



Erasmus+ Programme (ERASMUS)

Application Form

Technical Description (Part B)

Erasmus Charter for Higher Education (ECHE) 2021-2027

Version 1.0

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Disclaimer

This document is aimed at informing applicants. It serves only as an example. The actual web forms and templates are provided in the Funding & Tenders Portal Submission System (and may contain certain differences). The applications (including annexes and supporting documents



1. ERASMUS POLICY STATEMENT (EPS)

ERASMUS POLICY STATEMENT

Participation in Erasmus+

Describe how you plan to participate in Erasmus+ actions in the future.

Explain how they will be implemented in practice at your institution.

Note: The following types of Erasmus+ activities are open to HEIs:

- *Key Action 1 (KA1) - Learning mobility of individuals:*
 - *Mobility project for higher education students and staff*
 - *Student mobility for studies*
 - *Student mobility for traineeships*
 - *Staff mobility for teaching*
 - *Staff mobility for training*
 - *Blended intensive programmes*
- *Key Action 2 (KA2) - Cooperation among organisations and institutions:*
 - *Partnerships for Cooperation*
 - *Partnerships for Excellence – European Universities*
 - *Partnerships for Excellence - Erasmus Mundus Joint Master Degrees*
 - *Partnerships for Innovation*
 - *Alliances for Innovation*
- *Key Action 3 (KA3) - Support to policy development and cooperation.*
- *Jean Monnet Actions*

Strategy, objectives and impact

What would you like to achieve by participating in the Erasmus+ Programme? Which are the policy objectives you intend to pursue? Describe how the participation fits into your institutional, internationalisation and modernisation strategies.

What is the envisaged impact of the participation on your institution? Explain how you expect the participation to contribute towards achieving the objectives of your institutional strategy. Explain how it will contribute to making your institution more modern and more international. Explain how you expect the participation to contribute to the goal of building a European Education Area.

Note: The objectives should be clear, measurable, realistic and achievable.

Indicators

For each objective, define appropriate indicators for measuring achievement (e.g. mobility targets for student/staff mobility, quality of the implementation, support for participants on mobility, increased involvement in cooperation projects, sustainability/long-term impact of projects, etc.). Link the targets to

a timeline.

 If you change your activities or objectives, please don't forget to update the EPS on your website and inform your Erasmus+ National Agency.

Participation in Erasmus+

Our plan to participate in Erasmus+ following activities in Key Action 1 (KA1) - Learning mobility of individuals:

- Student mobility for traineeships
- Staff mobility for training

From the IES Celso Diaz we are compromised to achieve a quality education and fostering international opportunities to our students and staff. These kind of mobilities are aligned in the VET sector under the KA1, mobilities that the centre are running since 2021. We must keep this accreditation that our vocational training students have enjoyed and will continue to enjoy in commercial activities. We aim for our Erasmus Charter for Higher Education, which also allow students from our International Trade Higher degree program to participate in the mobility of students and professors. This will increase the number of students and teachers and make us to establish more partnerships with companies or entities across Europe mainly. This will be expanding the opportunities for the students motivated them to continue with the studies and avoiding the school early leaving.

We will work promoting the professional and personal competences that these opportunities bring to the participants. The learning outcomes in this sector will be recognised with the national procedures (FCTS module) but also with the ECTS credits at international level which it will be automatically recognised in the academic records of each student.

The support will be provided by different people from the school, the students have the teacher who is the tutor, who is the responsible of the guidance and support during the school year but also during the internships and in terms of learning outcomes too. To facilitate smooth participation, the Erasmus coordinator will provide comprehensive meetings to work on cultural aspects, logistics, orientation, and information on the specific administrative requirements of the Erasmus programme before, during and after the mobilities.

