

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 X

#### Erasmus Key Action 2 (KA2) - Cooperation among organisations and institutions:

Partnerships for Cooperation and exchanges of practices X

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: X

### 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)

**a) WHAT WE WOULD LIKE TO ACHIVE BY PARTICIPATING IN THE ERASMUS PROGRAMME.**

The IES SANTA BÁRBARA is an institution of Higher Education (Tertiary level) founded by the regional government of Andalusia in 1989. From the beginning it is focused on studies of Healthcare in Higher Education (Vocational Training of Higher Education (hereinafter CFGS). Tertiary level). We offer specific Higher Education studies in the following six Higher Level Training Cycles: Prosthetic Audiology, Oral Hygiene, Clinical and Biomedical Laboratory, Documentation and Health Administration, Dental Prosthesis and Environmental Health.

We have European and international experience, continuously, since 2005. Since 2007 and without interruption, we were awarded with the ECHE charter. Since 2011 we have had the Department of Educational and International Plans and Projects that is in charge of projects and international cooperation, exchanging students and staff.

Throughout these years and through our Erasmus + projects KA 103, KA 107 and KA 102, together with the participation in different consortiums of the Andalusian Government Education Council KA 103 since 2007, it has allowed us to cooperate in a uninterrupted with European and associated countries institutions, with institutions of Higher Education, VET, Universities and companies, in the exchange of teachers, staff and students, doing physical mobility, incoming and outgoing and from the 2019/2020 academic year and under the Erasmus + programme, we have begun to carry out virtual mobility, cooperation of students and teachers, with associated countries such as Canada, with great success and experience for students, having overcome cultural, linguistic and teamwork challenges; This experience has been presented, by our Institution and the Canada one, virtually on May 15, 2020 to European and associated countries universities.

With the renewal of the ECHE Charter, we intend to renew inter-institutional cooperation agreements to continue, expand and provide more quality to our international cooperation. We want to modernize our institution and for this it is necessary that our students, teachers and staff have mobility opportunities to other countries. We intend to continue being an inclusive Institution, continue supporting and giving opportunities to those with fewer possibilities.

Our cooperation objectives in the Erasmus program, which are in line with our internationalization strategy are:

- Improve language skills of students and their job placement opportunities. Over the years we have seen that students who have an internship experience (in our case we have sent internship students) in another countries find a job before their peers who did their Training in Work Centers (in forth FCT) in Spain. It is part of the vision that we want to give to the fact of continuing to count on ECHE. There is a niche of employment in the sectors of our Higher Level Training Cycles, because we are on the Costa del Sol, an area in Spain, with many community and non-community citizens living permanently. Therefore, we know that there is a need for personnel trained in new technologies, new working methods, as well as having improved their language skills. Through an internship experience in another country, we have seen that this niche of work in our area can be covered.

Improve teachers' language skills. Updating teaching methodology. Regarding the teaching staff, within our internationalization strategy is the introduction of bilingualism in our Institution, with the inclusion of technical health English in our Higher Level Training Cycles. It is necessary to improve the teachers language skills. Knowledge of teaching methods, ICT, renewal of knowledge related to new technologies and management of training in companies are also required; in addition, the knowledge of new teaching methods for students with Specific Needs for Educational Support (NEAE). Know other educational centers, how they organize training in companies for both students, teachers and staff. Learn and improve new strategies of online teaching methodology, especially after the stage of COVID-

<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)

19 in which we recently found ourselves and also for the future where the so-called "telework" seems to be here to stay.

With the recent change to LOE teachings in the Higher Degree cycles, this is the ideal time for our teachers to learn about and train in these new methodologies.

- Regarding inclusion, this is a motto at our Institution. We have Sign Language teachers and interpreters, who help and support our hearing-impaired students, which we have in Higher Level Training Cycles. This last teacher profile has already participated in Erasmus mobility with some of our projects. They have completed training at European universities. Continuing to have the ECHE charter continues to open up possibilities for us to continue working on the issue of inclusion, with all these institutions and also with others that are also in partner countries. Mobilities encourage participants European identity.

