

# Proposal Evaluation Form

	<b>EUROPEAN COMMISSION</b>	<b>ERASMUS+ Evaluation Summary Report</b>
	Erasmus+ Programme (ERASMUS)	

**Call:** ERASMUS-EDU-2022-ECHE-CERT  
**Type of action:** ERASMUS-CERT  
**Proposal number:** 101098951  
**Proposal acronym:** HEMPA  
**Duration (months):** 86  
**Proposal title:** Higher Education Mobility and Partnerships in Argentan  
**Activity:** France

N.	Proposer name	Country	Total Cost	%	Grant Requested	%
1	Lycée Polyvalent Mézeray - Gabriel	FR	0	-	0	-
	Total:		0		0	

**Abstract:**

Le lycée Mézeray-Gabriel est un assez grand établissement public de plus de 1000 élèves situé en Normandie dans un environnement rural mais proche des plages du débarquement, à mi-chemin entre le Mont Saint Michel et Paris. Situé dans une ville riche de ses nombreuses associations sportives et culturelles à Argentan, elle est également la ville natale de l'artiste Fernand Léger, d'ailleurs, ancien élève de notre établissement. Il se compose de 2 sites distant d'un kilomètre dans lesquels l'offre de formation est très diversifiée qui permet de présenter les diplômes suivants : CAP, baccalauréats, BTS à cela s'ajoute un diplôme de niveau bac+3 tant dans des filières générales que dans des filières professionnelles ou technologiques. Il souhaite obtenir la charte ECHE afin de permettre, d'une part, à l'ensemble de ses étudiants des 3 diplômes de l'enseignement supérieur de saisir l'opportunité d'accéder plus facilement, pour des raisons tant sociales que multiculturelles, à l'ensemble des offres de formation et possibilités de stages à l'étranger sur un espace européen très large et, d'autre part, à l'ensemble de ses personnels de pouvoir partager et s'enrichir d'expériences nouvelles. Ainsi cette démarche s'inscrit dans la continuité de l'engagement vers l'international déjà établi depuis fort longtemps pour toutes ses sections pré-bac. Aussi cette accréditation finalisera plusieurs éléments clés du projet d'établissement, à savoir l'ouverture sur le monde extérieur et l'international. Nos formations supérieures concernées par la charte étant : - le Brevet de Technicien Supérieur Support à l'Action Managériale, - le Brevet de Technicien Supérieur Géomètre Topographe, - le Diplôme National des Métiers d'Art et du Design Fort de notre savoir-faire en matière d'accueil d'élèves étrangers et en tant que citoyens européens, nous aurons à coeur d'accueillir de nouveaux étudiants.

## Evaluation Summary Report

### Criterion 1 - Relevance of the Erasmus Policy Statement (EPS)

Status: **Yes**

The detailed criteria are set out in the call conditions (see Call document).

The applicant's Erasmus Policy Statement (EPS) is clear and consistent with its profile. As a part of the school's general modernisation strategy, the applicant emphasizes the importance of internationalisation and the acquisition of English as a working language and explains how the Erasmus+ Programme will contribute to this. Through eTwinning, the applicant is already part of an international network. The applicant is well prepared and organised to participate in and implement a full range of Erasmus+ actions. Therefore, the Erasmus Policy Statement strongly reflects the relevance of the Erasmus+ Programme to the applicant's internationalisation and modernisation objectives. The applicant describes the activities it plans to implement: in the first phase, outgoing mobility of students over a period of 14 weeks for training and staff mobility; in the second phase, outgoing mobility of recently graduated students for training and improving their language skills over a period of one or two semesters; in the third phase, outgoing and incoming mobility of students for studies over a semester; and in the fourth phase, a dual degree programme with international partners. The objectives the institution seeks to achieve with these activities (employability, intercultural competence, foreign language proficiency in outgoing staff) are aligned with its general strategy of innovation, quality, and adaptability. The applicant's strategy is coherent, clear, solid and articulate and fully complies with the values of ECHE. Detailed information is provided in the proposal about how the strategy would be implemented.

The applicant explains the expected impact on outgoing and incoming students and the institution itself. Some indicators are included and in some cases the institution gives information on the target numbers of incoming and outgoing students and staff it wants to attain. However, in other cases, as in language improvement, it does not indicate what language level it wants students to attain. The applicant sets the number of applications received as an indicator of the school's attractiveness but does not set a specific target. The setting of targets is necessary in order to assess the progress of the actions and the attainment of the envisaged results.

### Criterion 2 - Quality of organisation and management

Status: **Yes**

The detailed criteria are set out in the call conditions (see Call document).

