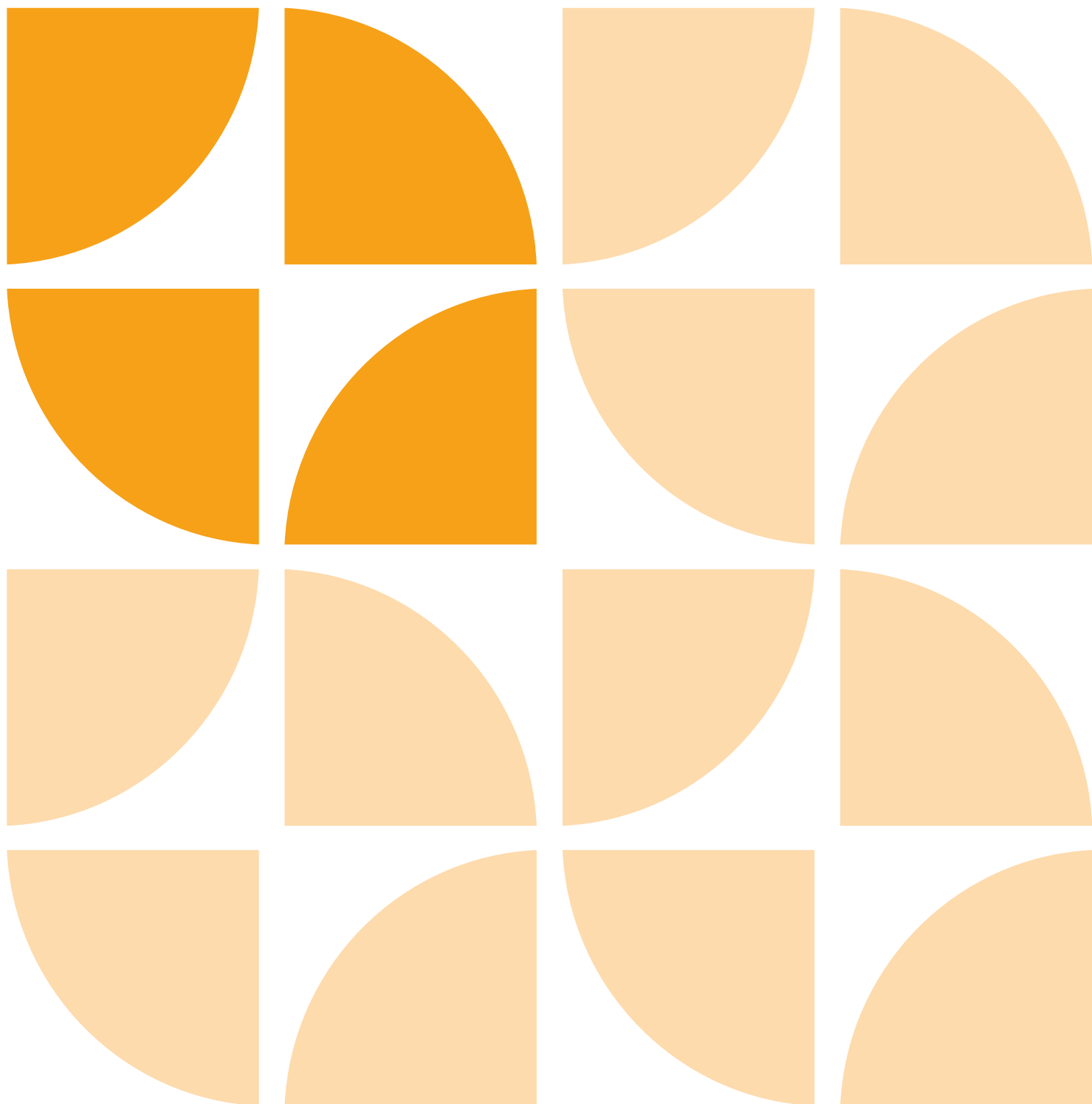


## Multilingualism in the educational system: legal framework



## Outcomes

1. Understanding the origin and characteristics of the Common European Framework of Reference.
2. Knowing the general organisation of the Valencian Educational System and the legal framework.
3. Showing the internationalisation alternatives for Valencian teachers.
4. Learning about the bilingual and multilingual education programmes and the school planning documents.

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## 1. Introduction

This unit aims to show the Council of Europe's interest and respect towards multilingualism. One of the most significant and influential documents has been the Common European Framework of Reference for Languages (2001), which has become a general reference for curricula, pedagogy and assessment all over the world. Its direct influence can be found in the recent educational laws in both European and non-European countries. Moreover, the multilingual and globalised features of our society face important challenges related to the balanced integration of different languages within the educational system.

Furthermore, in this social background, it is highly important to develop in our students the skills to understand the society in which they live and, at the same time, to become critical towards it. These goals can be achieved by linking our schools to Europe and the rest of the world and by sharing our interests and motivations with different countries and cultures. The intrinsic value of the internationalisation goes further if we think that interacting with different people and places promotes multiculturalism and multilingualism, among many other educational values.

## 2. The Common European Framework of Reference

### 2.1 Recommendations, contributions and orientations of the Council of Europe for the teaching and learning of languages

#### 2.1.1 The Council of Europe

The European Council is an international organisation created in 1949. Any European state that accepts the rule of the law and that guarantees fundamental human rights such as the freedom of its citizens might be a member. A very important aspect to take into account is that the Council of Europe should be distinguished from the European Union, which is a different organisation. However, both of them promote European cultures and languages.

Therefore, the purpose of the Council of Europe is to defend human rights and parliamentary democracies, as well as to foster the European identity among all citizens in Europe. The Council of Europe aims:

- to foster and to facilitate the cooperation among institutions of different countries.
- to consolidate the reciprocal recognition of language qualifications.
- to help students, teachers, course designers, administrators, etc.
- to enhance multilingualism in a multicultural environment.
- to protect and develop diversity and the rich heritage that linguistic diversity means.
- to promote mutual understanding, tolerance and respect towards identities and cultural diversity by means of more effective international communication.
- to facilitate communication and mobility of European citizens, etc.

## 2.1.2 The Common European Framework of Reference

The Common European Framework of Reference (CEFR) has laid down a basis for the design of language courses, curricular orientations, tests and textbooks all across Europe. Its main goal is for European language students to have equal opportunities, regardless of their country.

It describes exhaustively what students of a particular language are supposed to learn so that they can use it and communicate. Likewise, it specifies the proper skills that they should develop to interact effectively. These recommendations focus on the fact that learning a language is not only to understand its grammar and vocabulary, but also to communicate and to know its culture.