Regarding the mobilities for the staff, we believe in the professional development and lifelong learning. It will contribute to enhance the skills and expertise of our academic and administrative staff. Moving forward, we plan to prioritize staff mobility opportunities that align with our institutional strategic goals, such as digitalization, innovative teaching methods, and intercultural competence. For those who are having fewer opportunities, the school would like to promote their participation giving them extra support with e orienteering department to work on the inclusion and diversity on the school.

For the administrative point every mobility will count with the support of the direction and its teams.

We are committed to gradually increasing the number of students and staff participating in Erasmus+ mobility actions.

Erasmus+ actions will continue to be a key pillar of our internationalization strategy, contributing to the development of a global mindset among our students and staff and enhancing the visibility, reputation in international projects.

This is very important for our international business students so that they can contribute their experiences to the businesses in our institutional environment, where internationalization is part of their core mission.

We want to demonstrate to companies that educational institutions contribute human capital, thanks to the efforts that the European Union makes to ensure that individuals, companies, and institutions feel a sense of belonging to this social, cultural, and economic area known as the European Union.

Strategy, objectives and impact

Currently, our educational center has implemented projects that, although not Erasmus, contribute to developing skills and competencies among our students and teachers. Students who are currently enrolled in compulsory secondary education and high school could become future students in our vocational training programs. With the introduction of training cycles such as Commercial activities and the recent inclusion of the International Trade degree (HE), there are already teachers participating in local projects. Some of the projects are as follows:

- PILC project (LANGUAGE IMMERSION PROJECT IN THE CENTER
- EOI (OFFICIAL SCHOOL OF LANGUAGES)
- TIRAR DE LA LENGUA (PULLING THE TONGUE).
- PROYECTO ROBOTIC (ROBOTIC PROJECT).
- ERASMUS ACCREDITED IN VET
- Contest of debates to improve communication skills.
- Almazuela (Radio)
- CEHS centro educativos hacia la sostenibilidad (Center to the sustainability)

With the participation Erasmus program, the institution would like to achieve the following objectives:

- Improve the expression and communication skills in modern languages of both students and teaching staff
- Prepare students to be capable of moving in international work environments and stepping out of their comfort zones
- Make students feel the importance of considering themselves European citizens by engaging in mobility programs that promote sociocultural and intercultural exchange, develop the spirit of teamwork in other countries of the European Union for learning work methodologies in different countries and foster the entrepreneurial spirit that the European experience of different business models and collaborative work can bring,
- Give both men and women equal opportunities to participate in important projects, such as student mobility for internships in European companies, and make women aware that they can attain positions of relevance in work environments.
- Interlinking the company experience with learning in the educational institution.
- Facilitating the movement of European citizens with the financial assistance of the Erasmus + Program to have a society (students and our institution more internationalize and get contacts in labor market and educative environment).
- Facilitate the employability at national and international character

All these objectives align with the institutional strategies for internationalization and modernization because, in addition to providing compulsory education, our institution also offers high school, basic vocational training in business management, vocational training in commercial activities, and since the 2022-2023 academic year, it has been offering the higher education degree in international trade. This degree has been received by both students and companies in the city of Arnedo. Companies in Arnedo have a significant presence and prestige at the international level and require graduates trained in this field, as well as in modern languages of the European Union, enabling them to have a broad understanding of the various cultures within the Union that allows for flexibility in adapting to different environments in a globalized world.

From the perspective of our educational institution, it is very attractive to offer programs like those provided by Erasmus+, as it contributes to our purpose of being a modern educational center with well- trained faculty that is constantly evolving with social requirements.

From the standpoint of contributing to the goal of building a European Area of Education, initiated with the Bologna Process for the harmonization of Educational Systems in the European Union. These efforts will allow us to be a modern institution where, perhaps in the future, we can facilitate student exchanges in which higher education students can undertake stays within the program at other European institutions for a semester or a full academic year, as is already done at universities across Europe adding the technician sector.

Indicators

Using these indicators will enable your institution to effectively measure progress toward its goals while also showcasing the benefits of participation in Erasmus and similar initiatives.

