



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.

⚠ Please do NOT delete any instructions in the document. The overall page-limit has been raised to ensure equal treatment of all applicants.

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).....	11
1.1 Erasmus activities included in your EPS	11
1.2 Erasmus Policy statement (EPS): your strategy	11
2. Implementation of the Fundamental Principles.....	16
2.1 Implementation of the new principles	16
2.2 When participating in Mobility Activities - After mobility	18
2.3 For the Purposes of Visibility	19

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

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)

Our school belongs to a congregation of La Salle schools in Spain which designs an educational action more or less common for all the schools which comprise it. In our congregation, we work to implement a project based on what we call 'axes' (meaning 'main points'), which is an essential part of our strategy, aside from education in values, which is the core of our Mission.

In the six-year period from 2021 to 2027, we intend to achieve the goals indicated by the 6 main 'axes' of our school's educational and training action, which are the following:

- a) Innovation.
- b) Entrepreneurship.
- c) Internationality.
- d) Professional skills.
- e) Employability.
- f) Personal development plan.

Specifically, the Internationality axis enables us to implement our strategy of the internationalisation of education, and the Erasmus programme is a fundamental element to achieve it. Needless to say, the Erasmus+ mobilities which we perform also help us to accomplish the objectives related to other axes, such as 'Professional skills', 'Employability' and 'Personal development plan', since the participants who benefit from an Erasmus+ grant usually improve in these aspects.

The objectives of our Internationality axis are:

- a) Emphasizing the value of relationships between nations, people, cultures and institutions.
- b) Consolidating mobility projects for students and staff.
- c) Systematizing processes of recognition of international actions. For example, Europass, double degree and so on.
- d) Improving our students' employment rates through mobility projects.

Likewise, the elements which define our internationalization strategy are:

- a) Staff mobility.
- b) Student mobility.
- c) Language learning.
- d) Recognition. For example, Europass, validations, double degree, the European initiative of the student card and so on.
- e) Transfer of knowledge.
- f) Employability.
- g) Cooperation with other regions.

With this in mind, we can affirm that our participation in the Erasmus programme makes it possible for us to continue working with one of the basic tools to achieve the objectives of internationalisation and modernisation of our institution. The principles and essence of the Erasmus programme are fully aligned with the objectives and elements which define our axis of Internationality.

Finally, we want to add that the priorities of the European Education Area are also in line with our objectives and elements, but not only from the point of view of our Internationality axis, as they also align with other axes which focus on lifelong learning, quality in education or education in shared values.

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

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)

Our wish is to maintain and continue working with the type of projects in which we have already worked (namely, KA103 and KA107 projects), but we do not rule out the possibility of us incorporating other programmes which can respond to new needs during this six-year period 2021-2027. Our experience in the Erasmus programme since 2014 has indeed allowed us to constantly learn, improve and increase the number of mobilities and the satisfaction of the scholarship holders each year, and we cannot dismiss the possibility of growing thanks to other projects.

The Erasmus programme is completely systematized and integrated into our school's life, and the mobility team is a part of the organic structure of our school. It is constituted as a department which coordinates, executes and controls the Erasmus programme. Our mobility team meets at least weekly (and, when necessary, even more often) to address all the issues related to mobility programmes, which include:

- a) Analysing and preparing calls.
- b) Searching for partners.
- c) Monitoring and controlling projects: staff mobility, student mobility and strategic associations.
- d) Reviewing the minutes to follow the steps of the timeline.
- e) Preparing the briefings (addressed to both students and teachers) when scholarships are announced.
- f) Carrying out the selection process.
- g) Contacting with companies at destination.
- h) Accompanying students from the moment they are selected to facilitate the completion of the documentation, their English course, the search for accommodation and flights, the resolution of possible problems at destination, and the completion of documents to close the mobility.
- i) Participating (as the other departments do) in the briefings addressed to our colleagues at school in order to account for the objectives of our department and their achievement.

The mobility team is also responsible for measuring the indicators associated with the lines of action of the Internationality axis. These indicators are:

- a) Number of mobility projects in which our school participates.
- b) Percentage of students participating in mobility projects.
- c) Percentage of teachers who are immersed in language accreditation processes.
- d) Number of strategic partnerships started.
- e) Number of job offers managed abroad.
- f) Verification that our school considers at least one element in its planning which deals with internationality.

