

## EPLUS2020

**Call: EACEA-03-2020**  
(Erasmus Charter for Higher Education 2021-2027)

**Topic: ECHE-LP-2020**

**Type of action: EPLUS2020-ACR**

**Proposal number: 101007333**

**Proposal acronym: PUIGECHE**

Deadline Id: EACEA-03-2020-1

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### *How to fill in the forms*

The administrative forms must be filled in for each proposal using the templates available in the submission system. Some data fields in the administrative forms are pre-filled based on the previous steps in the submission wizard.

## 1 - General information

Topic ECHE-LP-2020

Type of Action EPLUS2020-ACR

Call Identifier EACEA-03-2020

Deadline Id EACEA-03-2020-1

Acronym **PUIGECHE**

Proposal title **Puig Castellar ECHE**

*Note that for technical reasons, the following characters are not accepted in the Proposal Title and will be removed: < > " &*

Duration in months

**86**

Fixed keyword 1

**Curricular education activities with enterprises**

Free keywords

***Internasional, Cooperation, Innovation, Mobility, Internship, Company***

Application language

**English**

## Abstract\*

*Institut Puig Castellar is a HE institution established in Santa Coloma de Gramenet, a city close to Barcelona. The institution aims to achieve the following goals through the implementation of the ECHE in its institution:*

- To decrease the youth unemployment in our local community.*
- To promote the adult education and the concept of lifelong learning.*
- To normalise the international experience as a process of learning and see it as a personal and professional development (for students and staff).*
- To increase the linguistic and communicative competences of the participants.*
- To reinforce the civic responsibilities, the European identity and the knowledge about the different cultures around Europe.*
- To educate and sensibilise the users of the school about the value of social inclusion.*
- To use the instrument given by the European community in order to facilitate the mutual recognition of the experience around Europe.*
- To integrate into our educational goals the development of lifelong skills: the eight key competences identified by the European Commission.*

*The institution aims to take part in KA1 (Mobility of HE students and staff) and KA2 (Partnerships for Cooperation and exchanges of practices and Partnerships for Innovation).*

*It is expected an impact on the following agents:*

### *STUDENTS:*

- Development of professional skills and confidence into the work world.*
- To increase the number of students involved in the programme.*
- The improvement of the linguistic and communicative competences.*
- Greater knowledge of EU policy, the European identity and the civic responsibilities, as well as the development of the key competences.*
- More effective involvement of people on a risk of social exclusion.*

### *STAFF:*

- More motivated staff, who enlarge their knowledge about education and improve their professional and teaching skills.*

### *INSTITUTION:*

- Increment of the quality of education proposed in the school and its curriculum*

Remaining characters

61

# Proposal Submission Forms

Proposal ID **101007333**

Acronym **PUIGECHE**

Has this proposal (or a very similar one) been submitted in the past 2 years in response to a call for proposals under Horizon 2020 or any other EU programme(s)?  Yes  No

Please give the proposal reference or contract number.

XXXXXX-X

## Declarations

1) We/I declare to have the explicit consent of all participants on their participation and on the content of this proposal.	<input checked="" type="checkbox"/>
2) We/I confirm that the information contained in this proposal is correct and complete and that none of the project activities have started before the proposal was submitted.	<input checked="" type="checkbox"/>
3) We/I declare: - to be fully compliant with the eligibility criteria set out in the call - not to be subject to any exclusion grounds under the EU Financial Regulation (Regulation No 2018/1046) - to have the financial and operational capacity to carry out the proposed project	<input checked="" type="checkbox"/>
4) We/acknowledge that all communication will be made through the Funding & Tenders Portal electronic exchange system and that access and use of this system is subject to the <a href="#">Funding &amp; Tenders Portal Terms and Conditions</a> .	<input checked="" type="checkbox"/>
5) We/I acknowledge and authorize the collection, use and processing of personal data for the purpose of the evaluation of the proposal and the subsequent management of the grant/prize (if any). We/I acknowledge and authorize that the data may also be used for the monitoring and evaluation of the EU funding programme, the design of future programmes and communication purposes.	<input checked="" type="checkbox"/>

The coordinator is only responsible for the correctness of the information relating to his/her own organisation. Each applicant remains responsible for the correctness of the information related to him/her and declared above. If the proposal to be retained for EU funding, the coordinator and each beneficiary will be required to present a formal declaration in this respect.