It also defines the language competence levels that allow to measure student progress in the different education stages, which can also be applied to lifelong learning.

## 2.1.3 What is the meaning of 'multilingualism'?

In recent years, the concept of multilingualism has grown in importance in the Council of Europe's approach to language learning. The following five paragraphs have been taken from the document presented by the Strasbourg-based Modern Language Division (2001).

Plurilingualism differs from multilingualism, which is the knowledge of a number of languages, or the coexistence of different languages in a given society. Multilingualism may be attained by simply diversifying the languages on offer in a particular school or educational system, by encouraging pupils to learn more than one foreign language or reducing the dominant position of English in international communication.

Beyond this, the plurilingual approach emphasises the fact that, as an individual's experience of language in its cultural contexts expands, from the language of the home to that of society. Then, the student does not keep these languages and cultures in strictly separated mental communicative compartments. There are metacognitive skills which are common to all languages.

From this perspective, the aim of language education is profoundly modified. It is no longer seen as simply to achieve mastery of one or two, or even three languages, each taken in isolation, with the 'ideal native speaker' as the ultimate model. Instead, the aim is to develop a linguistic repertory, in which all linguistic abilities have a place.

This implies, of course, that the languages offered in educational institutions should be diversified and students should be given the opportunity to develop a plurilingual competence. Furthermore, once it is recognised that language learning is a lifelong task, the development of a young person's motivation, skill and confidence in facing new language experience out of school comes to be of central importance.

The recent developments in the Council of Europe's language programme have been designed to produce tools to be used by all members of the language teaching profession in the promotion of plurilingualism. In particular, the European Language Portfolio (ELP) provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognised.

The information about the ELP will be expanded in Unit 4, which tackles assessment in CLIL. As we have seen, the CEFR not only provides a scaling of overall language proficiency in a given language, but also a breakdown of language use and language competences which will make it easier for practitioners to specify objectives and describe achievements of the most diverse kinds in accordance with the varying needs, characteristics and resources of learners.

## 2.2 The Common Reference Levels

In practice, there appears to be a wide, though by no means universal, consensus on the number and nature of levels appropriate for the organisation of language learning and the public recognition of achievement. It seems that an outline framework of six broad levels gives an adequate coverage of the learning space relevant to European language learners.

### 2.2.1 Flexibility in a branching approach

As it is known, in 2001, the CEFR settled down the different levels for learning, teaching and assessment. We can see them in table 1 below. They are divided into three big blocks:

- The first one (basic user), divided into A1 and A2.
- The second one (independent user), divided into B1 and B2.
- The third one (proficient user), divided into C1 and C2.

The table shows the aspects that students should be able to do on the different stages of their teaching-learning process.

**Table 1.** Common Reference Levels: global scale.

<b>Proficient user C2</b>	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
<b>Proficient user C1</b>	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
<b>Independent user B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>Independent user B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

<b>Basic user A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
<b>Basic user A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Modern Language Division, Strasbourg. (2001: 24).

To give you an example, below you can see a list of some skills that teachers should aim at when planning their lessons for basic users (A1 and A2).

#### **For level A1:**

- They can make simple purchases where pointing or other gestures can support the verbal reference.
- They can ask and tell day, time and date.
- They can use some basic greetings.
- They say 'no', 'excuse me', 'please', 'thank you' and 'sorry'.
- They can fill in uncomplicated forms with personal details, name, address, nationality and marital status.
- They can write a short and simple postcard.

#### **For level A2:**

- They can understand enough to be able to meet needs of a concrete type, provided that speech is clearly and slowly articulated.
- They can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided that speech is clearly and slowly articulated.

### **2.2.2 Communicative language competences**

The CEFR facilitates scaled descriptors for linguistic, pragmatic and sociolinguistic competences. Grammatical forms and vocabulary, for example, are specified for every language. Teachers should take into consideration the CEFR guidelines of the different skills specified in table 2. Unlike the traditional approach done by teachers, listening and speaking should be privileged over reading and writing.

**Table 2.** Common Reference Levels: self-assessment grid

	LISTENING	READING	SPOKEN INTERACTION	SPOKEN PRODUCTION	WRITING
<b>A1</b>	I can recognise familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can use simple phrases and sentences to describe where I live and people I know.	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.
<b>A2</b>	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can write short, simple notes and messages relating to matters in areas of immediate needs. I can write a very simple personal letter, for example thanking someone for something.
<b>B1</b>	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.
<b>B2</b>	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.



<b>C1</b>	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select style appropriate to the reader in mind.
<b>C2</b>	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Source: Modern Language Division, Strasbourg. (2001:26).

### 3. The Education System and Languages in Contact

Languages are in contact when two or more of them share the same territory. It is a universal phenomenon as it is quite difficult to find a completely monolingual country. Besides, because of globalisation, it is increasingly frequent and it has a bigger impact.

The coexistence of two languages within the same community causes a number of phenomena, such as: interferences, borrowings, code-switch, etc. If we draw our attention to sociolinguistic aspects, this situation can be defined with concepts such as: bilingualism, diglossia or linguistic conflict. They are basic when it comes to organising the education model of a territory. Teachers should also know the sociolinguistic situation in the surrounding area.

## 3.1 The legal framework

General regulations	
Spanish Constitution (1978).	<a href="https://goo.gl/AodCfK">https://goo.gl/AodCfK</a>
Organic Law 1/2006, 10 April, Reforming Organic Law 5/1982, 1 July, of the Statute of Autonomy of the Valencian Community.	<a href="https://goo.gl/Qt8RGA">https://goo.gl/Qt8RGA</a>
Law of Use and Teaching of Valencian (Law 4/1983), 23 November.	<a href="https://goo.gl/NYZtHC">https://goo.gl/NYZtHC</a>
Organic Law of Education 2/2006, 3 May.	<a href="https://goo.gl/hhfjxZ">https://goo.gl/hhfjxZ</a>
Organic law 8/2013, 9 December, modifying Organic Law 2/2006, for the Improvement of Education Quality.	<a href="https://goo.gl/wZAG9F">https://goo.gl/wZAG9F</a>

