Broadening your horizon

I E S   A B A S T O S

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IES Abastos is a Secondary and Vocational Training School located in an ancient market of the City of Valencia, a 10 minute walk from the City Hall. It is situated between the streets "Alberique" and "Buen Orden". The market was constructed between 1939 and 1948 as a project of the architect Javier Goerlich Lleó.

Originally conceived as a market for the supply of goods, over time its location was deemed to be too central and was transferred to a different location. The northern wing was refurbished at the beginning of the 90s, originally housing two secondary schools, but now merged into one. In the southern wing, there is now a public sports centre with swimming pools and other facilities.

IES Abastos has 1800 students per year and we have more than 25 years of experience in education. Over 1200 students attend our Vocational Training courses and we offer blended learning diplomas as well. The approximate number of paid staff is 135.

In 2008, we were awarded the first prize for the 'Entrepreneur Projects' competition in Comunidad Valenciana.

We have organised IT weeks with lots of activities involving technology, such as a robot competition, panels with companies, training courses on home automation and so on.

IES Abastos provides a large number of official courses:

•Compulsory Secondary Education
 (ESO- Age 13-16)

•Upper Secondary Education
 (Baccalaureate- Age 17-18)

•Initial or Basic Vocational Training
 (primary level, FPB- Age 15-17)

•Intermediate Vocational Training
 (secondary level, CFGM Age 16-18 and adult-level 2)

•Higher Vocational Training
 (secondary level , CFGS Age 18-20 and adult- level 3)

Courses at IES Abastos

The following image shows the complete Spanish education system, and in bold print you can see which courses are offered at our school.

Higher Education

Higher Education	Arts Higher Education		Higher Education (University)		Higher Vocational Education	Higher Technical in Arts and Design	Higher Technical in Sports	**HigherTechnical in (*)**		Languages Education
		Master's Degree		Doctorate Degree		Arts and Design Higher Level Vocational Education	Sports Higher Level Vocational Education	**Higher Level Vocational Education**	Higher Level	
		Masters of Arts		PhD program						
		Degree		Master's Degree						
		Music Dance Dramatic Art Design Plastic Arts Conservation and Restauration of Cultural Goods		Masters	Grade Degree					
				Degree					Intermediate Level	

Secondary Education	Professional Dance And Music Education (Intermediate - 6 Courses)		Non Compulsory Secondary Education	Baccalaureate (2 Courses) (Age 17-18)	Vocational Training (2 Courses) (Age 17-18)	Compulsory Secondary Education (ESO Age 13-16)		Initial Vocational Training (Age 15-17) (**)		Basic Level
		6°		**Baccaulaureate Certificate**		Technical in Arts and Design	Technical in Sports	**Technical in (*)**		
				Arts		Arts and Design Intermediate Level Vocational Education	Sports Intermediate Level Vocational Education	**Intermediate Level Vocational Education**		
				Sciences And Technology						
		5°		**Humanities And Social Sciences**		Certificate in Compulsory Secondary Education		2°		
		4°				4°		1°		
		3°				3°				
		2°				2°				
		1°				1°				

Primary School (Age 6 – 12)

(*) Areas:
- Management and Bussines Administration
- Trade and Marketing
- Information Technologies

(**) Area: - Administrative Assistant

Free education age range 3-16

Compulsory Education age range 6-16

Management and Business Administration

- Administrative Services (1st level VET)

- Business Management (2nd level VET)

- Administration and Finance (3rd level VET)

Trade and Marketing

- Commerce activities (2nd level VET)

- International Trade (3rd level VET)

- Transport and Logistics (3rd level VET)

Secondary Education

- ESO: General Certificate of Education (Compulsory)

- Bachillerato: Baccalaureate (A-Level)

  - **Sciences and Technology**

  - **Humanities and Social Sciences**

Information Technologies

- Microcomputer Systems and Networks (2nd level VET)

- Administration & Management of Computer Network Systems (3rd level VET)

- Development of Web Applications (3rd level VET)

- Cross-platform Application Development (3rd level VET)

Microcomputer Systems And Networks (2nd level of vet)

Purpose: Installing, configuring and maintaining microcomputer systems, as well as local networks, guaranteeing their functionality and applying the quality protocols on safety and respect for the environment.

They are prepared in:

- Hardware management
- Computer and Server Operating Systems (Linux and Windows)
- Advanced use of Office Applications
- Web Applications Management
- Local Networks
- Network Services
- Computer Security

Commercial Activities   (2nd level of vet)

Purpose: Carrying out activities of marketing and distribution of goods and/or services, managing small business, applying quality and safety regulations.

They are prepared in:

- Commerce Marketing
- Small Business Management
- Stock management (Storage Techniques!!!)
- Purchasing management
- Technical Sales
- Ecommerce
- Stimulation of Points of Sale
- Sales Processes
- ICT in commerce
- Commercial Care Services

Administrative Management (2nd level of vet)

Purpose: Carrying out activities of administration support, accounting, trade, financial and tax areas, as well as customer/user service, guaranteeing customer satisfaction and acting in accordance with applicable rules on labour risk prevention and environmental protection.