### Note:

For **multi-beneficiary applications**, the coordinator vouches for its own organization and that all other participants confirmed their participation and compliance with conditions set out in the call. If the proposal is retained for funding, each participant will be required to submit a formal declaration of honour confirming this.

**False statements** or incorrect information may lead to administrative sanctions under the Financial Regulation 2018/1046.

**Personal data** will be collected, used and processed in accordance with Regulation 2018/1725 and the [Funding & Tenders Portal privacy statement](#).

Please be however aware that, to protect EU financial interests, your data may be transferred to other EU institutions and bodies and be registered in the EDES database. Data in the EDES database is also subject to Regulation 2018/1725 and the [EDES privacy statement](#).

## 2 - Participants & contacts

#	Participant Legal Name	Country	Action
1	INSTITUT PUIG CASTELLAR	Spain	

Proposal ID **101007333** Acronym **PUIGECHE** Short name **INSTITUT PUIG CASTELLAR**

## 2 - Administrative data of participating organisations

**PIC** 948750211 **Legal name** INSTITUT PUIG CASTELLAR

**ECHE Reference Code** 268978-EPP-1-2014-1-ES-EPPKA3-ECHE **Institution Code** E BARCELO125

*Short name: INSTITUT PUIG CASTELLAR*

### Address

Street Avinguda Anselm de Riu, 10  
 Town Santa Coloma de Gramenet  
 Postcode 08924  
 Country Spain  
 Webpage elpuig.xeill.net

### Specific Legal Statuses

Legal person .....yes  
 Public body .....no Industry (private for profit).....yes  
 Non-profit .....no  
 International organisation .....no  
 International organisation of European interest .....no  
 Secondary or Higher education establishment .....no  
 Research organisation .....no

### Enterprise Data

Based on the below details from the Beneficiary Registry the organisation is not an SME (small- and medium-sized enterprise) for the call.

SME self-declared status.....01/09/1968 - no  
 SME self-assessment ..... unknown  
 SME validation sme..... unknown

# Proposal Submission Forms

Proposal ID

101007333

Acronym

PUIGECHE

Short name

INSTITUT PUIG CASTELLAR

## Department(s) carrying out the proposed work

### Department 1

Department name

International Projects

not applicable

Same as proposing organisation's address

Street

Avinguda Anselm de Riu, 10

Town

Santa Coloma de Gramenet

Postcode

08924

Country

Spain

# Proposal Submission Forms

Proposal ID **101007333** Acronym **PUIGECHE** Short name **INSTITUT PUIG CASTELLAR**

## Person in charge of the proposal

The name and e-mail of contact persons are read-only in the administrative form, only additional details can be edited here. To give access rights and basic contact details of contact persons, please go back to Step 4 of the submission wizard and save the changes.

Title

Sex  Male  Female

First name **Carles**

Last name **Gil Farre**

E-Mail **erasmus@iespuigcastellar.xeill.net**

Position in org.

Department

Same as organisation name

Same as proposing organisation's address

Street

Town

Post code

Country

Website

Phone

Phone 2

Fax

## Other contact persons

First Name	Last Name	E-mail	Phone
Ana	Lancho Miguel	alancho2@xtec.cat	+xxx xxxxxxxxxx



## Type of organisation

- Higher education institution (tertiary level)
- School/Institute/Educational centre - General Education (secondary level)

## Information related to eligibility criteria

	Yes	No
Applicant is an HEI established in a Programme Country.	<input checked="" type="radio"/>	<input type="radio"/>
The applicant institution is eligible by National Authorities of Programme Countries.	<input checked="" type="radio"/>	<input type="radio"/>
I confirm that I have received a notification from my Erasmus+ National Agency stating that I am allowed to apply for the light procedure.	<input checked="" type="radio"/>	<input type="radio"/>

Warning: You must comply with the content of all the checkboxes.



**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.

<b>HISTORY OF CHANGES</b>		
<b>VERSION</b>	<b>PUBLICATION DATE</b>	<b>CHANGE</b>
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.*

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## 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 Area<sup>1</sup> 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)

The Institute Puig Castellar is implicated in the Erasmus+ programme from many years: being involved in international programmes changes the educational structure of our school and it helps in opening the perspective of our students, staff and local community.

