



ERASMUS+ PROGRAMME (ERASMUS)

IES GUADARRAMA

Erasmus Charter for Higher Education (ECHE) 2021-2027

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Contenido

1. ERASMUS POLICY STATEMENT (EPS)	3
2. ORGANISATION AND MANAGEMENT	6
2.1 General organisation and management.....	6
2.2 Quality assurance and monitoring and evaluation strategy	8
2.3 Communication and visibility	9
3. IMPLEMENTATION OF THE ECHE CHARTER PRINCIPLES	10
3.1 ECHE fundamental principles	10
3.2 Mobility activities	12
3.3 Cooperation projects	15

1. ERASMUS POLICY STATEMENT (EPS)

ERASMUS POLICY STATEMENT
<p>Participation in Erasmus+</p> <p><i>IES Guadarrama holds the School Accreditation (2021-1-ES01-KA120-SCH-000041641) and belongs to the Consortium promoted by the Community of Madrid for students of Basic and Medium Grade Vocational Training (2022-1-ES01-KA121-VET-000065917). Obtaining the Erasmus Charter will make it easier for all students of Higher Grade Vocational Training to participate in an Erasmus project.</i></p> <p><i>The objectives intended to be met are:</i></p> <ul style="list-style-type: none"><i>To carry out formative internships in EU companies by higher education students.</i><i>To update the competencies of teaching staff in EU companies.</i><i>To achieve that 7% of students enrolled in higher education participate in the project in 2024, 7% in 2025, 14% in 2026 and 20% in 2027, and to achieve that in 2024, 12.5% of the teachers from the Administration and Management department participate in the project, 25% in 2025, 37.5% in 2026 and 50% in 2027.</i><i>To improve the knowledge of foreign languages of both students and teachers.</i> <p><i>The expected impact is:</i></p> <ul style="list-style-type: none"><i>To achieve a more attractive higher vocational training in the surrounding area.</i><i>A vocational training with greater labor market insertion by having been in contact with European organizations and the prestige this entails.</i><i>A complement to the international projects in which the center participates, since the center has the Erasmus School Accreditation and participates in the Consortium of the Community of Madrid for Basic and Medium Grade. An approach to European standards regarding sustainability and respect for the environment.</i><i>To promote digitalization to favor sustainability through technology, such as the European student card, the Erasmus app or Erasmus without paper.</i><i>To foster interest in a second foreign language, as a form of cultural integration and the acceptance of the uses and customs of others.</i><i>To encourage interest in other cultures that help build the Common European Space.</i>
<p>Strategy, objectives and impact</p> <p>The town of Guadarrama is located on the southern slopes of the mountain range of the same name, northwest of the Community of Madrid, serving as the boundary between this community and the provinces of Ávila and Segovia. It is 50 km from Madrid city, at an altitude of 981 meters above sea level, and occupies an area of 56.42 km².</p> <p>Its population is approximately 15,800 inhabitants, but in summer it can reach peaks of 60,000 inhabitants.</p> <p>IES Guadarrama is the only public secondary education, high school, and Vocational Training (VET) center in this town, under the Ministry of Education, Science, and Universities of the Community of Madrid. Additionally, it belongs to the network of bilingual centers of the Community of Madrid.</p> <p>The institute began its journey in 1988. Currently, students can study Compulsory Secondary Education (ESO) in "Sección" and "Programa" tracks, two high school modalities (Scientific-</p>

Technological and Humanities and Social Sciences), Basic Vocational Training in Administrative Services, a Medium-Level Training Cycle (CFGM) in Administrative Management, and a Higher-Level Training Cycle (CFGS) in Administration and Finance—the latter three being Vocational Training branches belonging to the Administration and Management professional family.

Our students come mostly from the municipalities of Guadarrama and Los Molinos and, to a lesser extent, from neighboring municipalities such as Cercedilla, Becerril, or Collado Mediano.

We have approximately 22% foreign students. Although the most common countries of origin are Morocco, Romania, and Ecuador, there are also students of other nationalities such as Argentina, Bulgaria, China, Colombia, Ukraine, Italy, Dominican Republic, Angola, Brazil, Peru, Germany, Australia, and Paraguay.

