



ERASMUS+

Proposal Template

**Administrative Forms (Part A)
Project Technical Description (Part B)**

Erasmus: Key action 1: Erasmus Charter for Higher Education

EACEA-03-2020 ECHE-LP-2020

Version 1.1
4 March 2020





ERASMUS+
PROPOSAL (PART B)

**Erasmus: Key action 1: Erasmus Charter for
Higher Education**

EACEA-03-2020 ECHE-LP-2020

IMPORTANT NOTICE


Applications must be submitted via the Funding & Tenders Portal Submission Service before the call deadline.

Applicants must use this template for their applications (designed to highlight important aspects and facilitate the assessment against the evaluation criteria).

Character and page limits:

- page limit **20** pages
- supporting documents can be provided as an annex and do not count towards the page limit
- minimum font size — Arial 8 points
- page size: A4
- margins (top, bottom, left and right): at least 15 mm (not including headers & footers).

Please abide by the formatting rules. They are not a target! Keep your text as concise as possible. Do not use hyperlinks to show information that is an essential part of your proposal.

 If you attempt to upload an application that exceeds the specified limit, you will receive an automatic warning asking you to shorten and re-upload your application. After you have submitted it, any excess pages will be made invisible and thus disregarded by the evaluators.

HISTORY OF CHANGES		
VERSION	PUBLICATION DATE	CHANGE
1.0	11.02.2020	Initial version
1.1	04.03.2020	Changes in page 10, 1st box after the Erasmus Policy Declaration

COVER PAGE

Part B of the proposal must be filled out by the participants in WORD, assembled and uploaded as PDF in the Funding & Tenders Portal Submission System. The template to use is available there.

Note: *Please take due account of the objectives and Charter's principles to be awarded with the Charter under the call (see Call document). Pay particular attention to the award criteria; they explain how the proposal will be evaluated.*

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COMMITMENT TO THE ERASMUS CHARTER PRINCIPLES

Declaration

I, undersigned, declare that if my institution is awarded with an Erasmus Charter for Higher Education, my institution will undertake to:

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

WHEN PARTICIPATING IN MOBILITY ACTIVITIES

Before mobility

- Ensure that selection procedures for mobility activities are fair, transparent, coherent and documented.
- Publish and regularly update the course catalogue on the website of the Institution well in advance of the mobility periods, so as to be transparent to all parties and allow mobile students to make well-informed choices about the courses they will follow.
- Publish and regularly update information on the grading system used and grade distribution tables for all study programmes. Ensure that students receive clear and transparent information on recognition and grade conversion procedures.
- Carry out mobility for the purpose of studying and teaching only within the framework of prior agreements between institutions. These agreements establish the respective

roles and responsibilities of the different parties, as well as their commitment to shared quality criteria in the selection, preparation, reception, support and integration of mobile participants.

- Ensure that outgoing mobile participants are well prepared for their activities abroad, including blended mobility, by undertaking activities to achieve the necessary level of linguistic proficiency and develop their intercultural competences.
- Ensure that student and staff mobility is based on a learning agreement for students and a mobility agreement for staff validated in advance between the sending and receiving institutions or enterprises and the mobile participants.
- Provide active support to incoming mobile participants throughout the process of finding accommodation.
- Provide assistance related to obtaining visas, when required, for incoming and outgoing mobile participants.
- Provide assistance related to obtaining insurance, when required, for incoming and outgoing mobile participants.
- Ensure that students are aware of their rights and obligations as defined in the Erasmus Student Charter.

During mobility

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

After mobility

- Provide incoming mobile students and their sending institutions with transcripts of records containing a full, accurate and timely record of their achievements at the end of their mobility period.
- Ensure that all ECTS credits gained for learning outcomes satisfactorily achieved during a period of study/training abroad, including during blended mobility are fully and automatically recognised as agreed in the learning agreement and confirmed by the transcript of records/traineeship certificate. They shall be transferred without delay into the student's records, shall be counted towards the student's degree without any additional work or assessment of the student and shall be traceable in the student's transcript of records and the Diploma Supplement.
- Ensure the inclusion of satisfactorily completed study and/or traineeship mobility activities in the final record of student achievements (the Diploma Supplement).
- Encourage and support mobile participants upon return to act as ambassadors of the

programme, promote the benefits of mobility and actively engage in building alumni communities.

- Ensure that staff is given recognition for their teaching and training activities undertaken during the mobility period, based on a mobility agreement and in line with the institutional strategy.

WHEN PARTICIPATING IN EUROPEAN AND INTERNATIONAL COOPERATION PROJECTS

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

FOR THE PURPOSES OF IMPLEMENTATION AND MONITORING

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

On behalf of the Institution, I acknowledge that the implementation of the Charter will be monitored by the Erasmus National Agencies and that a violation of the above principles and commitments may lead to its withdrawal by the European Commission.

On behalf of the institution, I commit to publishing the Erasmus Policy Statement on the institution website.