Multilingualism (General regulations)	
Llei 4/2018, 21 February, of the <i>Generalitat Valenciana</i> , regulating and promoting multilingualism in the Valencian education system.	<a href="https://goo.gl/8Co8wp">https://goo.gl/8Co8wp</a>
Decree 127/2012, 3 August, of the Valencian Government, regulating multilingualism in Pre-university stages in the Valencian Community (the programmes are in force, but not the decree.)	<a href="https://goo.gl/ir2FPx">https://goo.gl/ir2FPx</a>
ORDER 88/2014, 9 December, of the Conselleria of Education, Culture and Sport, developing the authorisation process of the school linguistic project established by Decree 127/2012. (The programmes are in force, but not the law).	<a href="https://goo.gl/xCVtxH">https://goo.gl/xCVtxH</a>

Pre-primary Education	
<b>ROF</b>	Decree 233/1997, 2 December, of the Valencian Government, approving the Organic and Functional Regulations for Pre-primary and Primary Education. <a href="https://goo.gl/ab6C41">https://goo.gl/ab6C41</a>
<b>Curriculum</b>	Decree 37/2008, 28 March, of the Valencian Government, establishing educational contents for the first cycle of Pre-primary Education in the Valencian Community. <a href="https://goo.gl/9j6m1W">https://goo.gl/9j6m1W</a>
	Decree 38/2008, 28 March, of the Valencian Government, establishing the curriculum for the second cycle of Pre-primary Education in the Valencian Community. <a href="https://goo.gl/o9pMwC">https://goo.gl/o9pMwC</a>

Primary Education	
<b>ROF</b>	Decree 233/1997, 2 December, of the Valencian Government, approving the Organic and Functional Regulations for Primary Education schools in the Valencian Community. <a href="https://goo.gl/ab6C41">https://goo.gl/ab6C41</a>

<b>Curriculum</b>	Decree 108/2014, 4 July, of the Valencian Government, establishing the curriculum and developing the general regulations for Primary Education in the Valencian Community.  <a href="https://goo.gl/NKQU2q">https://goo.gl/NKQU2q</a>
	Decree 136/2015, 4 December, of the Valencian Government, modifying Decree 108/2014, 4 July, of the Valencian Government, establishing the curriculum and developing the general regulations for Primary Education in the Valencian Community, and Decree 87/2015, 5 June, of the Valencian Government, establishing the curriculum and developing the general regulations for Secondary Education and <i>Batxillerat</i> in the Valencian Community.  <a href="https://goo.gl/Sx7J8a">https://goo.gl/Sx7J8a</a>
	Decree 88/2017, 7 July, of the Valencian Government, modifying Decree 108/2014, 4 July, of the Valencian Government, establishing the curriculum and developing the general regulations for Primary Education in the Valencian Community.  <a href="https://goo.gl/kzVTNP">https://goo.gl/kzVTNP</a>

#### Obligatory Secondary Education, *Batxillerat* and Vocational Education and Training

<b>ROF</b>	Decree 234/1997, 2 December, of the Valencian Government, approving the Organic and Functional Regulations for Secondary Education schools in the Valencian Community.  <a href="https://goo.gl/CfXyks">https://goo.gl/CfXyks</a>
<b>Curriculum</b>	Decree 87/2015, 5 June, of the Valencian Government, establishing the curriculum and developing the general regulations for Obligatory Secondary Education and <i>Batxillerat</i> in the Valencian Community.  <a href="https://goo.gl/C2HyZo">https://goo.gl/C2HyZo</a>
	Decree 136/2015, 4 December, of the Valencian Government, modifying Decree 108/2014, 4 July, of the Valencian Government, establishing the curriculum and developing the general regulations for Primary Education in the Valencian Community, and Decree 87/2015, 5 June, of the Valencian Government, establishing the curriculum and developing the general regulations for Secondary Education and <i>Batxillerat</i> in the Valencian Community.  <a href="https://goo.gl/JqmWjH">https://goo.gl/JqmWjH</a>
	Decree 8/1988, 3 February, of the Valencian Government, establishing the general regulations for specific Vocational Education and Training and the guidelines for its certificates.  <a href="https://goo.gl/cLHVVD">https://goo.gl/cLHVVD</a>

#### Adult Education

Law 1/95, 20 January, of the Valencian Government, regulating Adult Education.	<a href="https://goo.gl/gitJuK">https://goo.gl/gitJuK</a>
Decree 220/1999, 23 November, of the Valencian Government, regulating the training programmes defined by Law 1/1995, 20 January, of the Valencian Government, regulating Adult Education, and establishing the curriculum for the literacy programmes and the Adult Education programmes to acquire and update basic instruction leading to the Secondary Education Certificate in the Valencian Community.	<a href="https://goo.gl/EqTTib">https://goo.gl/EqTTib</a>
Order 14 July 2000 regulating the implementation of training programmes and the organisation and functioning of Adult Education schools.	<a href="https://goo.gl/Lz87j4">https://goo.gl/Lz87j4</a>

### Official certificates entitling language-based subject teaching

Order 17/2013, 15 April, of the Regional Ministry of Education, Investigation, Culture and Sport, regulating the official certificates entitling to teach Valencian, in Valencian and in foreign languages in Pre-university education stages in the Valencian Community.

<https://goo.gl/ommqU7>

Order 44/2016, 4 August, of the Regional Ministry of Education, Investigation, Culture and Sport modifying Order 17/2013, 15 April, of the Regional Ministry of Education, Investigation, Culture and Sport, regulating the official certificates entitling to teach Valencian, in Valencian and in foreign languages in Pre-university education stages in the Valencian Community.

<https://goo.gl/6xDiFk>

Resolution 4 June 2013, of the General Directorate of Innovation, Organisation and Linguistic Policy, dictating instructions on the issuing of official certificates entitling the teaching of Valencian, in Valencian and in foreign languages in Pre-university education stages in the Valencian Community.

<https://goo.gl/VLfC1S>

Decree 61/2013, 17 May, of the Valencian Government, establishing the foreign language competence validation system in the Valencian Community and creating the Commission to validate the foreign language competence level in the Valencian Community.

<https://goo.gl/GYNV63>

Order 93/2013, 11 November, of the Regional Ministry of Education, Culture and Sport, modifying the single annexe titled certificates and diplomas that entitle foreign language competence of Decree 61/2013, 17 May, of the Valencian Government, establishing the foreign language competence validation system in the Valencian Community and creating the Commission to validate the foreign language competence level in the Valencian Community.

<https://goo.gl/632t7i>

## 3.2 Bilingual Educational models

One of the basic premises of bilingual and multilingual education is that all students, as a whole, regardless of their geographical origin, of their habitual language and of their socio-cultural environment, must achieve the same goals by the end of obligatory studies. However, the day-to-day reality of schools, the makeup of their enrolment, their sociolinguistic circumstances and parents' attitudes and expectations diversify significantly the implementation context across our territory.