Quantitative Indicators:

1. **Number of Successful Partnerships:**

- Count the number of partnerships established with companies and educational institutions across Europe each year.

2. **Student Mobility Statistics:**

- Track the number of students participating in mobility programs annually, as well as their destinations.

3. **Internship Placements:**

- Measure the percentage of students who secure internships related to their field of study.

4. **Employment Rate Post-Mobility:**

- Monitor the employment rate of students within six months after participating in mobility programs.

5. **Feedback Scores:**

- Use surveys to gather data and quantify satisfaction levels from students and staff regarding their mobility experiences.

6. **Language Improvement:**

- Assess language improvement through standardized tests or assessments before and after mobility experiences.

Qualitative Indicators:

1. **Personal Development Reports:**

- Analyze students' self-reported feedback on personal growth and development through mobility experiences.

2. **Cultural Understanding:**

- Gather qualitative data on students' perceptions of their understanding of other cultures post-participation in international projects.

3. **Quality of Educational Content:**

- Assess the perceived relevance of educational content through interviews or focus groups with faculty and students.

4. **Relationship Strengthening:**

- Evaluate the qualitative aspects of relationships formed with partners, such as satisfaction with collaboration and exchange of ideas.

5. **Perception of Communication Skills:**

- Conduct reflective interviews with students and faculty regarding changes in communication skills due to mobility and international collaboration.

6. **Quality of Internships:**

- Collect qualitative feedback from students and employers on the relevance and quality of internships offered.

7. **Engagement Satisfaction:**

- Measure the satisfaction levels of parents, alumni, corporate partners) with the educational initiatives and partnerships.

2. ORGANISATION AND MANAGEMENT

2.1 General organisation and management

General organisation and management *(n/a for Topic 1)*

Describe the administrative and academic structures and resources at your institution for organising and implementing the Erasmus+ Programme activities.

Provide a detailed description of how tasks and responsibilities are divided among staff, with regard to both administrative and academic decision-making processes.

Provide the web link with contact details of your institution's international office (or equivalent) dealing with implementing and organising Erasmus+ Programme activities.

Our center is structured into different departments, one for each subject taught. Currently, we have 17 departments.

Our areas of education and training are:

- Compulsory Secondary Education
- Basic Vocational Training
- High School
- Specific Vocational Training at Intermediate Level. (Business Activities).
- Specific Vocational Training at Higher Level (higher education) (International Trade).

Our center is made up of 83 teachers, each belonging to their corresponding department. Each department appoints a representative (head of department) who periodically attends the Pedagogical Coordination Committees.

These committees are composed of all the heads of departments and the management team.

The management team consists of four members:

- Director
- Head of Studies
- Assistant Head of Studies
- Secretary

Regarding Erasmus+ programme, will be included the Erasmus Coordinator.

The management team is responsible for the administration and supervision of the center's operations; we are an interrelated and well-coordinated center. The management team informs the heads of departments in the Pedagogical Coordination Committees about all the reports that have been created and the new actions being taken. Following this, the heads of departments meet with their department colleagues and communicate what has been decided in the Pedagogical Coordination Committees. This way, all teachers are kept informed of what is happening in the center.

On the other hand, the teachers who teach each specific group are also coordinated through the class tutor. The tutor has weekly meetings with the Center's Guidance Counselor and the Head of Studies to coordinate the students and teachers who teach in that group. Another means of coordination is the meetings with the entire Faculty, where decisions for the center are voted on and information about actions taken during the course is provided.

For coordination with parents, we have the Parents' Association, with which the Director meets periodically to inform them about the actions must be taken in the center.

Lastly, there is the School Council, formed by representatives of the teachers, parents, the Parents' Association, the local town hall, non-teaching staff, students, and the management team. In these meetings, information is shared, debates are held, and decisions made at the center are approved.