They are prepared in:

- Business Communication and Customer Service

- Buying and Selling Administrative Operations

- Companies and Public Administration

- Electronic Data Processing

- Accounting Techniques

- Treatment of Accounting Documentation

- Human Resources Administration Operations

- Business Simulation

- Auxiliary Operations for Cash Management

Computer Network Systems Management

Purpose: Seting up, managing and maintaining servers.

They are prepared in:

- Server Operating Systems (Windows with Active Directory and Linux) Option Partially in English

- Network Planning and Management

- Networking and Internet Services (option in English)

- Server Hardware

- Database Management and administration

- Markup Language

- Information Management Systems

- Content Management Systems deployment

- Basic web programming

- Security and High Availability

Cross-Platform Applications Development

Purpose: Developing, implementing and maintaining cross-platform applications, guaranteeing secure access to data and following accessibility and usability standards.

They are prepared in:

- Computer Systems Basements

- Databases

- Programming in Java

- Basic software engineering

- Advanced database programming (Option in English)

- Mobile Devices Programming (Option in English)

- Services and Processes Programming

- Interfaces development

- ERP and CRM systems

Web Applications Development

Purpose: Developing, implementing and maintaining web applications, guaranteeing secure access to data and following accessibility and usability standards.

They are prepared in:

- Computer Systems Basements
- Databases
- Programming in Java
- Basic software engineering
- Client-side web development
- Server-side web development
- Web Interfaces development
- Web Applications Deployment (Option in English)

International Trade

Purpose: Planning and managing the processes of import/export and introduction/dispatch !!! of goods

They are prepared in:

- International Freight Forwarding
- Business Economic !! and Financial Management
- Administrative Management of International Trade
- Storage Logistics
- Market Information System
- International Financing
- International Means of Payment
- International Digital Trade

Transports And Logistics

Purpose: Organizing, managing and controlling the transport operations of freight and passengers at national and international level and planning and managing the logistics of a company

They are prepared in:

- International Freight Forwarding

- Organization of freight forwarding

- Administrative Management of Transport and Logistics

- Business Economic !! and Financial Management

- Administrative Management of International Trade

- Storage Logistics

- Commercialization of transport and lo**gistics**

- Provision Logistics

- Organization of passenger transport

Business Administration And Finance

Purpose: Organizing and executing operations of management and administration in business, work, accounting, tax and financial statements processes, ensuring customer satisfaction.

They are prepared in:

- Management of Legal and Business Documents

- Human Resources and Social Responsibility

- Human Resource Management

- Office Automation and Information Processing

- Business Processes

- Communication and Customer Service

- Financial Management

- Accounting

- Taxation

- Logistics

- Business Simulation

Secondary Education

In Spain, secondary education is divided into compulsory secondary education and non compulsory secondary education: Compulsory secondary education (ESO) is comprised of four academic years, for ages 13 to 16 and non compulsory secondary education is a further two years, for ages 17 to 18.

Students who complete compulsory secondary education having achieved the basic competences will be awarded the Certificate in Compulsory Secondary Education. This Certificate will allow students to proceed to the Baccalaureate, intermediate level in vocational training, intermediate level in art and design, intermediate level of physical education and to the job market.

Students who successfully complete any of the Baccalaureate qualifications will be awarded the Baccalaureate Certificate which enables them to proceed to the higher levels of education: University degrees or Higher Vocational Education, Arts and Physical Education or directly to the job market.

Basic Vocational Training

Addressed to students over 16 who have not obtained the Certificate in General Certificate of Education.

Vocational initiation programmes will include three types of modules:

Specific modules referring to the units of competence corresponding to the National List of Professional Qualifications
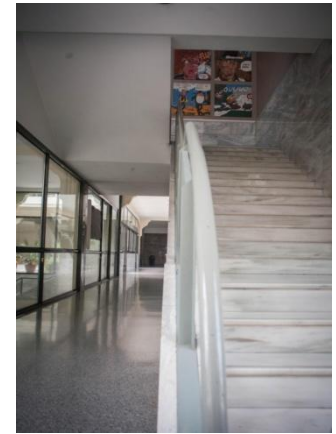
Schooling in Two Learning Areas

Communication and society

Applied Sciences

Company internships

The aim of the vocational initiation programmes is that all students should achieve professional competences equivalent to the first level of the current structure of the National List of Professional Qualifications and that students should have the chance to join the job market and increase their basic competences in order to continue their studies.
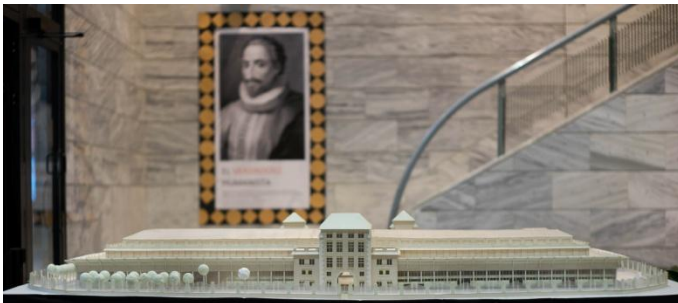
Intermediate Vocational Training

Only students holding the Certificate in General Education, or students who have passed Basic Vocational Training, will be entitled to take intermediate level vocational training courses.

