



STATEMENT DEVELOPMENT PLAN

1. Institutional Structure.

Zalima is a private institution of post Secondary Education which has enrolled 300 students from High School and Superior Vocational Training of different professional branches. The headmaster equipment is collegial and it has a departmental structure of workspaces.

Taking into consideration the trajectory of the school and the interest in providing students with an European dimension in education, an institutional structure called "Commission for European programs" was created. It is formed by the headmaster, the principal assistant of the High School, the principal assistant of the Training Cycles, the language coordinators and the department chair of Communication.

The functions of this committee, composed of six members are:

1. To study the training needs of the center, justify and initiate the necessary actions to leap in improving the deficiencies listed out below:
 - a. Get an overview of **integrative learning**, avoiding to assimilate concepts by watertight compartments.
 - b. To build **capacity ratio** through a deductive method and participatory learning.
 - c. To promote awareness and **dissemination of European** higher education.
2. To introduce students to the Erasmus + actions as a tool-job training and overall development of the people. The promotion will be done through various ways such as attending technical conferences; Websites, Moodle platform used as a resource bank for students; and two applications Dropbox and Showbie to share and evaluate the tasks in the process of teaching and learning.

Through these objectives it is intended that teachers and students are a reasoned development of modernization and internationalization activities with educational quality unit.

2. Current situation of the center.

The center has been involved in European programs prior to the Lifelong Learning Program, with some projects such as Leonardo, oriented practices of students in Vocational Training. Under the Lifelong Learning Program and with reference to recent years, the heading of mobility is included.



Starting Year	Programme or Initiative	Type of activity	Identification number	Applicant/Beneficiary Name	Title of the project / network
2009	MULTILATERAL SCHOOL PARTNERSHIP	COMENIUS	2008-1-IT2-COM06-00072	CENTRO ZALIMA	EUROPEAN HISTORICAL CITIES FOR TOMORROW'S CITIZENS
2010	EDUCATION AND TRAINING PROGRAMME	LEONARDO DA VINCI	ES/10/LLP/LdV/PLM/150134	STUDENT: MARIA PEDRERA	ANDALUSIAN PEERS WITH LEONARDO
2011	EDUCATION AND TRAINING PROGRAMME	FCT-ERASMUS V	2011-1-ES1-ERA04-36973	STUDENT: LAURA NAVARRO	UE TRAINING
2011	MULTILATERAL SCHOOL PARTNERSHIP	COMENIUS	2008-1-ES1-COM06-1088	CENTRO ZALIMA	NEW EUROPEAN TOURISM ENTERPRISE
2012	MULTILATERAL SCHOOL PARTNERSHIP	COMENIUS	2012-1-IT2-COM06-378697	ISTITUZIONE SCOLASTICA SUPERIORE "POLO VALBOITE" LICEO SCIENTIFICO - LICEO ARTISTICO	'BLUE RIBBON' – EUROPEAN WATERWAYS AS CULTURAL INFRASTRUCTURES

Zalima has been involved for 10 years in a Swedish international program with the City of Stockholm. We host a Swedish School student every year.

A **K1 key action** has filed as a coordinator for a short period learning teacher modality with Atlas Novas (Bulgaria).

We are also partners in a **KA2 Cooperation** and innovation for good practices (*E-book of Good Practices and the Exhibition 'Numbers become Art'*).

We are applying for the **Erasmus Charter** renewal in response to the students' interest in making the FCT in countries of the European Union.

3. Contacts and partners search.

The contacts are achieved through various mechanisms:

1. A database with all the centers participating in mobility programs, in which the contact details are recorded.
2. Etwinning platform.
3. The information provided by the CEP faculty center of Cordoba.

The partner selection criteria are:

1. To select those companies of professional training sector, such as hotels, receiving schools, law firms, early childhood centers, laboratories and social care companies, NGOs and social institutions of non-profit interest.
2. To share with partners those key objectives of modernization and quality of mobility programs.
3. To ensure participation in a consistent common goal to relate the formation and professional practices.
4. To select those partners who are interested in fulfilling the expected increase in mobility of students and teachers.

Up to now the selected partners for Baccalaureate has been those we have worked with multidisciplinary areas such as Geography, History ... Everything has been carried out at a quality level guaranteed by the use of advanced technology (PPT, Prezzi, eBook iTunes, moviemaker, Keynote iMovie ...).

It is a priority for new actions Erasmus + the students of new professional areas and studies have the opportunity to perform mobilities in the training period cycles. Some of them are:

- Dietetics, we have found partners to make the students' placement at the **Applied German University**, who has the degree of Nutrition and Dietetics.
- Early Childhood Education schools in **Kids Garden** in Sweden, Netherlands and Portugal. Contact Person: Yolanda Castañeda, phone 0034 516 91400.
- Administration and Finance, School **New College Durham**, Framwellgate Moor Campus, Durham, DH1 5GB. Tel: +44 191 375 4151. Room N2.13. Email: clare.howarth @ newdur.ac.uk. Contact Person: Clare Howarth.
- Social Integration, **International Development & Admissions Co-ordinator** and a vocational training center in Albi (France), **Lycée des Métiers Toulouse-Lautrec**, 15 rue Charles Portal, Albi. Tel: 05 63 49 19 29 @: 080003n ac-toulouse.fr. Contact Person: Jean-Francois.Navarin@ac-toulouse.fr (Professeur de Lettres Histoire Géographie).