Regarding non-teaching staff, we have four janitors, two administrative staff, and four cleaning staff members. The management team is also responsible for their functioning and organization.

Number of students: 602

Number of teachers: 83

Number of non-teaching staff: 10

Regarding decision-making at the academic level, decisions are made in accordance with the educational law that governs the teaching provided in our center, along with the guidelines and orientations of the teaching team. The contributions are made in department meetings and led by a teacher specialized in the taught subjects.

As for administrative decisions, the management team has a secretary who manages the budgets allocated to the institute, and decisions are made by the management team based on the accounts provided by the secretary and the administrative staff of the center.

The Erasmus activities will be on charge the Erasmus coordinator who is in contact with all the members

of the structure. This coordinator will be in contact with the management team to manage the activities under the Erasmus programme and all together will make the important and transversal decisions. Also, another role important will be the class tutors who will be the responsible of the practical activities of their students, in the case of the internships, they will be guiding the students and also the hosting entities to reach the learning objectives. Also, in terms of economical distribution and payments, the management team will be aware about the payments and the secretary will be the person who will do it.

All the procedures will be run by all the parts involved and coordinated by the Erasmus coordinator.

Web link: <https://iescelsodiaz.larioja.edu.es/>

2.2 Quality assurance and monitoring and evaluation strategy

Quality assurance and monitoring and evaluation strategy (n/a for Topic 1)

Describe the methods to ensure good quality, monitoring, planning and control.

Describe the evaluation methods and indicators (quantitative and qualitative) to monitor and verify the outreach and coverage of your activities.

From the departments that make up the different modules of the higher vocational training degree, the learning standards reflected in the LOMLOE legislation and law 3/2022 will be evaluated to ensure that students receive competency-based training, learning by doing, and lifelong learning opportunities. The departments, as they do today, will work in conjunction with the vocational training department to equip students with discursive strategies in a foreign language.

In order to ensure the quality about all the monitoring and evaluating process, the management team and the Erasmus coordinator, will create a clear standards and guidelines in order to reach our objectives. The communication will be regular among all the parts involved to ensure the good and quality processes. The evaluation of these activities will be done during all the stages of the projects, in the beginning, during the mobilities and after the mobilities, with all the teams precise (management team, orienteering team, tutors and Erasmus coordinator).

The guidance team, in collaboration with the management team and the Erasmus coordinator, will coordinate activities that help students improve their abilities to navigate everyday situations applicable to real life, aimed at enhancing their personal relationships with their social environment. The real experience of living and interacting with people from different sociocultural backgrounds abroad will enhance their capacity for integration and help dismantle their mental barriers when engaging with the modern world.

Activities will be conducted in which students recognize the differences among peers that unite us. Through practical group dynamization activities, students will improve their tolerance and flexibility in collaborative work. Higher vocational training students will create tangible projects that are evaluated against the assessment criteria established by the relevant departments.

2.3 Communication and visibility

Communication and visibility

Describe the communication strategy for promoting the Erasmus+ programme and your activities.

Clarify how you will reach the target groups and explain the choice of the dissemination channels.

Provide the web link where you will host the EPS and the ECHE Charter.

On our website link www.iesceldiaz.larioja.edu.es,

A well-planned communication and visibility strategy is one of our objectives for promoting the Erasmus+ programme and ensuring that all activities reach the intended target groups effectively inside the center and outside. This strategy outlines the key methods and channels that will be used to maximize awareness, engagement, and dissemination of information about the Erasmus+ initiatives.

We publish all topics related to our projects. There is a specific section for all the activities and projects that take place at the center. Additionally, we also have a section in the website menu for scholarships

and grants, where we publish the calls for student mobility and the necessary requirements for participation, adhering to the principle of transparency of the Erasmus+ program, the ECHE Charter and our policy.