The relationship between the objectives of the internationality axis, the elements which define it and the associated indicators are closely related to the Erasmus programme. In short, we could say that we have constituted our school's internationality axis thanks to our participation in the Erasmus programme.

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)

If we consider the objectives which we have defined, and our intention to systematize them by means of our quality management system, we will be able to measure the impact of our participation in the Erasmus+ Programme on our school by means of indicators which will indicate the degree of achievement of our goals. This will help us to redefine the objectives in future projects.

Our indicators are defined taking into account the axis of Internationality and largely coincide with the indicators used by the schools that are part of the congregation of La Salle schools in Spain. Next, we explain the impact indicators which we can use:

1) Medium-term impact on our school.

a) Expansion in the scope of the school's quality management system thanks to the incorporation of mobilities as key processes in the process map.

Measurement: Documentary control of the quality management system.

Associated indicator: Percentage of mobility processes which have been implemented at the end of the programme.

Minimum indicator value: 80%.

Measurement of the indicator: Every year.

Evidence: Documentary control of the quality management system, to verify the dates of performance, review and approval or implementation of these processes.

Responsible for monitoring and measurement: The school's mobility team together with the Quality Coordinator.

b) Improvement in the school's knowledge management as a consequence of its participation in the programme.

Measurement: Through the documents generated from the experience (minutes, reports and so on) and the measurement of quality indicators.

Associated indicator: Number of good practices carried out by our school after the end of the programme.

Minimum indicator value: 2

Measurement of the indicator: Every year.

Evidence: Minutes with the memory of the developed practice.

Evidence: Results obtained.

Responsible for monitoring and measurement: The school's mobility team.

2) Long-term impact on our school.

a) Improvement in the popularity levels of the school.

Measurement: Greater presence in social networks. When families ask for information on the school's website to decide whether they want to enroll in our school, we will include the option of interest in projects such as Erasmus+, Entrepreneurship and so on.

Associated indicator: Number of requests for information on Erasmus+.

Minimum indicator value: 1 per year.

Measurement of the indicator: Every year.

Evidence: Record of information requests.

Responsible for monitoring and measurement: School's mobility team.

b) Improvement in the language proficiency levels of teachers.

Measurement: Increase in the official language accreditations of teachers described in the Common European Framework of Reference for languages.

Associated indicator: Percentage of teachers with a B2 level of English.

Minimum indicator value: 60%.

Measurement of the indicator: Every year.

Evidence: Official accreditation.

Responsible for monitoring and measurement: School's mobility team.

3) Short-term impact on participants.

a) Level of satisfaction with the project.

Measurement: Satisfaction survey.

Associated indicator: Degree of total satisfaction with the development of the project.

Minimum indicator value: 8/10

Measurement of the indicator: During mobilities, follow-up meetings, and at the end of the mobility.

Evidence: Satisfaction surveys and follow-up meetings.

Responsible for monitoring and measurement: School's mobility team.

4) Medium-term impacts on participants.

a) Percentage of labour insertion in other countries.

Measurement: Follow-up of students via email and / or telephone.

Associated indicator: Percentage of labour insertion in other countries.

Minimum indicator value: 5%

Measurement of the indicator: Follow-up of all the participating students, contacting with them six months after the end of their mobility.

Evidence: E-mail sent by the participants confirming that they are still working abroad.

Responsible for monitoring and measurement: School's mobility team.

b) Percentage of students who continue higher education.

Measurement: Follow-up of students via email and / or telephone.

Associated indicator: Percentage of students continuing higher education.

Minimum indicator value: 10%.

Measurement of the indicator: Follow-up of all the participating students, contacting with them six months after the end of their mobility.

Evidence: Registration of new studies.

Responsible for monitoring and measurement: School's mobility team.

All our work is done systematically. Therefore, we have a timeline which is included in our school calendar. For every mobility programme, we define the tasks to be carried out in the school calendar and / or in the timeline and we reflect all the work to be done in our meeting minutes.