Over the last decades, great progress has been made, but the data regarding knowledge and use of Valencian suggest that there is room for improvement in terms of linguistic equity. Thus, the Consell Valencià de Cultura (the Valencian public consulting institution in cultural matters) points out that, whenever a majority and a minority language are in contact, the most effective model is full exposition to the least widespread one.

The Acadèmia Valenciana de la Llengua (Valencian Language Academy) states that, from the pedagogical perspective, the teaching and learning of Valencian and in Valencian should be completed, not replaced by Spanish, English or any other European and international language. The local language is the most positive and successful threshold towards multilingualism. Likewise, the report *Un nou model lingüístic educatiu per a l'educació plurilingüe i intercultural del sistema educatiu valencià* by the Valencian universities takes the view that, in the the academic world, there is an almost universal consensus on the fact that the minority language must be given the role of main learning language in order to make up for the existing asymmetric social bilingualism. It also points out that the model should be just one, applied and implemented gradually and with enough resources to respond to different geographical zones.

As for the introduction of the foreign language as a learning medium, it should be carried out progressively so that students can take advantage of the acquired strategies in both co-official languages.

Therefore, making sure that enough resources and efforts are awarded to the survival of the Valencian language and its coexistence in equal legal terms with Spanish becomes an exercise of social responsibility. Europe sees itself as a multilingual entity whose polyglot citizens embrace the diversity of worldwide people and places as an opportunity and not as a threat.

The Law 4/2018 (21/02/18), of the *Generalitat* (Valencian Government), has been passed with the aim of regulating the different learning languages in our education system, of ensuring student acquisition of multilingual and interlingual competences and of promoting the teaching of other languages.

### 3.3 Valencian linguistic model

#### 3.3.1 Languages in the Valencian education system

The Valencian school system is multilingual and intercultural. Its learning languages are Valencian, Spanish, English and other foreign tongues.

In accordance with different pieces of legislation regulating the official administrative languages and with the so-called Language Normalisation Plan (*Pla de Normalització Lingüística*, LNP), schools are required to promote the use of Valencian. Likewise, provided it is laid down by the School Language Project (*Projecte Lingüístic de Centre*, SLP), Romani, the language of the Gypsy people, and the sign language used by Valencian deaf people could also be promoted and taught.

Schools are also supposed to take into consideration their linguistic minorities and to create, accordingly, culture exchange spaces. In addition, as special needs students have also a right to receive multilingual and intercultural education, all teaching and material adaptations have to be previewed.

#### 3.3.2 Objectives of the multilingual and intercultural education programme

The law lays down one only programme, the so-called **Multilingual and Intercultural Education Programme** (MIEP, *Programa d'Educació Plurilingüe i Intercultural* in Valencian), whose objectives are the following:

1. To guarantee that all students in the Valencian education system acquire linguistic competence encompassing:
  - a. Speaking and writing proficiency in both official languages, functional proficiency in one or more foreign languages and enriching cultural contact with other extra-curricular languages spoken by some of the students.
  - b. Interest and curiosity about languages. Knowledge about what they are like and how they work. Procedures to observe, use and compare different classroom languages with a critical perspective.
2. To guarantee equal opportunities for all students in the Valencian education system and their integration within schools and society.
3. To guarantee the social and institutional use of Valencian within the education system.

### 3.3.3 Basic language reference levels

In order to achieve the aforementioned objectives, the MIEP will make sure that, by the time students conclude the different education stages, they have reached the CEFR speaking and writing competences that follow:

- On finishing obligatory education, at least, B1 in Valencian and Spanish and A1 in the first foreign language.
- On finishing post-obligatory pre-university stages, at least, B2 in Valencian and Spanish and A2 in the first foreign language.

### 3.3.4 Multilingual and Intercultural Education Programme (MIEP)

All Valencian public-funded schools will implement their Multicultural and Intercultural Education Programme. The socio-educational and socio-linguistic context will be taken into account so that the stated objectives can be achieved.

The following are the aspects that have to be considered when drafting the MIEP of a given school:

- a. The minimum amount of time devoted to either of the official languages throughout obligatory education must not be below 25% of the lessons. Beside the homonymous subject, at least, another non-linguistic core subject (*troncal* in Valencian) must be taught in either of the official languages.
- b. The amount of time devoted to teaching curricular contents in a foreign language throughout the obligatory education can oscillate between 15% and 25% of the lessons.
- c. In order to calculate these percentages, the following will be counted:
  - Lessons of the homonymous subject (Valencian or Spanish).
  - Lessons devoted to acquiring the oral communicative competence.
  - Lessons of other subjects taught in either of the official languages.

Those schools or classes that adopt the so-called Project Based Learning methodology, or any other across-the-curriculum approach, must, in any case, respect this language sharing proportion.

### 3.3.5 Language distribution across stages

Schools will implement the MIEP according to the following breakdown:

#### Second Pre-primary Education cycle

- The methodological approach chosen to integrate English will be **language awareness** or **early incorporation**. Its classroom presence will be 10%.
- The lesson time devoted to both official languages will follow the guidelines already mentioned in 3.3.4.

#### Primary Education

- Valencian, Spanish and English will be taught as separate language subjects from 1st grade upwards.
- The lesson time devoted to both official languages and to English will follow the guidelines already mentioned in 3.3.4.

### **Obligatory Secondary Education and *Batxillerat***

- Valencian, Spanish and English will continue to be taught as separate language subjects.
- A further (preferably Romanic) foreign language will be added as an option subject.
- The amount of lesson time devoted to Valencian, Spanish and the foreign language will follow the guidelines already mentioned in 3.3.4.
- The amount of time devoted to teaching curricular contents in a foreign language in batxillerat can oscillate between 10% and 20% of the total.

### **Special Education**

- Students attending special education schools will be taught in the language in which they are most proficient. Nevertheless, in order to train them according to their needs and capabilities, the widest possible contact with the other official and foreign languages will be guaranteed.
- Those students who attend ordinary schools with curricular accommodations will follow the School Language Project with the eventual adaptations dictated by the diagnosis.

### **Adult Education**

- Both Valencian and Spanish will be considered modules on the levels of both cycles.
- In cycle II, English will be incorporated as a separate module.
- On both cycle II levels, either English or another foreign language determined by the School Council might be used in a non-linguistic module. English, anyway, will receive a priority treatment.
- The amount of time devoted to Valencian, Spanish and the foreign language will follow the guidelines already mentioned in 3.3.4.

