



ERASMUS POLICY STATEMENT

Objectives

IES Los Olivos is a public school in the town of Mejorada del Campo, in the eastern area of the Community of Madrid, about 21 km from Madrid. There is a significant population of immigrants (10% of the population) who come from South America and Eastern Europe, mainly from Romania and North Africa, Morocco. This immigration is reflected by the mix of races and cultures that exist in our school. The economic activity is significantly related to the services, commerce, industry and construction sectors, which mainly offer employment for the inhabitants of the area. The unemployment rate is above the Community of Madrid average, 11.87% compared to 10.60%, being even higher in young people aged between 16-24. Los Olivos is a Secondary school that also has vocational training, in Administration (Higher and Middle Grade) and basic vocational training (in the branch of electricity and another in administration). It has a total of approximately 900 students. Over the last 5 years we have participated in Erasmus projects for Higher Education Institution, KA103 and for VET, KA102. Projects such as mobilities for student traineeships in companies and for teachers (job shadowing). The objectives reflected in our first Erasmus Charter have been reached, we intend to expand those objectives, with new actions within the 2021-27 call of the Erasmus Charter, in the face of new future challenges that are presented to us both professionally and personally.

- We want to continue participating in student and teacher mobilities to carry out traineeships outside Spain, a project that we have quite consolidated,
- We will try to advance within the framework of student and teacher mobility. By creating new contacts and promoting collaboration with other higher education and professional training institutes, we hope to reach agreements so that their students and teachers can come to Spain to do traineeships with companies located in Spain. And that our students and teachers can also go to companies in the country of the institutes we collaborate with.
- It will also be intended that in the future both our teachers of higher degree courses and the teachers of these foreign institutes may teach classes with the same academic profile.
- We would like to go one step further, towards new projects framed in strategic associations such as KA201 project with the main objective of tackling dropout rates and socially disadvantaged situations, through the social inclusion of disabled, low-income students or with learning difficulties, and the project KA229 in which we will promote the exchange of good practices between schools, mainly France and Ireland, since our institution is also a school where English and French are studied as foreign languages.
- On the other hand, we find the idea very attractive within the framework of KA203 projects. Once the collaboration with higher education institutions is solidly implemented to receive students and teachers from other countries. To promote strategic alliances with the aim of supporting development, the transfer or the implementation of innovative practices and the execution of joint initiatives to promote cooperation, peer learning and the exchange of experiences at European level. It is important to establish solid pillars that offer us a broad and significant impact on students, school staff, companies and other local, regional or national institutions.

With the participation in the European projects mentioned above we intend to achieve the following objectives within the priorities of the European Education Area as a way to achieve the internalization and modernization of our school:

With respect to the participating students:

- To continue improving the attractiveness and quality of the professional training we offer in our Institution. Participating and being part of European programmes increases the consideration that vocational training has in our environment (students, families, teachers). More and more students are choosing our Institution for their studies because of its European Erasmus dimension. We want to consolidate and advance in this process. We observe that the participation of students and teachers in European Erasmus programmes improves the quality of teaching and therefore professional training.
- The fact that the students can carry out traineeships in European companies, acquiring the necessary learning skills, allows them to obtain the corresponding degree, the Degree of Higher Technician in Administration and Finance.
- Improve transparency in terms of information conveyed to students and teachers on the procedure for recognizing such practices as part of their studies. This procedure is automatic, fast, and does not require any administrative procedures or costs on the part of the student. The recognition of qualifications and results of learning periods abroad is done through the Europass Mobility Document, the European Credit Transfer and Accreditation System (22 ECTS in the case of our students' traineeships) and the Europass Diploma Supplement. At the end of the mobility, all credits obtained abroad are automatically transferred.
- Improving language skills, it is increasingly necessary for students to know at least two foreign languages, making the internationalization expand, increasing their expectations of work and training. Our Institution has an English and a French department that collaborate closely with the Erasmus projects, they are part of the organization and they also have conversation assistants for both English and French. Being able to speak several languages is not only a necessary skill for studying abroad, but also for working in increasingly international job markets. The participation in these years has shown us an improvement in the level of language of the host country by the student, and has been reflected in the evaluations of the OLS (online language support).
- Improving digital and technological skills in a more digitalized world requires that our students and teachers are as qualified as possible. Experience shows us that students and teachers who have done traineeships in foreign companies, such as ecommerce startups, have acquired greater digital skills, in customer service, advertising, marketing, market research, information management, cyber security, social networks for customer loyalty, etc.
- To increase the level of completion of students at risk of marginalization due to issues of ethnic origin, disability, economics, etc., by providing them with the necessary support measures.
- Develop interpersonal skills and ability to adopt new competences. It can be seen that when a student does a traineeship in another country they acquire interpersonal skills, the so-called soft skills so demanded by companies today. The fact that the student does the traineeship outside their country, causes them to go out of their comfort zone, and that they adapt more easily to changes in the environment, is much more flexible to those changes, faces in a more open way problems that could arise, provides them with more autonomy, confidence, solves adverse situations more easily, and reacts faster. In short, they achieve a more open and qualified mind.
- Become more active citizens; it is observed that students who have lived the Erasmus experience return with a much more proactive attitude, with more initiative to participate in any project whether it is professional, formative, or collaborative with the school on a voluntary basis. They participate in informative talks about Erasmus projects to other students, in vocational training fairs, open days organized by city councils, business associations, distribution of leaflets, posting their experiences on the web, on instagram etc. With respect to outgoing students, they would be offered to participate in events held at the school, as well as presentations at companies. Welcome activities, collaboration in volunteer projects that currently exist in our Institution. The fact that our students and teachers share their experience has a very positive effect on other students and teachers and encourages them to participate in these projects.
- To promote entrepreneurship among our students, the traineeships in the selected companies are companies with a high entrepreneurial spirit. Owners with a lot of initiative and charisma that spreads that spirit to the students, encouraging them to carry out those ideas they have in mind. Being an entrepreneur is a valuable skill for EU citizens, both for their personal and professional development.
- Acquiring greater awareness and cultural expression, improves the motivation of the student, allowing them to know the culture of the countries around us. Living in another culture, with other customs makes them copy those traditions and culture and spread them wherever they go, being proactive citizens with their messages and actions. It promotes the knowledge of other cultures. They become true European citizens, increasing their