Vocational training comprises a range of training courses organised into modules (subjects) of varying duration and with both theoretical and practical contents relevant to the different professional fields.

The curriculum for vocational training includes a final internship.

Students qualifying in the intermediate level of vocational training will be awarded the Technical qualification in the corresponding speciality and will be granted direct access to Higher Vocational Training in the same subject area.

Higher Vocational Training

   Students holding the Baccalaureate Certificate or Technical Vocational Training Certificate are entitled to take higher level vocational training courses.

   Vocational training comprises scientific, technological and organisational contents and guarantees that students acquire the knowledge and capabilities related to relevant professional fields. The curriculum for vocational training courses includes a final internship and a project. Those students who can demonstrate suitable work experience will be exempt from the internship.

   Students who have passed higher level vocational training will obtain the Higher Technical qualification. This qualification will give them access to University studies.

Erasmus Background

Our activity has broadened fairly recently, since our start in the European programmes in 1998, where a relationship with European companies and institutions became necessary.

We took part in a Leonardo da Vinci programme for a period of 10 years whereby students did internships in Bolzano (Italy).

An average of 3 students per year have taken part in 3-month work placements in France, Poland, Ireland, Denmark, Germany and UK-based companies on Erasmus/Erasmus+ programmes since 2008. Since 2015 onwards we have extended our scope, and the number of students and teachers taking part in foreign mobilities has increased notably.

We have also received visits from the diverse participants in the Erasmus+ projects. Some of the employees of our partner companies in the UK have visited our school to make first contact with the students. We have also welcomed German, Greek, French and Italian teams belonging to other projects to our home town Valencia. We consider this hospitality key to the project and an enriching source of bonds and contacts with other schools in Europe. We will in turn schedule a series of visits to all the stakeholders in our programme, as we understand it is mutual trust and continued relationship building that will ensure the continuity of our project.

CLIL approach

According to the Statute of Autonomy of the Valencian Community, in our region the official languages are Spanish and Valencian. Furthermore, the Valencian Government is not only concerned about the student's competence in Spanish and Valencian but also about their command of foreign languages. In order to improve the foreign language skills of citizens of the community, the Valencian Government issued a Decree of Multilingualism in 2012. This decree fosters the teaching of one or more non-linguistic subjects in a foreign language. Our school has taught non-linguistic subjects in Vocational Training in a foreign language since 2008.

One of the objectives of this Erasmus+ project is to help teachers in their task of teaching in a foreign language. There are two main methodologies that are going to be used to achieve this goal. The first is 'job shadowing', and the second is surveys addressed to both students and teachers. Moreover, it would be a good idea to share reflections about the methodologies we are using.

Company Internships - Dual System

In Spain, getting a certificate in vocational education requires that students complete a work placement in a company. This internship takes place during the last term of the final year, once students have passed all their academic modules, usually between the months of March and June. Students will therefore complete 240/380/400 hours of work experience, depending on the level of study.

Internships represent no cost at all for the hosting company and they are compulsory modules in order for students to obtain their corresponding certificates.

We have had vast experience in internships since 1996 and we have achieved very high employment rates **in comparison with the Spanish average. A number of procedures were designed to place our students in various companies**. We have held many interviews with the economic stakeholders in our surrounding area, analysing their working procedures, the evolution of their needs and the profile they are looking for when looking for a new worker.

Since 2014, we have also offered dual system programmes to our students.
It is a work-linked training pathway whereby the training centre and the company contribute to the teaching and learning processes. We create a specific programme for each student, in accordance with the tasks that the student can develop in the company and with the syllabus of the training course. **Students will thus complement their schooling with their work in the company.**

Blended learning

Since 2007 our school has provided Higher Vocational Courses in a blended learning format.

These types of studies involve a particular methodology, in which students study via the Moodle platform and have one group tutorial per week, with individual tutorials available on request. These tutorials take place in the morning, but are also repeated the same week in the afternoon. Everything is organised so that the students are able to know, before they even start the course, exactly what they will study, the course schedule, and the examination dates.

It gives an opportunity to those students who normally would be unable to pursue studies in a traditional class-based format. An example of these students would be those who work or have families, or those who for geographical reasons would find it impossible to attend classes in

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