



DEVELOPMENT EUROPEAN PLAN

CEE PONTEVEDRA

Document that forms part of the Centre's Plans and develops the management of the centre's internationalisation action until 2027. Presented to the Faculty and reported and approved by the School Council on 27 June 2025.

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A. INTRODUCTION

There are many social changes to which we must adapt in the world of education, and one of them is globalisation, which means close access to new spaces, companies, job opportunities, new perspectives and, above all, an awareness of being European and part of that political, socio-economic, cultural and moral structure that defends European values.

Europe is changing due to technological advances, globalisation and widespread migration; this generates new opportunities but also challenges to be overcome. Educational systems, including the CEE Pontevedra, can promote actions that favour the advancement of training and education in Europe, in accordance with its values of solidarity, democracy, justice, equality, respect for human rights, etc.

This plan was born within the Seminar 'European Programmes for ANEAE in CEE' during the 2017-2018 academic year, in which 95% of the teaching staff participated, and its development and application goes much further, being the

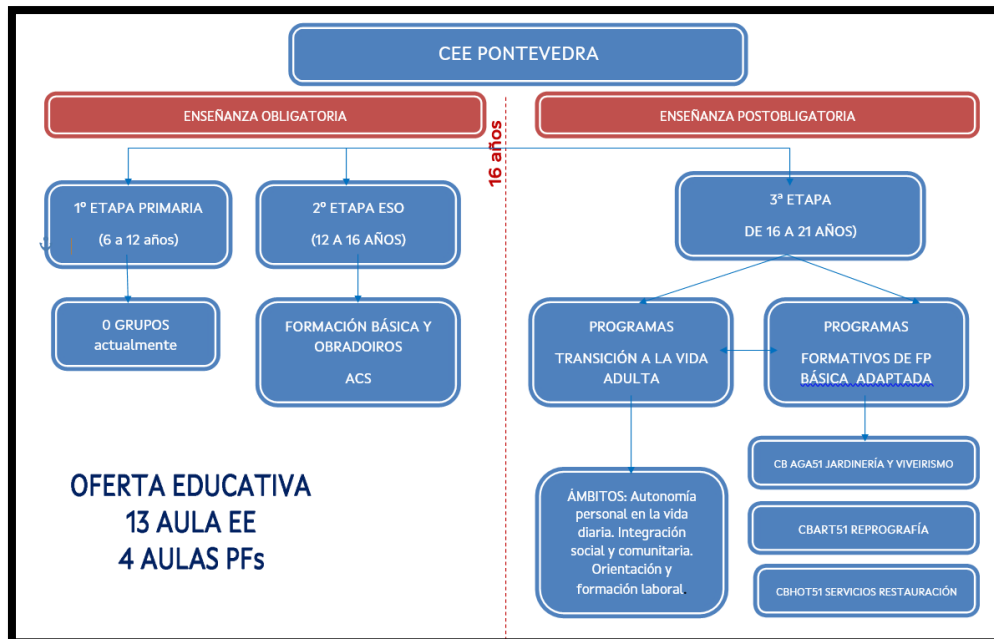


essential roadmap for the internationalisation of our centre today. We must promote teaching that integrates not only professional skills, but also linguistic skills, teamwork, adaptation to the environment, creativity, respect for inclusion, entrepreneurial dynamics, personal autonomy and independence, and access to digital innovation, in order to improve our educational offering.

