

Summary

Liceo La Paz, located in the neighborhood of Matogrande in A Coruña, is a Higher Education Centre with over 1000 students annually. In response to the challenges posed by the COVID-19 pandemic, we aim to formulate an International Strategy for the upcoming years. This strategy will focus on key areas including traineeships, student mobilities, curriculum development, and strategic partnership development.

The primary objective of our proposal is to expand the opportunities for our higher education students, enabling them to develop their skills and gain practical experience through internships with our partner organizations. By doing so, we aim to open the doors of our institution to Europe, providing our students with the chance to experience the continent and cultivate their European Identity within multicultural environments.

To achieve this, we have outlined the following activities:

Enhancing linguistic, professional, and cultural competence: We will develop workshops that connect students with these fields, enabling them to improve their language skills, professional abilities, and cultural understanding.

Promoting traineeships for students in different European countries: We will facilitate opportunities for our students to undertake internships in various European nations. Additionally, we encourage the participation of our teachers and other higher education staff in innovation courses and exchanges with European institutions, with the aim of enhancing our methodologies, curriculum, and pedagogy.

We aspire to ensure that all of our 1000 students and 300 staff members benefit from this project, even if it requires stepping outside their comfort zones. We believe that by doing so, individuals can acquire knowledge and develop their intellectual and personal capacities to the fullest.

Expected results of our efforts include the development of a genuine intercultural education that recognizes diversity as a source of mutual enrichment. We aim to foster an environment that upholds the equality and dignity of citizens, encouraging the active participation of our students in this process.

By implementing this International Strategy, we aim to create a vibrant and inclusive learning environment that empowers our students and staff to embrace new opportunities and develop a broader understanding of the world around them.

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 program.
- 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 Program:
 - 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 Program.
 - By encouraging the participation of individuals with fewer opportunities in the Program.
 - 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 programs.
- 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.

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- 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 program 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 recognized 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 program, 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.

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- 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 maximize 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 Program 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 Program, 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

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 EP

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 Program

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

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

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint master's degrees

Partnerships for Innovation X 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

The Higher Educative Institution, Liceo La Paz, acknowledges the importance of empowering international mobilities among our students and our staff regarding both, education, and professional training. There was no doubt that international cooperation was important. However, these days we have seen that only throughout cooperation, understanding and respect among countries and nations solutions are to be found. Also, due to the COVID-19 we have seen how important it is to be prepared in different areas such as technology and the use of ICT. Two areas of knowledge that are in continuous change and advance at an unprecedentedly fast pace. These aspects contribute to our believe that international cooperation and learning is a must so the minds of the future can be prepared for the world that is ahead of them. Exchanges and mobilities are therefore crucial and an essential part of the learning process both of the students and the professional that belong to our institution as, by carrying them, they have the opportunity to synthesize their own learning with the learning achievement that will be achieved at a host institution.

The strategy of our school could be described as follows:

- Engage our students and staff so they participate in civic and democratic life
- Connect people across Europe and by doing so promote volunteering, learning opportunities, solidarity, and cultural understanding
- Promote and Strengthen the Erasmus + mobilities within our Students and Staff
- Rise language awareness
- Boost innovation in Education
- Promote inclusive and multilingual pedagogies
- Contribute on the personal development of our students and staff so they would be able to respect human rights and act as democratic citizens
- Seek excellence in education
- Embrace team spirit
- Value the European Cultural Heritage
- Develop Key Competences essential for Lifelong Learning
- Develop Digital Skills
- Being open to all kinds of cooperation for the well-being of society
- Increase the employability of our students.

Erasmus + offer plenty of different opportunities to internationalize Educative Centers. Therefore, and considering those areas we want to improve and make more visible outside our region and country, we have decided to take part in the following actions:

Erasmus KA1:

Our Higher Educative Institution has applied for K103 in order to offer both, our students and staff, the opportunity of moving abroad. In the case of our students, we would like our students to have the enjoy the experience of studying in another country or doing their professional internships in other countries to broaden their perspective and contribute to the formation of future generations in values as intercultural and democratic citizens and multilingual, open-minded and respectful people. We also want our staff (teaching and non-teaching) to be able to

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participate in these types of projects in order to improve their professional skills and abilities and improve their language skills.