### **Vocational Education and Training**

- The amount of teaching time devoted to Valencian and Spanish will follow the guidelines already mentioned in 3.3.4. English presence in the classroom will oscillate between 10% and 25%.

## **3.3.6 Language distribution for newly arrived students and Adult Education**

### *Newly arrived students*

Those students coming from other Spanish or foreign education systems who join Valencian schools on 1st grade or higher will have, if necessary, a curriculum accommodation.

### *Adult Education*

Those students enrolling in an Adult Education class who have not received formal instruction in Valencian because they attended school before the implementation of Law 4/83, which regulates the use and teaching of Valencian, or because they are newly arrived students into the Valencian education system, will have a curriculum accommodation to facilitate their access.

### 3.3.7 Promotion of Valencian and improvement of foreign language skills

All public-funded schools will be encouraged by the Valencian educational authorities to use Valencian as a learning language in 50% and English in 25% of the lessons.

## 3.4 The School Language Project (SLP)

### 3.4.1 What is the SLP?

The SLP is the tool by which every school articulates and customises the MIEP. All public-funded Pre-university schools are required to have their own SLP, which will be one of the components of the School Education Project. When drafting it, the following aspects are to be taken into account: obligations, expectations and limitations derived from students' profile and the socio-educational context.

With the aim of avoiding student segregation, the SLP will preview for every single student the same teaching time distribution for every learning language on the same level.

### 3.4.2 Structure of the SLP

The following are its constituting elements:

1. A plan defining the learning languages stating:

- a. The percentage of teaching time for every language.
- b. The methodological approaches that will be privileged.
- c. The moment, the sequence and approach for systematic initial literacy in all the languages.
- d. The support education measures both inside and outside the school.
- e. Measures for newly arrived students and for vulnerable students from deprived socio-cultural contexts or with language-acquisition difficulties.
- f. The degree of presence of the different languages in extra-curricular activities.
- g. Organisational measures guaranteeing:
  - Coherence and continuity of contents and methodology across levels.
  - Optimal student grouping.
  - Creation of optimal learning environments using existing or future resources, places and spaces for formal and informal contexts.

2. The school Language Normalisation Plan, which details the previewed measures to promote the use of Valencian, must have the following breakdown:

- a. Administrative aspects.
- b. School and classroom management.
- c. Social aspects and relation with the surrounding area.

3. Project assessment tools that enable analysis and improvement of the project.



### 3.4.3 Drafting and approval

The SLP will be in force for four years, after which time it will have to be assessed and modified if necessary. The final version will be the result of a participative process based on pedagogical criteria. It will be presented by the school headteacher or principal to the Valencian educational authorities, who will make, if necessary, eventual modifications and approve it.

Prior to that, the school council, called social council in the case of VET schools, will have reached a consensus on the SLP, which must be approved by, at least, a qualified majority of two thirds of the votes.

Obligatory secondary schools are required to coordinate with their depending Primary Education counterparts to make sure that the MIEP has methodological coherence and continuity. As for public-funded private schools, it is up to their owner to carry out the drafting, coordination and application of this project.

### 3.4.4 Repercussion on the Annual General Plan and the Improvement Action Plan

The school Annual General Plan will have to contain all the pedagogical and organisational measures previewed by the SLP for every school year. The same goes for all the improvements and innovations derived from the SLP assessment, which will also be registered in the Improvement Action Plan.

## 3.5 Classroom didactic intervention

Valencian teachers will adapt the SLP to their lesson plans and will take the CLIL methodological approach as a reference framework. Teaching, learning and assessment procedures will be regulated by the Valencian educational authorities. Likewise, the use of adequate resources will be encouraged.

## 3.6 Foreign language skill accreditation of teachers

The minimum CEFR certificate in the corresponding language that teachers will be asked to hold to teach in Valencian, Spanish or English is C1. However, as a provisional measure until the 2026-2027 school year, those teachers holding a B2 certificate in English will also be entitled to teach content subjects in this language.

The Valencian educational authorities will regulate aspects concerning the degree of didactic competence that educators will have to achieve in order to teach in Valencian, English and other languages in Pre-university stages.

## 3.7 Implementation of the time schedule and applicable regulations in the meantime

This law will be implemented progressively according to the following time schedule:

- a. 2018-2019 school year. Pre-primary education and first teaching team of Primary Education.
- b. 2019-2020 school year. Second and third teaching teams of Primary Education and Special Education schools.
- c. 2020-2021. Obligatory Secondary Education, *Batxillerat*, Vocational Education and Training and Adult Education.

Until the complete implementation of the MIEP in all education stages, the bilingual and multilingual programmes in force will be those ones regulated by the pieces of legislation before Law 4/2018.

## 3.8 Bilingual and multilingual programmes before Law 4/2018

### 3.8.1 Primary education

The piece on legislation in force until the implementation of the new law is Decree 127/2012, which regulates two multilingual programmes:

- The Multilingual Programme of Valencian Teaching (*Programa Plurilingüe d'Ensenyament en Valencià* or PPEV) which uses Valencian as the basic learning language.
- The Multilingual Programme of Spanish Teaching (*Programa Plurilingüe d'Ensenyament en Castellà* or PPEC) , which uses Spanish as the basic learning language.

Both of them are supposed to preview subjects taught in Valencian and in Spanish at every single level of this stage. Apart from the homonymous subject, at least, a further non-linguistic subject must be taught in Spanish and in Valencian. Provided it has been authorised, one subject can also be taught in English.

### 3.8.2 Obligatory Secondary Education and *Batxillerat*

As we have already seen, the scheduled implementation for the new law in both stages is school year 2020-2021. In the meantime, the piece of legislation in force will be Law 4/2018. Let us also remember that, according to Decree 234/1997 (article 102), those schools in predominantly Valencia-speaking areas will apply, at least, one of the following programmes:

- a. Teaching through Valencian programme (*Programa d'Ensenyament en Valencià*, PEV).
- b. Progressive incorporation programme (*Programa d'Incorporació Progressiva*, PIP).

As for schools in predominantly Spanish-speaking areas, they are authorised to apply either of the bilingual programmes as long as parents or legal tutors show their explicit willingness.

In PEV, all or most of non-linguistic subjects are taught in Valencian. In PIP, instead, it is implied that, at least, two non-linguistic subjects use Valencian as their learning language.

According to Decree 234/1997, all schools must draft and approve the so-called Linguistic Normalisation Project (*Projecte de Normalització Lingüística*, LNP). Those implementing a bilingual or multilingual programme must, in addition, elaborate the so-called Particular Programme Design (*Disseny Particular de Programa*, PPD). Both documents are explained in next heading.