Higher Education is implemented in our institution to complete the Vocational Training of the Administration and Management family, so that students of IES Guadarrama can have continuity in their studies. Higher education studies are planned for labor insertion in any company, as all of them require administrative functions and professionals to develop their activity. At IES Guadarrama, we want our students to consider that this insertion can be outside our borders, within the framework of the EU, and for this, we want to provide them with a prior experience that gives them tools to face those challenges. The goal is to provide students with an international experience that allows them to improve their subsequent labor insertion.

In this internationalization process, the knowledge of other community languages is encouraged to facilitate non-formal learning as a way of consolidating Europe, since it allows for better cultural integration and understanding of the customs of surrounding countries, as well as adaptation to the productive environment. This cultural integration will facilitate the emergence of a feeling of European citizenship among the students (the educational community) and will encourage the desire to participate in decisions that concern them within the Common European Space.

This process of internationalization and modernization of our institution would not be possible without the collaboration of those who make it possible for students to be trained every day in the necessary professional skills to obtain the degree required to practice their profession: the teachers. They must ensure that what is being taught in the classrooms is up to date and not obsolete; to this end, they must collaborate with European companies where they are allowed to update their knowledge and keep current in their subjects, ensuring that the center's students receive cutting-edge training demanded by companies.

IES Guadarrama is an institute that emphasizes personalized attention to the student, with the individual and their circumstances being the basis of any relationship held with them at the center. The institute facilitates the participation of students in the various projects it promotes, taking this individuality into account. Special consideration will be given to those students coming from disadvantaged backgrounds and students with disabilities, always respecting data protection.

The institute is aligned with the **Sustainable Development Goals (SDGs)** and will promote measures that foster sustainability in our environment, primarily by digitalizing the educational environment—which will favor more sustainable contexts—and by raising awareness in the educational community about a change in habits regarding means of transport and lifestyles, avoiding the use of paper and plastics. Technology and digitalization in relations with the EU, platforms, use of applications, etc., will be disseminated among the educational community.

The objectives intended to be met are:

- **Higher education students will carry out formative internships in companies in the European Union.** In accordance with the educational system governing Higher Vocational Training, students need to complete a practical training phase in a company. This training is called "Formación en Centros de Trabajo" (FCT) and aims to:
 - Complement the professional, personal, and social competencies specific to the Administration and Finance degree.

- Evaluate the most relevant aspects of the professionalism acquired by the students at the educational center.
- Accredited aspects required in employment that cannot be verified except in real work situations.
- Acquire a professional identity and maturity that motivates lifelong learning and adaptation to changes in professional qualification needs.
- Complete knowledge related to production, marketing, economic management, and the system of social and labor relations in companies, in order to facilitate their labor insertion.
- Achieve a participation rate in an EU country of **7% of students** enrolled in higher education in 2024, 7% in 2025, 14% in 2026, and 20% in 2027.
- Develop an **Administration and Finance Project** during the stay in the EU country and while carrying out internships in the company, under the guidelines of a center tutor, consisting of a bibliographic project in which students will conduct a critical analysis of a topic related to the training cycle.
- **Improve foreign language skills** for both students and teachers, aiming to advance one level on the language platform provided by the European Union for participants in European projects. For students, this facilitates labor insertion, and for teaching staff, it allows them to interact with EU companies to update their knowledge.
- **Update the competencies of teaching and training staff** in EU companies or higher education institutions to allow them to design and adapt training processes according to new productive and sectoral needs, as well as the students' own needs, especially students with specific educational or training support needs.
- Achieve a participation rate in the project of **12.5% of teachers** from the Administration and Management department in 2024, 25% in 2025, 37.5% in 2026, and 50% in 2027.

The expected impact on our institute is:

- To achieve a **more attractive Higher Vocational Training** in the area. By having international projection, we believe we can achieve a 100% enrollment rate in the first year.
- Higher Vocational Training with **greater labor market insertion** for its students due to having been in contact with European organizations and the prestige this entails.
- A **complement to the international projects** in which the center participates, as the center has held Erasmus School Accreditation since the 2020-2021 academic year and participates in the Community of Madrid Consortium for Basic and Medium Grade.
- Greater **sustainability awareness** and an approach to European standards regarding respect for the environment.
- Promoting **digitalization** to favor sustainability through technology (European Student Card, Erasmus application, Erasmus Without Paper).
- Fostering interest in a **second foreign language** as a form of cultural integration.
- Encouraging interest in other cultures that help build the **Common European Space**.

Indicators

The objectives and indicators are detailed below.