Erasmus KA2:

Regarding this Action our school has applied for KA201 in collaboration with other organizations and institutions in order to develop a project based on the European connections that the way to Santiago de Compostela (one of the oldest pilgrimage ways) has offered to the European Nation. Also, this way has been recognized as part of the Human Heritage.

So, by developing this project we aim to give visibility to it and raise awareness regarding our heritage as well as the invisible connections existent among different European countries and nations. Also, this project it is connected with other important aspects of life such as culture – the way has been a great disseminator of culture since old times, specially, during medieval times regarding languages, literature, architecture or art among others – biodiversity – due to the huge variety of natural habitats and species that we are able to find along the way that crosses Europe – and environment – as pilgrimages promote a way of travelling that doesn't leave a huge environmental print on the earth.

In addition, this project contributes to inclusion as on it they will be participating people belonging not only to different countries but also to different social and ethnic backgrounds such as refugees or people that had suffered harassment. And we also hope that we can contribute to making improvements along the way so that people with physical disabilities can better participate in it.

Erasmus KA2:

We have decided to participate too in another KA2 project developed and implemented by an organization in Poland to promote foreign languages. By participating in this project, we will be able to give visibility to minority languages such as Polish or Galician languages and, therefore, raise awareness towards them and other languages that suffer. Both KA2 projects, the one developed by our school and the one developed by the Polish Institution are based on innovation and the aim of both projects it is to offer students a greater and innovative way to approach education while connecting with culture, people and heritage.

We believe that the development of this projects will not only contribute to enhance the educative experiences of our students but also change the way in which we teach and approach different contents and deliver information inside the classroom.

The COVID-19 situation has demonstrated that Education needs to change and evolve. Become technological but human at the same time and more innovative too. There are still many ways to go and many paths that have not been explored yet. Paths that we should discover and understand to be prepared for similar future problems and help students to be prepared for them too. In addition, we would like to mention that we are more than willing to participate in KA3 problems, and we would like to help our educative authorities supporting the policy development as well as cooperation.

ORIGINAL LANGUAGE [EN]

As we have mentioned before, our students belong to different socio-economic and ethnic backgrounds and not all of them had had the opportunity of travelling abroad. When we decided that we would like our school to be part of the Erasmus Community was basically thinking on all

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the opportunities that we could bring together for our students as well as for our teachers and workers.

By doing so, we believe that we will be able to not only open the doors of Europe to our students but also, we will be contributing on the development of European democratic citizens. During the last couple of years, we have seen different movements rising along Europe. Movements that unfortunately spread hate against ethnic minority groups or other social communities while breaking one of the most important pillars of the foundation of the European Community: Inclusion.

This had been as well, and still is, one of the main pillars in which our school has believed and has supported itself for its creation and development. We believe that we will always have a place for anyone no matter who they are or where they come from. So, among the envisaged impacts that we would like to achieve with our participation in the Erasmus + Program, one of the main targets it is to contribute to what we have expressed before: Inclusion and the development of European democratic citizens.

Another of our targets and a reason to participate in this Program it is to raise awareness towards the importance of learning languages as we live in a globalized community that has grown a lot and it is still growing. Meaning that, learning foreign languages and being aware of their importance will be essential for our students to be prepared for their professional life in a close future.

We cannot forget an essential part of Erasmus + Programs: Mobilities. They are another important target to us too and, as we have already mentioned, we would like to offer to our students and workers the opportunity of moving abroad with the aim of developing themselves educationally and professionally. It is to our understanding, that Erasmus is a lifetime experience that has shaped the life of many, and we would like, therefore, our students to be part of that.

So, based on the believe that Erasmus is a positive contribution for new generations and offers lifetime experiences, we would like to increase the amount of mobilities among our students in a 30% and among our teachers and workers another 30%. Our school has decided to integrate among its departments a new one focused on International Relations and Erasmus +. By doing so, we will have a person working hard to establish and develop international relations with different countries belonging to the Erasmus + Program, as well as with those countries that have been chosen as partner countries for the same program.

