



# Integrating Immigrant Children into Schools in Europe

Country Reports



# INTEGRATING IMMIGRANT CHILDREN INTO SCHOOLS IN EUROPE

## SPAIN

### NATIONAL DESCRIPTION – 2003/04

The national contributions contained on this CD-Rom and on the Eurydice website formed the basis for the comparative study on the integration at school of immigrant children in Europe. Each contribution has exactly the same structure with four main sections entitled as follows:

- 1) National definitions and demographic context of immigration
- 2) Measures offering school-based support to immigrant children and their families
- 3) Intercultural approaches in education
- 4) Evaluation, pilot projects, debates and forthcoming reforms

Contributions are available in English and, in the case of some countries, in French.



## 1. NATIONAL DEFINITIONS AND DEMOGRAPHIC CONTEXT OF IMMIGRATION

### 1.1. National Definitions and Legislative Sources

The concept of immigrant is closely linked to the legal concept of nationality, which is defined in the civil code as *'the political and legal bond that ties a natural person to a state'*. Thus, according to the terms of the code, anyone living in Spain who does not have Spanish nationality is considered an immigrant. According to the terms of the Immigration Act (Organic Act 4/2000 on the rights and liberties of aliens in Spain and their social integration, as stipulated in the 22 December Organic Act 8/2000) <sup>(1)</sup>, a foreigner is *'a person without Spanish nationality'*.

Spanish nationality can be acquired by birth, by residence or upon application for registration. By virtue of their residence, persons defined by the law as foreigners living in Spain are entitled to apply for Spanish nationality. The term of residence required varies with the nationality and other personal circumstances of the foreigner. As to registration, there are several cases in which it is possible to apply for Spanish nationality. For instance, a person under the parental authority of a Spaniard has this right.

26 March Act 5/1984 on the regulation of the Right to Asylum and Refugee status, amended by 19 May Act 9/1994, defines asylum, recognised in art. 13.4 of the Spanish Constitution, as the protection delivered by Spain to any foreigner who has been granted refugee status according to the 1951 Geneva Convention and the 1967 New York Protocol.

### 1.2. Rights to Education and to Support Measures

The Immigration Act, Title I, art. 9 stipulates that all foreigners under the age of 18 have the right to education on the same terms as Spanish citizens and also the duty to accept education. The right to education includes access to basic free and compulsory education, as well as to the corresponding academic qualification.

The above-mentioned art. 9 states that foreign residents also have the right to pre-primary education on the same terms as Spanish citizens. This education should ensure their access to an education that facilitates their social integration and shows respect for their cultural identity. The existence of a sufficient number of places in pre-primary education is guaranteed in order to ensure the schooling of those who may request it.

The 23 December Organic Act 10/2002 on the Quality of Education (LOCE), point 4, art. 42, stipulates that foreign students have the same rights and duties as Spanish students and that their incorporation into the education system implies the acceptance of the generally established rules of co-existence that govern the educational establishments into which they are to be integrated. In order to facilitate the integration of students into the school level corresponding to their age, education administrations are to develop specific learning programmes for those who are not familiar with the Spanish language or culture or who show serious deficiencies in basic knowledge.

### 1.3. Demographic Information

The number of foreign residents in Spain has increased during the last two decades, rising from 198 042 in 1981 to 1 647 011 in December 2003 (4 % of the total Spanish population). However, a large number of immigrants are irregular residents who have not been officially counted and therefore are not included in the data that follow, although these immigrants should be added to the figures given.

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<sup>(1)</sup> A new Immigration Act came into force on 21 December 2003.

According to the data supplied by the Ministry of Internal Affairs on 31 December 2003, there are 1 647 011 foreigners with valid residence permits in Spain. Of these, 65.26 % fall under the General Regime and 34.74 % under the Community Regime, in which nationals of the European Economic Area as well as their relatives and those of Spaniards are included. By continent of origin, 34.01 % of immigrants are European, 26.26 % come from Africa, 32.22 % from the Americas, 7.37 % from Asia and 0.06 % from Oceania. As regards nationality, most of the immigrant population in Spain comes from Morocco (333 770), Ecuador (174 289), Colombia (107 459), United Kingdom (105 479), and Germany (67 963).