Objective 1. Higher education students carry out formative internships in European Union companies:

- **Indicator 1.** Number of students selected to carry out internships in EU companies.
- **Indicator 2.** Number of students selected to carry out internships in EU companies who obtain their degree.

Objective 2. Higher education students and teachers improve their knowledge of foreign languages:

- **Indicator 1.** Number of students and teachers selected to carry out internships and job shadowing in EU companies.
- **Indicator 2.** Number of students and job shadowers selected to carry out internships in EU companies who advance one level on the language platform provided by the EU for participants in European projects.

Objective 3. Teaching and training staff improve their competencies in EU companies or higher education institutions:

- **Indicator 1.** Number of teachers selected to carry out observation internships (job shadowing) in EU companies.
- **Indicator 2.** Number of candidate teachers to carry out observation internships in EU companies.

These data will be collected in the department's report and in the center's general report to assess the evolution of the project.

2. ORGANISATION AND MANAGEMENT

2.1 General organisation and management

General organisation and management

IES Guadarrama is led by a management team consisting of a Principal, a Head of Studies, two Deputy Heads of Studies, and a Secretary, who manages the center's funds and is responsible for the administrative management of the institute. In turn, teachers are organized into departments or, in the case of Vocational Training (VET), professional families.

The departments to which the teachers belong are: Administration and Management Professional Family, Biology Department, Drawing Department, Economics Department, Physical Education Department, Philosophy Department, Physics and Chemistry Department, French Department, Geography and History Department, English Department, Latin and Greek Department, Spanish Language Department, Mathematics Department, Music Department, Religion Department, and Technology Department.

In addition to these departments, there are two others that do not have a purely teaching role but rather collaborate and support the rest:

- **Extracurricular Activities Department:** Organizes educational activities to be carried out outside the center, or those carried out inside the center by non-teaching staff. This work is done in close collaboration with the school management.
- **Counseling and Guidance Department:** Prepares pedagogical guidance proposals and the center's tutorial action plan. It assists teachers with students who have learning difficulties to adapt teaching to their needs. It collaborates closely with the Head of Studies, with whom it meets periodically.

Each department or professional family is led by a Head of Department. All department heads form the **Pedagogical Coordination Commission (CCP)**, which meets periodically according to a schedule approved at the beginning of the academic year. It is chaired by the Principal, and the Head of Studies participates in it.

Our institution has an **Erasmus+ teaching team** that collaborates in the necessary procedures for student selection and subsequent follow-up throughout the life of the Erasmus+ project. Given that the institute's staff is not stable, its members vary from year to year, but its composition is as follows:

- A member of the management team.

- The center's Secretary, as the manager of the granted Erasmus funds.
- An Erasmus+ project coordinator for school education (this year, a teacher from the English Department).
- 4 members of the Administration and Management Professional Family.
- The coordinator belonging to the Administration and Management Professional Family.
- Any teachers wishing to collaborate in the organization and search for partners in the European Union.

Additionally, there is an administrative staff member who will process the necessary documentation as explained below.

IES Guadarrama is a secondary education institute considered a **higher education institution** for EU purposes, as it offers the Higher-Level Training Cycle (CFGS) in Administration and Finance. Below is a description of how this cycle is organized, involving the management team, the Administration and Management Professional Family, and the English Department.

On-the-job training (FCT) is one of the objectives of our project, but it is also a mandatory module (in VET, modules are subjects) for students to obtain their degree (22 ECTS credits). Students must complete a training program in the company specifying the training and productive activities to be carried out. This program is individualized for each student. Along with this module, students must complete the **Administration and Finance Project** module (5 ECTS credits), supervised by a teacher from the school.

Currently, students in our institution do not complete these modules in the first year, but in the second. In mid-March, an **evaluation session** is held to decide which students promote to FCT and the Project module. This session includes the teachers of the second-year cycle and is chaired by a member of the management team. Students who promote and have been selected for the Erasmus+ project can carry out an internship in a European company. If they do not promote in March due to pending modules, a new evaluation session is held in June. If they promote then and were selected, they must wait until September of the following academic year to start.

In the first case, when internships end in June, if they are rated "Pass" and the Project module receives a grade of five or higher, a new evaluation session is held to propose the student for the degree. This occurs in January for students starting in September. The official records (*actas*) are kept in the institute's secretary's office and signed when ordered by the Head of Studies.