This way, our school will be able to offer a wider range of educative and formative opportunities to our Educative Community. Also, the responsible of the International Relations Department will be in charge of:

- Carry out special presentations of the Erasmus + Program adapted to the audience (students and teachers).
- Assess through surveys among students and teachers' level of interest and satisfaction regarding the program.
- Receive students and teachers and help them with the necessary paperwork for their respective mobilities.
- Find Institutions/Enterprises that adjust to the needs of the professional training of students and the pedagogical training of teachers.
- Greet students coming from other countries to our Higher Education Center
- Organize orientation weeks for those Students our institution moving abroad.

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- Organize orientation weeks for coming Students.
- Online tutoring hours with those Students abroad.
- Face2Face tutoring hours for coming students.

Also, as part of our International Relations Department we will create a Buddy Program: Students belonging to our Educative Centre will act as mentors of the coming students in order to help them to get used to a new school, a new city, a new language and country.

Regarding incoming students, we will offer them the possibility to participate on intensive Language Immersion Courses in Spanish as well as the opportunity of continuing learning other foreign languages they may already know as for example: English, French, German and Italian.

We also consider that by having people working specifically on International Relations we will be able to enable positive relations with other Higher Educative Centers and increase at the same time our involvement in cooperation projects. To carry out this duty we will focus our search on those platforms offered and supported by the European Community such as E-Twinning, School Gateway Education,

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new principles

During this school year our school has included several committees formed by some member of the Institution's Staff and Students. These committees have been created with an aim in mind to erase any kind of possible discrimination existing in the working place as well as in the school.

- One of the committees is focused on Gender Discrimination and they work together to promote measures regarding gender equality. They organize activities and invite speakers to the Institution to develop workshops to talk about gender inequality problems that exist in our society and find different solutions or ways to contribute to erase this problem.
- Another committee is focused on inclusion and again it is formed by some member of the Institution's Staff and Students. They promote diversity both around the school and have developed a proposal to improve the school regarding its infrastructure and facilities to make it more accessible for people physically impaired. In addition, our school offers special opportunities for people struggling with difficulties such as social exclusion (handicapped, special educational needs or ethnic minority), financial problems, harassment or gender violence, among others. There are some reserved vacancies for them (25%) and we are working to be able to offer all of them more opportunities and better facilities, especially for those physically impaired, as well as better economic opportunities with the creation of special grants for all of them too.

ORIGINAL LANGUAGE [EN]

Our school is taking several modernization strategies regarding the use of new technologies; and the main reason for that is basically that most of our Higher Education Courses are connected with the use and development of ICT as well as Online Higher Education Courses. Since 2018 new measures have been taken in order to incorporate the use of new technologies in all of the departments within the school.

The same strategies have been undertaken by the responsible of the Erasmus + Program in our Educative Centre as several workshops have taken place among students to teach them how to

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use the resources available in Europass: Curriculum, Languages passport, Europass Mobility Document as well as how to request the Certificate and the Diploma Supplements.

So, as we have already done with other European Official Documents, we will carry out a presentation as well as workshops for our students so they get to know the benefits of the European Student Card and how to manage the App to be able to apply to different Mobilities, Blended-Learning Opportunities and other programs they might be interested to follow.

Considering the dates given by the Erasmus + Program we will create a plan that will allow us as a Higher Educative Institution to implement all the necessary changes and be able to offer the benefits of this new initiative to our students.

Therefore, by 2021 all the agreements that will take place between our organization's students and receiving institutions and the agreement between coming students and our institution will be compulsory carried out with the Erasmus + Mobile App and, we will request both (coming and our organization's students) to make use of this App as well as the Student Card Initiative. In addition, we will ask the SEPIE – the Spanish Service for the Internationalization of Education – to send one of their responsible in Galicia and host an initiative to promote and explain the benefits of this App among our Students.

Then, in 2022 and 2023 we will continue with the promotion of the App and the European Student Card – for those new students that would like to take part on Erasmus + Programs – and we will emphasize the various ways in which students can benefit from them. Also, we consider that it is important to promote these two Initiatives – Erasmus Students Card and Erasmus + Mobile App – as we will reduce our footprint on environment as printing documents will not be necessary. This is another aspect that would be praised when delivering presentations and workshops to our students on these two Innovative Initiatives by Erasmus +.

