

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).

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

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

Instituto de Enseñanza Secundaria Laxeiro, established in 1954, is a Secondary School for students aged 12 to 16 with a post-secondary section for university preparatory studies. It is also a Vocational Education and Training centre with two Short Cycles in Higher Education (Business and Administration, Mechatronics) and a Secondary School for Adult People. 650 students are taught here and there are 81 teachers together with 10 people working on school administration and services. Our students can choose a wide range of subjects that offer them a modern education appropriate for the labour market and superior education as well as their integration in a plural and equal European society.

<https://www.edu.xunta.gal/centros/ieslaxeiro/taxonomy/term/74>

Some of the aspects of our students and their families are the following:

- Students from broken families. This leads in many cases to a lack of supervision of the children's studies that causes an increasing school failure if it is not solved in the first years.
- Students who enter secondary school by legal imperative, without having achieved the key competences and skills of primary education, showing a delay of more than one course in the basic instrumental areas.
- Students from families with a low sociocultural level.
- Students from abroad with a significant gap in their level of curricular competence.

We cannot forget that the socioeconomic environment of our Institution is at the origin of this project. This is characterized by high levels of unemployment, low income levels, high dropout rates and a growing rate of youth emigration. Our Center hopes to be able to reduce the school failure rates and help the most disadvantaged socioeconomic sectors, for which we believe that mobility programs are an important tool

IES Laxeiro looks to the future with optimism and European vocation. Our school was involved in an 2017-19 Erasmus+ KA2 PRACTICUM DEPO project for non higher vocational training as a partner, and in an our own K103 program for higher education, for the first time in 2019 and now 2020. Our participants carried out internships in countries as Malta, Italy and Portugal. We also manage two K229 projects with institutions from Italy, France, Finland, Turkey and Germany.

For two years, our Institution, despite its small size, has made the internationalization of training and internship mobility a main goal. From our K229 projects, we have been able to generate contacts that allowed us to carry out student mobility for training and learning

Nowadays We are working with the CAMARA DE COMERCIO HISPANO ITALIANA, with the EURES TRANSFRONTERIZO GALICIA NORTH OF PORTUGAL, the AEDEZA (Lalin local Entrepreneurs Association), as well as host partners in Portugal, Italy and Malta. In these last two years, six students from the Administration and Finance and Mechatronics short Cycles have participated in our projects. Although due to the COVID crisis, only those from the year 2019 have been able to carry out their mobilities, and now they are working in companies in our local area, having received offers to be hired in Malta and Italy. For the period 2021-2027, our Institution wants to increase cooperation with Galician companies that have a presence in the EU, especially in Portugal, in order to promote greater cross-border integration. Furthermore, we consider that we must promote an expansion of mobility not only to Malta and Italy, but to countries such as France, Germany and Finland with which we have already worked in k229 projects

OBJECTIVES

Firstly, to contribute to the **European education agenda**, Our approach is to promote key competences by providing high quality lifelong learning and also the Council Recommendation of 22 May 2018 on key competences for lifelong learning Text with EEA relevance

We want to get involved in the building of a **European Educational Area** following with the 2020 Agency objective of improving the general competitiveness of the economy, economic growth and employment. We are also looking for a reduction in the school dropout rate, linked to higher enrollment in Training Cycles. This is something that is happening now because of the impact of mobility actions.

We'll focus on:

1. Foster the students mobility, and among them those of minority groups, as well as those with fewer resources, in an environment of less direct funding for education. Our institution is in a region with economic problems, and there is a growing interest on unemployed adults in resuming their studies to improve their employability. We have the maximum transparency when granting the mobilities based on a procedure that is exposed on the Center's website and we guarantee the participation of students with special needs. We offer additional help for travel, with our own resources, and advance the full money of the mobility that the student.