In 2014 the Puig Castellar starts its Erasmus experience through a KA102 and KA103 project. Since this year we apply at the Erasmus+ call every year and manage many Erasmus+ mobility of different kinds: sending VET and HE students overseas to do the internships, hosting VET students and organise their internship, sending staff abroad to receive professional training, student exchanges with a Belgium school.

Our educational centre has been involved in KA2 projects as well, which focus is to exchange good practices about VET mobilities with other European organisations. Moreover, the Puig Castellar acts not only as an individual institute, but as a coordinator of a Consortium as well: since the year 2015 our school is the coordinator of 'Consortio de Santa Coloma' which is a collaboration between three VET centres, the Council of the city and a nongovernmental organisation.

Considering the long experience in international programmes that has been carried out from our school, we consider fundamental the participation in the Erasmus+ programme in order to maintain our educational vision. Thanks to the actions done through the Erasmus+ programme, we can reach the following goals:

- To decrease the youth unemployment in our local community.
- To promote the adult education and the concept of lifelong learning.
- To normalise the international experience as a process of learning and see it as a personal and professional development (for students and personal staff).
- To increase the linguistic and communicative competences of the participants.
- To reinforce the civic responsibilities, the European identity and the knowledge about the different cultures around Europe.
- To educate and sensibilise the users of the school about the value of social inclusion.
- To use the instrument given by the European community in order to facilitate the mutual recognition of the experience around Europe.
- To integrate into our educational goals the development of lifelong skills: the eight key competences identified by the European Commission.

From a more specific point of view, the aims that we propose to internationalise and modernise our institute are:

- To give the possibility of a complete work experience overseas to our users, experience that enrich their technical work competences, as well as job related skills (work in team, develop communication skills, be autonomous...). The international experience enrich the education of our students, who are more prepared for the competitive work world that they have to face.
- To invite staff in opening their mind and do international experience, to deepen their professional knowledge and wide their teaching and pedagogical skills.
- To increase the number of mobilities, in order to show how this internship and/or training is a kind of experience that can be done by everyone (if suitable) thanks to the support offered by the school.
- To motivate students and personal staff in improving their language competences (through OLS, local and school activities...) and apply their knowledge once overseas.
- To give consciousness about the European policy, the cultural differences and to help in the

<sup>1</sup> 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-cu/european-education-area\\_en](https://ec.europa.eu/education/education-in-the-cu/european-education-area_en)

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development of civic responsibilities as a local and global citizen.

- To facilitate the access of people on a risk of social exclusion, through a meticulous process that consider the needs of the group and its families.
- To employ the platforms and documents offered by the EU in order to improve the mutual recognition of the international experience around Europe.
- To give consciousness about the importance of the lifelong skills, and to help the development of an education that consider not only the academic growth, but as well the personal and social improvements.

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 actions that we would like to take part through the ECHE are three: the KA1 learning mobilities, and the KA2 actions (partnership for cooperation and exchanges; partnership for innovation).

With the KA1 LEARNING MOBILITIES the school is able to reach the goals proposed in the previous answer: the past years taught us we are able to achieve those aims and to improve the quality of our education. The institution organisation to carry out the mobilities is the following:

- STRATEGIC PLANIFICATION OF THE PROGRAMME: at the beginning of the academic year, Erasmus+ committee and principal establish calendar, terms and conditions of the programme, in order to guarantee the equal access to everyone.

- PROMOTION: once that the general planification is done, there are promotion meeting focussed on students (face to face meetings in which they explain the programme, how to apply, kind of selection and terms and conditions) and personal staff (explanation of the programme, the different types of mobilities - for personal staff or for students -, period of mobility and how to apply).

- ERASMUS+ CALL, INTERVIEW AND LIST OF PARTICIPANTS: publication on web of the call, where interested participants can register and upload the mandatory documents. Erasmus+ committee analyse the documents and interview the suitable people. Once the selection is finished, on the web there is the publication of the selected people. This part is divided into three phases: provisional list, claim period and definitive list.

- PRE DEPARTURE TRAINING: students and personal staff receive a preparation in order to be ready for the international experience. In this training the themes that are treated are problem solving, team building, right and duties, documental information.