Legal representative of the institution

Signature of the legal representative

In the following sections of the application form, you will need to explain how your institution will fulfil the ECHE principles if the Charter is awarded. You are encouraged to consult the [ECHE Guidelines](#) for support in completing this application.

Please note that your Erasmus+ National Agency will monitor your Erasmus Policy Statement and your answers to the questions given in the application. The Erasmus+ National Agency reserves the right to request more information on your activities and propose supplementary measures, for the purposes of monitoring and implementing the Charter principles by your institution.

1. ERASMUS POLICY STATEMENT (EPS)

1.1 Erasmus activities included in your EPS

In this section, you need to tick the Erasmus activities covered by your Erasmus Policy Statement. Please select those activities that your HEI intends to implement during the entire duration of the Programme.

Erasmus Key Action 1 (KA1) - Learning mobility:

The mobility of higher education students and staff

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

Partnerships for Cooperation and exchanges of practices

Partnerships for Excellence – European Universities

Partnerships for Excellence - Erasmus Mundus Joint Master Degrees

Partnerships for Innovation

Erasmus Key Action 3 (KA3):

Erasmus Key Action 3 (KA3) - Support to policy development and cooperation:

1.2 Erasmus Policy statement (EPS): your strategy

Your Erasmus Policy Statement should reflect how you intended to implement Erasmus after the award of the ECHE. Should you wish to add additional activities in the future, you will need to amend your Erasmus Policy Statement and inform your Erasmus National Agency.

What would you like to achieve by participating in the Erasmus Programme? How does your participation in the Erasmus Programme fit into your institutional internationalisation and modernisation strategy?

(Please reflect on the objectives of your participation. Please explain how you expect the participation in Erasmus to contribute towards modernising your institution, as well as on the goal of building a European Education Area¹ and explain the policy objectives you intend to pursue).
Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

With the renewal of our Erasmus Charter of Higher Education and our participation in the Erasmus+ programme, our school, I.E.S. Felipe Solís Villechenous, aims to foster its modernization and international standing according to the guidelines of the renewed EU Agenda for the achievement of the European Education Area supported by the programme, thus revitalizing the teaching and learning processes in all levels of education offered at our school.

By participating in this programme, our school aims to promote alternative learning activities, both mobility and blending activities, and the cooperation with other higher education institutions, companies and research institutions, both public and private, to support an equal, inclusive and quality education. Similarly, our participation in the Erasmus+ programme will foster sustainable development and healthy lifestyles, as well **as contribute** to the personal development of students, which includes education for peace and human rights, European cross-cultural society and international understanding, reducing early school dropouts, increasing the number of students going on to vocational training and education, improving academic performance and enabling equal opportunities to access higher education. In addition to the goals previously mentioned, we intend to spread awareness of the opportunities offered by lifelong learning, promote the students' future employability and help **students achieve** their personal and professional development whilst committing themselves to the feeling of belonging to the European society and embodying the values of the European citizenship and cross-cultural society. On the other hand, these activities and cooperation should contribute to the improvement of the staff's teaching and research skills as well as to their personal and professional development, leading to an impact on our own school within the framework of the actions fostered by international education institutions and European education programmes.

The renewal of the Erasmus Charter for Higher Education will enable our Higher VET students to take part in Erasmus+ mobility projects in order to develop their traineeships (Formación en Centros de Trabajo – FCT) in European institutions. In the same way, the staff will be offered the opportunity to take part in training and cooperation mobilities for innovation and exchange of good teaching practices that will result in the improvement of their teaching skills and their personal and professional development.

Consequently, following the guidelines of the renewed EU Agenda for Higher Education, of the School Educational Policies, particularly those related to Quality and Environmental Management and abide by UNE-EN ISO:2015 Standard, together with those derived from International Policies, the participation in European Programmes and the acceptance and commitment of the principles and quality guidelines provided by the Erasmus Charter for Higher Education 2021-2027, our school intends to achieve the following essential goals of our strategy for internationalisation and modernisation:

- **Encourage European mobility** amongst the teaching staff and students of our school and the cooperation with educational institutions, companies and research institutions, both public and private, as a cornerstone of our school's strategy for modernisation and internationalisation.
- **Improve the staff and student's digital and linguistic competences** in official languages of the European Union.
- **Get to know first-hand and compare different European education systems and good teaching practices by fostering transnational cooperation** to promote quality outcomes regarding cooperation, inclusion, creativity and innovation in teaching and in the school as an institution. We intend to do so by focusing on establishing connections with companies and research institutions, both public and private, for collaboration and the mutual transfer of knowledge.
- Help towards **the improvement of our staff's teaching and research skills as well as their own personal and professional development**. This improvement should have an impact on our school, thus encouraging mobility for job shadowing of quality teaching practices in outstanding education systems or access to the necessary teaching training.
- Provide an added value to education, which results in the promotion of our students' future employability.
- Support **our students' personal development** including the acquisition of knowledge, skills, values and attitudes for their personal growth, autonomy and **having an active role** within a democratic society committed to the feeling **of belonging to the European society, the embodiment of the cultural values of the European citizenship within a cross-cultural society that encourages international understanding**.