- It will be interesting for teachers to learn about and expand knowledge in similar studies with our partners in order to exchange teachers, not only for training –Job Shadowing, but we also contemplate the exchange option for teaching. Know new teaching methodologies. Possibility of cooperation in research with other educational and labor centers.

Likewise, the option of exchange of students for studies can be considered, mainly when the center is bilingual.

In the digitalization era and especially after the recent events produced by COVID-19, we know that the constant updating in new technologies is transcendent. ECHE will allow us the mobility and cooperation of teachers and students to and from Higher Education educational institutions and companies in the health field to and from which we can be updated.

Likewise, we want to participate in projects within the KA2 and KA 3 actions. Renewing ECHE is a way that provides us with the resources to help us cooperate in innovation and research projects.

In order to continue improving language proficiency: There is no doubt, and after our fifteen years of experience in international projects, we have seen that the mobility of students and teachers acts as a very influential factor in improving skills. in languages. It makes new cultures, new ways of life known. All this has a very positive influence on creating citizens with a greater awareness of European citizenship and citizens of the "world". In a global world, it has been found that the person who makes a mobility with one of the Erasmus projects is a more tolerant citizen, more open to work and cooperate with citizens of different countries and cultures, among many other characteristics, in addition to the fact that they are more open to having a work experience in the future, both teachers and students.

- Continue and expand virtual mobility, both for students and teachers, and make them part of the student's curriculum, and that they be officially recognized in a more general way. Begin the implementation of Blended mobilities, combined mobility between virtual and face-to-face.

- Improving and expanding Soft Skills or also called soft skills. Undoubtedly, giving our students and staff the opportunity to do international mobility will contribute to the development of so-called Soft Skills. We have observed in these years of international experience that the participants of a mobility, when leaving their comfort zone, improve or enhance their social, communication, social and emotional intelligence skills, among others.

- To be able to continue requesting incoming mobility of company personnel, through KA 103 projects and teachers, with KA 107 projects.

- Being able to renew ECHE gives us opportunities for growth and to remain attractive to partners from other countries in order to collaborate with us.

Impact: Being able to continue counting on the ECHE and low mobility and cooperation, will continue to give us more visibility to our Center, it will support our modernisation strategy, it not only impacts nationally, but also internationally. The mobility of the participants, not only influence them as people, in our educational community and those around us, but also in the families and people around them, as well as in the institutions that host us and in us when we act. as a host institution.

**b) HOW DOES YOUR PARTICIPATION IN THE ERASMUS PROGRAMME FIT INTO YOUR INSTITUTIONAL INTERNATIONALISATION AND MODERNISATION STRATEGY?**

Among the internationalization strategies of the IES Santa Bárbara (IESSB) for the period 2021-2027, are, among others: the reinforcement and increase of exchanges (combining in-person and also virtual exchanges) of students and staff with universities, institutions of higher education, companies and other organizations, both from European countries, and from associated countries. Renewal of the inter-institutional agreements that we already have signed with our partners and signature with new partners. Modernization of our Institution and therefore of the students and teachers. Strengthening international collaboration and research and overseas networks, expanding our curriculum and new collaboration opportunities, creating more opportunities for training and studies for our students, teachers and staff, and developing actions in the field of international cooperation.

All this gives our institution more international visibility, so continuing to enjoy ECHE will contribute to achieving all of these objectives.

Regarding the lines of work that can be established using ECHE, among others they will be:

- Expand the number of institutions and strengthen the work with which we already cooperate, both in European countries and in associated countries, through the European and international projects we have, in addition to those that we will request in future Erasmus calls.

- Open even more the borders outside Europe to our institution. The mobility of teachers and students has an impact on the quality of teaching to students and facilitates the exchange of students, thereby increasing their job opportunities.

- Carry out the Job Shadowing teaching staff - training, teaching in other European institutions and associated countries and compare curricula with similar studies that are given in the partner institutions or companies with which we already work or the new ones with which we will begin to work.

- To continue being a Reference Center in Andalusia for the reception and sending of teachers, expanding the possibilities of teachers for teaching and students to carry out training and / or extracurricular practices in companies in the province of Malaga.