- INTERNATIONAL EXPERIENCE (INTERNSHIP OR JOB SHADOWING): once overseas, tutors and mobility coordinator are monitoring the well-being of the participants as well as the good development of the experience.

- ACQUISITION OF ERASMUS+ DOCUMENTS AND AFTER MOBILITIES FOLLOW UP: mobility coordinators organise a meeting after the international experience to collect all the needed documents, as well as to evaluate the experience with the participants.

- OVERALL ANALYSIS: at the end of the mobilities, the Erasmus+ committee analyse the development of the programme to identify the weak and strong points, in this way the school can improve and restructure the strategic planification of the programme.

All this process is supported by tutors, families, participants, teachers and educators. There is an exchange of information and communication (through meetings, mails, calls, messages) that help in monitoring the process, in reflecting with participants during all the programme, and in this way we are able to reach the goals and evaluate the development of the project itself.

With the KA2 ACTIONS the school is able to reinforce its pedagogical and educational structure and collaborate with other organizations in order to innovate the local and international system we live in. Thanks to the large web of contacts established around Europe in those years, we hope to take part in other KA2 action in which we can give our experience in international project and as an educational centre.

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)

The Erasmus+ programme impacts different people and organisations, from a local point of view (students and their families, staff, local companies) and from a international point of view (companies and school that host students and staff). The Puig Castellar uses different indicators and evaluation forms in order to monitor the development of the programme. We explain the measures adopted in the following part.

#### IMPACT ON STUDENTS - MOBILITIES FOR INTERNSHIPS ABROAD.

- Development of professional skills and confidence into the work world. Students start their experience from the very beginning through the Erasmus call, that asks them to upload a CV, a Cover Letter and to participate in a Job Interview (all these phases are evaluated from the personal staff). During the mobilities they increase work related skills. The learning process during the mobility is evaluated through different forms which are filled from the student, the company and the tutor. The meeting and the forms used give us the possibility to undertake an analysis from a quantitative and qualitative point of view.
- To increase the number of students involved in the programme. We believe that the experience can benefit all students, reason that push us in promoting as much as possible the programme. Through the years, the mobility committee analyses the development of the interest (number of people applying at the call, doing the selection, asking information, participating in other Erasmus+ project).
- The improvement of the linguistic and communicative competences are analysed through two indicators: the OLS platform (Erasmus coordinator monitors the time spent online from the students, as well as the results at the end of the experience) and a meeting with the English teacher (responsible to notice the progress done by the Erasmus participant once he/she comes back from the mobility, such as having a wider vocabulary, being more confident during the talks...).
- The results of EU survey done by the students help in the evaluation of the perception of the student about the EU policy, the European identity and the civic responsibilities, as well as the development of the key competence.
- A more effective involvement of people on a risk of social exclusion. Erasmus coordinator supervises the participant with difficulties (socio-economic problems, family issues, disability or learning problem) with more attention and involve the people who can help in the good management of the mobility (tutor, family, educator, psychologist...).
- A major use of the platforms given by the EU, its documentation and the European Student Card Initiative. We want the students to be more responsible and aware about the knowledge of documentation and its value, in order to reinforce the homologation of European documentation through the different nationalities and schools.

#### IMPACT ON STAFF - MOBILITIES FOR JOB SHADOWING OR TEACHING.

- More motivated teachers and staff, who enlarge their knowledge about education and improve their professional and teaching skills. Those aspect are evaluated through the EU survey and the face to face meeting after the mobility.
- Higher number of personal staff involved in the project, by doing international experience (job shadowing or teaching overseas) or being more involved in the programme itself (help in the promotion, selection, training, design of project...). Erasmus coordinator evaluates the change year by year, considering different aspect such as: number of people who subscribe the Erasmus Call, who wants to participate in the process, who suggest changes.
- After the mobility the Erasmus committee invite the participant in order to analyse the teaching, professional and soft skills improvements, as well as the linguistic and communicative improvements. The staff who undertake the international experience is asked to write an article or essay (in Spanish or English) in which he/she shares the knowledge acquired during the experience; the written document is published on the website of the school in order to promote

the programme.

- The results of EU survey done by the staff help in the evaluation of the perception of the EU policy, the European identity and the civic responsibilities, as well as the development of the key competences.