¹ For more information on the priorities of the European Education Area, such as recognition, digital skills, common values and inclusive education, please consult the following website: https://ec.europa.eu/education/education-in-the-eu/european-education-area_en

As a result, our Erasmus Policy at I.E.S. Felipe Solís Villechenous will give priority to the attainment of the following **objectives** included in the Erasmus+ Programme:

- Promote the participation of students and teaching staff in quality and innovative mobility actions for traineeship and training respectively, as well as appreciate the educational value of these actions for the acquisition of competences and the development of skills and abilities.
- Foster the teaching practice regarding the sustainability of our strategy of modernisation and internationalisation along with our participation in the Erasmus+ Programme.
- Encourage the academic and educational relationship between all sectors of education and educational levels taught at the centre, and the cooperation necessary to support the integration and connection of higher education with other teachings, which facilitates personal motivation and creating expectations in students regarding the continuation of professional and higher qualification studies.
- Foster activities having to do with career guidance and tutoring.
- Improve our students' academic performance and the acquisition of advanced transversal skills along with key competences, such as intercultural competence, linguistic competence and digital competence, as essential traits for our students to achieve academic and professional success.
- Ensure equal opportunities and a fair selection process to gain access to traineeship or training mobilities. In addition, the participants' preparation should be guaranteed before the mobility.
- Promote the educational inclusion of students from disadvantaged backgrounds and those with special educational needs or **those** underrepresented due to sex discrimination or any other reasons.
- Develop sustainable and environmentally friendly actions in all the stages of the project's implementation.
- Promote the participants' active role as citizens and their civic commitment associated with the values of a cross-cultural society that encourages international understanding.
- Ensure public, fair, open, coherent, and documented procedures during the development of the mobilities.
- Guarantee support, protection, and safety to the participants during the mobilities.
- Ensure the official recognition of the successfully completed student and staff mobility activities by means of the European Credit Transfer System.
- Help towards the improvement of the administrative procedures for management and exchange of information **regarding** the mobilities through the Erasmus Without Paper network and advise the participants to get the European Student Card for recognition of the students' statuses and identities amongst other services.
- Encourage the assessment of the projects and the sustainability of the outcomes achieved thanks to our participation in the Erasmus+ Programme, beyond the funded period of the projects.
- Ensure the spreading of the project outcomes among the members of our educational community through the management of the school, departments, teaching staff and boards of coordination, along with representatives of the town council as well as regional and national authorities, business associations, the school website, social networks, local and regional media, our own school by hosting the Annual Conference on Career Guidance and, finally, the Erasmus+ Project Results Platform.

— **Partner selection**

For student and staff mobility activities, we will need partner organisations from any of the Programme Countries or Partner Countries, which we will select in terms of their strategy of modernisation and internationalisation, studies offered, professional or business activity and training activities; those related to the professional profile or to improving the digital and linguistic competence of the participants. Some other aspects that we will consider to select a partner include their working environment and cooperation to encourage excellence, quality, innovation and good environmentally-friendly practices and their implementation of enriching non-formal and informal learning experiences with an added value to improve the participants' professional and social skills and promote their employability. Finally, we will also pay attention to the support they provide to the participants in the mobilities and possible synergy in terms of mobility arrangements and mutual enrichment.

In this regard, learning agreements for student traineeships and mobility agreements for teaching staff training will be based on tailored training and work programmes and must be previously validated by both the sending organisation and the receiving organisation.

— **Geographical area**

All the areas including Programme Countries and Partner Countries. In order to spread our field of influence we will try to strengthen our previous international relationships derived from our participation in international projects, as coordinators or as partners in several consortia, eTwinning projects, Erasmobility or Epals amongst others.

— **Participants**

Our school is trying to increase the participation in the intended mobility actions of High Vocational Education and Training students, which is still low, as well as the staff that teaches High VET students. These student and staff mobility actions are a crucial step forward in the development of our European an international standing and its influence on our educational community, together with the improvement of the quality and relevance of our Higher Education.

Please reflect on the Erasmus actions you would like to take part in and explain how they will be implemented in practice at your institution. Please explain how your institution's participation in these actions will contribute to achieving the objectives of your institutional strategy.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

In our institution, the participation in the programme is conceived as a feedback process in which Erasmus must support other educational programmes and initiatives that are developed, and support the educational stimulation and impulse in the aspiration of modernization and internationalization of our school, thus attempting to renew our educational practice and to embrace the culture of mobility, transnational co-operation and interaction of cultures in our educational community.