- We will also be able to welcome teachers from other countries, to teach at our institution or to company personnel who may come and thus deepen and / or expand the knowledge of our students and teachers. In this way, those teachers or students who do not make mobility will also be favored by the Erasmus + programme.

- Exchange students with European and associated countries to carry out internships in companies, we could consider the option of studies with some of our partners.

- To be able to carry out the person coordinating the project or teaching staff, preparatory visits to the place of practice where the students will go. All this will establish bonds of union, not only with our partner institutions, but with the companies that will later host the students in their practices. Likewise, if the option of exchanging students for teaching is contemplated, these preparatory visits will serve to specify the curriculum and the validation of ECTS that the students will subsequently carry out.

- Develop and increase participation in the Erasmus + Virtual Exchange program for teachers and students. We already have experience participating in this program, with virtual mobility of our students with associated countries.

- Modernize our website incorporating more information about Erasmus projects, both for outgoing and incoming mobility (more information will be made available in English)

- Promote, through Erasmus and other international programs, the combined physical and virtual mobility (Blended Mobilities). Recognition of virtual mobility as part of the student's curriculum and as training hours for teachers (all this must have the prior approval of the Ministry of Education in Andalusia and the Department of Healthcare of our Institution) Stimulate the realization of combined mobility both for students and teachers. Increasingly bet on promoting virtual mobility, where we have already had experience in our center and which has helped the group of participating students and teacher to be in contact with other cultures, especially useful in the time of the COVID-19 pandemic.

- Increase in the digitization of the Center through mobility. In our Institution, new technologies have always been a priority to carry out in the mobility of both students and staff. Currently, and due to the recent pandemic caused by COVID-19, it has made us emphasize this line of work that we had already begun to develop.

- Develop the use of the eQUATIC tool (Online Quality Assessment Tool for International Cooperation).

- Digitization of the Erasmus + documentation within the Erasmus Without Paper (EWP) project and the Erasmus Dashboard tool to gradually introduce the digitization of the entire Erasmus program in our Center.

- Promote and generalize the use, already made by our students, of the Erasmus + application.

- Introduction of the European Student Europe Card (ESC) for the creation of the European Education Area. In this way, the fluid exchange of data with Higher Education and another partner institutions, ease of access for students to services such as transportation, libraries, etc., will be among the advantages that will be associated with the use of this card.

- Modernization and update through new contacts. We always enrich ourselves when we contact other people in our environment, in this case it will also be when cooperating with institutions of other cultures and other nationalities.

- Continue our strategy of selecting students and staff in a transparent and inclusive way, prioritizing those participants with some degree of SEN (Special Education Needs) or participants with fewer opportunities.

- Exchange of good practices with our partners on Specific Needs for Educational Support in both students and teachers, since we have deaf students; with a view to improving the training of teachers and therefore that of students, as well as making future student exchanges, facilitating the professional insertion of students and improving teaching techniques for teachers.
- Inclusion: Likewise, we will continue our work to make our Center even more inclusive, learning about new ideas through internationalization. Through our Equality between men and women project, we are a center of reference in Andalusia, in matters of gender equality. Also in matters of integration to students of different origins, race and religions. We intend to export our ideas and work, as well as contact institutions that provide us with ideas and carry out joint work. We promote and continue to promote inclusion, for example in the selection of participants in mobility, where priority is given to students with disabilities, those with fewer opportunities, refugees
- Cooperation with current or new partners. We are open to start to work on projects of innovation, cooperation and exchange of good practices.

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)

Here, we describe our experience and organization of international cooperation, in which we will continue to participate and then move on to the actions in which we would like to start cooperating.

#### **Erasmus KA 1.**

We are a reference Institution in the Autonomous Community of Andalusia for Erasmus + projects. Pioneer Higher Degree FP Center in Andalusia within the E + KA 107 project, the only FPGS Center in Andalusia that has had this type of project for two continuous years. Our Educational and International Plans and Projects Department (hereinafter DPPEI) has coordinated from 2005 to date, international projects organized by the Andalusian Regional Ministry of Education and also Erasmus + projects such as KA 101, KA 102, KA 103 and KA 107, with exchange of teachers for Job Shadowing-training and teaching and students for internships.

