

Erasmus+ learning agreement

1. Purpose of the learning agreement

This learning agreement defines the conditions and expected outcomes of a learning mobility organised within the framework of the Erasmus+ programme. Parties in this agreement shall abide by the programme's rules and quality standards.

2. Information about the learning mobility

Field	School education
Activity type:	Job shadowing
Mode:	Physical
Start date:	07/04/2025
End date:	11/04/2025

3. Parties to the learning agreement

The learning agreement is concluded between the participant in the learning mobility, the sending organisation and the hosting organisation.

3.1. Participant in the learning mobility

Full name:	Savo Ivanov Hadzhigenov
Address:	Trakia, 156, entrance G, fl.6, ap 22, Plovdiv 4000, Bulgaria
Email:	savo_ivanov@abv.bg
Phone number(s):	+359897233168

3.2. Sending organisation

Organisation name:	Professional High school of Tourism " Asen Zlatarov"
Address:	Bogomil 75, Plovdiv, 4000, Bulgaria

3.3. Hosting organisation

Organisation name:	CPIFP Hurtado de Mendoza
Address:	C/ Francisco Palau y Quer 17, 18006, Granada, Spain

4. Learning context

[Please select the applicable version of the table]

[Version 4: for staff in school education, VET and adult education]

At the sending organisation, the participant is currently working in the following capacity:	
Job title:	Teacher, VET in Tourism and Hospitality
Main tasks:	Delivering lessons on key topics like hotel management, travel and tourism operations, customer service, event planning, food and beverage management, and hospitality marketing. Integrating practical and theoretical knowledge to develop industry-relevant skills. Developing engaging materials and activities and organizing field trips, visits and guided tours for and with students. Assessing students' progress through tests, assignments, and oral evaluations Encouraging cultural awareness and communication skills Integrating technology and innovative teaching methods Guiding students in the use of hospitality software and POS systems. Advising students on career paths in tourism and hospitality.

5. Learning outcomes

The parties have agreed that the following learning outcomes should be achieved during the learning mobility:

Outcome 1: Pedagogical & Teaching Methodologies	
Relevant subject, skill or competence:	Subjects: VET, ICT in Education, Work-Based Learning & Dual Education Systems Teaching & Pedagogical Skills – Understanding methodologies and innovative teaching strategies
Description:	Understand the teaching approaches used in VET in Spain Observe lesson planning, student engagement techniques, and assessment methods Compare Spanish vocational training curricula with ours Learn how practical training and real-world applications are integrated into lessons Explore digital tools and technology used in teaching

Outcome 2: International Project Management	
Relevant subject, skill or competence:	Learning to manage international programs and projects International Collaboration & Networking – Establishing partnerships for future Erasmus+ projects
Description:	Learn how the school manages and implements Erasmus+ and other international programs Exchange practices in coordinating international mobility for students and staff Discuss opportunities for future collaboration and partnerships.

Outcome 3: Cultural & Intercultural Competence	
Relevant subject, skill or competence:	Subjects: VET, Tourism & Hospitality Management, Foreign Language Teaching (English), Culinary Arts & Gastronomy Engaging with international colleagues, students, and educational stakeholders Adapting to different educational and cultural contexts
Description:	Learning trip in Granada- local museums, Alhambra and other significant places. Educational tour to Fuentevaqueros. Gain firsthand experience of Spanish educational culture and classroom dynamics Develop intercultural communication skills by interacting with teachers, students, and staff Compare educational policies and workplace expectations in different cultural contexts Reflect on how language barriers and cultural differences influence teaching and learning

Outcome 4: School Organization & Administration	
Relevant subject, skill or competence:	Business & Administration, ICT in Education Adaptability, teamwork, and problem-solving in an intercultural environment
Description:	Gain insight into the structure of vocational education in Spain Understand how internships, work-based learning, and dual training programs are organized Learn about student support services, career guidance, and mentorship programs Observe the role of international projects (e.g., Erasmus+, mobility programs)

Outcome 5: Professional Development & Networking	
Relevant subject, skill or competence:	VET in Tourism and Hospitality Develop a network of international contacts for future collaboration
Description:	Exchange practices and experiences with Spanish educators Reflect on how observed practices can be adapted to our own teaching environment Set personal and professional development goals based on the experience

6. Learning programme and tasks

To achieve the agreed learning outcomes, the participant will complete the following activities and tasks during their mobility activity.