Currently, in our strategy to modernise education, our school promotes the two following initiatives that are certain to have positive future effects. It does so with the intention of contributing to a better adaptation of the students' capacities for future high-level necessities in Europe, guiding and motivating them in their expectations of continuing higher education related to the STE(A)M subjects, more specifically in technological and engineering ones (with a lower demand among our students), advancing in the learning and the use of digital technologies, bringing the students closer to vocational training and higher education teachings that are taught in our school, thus making possible a better academic relationship among them, fostering a fair, inclusive education, along with a decrease of early school dropout and the lower representation for gender reasons in scientific and technological teachings in the school, and influencing the improvement of academic performance in our higher education students.

- Introduction of the subjects Graphic Design and Audio-visual Creation and Robotics and Programming, as optional subjects for 3rd year of CSE (3º ESO) from next academic year (2020-2021) onwards.
- Activity of Practice in workshops and specific classrooms of vocational training courses that are taught in the school, for 3rd year CSE (3º ESO) students, developed in the current academic year.

In regards to our internationalization strategy, our institution is living a transformation in the development of its European and international dimension promoted by our participation in the programme and the commitments made with the principles provided in its European Charter for Higher Education, which has been used as a reference for the application and financial aid for new Vocational Training and Higher Vocational Training School mobility projects for the period 2020 - 2022 as well as the development of virtual collaborative projects among which we highlight our participation in Legends-Our Cultural Heritage in collaboration with XLIV Warsaw High School as part of UNESCO's Associated Schools network and the e twinning projects developed in the last two years , on the supporting platform, the participation on the e-pals platform and on Erasmobility as a way of cooperation for the mobility of students' traineeship, which has fostered the strength of the programme. In addition, it has contributed to the establishments of relationships and contacts in more than twenty countries that belong to this programme or associated countries, which is considered of great importance for the development of future projects and the enablement of a support framework with enterprises and other institutions to collaborate with and for the mutual transfer of knowledge.

In the same sense of dynamization of our educational activity, during two consecutive years, including the current year 2019-20, our school has held Europe Day. At the beginning of this academic year, we also took part in Erasmus days. Moreover, as is becoming traditional, the students of the 2nd course of Vocational Training have attended conferences about employment orientation with some lectures devoted to “*Erasmus+, live, feel and learn in Europe*”.

Finally, our participation in this programme has insisted on the Teaching Staff orientation about the Training activity. Some of the participants have also attended the ERASMUS meetings and conferences about the different educational sectors which we participate in and in diverse training activities about the different management aspects organized by the Education Administration.

We are convinced that these initiatives and precedents will be very useful for the implementation of our participation in the programme for the next period of validity, so our school hopes to achieve the following Erasmus actions:

- School Mobility, AC1, Higher Education mobility for students’ traineeship and Higher Education Teaching staff mobility and opportunities for learning new languages, including those which support mobility activities.

— **Organization and management**

With respect to the organization and management of projects, our educational institution follows the institutionalized culture of established protocols that meet the quality standards and procedures provided by the Management System and comply with UNE-EN ISO: 2015 regulations, as well as the self-assessment and improvement of our educational activities through the work of a specific task force created for that purpose.

Concerning the internationalization strategy and participation in European projects, our school already has a working group, which is also tasked with making improvements in this field: This group consists of all the members of the school management board, the project manager of the Bilingual programme and the Head of Professional/Vocational Training, the Heads of the Departments of the areas of FEIE (Educational Training, Evaluation and Innovation), School Counselling, English, French, Vocational Training Families Cycles, Career Guidance and Training (FOL) and three coordinators, one for each one of the educational Erasmus levels: Secondary Education, Vocational Training and Higher Education, which are responsible for the projects and activities related to each of these areas.

In addition, every year, the team will be open to the participation of any teacher who is interested in this area within the educational activity, and a specific communication group will be established for all discussions on this topic.

The specific management of each project will begin with its introduction and announcement at the beginning of the academic year, within the framework of scheduled activities for the celebration of Erasmus Days or any other festivity held in the school, such as the Career Counselling Sessions for students in High Vocational Training Cycles. The process will continue with the opening of a selection process for the participants in the Mobility Program once the call of proposals has been published and the selection committee has been assembled. The members of this committee will include the Deputy Director, the Head Teacher and any other member of the Internationalization Team who may be relevant, including if needed, the supervising/mentor teacher of the students, who will be responsible for gathering information concerning the student’s suitability, personal situation, academic progress and linguistic competence level.

Participants must fill out the standard application form specified in the call for proposals.

Regarding the Mobility application for the teaching staff, a project must be drafted specifying the proposed activity, its goals, and the foreseeable impact it will have on the school.

The agreements for students’ learning and practical training and for staff mobility for professional development will be based on specific and individualized training or work programmes and must be previously validated by both the participants’ home and receiving institutions.

The head of the Professional Family Department will be responsible for coordinating the participant’s work placement with the host company or the mobility support institution where appropriate.

