



**INTERNATIONAL PLAN - LYCEE DIADEME, TAHITI –
FRENCH POLYNESIA**

ERASMUS + PROGRAM 2021-2027

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1. [Introduction to the Lycée Diadème](#)

Located on the island of Tahiti in French Polynesia, the public high school “Lycée Diadème” offers a wide variety of pre- and post-baccalaureate courses in the service industries.

The Lycée Diadème opened in 2019 as a result of the merger of two institutions – the high schools of Taaone and Aorai, established respectively in 1973 and 2003. Therefore, it is now ranked first in Polynesia by its workforce and numbers and its diversity of courses.

It is in the heart of Pirae, the nearest town to the capital of Papeete and 220 teachers welcome 1600 students in general, technological and vocational sections from Year 11 to Year 13, as well as 600 students in degree programs at an undergraduate study level. This high school expands on a very large site of 4 hectares with 20 buildings.

The infrastructures are being renovated with the latest technology equipment such as the Fab Lab, a complete test laboratory allowing the use of design software, modelling with 3D printers, or the workshop of electric vehicle maintenance allowing learners to be trained in the latest technologies in a territory with a declared will to develop technologies with low greenhouse gas emissions.

Its brand-new boarding school of excellence will open in 2024 in a sustainable development approach. It will be open all year round and will allow students from the most remote archipelagos to carry out their courses after middle school – as there are few high schools in the 118 islands of the five archipelagos.

Regarding the high school, the courses are divided into general, technological and vocational sections in the service industries. There is a total of 12 specialties offered in the general option, 3 in technological courses, 6 in the professional option in the tertiary and industrial sectors leading to the baccalaureate; along with 3 options of **CAP** (*Certificat d’Aptitude Professionnelle*: equivalent to the National Vocational Qualification).

Lastly, European sections are likewise available.

In higher education, the school has a wide range of 12 senior technician sections. It represents 41% of the **STS** (Science, Technology, Health) enrollment in Polynesia, according to the 2021 annual economic report of French Polynesia published in August 2022 by the **Institut d’Émission d’Outre-Mer (IEOM)** – in eight tertiary and four industrial fields.

Our scientific preparatory classes effectively train our students for the most prestigious engineering schools. Finally, for Bachelor’s degree level education, the institution offers the possibility of integrating a cycle of **DCG** (*Diplôme Comptabilité Gestion*: equivalent to the Advanced diploma in accounting and management). An **ATS** class (*Adaptation Techniciens Supérieurs*) will open in August 2023.

In partnership with private companies and public services, the Lycée Diadème has a key role on the Polynesian territory. It offers its services to economic agents and training to young people to meet the needs of the country which economy is decisively linked to international relations due to its geographical position. Located in the South Pacific, French Polynesia as far from Australia as from Chile in South America.

We are a multicultural community and we offer a quality education and we try to transmit the republican values of secularism, gender equality and inclusion to our students. Our partnership with the economic actors allow us to constantly adjust the training courses to meet the needs of the latter, which are constantly changing. The school is constantly adapting itself and faces challenges throughout technological and pedagogical innovations in a socio-economic environment that deserves to be studied.

2. [Socio-economic overview of French Polynesia](#)

Facts on population:

According to a survey published by the ISPF (Institute of Statistics of French Polynesia) in 2021, French Polynesia has 279,550 inhabitants. 69% live in Tahiti, and 89% of the inhabitants were born and raised on their islands, 8% come from France, and 1% from New Caledonia. Households are composed of an average of 3.5 persons compared to 2.2 in France.

In terms of languages, 73% of the population speaks French, 20% speaks Tahitian, 5% speaks another Polynesian language, and 2% speak Chinese.

Furthermore, French Polynesia attracts a large number of English-speaking tourists : 50% of them come from the United States, 41% from France, 8% from New Zealand and Australia, the rest come from various Asia, Europe and Canada.

Occupation/Employment level:

Joblessness impacts more the young: 31% of the 15-29 year olds are on internships or short-term contracts, in contrast to 15.4% of 30-49 years of age.

With an unemployment rate of 9.5% according to the BIT survey in 2021, 1% less as compared to 2020, the Polynesians face several forms of exclusion from the labour market:

Gender: with an unemployment rate of 12.5% for women vs 7% for men,

Age: 22.6% of 15-29 year olds are unemployed,

Education level: 81% of students with a higher diploma were more likely to find a job in 2021 than 59% of baccalaureate holders and 46% of young without a diploma.

economic disparity : the services industry employs 8 out of 10 people in tourism, catering, transport and trade fields and contributes to 85% of French Polynesia's GDP.