KA 107 and KA 103 project are very well received, we want to request the renewal of ECHE in order to continue requesting this type of project, among others, since these have had a great impact on our Institution and others. We have proven 15 years of experience in international projects, we work with more than 14 countries, collaboration agreements with

Companies, VET institutions, 5 European and international universities such as Morocco, Montenegro and Brazil.

1. We currently have 5 E + Projects (VET + HE + International Dimension) calls 2018 and 2019, practical student mobility and personal training. Carrying out 100% mobility in all the own projects, so far requested, with evaluations in requests and very high final reports. We have had three E + KA101 projects for teacher training for students with hearing disabilities and ABP learning in projects. Part of some of the teachers' mobilities, with other Erasmus + Higher Education projects have been carried out for teaching training for students with this type of disability.

2. Since 2007 we have also participated in KA103 consortium of the Andalusian Government with very demanding work criteria. We manage all the mobilities in those Consortium.

3- Welcome foreign students for internships, we are looking for companies, support and search for accommodation. We offer to attend high school English classes. We have a "buddy" program, our students support incoming students prior and during mobility.

4. Teachers monitor the students who do their Training in Work Centers (hereinafter FCT) in other EU countries. Teacher training in languages, specific courses in English, French and German for teachers in Teacher Training Centers of the Andalusian Government.

5. October 2019 organized our 3rd SB Staff Training International Week (SBIW), with the participation of teachers and companies (from other countries) and collaborating companies in Malaga that host foreign students for internships, students (incoming and outgoing), Great Success and extension of the idea to other institutions in Malaga, Andalusia and Europe.

#### **• Organization of mobilities. IES SANTA BÁRBARA.**

- Isabel García Plazas. Teacher of the Healthcare Department and Head of the Educational and International Plans and Projects Department. Coordinates the KA 1 projects of Vocational Training in

Middle and Higher Level (Tertiary level). Search and work directly with partners. Coordinates the procedures with the Departments of the IES involved mobility, other Institutions and European companies, supervision of calendar, content. Coordination with the management team organization and payment mobility.

Coordinates KA 102 2018; KA 103 2018, 2019 and KA 107 2018 and 2019. Organizes the committee for the selection of candidates and monitoring of the process and mobility. English (B2) and German. Responsible for the International programs of the Center, 14 years ago, of collaboration agreements and practices with partners, grant agreements and quality letter of the students. Person in contact with partner countries to manage project management. Coordinate our International Weeks together with the "Erasmus Team" of our center. Experience in giving Erasmus training courses to colleagues in Andalusia region.

The "Erasmus Team" is a group of teachers created from the academic year 2018/2019, who support Erasmus projects, some of them have already coordinated Erasmus projects and others show their interest in coordinating some in the coming courses. Receive the training requests for students from the partners and pass this request on to the teaching staff of the Erasmus + Team for searching companies in Malaga, as well as Job Shadowing for teachers from other countries. Find partners for Projects (host partners). She has done Job Shadowing-Training in other EU countries and associated countries.

In charge of writing applications and final reports on VET projects, also in Higher Degree. Contact candidates, manage mobility documentation (training agreements, insurance, grant agreement and E + student letter in the future for students) directly.

Together with the Deputy Director and the Director of the Institution, she carries out economic management of E + projects for Higher Education and VET projects. Both coordinate and will coordinate mobility payments and the management of Erasmus projects in FP.

#### **Quality of project design and execution**

Prior to the mobilities, we signed inter-institutional agreements with the host entities, which agree, among other things, on the number of students and staff to be exchanged in a given time, in this way, the mobilities are framed within a quality context and under a framework of agreement.

Students doing a traineeship mobility have a tutor at our Institution and the host institution and a mentor at the enterprise. Follow up through emails, Helvia platform and WhatsApp of the training by all parts.

.All mobilities have attendance certificates at the end of the mobility.

M<sup>a</sup> Ángeles Curiel Balsera. Teacher of curricular support for deaf people in the scientific field and our CFGS students, English (C1). She has coordinated the KA 101 project. Extensive experience in participation in mobility to universities in Europe for Job Shadowing and training in ABP projects. (Project Based Learning) and attention to impaired students. Participate in the search for partners in associated countries, contacting different universities; She collaborates in the reception of teachers, she is also part of the Orientation Department in our center, which makes her very knowledgeable about the attention to diversity that we offer. Responsible for the implementation of computer resources in our center for attention to diversity and the inclusive aspect of our Institution. Cooperate with the organization of our International Staff Training Weeks.