The person who will carry out the tutoring of the participant’s traineeship (FCT) by our school will be designated from among the members of the corresponding educational team.

Communication with the student, the work tutor and /or the mobility support institution in the host country, if any, will be done via e-mail, and through the Skype and Moodle platforms.

Finally, it will be the project coordinator who will gather all the information to be transmitted to the school’s teaching coordination bodies and who will be in charge of preparing the final report.

Throughout the process, the follow-up and dissemination activities throughout the implementation period and with regard to the final results will be essential tasks for the proper development of the project, trying to motivate the participants’ involvement in the various activities organized for this purpose, evaluation by means of the reports provided in the programme and the indicators which are specified as an annual educational improvement action in our school.

— **Evaluation**

The evaluation of the projects that are developed and the measurement of the impact of their results will be carried out within the Internationalization team, using previously set standards. The members of our educational community in charge of the assessment of these standards will vary according to their relevance in the project under evaluation.

The results of the evaluation will also be communicated for analysis to the Vocational Training Area, the Pedagogical Coordination Team and, finally, to the Teaching Staff and School Council.

- Weekly meetings of the internationalization team or of as many of its members as possible, according to time availability.
- Documentation accrediting successfully completed mobilities and the content of the course, observation or internship programmes carried out.
- Comparative results of the online linguistic tests carried out on the OLS platform.
- Reports from the participants in the Mobility Tool+ platform.
- Participants' intervention in the Moodle platform, for the monitoring of the FCT module in Europe, devised by the educational administration of the Andalusian Government.
- Participants' intervention on the school website, on the mobility blog.
- Degree of satisfaction of the participants.
- Assessment of the final report regarding the development of the project by the National Agency.
- Job insertion of the participating students.

What is the envisaged impact of your participation in the Erasmus+ Programme on your institution?

Please reflect on targets, as well as qualitative and quantitative indicators in monitoring this impact (such as mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects (under the KA2 action), sustainability/long-term impact of projects etc.) You are encouraged to offer an indicative timeline for achieving the targets related to the Erasmus+ actions.

Original language (and translation into EN, FR or DE if the EPS is not in one of these languages)

In regard to the priorities established by the renewed EU Agenda for High Education, the expected impact from our participation is the following:

— **Tackling future skills mismatches and promoting excellence in skills development:** Contribution to the increase of personal and professional success levels of High Education students, promoting a relevant and pertinent quality of learning in our current society as well as a proper adjustment of their capacities to those of a high-end type which are demanded by the European **scenario** nowadays.

- Increased number of students enrolled in and graduated from our centre.
- Increase in the academic achievement rate to contribute to professional success of high education qualified students.
- Equal and inclusive access to high instruction as well as awareness-raising on the opportunities of permanent learning.
- Decrease in early school dropout and a higher level of motivation and expectations in order to pave the way towards professional qualification studies.
- Educational quality improvement in our centre, allowing an effective development of the **students'** capacities according to current needs of today's society.
- Improvement of the students' employability outlook as for required abilities and unmet needs of our present-day reality.
- A boost in students' labour integration by dint of the proper training received abroad.
- Improvement of the system planned to professionally motivate and reward the teaching staff.
- Improvement of the teaching and research competence among educational practitioners as well as further enhancement of their career development.

— **Building inclusive and connected higher education systems:** Improvement of the quality and relevance of Higher Education, favouring its capacity for integration and its connection with other teachings and the social environment that allows the development of social and civic competences.

- Improvement of the quality of our Higher Education and its prestige by means of mobility, cooperation, and transnational learning.
- Boost of transnational learning and relevant internships in high-quality European institutions.
- Educational integration and fostering of adequate learning conditions for students from disadvantaged backgrounds or with special needs, as well as equal opportunities for both sexes regarding access to underrepresentation studies.
- Awareness-raising and identification with the values of European citizenship and interculturality in our educational community.
- Awareness-raising regarding the performance of an active role in society.

- Strengthening of the relationship between the centre and the institutions in the immediate environment and those of the host countries.

— **Ensuring higher education institutions contribute to innovation:** Influence on innovation and commitment to the environment.

- Development of new teaching methods and learning strategies by means of transnational learning, international cooperation, and the exchange of best practices.
- Contribution to innovation in our social and economic environment.
- Consolidation of the programme in the school as a distinct sign of quality and improvement of its image.
- Impact on other institutions in the social and economic environment.

— **Supporting effective and efficient higher education systems:** To contribute the so-called “Helix of Knowledge” by reinforcing the strategies of relationship between education, research, society and innovation helping thus to the economic and social development of our area/region.

- Joint effort and connections for support among education research and society in favour of excellence, cooperation, and mutual exchange of knowledge.
- Establishment of effective links with businesses and public and private institutions supporting the social and economic development of our area.
- Commitment with social inclusion, research, and innovation in our social and economic context.