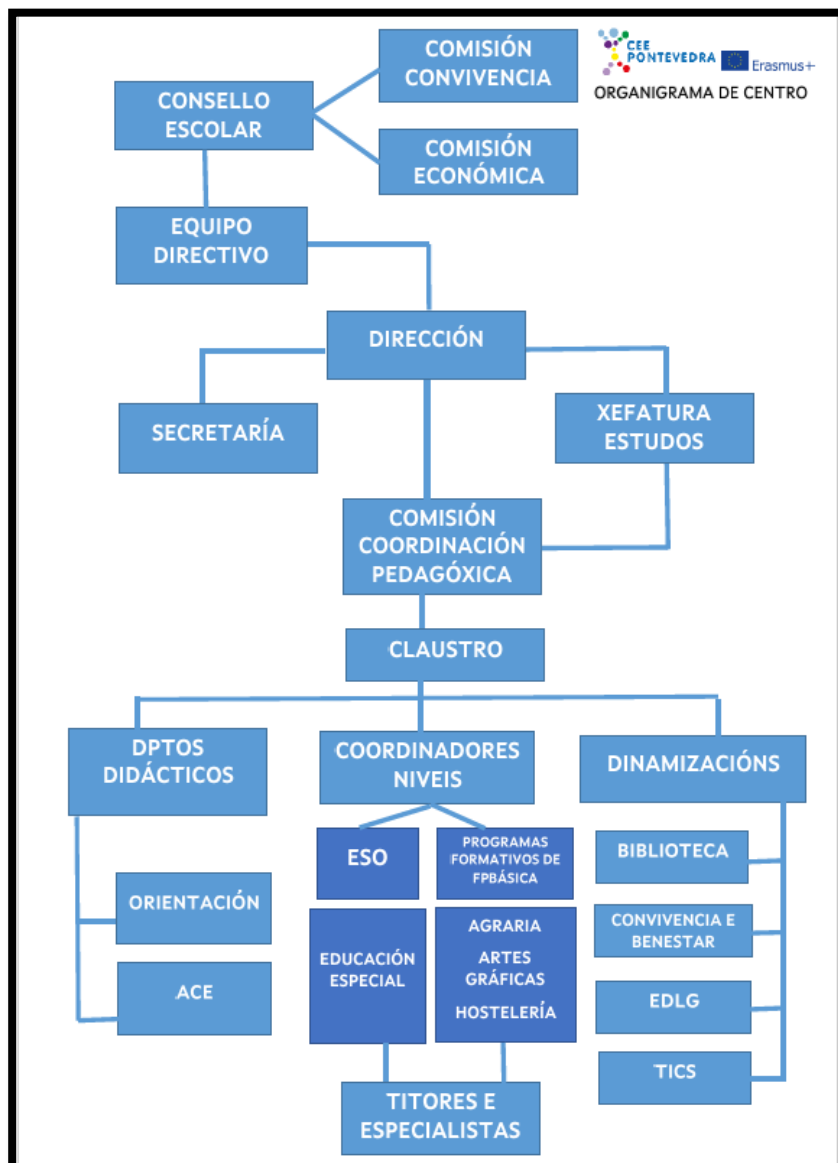
B. CONTEXT OF THE EDUCATIONAL CENTRE:

CEE PONTEVEDRA is a special education centre with almost fifty years of history. It was created as a preferred education centre for students with hearing impairments. It has never stopped evolving and today, although administratively it is identified as a nursery and primary school, in reality, all its students are chronologically secondary school age (from 13 years old). This peculiarity means that, bearing in mind the needs of our students, our educational offering is, on the one hand, Special Education - Transition to Adult Life (although administratively they are enrolled in secondary education) and, on the other hand, Adapted Basic Vocational Training Programmes in the fields of Agriculture, Graphic Arts and Hospitality. Although compulsory schooling lasts until the age of 16, as this is a special education centre, students can remain until the age of 21.

We are a very dynamic centre whose objective is to accompany students in their educational process, providing them with support, activities and adapted resources that enable them to acquire the skills necessary for their personal, social and professional development. All of them have specific educational needs (NEAE) and most have a certified disability. We work with a very diverse student body: sensory, motor and intellectual impairments, various syndromes (Duchenne, Down, Charge, Van Esch-O'Driscoll, Fragile X), specific behavioural disorders, learning disorders, autism spectrum disorders (ASD), attention deficit and/or hyperactivity disorder (ADHD), etc., some of whom are in a situation of personal and social vulnerability. Our students come from a wide range of backgrounds, as they come from both the city of Pontevedra and the surrounding areas. We offer:



Organigrama:



The learning community consists of:

CONCEPT	No. of USERS
Compulsory education students (EP e ESO) Post-compulsory education students (EPO-TVA)	44
Post-compulsory education students (EPO- Training Programme) <ul style="list-style-type: none"> • Gardening • Catering Services • Reprographics 	25
TOTAL STUDENTS	69

The professional community:


CONCEPT	Nº	
Pedagogical Therapeutic teachers	12	All are final except for one PT.
Speech and Language Teachers	3	
Physical education teachers	1	
Musical education teachers	1	
Counsellor	1	
Tecnic Teachers	4	
Religious education teacher	1	Shared working day (7 sessions). Not part of our teaching staff.
Non-teaching staff	5 +1	5 with full days and 1 itinerant day.
Caretaker	1	Full-time position. Belongs to the Provincial Diputación.
TOTAL NUMBER OF PROFESSIONALS		26

C. PROJECT EXPERIENCE.

In 2019, we presented our first project, and to date we have three of our own and one shared in a strategic partnership.

Año presentación	Nº Proyecto	Denominación Proyecto	Movilidades	Evaluación final	
2019	2019-1-ES01-KA101-063512		SE-JOB-SHDW Learning by observation: 4 mobilities (2 to Bologna-Italy and 2 to Braga-Portugal). SE-SC-Te: Structured Training courses or activities: 2 mobilities to Braga..	Total	subsidized: €9134.00
2019	2019-1-ES01-KA102-063527	INCLUSION, DIVERSITY AND VISIBILITY I.	VET-SHORT Short-term mobility of vocational training students: 8 participants. (1/2 FCT in Barcelos-Portugal; 2 in gardening, 1 in restoration, 1 in reprography and 6 accompanying teachers - there were four). VET-STA Staff mobility for training in Nantes-France: 2 mobilities.	Total	subsidized: 11.930,00 €
2020	2020-1-ES01-KA101-081185		SE-SC-TE Structured Course in Lisbon (Malta was originally planned): 4 mobilities SE-JOB-SHDW Learning by observation: 2 mobilities to Slovenia.	Total	subsidized: 10.584,00 €
2020	2020-1-ES01-KA102-081177	INCLUSION, DIVERSITY AND VISIBILITY II.	VET-SHORT Short-term mobility of vocational training students to Nantes-France: 5 student mobilities and 4 accompanying teachers.	Total	subsidized: 11.922,00 €
2021	2021-1-ES01-KA220-SCH-0000030529	DESIGN INCLUSIVE SPACES AL SCHOOL (DISAT).	Structured Course in Malta: 3 mobilities (Paula, Lupe, Luis) Structured Course in Viseu: 3 mobilities (Paula, Luis, Sara) Lisbon: 3 mobilities (Carolina, Paula, Luis) Italian Meeting Sicily: 2 mobilities (Luis and Lupe)	Total	cost managed by the CEE: €15,765.60



				Visit of the student committee to the Agrupamento Escolas de Barreiro-Lisbon: 9 mobilities (6 students and 3 teachers) Turkey Meeting: 2 mobilities (Paula and Luis)	
2023	2023-1-ES01-KA122-VET-000149619		ART AND LANDSCAPING: THE INCLUSIVE LOOK	Job Shadowing: 2 mobilities to Saintes, France. Short-term mobilities for vocational training students: 7 mobilities (4 students and 3 accompanying teachers)	Total subsidized: 14.310,00€
TOTAL MOBILITIES CARRIED OUT:				62 mobilities, of which 19 were for students, the rest were for teaching staff.	TOTAL SUBSIDIZED: 73.645,60€
2024	ACCREDITATION SCHOOL EDUCATION 2024-1-ES01-KA120-SCH-000276736		Total Score 76 Criterion: Relevance Score: 7.0 Criterion: Erasmus Plan: Activities Score: 13. 0Criterion: Erasmus Plan: Management Score: 25.0		
MOBILITIES RECEIVED				2 TEACHERS MOBILITIES FROM NEPAL	
				1 STUDENT MOBILITY (KARIM) FROM GERMAN	
				11 MOBILITIES FROM SLOVENIAN	
				2 TEACHERS MOBILITIES FROM SAINTES (FRANCE)	
TOTAL					16 MOBILITIES