As a Higher Educative Institution, one of our responsibilities it is to help fighting climate change and contribute to reduce our environmental footprint. For that reason, our institution started working some years ago in collaboration with our regional newspaper and other Educative Institutions on a project entitled "Voz Natura" (Nature Voice). This project aims to teach young generations the values and principles of looking after the earth, as well as raise awareness and involve the Educative Institutions from Galicia in the recovery and defense of nature.

All the activities implemented thanks to this project have been recognized by the Department of Education and University Planning, through the General Direction of Education, Professional Training and Educative Innovation.

We do believe that as a Higher Educative Institution we must be an example for our students and our community and, for that reason, we should implement some changes in order to help fighting climate change. For that reason, we have decided to commit ourselves to reduce the amount of single-use plastics, install energy efficient lighting, reduce the amount of waste that goes to the landfill, create our own compost for our orchard with the organic waste from our kitchen and canteen, ensure that all the food served in our canteen is from sustainable sources, reduce our carbon footprint, invest in ethical initiatives, reduce the amount of ink and paper used in our school. In addition, we would like to mention that the paper we will use when needed will be recycled.

In addition, we would like to highlight that since some years ago our school produces green energy – thanks to the use of solar panels – which generates some of the energy consumed in

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our Higher Institution. Regarding Erasmus + and the promotion of environmentally friendly practices we have the following ideas in mind that we would like to implement within our institution: run extracurricular activities with different departments of our institution that will contribute to the creation of responsible and environmental-friendly citizens such as the creation of our own compost or cleaning beaches – this activities can be done in collaboration with other institutions or organizations that also take part in the Erasmus + program and experiences can be shared online through the use of online platforms such as eTwinning, blogs, webpages, social networks, among others.

Another option could be that of encouraging students to connect their dissertations to environmental issues. For example, one of our Higher Educative Areas is focused on sports. So, students who have to write their dissertation of this area could write about pilgrimages as a way to travel and practice sport without leaving a huge environmental footprint behind. Also, regarding the movement between students from different institutions at the Erasmus Program level, we can promote environmentally friendly travelling such as in the case of those students moving to countries which are near: for example, from Spain to Portugal.

One of the main reasons why we have decided to implement Erasmus inside our Institution it is to participate and contribute with an active role in the development of active citizens not only among our outgoing and incoming students but also regarding those staying in our Institution as well as the Educative Community to which we belong. We know that different activities regarding citizenship have been established as the basis and the core of Erasmus + Programs from its beginning and, therefore, we would like to participate on them and benefit from them too.

In order to contribute and promote civic engagement we would like to take the following actions:

1. Develop intensive programs for incoming students coming from different parts of Europe as well as for outgoing students that will integrate lectures, workshops, field visits, cultural activities that will allow them to reflect on different aspects of life and citizenship such as democracy.
2. Take active participation in networks that stimulate international cooperation between Higher Education Institutions.
3. Become partner of the ESN (Erasmus Social Networks) of our city to create opportunities and possibilities for our outgoing and incoming students to experience different international, national and cultural experiences and practices.
4. Motivate our teachers to apply for Erasmus + Mobilities in order to acquire the capacities and abilities to be able to develop a new subject based on Education for Democratic Intercultural Citizenship that will be implemented as part of every Higher Educative Degree, specially, in those related to education.
5. Organize employability study visits for all students to important companies in our city: Estrella Galicia, Inditex, Pull & Bear...
6. Organize citizenship study workshops and international visits: EU decision making, EU citizens' rights, EU functions...
7. Implement a new extracurricular activity "Debate" that will follow the British Parliamentary Style. This way students will be able to learn while doing and will develop skills related to taking decisions.

2.2 When participating in Mobility Activities - After mobility

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Our institution is committed with the European Program and for that reason has decided to include an automatic grade conversion tool as part of our electronic documentation system. Thanks to it, the grades of the participants are automatically converted into the local grading system established by the Ministry of Education in Spain through the use of the European Credit Transfer and Accumulation System also known as ECTS.

All the courses taken by the participants will be integrated on their transcripts with the original course codes, titles and ECTS thanks to this software

Every academic year, we invite all the staff members of our school to participate in a presentation about the different Erasmus+ Mobilities from which they can benefit.

The Coordinator of International Erasmus Projects delivers a presentation for all of them explaining the different types of mobilities including financial aid depending on the country chosen for the mobility as well as different platforms where our staff can find different mobility opportunities such as show shadowing or formative courses.

