

**PLAN TO MODERNIZE AND INTERNATIONALIZE  
THE HIGH SCHOOL**

IES San Clemente

Santiago de Compostela

Galicia - Spain

## **Index**

[1.- Introduction](#)

[2.- Multilingualism](#)

[2.1.- Galician language](#)

[2.2.- Bilingual Sections](#)

[3.- eTwinning and Erasmus+ KA2 Projects](#)

[3.1.- KA2](#)

[3.2.- eTwinning](#)

[4.- Job training abroad: Erasmus+ KA102 and KA103](#)

[4.1.- Number of mobilities](#)

[4.2.- Selecting the participants](#)

[4.3.- Exceptions](#)

[4.4.- Language preparation](#)

[4.5.- Tutoring](#)

[5.- Recognition of Skills](#)

[5.1.- Europass Documents](#)

[5.2.- Certification level for foreign language](#)

[6.- Collaboration with other European schools](#)

[7.- Mobilities for teachers](#)

[8.- Updates to the plan](#)

## 1.- Introduction

IES San Clemente is a public high school that has been dedicated to professional training education since 1953.

The school currently teaches technicians at levels 3 and 5 in the professional realm of Information Technology and Communications: Technician in Microcomputer Systems and Networks (ordinary and modular distance), Higher Technician in Computer Network Systems Management (ordinary, modular classroom, and modular distance), Higher Technician in Multi-platform Applications Development (ordinary, modular, and distance) and Higher Technician in Development of Web Applications (modular classroom and modular distance). Additionally, the school provides secondary education for adults: ESA and Bacharelato in telematics in the areas of Sciences, Humanities, and Social Sciences.

The current school year contains 66 teachers, 800 Professional Training students, and 2,800 ESA and Bachillerato students.

The school has experience participating in various European programs, such as the following:

- Erasmus Mobilities since 2009. Students from advanced courses have completed the curricular internship (FCT) abroad, in Ireland and Germany.
- Leonardo da Vinci Mobilities since 2012. Students from intermediate courses have completed the FCT in Portugal.
- Erasmus+ Mobilities since 2014.
  - Students from intermediate and advanced courses complete the FCT and extracurricular internships in Portugal, Ireland, the United Kingdom, the Czech Republic, Germany, and Malta (current destinations).
  - Mobilities to study abroad in Portugal are available for students in intermediate courses.
  - Job shadowing opportunities are available for teachers in Ireland and Portugal.
- Intermediate partner in the Leonardo da Vinci and Erasmus+ mobilities for German and Portuguese associates.
- eTwinning projects since 2009. The school has been honored with 12 European quality labels, a national Spanish award and two international awards.

The school has also incorporated bilingual subjects into the program since the 2008/2009 school year.

Below we detail the current plan to contextualize and coordinate the different steps to establish a formal strategy that contributes to the plan to modernize and internationalize the European Union:

- Increase the number of qualified Professional Training students to contribute to the needs of the EU.
- Improve the quality and importance of higher education in the EU and reinforce it through movement and cooperation between countries.
- Connect classroom material, research, and companies.
- Improve management and finances.

## **2.- Multilingualism**

### **2.1.- Galician language**

In IES San Clemente, courses and material are taught in Galician, as mandated by current legislation. For courses that the legislation doesn't specify the language to be used, the school will use a balance of both Galician and Spanish that ensures the students obtain proficiency in both of the official languages.

The Team for Revitalizing the Galician Language (EDLG) in IES San Clemente has been in effect since the creation of linguistic normalization teams, with the implementation of projects and activities that include language stimulation and the development of Galician culture as the main driver of the initiative.

The EDLG at IES San Clemente has several years of experience completing multiple activities throughout the school year. Some of them are repeated successfully each year. Of note is the literary contest, which is in its 25th iteration.

The school also participates in activities to promote Galician culture at a Europe-wide level using the eTwinning platform, with, for example, the Christmas Card Exchange and Galician Literature projects.

### **2.2.- Bilingual Sections**

The objectives of the bilingual subjects are:

- To promote foreign-language learning, responding to the needs of each student and keeping in mind the importance of knowing different languages to improve their personal and professional development.
- To promote interest in and respect for other cultures.

- To motivate students to use other languages in information technology subjects, with the goal of developing and achieving better competency.
- To help with language prep to complete the FCT abroad in the framework of the Erasmus+ program.
- To acquire technical vocabulary related to the students' future professional careers, which helps incorporate them into the labor force in other countries.

The bilingual sections are currently taught in both official languages of Galicia and in the following foreign languages:

- Portuguese, being a closely-related language from both a linguistic and geographic point of view, favors rapid acquisition for the students. This language is spoken in Portugal (neighbor country, where educational visits, FCT, etc., can be organized easily), in Brazil and in Angola (countries with a growing market, with big opportunities for the Galician ICT sector).
- English, because it's the current lingua franca to communicate in any environment, both academically and/or in the professional world, especially in the realm of information technology, which is almost exclusively in English. Knowing English facilitates mobility in countries with a strong presence in the information technology industry, such as Ireland or the United Kingdom.