Evidently, the search for companies for student internships must be done sufficiently in advance. Companies abroad must be found, and once identified, the training program specifying activities and a tentative timeline must be finalized. All relevant permissions must be requested from the **West Territorial Area Directorate (DAT Oeste)** for the mobility. All internship data must be registered in the specific platform of the Community of Madrid. These preparations start months before the student's status is known. Each student is assigned a teacher from the Administration and Management department to monitor project procedures. This is organized by the Coordinator and supervised by the Principal.

Upon completion, the student provides the assigned teacher with the documentation required by the Community of Madrid (hours completed and assessment). The responsible teacher provides a **Europass Certificate Supplement** to facilitate European recognition. A copy is kept in the student's file for the subsequent award of the Senior Technician in Administration and Finance degree.

This project also aims for higher VET teachers to update professional skills through contact with EU companies. Teachers selected for this experience will be accredited with a Europass supplement by the Erasmus coordinator. This accreditation serves to validate their performance before the **Ministry of Education, Science, and Universities of the Community of Madrid** and facilitates professional credits.

Participating teachers can also engage in **job shadowing** in educational centers or companies related to those where students are placed.

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2.2 Quality assurance and monitoring and evaluation strategy

Quality assurance and monitoring and evaluation strategy

The Erasmus+ teaching team will launch a campaign at the beginning of each academic year to promote the KA131 project (the full nomenclature corresponding to this type of program should be added here) among Higher Education students and teachers. In this meeting, the project will be explained to them, and all questions raised by attendees will be addressed. Candidates, both students and teachers, will fill out a participation form, a motivation letter, and a CV, which will serve as the basis for selection by the Erasmus+ teaching team. The evaluation rubrics for each document will be published beforehand. Special attention will be given to students with disabilities and students from disadvantaged backgrounds, information that will be provided by the counseling and guidance department. The teachers of the Erasmus+ team will provide these students with the necessary support to submit their applications. In the event of a tie in the students' scores, the grade of the first-year English module will be taken into account, and if this is not decisive, the average grade of the first year.

Concurrently with the selection process of students and teachers for the Erasmus+ project, the Erasmus+ teaching team must initiate the search for companies where students will carry out their business internships and teachers their job-shadowing periods.

In the case of students, once the companies have been contacted, a training program must be agreed upon between the institute (with the intervention of the Erasmus+ coordinator), the company, and the student. This program will describe the activities to be carried out, the period during which they will take place, and who will act as tutors in the company and in the higher education institution. Furthermore, the student signs a contract with the higher education institution in which they commit to fulfilling the conditions established by the National Agency (SEPIE) to access the financial amounts they may be entitled to. The student, the principal, and the coordinator are involved in this contract. The same procedure is followed for teachers.

In accordance with current regulations, students must complete a period of 370 hours of company internships. During this period, students must be monitored by the tutor from our institution every fifteen days, so that they contact the tutor of the company where the internship is taking place to check the student's progress. If the activities do not align with the established training program, an attempt will be made to identify the causes to try to solve the problem, but if they persist, the student will be moved to a new company.

For both the teacher and the student, at the end of the period, the company they were associated with will issue a European supplement document to the Europass certification, recording the experience to allow them to justify it to the EU. In the case of the student, the company must also fill out Annex 8, issued by the Community of Madrid, which must be kept in their academic record. With these documents, provided they acknowledge that the student has passed their internship, the 22 ECTS credits will be recognized.

In line with the principles of digitalization and sustainability, students will be provided with platforms where they can improve their linguistic skills in a second EU language. To this end, students will take an English language level test before traveling to the country and another upon return, to see if their level has improved.

To ensure that the stay of students and teachers is as fruitful as possible, the Erasmus+ teaching team will collaborate in finding transportation—always recommending the most sustainable option possible—as well as in finding accommodation, either by providing accommodation websites or the contact of former students who can offer the necessary information.

Our organization plans for the number of students participating in the project to be 7% of the students enrolled in the higher-level training cycle in 2024, consolidate 7% of the students in 2025, double to 14% of students in 2026, and reach 20% of students in 2027. Regarding teachers, the goal is for 12.5% of teachers teaching in the higher-level training cycle to participate in the first year (2024), 25% of teachers in 2025, 37.5% of teachers in 2026, and 50% of teachers in 2027.