The tasks performed by the mobility team are the following:

- a) Calling meetings.
- b) Writing the minutes of the meetings.
- c) Monitoring agreements, contacting directly with the appropriate person in case of making adjustments.
- d) Registering participants on the OLS platform.
- e) Registering participants on the Mobility tool.
- f) Managing the OLS platform. .
- g) Managing the Mobility tool.
- h) Doing the financial and budgetary control.
- i) Registering members of the mobility team on the Intranet (internal management tool).
- j) Registering members of the mobility team on the videoconference system.
- k) Reviewing and controlling the Intranet (document management).
- l) Measuring the impact and dissemination indicators.
- m) Communicating with SEPIE.
- n) Preparing the intermediate and final reports of the project.
- o) Organizing the staff mobilities.
- p) Following up the work timeline.
- q) Taking personalized and continuous care of participants.
- r) Managing the civil liability insurance from here, given its importance for the safety of all participants.
- s) Informing the school's management team of all the tasks and activities of the project.
- t) Controlling the whole participant selection process.
- u) Monitoring the elements of dissemination which must be controlled from the school (social networks, website, posters and so on).
- v) Contacting with those responsible for the students' professional module called 'Workplace training' (which is called 'Formación en Centros de Trabajo' in Spanish) to provide the educational administration with accurate information regarding the management of this subject.
- w) Completing and having custody of the participants' mobility documents.
- x) Having custody of the evidence of the economic management of the project.
- y) Uploading all the documentation to the Intranet.
- z) Filing the documentation in our school.

As regards the practical issues related to mobilities, we intend to manage them as follows:

- a) Concretizing the mobilities, the host institutions and the type of mobility.
- b) Establishing a relationship with partners at destination as a support in the search for companies (in the case of counterpart centres).
- c) Communicating with the destination companies for the closing of the work placements.
- d) Searching for accommodation and / or supporting students in the search for accommodation.
- e) Gathering information about the destination to share it: visa, currency, cultural characteristics and so on.
- f) Managing the follow-up of students at destination.
- g) Contacting permanently with companies and homologous institutions.
- h) Resolving possible incidents arising during the mobility.

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.

El proceso de selección de los participantes garantiza la no discriminación, transparencia e inclusión de estudiantes y personal.

En lo que concierne al proceso de selección de nuestros alumnos, procedemos de la siguiente manera: Despues de la presentación del proyecto Erasmus+ a todos los alumnos de ciclos formativos de grado superior, ellos deben escribir un correo electrónico mostrando su interés para participar en el proceso de selección. A partir de ahí, durante los meses de noviembre y diciembre, les solicitamos un formulario con sus datos personales, un currículum vitae en formato Europass en inglés, una carta de motivación en castellano, y contestar un cuestionario con varias preguntas relacionadas con su personalidad. Además, si no presentan un certificado de nivel de inglés, realizan una prueba de nivel. Finalmente, los profesores de cada alumno valoran la idoneidad del alumno para realizar prácticas en el extranjero, y también se tiene en cuenta la nota de su expediente académico. Cabe remarcar que seguir estos criterios para hacer una evaluación lo más objetiva posible garantiza el acceso equitativo a los participantes de todos los orígenes sin distinción de sus orígenes. Además, los profesores de cada alumno somos conscientes de la importancia que una beca Erasmus+ tiene para ayudar a los alumnos que tienen menos oportunidades y, por eso, valoramos muy positivamente la capacidad de trabajo y esfuerzo de nuestros alumnos. Una vez evaluados todos los ítems mencionados anteriormente, se obtiene la puntuación que servirá de punto de partida para intentar cerrar movilidades. Esta lista de puntuaciones es pública.

En lo tocante a la selección de profesores, al inicio del curso escolar se pregunta a todos los profesores y profesoras de ciclos formativos quién tiene interés en realizar una movilidad formativa de *job-shadowing*. Los profesores interesados confirman su interés entregando su currículum vitae. El proceso para decidir el orden de adjudicación de esas becas se obtiene teniendo en cuenta la antigüedad en el cargo, el nivel de inglés, haber participado anteriormente en otras movilidades y la implicación en proyectos de centro. El equipo de movilidad se encarga de realizar la baremación. De igual manera que en el caso de los alumnos, la lista de puntuación es pública.