The bilingual sections have teachers who function as coordinators, whose main duties include:

- To coordinate activities for the team of teachers who form the bilingual subjects, provide support to the teachers in non-linguistic areas, and to monitor the development of the program throughout the year.
- To participate in the preparation of specific teaching materials together with the team of teachers.
- To organize and coordinate complementary activities that contribute to the wider understanding of the foreign language.
- To orient and advise the language assistant.
- To organize, lead, and take notes in meetings to develop the subject.

The sections are endowed with native language assistants whose main duties include:

- To contribute to the language acquisition of each student with different communication abilities, such as oral expression and comprehension, and to facilitate the understanding of the specific vocabulary of the target language.
- To collaborate with the professor of the subject to implement materials in the curriculum in the target language.

- To participate in planning meetings.
- To organize relevant activities about the assistant's home country, making them participants in both the student subject and the educational community.
- To participate in all activities at the school designed to help integrate the assistant and help him or her become more familiar with Galician culture.

The school encourages:

- The creation and maintenance of bilingual sections.
- Teamwork amongst the members of the bilingual sections.
- The execution of related activities with the bilingual sections.
- Participation in eTwinning projects to practice the foreign language.
- Mobility for the students in the bilingual sections so they can complete the FCT in countries in the European Union.

After completing the course, students who successfully earn qualifications in their subjects and don't receive "Loss of the Right to Continual Evaluation" will receive an official credential issued by the school confirming that they participated in a bilingual subject, which will be recorded permanently in their academic records.

### **3.- eTwinning and Erasmus+ KA2 Projects**

The high school fosters participation in different activities in the Erasmus+ program, including those related to eTwinning.

#### **3.1.- KA2**

The Key Action 2 of Erasmus+ allows the creation of strategic partnerships between European schools to carry out complex projects, with budgets, deadlines, mobility, etc.

The school will promote teacher participation in future Erasmus+ KA2 projects.

#### **3.2.- eTwinning**

eTwinning serves as the KA2 engine, but it's also possible to participate in projects in the eTwinning community without participating in an active KA2 project.

The school's main objective regarding the eTwinning program is to support the development of content, services, pedagogies, and the implementation of innovative and ICT-based learning in order to create a sense of belonging to the European Union.

Additionally, the eTwinning platform supports other actions, for example:

- The bilingual subjects: creating projects that allow students to interact with students from other countries by using the foreign language of each bilingual section.
- Job training/internship abroad (FCT): using TwinSpace to manage mobility and register tutorials.
- Revitalization of the Galician language: using the language in all projects undertaken on a Europe-wide level.

The school promotes teacher participation in eTwinning projects:

- Projects related to the subject they teach (with the opportunity to implement the project-based learning methodology). In this case the focus is on the results of what the students learn that are related to the subject or material.
- Projects related to the bilingual subjects. In this case the goal is competency in the foreign language.

The school promotes the use of eTwinning projects to carry out the management of internships abroad.

## **4.- Job training abroad: Erasmus+ KA102 and KA103**

The center promotes participation in the Erasmus+ KA102 (for intermediate courses) and KA103 (for advanced courses) programs, which are considered continuations of the bilingual sections, using eTwinning as a means of support.

The general objectives of job training abroad (FCT internships or extracurricular training) within Erasmus+ KA1 are:

- To qualitatively improve and quantitatively increase mobility within Europe for people in vocational training schools.
- To qualitatively improve and quantitatively enhance cooperation between institutions and organizations that provide learning opportunities, businesses, work associates, and other relevant organizations throughout Europe.

Concrete objectives:

- To improve competency in foreign languages.

- To open the doors to work in/with Portuguese, Brazilian, Irish, British, German, etc. companies.
- To facilitate students' mobility in their working life before, during, and after FCT job training.
- To acquire a sense of belonging to the European Union.
- To increase the attractiveness of the vocational training courses taught at the school.

The period abroad is an integral part of job training for the students and comprises the entire FCT.

It's also possible for students to request placements to study abroad and for vocational training teachers to request job shadowing placements abroad.

## 4.1.- Number of mobilities

Each January, a meeting is organized to find out which students are interested in an internship abroad or studying abroad.

The number of mobilities to be requested in the new Erasmus+ KA102 and KA103 varies depending on the students' desires. In recent projects, 7 places were requested for KA102 and 20 for KA103.

## 4.2.- Selecting the participants

General criteria:

October: The tutors inform the first-year students of the possibility to complete the FCT abroad and the selection criteria.

January: The first-year students interested in completing the FCT abroad communicate with the coordinator before requesting the mobilities.