D. NEEDS, OBJECTIVES AND TARGETS.

Needs identified at our centre:

- Need to continue with the process of Europeanisation.
- Need to improve the centre's management and organisational skills.
- Need to make progress in developing new methodologies and digital tools for training students with SEN.
- Need to improve the professional skills of our staff.
- Need to prepare our students for learning, adult life and access to the world of work, whenever possible.

Based on initial assessments, the centre drew up the following SWOT analysis.



This was updated for the presentation of the Accreditation to a KA120 project, in the current academic year 2024-2025.

Through this plan, we aim to:

OBJECTIVES:

- Improve the quality of education by participating in international activities, demonstrating that our centre is ambitious and has expectations for growth for both staff and students.
- Establish a collaborative network that will generate synergies in both directions through the exchange of experiences.
- Implement innovative teaching methodologies and optimise existing ones for the benefit of the teaching-learning process.
- Analyse and explore other forms of educational management and organisation.
- Broaden the horizons of the school community and raise its aspirations.
- Explore new digital resources as support and facilitators of the learning process, both for students with functional diversity and for the mediators of that learning, the teachers.
- Implement the rational use of AI tools in the education of students with disabilities.

E. PROCESS AND MANAGEMENT. PROPOSED ACTIVITIES..

In terms of management and supervision, CEE PONTEVEDRA is run by a stable management team that has been committed to the internationalisation of the centre since 2019, generating its own mobility projects and participating in partnerships with other entities, as well as being a host centre for other European centres that also want to learn about our teaching experience. It also has the support of the School Council and the various departments and teams at the centre: library, language promotion, new technologies, coexistence, etc. All of this has fostered interest among teachers, service staff and students, and has even projected and raised awareness of this interest outside the centre.

This programme has the following goals:

Course 2024-2025:

- **Review of the European Development Plan**
- **Presentation of the Accreditation Project.**
- **Implementation of the KA122 Project mobilities.**
- **Completion of the KA122 Project.**
- **Participation in presentations for dissemination.**
- **Dynamics as a host centre.**

Course 2025-2026:

- **Face-to-face and/or online training.**
- **Drafting and application for Erasmus projects for School Education.**
- **Reception of partner organisations.**
- **Celebration of Europe Day.**
- **Assessing the suitability of applying to participate in the CAFI's INCLUÍDAS project.**
- **School Radio Project in E-Twinning.**

Course 2026-2027:

- **Face-to-face and/or online training.**
- **Drafting and application for the Erasmus Project for Vocational Education.**

- **Reception of partner organisations.**
- **Celebration of Europe Day.**
- **Continuation of the CAFI INCLUÍDAS Project, if started.**
- **Participation in dissemination presentations.**

F. RESULTS AND IMPACT.

Erasmus projects are unique and enriching opportunities for the personal development of our students, made possible thanks to the support of the Education Inspectorate and families, who see them as a gateway to inclusion.

The CEE school community is convinced that internationalisation initiatives generate access to more global ideas, opinions, projects and educational resources that are applicable to our educational reality and create professional and personal networks that contribute knowledge and a sense of belonging to a community that, like us, has similar concerns, problems and desires.

In order to effectively integrate the results of the mobility activities, we will carry out the following actions:

- Teachers involved in mobility programmes will have the opportunity to progressively develop the pedagogical tools they have learned in their classes. They will be given time in their timetable and any activities requiring materials will be covered.

- Training will be provided within the centre itself (those attending the mobility programmes will report back to their colleagues) and, if necessary, we can establish work itineraries within our own Continuing Teacher Training Plan to further develop these contents.

- Staff and students who participate in mobility programmes will share their experiences with their colleagues through presentations: what they learned, who they met, the relationships they established, the responsibilities they took on and the problems they faced. In short, how the mobility activities have impacted their personal and academic development.