possibilities of living and working in a country of the European Union, contributing to the growth of the feeling of belonging to Europe. It enables students to develop specific skills, including linguistic skills, and to broaden their knowledge of the economic and social culture of the host country while gaining work experience.

- To increase their possibilities of labour insertion through better qualifications, linking education and training with the world of work and helping students to adapt to the new needs of the European labour market. It is also intended to contribute to the development of a group of highly qualified young people, with a broad outlook and international experience as future professionals.
- To increase the opportunities for employability and promotion by expanding the labour market, not only nationally but also in Europe. Our students have been hired by the companies where they did their traineeship thanks to previous projects.
- Provide more opportunities for students to acquire additional skills through study or training abroad and encourage cross-border cooperation to boost higher education performance.

As far as staff mobility is concerned, the possibility of participating in these programmes is fundamental, with the following objectives being pursued:

- Improve educational levels by updating content and knowledge of new innovative educational techniques to implement in our classes with our students.
- To increase the professional skills of teachers who request mobility for stays in companies abroad.
- Improve the quality of teaching so that our students achieve greater qualification.
- To increase the motivation of the teaching staff through the key competences acquired such as digital and linguistic skills.
- Improve language and professional skills.
- Exchange experiences with Institutions in other countries and share good practices.
- To know and value the culture of our neighbouring countries.
- To be a vehicle for transmitting the culture and customs of other countries.
- To spread the experiences lived apart from counting the values added to their formation.
- Contribute to the teacher's professional career and its progression.

As far as the HEI is concerned:

- Promote cooperation between institutes and companies.
- To promote the modernization and internalization of the educational institution through its participation in European projects.

In addition to the above objectives, we intend to achieve the following through the **Strategic Alliances**:

- Include education within the modernization and internalization of higher education systems.
- To share knowledge and working methods with other institutions in other countries by encouraging collaboration.
- To develop new, innovative and multidisciplinary approaches to teaching and learning
- To stimulate the entrepreneurial spirit and business skills of higher education teaching staff and staff in enterprises;
- Facilitate the exchange, flow and joint creation of knowledge.
- Addressing future skill mismatches and promoting excellence in capacity development;
- creating inclusive and connected higher education systems;
- ensuring that higher education institutions contribute to innovation;
- supporting effective and efficient higher education systems
- Developing entrepreneurial mindsets and skills

ACTIONS AND MEASURES TO BE TAKEN

The cooperation of our Institution in European and international projects will be done in a proactive way. A needs analysis will be carried out and the programme will be implemented as efficiently as possible. Participation in these projects will be integrated into the Institution's modernisation and internationalisation strategy.

The following are the actions that are planned to be carried out in order to achieve the objectives set:

1.- IES Los Olivos intends to continue participating in Erasmus projects for higher vocational training KA103 through **students and teachers' mobilities for traineeships in companies in Europe**, which have given us such good results.

We will try to move forward within the framework of students and teachers' mobilities with new contacts and promoting the collaboration with other higher education vocational training institutes that have the same teaching, administration and finance area, in order to **reach agreements in such a way that their students and teachers can come to Spain** to do traineeships in companies located in Spain, and that our students and teachers can go to companies in the country of our HEI partners.

With regard to staff, in the future both our teachers from higher education courses and the teachers from these foreign institutes will be able to give classes with the same academic profile. We would establish agreements with institutions indicating: the objectives and added value of mobility, the content of the teaching programme and the expected results. A selection would be made in a fair, transparent, coherent and equal opportunity manner.