October: The second-year students submit a request in writing to be part of the selection process and to participate in the linguistic development and cultural activities from November to February.

March: Participants are chosen (for the main phase of the flow) based on the following criteria (two points each):

1. Academic record.
2. Results of oral and written exams, evaluated by foreign-language teachers.



3. Official certificates for levels A2/B1/B2/C1/C2.
4. Assistance in language and program prep activities (conferences, etc.)
5. Criteria based on student's attitude, such as maturity and responsibility, which are evaluated by the Guidance Department and the teachers in the student's course.

It's also possible to complete internships during other periods of the year, such as in autumn (modular students, recent graduates, etc.)

For Advanced Courses: Currently, the MECD awards its own grants directly via "erasmus.es" to student applicants, who are exempt from the above criteria.

As long as this program continues, students at IES San Clemente can request Erasmus+ and KA103 at any time, even for internships unrelated to the curriculum or for graduates, assigned in order of request (always giving preference to FCT).

### 4.3.- Exceptions

Students with bad attitude or who express disagreement with the school's philosophy of internationalization cannot complete internships abroad. This decision is made by the teaching staff on the evaluation board.

### 4.4.- Language preparation

The majority of the students in the program complete a bilingual subject, which improves their linguistic skills and helps them learn technical vocabulary related to their professional studies.

This is not aimed exclusively at students in bilingual subjects, so students interested in doing the FCT abroad must attend a course in the language and culture of the destination country, outside of school hours. This is done before the mobility between the months of February and November (for the main flow).

The center provides the means necessary for the completion of this course, which makes it possible to offer specific training for participants in small groups, simulating real situations that they will encounter in the destination country, such as a job interview.

In some cases, it is possible that courses and cultural activities can be organized in the destination country, but this depends on many factors, such as budget, availability of an intermediate partner, etc.

## 4.5.- Tutoring

During the student's time abroad, the professor coordinating the mobility, coworkers, the host company, and intermediaries continuously monitors the student.

A meeting between the tutors (in collaboration with the team working on the European projects) and the participants is carried out every two or three weeks. A file is kept in TwinSpace, recording the student's progress and any relevant information about their stay.

Students periodically publish articles on the blog and a monthly summary of the tasks they complete at the company, on TwinSpace.

The professors of the interns at the companies publish a report of their meetings with both the students and the relevant individuals at the companies in TwinSpace.

Means of communication: email, video conferences, telephone, TwinSpace and blog.

## 5.- Recognition of Skills

One objective of this plan is to improve the transparency and recognition of qualifications and abilities, including those acquired through formal or informal education.

### 5.1.- Europass Documents

Promotes the use of Europass documents:

- Curriculum Vitae: for all students.
- Europass Language Passport: for all students.
- Europass mobility document: for students and teachers participating in Erasmus+, certified by the sending school and the host company.
- Europass degree supplement: for all students..
- Supplemental Europass degree annex: for those who complete FCT abroad and for any other students who request it.

## 5.2.- Certification level for foreign language

The school encourages students who pursue bilingual subjects or complete the FCT abroad to test their language proficiency for free at the EOI (or equivalent) to obtain an official certificate.

- Students can complete practice exams in December and March.
- Information about the free tests is published.
- Students are offered financial assistance for the exam fees.

In addition, students in bilingual sections receive official credentials without having to apply for them, which are recorded permanently in their academic records.

## 6.- Collaboration with other European schools

This plan includes IES San Clemente's collaboration with other European schools:

- The school offers itself as an intermediary associate for mobility projects, to arrange internships for foreign students, to search for companies, to define work plans suited to the students' training, cultural and language immersion courses, etc. To do this, the school will appoint one person to be responsible for management duties, and the supervision and monitoring of the mobilities.
- The school offers itself as a host so that students from other countries can study or pursue an internship in IES San Clemente. To do this, the school will appoint one person responsible for managing, monitoring, support, linguistic preparation, etc., for the incoming students.
- The school offers itself as an associate for other eTwinning and Erasmus+ projects.

Special importance is given to the transfer and innovation of knowledge among participating educational centers and to the use of ICT in the completion of other projects.

IES San Clemente agrees to recognize participation in these projects with certificates and to collaborate with the disbursement of the results on the school's website, in local and digital media, and in letters to agencies.

## 7.- Mobilities for teachers

The school promotes mobility for teachers within the framework of Erasmus+, with a flexible schedule, administrative and academic counseling, assistance with linguistic preparation, etc., so that the participants can make the most of their mobilities.

## 8.- Updates to the plan

Future updates to the Plan for the Modernization and Internationalization of the School will be published at [www.iessanclemente.net/programas-europeos](http://www.iessanclemente.net/programas-europeos).

If there are any discrepancies between the information in this document and the information published on the school's website, the latter shall prevail.

Santiago de Compostela, 15 March 2016

The following group of professors will sign this document on behalf of the relevant department:

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