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.

En el caso de que en el sexenio 2021-2027 implementemos alguna movilidad de estudios, facilitaremos a los estudiantes la solicitud de la nueva Tarjeta del Estudiante Europea. Esto les permitirá identificarse y matricularse electrónicamente de manera fácil y segura en las instituciones de educación superior de la UE cuando se desplacen al extranjero por estudios, evitando el papeleo en el lugar de destino.

También daremos la formación necesaria a nuestro personal para aprovechar las ventajas de tipo administrativo y académico que la tarjeta aporta.

Potenciaremos el uso de la aplicación Erasmusapp, intentando incluso firmar el acuerdo de aprendizaje a través de la misma. Recomendaremos su uso por parte de los estudiantes. Haremos difusión tanto de la tarjeta del estudiante como de la Erasmusapp en las reuniones informativas.

² 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.

Todo el equipo humano que trabajamos en el Colegio La Salle Mollerussa estamos comprometidos con el medio ambiente y estamos plenamente convencidos de que es imprescindible la reducción del consumo de papel al mínimo. Entre las medidas respetuosas con el medio ambiente que implementamos, podemos destacar las siguientes:

- a) Desde hace años, utilizamos habitualmente la plataforma Sallenet para la gestión digital de la gran mayoría de los archivos con explicaciones y ejercicios que repartimos a los alumnos.
- b) Los profesores subimos las tareas a la plataforma para que los alumnos nos entreguen sus archivos PDF, y finalmente los profesores corregimos estos archivos sin necesidad de imprimir ningún papel.
- c) Este año hemos comenzado a repartir los boletines de notas en formato digital, prescindiendo del papel.
- d) Para la gestión de los documentos de las movilidades Erasmus+, digitalizamos los documentos en PDF tan pronto como nos es posible para evitar hacer fotocopias.
- e) Todas las fotocopias que se reparten (tanto para alumnos como profesores) se reutilizan para minimizar el gasto de papel.
- f) Con el uso del correo electrónico, los jefes de estudios y los tutores pueden comunicarse con las familias sin necesidad de repartir circulares en papel.
- g) Disponemos de contenedores de reciclaje de papel para que tanto los alumnos como el personal puedan utilizarlos.
- h) Utilizamos las cajas de folios como archivadores. Reutilizamos incluso las hojas de calendario que arrancamos cuando acaba el mes.

Entre otras medidas, tenemos:

- i) En algunas partes del colegio, se han substituido los fluorescentes por luces de LED.
- j) En los lavabos, tenemos dispensadores de papel para minimizar el gasto de energía eléctrica que supondría un secador de manos, e incluso utilizamos gel en espuma para ahorrar jabón.

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

Además de trabajar el eje de Internacionalidad, también trabajamos el del Plan de desarrollo personal, que incluye la educación en valores y proporciona al alumno las herramientas para ser un ciudadano activo, consciente de su identidad nacional y europea.

Para alcanzar nuestros objetivos contamos con una herramienta esencial, el Plan de Acción Tutorial, que en nuestro centro cubre todas las secciones (ESO, Bachillerato y Ciclos Formativos). En resumen, podríamos mencionar estos 4 objetivos:

- a) Fomentar la integración personal, académica, sociofamiliar y profesional dentro de nuestra sociedad.
- b) Integrar todas las competencias y / o capacidades, para potenciar la autonomía personal de los estudiantes.
- c) Intentar aunar las actuaciones de tutores, profesores y familias para favorecer el desarrollo personal del alumno.
- d) Velar por el desarrollo integral y equilibrado de la personalidad de nuestros alumnos.

En nuestro afán para conseguir estos propósitos, la tutoría juega un papel esencial. Las sesiones de tutoría (tanto individual como con familias o con el grupo de clase) son más que necesarias para la formación en valores de nuestros estudiantes, incluyendo su compromiso cívico y la ciudadanía activa.