As for outgoing students who wish to carry out both their studies in our training cycle and traineeships in companies in our country, the necessary requirements, both in terms of knowledge and language, the student selection procedure and other information of interest will be published on the Institution's website.

On the other hand, we would like to take a further step towards new projects within **strategic partnerships** such as **KA201 and KA229** in which we will promote the exchange of good practice between schools, mainly in France and Ireland as our school is also a school where English and French are studied as foreign languages.

Once the collaboration with higher education institutions to receive students and teachers from other countries is solidly established, we are very interested in the idea of participating in **KA203 projects**. Promoting **STRATEGIC ALLIANCES** with the aim of supporting the development, transfer or implementation of innovative practices and the implementation of joint initiatives to promote cooperation, peer learning and exchange of experiences at European level. It is important to establish solid pillars that offer us a wide and significant impact on students, school staff, companies and other local, regional or national institutions. Alliances for knowledge between higher education institutions and companies to promote creativity, innovation and entrepreneurship, we have a long tradition of cooperation with companies, mainly SMEs that allows us to transfer the knowledge acquired. We seek to continue working on achieving greater involvement of companies in these projects. We believe that incorporating company staff into mobility projects would contribute to the modernization of work systems.

Creation of learning plans and application of transversal competences through higher education programmes developed in cooperation with companies in order to reinforce employability, creativity and new professional paths. Alliances that entail, wide and lasting impact, innovation in the needs studied by the strategic partners.

It is considered of vital importance that our institute of higher education can participate in online platforms in the European Union which improve the relevance of teaching and learning and the internalisation of it, facilitating the exchange of information between different actors in different countries.

2.- As for the selection of partners, the following considerations will be taken into account: COMPANIES

We will choose companies from sectors similar to our profiles. During these years we have started to have a network of companies, mainly SMEs, (ecommerce and startups) and we want to continue expanding and consolidating. The collaboration has been based on the realization of training



practices of our students and the stay of teachers to improve their own training and to know other ways of working. The selection of companies is based on the fact that their activity is innovative and appropriate to our profiles but also on their willingness to collaborate with us in the training of students and teachers. Companies located in an environment that facilitates students' integration into the language and culture of the country. Finally, one of our selection criteria is to work with companies that, after the traineeship period, can offer the students some kind of work contract.

Contacts will be made through websites, multinational companies, chambers of commerce, embassies, town halls, companies provided by the students. The companies with which we will initially collaborate will be located in France, the United Kingdom and Ireland. Later we will be able to expand the area to companies in other European countries such as Portugal, Italy, Belgium and Germany.

HE PARTNERS

Agreements will be established with those Institutions with which we have a compatibility of academic profiles and a relationship of trust. All information will be published on the Institution's website.

Within the National Agency there is a section Preparatory Visits, the aim of these visits is to help any higher education institution that holds an Erasmus University Charter, traineeship consortia, companies or other organizations that wish to participate in any of the actions of the Erasmus programme, to get to know other higher education institutions or other organizations to become partners in the development of their mobility programme.

We will take note of all the initiatives that they carry out and can be incorporated into our infrastructure, we will also share with the collaborating institutions our ways of working. We will try to establish new communication channels with the collaborating institutions, using digital tools that facilitate collaboration.

Another way would be through eTwinning, the community of schools in Europe, which offers a platform to educational teams (teachers, directors, librarians, etc.) from participating European countries, to communicate, collaborate, develop projects or what is the same, feel and be part of the most attractive educational community in Europe. We would seek contacts with schools with our same needs. The Erasmus Projects Results Platform can be another way to contact with counterpart partners.

PARTNERS AND COMPANIES FOR STRATEGIC ALLIANCES

We will look for alliances with other institutes that work within this type of action, we will offer the possibility of working together with the companies with which we have established links throughout these projects beyond welcoming our students and teachers in their companies.

This will be done through the platform with eTwinning, we will look for projects that inspire us and in which we can participate. We will also search the Erasmus+ Project Results Platform and database where we can find, results and contact information of other Erasmus+ projects. The partners in principle can be in any of the European countries. We will announce the projects and activities with enough time in advance to give possible participants more possibilities.

3.- Actions to support and access to fewer opportunities groups

Ensuring equal access and opportunities for mobile participants in Erasmus+ requires comprehensive, transparent and published procedures covering selection and equal access to services and facilities. It includes effective promotion of mobility and specific support for under-represented groups (students or staff with disabilities, students from low socio-economic backgrounds with family responsibilities or part-time jobs).