In our center, during 2023-2024, an internationalization day was held to introduce our center in general and the higher education degree in International Trade to the public institutions of the Autonomous Community of La Rioja, the authorities of the community itself, the La Rioja Chamber of Commerce, and The La Rioja Economic Development Agency (ADER), to showcase our center, our degree, and our programs, especially the Erasmus+ program, to highlight the activities and projects we belong to. Business owners from the region were also invited. Given the success and impact of the internationalization days, the educational center intends to organize it again. This event has also helped to give notoriety to our institution, as well as the programs, in which we work, one of them the Erasmus + program.

Additionally, given the importance of social media today, we also make posts on the institute's social media to raise awareness of all the activities proposed at our center and thus give them visibility.

Depend on the targets will focus more in social media if the content is for the students and young people of our local community and also for the others audiences we will use the official website of the center. Beside this, we will disseminate the projects and the results in different events such as in the events to start and finish the courses and also the internal meetings among the students and also the school council.

3. IMPLEMENTATION OF THE ECHE CHARTER PRINCIPLES

3.1 ECHE fundamental principles

ECHE fundamental principles

Non-discrimination, transparency and inclusion

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.

Note: More information on the ECHE Charter principles can be found in the [ECHE Guidelines](#).

Our institution is fully committed to the fundamental principles outlined in the Erasmus Charter for Higher Education (ECHE), specifically focusing on **non-discrimination**, **transparency**, and **inclusion**. We aim to provide equal opportunities for all participants. The center hosts a great diversity of students (with special needs, educational difficulties, economic and geographical obstacles, cultural differences, etc.), which is why one of our main objectives is to ensure that no one is left behind and that everyone can benefit from a quality education and also the Erasmus program activities giving them a personalized support according with their needs.

Students with fewer opportunities are accompanied and guided at all times by the counselling department and the entire management team. So that their differences do not prevent them from participating in all the activities that take place at the center. We will follow the internal indications but also the inclusion strategy of our National Agency. We will publish the financial extra support that the National Agency offers to these targets considered fewer opportunities but also, we will count with the counselling and orienteering department who is run by professionals and psychologist. If it is needed, we will contact also the department of inclusion of our regional ministry.

Additionally, we analyze the personal situation of each of them so that they are the main beneficiaries of tools and financial assistance. The center always holds informational meetings with all interested students and ensures a transparent and equitable process for everyone who wants to participate using a clear communication, establishing and publishing all the criteria and processes on the calls given them access to have a direct feedback with the team.

ECTS credits (*n/a for Topic 1*)

Explain your institution's methodology for allocating ECTS credits to different courses. If are not yet using the ECTS credit system, please explain why this is the case.

Note: More information on ECTS can be found in the [ECTS Users' Guide](#).

Our institution, IES CELSO DIAZ, has established the methodology for the distribution of ECTS credits in our Higher vocational training cycle according with national and international law. Furthermore, there is a collaboration agreement signed between the Department of Education, Culture, and Tourism of La Rioja Government and The University of La Rioja for the recognition of credits between the titles of Higher Education Technician, taught in the Autonomous Community of La Rioja, and the bachelor's degrees offered at the University of La Rioja." We have included the link to the agreement and the validation details.

https://www.unirioja.es/estudiantes/gestion_expediente/reconocimientosECTS/Convenio_CAR_reconocimientos_FP_Grado.pdf

European Student Card and Erasmus+ App

Explain the measures to implement the European Student Card Initiative and promote the Erasmus+ mobile App to students.

Please refer to the timeline for the European Student Card Initiative on the [Europa website](#).

According with info provided by European commission: "Straightforward and secure online administrative procedures and putting information at the fingertips of students are essential to boosting student mobility across Europe.

The European Student Card Initiative (ESCI), it is crucial to promoting student participation in educational and cultural activities in line with the vision to create a European Education Area by 2025.