#### IMPACT ON THE INSTITUTION

The benefits described can create a global positive impact on the educational centre: thanks to the improvements of students (and people in contact with them, as families or companies) and staff, there can be an increment of the quality of education proposed in the school and its curriculum, because the focus is not only on the academic growth, but training people as a person and as a worker ready to face the reality outside the walls of the centre.

Considering the long experience in international programmes and the large network of partners that we collaborate with, the Puig Castellar would like to participate in KA2 actions in order to exchange good practices, as well as to help in the innovation of teaching methodology, or educational structure. This can have an impact on us as educational centre.

## 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.

The Educational Project of the Centre Puig Castellar is focussed on the values of respect of the human rights, of communication to solve conflicts, freedom, justice, equality, democracy, solidarity and plurality of ideas. Considering the law, the Spanish Constitution and the principles to follow as an educational centre, the mentioned values are the base to establish our educational structure.

All the people involved in the school are aware about these values: being a student or staff of our school, means not only the acceptance of those ethical principles, but as well-being a promoter of them, inside and outside the institution itself. When our students enrol themselves, they (and their parents in case they are underage) have to sign a commitment letter in which they agree to follow the principle of no-discrimination and respect.

We consider all the above mentioned fundamental as an educational centre that wants to educate to a civic world, in which everyone contributes to the social well-being of everyone. We remark this aspect and the fundamental values of respect and equality during the Erasmus Call.

In order to guarantee the correct implication of all the participants, everyone who apply at the Erasmus Call has to sign a Letter of Commitment in which is written that the participant is aware about the values of no discrimination that he/she has to adopt during all the Erasmus process, as well as he/she is representing his/her institution abroad and that he/she will be involved in order to enrich himself/herself from a professional point of view.

If those are the measures adopted in order to guarantee the ethical implication of participants, the actions that the Puig Castellar carries out to ensure the transparency and inclusion during all the process are different.

PROMOTION: We believe it's fundamental to give different ways to promote the programme, in order to reach as much as people as possible. The actions we organise in order to share the information about Erasmus are of different kind:

- Erasmus+ meetings: those are done in the different centres of the Consortium Santa Coloma (El Puig Castellar, La Bastida and Les Vinyes) so the people who are interested can assist to more than one meeting.
- Human Library Event: during the Erasmus call, we organise an event in which old participants are invited to share their Erasmus experience with the new people interested. In this way, the new people interested can have information coming from their peers, asking things that they can be ashamed to ask to teachers, knowing the experience from someone who lives it in first person.
- Erasmus Call on web: the Erasmus Call and all the information regarding the project is published on the web of the school, where everyone can access and consult the information they need.
- Posters on wall: we use posters given from the National Agency in order to promote the Erasmus+ Programme and promote the project from a graphic point of view.
- Staff meetings: the promotion of the programme is done as well into the staff meetings, in order to motivate them in participating and as well to be a promoter of the programme with students and families.
- International office on Wednesday: the Institute Puig Castellar has a space dedicated to international office, where people from the local community (not only the school) can go in order to ask about Erasmus+ programme and to solve problem that can be related to their specific condition. This space is especially useful for the people because they can solve private questions regarding doubts that they don't want to share during a public meeting with many people (example people with economic or familiar issue, disability, psychological issues...).



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<sup>2</sup>.

The Institut Puig Castellar is aware about the importance of being innovative and following the instructions given from the National Agency, in order to guarantee the principles of the ECHE as well as to facilitate the needed bureaucratic and documental transition. It's our goal as educational center to educate our students and personal staff in developing their digital skills, competence that is more required everyday in all professions (and not only the IT or scientific ones).

Our school will follow the suggestion given from the National Agency and inform the students about the initiative of using the European Student Card Initiative during the Erasmus+ programme. The aims that we propose ourselves as school are the ones proposed from the EU and will follow the same timeline:

- 2021: to manage inter-institutional agreement and online learning agreements (if it will be possible for Higher Education Institute as well).
- 2022: to send and receive student nominations and acceptances (if it will be possible for Higher Education Institute as well).
- 2023: to exchange transcripts of records related to student mobility (if it will be possible for Higher Education Institute as well).