In order to improve the procedures detailed in this section, upon their return, participants will undergo a satisfaction survey to identify our weaknesses and improve them. Each teacher on the Erasmus team will be responsible for ensuring their participant fills out the survey and mentions all necessary issues to improve future organization. This same survey will be sent to the collaborating companies in order to improve future relationships.

As for the indicators we will use to determine the scope and coverage of our activities, they will be:

- **Indicator 1.** Number of students selected to carry out internships in EU companies.
- **Indicator 2.** Number of students selected to carry out internships in EU companies who obtain their degree.
- **Indicator 3.** Number of teachers selected to carry out observation internships in EU companies.
- **Indicator 4.** Number of candidate teachers to carry out observation internships in EU companies.

These data will be collected in the department's report and in the center's general report to assess the evolution of the project.

2.3 Communication and visibility

Communication and visibility

The Erasmus+ project will be promoted at the institute every academic year through the following:

- **During the presentation days of the Higher-Level Training Cycles**, the Erasmus+ teaching team, through its coordinator, will present the project, scheduling a later meeting for more detailed information.
- **During the welcome day for new teachers** in the first days of September, to introduce the program and request the incorporation of new teachers into the Erasmus+ team.
- **At the Pedagogical Coordination Commission (CCP) meetings**, an organ that brings together all the department heads of the institute, chaired by the Principal. This commission meets weekly, and at the beginning of the course, all the projects in which the center is involved are reported.
- **At the School Council (Consejo Escolar)**, the body where students, teachers, parents, and administrative and service staff are represented, thereby making it known to the rest of the educational community.

When higher education students carry out extracurricular activities in external institutions, these will be informed that our institution holds the Erasmus Charter—specifically those activities involving the **Guadarrama City Hall** and its various departments—so that our project is known among the inhabitants of our municipality. Our participation in the project will also be disseminated during collaborations with other higher education institutes in the area.

Social media will be used, especially Instagram, and to a lesser extent Facebook and X (as they have less acceptance among young people), to disseminate the activities carried out within the program, always taking into account the necessary data protection protocols.

In any case, an **"Erasmus+ Corner"** will be created at the institute, where the possession of the Erasmus Charter and all activities related to this project will be advertised.

Through the **center's website**, the project will be made known to the rest of the target audience visiting our page—namely, potential higher education students attracted by the Erasmus Charter, as well as collaborating companies and organizations from the rest of the EU. The website will be the primary medium used for publishing relevant information, while Instagram, Facebook, and X will be used for advertising the project and making announcements.

The website of our center is: www.iesquadarrama.org.

3. IMPLEMENTATION OF THE ECHE CHARTER PRINCIPLES

3.1 ECHE fundamental principles

ECHE fundamental principles
Non-discrimination, transparency and inclusion
<p>In our institution, participation in the Erasmus+ higher education project is advertised at the beginning of the academic year. In order to make the process as transparent as possible, the teachers of the Erasmus+ team will organize a selection process in which candidates must fill out a participation form, submit their CV, and attach their motivation letter. Candidates will know the evaluation rubric for the submitted documents beforehand.</p> <p>In the event of a tie between candidates, the tie-breaker will be the candidates' English level; if the tie persists, in the case of students, the grades obtained in the last completed academic year will be taken into account. The teachers of the Erasmus+ team will advise candidates regarding any doubts they may have.</p> <p>Special consideration will be given to candidates who have any kind of disability or difficulty, or who come from disadvantaged backgrounds. In the case of students, this information will be provided by the course tutor, assisted by the counseling and guidance department, always taking into account the legal data protection requirements. These students will be assigned a teacher from the Erasmus+ teaching team to help them with whatever they need throughout the process.</p>
ECTS credits
<p>Our institution belongs to the Ministry of Education, Science and Universities of the Community of Madrid, which establishes the way in which students obtain the corresponding degree, which in our case is the Title of Higher Technician in Administration and Finance.</p> <p>The studies consist of two academic years. The first year consists of 42 ECTS credits distributed among the following modules:</p> <ul style="list-style-type: none">• LEGAL AND BUSINESS DOCUMENTATION MANAGEMENT (6 ECTS credits)• HUMAN RESOURCES AND CORPORATE SOCIAL RESPONSIBILITY (6 ECTS credits)• OFFICE AUTOMATION AND INFORMATION PROCESSING (12 ECTS credits)• COMPREHENSIVE PROCESS OF COMMERCIAL ACTIVITY (11 ECTS credits)• COMMUNICATION AND CUSTOMER SERVICE (12 ECTS credits)• ENGLISH (7 ECTS credits) <p>The second year consists of 66 ECTS credits distributed among the following modules:</p> <ul style="list-style-type: none">• HUMAN RESOURCES MANAGEMENT (6 ECTS credits)