### 3.8.3 Organisational documents for bilingual and multilingual programmes

#### **School Educational Project (*Projecte Educatiu de Centre*, SEP)**

The SEP analyses the characteristics of the socio-cultural environment of the school. It answers the following questions:

- Where are we? (Context)
- Who are we? (Identity)
- What do we want? (Objectives)
- What will we do to achieve it? (Organisation and functions)

The SEP is the reference document that responds to the diversity of the personal and educational needs of the students in a plural society. In it, the different sectors of the school community must express their needs and state their priorities. This project will incorporate the criteria for teaching differentiation and will promote methodologies that value meaningful learning, collaboration and cooperation, as well as the use of resources from the environment.

Therefore, the content must be clear and must reflect the commitment of the entire school community to offer the best educational response to the social, economical and cultural diversity of its environment.

The SEP will include the basic lines and criteria that must be addressed in the medium and long term.

- a. The organisation and operation of the school.
- b. The participation in the various sectors of the school community.
- c. Decisions on the coordination with the services of the municipality, with public and private institutions, as well as the possible use of the school facilities by other entities to carry out educational, cultural, sports or other activities of social nature.
- d. The values, objectives and priorities of action, in accordance with the identity of the school.
- e. The forms of relationship and collaboration between the school and students' families.
- f. The aspects and common elements for the planning of the curricula, in which the transversal elements established by the current regulations will be included.
- g. The actions of awareness and information directed to the whole of the educational community.
- h. The adequate healthcare of students with chronic health problems during school hours.

### **Linguistic Normalisation Plan (*El Pla de Normalització Lingüística, LNP*)**

The LNP is contained within the SEP and will include the following sections:

- a. Objectives.
- b. Actions in each of the intervention areas: administrative and social intervention, academic or pedagogical management, interrelation with the social-family context and educational interaction.
- c. Timing.
- d. Plan assessment criteria.

### **The Particular Programme Design (*Disseny particular del programa, PPD*)**

The PPD is the adaptation of a bilingual programme to the idiosyncrasy of a given school. It articulates a number of decisions concerning the use of Valencian and foreign languages as a learning medium, which will also affect other aspects regulated by the SEP. All the schools located in a predominantly Valencian speaking area must develop it. The same goes for schools willing to adopt a bilingual programme which are located in a predominantly Spanish speaking area. It must be approved by the School Council and sent to the competent educational department.

It must include:

- a. The way the general objectives of the Obligatory Secondary Education will be adapted to the programme and the reality of the school.
- b. Methodological approach for every language.
- c. Measures to be taken with newly arrived students.
- d. Teaching time distribution between both official languages.
- e. Teaching staff distribution across levels and stages according to linguistic certification.
- f. The Annual General Plan must include information on the degree of implementation of the PPD.

### **The School Linguistic Programme (SLP) before Law 4/2018**

The schools that have adopted either of the bilingual programmes must have drafted an SLP according to the following structure:

#### **1. Context analysis**

- Authorised programmes.
- Applied programmes.
- Planned actions to respond to the school linguistic reality.

#### **2. Linguistic Objectives**

- List of involved teachers with language certificates and linguistic competence level.
- Teacher training plan.
- Language distribution across subjects and student differentiation.
- Human and material resources.
- Language policy for school management, classroom management and external communications.

#### **3. Criteria and procedures for implementation, development, follow-up and assessment of the programme**

## **4. Internationalisation and its importance in the Educational System**

The internationalisation process is equally important for teachers and institutions in order to acquire new tools, improve the learning processes or simply approach the education from a different angle. Some experts studying this phenomenon have clearly demonstrated the transformative effects of the internationalisation in the institutions.

With the ideas previously commented, there are many options offered by the MECD or the Valencian Government which are a fantastic opportunity for teachers, students and institutions in order to take part in the internationalisation processes.

## 4.1 Internationalisation alternatives. MECD programmes and other programmes

### 4.1.1 Personnel

The international activity of the Spanish Ministry of Education, Culture and Sports (MECD) deploys the following personnel abroad:

- **Education Counsellors** (*Consejeros/as de Educación*) who are the head of an education office.
- **Education Aggregates** (*Agregados/as de Educación*) who are under the authority of the counsellor and might be deployed to other cities in the same country or to neighbouring countries.
- **General Secretaries** (*Secretario/a General*) who are in charge of the economical and administrative management of the different education offices.
- **Teaching Technical Consultants** (*Asesores/as Técnicos/as Docentes*) who assist their counsellor or aggregate. Their activity takes place mainly in resource centres.
- **Teachers**

Counsellors, aggregates and general secretaries are appointed freely by the MECD for a five-year period. Teaching technical consultants, instead, are selected for up to five years throughout a merit-based contest which takes place roughly every year. As for teachers, the way they are selected for the different programmes is specified below.

### 4.1.2 Centres

The MECD network of centres is divided into **education offices**, **schools** and **resource centres**. When the education offices are headed by an **education counsellor**, they are called *Consejerías*. This is the case in 17 countries: Andorra, Argentina, Australia, Belgium, Brazil, Bulgaria, China, France, Germany, Italy, Mexico, Morocco, Poland, Portugal, UK, USA and Switzerland.

Sometimes, in countries or cities where there is no counsellor, the education office is chaired by an **aggregate** (*Agregaduría*), who depends hierarchically on a counsellor in a neighbouring country or in the capital city. Such is the case in Canada, Colombia, Slovakia, USA (Los Angeles, Miami, New York), Hungary, Czech Republic, Romania and Russia.

Occasionally, the MECD deploys teaching technical consultants in cities where there is no counsellor or aggregate with the mission of managing a resource centre or an education office.

There are two countries (Equatorial Guinea and Turkey) where the MECD is present throughout a so-called **Programme Management** (*Dirección de programa*).