- Head of the Department of Complementary and Extracurricular Activities (Sofía Pérez Álvarez), professor of Higher Education Family Health Training Cycles, collaborates in the search for work placement for foreign students and training for the host teachers; Student teacher tutor who does her FCT UE. Experience in EU mobility of six years and in associated countries. Supports the search for partners in associated countries. It has always cooperated with the reception of foreign teachers and students and our International Weeks organization.

- Director. Communication with educational authorities about documentation and budgets. Support and encourage internationalization in our Institution. Participate in mobilities and in welcoming partners. Publicize our projects, which has an impact on other Institutions in our surroundings and in our Andalusian region.

- Since the 2018/19 course organized "Erasmus + Team" already mentioned above

- Students 6 CFGS cycles: they participate in the "buddy" program. Support also our International Weeks. They act also as Erasmus ambassadors for our Institution. Some of them apply for a Erasmus mobility.

- Administration and Services Personnel (PAS). Responsible for receiving incoming teachers and students, and then directing them to the different E + project coordinators, sending and receiving postal documentation.

**Erasmus KA 2.**

We contemplate the idea of taking part on cooperation projects or exchange of good practices.

Since the group of teachers "Erasmus Team" has recently been created, we would like to be able to try the request to take part on a KA 2 project as participant from the beginning

Participation in KA 2 projects is contemplated within our internationalization strategy, as we have not had, until now, this type of project, giving a more collaborative dimension to our Center.

We want to create a network, share resources and knowledge with current and future partners.

**Erasmus KA 3**

We are open to cooperation in this action, as partner thus be able to give more openness and investigation to our staff.

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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The impact, understood as short-medium term lasting effects for our Institution and some of the ideas, could perhaps also be applied in many of the partner institutions in other countries where we impact our projects. We have verified that our partners have also increased their participation and application in Erasmus projects.

**1-** The teaching staff, thanks to the mobility abroad and the knowledge of education in other countries, acquire strategies to renew teaching programs and methods, and to the whole of the teaching staff to introduce innovative practices, new technologies in the teaching activity, online activity, FCT management (student practices) and SEN student care (impaired students, visual impairment). Indicator: modifications, programming, teaching methods where new technologies and online resources will be progressively included, and proposed innovation projects in the departments. Also educational research projects or in other fields. Chronology: At the beginning of each course, according to the mobilities that have been made in the previous two years.

**2-** Use of other languages and research in didactic terms in English.

Indicator: cross-cutting implementation of a training plan in technical-health English, in the contents and in the case of our IES within the hours of the module called Free Configuration Hours (HLC) in LOE cycles, these hours could be used. The impact on the destination universities, we have verified that in some of them they could study implementing the cycles mentioned above either as cycles or as Master's degrees, also offered in another language (English). Chronology: At the beginning of each course, according to mobility and experiences carried out in the previous two years.

**3-** Use of the advantages that a network with our partners, such as future strategic partnerships and innovation projects or KA2 or KA 3. Improve ICT skills of the participants. Indicator: Projects in new actions requested, at least, in the years of validity of the new ECHE. Chronology: All along the new ECHE life (2021-2027).

**4-** Create a climate of trust between the two institutions, improve collaboration, thus continue to be reception institution. Increase job and training opportunities for teachers and students from both institutions. Indicator: number of exchanges of students and teachers for training and / or teaching with Europe and associated countries, at least in the years of validity of the new ECHE. Chronology: Period of validity of the projects requested during the period of validity of the new ECHE.

**5-** Create an internationalization environment in our Institution with activities to disseminate the experiences lived in the mobilities and results for the entire educational community (students, teachers, Director, families, other Faculties in the case of universities or centers that provide the same studies, other companies when we talk about companies, other HEIs in Andalusia and outside the Andalusian region). Indicator: degree of knowledge of the program in the educational community and in the Institutions that teach the same cycle or degree in nearby regions and the number of these centers that request Erasmus projects or join Erasmus projects. Chronology: The whole life of each of the projects in the period that the new ECHE lasts.