- FINANCIAL MANAGEMENT (7 ECTS credits)
- ACCOUNTING AND TAXATION (7 ECTS credits)
- LOGISTICS AND COMMERCIAL MANAGEMENT (6 ECTS credits)
- BUSINESS SIMULATION (8 ECTS credits)
- FOL [Training and Career Guidance] (5 ECTS credits), FCT [On-the-Job Training] (22 ECTS credits), and
- ADMINISTRATION AND FINANCE PROJECT (5 ECTS credits).

Once students complete the first year, they move on to the second year and take the modules of human resources management (6 ECTS credits), financial management (7 ECTS credits), accounting and taxation (7 ECTS credits), logistics and commercial management (6 ECTS credits), business simulation (8 ECTS credits), and FOL (5 ECTS credits). In March, if they pass all these modules, students will be able to access the FCT module (22 ECTS credits). In order to carry out the FCT abroad, the institute will have to agree on a training program with an EU company. Furthermore, it must request authorization from the competent educational authority to carry out the aforementioned internships. Likewise, upon completion of the internships, and for them to be valid for the Madrid educational authority, the company where the student carries out the FCT will complete a document indicating the student's grade of "pass" (apto) or "fail" (no apto).

During this period, the student must take the Administration and Finance Project module, for which our institution will assign a tutor. This project will be bibliographic in nature, in which the student will carry out a critical evaluation of a current topic. If the student passes the internship and passes the project module, they will obtain the title of Higher Technician in Administration and Finance. If the student fails any of the modules, they must enroll in September and retake them.

European Student Card and Erasmus+ App

Within the center's digitalization plan, the use of the **European Student Card** will be promoted, which also facilitates the identification of European students in EU countries and avoids the need to obtain a new card from the host institution. In the case of our institution, the person responsible for the registration process will be the institute's Information and Communication Technology (ICT) coordinator. Although our institution is not large enough to make the European Student Card essential for accessing and using our facilities, we consider its implementation necessary as a way to align with the rest of the higher education institutions. The implementation will be carried out progressively so that by the 2025-2026 academic year, all students will possess this card in digital format.

Among the candidates, the use of the **Erasmus+ mobile app** will be communicated and promoted. This application provides Erasmus students with the information and services they need throughout their mobility and allows them to share information with other students in the same situation. It also allows higher education institutions to disseminate information about events that may be of interest to students, as well as to share data on inter-institutional agreements that may be useful for students in the future. The institution will strongly recommend that candidate students download the app and proactively explore Erasmus+ opportunities in other EU countries by contacting other institutions and students who have had similar experiences.

Environmentally friendly practices

The elimination of paper in necessary communications will be encouraged; to this end, the use of email will be promoted for personal interactions, and for collective ones, the use of platforms—in our institution, Google Classroom from GSuite—that allow for generic communications to project participants, thereby promoting digitalization, which is also one of the fundamental pillars of the Erasmus+ Charter.

The entire candidate selection process will be digital, and satisfaction surveys will be carried out using Google Forms.

The European supplement to the Europass certification will be issued in digital format.

The digital use of the European Student Card and the Erasmus+ student app will be promoted as an environmental measure.

The use of non-polluting means of transport over more polluting ones will be encouraged among project beneficiaries, and during preparatory meetings, it will be explained to them which these are and what advantages they have over those that pollute the environment the most.

Civic engagement and active citizenship

Knowledge of at least a second language will be promoted, as this favors cultural integration in the host country, as well as the knowledge and understanding of the habits and customs of the host country.

The selected participants will be provided with a list of NGOs, cultural associations, sports associations, etc., where they can collaborate in their free time to enhance socialization and broaden their circle of contacts, so that their stay is more fruitful.

They will be provided with a list of budget-friendly travel agencies, as well as train and bus stations, and nearby cities of cultural interest to visit on weekends.

In the case of incoming students we host, they will be welcomed on the first day with an explanation of how our center operates. Subsequently, they will be given a guided tour of the institute and introduced to the different Vocational Training classes so they can learn about the project. Furthermore, a visit to the City Hall will be scheduled to present the project to the municipality's highest institution.