### 4.1.3 MECD programmes

The MECD has the following types of schools abroad:

**Table 3:** The MECED has the following types of schools abroad

MECD programmes	Type of students	Educational system	School levels
<b>Schools owned by the Spanish State</b>	Spanish and local students.	Spanish educational system.	Under-university studies.
<b>Mixed ownership schools</b>	Mostly local students (Argentina and Brazil).	Spanish educational system or the local one, provided they have an adequate proportion, in this case, of Spanish language and culture.	Under-university studies.
<b>School groups of Spanish language and culture</b>	Students enrolled in under-university studies. Only Spanish students living abroad.	Foreign educational systems.	After-school timetables. Extracurricular studies.
<b>Spanish sections at schools owned by other states</b>	Mostly local students.	Local educational system. Double certificate in USA and France.	Under-university studies.
<b>European Schools</b>	Pupils are divided according to linguistic sections.  On finishing post-obligatory secondary school, they obtain the European Baccalaureate.	Same legal status as the certificates and national leaving exams of all EU member states.	Under-university studies.
<b>Bilingual sections in Central Europe, Eastern Europe, China and Turkey</b>	Mostly local students in Iberoamerican countries.	Local educational system.  Double certificate.	Under-university studies.
<b>Covenant schools (<i>Centros de convenio</i>)</b>	Mostly local students in Iberoamerican countries.	Curricula of their own educational systems with these additional subjects: <i>Spanish Literature</i> , <i>Geography of Spain</i> and <i>History of Spain</i> , to which Spanish is added, should it not be the official language of the country.	Under-university studies.
<b>International Spanish Academies</b>	Mostly local students (USA and Canada).	Spanish-based CLIL curriculum.	Under-university studies.
<b>Spanish private schools abroad</b>	Mostly local students.	Spanish certificates.	Under-university studies.

Source: CEFIRE Específic de Plurilingüisme (2018). Schools owned by the Spanish State.

#### - **Schools owned by the Spanish State**

They are open to both Spanish and foreign students. The studies offered by these schools are the ones proper of the Spanish educational system, from nursery school to post-obligatory secondary school. All students must study the local language either as a mother tongue or as an extra foreign language. Besides, the teaching of some other subjects might also be in the local language.

Their staff are mainly Spanish civil servants commissioned throughout a merit-based competition that takes place annually, which entitles them with a two-year period abroad that can be renewed twice up to six years. Besides, there are also Spanish temporary teachers and locally hired teachers for the subjects taught in the local language.

A complete list of the schools is available on this link: <https://goo.gl/94eyHU>

#### - **Mixed ownership schools**

These schools are partially owned by the Spanish State along with local institutions and foundations. Their headteacher is always a Spanish civil servant. Their economical management is autonomous and they have their own organisational and working rules. The studies taught might be the ones of the Spanish educational system or the local one, provided they have an adequate proportion, in this case, of Spanish language and culture. A number of teachers is selected throughout the aforementioned merit-based contest.

There are just two schools in this category: <https://goo.gl/dMz2Zg>

#### - **School groups of Spanish language and culture**

The teaching offered by these schools is addressed to students enrolled in under-university studies in foreign educational systems. Classes take place in after-school timetables and are divided into 5 levels and 10 years (from A1 to C1), equivalent to the ones described by the Common European Framework of Reference for Languages.

They are staffed by Primary school teachers who might be Spanish civil servants, commissioned through the above-mentioned merit-based contest or Spanish temporary teachers.

This is the list of existing schools of this category: <https://goo.gl/Fghgqt>

#### - **Spanish sections at schools owned by other states**

The Spanish sections are set up in under-university schools owned by other states. Their aim is to offer the teaching in Spanish within the educational system of the local country. Their curricula are mixed with subjects taught in the local language and in Spanish, such as Spanish language and literature and history and geography of Spain. In some sections, other subjects are also taught in Spanish. They must follow the working rules of the schools in which they are inserted and the ones agreed on in bilateral negotiations. Their studies are valid both in the local country and in the Spanish educational system through the process of validation and recognition of certificates. Nonetheless, in France and Miami Spanish certificates are also awarded.

They are staffed by both Primary and Secondary school teachers who might be Spanish civil servants, commissioned through the above-mentioned merit-based contest or Spanish interim teachers.

This is the list of the existing Spanish sections: <https://goo.gl/RPa3Ss>

#### - **European Schools**

The European Schools are educational centres created jointly by the Governments of the member states of the European Union which aim to offer multicultural and multilingual teaching. They cater, first and foremost,

for the children of the EU civil servants. The European Schools have the special legal status of being public schools in their respective countries. They offer nursery, Primary and Secondary school studies. Pupils are divided according to linguistic sections and, on finishing secondary school, they obtain the European Baccalaureate, which has the same legal status as the certificates and national leaving exams of all EU member states.

They are staffed by both Primary and Secondary school teachers. In the case of the Spanish language sections, they are Spanish civil servants, selected through the above-mentioned merit-based contest with the peculiarity that they can be commissioned for up to nine years. There are also interim teachers directly hired by the European Schools with no intervention of the Spanish authorities.

This is the list of the existing European Schools: <https://goo.gl/BprqR9>

#### - **Bilingual sections in Central Europe, Eastern Europe, China and Turkey**

Bilingual sections are a cooperation programme between the MECD and the participant countries, through which Secondary schools, and Primary in the case of Russia and China, teach bilingual curricula in their own languages and in Spanish. The programme aims to contribute to the diffusion of the Spanish language and culture and to improve the quality of their teaching. It also intends to foster the cultural and educational collaboration with the participant countries and to provide Secondary Spanish students with training and developing opportunities.

However, teachers for the bilingual sections are selected in a different contest which is open to everybody who fits the diploma and experience requirements, regardless of their being or not civil servants. This is the list of existing bilingual sections: <https://goo.gl/3PkF3M>

Let us now focus on some types of schools whose teachers are hired locally by the managing authority or institution.

#### - **Covenant schools (*Centros de convenio*)**

The MECD is currently honouring collaboration covenants with institutions and foundations that run under-university schools in different Ibero-American countries. These schools enrich the curricula of their own educational systems with these additional subjects: Spanish Literature, Geography of Spain and History of Spain, to which Spanish is added, should it not be the official language of the country.

Apart from the certificates of their local educational system, if students pass the corresponding exams, they are awarded by the MECD the ESO and *Bachillerato* certificates (with no mention of modality in the latter).

This is the list of the schools of this category: <https://goo.gl/f77EFc>

#### - **International Spanish Academies**

The International Spanish Academies (ISAs) teach non-university stages (Pre-K, Elementary, Middle and High School). They must be widely recognised prestigious schools and all their students (or part of them) must follow a Spanish-based CLIL curriculum. A cooperation agreement is signed with the MECD. The programme falls within the framework of activities between the education office in USA and Canada and the North American educational authorities.

This is the list of ISAs: <https://goo.gl/6RtXuc>

#### - **Spanish private schools abroad**

They are privately owned and run schools. They are monitored by the MECD as their students receive Spanish certificates.



