

# ERASMUS POLICY STATEMENT

The main objectives of our institution by getting involved in Erasmus+ projects are:

1. To open professional possibilities to students by increasing the possibilities of working posts of students.
2. To improve the knowledge of the foreign language.
3. To improve the own student's abilities to foster the cultural, social and linguistic diversity.
4. To find out and develop new professional methodologies.
5. To enhance the development of the European dimension of students by opening their mind when learning from other countries.

In these mobility programmes, not only the students but also the teachers get benefits from them. Therefore, when in an educational centre both teachers and students are able to enjoy the benefits from good practice apprenticeships, the whole institution is benefited in the end. Teachers attend lectures, they are experienced in the field this way they can offer better support and orientation to the students.

The strategy led by the Mobility commission aims to:

1. Focus on entering Erasmus+ Programmes to start mobility of students and staff by taking part in the programmes of the Spanish Ministry of Education.
2. Promote the European Student Card among all the candidates for the recognition everywhere of the student status and identity.
3. Recognise the activities of mobility in terms of credit awarded by the European Credit system for Vocational Education and Training (ECVET) according to which it will be easier for people to get validation and recognition of skills and knowledge acquired in different systems and countries; and increase the compatibility between the different vocational education and training (VET) systems in place across Europe.
4. Complete the Erasmus+ Programme to get the Spanish International Diploma supplement and Mobility Europass.
5. Promote the spreading of experiences and results both internally and externally among the educational community, Ministry of Education and partners by using the college website ([www.albaydar.org](http://www.albaydar.org)) and social media such as Instagram (@albaydarsevilla), twitter (@albaydar) or Facebook (Centro Educativo Albaydar).
6. Focus on recognizing the participation of students and teachers involved in the Erasmus+ Programme.
7. Promote that none student is excluded from taking part in an Erasmus+ Programme by giving access and opportunities to participants from all backgrounds.
8. Select partners from different European countries.

The first expected result is the increase in the number of women in the labor world. It is an enhancing fact having experienced this scholarship in a foreign country and, even more when the apprenticeship has been made in a recognised company. Our courses are designed for our students to get the necessary work-related skills to put into practice in the labor world.

The acquisition and development of social, personal and professional competences are experienced since the students must make a living for some time in a different country, they go for both the working experience and the everyday life development in a foreign country. So, there is a high probability that they acquire not only working skills and abilities, but also personal and social ones, putting everything together into a different perspective and analysing different ways of making a living.

We have requested the following projects for 2020-2022:

- 2020-1-ES01-KA103-079820:
  - Erasmus+ Mobility for Traineeships (SMP): 12 students
  - Erasmus+ Staff Training Mobility (STT): 8 teachers
  
- KA 204-E01B9CB0-ES: The main objective of this paper is to make visible the current situation of the feminine representation in the working sector, to raise possibilities of employment for women. Thus, a more egalitarian situation would be settled on scene although there would be still a large path to go through.

Our proposal of analysis is focused on three target groups:

- women with a low educational level that do not have the will to be part of sectors with a high level of male employment.
- high qualified women & with a high educational level without the opportunity of accessing important positions.
- less qualified women belonging to the rural sector who might suffer social exclusion.