The measure we take in order to be effective with this action will be first of all to train the Erasmus+ and international mobility committee on the management of the European Initiative Card, through:

- Watching the webinar "Erasmus Goes Digital".
- Following the news given from the National Agency about the application.
- Participate in the national agency meeting to be informed about the steps.

The measures we take in order to involve students and teachers in the European Student Card Initiative are:

- To explain the principle of 'Erasmus Without Paper' to students and teachers (during the promotion events).
- To promote the European Student Card Initiative and its use during the Erasmus+ promotion.

Even if the card at the moment is more focus on the use done by University, we think is important to invite all the Erasmus participants to download the application and get familiar with it.

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

As an Educational Centre the environmental measures we take are connected to the recycling of the trash into the institute, as well as the responsible use of paper and the right use of transport (we suggest to use public transport, no contaminating energy, to share a private transport in case is used).

As specific projects carried out from our institution, there is the collaboration with the local company "Ecovidre", which helps us in the recollection and recycling of glass.

We have participated as well in the project "Mobilitza't per la selva", that means "Move yourself for the jungle", with the collaboration of the Foundation Jane Goodhal. This project is focused on the recollection of electronic devices that are not used and recycling them. The money collected from that are used to: educational and environmental projects in Africa, as well as the adoption of a 'Chimpamigos' (a monkey) for one year and campaign of sensibilisation on environmental topics.

Into the Erasmus+ programme, the actions we implement in order to be environmental friendly are:

- To use less paper as possible (most of our communication are done by mail and publication on the web in order to reduce the use of paper).
- To send the documents only in a scanned or digital version, if possible (for example with the Europass Certificate).

<sup>2</sup> [https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative\\_en](https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en)

- To implement as soon as possible the European Student Cart, in order to avoid the use of paper for the Erasmus Mobility Documentation.
- To establish dates of travel and organize together the international travel, in order to have less impact as possible (take the same plane, to avoid private transportation and to use public transport).
- To share the accommodation into the participants in order to reduce the environmental impact.
- To have the accommodation of the student close to the hosting company if possible, in order to give him/her the possibility of walking to the internship.

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

Our centre thinks that education to civic values and active citizenship is needed in many aspects of the life of students, during school and his/her daily life as well. We believe that the most important part is the development of a critic conscious, that allows him/her to be able to look around to analyse the situation, have an idea and acting as a citizen aware of the social, cultural and civic environment in which the person is.

The Puig Castellar has a project that promotes civic engagement and active citizenship from the early years of the student. This project is called 'Giup', it's carried out by students who are at the last year of Secondary Obligatory School. The activities are: taking care of new students coming at our institute, organising activities into peers, organising activities with other local schools and facilitate the integration of new students arriving.

From the international point of view, we developed some good practices with the other school members of the Consortium of Santa Coloma and we would like to keep them. The actions that includes the promotions of civic values are many, and we think is really important that the participant knows the importance of it from the very firsts steps, so he/she can go well prepared and aware about the international experience that he/she is going to live.

The promotions of civic engagement that we do BEFORE the mobility are the following ones:

- Promotion of the Erasmus+ Programme: during the first meeting of promotion: it is our goal to explain how the programme is structured, why the European Community is supporting it and the financial aspect. From our point of view, it's important that the student interiorise the fact that the experience is not for 'free', but it is an investment for his/her development and education, and it's our role to make him/her aware of that: during the Erasmus, he/she is representing the school, local community and Spain meanwhile he/she is in Europe.
- Letter of Commitment: in order to being selected in the Erasmus interview, all students have to sign a letter in which they compromise themselves to the value of respect and no-discrimination, as well as to enrich themselves through the experience, to represent overseas his/her school and country, to carry on the duties connected with the experience (do the EU survey, writing an article, be available to share his/her experience once they come back).
- Selection process - valorisation of volunteering and local action. During the personal interview, students are asked to share if he/she does any volunteering or participate in any local activities, aspects that are well evaluated from the evaluators because we believe this attitude represents compromise from the participant.
- Pre-departure training: in this event the trainers prepare some activities that are focused on thinking about the civic responsibilities of an Erasmus+ participant, as well as their responsibilities (documentation, attitude to have during the internship, intercultural values...).

The civic engagement that we propose DURING the mobility is connected to invite the students to integrate themselves into the local culture: be respectful of behaviour and habits of the hosting country, as well as to find traditional activities and events of the destination.