En nuestro centro, se realizan actividades de concienciación social todo el curso escolar. Como ejemplos, podemos citar:

- a) La recogida de alimentos y de juguetes para gente necesitada.
- b) La recogida de dinero para crear becas de personas sin hogar o del tercer mundo.
- c) Compartimos las celebraciones del centro con asociaciones de sectores desfavorecidos. Por ejemplo, cantamos villancicos con abuelos en residencias, celebramos el Carnaval con personas residentes en un centro de discapacitados mentales, etcétera.
- d) Vendemos rosas y otros artículos para recaudar fondos para nuestra ONG Proyde.
- e) Nuestros alumnos pueden realizar trabajos de voluntariado en la mencionada ONG Proyde y en Solidaridad Internacional. Estos voluntarios pueden desplazarse a países para colaborar en misiones de Proyde, por ejemplo a Perú, Madagascar o Burkina Faso.

En referencia al programa Erasmus+, la tutorización continúa igual, pero hay que sumar el apoyo que hace el equipo de movilidad a nivel de seguimiento del alumno. En efecto, el equipo de movilidad se encarga de atender a los estudiantes becados desde el principio de la movilidad para darles todo el apoyo, indicaciones e informaciones necesarias sobre la documentación, el viaje, todos los pormenores de la estancia y la empresa donde realizarán las prácticas.

A la vuelta, pedimos a todos nuestros estudiantes que nos presenten documentación audiovisual de su estancia y que comenten con nosotros las encuestas de satisfacción que hayan realizado. Esta información es compartida con toda la comunidad educativa, sobre todo para los estudiantes interesados en futuras convocatorias.

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.

Para darle la mayor relevancia posible, a cada alumno se le hará entrega de 2 certificaciones:

- a) Certificado de movilidad Europass. Nos parece una herramienta muy válida para plasmar el aprendizaje hecho por el alumno y que este reconocimiento pueda hacerse en el resto de la Unión Europea. Es un servicio que desde el centro ofrecemos a los estudiantes y el equipo de movilidad se encarga de realizar todos los trámites.
- b) Certificado de empresa. Todas las empresas o centros homólogos en destino cumplimentan un certificado que reconoce las actividades desarrolladas. También incluye la duración, tipo de actividad y valoración de las actuaciones llevadas a cabo. Aunque no es un documento de carácter oficial, sí que es muy útil a efectos prácticos, ya que es la institución de acogida la que valida esta información y resulta útil para el estudiante cuando quiere incluirlo en su currículum. En caso necesario, el equipo de movilidad se ofrece para enviar a la empresa en destino una plantilla para que puedan crear su certificado.

Facilitaremos, si fuera el caso, la validación y el reconocimiento de las capacidades y conocimientos relacionados con el trabajo que hayan adquirido en su movilidad, a través del Sistema Europeo de Créditos para la Educación y la Formación Profesionales (ECVET).

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:

Cada año, intentamos promover la movilidad del personal de nuestro centro. La dirección del centro nos ayuda a promocionar los programas de movilidad también para el personal, con el fin de promover los programas Erasmus+.

Como en el caso de los alumnos, también hacemos una convocatoria de movilidades a los profesores. A partir de la respuesta recibida, intentamos organizar un proceso de selección, encontrar el lugar de destino y planificar el calendario de movilidades.

En cuanto a la movilidad de personal se refiere, la reconoceremos a través del Certificado de empresa. Queremos añadir que siempre pedimos a las empresas o a los centros homólogos en el país de destino que rellenen un certificado que muestre las actividades desarrolladas y que incluya la duración de la misma, el tipo de actividad efectuada y la valoración de las acciones realizadas.

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.

Con el fin de promover regularmente las actividades respaldadas por el programa, en la sitio web de nuestro centro, <http://www.mollerussa.lasalle.cat/>, hay una pestaña destinada exclusivamente a Erasmus+. La URL es <http://www.mollerussa.lasalle.cat/erasmus/>.

En este enlace web, hemos alojado, entre otros archivos PDF, los siguientes:

- 1) Formulario de solicitud de la Carta Erasmus de Educación Superior (ECHE) firmado y sellado.
- 2) Carta del 27/01/2014 en la que la Comisión Europea nos confirma que nos han concedido la Carta Erasmus de Educación Superior.
- 3) Declaración de la política Erasmus+ de La Salle Mollerussa (en castellano e inglés).
- 4) Resumen del proyecto KA103 2019-2021.
- 5) Documento de solicitud de becas para los alumnos y criterios de baremación utilizados en el proceso de selección.
- 6) Convocatoria de becas de CFGS 2019-2020.
- 7) Presentación del proyecto Erasmus+ para CFGS 2019-2020, un PDF que incluye fotos de movilidades anteriores (concretamente las del curso 2018-2019, en las diapositivas 10-13).