- European Student Card - transforming current student cards into a European Student Card so students can benefit from on- and off- campus services during their mobility
- Erasmus+ App - a single app to help Erasmus students with all their practical administration – before, during and after their mobility programme.
- Erasmus without peper - a digital solution connecting systems in use at higher education institutions allowing to manage their Erasmus+ mobilities online"

We are working in order to implement all these initiatives, especially with our higher education students even if we are not a university. However, If we are not wrong all these initiatives are though (for the moment) for universities. We will research in order to working with it, because we have never worked with these initiatives, but for sure, we will try to, due to the fact that the mobile and digital format are always more appealing for the students, although maybe these procedures are not easy for the hosting entities. We do not have set a timeline yet. Beside this, we will promote all the process and procedures online although most of the European initiatives are not focused on the Higher vocational schools.

Environmentally friendly practices

Explain how your institution will implement and promote environmentally friendly practices in the context of Erasmus+ programme activities.

Our Environmental Commitment in the Erasmus+ Programme

As part of our commitment to sustainability and environmentally friendly practices, our institution, IES CELSO DIAZ, will promote several initiatives within the framework of the Erasmus+ programme:

- Sustainable Mobility: We will encourage our students and staff to utilize sustainable transportation options when traveling for exchanges and projects for international trip always that they will be reachable and also for the local transportation. This includes promoting the use of public transport, carpooling, biking, or walking whenever feasible.
- Eco-Friendly Accommodations: During mobilities, we will prioritize accommodations that have sustainable practices in place. This may involve choosing host families or hotels that employ green initiatives, such as waste recycling and energy conservation.
- Digital Communication: To minimize paper use, we will implement a robust digital communication system for sharing information, reports, and learning materials related to the Erasmus+ programme. This will not only reduce our carbon footprint but also enhance accessibility and collaboration among participants.
- Integration in Curricula: We will explore ways to integrate environmental topics and

sustainability into our curricula of the higher degree, connecting these themes with the goals of the Erasmus+ programme. It is true, that the school has already several projects to work on the field of environment and sustainability from the Secondary Education. By fostering discussions around sustainability in our learning environment, we aim to cultivate environmentally conscious future professionals.

By implementing these environmentally friendly practices, we aim to contribute positively to the goals of the Erasmus+ programme while promoting a culture of sustainability within our institution and beyond. We believe that together, we can make a meaningful impact on our environment as we engage in educational mobility across Europe.

Civic engagement and active citizenship

Explain how you will promote civic engagement and active citizenship amongst your outgoing and incoming students participating in Erasmus+ activities.

From our school, we are really motivated to work in transversal values and competencies and especially under languages and internationalization. Actually, the center counts with several projects to work on these fields such as the PILP, EOI, and the European ambassador among others.

We always strive to organize a briefing with our outgoing students to enhance their civic engagement and active citizenship. It is also advisable to address the cultural differences between countries, even though the spirit of citizenship and civic engagement is common across all of them. When we welcome incoming students, we make an effort to discuss these topics as well, providing them with essential information regarding civil citizenship. We will prepare also some meetings after the mobility to reflect about their own participation and engagement during and after the mobility with their own community.

Our aim is to promote active citizenship in educational practices within schools, particularly in the context of existing social, political, economic, and cultural environments. Additionally, we seek to assist students in developing the knowledge, skills, attitudes, and values necessary for their active participation in democratic life. This participation is primarily through learning and exercising their rights and responsibilities as citizens, both within educational institutions and in their communities.

The knowledge, skills, attitudes, and values that students acquire through the use of this framework are deemed essential for fostering active citizenship.

3.2 Mobility activities

Student/staff mobility

Course catalogues (before mobility) (n/a for Topic 1)

How will you ensure that all courses taught at your institution (and the languages they are taught in) are described in a publicly available course catalogue in accordance with the [EU Recommendation on Automatic Mutual Recognition](#)?

If we understood properly, for the moment we don't have incoming students and neither teacher, so this course catalogue it is not applicable.