4. Criteria of staff valuation to choose the profile of the candidates.

Zalima will require the following criteria among candidates participating in the different mobilities.

1. Students and teachers who are willing to travel and have an open mind to Europe.
2. An academic approach based on three aspects: 30% of the academic record, 30% in the level of language, which will be evaluated according to the Common European Framework of Reference for Languages, 20% in the level of technological capabilities and communication techniques and finally 20% of assessable personal profile by tests and guidance department.
3. Candidates with the necessary skills training creditable using a standard EU model that can be incorporated into the Europass.

5. Impact of our project to achieve the objectives of the European Union.

Through our projects we seek the Internationalization for impact between participants in order to meet the objectives set by the European Union, such as:

- The modernization process management and services, so that the mobility projects funded by the EU are agile and effective.
- The technological impact and improvement in communication skills.
- The integration of students in the European Higher Education.
- The acquisition of a specific vocabulary
- The incorporation of customs and cultural aspects of all countries involved.
- The creation of a language policy incorporated in the Draft Education Centre, and included in this Plan of Internationalization.

6. Language Policy.

The main goal of the Language Policy Plan is to provide students and teachers of **multilingual and multicultural skills** that are necessary to respond effectively to the challenges of the convergence process in the European Higher Education Area (EHEA).

One of the main objectives of the center has been to provide students with a bilingual offer. To do this, the center has enlisted the help of a native person who has served and serves as an assistant and support for both students and teachers. Within the curriculum centre project, bilingual education has been offered in various subjects. In the first course of Baccalareate, it has been carried out through Integrated Project , Science for the Contemporary World, Physical Education and Philosophy and Citizenship; and in the second course ,through the Integrated Project.

For training cycles, the centre counts with the help of native teachers whose goal is to prepare students to get B1 and B2.

On the other hand, the process of administration and services has been modernized to effectively faced to all the internationalization projects funded by the European Union. It aims to improve the preparation of mobility enhancing language training.

Currently we are also working so that the center's website is accessible to several languages: Spanish, English and French.

Our language policy takes as a reference the knowledge society and lifelong learning. The European Higher Education helps to promote the development of multilingual skills in the learning process and training of incoming and outgoing students. This multilingual competence articulates in turn to the intercultural competence. In this sense, students of the latest draft (Multilateral Association **Comenius**) have assimilated all the cultural festivals of the different participating countries: France, Portugal, Hungary, Turkey, Italy and Lithuania.

It should be pointed out that in our language policy, there are 40-hour intensive courses outside school hours in order to prepare both, students and staff for their mobility. These courses will be spread over two hours a week on target to obtain a B2 level in both oral and written expression and comprehension. In addition to seeking oral perfection of the students, we put a great emphasis on the achievement of multicultural skills previously mentioned, which are essential to be partakers of not only professionals but also family,

social areas of the country host. The languages offered in the courses are those of the host country, mainly English and French.

7. Linguistic actions to support the internationalization and promote interculturality.

The linguistic actions articulate the main objective of internationalization of the center and the creation of a favorable environment to promote interculturality. Thus, the following actions will be held.

- From the Department of European Projects, it will be promoted provision of mobility grants for students, which can foster their participation in international programs, such as Erasmus and Leonardo programs, as a supplement to improve their academic, linguistic and interculturality skills.
- Evidence of language proficiency for access to student mobility grants will be developed by the Department of Languages unless the student officially certifies the level.
- The Department of Communication will disseminate calls for testing the various European certifications the students can aim for.
- The teachers will be trained to improve their linguistic skills in foreign languages and in supporting the development of teaching methods for teaching and learning materials of the first and second cycle in a second language.

8. To Assess the expected changes in mobile individuals.

Thanks to the students and staff mobilities the centre pretends to achieve certain changes and clear objectives. These include the following:

- To provide information to our students and staff about the European Higher Education.
- To increase the number of jobs and prepare our students for the world of work both locally and internationally, establishing effective links between education, research and business sectors in order to obtain a high level of professional qualification.
- To get our teachers and students acquire a high level of transferable skills promoting an entrepreneurial spirit as a way to help them to find new business challenges and provide them with the necessary skills to be able to innovate in their own sector without forgetting the important role that technologies have in a more and more globalized world.
- To get European citizens acquire a multilingual and multicultural skills with the capacity to incorporate and adapt to any area of life abroad.
- To increase the number of mobility and quality of programs in order to respond to our internationalization goals.