The main objective is to contribute to greater employability, and to the development of the level of key professional, linguistic and digital skills in our participants, and their contribution to the cohesion of society. Also, in particular increase opportunities for mobility for learning reasons and strengthen cooperation between the world of education and the world of work. The mobilities will allow an improvement of linguistic competences in foreign languages and promote the wide linguistic diversity of the EU as well as intercultural awareness, increasing participants' understanding of other cultures and countries, offering them an awareness of European citizenship.

2.- Develop professional pathways from the Vocational Training and unify qualifications framework: To contribute to a true labor market, it is necessary to unify qualifications at a European level. We have recognition of training (ISCED level 3). The EUROPASS Supplement and Document will recognize the skills and competences acquired by students. In addition to carrying out mobility, the company undertakes to comply with a Training Program that

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includes all the student's activities. We'll use the **Digitally-signed qualifications**, who are electronic documents issued by education and training institutions to confirm the awarding of a qualification to a person. This document can be trusted by employers, education providers or other third parties. Under this action, a common technical approach for issuing digitally-signed qualifications will be developed to ensure that certificates from one Member State can be understood and correctly interpreted in any other. The approach will be based on open standards and integrated into the new **Europass platform**, where digitally-signed qualifications can be stored and shared.

3. Take advantage of the potential of ICTs to guarantee more personalized and effective learning and training procedures. Nowadays mobilities involve monitoring student activities abroad through GOOGLE DRIVE, Skype, LINE, Whatsapp for sending documentation and the contact between tutors of the institutions and the student himself. Our Center has a MOODLE environment, which will also allow a greater exchange of information between the partners and the people involved in the project during it. We want to use the **Student Card Initiative and the ERASMUS App** in order to digital our procedures as we comment later

4.- Improving the quality and relevance of higher education :Our curriculum is adapted to the emerging labour market and the economic environment. Our students can carry out traineeships in up to 30 companies in the area, and 20% of students continue to work or are called to work part-time or on short-term contracts. The improvement in language and professional skills of teachers and students enhances their employability. Mobility projects are monitored through computer tools (GOOGLE DRIVE,SKYPE,LINE,WHATSAPP), which enables contact between mentors, institutions and the students. We have a MOODLE virtual environment, which allows cross-border educational experiences for both teachers and students.

5.- Supporting educational staff in implementing competence-based teaching and learning approaches. Our teachers have the flexibility to organize their mobility at any time, and the Institution provides Certificates showing evidence of activities performed. Our curriculum already includes work placements as another module required for the qualification to be obtained.

6.-Strengthening quality through mobility: Our curriculum already includes internships in companies as a subject for graduation. Any student can carry out such as an internship as part of a mobility project. The mobility will have 22 ECTS credits

7.- Making the knowledge triangle work: We work with the Local Chamber of Commerce, the EURES Transfronterizo Galicia-Norte de Portugal, Italcámara, and our own Business Incubator. We hold an entrepreneurship conference attended by former students who have started a business.

8.- Improving funding: We are working with local companies to explore alternative sources for funding mobilities. Local companies will fund mobilities for training.

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.

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WHO SHOULD TAKE PART IN MOBILITY PROJECTS?

We now have an ERASMUS Charter, so our students has already been carried out traineeship mobility activities in our Higher Short Cycles of Business and Industrial Mechatronics (Key Action 1). Mobility traineeships will last approximately ten weeks. which an estimated 382 hours of training. We think that most of our efforts should be directed towards this kind of mobility and that we should set up as many agreements as possible, but if we obtain the ECHE Charter then teacher mobility will also be promoted as widely as possible.

Finally, student mobility for study purposes is not a priority for our institution, as the number of students who could be involved is low, but this could change in the future because some subjects are going to be taught bilingually in Spanish and English and all of them can be validated through to European Credit Transfer System (ECTS).For this reason, we are also interested in learning as much as possible about this type of mobility in case our students may wish to benefit from it in the future.