— **Implementation Strategy of Modernization and Internationalization of The Institution:**

- Increasing our graduates' standards of qualification and adaptation to the current needs in the labour market.
- Encouraging the teaching staff's professional development.
- Improving the quality, relevance, and prestige of the Higher Education in our school.
- Promoting connections between our school and other influential institutions in our area and in Programme/Partner Countries.
- Boosting mutual cooperation in innovation and **research** processes.

2. IMPLEMENTATION OF THE FUNDAMENTAL PRINCIPLES

2.1 Implementation of the new principles

Please explain the measures taken in your institution to respect the principles of non-discrimination, transparency and inclusion of students and staff. Describe how your institution ensures full and equitable access to participants from all backgrounds, paying particular attention to the inclusion of those with fewer opportunities.

Al inicio del curso académico quedará constituida la Comisión de selección integrada por la Vicedirección, la Jefatura de estudios y el resto de miembros del Equipo de internacionalización que resulten relevantes, que será la encargada de velar y garantizar el cumplimiento y aplicación de los compromisos adoptados en relación con el desarrollo del programa y de las movilidades, entre otros, el baremo aplicable que debe ser aprobado en el claustro final del curso anterior.

Por parte del tutor correspondiente se recabarán los informes de idoneidad, situación personal, nivel de competencias lingüísticas y evolución académica, y en todo el proceso y para su valoración y selección final, se aseguran las garantías procedimentales y la aplicación de los principios de legalidad, equidad e inclusión educativa e igualdad y no discriminación que subyacen en los siguientes objetivos de nuestra EPS:

- Asegurar procedimientos públicos, justos, transparentes, coherentes y documentados en todas las fases de desarrollo de las movilidades.
- Potenciar las actividades relacionadas con la orientación profesional y la tutoría.
- Garantizar la igualdad de oportunidades y la equidad en el acceso de los participantes a las acciones de movilidad por motivos de aprendizaje y desarrollo profesional y asegurar su buena preparación.
- Posibilitar la discriminación positiva para favorecer la inclusión educativa del alumnado procedente de entornos desfavorecidos, con necesidades especiales o en estudios de subrepresentación por razón de género u otras circunstancias.
- Garantizar el apoyo, la protección, y la seguridad de los participantes en las movilidades.

En su caso, se prestará el apoyo necesario para la organización de los viajes o se acordará la prefinanciación de la beca de estudios para favorecer una movilidad más inclusiva.

Please explain what measures your institution will put in place to implement the European Student Card Initiative, and promote the use of the programme's Erasmus+ mobile App to students. Please refer to the timeline indicated on the European Student Card Initiative website².

Como institución Erasmus, nuestro centro se compromete con las directrices de la Comisión para esta iniciativa europea y promoverá su uso según el calendario de implantación previsto para el que, en 2021, debe estar funcionando a pleno rendimiento para todas las entidades participantes y para 2025, permitir el disfrute de todas las ventajas para los estudiantes europeos participantes, en el marco de un Espacio Europeo de Educación.

Nuestro centro incorporará enlace informático informativo en la web y para la descarga de la aplicación móvil, e indicará la adopción de la Tarjeta Europea de Estudiante a los participantes para la identificación personal y gestión on line de todos los trámites relacionados con la movilidad y la información de interés para una experiencia de movilidad de alta calidad en el extranjero.

En la medida de lo posible, se asegurará que la información útil referida a los diferentes aspectos relevantes de la movilidad, estén disponibles en la aplicación móvil+ Erasmus, cuyo uso entre los estudiantes se promoverá.

De igual forma, se incentivará la participación en acciones formativas del personal relacionado con el desarrollo del programa en el centro en relación con la digitalización de la gestión de las movilidades Erasmus.

² https://ec.europa.eu/education/education-in-the-eu/european-student-card-initiative_en

Please explain how your institutions will implement and promote environmentally friendly practices in the context of the Erasmus+ programme.

De acuerdo con las directrices del programa y en el marco de nuestra Política de Gestión Medioambiental según Normas UNE-EN ISO:2015 y Ambiental, nuestro centro desarrollará prácticas sostenibles y respetuosas con el medioambiente en todas las fases de ejecución de los proyectos.

La propia iniciativa *Erasmus sin papel* contribuirá a este objetivo, que nuestro centro impulsará para la mejora, simplificación y seguridad de los procedimientos administrativos de gestión e intercambio de información de las movilidades a través de la Red Erasmus Without Paper, y que permitirá un menor uso del papel en todo el proceso referido a la movilidad.

En igual sentido, se estimulará la integración del alumnado participante en las patrullas verdes, que como alumnos de mayor nivel educativo deberán liderar, cuya función es la de velar por la limpieza de los espacios de uso común del centro y la utilización de los diversos contenedores para la separación adecuada de los residuos durante los recreos y en sus propios grupos de referencia.

De igual forma y en la medida de lo aconsejable, se preferirá la utilización de los medios terrestres al uso del medio aéreo en los desplazamientos necesarios para las movilidades.

