

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 López Vicuña centre, based in Barcelona, is a subsidised school, part of the RMI-Religious of Mary Immaculate group, which carries out the work of educating young people, with special attention to those who are in a disadvantaged situation. It is a post-compulsory education centre which offers high school, vocational training and higher education.

One of our most urgent actions is to try to prevent the risk of unemployment and social marginalization. On the other hand, we are aware of the need to train competent and digitally prepared students to enter the business world and for this reason we contemplate the opportunity to participate in projects that involve new tools and that help being more competitive. We promote the development of transversal skills such as autonomy, initiative, responsibility, teamwork and empathy. The mission of the López Vicuña centre is based on a preventive, positive and restorative pedagogy that helps our students to make decisions and maintain positive expectations in relation to their future. We have a strategic plan which includes the objectives to be achieved in a given time and an internationalisation plan (or European development plan). We believe in promoting common European values for a more cohesive and inclusive society. Through our educational plan and tutoring project we intend to create an open school, to improve intercultural understanding and to promote the inclusion of students from disadvantaged backgrounds or migrants.

We are convinced that our participation in the Erasmus+ programme can help us achieve these goals. Since 2009, the school has been clearly committed to its internationalisation, convinced of the importance for our students and teachers to participate in mobility activities. In 2015 we obtained the ECHE charter and since then we have been very active. Through KA1 and KA2, we intend to improve the European vision in both students and teachers, giving students the possibility to learn in a different and global environment and the teaching staff the opportunity to develop their competences at a professional level, coming into contact with different and innovative teaching methodologies, which they can transfer to their daily work in the classroom. The implementation of these actions favours the status of our school and motivate students, contributing to solving problems such as absenteeism and dropout rate. We are also open to receiving students and visiting teachers from abroad.

Linked to our internationalisation plan, an annual action plan is drawn up with the following objectives.

For students:

- Improving their employability: We consider fundamental to be closely linked to the professional demands generated by the business sector. Our participation in international projects helps making it possible and improves our students' employability. We also encourage the idea to consider working in other countries.
- Improvement of the knowledge and communication in foreign languages, especially in English: the development of communicative skills are fundamental in today's world. That is why we consider essential to improve the students' language skills as well as to raise intercultural awareness.
- Development of personal and professional competences: Skills, competences and previous experience are increasingly valued in the labour market and are what makes someone stand out from the crowd when it comes to applying for a job. Some examples are leadership spirit, ability to deal with unfamiliar environments, to work in a team, communication skills, etc.
- Promotion of equal opportunities: the vast majority of students in our centre have a low to medium socioeconomic level. The implementation of Erasmus+ projects guarantees that students with fewer opportunities can receive financial aid that allows them carrying out international mobility, and live an experience that they could not otherwise have. From the centre, we have the commitment to co-finance the stay of certain students, who in spite of the aid granted, do not have the possibility to cover all the costs of the stay abroad.
- Bringing Europe closer and developing the sense of European citizenship, thanks to the contact with other cultures and the knowledge of the opportunities that the European Union offers.

For teachers:

- Improvement of extracurricular skills.
- Promotion of teachers' participation in activities related to mobility and internationalisation.
- Improving language skills and promoting the use of foreign languages in the classroom.
- Promotion of new teaching methodologies through exchanges with other professionals.

For the school:

- Increasing the European projection of our school.
- Expansion of our international network formed by similar educational centres, organisations and companies.

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

- Decrease in dropouts and absenteeism.
- Increase in the involvement of teachers in European projects.

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)

In order to carry out the mobility actions we count on several human and economic resources:

- a mobility coordinator with hours assigned to perform the tasks associated with this figure.
- management team aware of the entire mobility process.
- the administrator of the centre for the management of the payments.
- a mobility team that supports coordination.
- economic resources for the English conversation assistant and, if necessary, to co-finance the mobility of staff if the grant does not cover all the expenses.

The centre's management team, made up of the director, the heads of studies, and those responsible for the departments are present in many of the decisions for different actions that we take or intend to take in the coming years. In fact, the actions to execute the project are planned in detail in the school calendar and the information is sent to all the teaching staff. The role of the class tutor of our potential candidates is vital in the selection process, since his/her assessments are key to have a full image and support participants during the students' mobility.

#### Key Action 1

1. Mobility of higher grade students for traineeships. Mobility is mainly aimed at second year students or recent graduates of any of the higher education courses taught at the centre:
  - Marketing and advertising
  - International Trade
  - Oral hygiene
  - Early Childhood Education

In the event that some places granted remain vacant, they will be considered for allocation to first-year students. In order to participate to the selection process, the students must apply and, if they meet the requirements, have an interview with a board formed by two people (some teachers are involved in the process).

Student mobilities last 60 days, during which they live and carry out their traineeship in a European country, improving their personal and professional skills, their knowledge and communication in foreign languages, their autonomy and tolerance towards diversity.

At the moment we have worked with schools and companies in Greece, Italy and Poland, but we would like to continue looking for new partners in other European countries.

2. In the coming years, we intend to start study mobility with second year students. The school has started looking for reliable partners to start managing this type of mobility already from the 2022 school year. The idea is to incorporate suitable candidates who are studying "Dual" at our centre and who can combine work experience and study. We would like to select motivated students with good academic results to facilitate their learning at another centre. More specifically, we are considering the international business group to make its debut in destinations such as Germany or France, although we are open to new options.  
We have a small experience in receiving foreign students (incoming) for mobility of studies in vocational training: we were a reception centre for 2 French students motivated to improve their learning in administrative management.

3. Regarding staff mobility, we promote jobshadowing so that teachers can get to know and experience different and innovative teaching methods, exchange good practices and improve their communication in foreign languages. Staff, students and the institution will benefit from this experience in terms of internationalisation and modernisation. The management team encourages the faculty to participate in training opportunities abroad. Staff selection follows a procedure similar to that of students. At the moment, the centre has 40 teachers working in vocational training and higher education. Of these, 10 teachers have carried out a 5-day observation period in European centres (Italy, Holland, Germany and Slovenia). Regarding teaching, 2 teachers from the centre have participated in a project in Holland. We intend to maintain and continue promoting the interest of the teaching staff, since for now those who have participated represent 25% of the faculty. To make this possible, we will continue promoting the programme, applying for grants through the National Agency Sepie or participating in consortium in the city (FundacióBCN, Inform).

#### Key Action 2