Our students come from different cultural backgrounds (Romanian, Moroccan, Russian, South American, etc.) therefore, in order to avoid discrimination on the basis of culture, gender, race, colour, ethnicity or social background, a fair and transparent selection process will be carried out by the school, applying principles of equality, merit, ability and publicity. All this is well documented. **A greater weight will be given to these groups.**

We will take into account their academic record, their English or French level if applicable and other aspects such as motivation, responsibility, autonomy, maturity, character, ease of relationship, optimism, lack of attendance, behaviour. Everything will be published on the web. www.ieslosolivosmejorada.es

The course catalogue will be published and regularly updated on our Institution's website well in advance of the mobility periods so that it is transparent to all parties and allows outgoing students to make an informed choice of courses.

Advice and support will be offered to our students and teachers, in different areas, visas, accommodation, insurance, transport, customs, culture, health. Linguistic support by the conversation assistants.

All outgoing students and teachers will be helped in finding accommodation, information about visas, transport, culture etc.

4.- Strategic plan and internalization

We intend that the entire strategic plan and internationalization of the school through the participation of the Erasmus+ projects, is integrated within the institutional strategic plan, communicating it to all levels of the institution (faculty, students, School Council, parents, local entities) and displaying it prominently on the institution's website.

We will promote the participation of the staff in the projects in any of the phases of elaboration, execution and control of them, in such a way that the quality of the projects is guaranteed. A Section of Internalization will be raised within the management team. We believe that it is a guarantee of quality that the projects are born from the management team, since it will ensure the continuity and sustainability of the same. It will be mainly divided into different work areas with different functions:

- ✓ Area of design, implementation, evaluation and quality control of the projects, international relations (search for counterpart partners, companies, reaching agreements), budget control and coordination of the dissemination of project results. They will be carried out by the management of the Institution to which the Erasmus plus Coordinator belongs (with 5 years of experience in Erasmus+ projects). All levels, students, teachers, non-teaching staff, parents, etc. will be regularly informed about the objectives, the actions carried out and the results, before, during and after the project.
- ✓ Mobilities Management Area: All the actions that involve the mobilities of students and teachers, before, after and during, from the publicity of the mobilities, selection of the participants, advice, support, monitoring, to the dissemination of the project. The teachers of the Administration Vocational Training Department will be responsible. They will also be in charge of finding accommodation, companies, for outgoing students and teachers. They will promote welcome activities for these students and teachers, making integration into the school easier. The whole educational community will be involved in these activities.
- ✓ Administrative Area, the whole bureaucratic issue of documentation and costs, the use of digital documentation would be promoted in the line marked by Erasmus without papers. It will be carried out by the Secretariat of the Institution and by the non-teaching administrative staff.
- ✓ Linguistic support Area: will participate in the selection process, translation of documentation, and linguistic support to students and teachers. Language department (French and English).
- ✓ Areas of Counseling: would be in charge of all the academic and professional advice to the participants, with special dedication to the fewer opportunities groups.

5.- Automatic credit recognition

The institution will ensure that the learning agreement signed by three parties (the student and the home and host institutions) is fully complied with upon return. The Learning Agreement must be completed before the mobility.

At the end of the mobility, all credits earned abroad should be automatically transferred. Traineeships in companies, at a higher level, are recognized with 22 ECTS and are part of the necessary studies to be able to obtain a degree. Students must not take the traineeships in Spain. They will be recognized through the Europass Mobility Document. Recognition will not be questioned and students will not do any more exams or meet other



requirements that duplicate the learning activities of the mobility period. In addition, these credits must be included in the Diploma Supplement, which is an important instrument for keeping track of the mobility period upon graduation.

6.- Recognition of personal mobility. At the end of the mobility, a work placement in a company in a European country will be recognised through the Europass Mobility Document. When returning from the mobility period, the teacher will share and reflect on the results obtained during his/her time abroad to the other colleagues in the teaching staff, also telling their experience to the non-teaching staff, so that they can appreciate the training and the added value of such experience.

7.- Support and advice for outgoing students. The Institution's catalogue of studies for short cycle Higher Education and the requirements for accessing these studies and how to validate them will be posted on the web.

The most effective means of providing academic information to Erasmus+ participants so that they can prepare for and make the most of their mobility is through a course catalogue. The ECTS User's Guide will be posted on the web sufficiently in advance for foreign students to make their choices (i.e. before the end of the previous academic year), in the local language and in English. The course catalogue will be constantly updated.

8.- Integration of outgoing students. Activities will be carried out in the school to socialize with students, teachers and other non-teaching staff. They will be offered to participate in events held at the school, such as welcome activities, collaboration in volunteer projects that currently exist at the institution. They will be accompanied on the first day to the company to facilitate the integration of the student into the company. It is of vital importance that outgoing participants not only socialize among themselves, but with the entire educational community.