**6-** Exchange our experiences in other Projects that we have at the IES Santa Bárbara with the institutions of the partner countries. We are a so-called "Compensatory Institution", for which we are in a disadvantaged environment of the city. We will continue sharing knowledge that makes us a reference center for inclusion in Malaga, as well as sharing our experiences within our projects: Equal opportunities between men and women, Conservation of the environment and Education for people with

SEN. We can point out that in our International Week 2019, a teacher from one of our French partners participated, who had reduced mobility; Fully integrating this teacher with the rest of 19 participants in that international week. Indicator: results of knowledge of these projects in the organizations and partners that we establish collaboration agreements. Chronology: Whenever we carry out student and incoming student mobility.

**7-** Increase the prestige of our institution, participating teachers and students. Indicator: increase in other international collaborations during and after the validity of the new ECHE Chronology: Throughout new ECHE life:

**8-** Obtain a more effective transition between education and job placement in our 6 Higher Level cycles, both in companies in our environment and in other countries. The bridges opened by students who participate in mobility, not only serve them, but the rest of the classmates who will consider a European dimension for job search and continuation for training and for host companies that will have references of the training we provide Indicator: results of job placement one year after completion of their studies. Chronology: Later year of completion of the studies of the participating students in mobility.

**9-** Implement innovative practices in the practices carried out by our students in the workplace, which teachers can see and analyze in their mobility. Analysis of the professional achievements of our students in Higher Grade, in different work environments, will allow for better adaptation to current social needs. Indicator: Degree of satisfaction of students with the FCT (training) . Chronology: All along the training of the students through the surveys and the final survey (one month after returning from mobilities).

**10-** As we advance in experience, number of mobilities and expansion, it will incentivize us towards the search and involvement of new actions and projects, such as KA2 and KA 3. Indicator: being able to have at least one KA2 project. Indicator: In the first three years of ECHE and KA 3, whenever the opportunity is offered. Chronology: Throughout the life of ECHE.

**11.-** Modernization of our Institution. Introduction of new technologies in student practices and in the mobility of outgoing staff. Indicator: Reports provided by mentors at the end of student mobility and attendance certificates at the end of teacher mobility. Timeline: Throughout all project mobilities.

**12.-** Use of new technologies and more generalized even after the COVID-19 pandemic in supporting participants in languages, finding accommodation and monitoring mobility, both incoming and outgoing. It will be offered by the coordinators of the Erasmus projects, the Erasmus Team and the student buddies in all their actions Being a public center, there is no payment of fees, only insurance and it will be the same for everyone. The incoming students and teachers will have the same right as those belonging to our institution, they will have the same resources in our Center. Indicator: Increase, with respect to the previous validity period of the ECHE, in the use of online applications and tools by incoming and outgoing participants. Questionnaires to the participants. Chronology: Throughout the validity of the new ECHE Charter and during the period of mobility of the participants.

**13.-** Possible use of the Organizational Support (OS) item of the projects for support in English to participating students with a low level in it, in addition to the support in languages of the Online Linguistic Support. Insurance purchase for both students and / or teachers. Indicator: increase in the use of this item for these purposes. Chronology: Throughout ECHE's life:

**14.-** To promote combined mobility (virtual and physical), both in students and teachers, and that these be recognized. Indicator: Increase in the number of these mobilities and exchanges in outgoing and / or incoming mobilities. Chronology: In the first three years of the validity of the new ECHE.

**15.-** More and more information about mobilities will be provided in Spanish and English on our website. Indicator: our website. Chronology: Before 6 months since we are awarded by the new ECHE.

**16.-**Development and empowerment of participation in the mobility of participants from disadvantaged backgrounds or participants with fewer opportunities. Indicator: number of mobilities of this type. Chronology: Throughout the lifetime of ECHE

**17.-** Improvement in the Soft Skills of the participants. Indicator: Reflected in the questionnaires that the participant carries out in their mobility, as well as in the EU-survey at the end of mobility. Chronology: Throughout ECHE's life.