

COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

The ESCOLA SUPERIOR DE MÚSICA DE CATALUNYA is awarded with an Erasmus Charter for Higher Education, and will undertake to:

- Respect in full the principles of non-discrimination, transparency and inclusion set out in the Programme.
- Ensure equal and equitable access and opportunities to current and prospective participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.
- Ensure full automatic recognition of all credits (based on the European Credit Transfer and Accumulation System – ECTS) gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility.
- Charge no fees, in the case of credit mobility, to incoming mobile students for tuition, registration, examinations or access to laboratory and library facilities.
- Ensure the quality of the mobility activities and of the cooperation projects throughout the application and implementation phases.
- Implement the priorities of the Programme:
 - By undertaking the necessary steps to implement digital mobility management in line with the technical standards of the European Student Card Initiative.
 - By promoting environmentally friendly practices in all activities related to the Programme.
 - By encouraging the participation of individuals with fewer opportunities in the Programme.
 - By promoting civic engagement and encouraging students and staff to get involved as active citizens before, during and after their participation in a mobility or project.

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.

- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.
- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

- Ensure equal academic treatment and the quality of services for incoming students.
- Promote measures that ensure the safety of outgoing and incoming mobile participants.
- Integrate incoming mobile participants into the wider student community and in the Institution's everyday life. Encourage them to act as ambassadors of the programme and share their mobility experience.
- Provide appropriate mentoring and support arrangements for mobile participants, including for those pursuing blended mobility.
- Provide appropriate language support to incoming mobile participants.

After mobility

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted

towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.

- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
- Encourage and support mobile participants upon return to act as ambassadors of the programme, promote the benefits of mobility and actively engage in building alumni communities.
- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

- Ensure that cooperation activities contribute towards the fulfilment of the institutional strategy.
- Promote the opportunities offered by the cooperation projects and provide relevant support to staff and students interested in participating in these activities throughout the application and implementation phase.
- Ensure that cooperation activities lead to sustainable outcomes and that their impact benefits all partners.
- Encourage peer-learning activities and exploit the results of the projects in a way that will maximise their impact on individuals, other participating institutions and the wider academic community.

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

- Ensure that the long-term institutional strategy and its relevance to the objectives and priorities of the Programme are described in the Erasmus Policy Statement.
- Ensure that the principles of the Charter are well communicated and are applied by staff at all levels of the Institution.
- Make use of the "ECHE guidelines" and of the "ECHE self-assessment" to ensure the full implementation of the principles of this Charter.
- Regularly promote activities supported by the Programme, along with their results.
- Display this Charter and the related Erasmus Policy Statement prominently on the Institution's website and on all other relevant channels. On behalf of the Institution,

ERASMUS POLICY STATEMENT (EPS)

Strategy

We are members of an international community. Internationalization is one of the duties and objectives of any higher education institution, and from the Escola Superior de Música de Catalunya (ESMUC) we have always worked in this direction. It is true that we set some goals according to the local educational and cultural community needs, but we can also say that at all times the contact and exchanges with other institutions both European and non-EU has been a natural and inherent process in our institution as at the forefront of music pedagogy in our country enriching our approach to the higher education.

Esmuc has been participating in the Erasmus and Erasmus + program for many years. Based on the experience gained, we have two clear lines of work within the program:

A) The Mobility of Students and Teaching and Non-Teaching Staff of the School (KA1)

B) Participation in cooperation projects with other higher education institutions (KA3)

Both are already enjoying consolidated stability in our institution. These years of continuous work have allowed us to weave a network of partners and participate in important projects in our field of education, which have even become new axes of research. International mobility has given us an innovative perspective in both academic and practitioner's policy

The mobility of Erasmus students leaving has remained stable in recent years. We set an increase in our goals and we know that the program has great expectations among students, as the information sessions and the continuous information monitoring that is carried out from the Erasmus Office gives us a high number of interested students. In the analysis of the factors that limit the number of students who then end up doing a period of mobility there are two very important factors:

- The endowment of the financial aids that students receive for mobility, which do not sufficiently cover the extra amount of expenses
- The limitation of the number of students that we can receive in music education institutions, which causes a subsequent selection to that made by each institution and which causes the loss of opportunities of 50% of the candidates

In this sense, as an institution we want to appeal again to the regional government to activate the additional aid that non-artistic university students receive for mobility and that accompany the endowment of the European Commission.

If the current economic circumstances were January, we could set ourselves a target of a 10% annual increase in student mobility, and increase it to 15% if we get the complementary regional aid. But the aftermath of the pandemic presents a reality of crisis, especially in the family economy, which clearly sustains student spending. Given this, we do not expect it to increase in the next two academic years 2020-21 and 2021-22, and set the goal of mobility growth at 5% per academic year.

Regarding the selection of students in the destination centers we want to activate, in the working group of student mobility that exists within the European Association of Conservatories and Music Schools (AEC) a discussion in order to look for solutions allowing for a higher incidence of the program in all institutions, improving or even avoiding this added circumstance.

When assessing the mobility of teaching and non-teaching staff in training and teaching, we focus again on the high participation of teaching staff in the program at the level of exchanges. The program has been consolidated as one of the main activities. extracurricular teachers, as it allows the departments of the School to schedule master classes and activities on a regular basis, focusing in a cross-sectional way on all the specialties offered at the institution, where they have

clearly detected an opportunity. Therefore, we propose to increase this number of staff by 5% per year in the next 5 academic years (2020-2026), stimulating in this sense the participation of both teaching and non-teaching staff in training activities.

IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

Principles of nondiscrimination, transparency and inclusion of students and staff

Our institution, as a focus of music education in the city of Barcelona, also serves as a reception point for international students, especially for a cultural circumstance in Latin America, from where the emerging orchestras of young performers has generated a number of musicians of excellent talent who have found a place at the Escola Superior de Música Catalunya to continue their undergraduate and master's studies. In many cases the unstable political situation of their countries of origin have forced the educational community to focus on situations of serious precariousness, assimilating as an institution the contributions and looking for resources in patronage in order to collaborate in basic maintenance. of these students.

While it is true that the cultural diversity of students is a reality, we haven't yet achieved a diversity of social backgrounds. For this reason, we are working on projects with primary schools with students with migrant background and socially vulnerable to enlarge the social density of musical practice and attract to the higher education youngsters with a diverse background.

Another strategy to get more students involved and increase transparency is to weekly open sessions with students and principal to exchange worries in hopes. Uploading the new information on the students' board and taking into consideration their proposals. Encouraging international mobility is one of the aims of the meetings clarifying fears and encouraging taking risks to explore other cultures.

Concerning the aim to involve the staff we have been working to move the institution culture to a more participatory institutional culture. The results will be in a couple of years with a more confident staff able to take the chance to confront their reality with other international institutions.

Implementing the European Student Card Initiative

Through the use of EASY, a online program proposed by the Association of European Conservatoires and High School Music (AEC), we have already gone fully digital in the management of student mobility for study. As the AEC explains, EASY is a unique subject-specific, multinational and multi-programme system that enables the online management of both incoming and outgoing application for Student Mobility for Study (other kind of mobilities might be added in the future). Students can directly apply through the EASY website and coordinators can nominate students through it. A digital Learning Agreement that can be managed and signed online by the 3 parties involved is also integrated in the EASY system. Applications are also exchanged between institutions who joined the system and institution that are external to the system but can still receive and view applications, update their contact details in the system and nominate students digitally. The AEC has signed a Memorandum of Understanding with EUF, the organization developing the Erasmus Without Paper (EWP) Ecosystem, already in 2017 to follow each other developments in EASY and EWP. The AEC is currently studying the documentation produced by EWP in order to connect EASY the EWP Network through the APIs developed by EWP with the goal

of be fully compliant with the timeline proposed by the ESC, provided that the tools at disposal are fit for purpose:

2021 - to manage inter-institutional agreements and online learning agreements

2022 - to send and receive student nominations and acceptances

2023 - to exchange transcripts of records related to student mobility

Nevertheless, it is worth saying that, at the moment, EASY already offers its own online learning agreement and it sends and receives student nomination and acceptances. The management of inter-institutional agreement and the transcript of records are currently not available in the system but the former is under study and the latter will be explored in 2022.

Even with when the full integration with EWP will be completed, EASY will still be used as entry point for the students instead of the Erasmus+ app for a fundamental reason: the most important part of a music student's application is its audio-video portfolio. Unfortunately, the exchange of this kind of files is not permitted by the Erasmus+ and the 2 EWP protocols. This means that the exchange of these files, and therefore, the official application, will still be done through the EASY system. This fundamental need was actually at the basis of the creation of a specific system for music studies and, as it appears, it is still a valid reason to keep the system for the future.

Discussed also in the AEC, if for technical or other reasons, one or more of the functionalities of EWP could not be integrated in EASY on time, we are ready to perform those from the free Dashboard at disposal to all institutions joining the Erasmus Programme.

Environmentally friendly practices in the context of the Erasmus+ programme

As members of the AEC, the Association is promoting the initiative "AEC Goes Green" which is meant to promote a sustainable consciousness among its members and to rethink the activities of the association in order to reduce its environmental impact. We value this group as an opportunity to work together with other higher music education institutions on this issue.

By our side, from Esmuc we have already made a commitment to environmental sustainability, with the reduction of paper and plastic, in articulating measures to make sustainable mobility must reach all students. We want to include Erasmus students in our energy policy, making them explain how they do it in their home countries and thus create an international community that shares the values that our planet needs and that learning is equal.

In the visible and already applied steps, we can put the examples of paper reduction with the electronic signature, which we have stopped using plastic bottles and put jars and give away glass bottles to the students.

Promoting civic engagement

Participating in the Erasmus program means becoming aware of European citizenship and also taking responsibility for the representation and image that our students offer to the European institutions.

We are talking about becoming aware of European citizenship because in most cases this is the first academic experience abroad, and we believe that the educational net is strong and safe, and helps them in all aspects of their mobility, from advice on accommodation until its academic recognition, as the network of Erasmus Coordinators we ensure at all times to make it easier for them. This security is really the result of a continuous work between the institutions that until then

are unknown, and they see first-hand how the EU community policies have direct consequences in their everyday reality. In this sense, we can say that mobility makes possible more conscious citizens, and also more autonomous, critical, participatory and responsible. Also, the fact of arriving for a long period in the unknown daily reality of another country forces the increase of the capacity to establish relations with other communities.

Very often, they are the same students who have made a stay abroad through the Erasmus+ program who the following academic year welcome and monitor incoming students, accompanying them the first weeks of stay at our institution, and they also transfer their experience to the information sessions that are organized.

In fact, we detect in return a greater integration in the associative life of students and also in that of the community, and a strengthening of the student's relations with the School.

Barcelona, April 2020