Activity / task 1: Observation & Teaching Methodologies

Description:	Classroom Observation: Attend vocational training classes and English lessons to observe teaching techniques, student engagement, and assessment methods. Team Teaching: Assist in vocational subject classes, engaging with students through discussions, group work, or activities. Lesson Planning Workshop: Collaborate with Spanish teachers to compare and develop lesson plans. Use of Technology in Teaching: Observe how digital tools (e-learning, virtual simulations) are integrated into vocational education.
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Activity / task 2: School Structure & Administration

Description:	Meetings with School Leaders: Learn about the Spanish VET system, school organization, and policies. Student Support Services: Understand how career guidance, internships, and student mentoring are managed. Work-Based Learning & Internships: Observe how students gain real-world experience through partnerships with businesses.
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Activity / task 3: International Project Coordination

Description:	Erasmus+ and Mobility Programs: Attend presentations on how the school manages international projects and exchanges. Best Practices in Project Management: Discuss funding applications, reporting, and partnership development. Networking with Staff & Stakeholders: Exchange ideas with teachers, coordinators, and local partners involved in training programs. Potential Collaboration Discussion: Identify opportunities for future joint projects or staff/student exchanges. Meeting colleagues from the region working on a mutual national project.
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Activity / task 4: Practical & Cultural Activities

Description:	School Tour & Introduction: Familiarize with the campus, classrooms, workshops, and facilities. Visit to Partner Companies: Observe how vocational students gain hands-on experience in hotels, restaurants, or other workplaces. Cultural Immersion Activity: Take part in a guided tour to Alhambra, a cultural trip and culinary experience to understand the regional industry context. Reflection & Feedback Session: Share key takeaways from the experience and discuss possible implementations in your own institution. Learning guided trips and educational tours.
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7. Monitoring, mentoring and support during the activity

7.1. Responsible persons at the hosting organisation

The following person(s) at the hosting organisation are tasked with introducing the participant to their activities and tasks at the hosting organisation, providing practical support, monitoring their learning progress, supporting them to achieve the expected learning outcomes, and helping them to integrate into the daily routines and the social context at the hosting organisation.

Full name:	Borja Torres Villafaina
Job title:	Erasmus Coordinator
Email:	erasmus@hurtadodemendoza.es
Phone number(s):	958894637
Responsibilities:	1.Preparation & Orientation 2.Teaching & Classroom Engagement 3. Collaboration & Professional Development 4. Administrative & Logistical Support 5. Reflection & Follow-Up Responsibilities of the Mentor In details: Welcoming & Orientation: Introduce participants to the school, staff, and students. Providing Context: Explain the curriculum, vocational training methods, and school policies. Facilitating Classroom Observations: Ensure participants can observe different lessons and activities. Encouraging Active Participation: Involve participants in discussions, practical activities, or co-teaching when appropriate. Regular Check-Ins: Meet daily to discuss progress, answer questions, and provide support. Offering Cultural & Professional Insights: Help participants understand the Spanish educational system and work culture. Final Reflection & Feedback: Assist in reviewing what has been learned and discuss future collaboration.

7.2. Responsible persons at the sending organisation

The following person(s) at the sending organisation are tasked with following the participants' progress and providing content or practical support from the side of the sending organisation.

Full name:	Katerina Borisova Dodova
Job title:	Principal
Email:	katerina_dodova@abv.bg
Phone number(s):	+359 88 429 7070
Responsibilities:	Pre-Mobility Responsibilities (Before the Job Shadowing) During Mobility Responsibilities

	Post-Mobility Responsibilities (After the Job Shadowing) The principal acts as a leader and facilitator, ensuring that the job shadowing experience benefits both the participating teachers and the school by enhancing teaching quality, international cooperation, and professional development.
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7.3. Accompanying persons - Not applicable

7.4. Mentoring and monitoring arrangements

As a minimum, the monitoring and mentoring arrangements will include the following activities:

- [Activity 1] Mentoring Arrangements: The mentor should be experienced, knowledgeable about the school system, and willing to guide the participant
- [Activity 2] Pre-Mobility Monitoring The sending organization (school principal/coordinator) ensures that: Participants understand the objectives and expectations. A detailed agenda is prepared in collaboration with the host school. All logistical and administrative arrangements are completed (travel, accommodation, funding, etc.).
- Activity 3 During the Job Shadowing
- Daily Progress Check-Ins: Participants should have short reflection sessions with their mentor to discuss their learning experiences.
- Observation & Feedback Forms: Participants can complete short observation logs about key takeaways from each session.
- Problem-Solving Support: If challenges arise, the mentor/coordinator helps to solve them.
- Activity 4 Post-Mobility Monitoring
- Final Reflection & Evaluation: Participants should complete an evaluation form about their experience.
- Debriefing Session: A meeting between the sending school and participants to discuss key takeaways and implementation plans.
- Dissemination of Results: Participants should share their learning through a presentation, workshop, or report.