The kind of actions of active citizenship that we propose AFTER the mobility are connected to the commitment of the student to the programme, and are focused on:

- To be responsible about duties (doing EU survey, to complete OLS course, be responsible of documents).
- To help in the promotion of the events once they come back, through the participation in the 'Human Library Event'.
- To invite them in being active in the local community by doing some volunteering.

## 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 Recognition<sup>3</sup>.

The Institute Puig Castellar considers the Erasmus experience a learning and academic process that has to be validated in order to guarantee the quality of the experience for all the people and organisation: student, school and hosting company.

We use different documents to recognise the experience from an international point of view, some of them are approved and used by the European Commission, and one of them comes from a platform managed by the regional education system. We describe in the following part the documents that are used from our educational centre in order to validate the international experience:

- LEARNING AGREEMENT.

The Learning Agreement document is edited by the school and it's made with the collaboration of the tutor of the students, who helps the Erasmus Coordinator in finding the knowledge, skills and competences to be acquired during the internship, the programme of the training, the tasks to do, the monitoring and evaluation plan. In this document it is possible to find information about the sending and hosting organisation, the student and his/her coordinator (in the school and in the hosting company). The document is signed before the beginning of the mobility, to be sure that all the parts are aware about the kind of activities to carry.

- COMPANY CERTIFICATE.

The company certificate is edited by the hosting company and it is issued at the end of the internship period. In the certificate are described the tasks that have been done, information of the company and the student, duration of the programme. The company certificate is signed only by the hosting company and it is issued only in the case that the internship is well completed.

- EUROPASS CERTIFICATE.

We consider fundamental that the student can think and realise what kind of competences he/she has developed during the international experience. In order to facilitate the reflection process, the Erasmus coordinator sends to the student a online form once he/she finished the Erasmus experience, in which the student has to answer questions related to the different competences she/he has acquired (social, digital, linguistic, job related skills).

Once the Erasmus Coordinator receives the answers from the students, she/he uses the Europass Certificate Platform to create a Erasmus Certificate with the answers given from the students, gets validated form the National Agency and, once is approved, give the Europass Certificate to the student.

- QBID (optional)

The Puig Castellar gives to its students the possibility to validate the internship scheduled in the curriculum programme during the international experience. In order to do that, the educational centre has to use the QBID platform, an application managed by the Employment Public Service of Catalunya to regulate the professional internship. This process will be done only for the students who want or need to validate their internship from a curricular point of view. The QBID platform allows to: establish collaboration between companies and sending organisation, do and manage the internship agreements.

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

The International Mobility Committee believes it's fundamental to include and involve the staff in the international programme in order to have motivated employees who want to increase their professional competences, to share and promote the programme as well as to be an example of lifelong learning for our students.

<sup>3</sup> 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))

Our measures as professional training centre to involve as much as possible our staff are:

- To promote the programme and its possibility through many instruments: teaching meetings, posters and cards, web publication, Erasmus promotion meetings, mails to the staff.
- To give the possibility of individual and personal meetings: all personal staff can book a personal meeting during the international office time (Wednesday morning) in which he/she can ask all the questions and solve doubts during the programme.
- To be more flexible with the calendar: considering the social, professional and familiar issues related with the staff, the Erasmus Call for the staff is a little bit longer. Teachers and personal staff have to talk with the principal and Erasmus Coordinator to fix the time and period in which he can do the international experience.
- The recognition of the international experience done by the staff is done through two documents. The first is the Work Programme, in which teacher, sending and hosting organization can find information about the overall objective of the mobility, how the experience can help in the modernisation and internationalisation of the school, the activities that are carried out and the expected outcomes and impact; this document is signed before the internship period by all the partners involved (participant, sending and hosting organisation). The second document is a Company Certificate, in which appears information as period of the training, hosting organisation and participant details, tasks that have been carried. This document is signed by the hosting organization once the training period is finished.
- To spread the knowledge acquired and enlarge the impact of all the staff mobilities, the participants are invited to write an essay or article of the experience and share it with the rest of the employees (through a mail, meeting, publication on the web).

### 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.

Our school has a space dedicated to the international programme: <https://elpuig.xeill.net/el-centre/erasmus> in which appears the Erasmus Policy Statement as well: <https://elpuig.xeill.net/el-centre/erasmus/fundamental-principles>.