Therefore, our activities of mobility are addressed to:

1. Students' mobility of Vocational training in the fields of Industrial Mechatronics (Maintenance of Industrial Equipment) and Administration and Finance, for studies and for internships. For it we will bear the following aspects in mind:

- Language skills: beneficiaries should master the language of his partner to be able to carry out daily life communication, learning and working activities.
- Cultural skills: participants should know and accept host country lifestyle and work conventions in order to assure full integration.
- Practical skills in terms of computer science, Internet, and mass media.
- Professional skills given during the academic course and whose final goal is the accomplishment of working experience in companies.

2. Mobility of staff in higher education is all essential and an asset. Here we believe of great interest agreements between the different institutions involved so that the teaching staff can also take part in the teaching of training courses. The staff participating in this type of modality can give training courses or workshops in institutions of top

education in partner countries. With this we will manage to get access to a varied and rich range of experiences in all aspects: social, cultural and economic life.

The profession of Higher Technician in Administration and Management has suffered an evolution in the last years as a consequence of the development experienced by the economy and administration services and the sector services especially, which has created professionals' strong demand with this occupation. The trend of the economic activity towards the globalization and the increase of the commercial and institutional international relations needs qualified and competitive professionals, specially in the new technologies of information and communication, and with competence in different languages. Likewise the field of industrial maintenance is developing towards new predictive and preventive procedures, such systems of management as TPM (productive total maintenance), CBM (maintenance based on condition), RMC (maintenance based on reliability, operational maintenance and proactive maintenance). The technological evolution marks a trend towards tele-maintenance. The energy efficiency both in the machinery and in the automated lines is another element to bear in mind. The fulfillment of regulations and safety boards and the respect of the environment will be another essential factor. Professionals will devote the main part of their time to defining and managing the practical application of the plans of maintenance, as well as the management and control of the corrective actions and the suitable management of supplies. Also the necessary update will be facilitated in the new technologies necessary for the management of the knowledge acquired during the mobility.

With this cooperation we help in the modernization of school practice.

GENERAL OBJECTIVES FOR STUDENTS AND TEACHERS OF MOBILITY:

- Promote and improve the mobility of students and teachers in Europe.
- Improve and develop the linguistic and professional skills of students and teachers and increase their knowledge of the economic, social and cultural life of the host country.
- Obtain experience through practical work in another EU country,
- Foster in students the ability to adapt to life and work in a foreign country.
- Acquire knowledge, skills and qualifications that are appropriate to a new social and professional environment,
- Improve students' social skills.
- Learn respect for cultural diversity and personal development by discovering a new culture.
- Experience another culture and compare to Spanish rules to another EU country.
- Help our students to recover from the economic crisis and tackle the high level of youth unemployment.
- Provide teachers with access to the development of new professional practices and international experience.
- Share knowledge, experience, learning strategies and methodologies with other High Schools and Universities.

DEVELOP COOPERATION WITH PARTNES IN OTHER COUNTRIES

We'll ensure that the agreements with the host institutions will comply with the quality deserved procedures. Possibility of making advance staff visits an verify communication with host organizations and participants.

We'll take advantage of our K229 prpjcts who let our mobility staff to find new hosts institutions too

RESPECT IN FULL PRINCIPLES OF NON DISCRIMINATION, TRANSPARENCY AND INCLUSION SET OUT IN THE PROGRAM:

Students will be selected through a Commission that will be made up of: The Headmaster of the sending Institution, the Erasmus Coordinator of the Center. a FOL teacher involved in mobility programs, and a teacher of Vehicle Language involved in Mobility Programs where appropriate.

We will prioritize students with lower income as well as the ones with special needs. The Commission will meet once the deadline for submitting nominations to the mobility exchanges has ended and will assess according to the Academic excellence, Linguistic competence in the vehicular language and an Assessment of the teaching team of the Cycle.(degree of maturity, commitment, economic capacity.) The entire process will be announced on the Center's website and on the corresponding Cycle notice board.

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 OPPRTUNITIES:

We operate under the greatest transparency when it comes to granting mobility activities based on a procedure set out in the website of the Centre. Measures are taken to ensure that students with disabilities can also access mobility activities, and we work to ensure that lower income students have access to mobility projects as well: where possible we provide additional support, from our own resources or from funds from the Organization of Mobility. The Institution also advances the money from the mobility grant that the student receives at the end of his or her placement, from the national authorities and the European Agency.