At the same time, the Coordinator is available for them as well as for students to help them face any problem they may encounter and guide them during the entire process of participation in a mobility. Also, the direction and management responsible of our Higher Educative center are more than willing to allow our teacher the opportunity to participate in this type of program regardless of the date on which they must carry out their mobility.

The presentation of Erasmus Opportunities for teachers and other school staff take place every semester and teachers that have already participated also contribute with their experiences in order to motivate the rest of the team.

Their mobility is recognized in public – as they become member of the panel during the presentation sessions – as well as on our web page. And what is most important, experiences in foreign institutions would be considered for future promotions; therefore, the mobility of our staff will be recognized by our Institution as a fulfilment. What we also normally do before uploading the information to the webpage, it is to ask these teachers and staff to visit the classrooms to also motivate students. At the end of this visits to the classroom, there is a round table in which students ask questions to the teacher.

These questions work as an interview that will be later uploaded to the webpage with pictures of the teacher or staff experience.

The Headmaster of the School also receives the staff members of our school before and after the mobility to get to know in first person how the experience was in order to develop measures to implement positive changes based on the learning and experience acquired abroad.

Regarding the selection of the participants that will take part in the staff mobility we follow these criteria:

1. We follow the principles of non-discrimination, transparency and inclusion as we do with our students. Doing so, we open new opportunities to the member of our staff that may have less opportunities. Thus, we ensure equality among participants.
2. We also give priority to those who did not participate in the program before.
3. We also pay attention to the knowledge of foreign languages of the participants as we consider that those participating in such mobilities must demonstrate enough knowledge in a particular language (it will depend on the language the course or mobility

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will be delivered). We consider that a person without enough knowledge of the foreign language in which the course or job shadowing would be delivered, will not be able to get the most of it. And what is most important, that person will not be able to transfer the knowledge obtained and give visibility to the mobility within the educative community of our Educative Institution.

2.3 For the Purposes of Visibility

All the information regarding Erasmus connected with our Higher Educative Center could be found in the following link: <https://fp.liceolapaz.com/erasmus/> Within this link we can find information about Erasmus + Opportunities as well as the requisites, the policy statement and our ECHE valid till the end of 2020. The former situation that we are living right now due to the COVID-19 has frustrated our desire to improve the section of our website dedicated to Erasmus. Specially, since we had considered the necessity of creating a single page dedicated only to the Erasmus + Program and to all the mobilities and projects carried out by our center both in Higher Education and in other educative levels also available within the walls of our Educative Centre. However, and despite the fact that this could not have been the case, the Department of International Relations in charge of Erasmus + is currently working with the IT Department as well as with the Communication Department in order to turn that desire into reality before the beginning of the new academic year. To contribute to the section on the web page our school also has a blog where teachers and students post their experience during their mobilities such as for example in the following case: <https://www.liceolapaz.com/experiencia-erasmus/> Likewise, we also make small blog entries with the activities we carry out in our centre related to the Erasmus program: <https://fp.liceolapaz.com/orientacion-para-practicas-erasmus/> And we sympathize with those students who saw their Erasmus mobilities harmed by the international crisis of COVID-19: <https://fp.liceolapaz.com/las-fronteras-de-erasmus/>

(A total of 5 mobilities distributed between Ireland, Poland, Italy, Portugal and Turkey).

On the one hand, the overload of unfiltered information that has come to us throughout these months has negatively contributed to the spread of fear and rejection towards other cultures, something that in the run may result in a negative impact regarding Erasmus +. But, on the other hand, this crisis has made us appreciate that it is essential to remain united as a nation and that we must promote and give visibility to these projects so that they have a greater impact and dissemination not only in our educational community but in the entire country.

The Charters has been published on our official website and will remain there as long as we hold the right to be recognized as a Higher Educative Institution by the EU. Since its publication, all the relevant units of our institutions have been informed about the principles established on it as well as all the workers of our Educative Centre who have an active role in any of the processes involved in the development of the Erasmus + program (before/during/after the mobility). This information has been, is and will continue being given through the organization of training sessions and seminars based on the principles of the charter to ensure that all our members fulfil and accomplish all of them.