



ERASMUS POLICY STATEMENT (OVERALL STRATEGY)

The countries where we can do the traineeships are the ones that collaborates with the consortium of which we form part, that is to say: Belgium, Czech Republic, Germany, Spain, Greece, France, Ireland, Italy, Cyprus, Luxembourg, Netherlands, Austria, Portugal, Slovakia, Finland, Sweden, United Kingdom, Iceland, Liechtenstein, Norway, Bulgaria, Estonia, Latvia, Lithuania, Hungary, Malta, Poland, Romania, Slovenia and Turkey.

Our higher education school disposes of a wide educational offer that includes Preschool, Primary and Secondary school, Programmes of Initial Vocational Training and vocational training studies (Aesthetics, Hairdressing, Cooking, Dressmaking, Pharmacy, Care Healthcare, Administration and Management and Nursery).

Moreover, we bet for a commitment to quality that pursues excellence. In fact, María Madre-Politecnos is immersed in two quality processes:

- ISO 9001-2008: The first certification was achieved in 2008 and every year we get recertification. The last passed audit has been in November 2012.
- EFQM: EFQM 200+ certification was obtained in January 2013 and we will continue working to obtain the EFQM 300+ certification by the year 2015.

One of our quality objectives is to foster among our students a sense of belonging to the European culture. That is why we are participating in different programmes:

- We are a bilingual center in Primary School and we are developing a broad programme of bilingualism, enabling them to increase their linguistic competences.
- We have Charter Extended Erasmus since 2007, which has allowed our students to benefit from Erasmus programme and to have the possibility of completing the traineeship in enterprises of the European Union. Therefore, we have achieved the Erasmus Charter for higher education (ECHE) for the period 2014-2020. The FCT is a module that is defined in the curriculum of FP of the Spanish educational system, whereby students are incorporated into the working world to traineeship, learn about their environment and expand their knowledge. It is a module that must be overcome in order to achieve their academic qualification. Thus, some of our students have been doing the traineeships in Padua, Italy (3 students), Cork, Ireland (3 students), Westport, Ireland (1 student) London, United Kingdom (2 students) and Salzburg, Austria (1 student). Thus, in social environment of the European Union and facilitates the integration into Europe.

Erasmus extended Charter has been widely disseminated among members of the educational community: in cloister of professors, seminars of interested teachers, information to student of vocational training studies, communication at the School

Board of the Centre, advertising on the website of the Centre, on bulletin boards and in local media (press and TV channels).

Other projects that we are developing are the following:

- Knowledge Management (in the year 2012, we participated in the project management of knowledge, in collaboration with the University of Burgos, enterprises and other vocational training schools, subsidized by the Ministry of Education and Science).
- Data Protection (to guarantee and protect, with regard to the processing of personal data, Civil Liberties and fundamental rights of individuals and specially their honor and personal and family privacy).
- Respect for the environment (based mostly in recycling and rational use of paper).
- Coexistence (to promote the good relationship between all members of the educational community, with figures such as that of the mediator and the representative for gender equality).
- Relationship with enterprises (promoting collaboration agreements with different companies, dual vocational training, etc).
- Pastoral (to promote the values of the Gospel).
- Training of unemployed (our Centre collaborates currently with the public employment service of Castile and Leon (ECYL) for teaching courses of vocational training for the unemployed (FOD).
- Employment exchange (to help our students find jobs when they finish their training).

IMPACT OF THE PARTICIPATION

The impact of the participation of our school in the Erasmus programme is reflected in the following points:

1. Increasing attainment levels to provide graduates and researches Europe need.

All the teaching staff and the guidance Department work to motivate students and thus achieve lower abandonment rates. We serve many students who belong to dysfunctional families and ethnic minorities, which have more difficulties to continue their training. For them we offer alternative routes such as Programmes of Initial Vocational Training. For our adult students, with less time available, we provide more flexible studies, with the possibility of resignation of modules. The Erasmus grants offers an incentive extra to the students, who fight to obtain higher qualifications and to improve their language skills.

2. Improving the quality and relevance of higher education.

Obtaining a degree in our Centre is a guarantee for the students because he acquires skills that allow him to successfully develop a qualified professional activity. To promote their employability, the Centre has an employment exchange that the enterprises use in their selection processes. The companies consider a value boost

not only the language skills but also the experience that provides a stage in a European Country.

3. Strengthening quality through mobility and cross-border cooperation.

To promote the spirit of mobility among our students, we held briefings on Erasmus grants. Students are aware that mobility increases their professional, social skills and employability. In addition, this traineeship is not only recognized in the same way as if it was done in a Spanish company, but it also enjoys a greater consideration.

4. Making the knowledge triangle work-linking higher education, research and business to promote excellence and regional development.

We collaborate with numerous local and regional enterprises to achieve different objectives: a) Traineeships for students, b) knowledge transfer, c) vocational training dual agreements, d) transmission of entrepreneurship (thus, the Erasmus programme stimulates the entrepreneurial skills).

5. Improving funding

To get other sources of funding in addition to the estatal, we offer non-formal training courses, we participate in projects financed by public and private entities, we collaborate with ECYL in training courses for unemployed, etc. To encourage teachers, the management team raises annual training plans.

One of the most relevant training objectives is bilingualism, which pursues a better transmission of language skills to our students and a greater participation in other European projects, in addition to the Erasmus one.