9.- Improvement of digital skills. One of the essential objectives in the digital age is to advance in technological issues at all levels, for which we will take a series of actions:

- ✓ We will encourage the use of the Erasmus+ mobile application, among the Erasmus participants, informing about all its features and benefits as an essential support to the student.
- ✓ **We will try to invest in the improvement of Internet networks**, through wide bands that facilitate connectivity within companies and Institutions. Being connected to the Internet offers **many advantages to Institutions**: a) access to up-to-date resources and specialised material; b) the use of platforms for collaboration and support of active learning and project work. Our educational Institution is using more applications that require high bandwidth, such as video conferencing and streaming, online software, use of clouds and virtual reality. We are planning to participate in European funded projects in order to implement various broadband connections.
- ✓ We will encourage the use of digital signature to deliver the grades, as it offers guarantee, security and veracity, every time the students present their certificates in electronic format. The use of the Europass platforms facilitates the management of European documents digitally, along the lines established by Erasmus+ without papers.
- ✓ It is considered of special relevance that our Institute of Higher Education can participate in online platforms of the European Union in which the relevance of teaching and learning and its internalization is improved, facilitating the exchange of information between the different actors of the different countries.
- ✓ We will give priority to the SELFIE self-reflection tool and tutoring scheme for schools. SELFIE is a free, easy to use and customisable tool that will help schools to assess their position with regard to learning in the digital age. Commitment to use the tool with the intention of evaluating the digital tools used in the learning of the educational institution and to improve those aspects that the SELFIE tool indicates to us. A coordinator will be appointed, a group of students will be selected and the questions to be asked will be sent to the selected group to be answered and the results of the tool will be seen.
- ✓ We give special importance to cybersecurity, and for this we see the need for both our students and our teachers to be trained in this subject in order to be able to work with a certain guarantee and security. There is an urgent need to increase public awareness of the potential risks of being online and to develop skills to act safely and responsibly. Attendance at free courses on cybersecurity will be promoted.

10.- Improvement of language skills. We will encourage the learning of a second foreign language such as French. Our Institution has an English department and a French department that collaborate closely with the Erasmus projects, they are part of the International Section of the Institution, it also has conversation assistants for both English and French. We offer at least one hour a week of French and English. Being able to speak several languages is not only a necessary skill for studying abroad, but also for working in increasingly international job markets. Learning languages allows people to discover foreign cultures and broaden their perspectives. It will make our students extend their borders to do their traineeships, in countries such as France and Belgium if they are fluent in French. We have observed that there is a direct relationship between language skills and employability, demonstrable in our Erasmus students, 80% of them are working and 20% are doing higher studies in the administrative area. Language teaching and learning is essential to ensure that European citizens can move, work and learn freely throughout Europe. This helps to boost employment and growth, and will contribute to mutual understanding of other countries and cultures. EU companies often lose business contracts due to poor language skills and lack of knowledge about other cultures.

It also aims to identify and promote innovative, inclusive and multilingual teaching methods using EU-wide tools and platforms such as the School Education Gateway and eTwinning.

11.- To encourage entrepreneurship among our students. Being an entrepreneur is a valuable skill for EU citizens, both for their personal and professional development. Education in entrepreneurship plays a key role for Europe's competitiveness and for the continued growth of the European economy. Promoting entrepreneurship in education as a key competence encourages EU citizens to be entrepreneurs and to formulate innovative solutions to social problems and to design products with added socio-economic value. Through the guidance department, entrepreneurship counselling courses will be established for students. Being an entrepreneur is included as a subject in the curriculum itself.

In addition, we will encourage the use of tools to support the development of an entrepreneurial mindset among EU citizens, among which is HEInnovate for Higher Education Institutions.

12.- Improve adaptation to the changing world through active participation. Our school promotes the participation of Erasmus students in different events with the aim of improving their interpersonal skills. After carrying out the mobilities the students show a greater capacity for collaboration.

13.- Increase social civic inclusion through inclusive education. These projects aim to make higher education systems inclusive and connected to society. This requires providing the right conditions for students from different backgrounds to succeed, as well as offering financial support to disadvantaged groups. To increase access and completion rates by disadvantaged and under-represented groups in higher education, reflecting the diversity of Europe's population.

This will be facilitated through the Guidance Department and the Teacher of Professional Training and Guidance:

- ✓ Information and advice on this type of teaching.
- ✓ The measures to guide this type of student
- ✓ Academic and non-academic support, advice on information sessions, at the beginning of the course.
- ✓ The aim is to prevent these underprivileged and underrepresented groups from dropping out of their studies.

We intend to give priority to the participation in Erasmus projects of this group of students, giving more weight in the process of selection of students. They will be specially monitored during and after mobility.

Currently we have students of many different nationalities and they are perfectly integrated in the different educational levels of our Institution.