Please explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students before, after and during mobility.

Creemos que la participación en el programa fomenta la comprensión internacional y el ejercicio de una ciudadanía activa comprometida con la diversidad cultural y el sentimiento de pertenencia europeo.

La dinámica del centro hace importante la figura del delegado del grupo, la reunión de delegados y la participación de la representación del alumnado en el Consejo escolar.

En los primeros meses del curso, el alumnado participa en una encuesta general de satisfacción sobre el servicio educativo que están recibiendo y el funcionamiento general del centro, de la que derivan propuestas de mejora para cuyo desarrollo y puesta en práctica luego, se les solicita su implicación.

En el centro también, se organizan multitud de actividades con objeto de las diversas celebraciones de carácter cívico que sirven al objetivo de compromiso cívico y sentimiento de pertenencia cultural en las que la participación del alumnado es relevante.

Entre el alumnado y respecto a su entorno, nuestro centro promueve la participación como voluntarios en actividades de implicación social y ciudadana y favorece el aprendizaje no formal e informal que se deriva de ellas. A nivel local animamos a su implicación en asociaciones culturales y deportivas y de apoyo a colectivos desfavorecidos adoptando una función activa y de compromiso respecto a ellas.

Además, nuestro centro colabora estrechamente con la Delegación de Juventud del Ayuntamiento de la localidad, acreditada como entidad participante en Erasmus+ Juventud y con contactos y relaciones consolidadas con entidades socias europeas, con la que fomentamos la participación de nuestro alumnado como voluntarios en el CES.

Durante la estancia se les invita a que participen de la vida cultural y social de la ciudad de acogida, de las reuniones que el propio programa auspicia para los estudiantes Erasmus en Europa, en la medida de lo posible en función de la ciudad y país de acogida, y de la posibilidad de colaboración con instituciones más allá de lo que el acuerdo de prácticas impone, haciendo llegar sus experiencias al centro vía intervención en la web o bien, mediante su participación en videoconferencia con ocasión de las celebraciones que el centro promueve, *Día de Europa*, *Acto de Graduación*, entre otras.

A la finalización de la estancia se facilitará la condición de embajadores y apoyo a los participantes futuros ante las dudas y dificultades que pudiera suponerles la participación en las movilidades y para promover sus beneficios y la creación de una comunidad de antiguos alumnos participantes en el programa.

A este respecto, el centro promoverá también la participación en otros proyectos internacionales que fomenten una mejor relación y repercusión en el entorno local de las experiencias de los participantes en las movilidades y una mejor comprensión internacional.

2.2 When participating in Mobility Activities - After mobility

Please demonstrate your commitment to implement full automatic recognition in your Higher Education Institution.

Please describe the concrete steps you will take to ensure the full automatic recognition of all credits gained for learning outcomes achieved during a mobility period abroad/ a blended mobility, according to the Council Recommendation on Automatic Mutual Recognition³.

La Legislación nacional que regula y establece los diversos títulos de Técnico Superior correspondiente a los estudios de ciclo formativo de grado superior, integrado en el denominado Espacio Europeo de Educación que supuso la convergencia y compatibilidad europea de los distintos sistemas de educación superior existentes en los diferentes países, establece la equivalencia y el reconocimiento automático de los créditos ETCS, 22 para el módulo de Formación en Centros de Trabajo, objeto de la movilidad para prácticas largas del alumnado participante en el programa.

Nuestra institución asegurará el reconocimiento oficial de las actividades completadas satisfactoriamente en las movilizaciones para prácticas de FCT del alumnado participante dentro del sistema de transferencia de créditos (European Credit Transfer System) y facilitará el *Suplemento Europeo* o Suplemento Europass, como documento de información en inglés adjunto al Título, destinado a facilitar la comprensión a terceros, en particular a empleadores o instituciones de otro país, del significado del Título en términos de las competencias adquiridas por su titular.

Igualmente, se facilitará el documento de *Movilidad Europass* de registro y acreditación de los conocimientos y capacidades adquiridas con las prácticas de trabajo en la empresa y que cumplimentarán nuestro centro como organización de partida y la organización de acogida en Europa.

Por último, después de la movilidad el alumno recibirá también, el *Certificado de prácticas* de parte de la institución de acogida con la evaluación pertinente del tutor correspondiente en la empresa.

<http://www.todofp.es/orientacion-profesional/itinerarios-formativos-profesionales/movilidad/que-es-el-suplemento-europass/titulos-loe>

<https://europass.cedefop.europa.eu/es/documents>

Please describe your institution's measures to support, promote and recognise staff mobility:

Nuestra institución facilitará también, la participación del personal en el programa reconociendo su valor para la propia modernización de nuestra actividad educativa y para su propio desarrollo profesional.