With all this, the aim is for them to understand the idiosyncrasies of the country they visit, engage with the local people, and foster in the participants an awareness of being European citizens—that we all matter to each other and that what we have can only be maintained if we all strive by participating in the democratic institutions we have created in the EU.

3.2 Mobility activities

Student/staff mobility

Course catalogues (before mobility)

All information regarding the degree taught at our institution with respect to the Higher Technician in Administration and Finance is published on our website in Spanish (<https://www.iesquadarrama.org/formaciones-guadarrama/cf-gradosuperior>) and will be updated according to any modifications made by the educational authorities of the Community of Madrid, on which we depend.

Likewise, the modules that comprise our studies are published, as well as the learning outcomes that the degree holder will acquire; the jobs that can be performed with this degree; the issuance, accreditation, and level of the degree; and the recognized ECTS credits for each module. Similarly, the degree supplements are published in Spanish and English.

Inter-institutional agreements for study and teaching mobility (before mobility)

The Erasmus+ teaching team will launch a campaign at the beginning of each academic year to promote the KA131 project - **Learning mobility of individuals: Mobility project for higher education students and staff**

- **Student mobility for traineeships**
- **Staff mobility for training**

- **Blended intensive programmes**

among Higher Education students and teachers. In this meeting, the project will be explained to them, and all questions raised by attendees will be addressed. Candidates, both students and teachers, will fill out a participation form, a motivation letter, and a CV, which will serve as the basis for selection by the Erasmus+ teaching team. The evaluation rubrics for each document will be published beforehand. Special attention will be given to students with disabilities and students from disadvantaged backgrounds, information that will be provided by the counseling and guidance department. The teachers of the Erasmus+ teaching team will provide these students with the necessary support to submit their applications. In the event of a tie in the students' scores, the grade of the first-year English module will be taken into account, and if this is not decisive, the average grade of the first year.

Concurrently with the selection process of students and teachers for the Erasmus+ project, the Erasmus+ teaching team must initiate the search for companies where students will carry out their business internships and teachers their job-shadowing periods.

In the case of students, once the companies have been contacted, a training program must be agreed upon between the institute (with the intervention of the Erasmus+ coordinator), the company, and the student. This program will describe the activities to be carried out, the period during which they will take place, and who will act as tutors in the company and in the higher education institution. Furthermore, the student signs a contract with the higher education institution in which they commit to fulfilling the conditions established by their National Agency to access the financial amounts they are entitled to. The student, the principal, and the coordinator are involved in this contract. The same procedure is followed for teachers.

In line with the principles of digitalization and sustainability, students will be provided with platforms where they can improve their linguistic skills in a second EU language. To this end, students will take an English language level test before traveling to the country and another upon return, to see if their level has improved.

To ensure that the stay of students and teachers is as fruitful as possible, the Erasmus+ teaching team will collaborate both in finding transportation—always recommending the most sustainable option possible—and in finding accommodation, either by providing accommodation websites or the contact of former students who can provide the necessary information, in such a way that student autonomy is fostered, which is so necessary for their adult life and to encourage European citizenship.

Support for outgoing students/staff

Con el fin de que se les facilite a los candidatos participantes la participación en el proyecto de internacionalización de la educación superior de nuestra institución el equipo de profesores Erasmus + tutorizará a los candidatos de las siguientes forma: posibilitará un listado de plataformas lingüísticas donde los candidatos puedan mejorar sus habilidades con el idioma del país elegido y para mejora su competencia en inglés, entre ellas la proporcionada por nuestra Agencia para la internacionalización, SEPIE, proporcionará el contacto de Embajadas o delegaciones consulares próximas a las que recurrir en caso de necesidad. Se les facilitará la información para la obtención de la tarjeta sanitaria europea y el instituto les proporcionará un seguro de viaje y de responsabilidad civil durante su estancia en el país de destino, como signo de calidad del proyecto.

El equipo de profesores Erasmus+ colaborará con los candidatos en la búsqueda de alojamiento proporcionándoles contactos y un listado de enlaces donde poder buscar, asimismo se fomentará el uso de la aplicación Erasmus donde poder contactar con otros estudiantes Erasmus que les puedan proporcionar información al respecto. También aconsejará en la búsqueda de las mejores opciones de viaje y de los trámites necesarios para que el viaje sea óptimo.