The promotion of the Erasmus+ Programme is done during all year and through different kind of events, which are promoted on line, on the meetings with student and teachers and with posters around the school.

The meetings that we undertake with the people involved in the programme are the following:

- Promotion for staff during staff meetings: Erasmus committee advertises during the first meeting with all the personal staff about the programme, its call and details about the scholarship.
- Erasmus+ promotion meeting: it is addressed to students interested in the experience, in this event the Erasmus coordinator explain how to apply, the economic conditions, documentation that has to be given and countries of destination.
- 'Human Library Event': promotion event in which old participants and new interested participants can share experience and solve doubts about the mobility.
- 'Europass workshop': all the people who subscribe the Erasmus call, are invited through a mail to work on their Curriculum Vitae and Cover Letter in a Europass event, in which there are international coordinator who help them in the completion of those documents.
- Participants and parents meeting: once the selection is done, all participants, and their parents if the participant wants or if he/she is underage, are invited to a meeting to explain details about the international mobility (dates, city of destination, rights and duties, documentation, how the OLS works...).

All those meetings are promoted through the web of the school, as well as with mail sent to the people involved and posters on the wall of the school.

Other information that are shared on the web and spread through a mail to the people involved in the programme are: day of the selection interview, publication of the provisional and definitive list of participants (between the two periods there is a claim period), promotion of the language classes offered from the local community, days of pre departure training event, articles and experiences written by the people who participate in the programme.

We remind that the school has an International Office Space as well, in which all the people (also

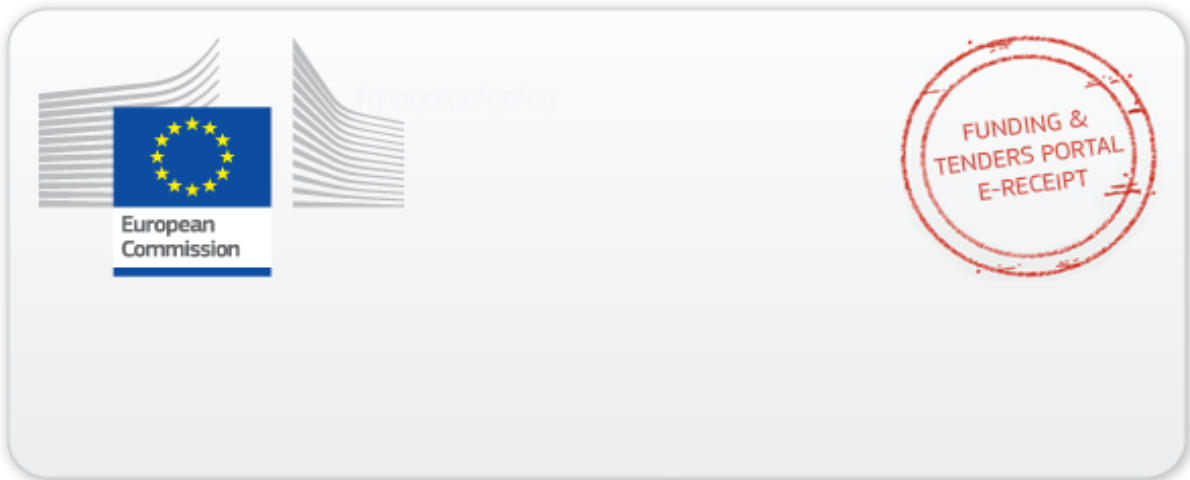
outside of the school itself) can come to know more about the programme and solve their doubts that can be related to personal conditions (visa, economical, familiar problem...) or to know more in depth the programme.

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.

All people interested in the Erasmus+ experience, students and staff, can find the principles of this Charter in the web of our institute, in the section of the web reserved for the international mobility.

When the ECHE is approved (as happened in the previous call) we publish the news not only in the web as a news, but as well on the social networks.

We believe that it is fundamental to explain the principles of this Charter not only through the web, but with a face to face meeting as well. For this reason at the beginning of the year, the Mobility Coordinator shares during the teaching meetings the basic information about Erasmus (what is the ECHE, its principles, how it is used and implemented into an international experience). In this way, teachers and personal staff can ask doubts or questions, and be promoters by themselves in the class.



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