Economic projects with an impact on skills and with an international promotion of the Territory:

The international cruise terminal project started in 2022. With a surface area of 2,700 m² to accommodate ships, it requires skills in languages, reception, customer relations and logistics.

The development of charging stations for electric vehicles, requiring qualifications in engineering, assembly and maintenance of electric systems and vehicles, is a major orientation.

The spread of an improved fiber optic network to address the digital challenges and meet the demands of competitiveness is a clear indication for the coming years.

The exponential growth of the construction sector with numerous large-scale projects requires a qualified workforce to meet environmental and societal challenges.

Trade in French Polynesia :

French Polynesia imports 23% of its products from France, 18% from the European Union and 14% from China. The USA, South Korea, New Zealand and Australia are also recurrent suppliers.

As for exports, French Polynesia's main customer is Hong Kong with the Pearl Business, the USA for fish resources, France for copra, vanilla and coconut oil [{"monoi"}] and finally to a smaller extent Australia and New Zealand.

Therefore, in the light of these structural data, our school has been open to the international scene for nearly 50 years through numerous exchanges, partnerships and trips to Europe, Asia, North and South America over the years and opportunities.

We live in a remote region at the crossroads of international exchanges and in this post-Covid period, it seems important for us to adjust our international strategy as part of the school

project to face the new challenges in economy, education and employment. This will enable us to meet the goals of the European or international programmes offered by Erasmus + for the period 2021-2027.

Below, we outline our international objectives and our Erasmus + strategy.

3. Our International goals

- Developing language skills and proficiency in foreign languages: English, Spanish, Mandarin.

- To prevent school drop by educating on the values of motivation and self-esteem with the help of international mobility. A program which implies improving one's communication in foreign languages while being at school and working on a project.

- Show to any student that international mobility is possible through Erasmus +.

- Benefit from intercultural exchanges in order to develop a European and international identity and citizenship.

- For borders, to democratize the image of the student who benefits from experiences abroad, to surprise them by daring other horizons with a social ascension that they are not aware of.

- Enhance skills to improve employability.

- To share teaching practices and make the most of this synergy,

- Promote eco-friendly projects in a sustainable development logic,

- Facilitate mobility by taking advantage of the new features of the Erasmus 2021-2027 program, in particular the creation of the European electronic student card and the digital applications of inter-institutional agreements.

- To be a stakeholder in international partnerships in order to be an actor of innovation.

- To know and promote the richness of Polynesian culture and the cultures of the archipelagos.

- To further develop luxury tourism by highlighting the environmental great resources and raising visitors' awareness of their preservation.

- To deploy an environmental approach through an increasing use of solar and hydraulic energy so as to gain autonomy.

3.1 International openness: a major challenge

Our new strategy plans an optimization of the funding of the various European and international programs carried out by French Polynesia. We hope to increase the number of participants by sensitizing people to the international mobility and reduce its cost.

The school promotes a dynamic of international openness to encourage the involvement of people from disadvantaged and/or rural areas in international mobility with an equality between men and women.

It is within this new international strategic framework that our institution is preparing for an Erasmus accreditation for pre-baccalaureate courses and the **ECHE** (European Charter for Higher Education) for the 2021-2027 program. This will provide student mobility for internships abroad, and that of all categories of staff: Management, teachers, administration, agents. The institution will also be involved in international cooperation projects.

3.2 Our values: fairness, inclusion, support

As a result of a shared reflection, our international plan aims to be:

fair: in order to strengthen the equality of opportunities, each student of our institution must be offered the possibility to a mobility abroad regardless of the class they attend. Each of them must have access to all destinations provided by the school, either for a school trip, a school partnership, or a mobility program of Erasmus +. This plan is based on the development of partnerships with companies, and the optimization of networks, of funding schemes and collaborative tools (**e-twinning** platforms, linguistic classes **OLS**...).

We pay particular attention to the equality of treatment between all pupils and students, regardless of their social background. Our country is quite isolated and we are committed to creating a dynamic force for those who are often far from international exposure.

inclusive : through a breaking down of barriers between general, technological, vocational sections and higher education, international discovery develops team spirit and self-confidence.