As to geographic distribution of the immigrant population, there are several areas of high concentration. Among the Autonomous Communities, Catalonia has the largest number (383 938 immigrants having residence permits), followed by Madrid (355 035), Andalusia (208 523), the Valencian Community (180 011), the Canary Islands (113 339) and the Balearic Isles (75 867). Altogether, these Communities account for 80 % of the immigrants into Spain. The geographic concentration is even higher if the province of residence is taken into consideration. Madrid, Barcelona, Alicante, Malaga, the Balearic Isles, Murcia and Las Palmas account for by far the largest number: 61.23 % of all immigrants live in these seven provinces.

The foreign population tends to be concentrated in big cities such as Madrid and Barcelona, mainly because of the availability of jobs. There are more Latin Americans in Madrid than in Barcelona, whereas in the latter city there are more Moroccans. The British and the Germans are mostly found in tourist areas such as the Balearic Isles, whereas in agricultural areas, such as Murcia, most of the foreign population comes from Morocco.

As regards the school population, the latest data available (provisional) refer to the school year 2002/03. The number of immigrant pupils in the Spanish education system has significantly increased in the last decade (see Figure 1 in Annex 1 for details).

Figure 1: Number of foreign and Spanish students by educational level, school year 2002/03

	Total number of students	Foreign students	% Foreigners	Spanish students
Pre-primary	1 277 407	60 412	4.73	1 216 995
Primary	2 480 662	133 310	5.37	2 347 352
Compulsory Secondary Education (ESO)	1 881 660	80 820	4.29	1 800 840

Source: Drawn up by CIDE based on 2002-2003 Statistics on Education in Spain. Provisional data.

The schooling of foreign pupils takes place mainly in public-sector schools, where 80 % of them are enrolled (see Figure 2 in Annex 1 for details).

As regards the origin of the foreign school population, the highest percentage come from South America, followed by Africa (see Figure 3 in Annex 1 for details). As to the distribution of foreign students (in percentage terms) in the Autonomous Communities, the highest percentage of foreign students is found in Madrid and the Balearic Isles and the lowest in the Autonomous City of Ceuta, and in Galicia, Extremadura and Asturias.

## 2. MEASURES OFFERING SCHOOL-BASED SUPPORT TO IMMIGRANT CHILDREN AND THEIR FAMILIES

Given the necessity of offering an appropriate answer to the immigration question, the 2002 Organic Act on the Quality of Education, art. 42, makes explicit, for the first time, the incorporation into the education system of immigrant pupils. The Autonomous Communities, in accordance with the guidelines established by the 1978 Spanish Constitution, the 1985 Organic Act on the Right to Education (LODE), the 1990 Organic Act on the General Organisation of the Education System (LOGSE) and the above-mentioned LOCE, have developed their own regulations to take into account the needs of immigrant children and to bring about their social and school integration. Practically all the measures taken are in the domains of remedial and intercultural education (*programas de Educación Compensatoria e Intercultural*).

The measures included in programmes for the benefit of immigrant children drawn up by the Autonomous Communities are applicable to all immigrant students attending publicly funded schools, irrespective of their legal status. The only restrictions on the schooling of these children are due to their age and the academic requirements of the courses they plan to follow.

In order to deal with the phenomenon of immigration, the Autonomous Communities have decided to undertake a series of actions (some specific, some global and continuous) at different levels. The following subsections summarise the measures implemented in the Autonomous Communities. Annex 2 includes details on the initiatives of the individual Communities.