There are some local companies who also fund mobilities.

ENSURE FULL AUTOMATIC RECOGNITION OF ALL CREDITS (ECTS) GAINED FOR LEARNING OUTCOMES SATISFACTORILY ACHIEVED DURING A PERIOD OF TRAINING ABROAD:

Our institution has ECTS credits, ensuring their equivalence with other similar content throughout the EU qualification framework. Specifically, the training mobility projects undertaken by our students abroad have been recognized with 22 ECTS credits. The EUROPASS document and the EUROPASS supplement to our qualification recognises skills and competences achieved by our students. The companies where mobility activities take place also agree to comply

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with a Training Program, and the work placements are recognized as part of the qualification itself. We should remark that passing the internship will be mandatory in order to achieve the title in Business and Administration and Mechatronics. Our website will show an up-to-date course catalogue, and a framework that will proof that the workabroad has been recognised as outlined in the learning agreement

<https://www.edu.xunta.gal/centros/ieslaxeiro/node/871>

In all higher vocational training, some number of ECTS is assigned to each module of the curriculum in order to facilitate the recognition of professional qualifications and the national and international mobility of students. Through this cooperation between teaching institutions is increased; and also their convergence, encouraging learning at any time of life and in any country of the European Union.

National legislation which specifies the methodology and the credit system is found here:

http://www.edu.xunta.gal/wp/sites/wp/files/wp/Curr%C3%ADculos/LOE/Administraci%C3%B3n%20e%20xesti%C3%B3n/cs_administracion_finanzas.pdf

http://www.edu.xunta.gal/wp/sites/wp/files/wp/Curr%C3%ADculos/LOE/Instalaci%C3%B3n%20e%20mantemento/cs_mecatronica_industrial.pdf

We'll follow the Commission Digital Education Action which includes 11 actions to support technology use and the development of digital competences in education. We'll focus on the actions 1 and 3. Therefore, we pretend that our institution should have a big connectivity and Access to Gigabit internet as well the Digitally-signed qualifications. We also implement the **Council Recommendation on Automatic Mutual Recognition** when our National Agency demands.

ENSURE THE QUALITY OF THE MOBILITY ACTIVITIES THROUGHOUT THE APPLICATION AND IMPLEMENTATION PHASES

Our Institution will inform the relevant staff about the digitalisation roadmap and take active measures to implement minimum requirements for digital mobility management. We also promote the use of the **Erasmus+ Mobile App** to outgoing and incoming students, and ensure that useful information about the Institutions involved and the host community are accessible via this App.

Both, our institution and the hosts institution will promote environmentally sustainable and responsible behaviour among its participants (**ERASMUS WITHOUT PAPER**, sustainable travels ways, and asking the host institutions to comply with environment sustainable rules).

Our institution will foster a positive attitude towards multicultural awareness and a strong sense of European identity among mobile students (**Active citizen**). We'll foster mobile students to carry out volunteering actions with the help of the hosting institutions.

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.

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We pretend that at least, 15% of our students will be able to carry out mobilities during all the years of the Charter, as well as 70% of the teachers of the Administration and Industrial Mechatronics departments can carry out mobilities until 2027.

An **ASSESSMENT PLAN** will be drawn up every year. The evaluation process will affect all the actions of the project, such as participants' selection, monitoring and qualifications, their degree of satisfaction as well as their adaptation to the Training Program, and finally, an analysis of the impact and dissemination of the tangible and intangible results of the Project. We also evaluate the host partners satisfaction with the Program. The Plan will be approved prior to mobility and the Report will be ready as the project has finished. We'll monitor the students' career after the mobility too, and other actions that we will describe later. We'll use the **Erasmus Charter for Higher Education (ECHE) self-assessment** too.