- Improve our digital resource bank and expand it with new funding. The digital inventory will be increased and made accessible to all classrooms, and 'Digital Days' will be organised, where we will learn about new tools, research their use in

addressing functional diversity, and create discussion groups with students: educational application, responsible consumption, and digital leisure.

- We will analyse how the application of these methodologies and resources affects the communicative, emotional and social skills of the entire educational community, through achievement indicators. These indicators will assess the degree of satisfaction, improvement in learning, capacity for initiative and cooperative work, etc.

- The annual teaching programme will include improved and/or acquired methodologies, digital resources and STEM. In addition, educational programmes will be adapted and updated to include new approaches and experiences acquired in mobility activities.

- Collaboration with families: Involve them in the integration of new inclusive learning approaches, ensuring that they can support and reinforce from home the educational strategies that the centre implements after the mobility activities.

The integration of the results of the mobility activities will not only benefit the centre's daily work, but will also improve its ability to offer inclusive, international and quality education.

G. DISSEMINATION.

Dissemination and exploitation will be carried out throughout all the projects implemented, especially at the end, in view of the tangible results that will enable the development of communication and dissemination materials.

Tools for this dissemination that we can take into account:

- Written report to the European Programme staff and annual projects.
- Visual and written presentation detailing the entire process carried out in each of the actions: logistics, daily planning, learning outcomes, coexistence, knowledge acquired, immediate prospects for implementing methodologies and technological resources. Virtual and/or face-to-face talk-presentation (pptx, canva) with the network of specific centres in Galicia, with quantitative tables, photos, infographics, etc.
- A graphic diary of the mobility days to be published.
- Methodological workshops and 3.0 sessions
- Proposals for improvement of the teaching programme.

- Evaluation meetings with the Pedagogical Coordination Committee, Faculty and School Council.
- Organisation of Digital Week (DigitalWeekCEE) for students and families.
- Dissemination of promotional materials:
 - in the centre's digital media: website and our social networks, tagging #ErasmusPlusSEPIE, @sepie_gob and partner centres.
 - in local and provincial media: print and digital press
 - Publishing the projects on the E-PRP (<http://ec.europa.eu/programmes/erasmus-plus/projects/>), even though it is not mandatory for KA1 action, and creating our Project Car
 - We will produce an informative brochure on the current 2-year Internationalisation Plan and publish the specific mobility(ies) receiving EU funding on an annual basis. We will facilitate accessibility with a QR code.
 - In our school magazine 'Contiño', which is sent to families, schools and the education administration.
 - At the centre's Open Days, promoting methodological dynamics and the 'Digital Space'.
 - With the creation of podcasts and video podcasts on our school radio, which will then be published on Ivoox, Radio Erasmus+.

H. RESPONSIBLE PERSONS AND SELECTION CRITERIA.

The Erasmus team is composed of: members of the management team, representatives of the Special Education faculty, and Technical Professors of the adapted basic vocational training programs, totaling nine people. In addition to the coordinator and those directly linked to the team, the rest of the teaching community may participate, both in the preparation and development of the mobilities and finally in the implementation of the results.

It will be organized within the Erasmus Team, four areas of work, led by staff from the same team: an area for training and selection, a logistical area (documentation and practical issues), a communication area (contacts and dissemination), and an area for the development and implementation of annual results.

The involvement of the center's management is total; two members of the Erasmus Team are part of our organization's management, so their involvement is unavoidable. They are committed to finding partners, management, organization, and evaluation of all activities: agreements, reports, funding, problem-solving, implementation of results, and dissemination. They will be the visible leaders in the exercise of representation and shared dissemination with other professionals at the center.

The supervision of the European development program will be carried out by the members themselves, but we will extend that supervision to the rest of the center's staff and to the School Council – where all sectors are represented. The important thing is for the school community to feel complicit, integrated, that their opinions and contributions are heard, as they are the main drivers of the realization of the mobilities.