IMPACT

The results from participating in these Erasmus projects would have an IMPACT on a different scale:



With the STUDENTS:

- ✓ Doing an traineeship in a company outside of Spain will give them a greater international dimension and will also mean a higher professional and personal qualification that will be translated into more employment.
- ✓ They would have a more open mind, greater respect and adaptation to other cultures and customs. Greater social skills (soft skills), greater autonomy and initiative.
- ✓ Through this experience the participating students will have better academic results since these practices are part of their academic record transmitting a greater added value.
- ✓ Impact on the students by knowing the options and alternatives in the educational and professional trajectories that they can choose in Europe.
- ✓ Passing these traineeships is a necessary condition to obtain the official title of Higher Technician in ADMINISTRATION AND FINANCE.
- ✓ Upon obtaining the degree, you could access higher levels of study, such as the University. More options to continue improving your training at a higher level.
- ✓ If you do not want to continue your studies, you could go to the labour market with better preparation.
- ✓ It would also give you the opportunity to access a wider labour market not only in Spain but also in the countries of the European Union with greater possibilities of promotion within the company.
- ✓ The fact that the students who participate in these Erasmus projects, improve their language skills, causes the internalization to expand, increasing their expectations of work and training. Being able to speak several languages is not only a necessary skill for studying abroad, but also for working in increasingly international job markets. Learning languages allows students to discover different cultures and broaden their perspectives. It will enable our students to extend their borders for work placements, in countries such as France and Belgium.
- ✓ Knowledge of more than one language makes it easier to connect with people, find a job and help companies grow.
- ✓ Acquiring digital and technological skills, which are increasingly in demand by companies, would increase their options in the job market.

In the our HIGHER EDUCATION INSTITUTION:

- ✓ It favours the internalisation and modernisation of our educational Institution through the following impacts:
- ✓ International recognition of student and teacher mobility through the Europass Mobility Documents, ECTS and the Europass Diploma Supplement.
- ✓ The fact that our students have the opportunity to do their traineeships abroad thanks to the Erasmus grant means a greater reputation and prestige, since we would have a greater European projection making the choice of our Institution to carry out their studies more attractive, thus increasing the number of students enrolled in Higher Education.
- ✓ The participation in the Erasmus programme is of fundamental importance for our Institution; having the offer of a modern and effective higher education has a clear impact on the excellence of our organisation.
- ✓ Erasmus will attract a greater number of students because of the competitive advantage of offering this type of programme compared to other Institutions that do not have it. On the other hand, non-participation in this programme could lead to a decrease in the number of students enrolled
- ✓ Improvement of educational levels: it has a clear impact on the updating of content and on the adoption of more modern forms of educational delivery.
- ✓ It could increase the participation of more school staff, in fact it is intended to create a Section within the organizational structure of the Institution where the Erasmus coordinator will be the one to direct that Section in which they will be divided into different work areas according to the actions they intend to carry out. It means involving the Institution more in this type of project, at the same time as it could encourage other staff to participate in the different areas created.
- ✓ It is considered of special importance that our institute of higher education can participate in online platforms of the European Union in which the relevance of teaching and learning and its internalization is improved, facilitating the exchange of information between the different actors of the different countries.
- ✓ The effective integration of foreign students with local students and staff and the wider local community will benefit both the host institution and the foreign students. Our Institution will develop its own portfolio of welcoming events and activities, but is also expected to support and encourage initiatives led by outgoing students to break down barriers and promote integration.
- ✓ It will provide a basis for effective internationalisation at the institution, and will also have a positive impact on the local community by strengthening intercultural awareness and mutual understanding.
- ✓ Social and civic integration through actions such as facilitating access to Erasmus grants for students with economic and learning difficulties from less represented groups, has a positive impact on student confidence, independence, social integration and the creation of a sense of European identity.
- ✓ The teaching and learning of languages, which also has an impact on the school and its environment, is essential to ensure that students and teachers can move, work and learn freely throughout Europe. This will help to boost employment and growth, and contribute to mutual understanding of other countries and cultures. Languages define personal identities, but they are also part of a shared heritage. They can serve as a bridge to other peoples and cultures by promoting mutual understanding and a shared sense of European identity.

With the STAFF:

- ✓ There could be an impact on the school's teachers, since seeing the positive results on the students, first they would be more motivated to teach and second they would consider living the experience of going out to a European country to train at another level. They could even consider learning another language and thus broaden their work spectrum.
- ✓ Better preparation at a training, linguistic and professional level by the teaching staff.
- ✓ The demand for Erasmus plus KA103 scholarships from both students and teachers would grow, which would increase competitiveness and considerably improve the quality of the project.
- ✓ More and more teachers are showing their willingness to collaborate and belong to some area of work, this would benefit us to carry out the KA2 strategic alliances. The more staff involved, the greater the scope of the Erasmus+ projects

With partners in equivalent Higher Education Institution:

- ✓ Greater number of mobilities of the equivalent institution by the diffusion of the results of our students.
- ✓ Greater European recognition of the host country for the collaboration in these projects.
- ✓ Contribution to the improvement of work and language skills of the foreign students and teachers of the counterpart school.
- ✓ Spreading the customs, culture and language of the host country.

With HOST COMPANIES.