This is the list of this category of schools: <https://goo.gl/9Sq9HA>

As for **resource centres**, they are attached to an education office and staffed mainly by teaching technical consultants. They are open to the different sectors of the educational community and they have the following functions:

- Make available to teachers and educational policy makers books and didactic materials, both printed and audiovisual.
- Establish a loan system that allows educational institutions to use these bibliographic and audiovisual funds.
- Maintain a permanent exhibition of books and other materials that may be visited by the different educational institutions.
- Organise workshops, seminars and working groups on topics related to teaching of Spanish in all its aspects.

#### 4.1.4 Other programmes

Besides the ones run by the MECD, there are two other programmes which should be pointed out.

##### - Visiting teachers to USA, Canada and UK

Thanks to this programme it is possible for teachers to work for some years in any of these countries. It comprises all educational stages from Nursery School to post-Obligatory Secondary school.

The programme is open to Spanish citizens, whether they are just graduates or education civil servants. The latter will be transferred under a special-services commission.

The selection is carried out throughout a merit-based contest and in a final interview. A CEFR certification is compulsory and, depending on the country, state or province, there are other eligibility requirements.

##### - Language Assistants

This programme comprises a set of grants for Spanish graduates or students in the leaving year of their degree. Candidates can be assigned as Language Assistants to any of these countries: Australia, Austria, Belgium, Canada, France, Ireland, Italy, Germany, Malta, Norway, New Zealand, Russia, UK, USA or Sweden.

## 4.2 Erasmus+

The Erasmus+ Programme is based on the achievements of 30 years of programmes developed by the European Commission since 2007:

- Lifelong learning Programme.
- Youth in action Programme.
- Erasmus Mundus.
- Tempus.
- Alfa.
- Educalink.
- Grundtvig

These programmes have supported many actions in: Higher Education, lifelong learning, different professional profiles, school education, Adult Education and the youth.

Erasmus+ goes further in order to enrich the education for the youth. At the same time, the project removes frontiers between different actions and programmes, promoting new ideas or attracting new resources from the labour world, society and creating new ways for an effective international cooperation.

#### 4.2.1 Key Action 1. Learning mobility of individuals

The aim of this action is to promote learning experiences through the mobility of students, young people, volunteers and teachers from different levels as well as educational institutions or organisations across Europe.

All of the people related to educational institutions or organisations will receive the support of the Erasmus+ programmes in order to take up projects which promote mobility. These projects will be developed in three different parts:

- **Preparation:** all the institutions taking part in the project should choose the participants, to reach agreements with partners or to plan the proper linguistic and intercultural skills before visiting a foreign country.
- **The execution** of the activities.
- **Development of the project:** the institutions should plan different moments in which they assess the project in order to diagnose strengths and weaknesses in each part of the project. The main aim of this assessment is to redefine or to establish new goals, depending on the necessities of each moment in the project.

#### 4.2.2 Key Action 2. Cooperation for innovation and the exchange of good practices

All the actions supported by this Key Action should promote positive aspects in the organisations participating in the programme. The main goal of this action is to develop or to transfer innovative practices at different levels: local, regional, national or European. At the same time, this European action looks for modern, dynamic, compromised contexts, prepared to integrate good practices and new methods in their activities.

#### 4.2.3 Key Action 3. Support for policy reform

This action offers grants for initiatives which help with innovation policies, policies which promote dialogue or the exchange of knowledge in the education, training or youth fields. Furthermore, it provides support to European NGOs and EU-wide networks, active in the fields of youth.

### 4.3 Other possibilities. “eTwinning”. *“Estancias profesionales para docentes. MECD.” “Estades a l’estranger per a docents. Conselleria d’educació, investigació, cultura i esport.”*

#### 4.3.1 eTwinning

The eTwinning project is part of the Erasmus+ initiative with the clear aim of promoting the contact, the exchange of ideas and cooperative work between teachers and students of the countries participating in eTwinning through ICTs.

All the eTwinning actions are coordinated through different Support Services in Europe:

- Central Support Service in Brussels.
- National Support Services per country.

In Spain, the National Support Service is located at the “Instituto Nacional de Tecnologías Educativas y de Formación del Profesorado” of the Ministry of Education, Culture and Sports. Each autonomous community has an eTwinning representative.

In this project, 35 Member States of the European Union participate. With these countries, in March 2013, the platform was amplified by including different neighbouring countries. These countries are known as eTwinning Plus and they are: Armenia, Azerbaijan, Georgia, Moldova, Ukraine and Tunisia.

#### **4.3.2 “Professional Internships for teachers.” Ministry of Education, Culture and Sport MECD.**

This programme, based on job shadowing, is developed by the MECD in different countries. Schools participating in the project host Spanish teachers for two weeks, in which they search and observe the characteristics of other foreign educational systems.

In this programme, permanent teachers of the Spanish educational system can apply for this internship. You need to have a B2 level of the official language in the following countries: Germany, Austria, Belgium, Denmark, Finland, France, Italy, Norway, Netherlands, Portugal, UK, Ireland, Sweden and Switzerland. Besides, with a B2 English level, you could go to Denmark, Finland, Norway, Netherlands and Sweden.

#### **4.3.3 “Professional Internships for teachers - *Conselleria d'Educació, Investigació, Cultura i Esport.*”**

The main goal of this programme is to make plurilingualism in schools depending on the Valencian Government possible. As for option 1, this programme offers a one-week course (8 days and 7 nights) in different regions: Castilla La Mancha, Andalusia, Catalonia and the Valencian Community.

Regarding option 2, teachers are offered four-week courses in the United Kingdom and Ireland during the summer period.

In order to apply for these vacancies, teachers must belong to any public schools and to demonstrate, at least, a B1 level of English.

## **5. Conclusion**

As we have seen, the Common European Framework of Reference has been presented in this unit. Especially its emphasis on plurilingualism in the education system has been highlighted. In addition, we have also remarked the importance of the legal framework to implement plurilingual programmes at school level.

Besides, all Valencian teachers (or would-be Valencian teachers) have been informed that they have at their disposal a wide range of opportunities to improve their professional competence and linguistic skills. Some of them require a significant commitment in terms of time and effort as participants might spend up to nine years living and working abroad. Nevertheless, getting involved in such an adventure is self-rewarding. Besides, there are shorter programmes less demanding time-wise, but equally enriching, professionally and linguistically.

Moreover, apart from the individual experiences, school-based projects should also be pointed out. Being part of a working team in an Erasmus+ or eTwinning project is bound to improve our students learning life and the way classes are taught in our schools.

When the experience comes to an end, the teacher will return home more polyglot and more competent, and the school will take its quality to another level and become more gifted to decipher the multicultural and multilingual context that is becoming more and more the default mode in our societies.

## 6. Bibliography and references

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