In terms of knowledge, going abroad improves general knowledge: History, geography, economics, politics...

At last but not least, it has an impact on soft-skills: tolerance, open-mindedness, respect and autonomy, observation, analysis, critical thinking... .

Likewise our candidates improve their interpersonal skills by coming into contact with people from diverse backgrounds and origins and by being confronted with enriching regional particularities.

As a result the school environment is improved.

supportive : when going abroad, the staff and students are supported in their search of a company, a school as well as their housing or simply to communicate in the language of the country they are going to stay.

People who are coming are welcomed and informed on the housing, catering, transportation, leisure activities, and on **FLE** classes (*Français Langue Etrangère*.)

These goals will be predominantly supported by the Erasmus + system in Europe and out of Europe, thanks to partner countries of the program.

French Polynesia provides the “**Continuité Territoriale**” system and supplies for financial support to any student applying for the mobility by covering part of the costs of their travel to Europe or to the countries in the Pacific Ocean. The Lycée Diadème sensitises its pupils, students and staff to take advantage of those measures to create a lasting international dynamic.

Ultimately, our organization, which will gain in Erasmus experience, will share with other less experienced schools locally. We will offer a form of tutoring so as to contribute to the development of the European Training Area (**ETA**).A network of Polynesian actors is already in place since we are members of the Polynesian consortium for higher education, which brings together 10 schools: a synergy that we intend to keep developing.

Those goals led us to formulate our Erasmus + strategy statement.

[4. Erasmus+ Strategy statement](#)

[4.1 Our objectives are consistent with those of the European Union](#)

- To take part in the creation of the European Education Area to which the EU states subscribed in 2017.

- Get involved in European and international partnerships to contribute to open up our isolated region to countries far from mobility's reach. As we are in the Next Digital International Cooperation project in partnership with Portugal, Turkey and Croatia.
- To develop the European and international dimension through education by teaching foreign languages: English, Spanish, French, Tahitian, Mandarin. Indeed we plan to include the German language.
- To take advantage of cooperations with countries outside Europe with which we have agreements. The goal is always to reduce the cost for families and to open up to other destinations. Funds through Erasmus + school exchanges must be afforded in the short term outside Europe.
- Promote the mobility of students and staff by encouraging the academic recognition of diplomas, periods of studies and internships within the EU. The Europass portfolio is gradually being put in place and valorizes skills through the Europass CV, the language passport and the Europass mobility.
- We are considering to implement the Supplement to the diploma in the coming years, which is already in place for high school students. We suggest a baccalaureate diploma with the specific mention: "European and international mobility" as it is promoted by the Ministry of Education.
- Similarly to the Erasmus program our approach will be inclusive by developing equal opportunities, inclusion and diversity because our remote region faces financial barriers to mobility, namely high transportation costs.
- Sustainability as one of the 17 goals of our government is a major focus in our school too. We share common values with the European Green Deal and sustainable Erasmus+ programme such as the reduction of greenhouse gas emissions, the fight against climate change, the preservation of the oceans, sustainable production and reasonable consumption, quality education, gender equality, reduction of poverty, and fight against starvation.
- Free tools to calculate carbon footprints will be available to students to promote eco-responsible behaviour, particularly in terms of sustainable means of transportation in the host countries.
- Our international openness includes educating our student, parents and partners on sustainability.

- Democracy is essential in the Erasmus program and we strive to reinforce the understanding of the European Union and its institutions from a very young age.
- Supporting the personal development of the members of our community through mobility periods, co-teaching and cross-observation trainings.
- Promote the cooperation between schools. We are looking forwards partnerships with schools in Europe, but also America, Oceania and Asia because of our peripheral geographical situation.
- Catalyze the exchange of information and experiences on issues that are common to the education systems of the member states by creating partnerships with schools particularly in the fight against dropouts and in the pursuit of careers of excellence.
- To encourage European citizenship by having young people taking part in the democratic life of Europe, thanks to partnerships with European organisations (Europe Direct, local missions, Europe houses, etc.).
- To Encourage the development of remote learning thanks to digital tools that enable students to follow the curriculum while being abroad.
- Consider hybrid forms of teaching and internships because even if the priority is being at school, the Covid-19 crisis has taught us that we must be prepared to learning from home. As far as internships are concerned, some of them can be carried out online if necessary like commercial prospecting, sales and negotiation, computer programming, although our first goal is to go to other countries through Erasmus + programme.
- It is obvious that in French Polynesia the digital divide is a major issue preventing the full access to educational innovations. This divide is due to three major phenomena: the low speed connections even though fiber optic is being deployed, the families' financial difficulties to equip themselves with adapted tools and proper and cheap access to the Internet.
- According to the professionals of the sector, this situation would evolve and allow French Polynesia and the training institutions to fully benefit from the new technologies and the priorities of the Erasmus + Programme in the years to come.
- Improve employability by encouraging mobility and international experiences.