- ✓ Increased competitiveness by welcoming students with higher professional skills.
- ✓ Greater prestige for collaborating with students who want to be trained at the workplace, and as a consequence be taken into account to continue collaborating in future mobilities.
- ✓ Greater European projection by welcoming students from other countries.
- ✓ Furthermore, by hiring our students participating in this project, it can give companies a greater market projection since they can negotiate with other European countries by having in their staff people with greater language skills and experience in European markets. This has the effect of increasing the possibilities of growth with the consequent increase in profits and greater hiring of workers, generating greater wealth in the area.



- ✓ In regard to improvements in digital skills, it not only has an impact on students but also on companies as it helps them to grow and enter new markets. In an increasingly globalized world, the ecommerce acquires a special relevance, 70% of the companies with which we collaborate are ecommerce or start ups.
- ✓ The companies increase their competitiveness when they have better qualified personnel in their assets, this has an impact on the market and society in general. They improve the services offered, having a direct impact on the end user.
- ✓ Spanish companies with which we collaborate have shown their interest in taking in students from other countries, thanks to the very positive impact this has had on the school and on the students.

Impact on the LOCAL and REGIONAL level

- ✓ Although our projects could be considered as small projects where one could think that they hardly have an impact at a local, regional or national level. We understand that there could be an immediate impact on our socio-economic environment at a local level by offering the market better qualified people. This would increase the quality of service of those companies that hire our students.
- ✓ The families that have their students in IES LOS OLIVOS are families with deep roots where it is difficult to let their children live experiences outside the family environment. They are quite reluctant to let their children go abroad to train or work. From the experience of other years, we have observed that through the dissemination of the Erasmus+ programmes, they have an impact on families' decisions to have their children participate in these projects, creating more open minds, as has been seen in many of the parents who attend information days organised by town halls and in the area's own educational Institutions. We therefore believe that there could be a direct impact on them by seeing in other students the benefits that these projects bring.
- ✓ In our specific case, all sectors would benefit since our Administration students are not assigned to a specific sector but can work in any sector.
- ✓ High quality and inclusive education and training, at all levels, as well as the European dimension of education, are essential to create and maintain a cohesive European society. Learning about Europe's common cultural heritage and diversity, and a solid understanding of the origins and functioning of the European Union is an essential knowledge for all EU citizens having an impact not only at a national but also at an international level.

The Impact of Long Term Benefits:

- A decrease in the unemployment rate among young people in the area, leads to greater wealth in the area.
- An increase in the number of companies with greater European projection.
- A greater collaboration between the companies of the different European countries, that is to say, a greater globalization.
- A greater competitiveness of companies by employing people that are better prepared professionally, linguistically and humanly with a European dimension, speaking several languages.
- A greater labour and social integration of people from different European countries in labour markets other than their countries of origin.
- In greater respect and solidarity between European citizens of different cultures, customs and religions.

The indicators for measuring these impacts would be as follows:

1.- The number of students enrolled in the course. See if the number of students enrolled has increased from previous courses. Newly enrolled students would be given a personal survey, to obtain information on knowledge of the Erasmus programme. If they knew that our Institution, IES LOS OLIVOS, is a beneficiary of these grants. If it is affirmative, we would ask them why they have known this information, if through the web page, talks, friends, relatives, etc. so we can measure the impact of the project's diffusion.

2.- Follow-up of the inclusion of our students' labour, through questionnaires asking about their labour situation from time to time. In the event that they are working, they will be asked a series of questions about their job, the functions they perform, the size of the company, the sector, etc. and if they are still studying, what studies they are doing and why. The Community of Madrid requires an employment report in order to have the necessary data for the evaluation and determination of the degree of inclusion of labour of the students six months after completing their training. Conclusions could be drawn from the inclusion of labour of our students by analysing the causes that led to this inclusion. The aim is to measure the impact on students who have participated in Erasmus programmes.

3.- The indicator to measure the improvement in language skills, would be through the evaluation of the OLS (online language support), the participating students and teachers would have to take a test at the beginning of the mobility and another one at the end, so that it could be evaluated if the language skills have improved.

4.- The information received would be regularly evaluated through the reports of the participating students who would have to send periodically on different aspects, the results of acquired learning, problems they have had both at work and personally. Taking the appropriate measures to solve them. Ensuring the confidentiality of the data.

One of the main tools to evaluate if this project has reached our objectives and the expected impact, would be the survey. This would be done by email through the website www.encuestafacil.com or **google forms**. The surveys are anonymous so that the student or teacher feels free to be as honest as possible.

The questions would be written simply and concisely. Through the results obtained we would make the appropriate statistics, draw the conclusions and observe if there has been any deviation and the corrective measures to be carried out in order to correct those deviations and reports that include those measures.

With these indicators we intend to know the quality of the project through the evaluation of the results, and to take measures in case of possible deviations. This evaluation would be done on a regular basis by the coordinator of the Erasmus+ programmes.