Inter-institutional agreements for study and teaching mobility (before mobility) (n/a for Topic 1)

Describe your institution's approach to concluding and monitoring inter-institutional agreements for study and teaching mobility.

Explain how and by whom the learning agreements for mobile students will be managed.

The centre is not considering this type of mobilities in the short term, as we want to focus on student mobilities for internships and staff mobilities for training. Therefore, this section does not apply to us at the moment.

Support for outgoing students/staff (n/a for Topic 1)

Describe your institution's policy for preparing outgoing students/staff (e.g. language courses,

workshops/information on inter-cultural competencies, etc).

Describe mentoring and support arrangements for outgoing students/staff (e.g. peer mentoring; information on accommodation insurance, visa, etc.).

The center ensures that the procedures are fair and transparent, providing the necessary documentation to participate in student mobility. In accordance with the principles of the Erasmus Charter, the process will be open to all higher education students at this center, inviting them to participate on equal terms. To achieve this, the call for participation and the necessary requirements, along with the steps of the procedure, including personal interviews and motivation letters, will be published in advance. These will be evaluated by a team of professors trained for this process. All information related to mobility opportunities will be announced on our website in a transparent and clear manner.

To ensure that students are prepared to undertake internships abroad, they will be given talks about what mobility entails, informing them of all the opportunities it offers, as well as the challenges they may face. We will also inform students about the importance of training in modern European languages, especially English, which is spoken in almost all EU countries. To this end, we will provide information about the bilingual programs available at the center, as well as the existence of the Official School of Languages (EOI) in Arnedo, so that they can continue their language education.

The center will provide all necessary support to ensure that students have appropriate internships abroad with all the aspects related to the accommodation, hosting entity, task to develop there, etc. We will provide the information needed to help them obtain the necessary documents for entry into their destination countries, Erasmus documents, and education documents. Also, we will assist them in obtaining insurance according to the minimums. For the moment, it is managed by the regional education ministry. Finally, students will be informed about the benefits of using the Erasmus Student Charter and encouraged to make use of it.

All these procedures will be under the responsibility of all the departments a support role that we have mentioned previously (management team, Erasmus coordinator, counseling, tutor, etc.).

Support for incoming students/staff (during mobility) (n/a for Topic 1)

Describe mentoring and support arrangements for incoming students/staff (e.g. peer mentoring; social integration within the institution and with its local students and staff; information on accommodation insurance, visa, etc.).

For the moment, we are not thinking of hosting students or staff under Erasmus program, just sending. However, if in the future we decide to host students or staff, we will prepare a plan with the following points: we will establish previous contact to concrete all the conditions of the mobilities. Once the participants arrive, we will prepare a session to welcome them and give them some orientation about the local context, our center, giving them information more practical for their stay. From the center we will prepare some peer mentoring if they are students, we will organize couples to have some equal guiding them and the same for teachers in social, cultural, local aspects. The center also will create some events to support in terms of integration and knowing better the institution.

The Erasmus coordinator will guide with all the administrative procedures such as insurances, visa, recommendations about the accommodations, etc.

Full automatic recognition of credits (after mobility)

Describe the measures to ensure the full automatic recognition of credits for learning outcomes during a mobility period abroad/blended mobility in accordance with the [EU Recommendation on Automatic Mutual Recognition](#).

The fully automatic recognition will be done by the tutor at the center with the support of the tutor in the hosting entities. According with the European law the technician in higher degree, although in Spain is Vocational Education and Training, our students will receive the fully automatic recognition always that they pass and get all the learning results set. This recognition now is under the module called "Formación en Centros de Trabajo" and if they are apt, automatically will be recognize the ECTS under the time in hours developed and agreed in the learning agreement for trainingships. These agreements should be signed by the sending and enterprise and the student, before the start of mobility and it will include the ECTS credits to be recognized.

Recognition of staff mobility (after mobility)

Describe your institution's measures to support, promote and recognise staff mobility.