8. Evaluation of learning outcomes

After the mobility activity, the participant's learning outcomes will be assessed in the following way:

Evaluation format: Pre-Mobility Self-Assessment Form – Participants reflect on their expectations, skills, and knowledge before the experience. Daily Reflection Logs – Short notes on key observations, insights, and challenges. Mentor Feedback Form – Host teachers evaluate the participant's engagement, participation, and learning progress. Final Self-Assessment & Reflection Report – Participants compare their pre-mobility expectations with actual outcomes.
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Post-Mobility Peer Presentation – Participants present their learnings to colleagues at their home institution.
 Survey for Host Institution – The receiving school evaluates the effectiveness of the job shadowing experience.

Evaluation criteria:

A. Pedagogical & Professional Development

- ✓ Understanding of Spanish vocational education methods and curriculum
- ✓ Ability to compare and contrast teaching/training approaches between countries
- ✓ Use of new teaching methodologies (digital tools, student-centered learning, etc.)

B. Participation & Engagement

- ✓ Active involvement in discussions, observations, and collaborative activities
- ✓ Interaction with students, teachers, and staff at the host institution
- ✓ Willingness to learn, ask questions, and reflect on the experience

C. International Collaboration & Networking

- ✓ Ability to establish professional connections for future partnerships
- ✓ Understanding of international project management (e.g., Erasmus+ coordination, mobility programs, etc.)
- ✓ Contribution to future cooperation ideas between institutions

D. Personal & Cultural Awareness

- ✓ Ability to adapt to a different educational and cultural setting
- ✓ Awareness of intercultural communication and collaboration challenges
- ✓ Openness to new perspectives on vocational education

E. Impact & Implementation

- ✓ Ability to apply new skills and knowledge to improve teaching/training practices
- ✓ Plans for sharing insights with colleagues at the home institution
- ✓ Suggestions for school development and future collaboration

Evaluation procedures:

Step 1: Pre-Mobility Evaluation (Before Departure)

Participants complete a self-assessment form to define their learning objectives. The sending institution conducts an orientation meeting to clarify expectations.

Step 2: Ongoing Monitoring & Reflection (During Job Shadowing)

Participants maintain daily reflection logs to track progress.

Mentors provide verbal and written feedback on performance and engagement.

A mid-week review meeting ensures objectives are being met.

Step 3: Post-Mobility Evaluation (After Return)

Participants complete a final self-assessment report comparing initial expectations with actual outcomes.

A feedback session is held with mentors and the host institution.

Participants prepare a presentation/workshop for colleagues at their home institution.

The sending institution compiles a final report summarizing key findings, successes, and areas for improvement.

9. Recognition of learning outcomes

The learning outcomes attained by the participant will be recognised in the following way:

Recognition conditions:

For learning outcomes to be recognized, the participant must:

- ✓ Actively participate in all planned activities, observations, and discussions.
- ✓ Demonstrate engagement by interacting with teachers, students, and staff at the host institution.
- ✓ Complete reflection and evaluation tasks, such as logs, self-assessment reports, or presentations.
- ✓ Show evidence of learning, such as applying new teaching methods, proposing innovations, or strengthening international partnerships.
- ✓ Share the acquired knowledge with colleagues and the home institution through workshops or reports.

Recognition procedures:

Participants maintain daily learning reports.
Mentors provide feedback on engagement and participation.
The sending institution- debriefing session where participants share insights.
Participants present their learning outcomes in a staff meeting, workshop, or report.
Recognition is given through professional development credits, competency validation, or inclusion in career advancement plans

Recognition documentation:

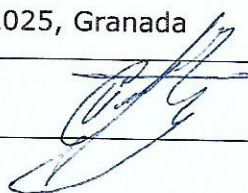
Certificate of Attendance, Erasmus learning agreement and Europass Mobility Certificate – Issued by the host school confirming participation, duration, and learning achievements.

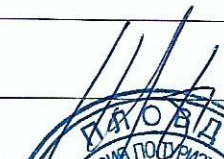
10. Reintegration at the sending organisation- Not applicable

11. Additional provisions 'Not applicable'.]

12. Signatures

The signatories confirm that they understood and approve the content of this agreement.

Participant	
Full name:	Savo Ivanov Hadzhigenov
Date and place:	11.04.2025, Granada
Signature:	

For sending organisation	
Full name:	Katerina Borisova Dodova
Position:	Principal
Date and place:	11.04.2025, Granada
Signature:	



For hosting organisation	
Full name:	Borja Torres Villafaina
Position:	Erasmus+ Coordinator
Date and place:	11.04.2025, Granada
Signature:	