## 2.1. Reception and Guidance

One of the aims of educational policy towards immigrants is to establish a good relationship between immigrant families and the school. Usually, the first contact with the family is a meeting during which a maximum of data about the cultural and socio-economic situation of the family is gathered. At the same time, the family is given information about the Spanish education system and the functioning of specific educational establishments.

In order to achieve greater integration of the immigrant pupils, some educational establishments ask young people to serve as guides to show new students around. Other schools make use of well-known people from cultural minorities who hold a university degree and/or have reached a high academic level. Some schools stress the importance of working with the pupils of the receiving country and their families in order to prevent rejection or the development of paternalistic attitudes.

Some Autonomous Communities have created specific departments or services for the reception and care of immigrant pupils and their families.

## 2.2. Integration into School Learning

The teaching and learning process for immigrant children takes place in mainstream classes except for language learning and remedial education.

Some educational establishments **enrol immigrant children in classes that are a year below** the one corresponding to their age, in an attempt to right what is seen to be a prevailing imbalance as to academic level. Not knowing the host-country language is considered to be one of the main obstacles to integration and success in school, although some educational establishments think that it should not be a barrier to curricular development.

There are **'bridge' classrooms** in which the **Spanish language** is taught before pupils are integrated into mainstream classes. There are also permanent external classrooms to which immigrant pupils have access during or outside of school hours.

Both inside and outside the classroom, there is **additional support**, intended to help immigrant pupils learn the Spanish language and to reinforce teaching of the instrumental subjects (language and mathematics). This support includes human resources as well as materials. In some cases, support teachers already working at the school are entrusted with responsibilities related to immigration. In others, specially designated teachers perform these tasks.

**Measures to adapt the curriculum** are taken in the classroom, sometimes pupils are taken out of the classroom in order to attend compensatory programmes instead of mainstream classes. These programmes usually focus on social abilities, health and hygiene, self esteem and peer relationships.

The conditions that must be met by educational establishments if they are to receive the resources needed to implement support measures vary from one Autonomous Community to another. However, the most common requirements are: scholastic provision for a minimum number of immigrant pupils and the existence of a relevant

diversity in their cultures of origin. A third condition is that the projects to be carried out by the teaching staff, and involving the need for additional resources, be submitted for approval.

Many Autonomous Communities have made efforts to increase the material and human resources available for the education of immigrant pupils (preparing relevant materials, using cultural mediators, increasing the number of support teachers and remedial teaching staff, and providing specialised teacher training, especially in courses organised at teachers' centres). The Communities have drawn up agreements to subsidize educational establishments which provide remedial education for immigrants. They have also taken measures to monitor and reduce absenteeism on the part of immigrant pupils.

### **2.3. Support for the Language, Culture and Religion of Origin**

Practically all Autonomous Communities offer language programmes and support activities in the mother tongue of immigrant pupils. Some communities provide language education in Portuguese and Arabic. Remedial and intercultural education programmes also include teaching the languages and culture of the country of origin in cooperation with institutions such as the Official School of Languages.

### **2.4. Adaptation of Daily School Life**

Several Autonomous Communities have taken measures to adapt food served in the school canteen to the religious and cultural precepts of the immigrant pupils.

### **2.5. Access to School Services and Special Financial Assistance**

All immigrants under the age of 18 have the right of access to the public system of grants and aid on the same terms as Spanish citizens.

Additional measures such as allowing the use of canteens and providing transport free of charge have been introduced in several Autonomous Communities.

### **2.6. Language Tuition for Parents and Families**

The Autonomous Communities have not taken specific measures to support language tuition for the parents or families of immigrant school children. Although it is not established by law, some schools organize activities such as 'schools for parents' which include measures related to language tuition for families.

### **2.7. Information to Parents**

Throughout the school year, immigrant families are called upon to participate in information sessions and/or more informal meetings to talk about matters of common interest. They are also informed about other potentially useful resources in the area. Some educational establishments stress the importance of letting families know how their children are progressing, so that they can come closer to the child's school experience and become more involved. Other institutions prefer the help of a mediator.