1. Existing and forthcoming tools

We encourage the use of the OLS (Online Linguistic Support) and e-twinning collaborative platforms. The electronic European student card and the digital inter-institutional agreements will be launched, as well as the Erasmus+ App. Those tools allow mobility applicants to follow the progress of their application, to exchange with the Erasmus community, to share their mobility experiences, for a better visibility of the school and of the European programmes.

We also create partnerships with higher education institutions to allow our students to pursue their post-bac or post-BTS studies in Europe, America, Asia and Oceania. Mobility training, job shadowing, teaching at universities or training organizations will also be offered to our staff.

We help our students to get the local aid offered by the government, including the international mobility passport provided by the French High Commission and granted to students with limited resources who wish to follow a post-BTS course when it is not available. The school organises many events to promote these mobilities and uses various supports of promotion:

- Erasmus Days during which students can get informed on Erasmus + programmes and can see past, present and future programmes.
- A special day to present studies available after the baccalaureate by schools and organisations. A stand dedicated to the international mobility and Erasmus+ programme will be displayed.
- a page will be on the school's website
- Articles in the school's newspaper
- Articles on the media
- Posts on the school's Facebook page,
- the website devoted to international cooperation projects
- the e-twinning platform
- a press section dedicated to international journalists who can download our press releases and press kits, our international digital brochure, copyright-free photos and official European logos. Therefore, journalists will be able to create their own articles, request and generate interviews and reports.

Consequently, this strategy is deployed according to various groups of countries and targeted people.

4.3 Target groups

4.3.1 Groups of countries

Target groups are defined according to five criteria:

- ✓ geopolitical risks,
- ✓ health situation and local infrastructure to deal with health risks,
- ✓ essential practice of the languages taught in high school,
- ✓ cost optimization for families,
- ✓ pedagogical interest in accordance with the official programs particularly for the compulsory internships in the STS and vocational classes.

Thus, we have selected 4 target groups among the countries participating in the Erasmus + program actions. Mobilities will only take place when the safety of the candidates is verified and secured regarding the situation in the host countries.

Target group 1: Ireland (Eire), Malta, Spain

Target Group 2: New Zealand, Australia, India, USA, English Canada, Japan, China, and Latin America: Argentina, Bolivia, Chile, Colombia, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Paraguay, Peru, Puerto Rico, El Salvador, Uruguay, Venezuela

Target Group 3: Greece, Netherlands, Italy, Portugal, Belgium, Luxembourg

Target Group 4: CEEC (Central and Eastern European Countries) and Northern Europe: Bulgaria, Croatia, Estonia, Northern Macedonia, Latvia, Lithuania, Hungary, Poland, Czech Republic, Romania, Slovenia, Slovakia, Cyprus, Denmark, Norway, Sweden, Finland, Iceland), Turkey

[4.3.2 Groups of persons](#)

The Erasmus strategy is dedicated to pupils and students as well as staff with specific actions of mobility: internships in companies for students and further studies in Bachelor's degrees abroad. As for the technological and tertiary sections, students are provided with exchanges in schools abroad thanks to contact with associations and professional networks in order to get periods of observation, teaching, short-term training and work placements. Projects of cooperation focused on sustainability, digital Technology, learning languages, while cultural exchanges are also a priority in the continuity of our school's commitment.

For our high school, we are developing mobility with Erasmus fundings on the same groups of countries. The innovative digitization project that we are currently coordinating in the framework of a partnership with Portugal, Croatia and Turkey involves many people and is being experienced on groups of pupils from several countries.

We are committed to developing partnerships involving the whole educational community for the benefit of learners.

Under no circumstances do participants contribute financially to their mobility: the institution is committed to finding financial resources for the mobility candidates.

In the case that the school has to call upon some organisations to select partners and to help with the accompaniment of the mobility participants, the school commits itself to keep the control and the management of the mobility.