Para promover las actividades respaldadas por el programa Erasmus+, siempre que creamos o actualizamos un archivo que consideramos de interés público, el equipo de movilidad del centro pasamos estos archivos a la persona que se encarga de gestionar los contenidos del sitio web para que los suba al espacio “Erasmus+”, que se puede consultar en el enlace arriba mencionado.

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.

Para comunicar los principios de esta carta y asegurarnos de que puedan ser aplicados por todo el personal en todos los niveles de nuestra institución, haremos servir los siguientes instrumentos:

1) La pestaña “Erasmus+” que hay en el sitio web de nuestro centro.

Tal como hemos comentado en el apartado 2.3, el Equipo de movilidad hace llegar al responsable de comunicación del centro todos los documentos que consideramos de interés público para que los suba al espacio “Erasmus+”. Esta pestaña se modifica constantemente con la publicación de nuevas convocatorias o de material audiovisual proporcionado por los alumnos y personal que han hecho una movilidad.

Como indicador para evaluar el funcionamiento de la pestaña “Erasmus+” valoraremos el número de descargas de solicitudes para becas. Un valor mínimo serían 20 solicitudes anuales (sumando las de alumnos y las del personal). Como evidencias de este indicador, tendremos las presentaciones de solicitudes antes del proceso de selección que hacemos cada año hacia noviembre.

2) La difusión del programa Erasmus+ en las redes sociales

El responsable de comunicación gestionará, junto al equipo de movilidad, la presencia de las actividades en las redes sociales. En las reuniones del equipo de movilidad decidiremos qué noticias deben publicarse en Facebook, Instagram o la página web del centro.

La publicación se hará durante todo el programa, especialmente en el período en el que los alumnos están realizando la movilidad. Valoramos su testimonio como un altavoz muy potente para futuros alumnos interesados. Como indicador asociado, tendremos en cuenta las visitas que se hacen a estas publicaciones o los posts y el valor mínimo podría ser 100 visitas en Instagram por cada publicación relacionada con este tema. Llevaremos a cabo este análisis hacia la mitad del curso, donde examinaremos la repercusión que han tenido las publicaciones relacionadas con el proceso de selección, el número final de movilidades que se podrán realizar y el destino final de las mismas. También lo haremos al final de las movilidades para ver el seguimiento que han tenido las experiencias de nuestros alumnos y profesores durante la movilidad.

Aunque estamos satisfechos con la difusión que hacemos con los alumnos y profesores, como demuestra el aumento progresivo de las movilidades de nuestro centro a lo largo de estos años (y que indica que el programa Erasmus+ cada vez está más consolidado en nuestro centro), no descartamos en el futuro otras maneras de hacer difusión. Por ejemplo, este curso hemos preparado vídeos explicativos de nuestros 13 ciclos formativos con los proyectos más relevantes de cada uno, pero en todos ellos el último proyecto que se ha mencionado es la posibilidad de realizar una movilidad Erasmus+. Con ello, dejamos claro tanto desde el departamento de movilidad como desde la dirección del centro, que es un proyecto muy importante para nosotros. En las jornadas de puertas abiertas se menciona como uno de los elementos más potentes de nuestro centro.

Tampoco descartamos hacer uso en un futuro de los medios de comunicación locales y/o participar en foros o congresos de educación superior para compartir la experiencia.

Con este plan de actuación, deseamos garantizar no sólo que los principios de la carta sean comunicados y aplicados totalmente, sino también que las actividades del programa Erasmus+ sean bien visibles, ayuden a conformar futuras prácticas de movilidad, nos sirvan para captar nuevos socios y nuevos proyectos, podamos dar notoriedad a los resultados que ofrece el proyecto, y por tanto contribuyan a una mayor percepción de la sociedad sobre este tipo de programas de la UE.