IES Celso Díaz aims to achieve quality education and to this end, it is necessary to promote staff mobilities for training and recognition in order to foster professional growth, knowledge exchange and development of the institution.

In addition to the support during the mobility, the center will also provide guidance in obtaining the relevant documentation for the recognition of the learning process, using a mobility agreement. After the mobility, participants will share their experiences and learning outcomes in a faculty meeting. This will help to disseminate their experiences and the Erasmus+ program. This contributes to integrate new methodologies and practices into the operations and academic programs of the institution.

The institution includes mobility as a key component in staff development plans, encouraging participation as part of professional and academic growth.

The experiences have an impact not only for the participant, but also for the institution. Upon completion of the mobility period, staff members receive official recognition from IES. This includes certificates of participation and formal recognition in terms of training hours according to the rules and conditions of the ministry of education.

This contributes to their career as civil servants. In addition, we would like to acknowledge the teachers participating in these international projects during the final event celebrating the end of the course.

3.3 Cooperation projects

Cooperation activities

Promotion of cooperation projects *(n/a for Topic 1)*

Describe how your institution will promote the opportunities offered by the Erasmus+ cooperation projects.

For the moment as to start with, we are not thinking in this kind of project because several reasons. The staff of the school has already their full schedule as teachers, we would like to have more experience as entity, etc. However, if in the future the school decide to be part of a cooperation project, we will establish a similar structure to implement it.

To ensure that cooperation activities contribute towards the fulfilment of the institutional strategy we will promote:

- The opportunities offered by 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 parts.

At local level, the centre has already its cooperation projects with entities such the official language school, but in order to promote Erasmus+ cooperation projects we will need to have strong relationships with external stakeholders, including partner universities, local authorities, and businesses. Once we get all this aspects, we will be open to promote and collaborate in cooperation projects.

Support engagement *(n/a for Topic 1)*

Describe how your institution will support and recognise its staff and students' engagement in Erasmus+ European and international cooperation projects throughout the application and implementation phase.

Our institution is dedicated to actively supporting and recognizing the involvement of both staff and students in Erasmus + European and International Cooperation Projects when it will arrive. This commitment is reflected in several key initiatives:

- Comprehensive Training Programs:

We will organize meetings and training sessions focused on the Erasmus procedures to our students and staff. This ensures that all participants are well-equipped with the necessary knowledge to successfully navigate their projects. Also the Erasmus coordinator will take part on the meetings provided by the National Agency to prepare and implement a quality project.

- Feedback and Reflection:

We will create channels for participants to share feedback about the experiences during the application and implementation phases. This feedback will be used to improve future projects and ensure that participants feel heard and valued. Taking into account that our local context is very limited the information is running, so the good experiences are a key for us to promote and engage potential students and participants.

• Showcasing Project Outcomes:

Successful projects will be showcased on our institution's website and social media platforms. This not only recognizes the efforts of the participants but also promote the benefits of engaging in international cooperation, inspiring others to get involved.

The recognition of the participation is crucial and as we mentioned previously, we will develop informal events to recognise the participation of our students and also with the staff during the counselling meetings. The event to start and finish the school year will be another important point to recognise them. The students will be invited to further meetings to share and motivate other potentials students.

In a formal way the recognition, if every learning results are achieved the students will approve the module dedicated to the internships, and it will be the final requirements to get the title, so it will be important to recognise their internships abroad. Also, the teacher in the regional education ministry will recognise some hours of training once they certify that they have taken part on a initiative.

4. DECLARATIONS

Commitment to the ECHE Charter	
By submitting this application, the institution: <ul style="list-style-type: none">• acknowledges that it has read and fully understood and that commits to apply/comply with all the principles of the ECHE Charter.• accepts that the implementation of the Charter will be monitored by the Erasmus+ National Agencies and that a violation of the Charter may lead to the withdrawal of the certificate by the European Commission.xx	YES