Different aspects of each stage of the project will be assessed:

1º The activities at the beginning of the project,

- ✓ Assess the criteria for choosing the collaborating companies and institutions by evaluating them before the start through previous visits and accompanying the student on his/her first day so that a closer follow-up of the traineeship can be done. To evaluate the time and procedures of the initial documents, learning agreement before the mobility, and at the end according to the results obtained by the student or teacher.
- ✓ Usefulness and effectiveness of the publicity of the call.
- ✓ Selection criteria for participating students
- ✓ Information sessions by the Erasmus plus coordinator about the project, the host company and all formal aspects of the placement to the students.
- ✓ Assessment of the usefulness of the English and French support hours, the results will be observed through tests or interviews with the participating students. The Erasmus+ coordinator will also be informed by e-mail about the possible improvement measures of the English and French conversation assistants.

2º Activities during the mobility



The effectiveness of each of the aspects related to the mobility itself would be assessed. These questions would be addressed to the participating students or teachers, the tutor responsible for the host company and the tutor of the TRAINEESHIPS in the educational institution. The corresponding conclusions would also be drawn through the final report to be made by the students and teachers.

In order to evaluate the results in the professional and personal fields, the weekly reports sent by the students would be used to evaluate their follow-up.

The participants would evaluate the communication media used for the follow up during the mobility, Google drive, Blog, Whatsapp Skype email, etc. Other aspects such as: Accommodation, Transport, Insurance, Support from the person responsible for the host company in the event of problems.

The activities at the end of the mobility

3º The activities at the end of the mobility

- They would evaluate the personal experience of this mobility
- They would value the preparation obtained to tackle their professional and working future
- They would evaluate the work of the host company tutor.
- Other tools used to assess the impact of the project's dissemination would be
 - The number of visits made to the school's website
 - The number of participants in the different information sessions in our Institution and other educational Institutions
 - The number of companies that want to collaborate to host our students
 - Number of visits on Facebook, instagram comments and "likes"
 - Number of leaflets distributed

The information collected on a regular basis by all these indicators would be provided to the staff forming part of the internalisation and modernisation Section so that they could see all the possible corrective measures for any deviations that might occur.

Timeline

We can divide the timeline into three terms and make a forecast in time of the achievement of the objectives related to the Erasmus+ actions. We consider, short term up to one year, medium term from 1 to 3 years and long term more than 3 years.

In the short term (up to one year) the objectives we plan to achieve are the following:

As for the students:

- Acquiring the results of learning abroad by students included in the Administration and Finance Degree.
- Improve transparency in terms of information conveyed to students and teachers on the procedure for recognising such practices as part of their studies
- Improving language skills by students and teachers
- Improving digital and technological skills in a more digitalized world requires that our students and teachers are as qualified as possible.
- To increase the level of completion of students at risk of marginalization due to ethnic origin, disability, economic status, etc., providing them with the necessary support measures, according to their needs.
- To develop interpersonal skills and the ability of students and teachers to adopt new competences
- Students become more active citizens, with a much more proactive attitude, with more initiative to participate in any project whether professional, formative or collaborative.
- Acquiring greater cultural awareness and expression, by students and teachers increasing their sense of belonging to Europe.
- To increase the possibilities of incorporating the labour of the students through a better qualification.
- To increase opportunities for employability and promotion by expanding the labour market, not only at national but also at European level
- Provide more opportunities for students to acquire additional skills through study or training abroad, in turn encouraging cross-border cooperation to boost higher education performance.
- Improve educational standards by updating content and knowledge of new innovative educational techniques to be implemented in our classes with our students.

As for the staff:

- To increase the professional skills of teachers who request mobility for stays in companies abroad.
- To improve the quality of teaching so that our students achieve greater qualification.
- To increase the motivation of the teaching staff through the key competences acquired such as digital and linguistic skills.
- To improve their linguistic and professional skills.
- To exchange experiences with schools in other countries and share good practices.
- To know and value the culture of our neighbouring countries.
- Be a vehicle for transmitting the culture and customs of other countries.
- To spread the experience lived apart from telling the values added to their training.
- Contribute to the professional career of the teacher and to their progression in the career.

Medium-term (1-3 years)

- To improve the attractiveness and quality of professional training by the international projection of the same.
- To increase the number of students enrolled by participating in European projects.
- To provide more opportunities for students to acquire additional skills through studying or training abroad. In turn encouraging cross-border cooperation to boost higher education performance.
- Promote cooperation between institutes and companies.
- To promote the modernization and internalization of the educational institution through its participation in European projects.

Long-term (more than 3 years)

- Encouraging entrepreneurship among our students and that they carry it out requires a time of maturity that is usually long term.
- As for the objectives that we intend to achieve with the Strategic Alliances would be long term, firstly because the first contacts would be initiated after at least one year until the other actions of Erasmus + are consolidated, secondly because a longer period of execution is required. From the moment the contacts with other Institutions and companies are initiated, the relevant agreements are reached until the project is implemented and would take more than three years.