We'll support students **before mobility**: Our coordinator will inform the students about different cultural, health, accommodation and insurance issues of the host country, as well as the grants. Talking about mobility to other countries it will be necessary to prove a minimum level of degree in the vehicular language of mobility. In that case they will receive additional training with teachers from our institution

During their mobility: A mentor will be appointed in the company where the mobility is carried out, so he will explain the tasks, responsibilities and context of the workplaces to the participants, as well as helping them and monitor their assessment. The coordinator of our institution will set up communication channels with the mentor and sometimes the necessary follow-up visits. The coordinator will receive weekly follow-up sheets from the mentor and the student. They will be able to speak each day (ZOOM, WEBEX, WHATSAPP, SKYPE).

The outgoing teachers and staff will be allowed to make their timetable more flexible by the headmaster of our Institution, ensure their linguistic preparation in the vehicular language, carry out the mobility when they prefer, as well as the recognition at a professional level of their activity. Any support that involves relating what has been

learned to their pedagogical activity and its dissemination will be provided.

Our organization is small, so the impact of our actions cannot be assessed in absolute terms, and they are limited to what mobility actions for traineeships can directly achieve. Even so, the fact of collaborating with local authorities, business associations ensures that the impact on the real economy will be positive,

SHORT AND MEDIUM TERM IMPACT ON MOBILITY PARTICIPANTS:

Improve and develop the professional and language skills of students and their knowledge of the economic, social and cultural reality of the host country, and also the linguistic competence in a foreign language

Acquisition by students of experience in the world of administrative management as industrial mechatronic through the internship in another EU country. Knowing another culture and being able to compare the accounting, tax, administrative and labor legislation of Spain with that abroad as well as the production and service provision processes in the Mechatronic sector.

LONG-TERM IMPACT ON MOBILITY PARTICIPANTS.:

The student acquires knowledge, skills and qualifications adapted to a new socio-labor environment,

Improvement of the student's social competence and greater respect for cultural diversity.

Improvement of their employability .Improve communication, interaction between educational institutions and companies

Increase labour mobility in Europe,

Increase the use and quality of tools and practices based on information technology, Improvement of the student's social competence and greater respect for cultural diversity, With greater student mobility and the ability to adapt to a new environment, a more adequate response to the current requirements of the productive world is provided. Improve communication interaction between schools and companies.

IMPACT ON OUR INSTITUTION:

Enrollment increase;

Study of real situations in the business and economic field; Considering the results, a greater number of educational institutions in our proximity would like to join the program; New methods and platforms for training, such as open educational resources; Development of new partnerships with educational and business institutions

Improving the quality of education offered

TARGET GROUPS TO WHICH THE DISSEMINATION ACTIONS ARE DIRECTED.

We will address our dissemination actions to: Students who are interested in Vocational Training, students from the courses prior to the mobility; Graduated students; General public. and local government representatives

SUSTAINABLE IMPACT

Positive effect on the reputation of our Institution

Study of real situations in the business and economic field;

Development of new partnerships with educational and business institutions;

New job opportunities; Contribute to a new definition of vocational training curricula through mobility.

Deepen a greater relationship between the business and educational world of a cross-border nature;

New methods and platforms for training, such as open educational resources; Greater transparency in the recognition of rating instruments.

LOCAL AND REGIONAL IMPACT

There will be more educational institutions that participate in mobility actions,

Improving the quality of training for mobility participants.

Encourage the connection between educational training and job demands by companies

NATIONAL IMPACT

Improving the employability and skills of the workforce.

Increased Competitiveness of the economy.

Reduction of structural unemployment through better training and education, which is in contact with companies

Establish labor relations between member countries of the European Union.

Reduction of the dropout rate

EUROPEAN IMPACT

Promote the free movement of workers. Contribute to cross-border cooperation

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.