The school will especially ensure that no fees are charged on participants. In all cases, the accompaniment is managed by the school.

[4.4 Polynesian students' mobility abroad \(key action 1\)](#)

BTS students (BTEC High National Diploma) can complete a nine-week internship at the end of their first year in companies chosen according to the requirements of the curriculum. These internships are governed by an agreement which describes the missions given to the students and give the credits necessary for the diploma. Follow-up is carried out by a teacher through video conferences, e-mails and IP calls. A 'Europass' portfolio is given to each student who has had a mobility abroad.

Partnerships resulting from a network that has been maintained for several years with placement structures enable us to:

- select companies according to specifications that are in line with the diploma's referential established by the teachers in charge of vocational education,
- to look for accommodation at the best quality/price ratio,
- to welcome our students and to provide classical and professional English courses.

The distribution of industrial groups that welcome our students for internships in Polynesia open the doors of their companies in Europe and on other continents.

Applications for mobility are limited according to the Erasmus grants awarded. Therefore, a choice is made on the basis of the following criteria:

- attendance and seriousness,
- commitment to work,
- The language level: the pupil or student must not have any major difficulties. If necessary, courses can be made available (OLS platform) or exchange sessions with foreign high school and university students to improve practice and reach B1 or B2 levels, depending on the cycle before they leave.
- the degree of autonomy and adaptation of the learner,

- motivation.

Finally, in the long term, we will encourage the international mobility of learners once the territory has opened up apprenticeship to EPLEs, facilitated by the evolution of national and European regulations.

[4.5 European students coming to French Polynesia \(key action 1\)](#)

The BTS referential does not mention ECTS per module but gives 120 ECTS for the whole training. It is therefore currently unthinkable to grant European credits to incoming foreign students per module or per semester, but we are ready to study any project as soon as it is supported by the Ministry of National Education, Higher Education and Research.

For adults, teachers will do observation or co-teaching placements in classes of European colleagues or immersed in companies.

A database of companies hosting interns is made available to incoming students with supervision by a teacher of professional subjects.

These incoming traineeships can only take place with the signature of agreements, currently being studied, with European universities, institutions and companies.

All categories of staff are encouraged to be mobile either to follow short courses or to observe sessions with international colleagues with classroom immersion, or to conduct sessions either in French or in the language of the country. Immersions in companies are also possible. On the same principle of student mobility, the school welcomes colleagues from all countries under the same conditions.

The institution will assist incoming and outgoing mobility by providing contacts with institutions, accommodation, language courses and French as a foreign language as well as logistics.

The involvement of teaching and administrative staff in the international openness constitutes an added value for the institution because of the exchanges of practices and the reinforcement of professional skills. Recognition of skills is achieved through the Europass portfolio and the lprof platform for teachers, which permits the details of training, internships and professional experiences.

[5- Strategy outside Europe](#)

On the one hand, the strategy is to take advantage of the existing twinning arrangements between local and foreign cities for the pursuit of studies in higher education, school

exchanges at high school level, and incoming mobility. And on the other hand, to target priority countries.

Existing twinning arrangements :

- Papeete: Changning in China in 2015 and Nouméa in New Caledonia in 2019

- Pirae: twinned with Païta in New Caledonia

In addition to these twinings, from which we can draw synergies we are directing our strategy towards the following countries:

China :

Our high school offers Mandarin language courses because there is a large Chinese community in Tahiti as well as important economic exchanges between China and Polynesia in the automotive and textile industries.

New Zealand and Australia:

Agreements between institutions have to be adopted with Australian and New Zealand institutions and universities in order to enable our students to further their studies, and our staff to get incoming mobility.

Agreements for pre-baccalaureate students are being studied.

North America and English-speaking Canada:

A prospective approach is underway to build partnerships with universities and companies.

A commitment to develop partnerships for humanitarian projects thanks to our professional sections of Building and Sustainable Development, which can contribute to construction projects or to the tertiary sections for the fair trade projects.

6- An essential quality approach

The quality approach is part of our strategy by relying on quantitative and qualitative indicators— to evaluate the quality of our services and the satisfaction of our students, selection of host families, evaluation of services by the accompanying adults and students, selection of host companies:

- language testing before and after departure for periods of immersion abroad of more than one month in accordance with the European skills reference framework
- the use of the EUROPASS MOBILITY system allowing recognition of the professional skills acquired during internship periods

Regulatory bodies to ensure the respect of our quality charter:

- Every school trip is subject to a vote by the School Council which is made up of representatives of students, parents, teachers, administrative and management staff, and institutional bodies and assesses the impact of our international actions on the educational and financial levels in a transparent manner.