Los alumnos que hayan participado en proyectos Erasmus+ en cursos anteriores serán los informarán a los participantes sobre las costumbres y los aspectos culturales y funcionamiento de los transportes públicos, horarios de los comercios y del ocio que deban tener en cuenta para su día a día.

Los candidatos tendrán durante su estancia en el país de la UE elegido un tutor de referencia con el que poder contactar en cualquier momento para poder consultar los imprevistos que puedan surgir.

Support for incoming students/staff (during mobility)

In order to facilitate the participation of the candidates in our institution's higher education internationalization project, the Erasmus+ teaching team will guide the candidates in the following ways: it will provide a list of language platforms where candidates can improve their skills in the language of the chosen country as well as their English proficiency, including the platform provided by our internationalization agency, SEPIE; and it will provide contact information for nearby Embassies or consular delegations to turn to in case of need. They will be provided with the necessary information to obtain the European Health Insurance Card, and the institute will provide them with travel and civil liability insurance during their stay in the destination country, as a mark of the project's quality.

The Erasmus+ teaching team will collaborate with candidates in the search for accommodation by providing contacts and a list of links where they can search. Likewise, the use of the Erasmus app will be encouraged, where they can connect with other Erasmus students who can provide relevant information. The team will also offer advice on finding the best travel options and completing the necessary procedures to ensure an optimal trip.

Students who have participated in Erasmus+ projects in previous academic years will be the ones to inform new participants about the customs, cultural aspects, operation of public transport, and the shopping and leisure hours they should keep in mind for their daily lives.

During their stay in the chosen EU country, candidates will have a reference tutor whom they can contact at any time to discuss any unforeseen events that may arise.

Full automatic recognition of credits (after mobility)

Since the 2020-2021 academic year, IES Guadarrama has been hosting students from European countries within the Erasmus program; therefore, we have experience in welcoming foreign students.

Incoming candidates to our institution will be given a welcome day organized by first-year Higher Education students. During this welcome event, they will be shown our institution, its operation will be explained, and a visit to the City Hall will be conducted so that the municipality is aware of our project. Periodic meetings will be promoted to explore the Community of Madrid and to allow students to get to know each other and establish friendly relationships.

Each candidate will be assigned a tutor responsible for ensuring all documentation is in order. In the case of students, they must provide the Learning Agreement duly signed by the Spanish company, as well as medical insurance covering illness, death, or repatriation, and civil liability insurance for any damage they may cause at the company. Teachers will provide the job-shadowing agreement arranged with the institution or the corresponding learning agreement.

The tutor will advise them on accommodation in Spain, providing contacts and links where they can search. Likewise, the tutor will inform them about the national health system in Spain and the need to have the European Health Insurance Card to access it. They will also assist with travel arrangements and the necessary procedures to ensure no obstacles are encountered during the process.

Recognition of staff mobility (after mobility)

The recognition of mobilities by the teaching staff depends on the Ministry of Education, Science and Universities of the Community of Madrid, specifically the General Sub-directorate of Innovation Programs and Teacher Training. The completion of job-shadowing periods will be certified by the visited company in a document verifying the stay and the implementation of the program, and within our institution by the principal and the secretary of the center in a document verifying the identity, dates, and the program carried out. This documentation will enable the teaching staff to request the corresponding credits from the educational authority,

which can serve to advance their professional careers. The Erasmus+ teaching team will monitor the application dates for these recognitions so that they are requested by the corresponding teachers.

The assigned tutor from the Erasmus+ team will collaborate with the teacher interested in the project to manage the necessary permissions, both from the center's management team and the educational authority, to make their stay abroad possible. They will also assist with accommodation and travel arrangements, as well as the processing of necessary insurance, to ensure the stay is as satisfactory as possible.

3.3 Cooperation projects

	Cooperation activities
	Promotion of cooperation projects
	Our institution will promote Erasmus+ projects at all levels of Vocational Training, Compulsory Secondary Education (ESO), and Baccalaureate, expanding the existing ones, facilitating the participation of students—especially the most vulnerable ones—and disseminating the values of the European Union.
	Support engagement
	<p>The Erasmus+ teaching team will organize an information session about the project for Vocational Training students and teachers, assist them with any difficulties they may encounter during the application process, and advise them if they are selected, as explained above.</p> <p>The presentations used will be published on our website.</p>