others. So, we will use these tools to ensure the full automatic recognition of the credits gained.

³ 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\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01))

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

STAFF'S MOBILITY ACTIONS

Support the reintegration of mobile participants and give them the opportunity, upon return, to build on their experiences for the benefit of the Institution and their peers.

We will ensure that staff are given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement.

The participating staff will get a certificate for participation which will be recognized by the department of Education regarding seniority. It will be issued by the host HEI and will include the place, duration and dates.

The participating staff will get the necessary permission by the HEI's managing board to carry out their mobilities. The HEI will inform the interested participants of relevant dates and procedures for becoming part of the mobilities.

Once the teacher training mobility is over, they should develop a report and share their experience with the rest of the Teaching staff in order to foster the mobility's result and impact and to make the programme visible. This can be done through meetings, courses or seminars, as well as through media impact.

Contribution of hours a year to assess students or other teachers who want to get involved in the program, will be carried out in meetings whose timing will be part of the coordinator's schedule. The Generalitat Valenciana inspection in education will supervise and pass the corresponding decisions taken and will validate the certifications of the mobility to be listed in the teachers' period of time for on-going training "sexenios".

Teachers will participate in seminars, webinars, workshops where they will inform about actions taken. Any publication will have the logo of the EU and the message "co-founded by the European Union".

Open license will be the pattern of all results of projects, either physical products like software, robots,... or literature ones like reports on magazines, videos etc. Authors may restrict the use of them by third parties with lucrative ends.

2.3 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.

<http://mestreacasa.qva.es/web/iesserradespada/erasmus/policy>

Every month forms will be uploaded in the Mobility+ tool platform to have a transparent policy on the results obtained from the activities carried out in the programme. Any results published will have printed the Logo of the European Union

We will upload videos done by students who want to share their experiences, to spread a sense of European entity.

PROMOTE BEFORE A PROJECT STARTS

We are guarantying the inclusion of the mobility action in the student academic file when it is successfully accomplished. This will add an asset to the value of their CV.

We will define the objectives of the mobilities and the number of them we intend to carry out every year, and it will be published on the web.

We are constantly making contacts with centres of studies and enterprises to expand our objectives and be informed of new chances for mobility.

Two months ahead of the mobility we will try to have everything under control. Our periods for the mobilities would be September-November, and March- June, when a mentor person can always be contacted in case of need.

We can help to book flight tickets, accommodation, choose the country for the mobility, the enterprise...and need to have a survey done in advance.

We will help in the linguistic assessment for students who are arriving and the ones leaving. The receiving HEI will take into account the incoming participants' needs and provide them with the adequate linguistic support, which will be different according to their needs. It will take place as 'survival level' during the first week of mobility and its length will be according to the participants success in acquiring the required language level.

PROMOTE DURING THE MOBILITY ACTION AND THE PROJECT TIMING

Every project we are involved with will have a banner, with the acronym, the logo of the EU.

We will have some giveaways with those logos to have some publicity done.

Updates of the students stay will be uploaded on video platforms or on the web, so that all the community, here and there is acquainted with the activities done.

Weekly editions are popular in our town. We will write articles to inform about the activities of the students and staff abroad, of the students who arrive and about future projects we would like to be involved for innovation.

Our courses will be announced on the radio and newspaper commercials. We will detail as in our courses leaflets, the options to study, what certifications are available, and what opportunities we offer.

PROMOTE AFTER A PROJECT IS FINISHED

By publishing tangible material results and reports on the Results Platform, Etwinning, Erasmus Gateway and other social networks we are spreading our way of doing, our interests and objectives. We would like to make contacts with other institutions in pursue of the Key action 2 in the Erasmus + program.

We will be glad to assist other institutions by holding briefing sessions to tell our experience and convey our results and projects we have in mind.

In order to promote the activities supported by the Program, we have to evaluate our own impact.

We will have interviews with all the parts involved in the action in order to know the level of satisfaction of every part, number of concepts learnt, number of aspects to improve in future projects, number of participants interested in them, etc.

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.

Our Curricular Project will preserve the good practice of the principles, publishing them as a point in the project table of contents. The Superior Studies board of teachers will agree on the teaching of the objectives of the Program, making students and other teachers aware of the importance of the participation in an Erasmus+ Program.

By applying the principles of this Charter we will obtain the following specific techniques and strategies:

- Interpretation of graphics
- Analysis of questionnaires
- Self-criticism: what and how we can improve
- Needs analysis
- Speaking in public
- Sharing knowledge
- Updating Digital skills

Every decision taken will be discussed among the board of Erasmus+ Program teachers of the Institution. (at least a consensus of 3, the coordinator and two more members, one of those from the Management Team).

It will be communicated to the teacher board in the monthly meetings.

The School council will be notified of every decision taken in the selection of candidates, the criteria used will be published in the high school website as well as the final results.

Our Town Hall will be currently informed. We can use this official institution as a way of internationalization for our town. It will be known abroad. We have already contacted the service they provide to enterprises to create employment to inform us of the number of students we could allocate. They will also know the number of students we are sending to other countries in the Erasmus + Program.

We are asking the Town Hall to receive incoming students as if they were our own. By using the Erasmus Student Card, they can use the same services in the same conditions as if those students were from our town. Moreover, having the ESC, students coming from abroad can have library access, at the centre have digitalization of papers, photocopies, bus access around the town, free access to museums...

IES Serra d'Espadà will try for next school year to register its students on the exchange platform so that students in the mobilities can create an account and have access to those services and others from all the Erasmus+ community.

We will generate a QR code, and the European student logo will be printed on the ESC (Erasmus student card). The card will have on it the European student identifier and the ESCN, (the European Student Card Number). The student will have access anytime with his or her e-mail address in compliant with the EU personal data protection legislation.

We would like to participate in the Erasmus Without Paper network to minimise the waste of paper and respect the environment and the planet.