-any inter-institutional agreement or convention is also subject to the approval of the School Committee.

-a procedure for selecting candidates for internships is set, based on criteria of autonomy and parity, and a commission validates the applications.

-sharing of results: within the organisation, meetings such as Erasmus Days allow the results to be disseminated to the entire educational community. In the case of the consortia that we coordinate or not, exchanges take place by videoconferences between all the partner countries and aim to share intellectual productions, pedagogical innovations.

-we make the European Union funding publicly known on our communication media with the compulsory mentions provided by the Brussels Commission.

Finally, we retain control of the content, quality and results of the actions carried out, including in the exceptional cases where we recourse to external service providers, associations or organisations for the implementation of the mobilities.

[7-The impacts of our involvement in the program on the modernization of higher education](#)

[7.1 Raising qualification levels to provide skilled graduates Europe needs](#)

Our students will be more motivated for this international experience is seen as a major opportunity in their curriculum and strengthens their employability and European citizenship. As a matter of fact, our students will gain in openness and will be more inclined to transfer their skills by exchanging their knowledge and know-how. These professional experiences develop their network and inspire them to enter engineering schools, business schools or international higher education institutions.

[7.2 Improving the quality and relevance of higher education](#)

By developing our agreements with European and foreign higher education institutions, our school contributes to the development of teachers' and staff' skills through an exchange of teaching practices. The cross-views concern the acquisition of skills, teaching tools, modes of evaluation but also the modes of management and administration for the other members of the staff.

[7.3 Raising quality through mobility and transnational cooperation](#)

Relationships between foreign companies and our school provide a beneficial synergy for students and teachers in the professional application of concepts. Our quality approach to mobility and partnership building is part of this transnational cooperation. If the institution is involved in an international partnership, this implies an harmonization of practices and quality indicators in order to work together for the success of our projects.

[7.4 Linking higher education, research and business to promote excellence and regional development.](#)

Companies in Polynesia will benefit from the skills acquired by our students during their internship mobility and vice versa for the partner companies.

Our actions do not impact on research, given the short cycle in which our students evolve.

Several leading international groups have chosen Polynesia to set up their establishments, as they are looking for specialized international profiles.

Training our students to master foreign languages undoubtedly meets the current and future needs of the territory's companies in a globalized economic context.

[8-Improving governance and funding](#)

Our school's participation in the Erasmus program results in numerous exchanges between teaching staff, administration and management, inspectors, **DAREIC** (*Délégation Académique aux Relations Européennes, Internationales et de Coopération*).

This program brings together teaching teams recognized for their skills and their adaptability to different audiences from all social backgrounds and with different vocations (general, technological, professional baccalaureate and tertiary I students), and institutional, financial and international partners. Rigour, transparency, equity and quality contribute to this better governance.

The allocation of European funds requires selection criteria which have led to the creation of regulatory bodies within our institution, such as working groups and steering committees, in order to check administrative and financial procedures, and make choices. The school council ratifies decisions on mobility and travel, ensuring the financial impact of each.

An Erasmus referent is appointed to ensure that the rules governing the operation and funding of the program are properly applied in a quality approach. He/she is the link between

the DAREIC and the head teacher, and a resource person on Erasmus programmes in the school. He/she undertakes to build up a documentary database available to the whole educational community of the school. It trains, accompanies and supports teachers so that they become autonomous and with the aim of transmitting skills so that the school gradually becomes autonomous.

A steering committee of 10 people is operational thanks to the new dynamic and the commitment of the management alongside the teaching staff.

The educational inspectors are consulted to ensure that our participation in this European and international program is as effective as possible. There are many exchanges between schools in the area, which allow us to compare and improve our practices.

The various actions are presented at management meetings in order to fully integrate this program into the school project, which is the result of a collective effort to define working and communication procedures.

We are committed to maintaining links with funding bodies such as the country, the State and Europe, but also to increasing our close relations with companies that guide the training offer.

These different forms of regulation are essential to the foundation of our policy of international openness, which is largely supported by the Erasmus program and which has been part of our school project for several years.