En este sentido, a los coordinadores Erasmus se les reconoce alguna hora de dedicación al desarrollo de los proyectos en su horario de carga semanal y en cuanto a los periodos de movilidad, se procurará que no supongan excesiva alteración en la rutina de la actividad educativa haciéndolos coincidir en parte al menos, con fines de semana, períodos vacacionales o de menor exigencia de dedicación en el centro, ya que las sustituciones para ausencias del personal dependen de la propia administración educativa de comunidad autónoma y no suelen darse para las de corta duración como es el caso de las movilizaciones de personal por motivos de aprendizaje.

De otra parte, la participación en el programa ha incidido ya en la orientación de la actividad formativa del personal docente, con asistencia a *Encuentros y Jornadas Erasmus* referidas a los distintos sectores educativos en los que participamos y en acciones formativas diversas sobre los distintos aspectos de su gestión convocadas por la propia administración educativa. En este caso, se tratará de incentivar la asistencia en mayor medida en el baremo de selección anual de participantes.

Además, la participación en la gestión y desarrollo de los proyectos en el centro se incentiva con 35 y 50 horas de formación, para participantes y coordinadores Erasmus respectivamente, por parte de nuestra administración educativa de la Junta de Andalucía.

³ The text of the Council Recommendation on Automatic Mutual Recognition may be found at: [https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1568891859235&uri=CELEX:32018H1210(01))

2.3 For the Purposes of Visibility

Please provide the web link where you will host the Erasmus Policy statement in the future. Please reflect on how you plan to regularly promote the activities supported by the Programme.

Nuestro enlace:

<https://iesfelipesolis.com/proyectos-internacionales/>

En cuanto a la información y promoción de las actividades de movilidad apoyadas por el programa en nuestro centro trataremos de consolidar las que siguen:

- Celebración de los *Erasmus Days* u otro tipo de celebración específica para la formación profesional que se convoque.
- Celebración del *Día de Europa* que por dos años consecutivos el centro ha celebrado el incluido el actual 2019-2020.
- *Jornadas de Orientación al Empleo* para el alumnado de 2º de ciclos formativos, de larga tradición en el centro, con inclusión de ponencias dedicadas "*Erasmus+: Vivir, sentir y aprender en Europa*".
- *Plataforma de Resultados de los Proyectos Erasmus (E+PRP)*.

Please describe how you will ensure that the principles of this Charter will be well communicated and applied by staff at all levels of the institution.

Como objetivo de nuestra política institucional en relación con las prioridades del programa, nuestro centro prevé específicamente:

- Asegurar la visibilidad y difusión de los resultados de los proyectos entre la propia comunidad educativa a través de los órganos colegiados y de coordinación educativa, las representaciones de la administración local, regional y nacional y de asociaciones empresariales y la web del centro, las redes sociales, los medios de comunicación locales, provinciales y regionales, Jornadas anuales de Orientación Laboral que se celebran en el centro, así como la propia Plataforma de Resultados Erasmus.

Desde el Equipo de internacionalización, por parte de quien corresponda por tener la correspondiente representación, la información relevante referida al desarrollo del programa en el centro se transmitirá en el seno del Área de Formación Profesional para su conocimiento y valoración también, de parte del ETCP, donde se hayan representados todos los departamentos de coordinación didáctica del centro.

De otra parte, los coordinadores de los diferentes proyectos informarán periódicamente en el Claustro del desarrollo de los proyectos, de las actividades que se programan y de los resultados que se vayan obteniendo.

Por último, será la propia dirección del centro quien informe y someta a votación en su caso, en el seno del Consejo Escolar, las cuestiones referidas a nuestra participación en el programa.

Respecto a la evaluación de los proyectos que se desarrollen y la medición del impacto de sus resultados, se realizará en el seno del Equipo de internacionalización utilizando determinados indicadores previamente fijados y previa elaboración en su caso, del correspondiente instrumento de medición, que irá dirigido a los distintos sectores y miembros de nuestra comunidad educativa según quién su opinión resulte relevante. Los resultados de la evaluación se comunicarán para su análisis también, al Área de Formación Profesional, al Equipo de Coordinación Pedagógica y finalmente, al Claustro y Consejo Escolar.

Será relevante además, la valoración que resulte del informe final previsto por las normas de gestión del programa, nuestra participación en jornadas de difusión del programa convocadas por el CEP y en las actividades programadas por Europe Direct Córdoba, la participación en la propia plataforma de resultados de proyectos Erasmus, E+PRP, así como la herramienta de autoevaluación ECHE, como punto de referencia en cuanto a la aplicación y consecución de los objetivos comprometidos con el programa que, a medio y largo plazo, deben suponer una mayor sensibilización de parte de todo el personal y un desarrollo evidente de nuestra estrategia de modernización institucional.

Finalmente, toda nuestra Declaración de Política Erasmus, así como la propia Carta de Educación Superior que se nos conceda, aparecerán destacados en la web de nuestro centro y su conocimiento general se promoverá oportunamente, en todos los canales a los que tengamos acceso.