La selección de alumnado para la cual existe un procedimiento se hará sin tener en cuenta su género, nacionalidad, discapacidad o ingresos, sino sus habilidades para adaptarse a trabajar y vivir en un país extranjero, para comunicarse en la lengua del país de la movilidad y sus resultados académicos. Sobre todo se tendrá en cuenta el interés por realizar la movilidad. En el caso de personas con necesidades educativas especiales nuestro Centro realizará, si las hubiera, las acciones para conseguir financiación adicional. El Centro educativo tiene consignado en su programación anual y proyecto educativo de Centro medidas para atender a los alumnos/as que presentan discapacidades de tipo auditivo, motórico, psíquico, y que necesitan, por tanto, una atención especial. Antes de la movilidad se seleccionará al alumnado candidato a través de una Comisión que estará constituida por:

El Director del Centro, el Coordinador Erasmus del Centro. un profesor de FOL implicado en programas de movilidad, un profesor de la Lengua Vehicular implicado en Programas de Movilidad.

La Comisión se reunirá una vez terminado el plazo de presentación de candidaturas a las bolsas de movilidad y valorarán según los criterios:

- Excelencia académica del candidato.
- Competencia lingüística en el idioma vehicular
- Valoración del equipo docente del Ciclo.

Nuestra institución en colaboración con empresas locales contribuirá a aumentar la dotación de la beca ERASMUS. Ya desde el año pasado empresas locales colaboran en las moviidades de alumnos. Queremos como institución favorecer que alumnos con pocos ingresos participen en moviidades, por lo que tendrán prioridad en el proceso de selección.

Las moviidades de personal seguirán también un proceso de selección basado en la presentación de un proyecto de formación en su correspondiente Departamento Académico. Dicho proyecto formativo será evaluado por una Comisión formada por la Dirección del Centro y los correspondientes jefes de departamento, salvo que éstos sean candidatos.

Todo el proceso se anunciará en la web del Centro y en el tablón de anuncios del Ciclo correspondiente

. <https://www.edu.xunta.gal/centros/ieslaxeiro/node/830>

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.

La iniciativa de la Tarjeta Europea de Estudiante creará, a través de la aplicación móvil Erasmus+, una ventanilla única online para que los estudiantes efectúen todos los trámites administrativos relacionados con su período de movilidad, antes, durante y después de la estancia. Permitirá a los estudiantes encontrar toda la información que necesitan para tener una experiencia de movilidad de alta calidad en el extranjero. Pretendemos que entre en funcionamiento en nuestra institución en 2021, así como en la creación de una Erasmus+ Dashboard.

La tarjeta, que respetará la legislación de la UE en materia de protección de datos personales, garantizará el intercambio seguro de la información de los estudiantes y permitirá la transición fluida entre instituciones de educación superior. Pretendemos que los procesos administrativos se tramiten con dicha aplicación. La iniciativa de la Tarjeta Europea de Estudiante estará vinculada a las normas de la UE de identificación electrónica Desde el 2021, los acuerdos de aprendizaje y los Convenios de Formación se tramitarán de esta forma, tanto en la movilidad de personal como de estudiantes.

A partir del 2021, si es posible y como muy tarde antes de 2025 estableceremos dicho procedimiento para el reconocimiento automático de los créditos ECTS, y la gestión simplificada online de todo el proceso de selección de los estudiantes. Todos los convenios y acuerdos de aprendizaje se realizarán a través de dicha aplicación cumpliendo con el programa ERASMUS without paper.

En la medida de lo posible, a medida que la herramienta esté operativa se incluirá el seguimiento de la movilidad para el coordinador ERASMUS con enlaces a la Online Learning Agreement, con enlaces a la Mobility Tool y si es posible la gestión conjunta de toda la documentación EUROPASS al final de la movilidad. Por su parte el estudiante tendrá también un enlace al proceso de selección y a la Online Learning AgreementL con la OLS, así como la posibilidad de centralizar la comunicación con los tutores de la movilidad y poder recibir en el futuro servicios asociados a su situación académica.

En todo caso, mientras no esté disponible la Erasmus+ Dashboard, promover desde el aula MOODLE de nuestra institución la comunicación con los participantes.

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