The proposal provides information about the general organisation of the school. In addition, it lists the departments and services that will organise and implement Erasmus activities. There is already an international team with an Erasmus+ section (working on Erasmus+ since 2018) and the institution provides information on the team members, their names and contact data and the functions each one is responsible for. Therefore, task management, decision-making flows and responsibilities are sound and effective.

Quality assurance and monitoring measures are adequate, they are implemented by a dedicated improvement committee. Evaluations are planned and the analysis of the results produces recommendations to facilitate improvements. However, little information is provided about evaluation criteria and methods.

The applicant details activities to promote the Erasmus+ Programme internally and externally, online and in-person. It is noteworthy that the institution has presented the information in a structured manner (internal and external dissemination; before, during and after mobility) and specified which information would be made available through which channel.

### Criterion 3 - Implementation of the ECHE Charter principles

Status: **Yes**

The detailed criteria are set out in the call conditions (see Call document).

*The applicant explains that the school is situated in an underprivileged rural area with many migrant students. The international team takes care of migrant students and guarantees they have the same opportunities as local students for outgoing mobility. The applicant has ensured that all the processes will be transparent by explaining how participants will be selected, by describing the composition of the selection committee and by mentioning the criteria that the students must meet to qualify.*

*The institution explains with in sufficient detail the procedure for allocating ECTS, how they will be included in the Transcript of Records and how they sign the Learning Agreements.*

*The applicant currently participates in the digitalisation initiatives of the Erasmus+ Programme. It fully participates in the ESCI, Erasmus+ Mobile App (encouraging students to download it) and EWP through the Dashboard.*

*Environmentally-friendly activities and practices are already part of the applicant's general strategy. Green attitudes and daily eco-behaviours are actively promoted and encouraged through a set of events and actions, as well as measures directly linked to mobility and accommodation.*

*In terms of citizenship and civic engagement, the applicant applies a human-centred policy. A lot of effort is made in this direction through buddying and mentoring programmes complementing an Erasmus ambassadors' campaign. It can be concluded that active citizenship is clearly part of the applicant's general strategy and policy.*

*A general Course Catalogue is available, and soon a complete version will be posted online with details of ECTS allocation. The school should make sure that the Catalogue contains all necessary information: the learning, teaching and assessment procedures, the individual educational components and the learning resources.*

*The proposal describes how Inter-Institutional Agreements are important and how they will be further developed with mobility partners and in accordance with Erasmus+ fundamental principles. Inter-Institutional Agreements (IIA) are coupled with measures to identify and overcome any challenge related to Erasmus+ activities; the applicant also mentions a plan for implementing Online Learning Agreements (LA). The approach is solid and pragmatic.*

*The applicant offers a range of measures to support outgoing students and staff, optimise current measures and respond to any issues that may arise. The management structure is key to ensuring quality support. The planned measures are detailed, coherent, human-centred and justified. There are some measures in place to welcome newcomers, integrate them into the institutional framework and strengthen bonds with the mobility management team. Furthermore, there are measures in place to inform future incoming apprentices about the institution's particularities. Throughout the mobility period, human-centred events are organised.*

*There is detailed information on how student mobility will be recognised. The applicant will provide Diploma Supplements, Open Badges and access to Europass mobility tools. Information regarding the grading system and grading distribution, the Transcripts of Records, and an appeal system for failure to receive automatic recognition should be included in the application.*

*The recognition of staff mobility is linked to a positive attitude towards mobility. Administrative measures are taken to facilitate mobility time management and career opportunities for teachers.*

*According to the applicant, cooperation projects would provide an opportunity to establish a common artistic language among schools and to develop a didactical method with their partners. Collaboration projects are considered essential to the development of quality KA1 mobility and the implementation of coordinated recognition models.*

#### Overall comments:

Status: **Accepted**

#### Summary of the proposal's key strengths and key weaknesses

*The applicant can be awarded the ECHE.*

*The applicant demonstrates how the Erasmus+ Programme fits into its internationalisation strategy. The institution explains its general structure and which services will be involved in the management of the Programme. It gives information on what activities will be implemented and a timeline for it. The applicant explains the expected impact on outgoing students, incoming students and the institution itself, including indicators and some targets to measure achievement. The institution plans to include the quality assurance of the Erasmus+ activities in the general quality assurance procedures.*

*The institution gives detailed information on how it intends to put in place the ECHE principles, such as a) the ECTS system and mechanisms for the allocation of credits, b) automatic recognition will be implemented for students and what mechanisms will be put in place for the recognition of staff mobility, c) the approval procedure for the IIA and LA, d) services for incoming and outgoing students, e) the implementation of the European Student Card Initiative and the Erasmus+ Mobile App, f) the Course Catalogue.*

*This is a good practice for small institutions offering both BTS and bachelor programmes in a disadvantaged rural area.*

#### ECHE Reference code

Eche field

F ALENCON09