- SOME CRITERIA FOR THE SELECTION OF STAFF IN MOBILITIES: Su implicación en los proyectos europeos y secundariamente en otros proyectos educativos de centro.
 - Their relationship with the professional field involved in mobility.
 - Their seniority at the center.
 - Their commitment to inclusion and improving the center's offerings.
 - Their level of linguistic competence.
 - Their adaptability and ability to work in groups, and
 - Their availability for the dissemination and transfer of what they have learned.

The selection is made by the Erasmus Team (which includes: management, Erasmus coordinator, teachers from School Education and Vocational Education), through a public attendance presented to the faculty. This decision is ultimately ratified by the Pedagogical Coordination Commission.

- SOME CRITERIA FOR THE SELECTION OF STUDENTS.

Regarding the selection of student mobility, the decision will be made collaboratively and in this order, in three bodies: the Erasmus Team making the request, the

educational level team (FP or TVA), the CCP, and finally the family. If the latter does not make that commitment, that student will be dismissed.

Possible criteria are:

- Students enrolled in the project offer. In vocational training, preference is given to students in the 2nd year, although it is not exclusive that they are in their first year.
- Positive average qualifications and use of learning.
- Assessment of their skills for affective-social interactions and functional communication (or the use of digital support supports).
- Acceptable capacity for autonomy and responsibility in tasks.
- A moderate medical condition (medical report and medication regimen).
- Interest in participating and learning in contexts outside their comfort zone.
- Maintain gender proportionality whenever possible.
- The type of disability is not an objective criterion for selection, but circumstances such as the presence of aggressive behavioural crises, indiscipline and disruptive behaviour are taken into account as mitigating factors.
- Additionally, the selected students must have certain speaking abilities (with graphic supports) so that once they return, they can share their experiences with their peers.

The intended profiles, in both cases, are that they should be people with positive values, active and in constant training, with the responsibility to learn and improve both their professional training and their social relationships, individually and collectively.

I. EVALUATION, MONITORING, AND SUSTAINABILITY.

Different tools for evaluating the implementation of the European Project of the center, also corresponding to the different projects and their mobilities will be:

- 1.- Questionnaires that must be completed by both faculty and students.
- 2.- Records that account for the equipment and frequency of use.

- 3.- Observation scales on satisfaction and level of motivation.
- 4.- Drafting of achievement indicators.
- 5.- Financial investment made.
- 6.- Quantification (%) of staff and students in the use of these technologies.
- 7.- Periodic reviews for the maintenance of materials.
- 8.- Monitoring of activities and projects carried out.
- 9.- Improvement proposals that lead to an increase in digital competence for all users.
- 10.- Structured and semi-structured interviews.
- 11.- Photographic and/or audiovisual records, illustrations in evaluation materials, articles, publications.
- 12.- Disclosure plans.

The evaluation, just like in the other objectives, will be qualitative and quantitative and will be recorded in the school documents, especially in the annual report.

Quantitative aspects such as:

- Number of total contacts and meetings among participants.
- Meetings and presentations aimed at the school community.
- Number of participants in training sessions, days, workshops.
- Production and circulation of tangible products.
- Visibility on social media.
- Participation in public training events.
- Agreements established with other European institutions.
- Better academic results.

Qualitative aspects such as:

- Comments and viewpoints from participants in training activities.
- More effective and higher quality teaching practices.
- Better coordination among teachers.
- Greater satisfaction among students.
- Interviews with participants and those who have been disseminated the acquired knowledge.
- Observation of classes and evaluation processes.

- Impact on new measures and agreements in educational policy at the local level.
- Feedback from any person or institution interested in acquiring and sharing the knowledge and experiences gained through this European project.

To ensure the effectiveness of the program, we must include monitoring and evaluation within the center's management procedures.

Pontevedra on June 27, 2025

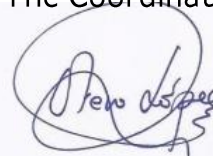
The Principal



Signed Paula García Bóveda



The Coordinator



Signed Amelia Otero López