## **3. INTERCULTURAL APPROACHES IN EDUCATION**

### **3.1 Curriculum and School Activities**

It is the school curriculum that provides the basis for intercultural education. Taking cultural and social factors into account can provide material for curricula, and a reappraisal of the new social and cultural context can

provide a basis for progress in intercultural education. Chapter 1 of the Organic Act 10/2002 of 23 December 2002, on the Quality of Education (LOCE), sets forth equity – respecting democratic principles and the fundamental rights and liberties of individuals – as one of the guiding principles for quality in an educational system. Through the use of cross-curricular themes at all levels and in all areas of Spanish education, values linked to interculturalism are being promoted. Some cross-curricular themes are: moral Education, education for peace and education for equality of opportunities. Intercultural education is approached from an international perspective in various parts of the curriculum. In Foreign Languages, the prescribed curriculum describes the learning of languages as a pressing need. The emphasis in this area is not on learning a foreign language as such but rather on learning how to communicate. This approach implies that the acquisition of competence in communication is the objective.

In Social Sciences, the curriculum stresses the acquisition of the knowledge essential to understanding and appreciating the human and social reality of the world in which pupils live. Therefore, schedules are planned so that current events can be explained and analysed and information on the culture of ethnic minorities be provided.

In addition, a new subject, *Sociedad, Cultura y Religión* (Society, Culture and Religion), has been established by the LOCE. It is compulsory for schools but optional for pupils. Its content can be considered as an attempt to transmit the knowledge and values that foster cultural diversity. It is also as a way of opening up educational institutions to diverse cultures and religions.

In many schools, the intercultural approach has a role in the overall school educational plan. The actions taken affect not only students but families and the entire school community. Some examples can be mentioned: the *Plan Andaluz de Educación para la Cultura de la Paz y Noviolencia* (Andalusian Education Plan for the Culture of Peace and Nonviolence) and *Escuela: espacio de paz* (The School: an area of peace) in Andalusia; *Vivim Plegats* and the *Proyecto Conèixer*, related to socio-educational intervention in the Balearic Isles; the *Plan Marco de Atención Educativa a la Diversidad* (Draft Plan for Educational Attention to Diversity) in Castile and Leon etc. The main aims of such actions are to integrate the immigrant pupil into the school and social environment, to encourage him/her to see in the diversity of cultures a source of richness rather than conflict, and to establish warm and harmonious relationships within the school community.

Annex 2 includes details on the initiatives of each Community.

## 3.2. Teacher Training

Interculturalism is beginning to penetrate teacher training. In the initial training of prospective teachers, pedagogues, psychologists and social workers, interculturalism has been subject to the vicissitudes of different conceptions of intercultural education, as well as to social, legal and pedagogical pressures. However, many curricula include elective subjects related to intercultural education. Whether a student studies them or not is a matter of personal choice.

In teachers' in-service training, interculturalism is gaining in importance. Several university institutions and teachers' centres offer their teaching staffs advanced courses that adopt the specific perspective of interculturalism.

## 4. EVALUATION, DEBATES AND FORTHCOMING REFORMS

### 4.1. Evaluation

Measures implemented by schools need to be evaluated, not only in order to appraise their effectiveness but also to bring about improvement. The Autonomous Communities take action either when the measure is being finalized or at the implementation stage. Apart from traditional evaluation indicators such as the availability of



counselling, levels of absenteeism and linguistic competence, other evaluation criteria such as satisfaction, effectiveness, efficiency, etc. are being introduced. Measures currently being carried out include the organization of monitoring boards, periodic evaluations of the measures, evaluation of pupils' results, reviews of whether stated objectives have been reached etc.

In general, the measures adopted are having positive results, even though some Autonomous Communities feel that the evaluations are incomplete since students do not take part in them. Other Autonomous Communities feel that evaluation should be used to improve the existing situation rather than simply to appraise it, and that evaluation should be continuous and of value as a training tool.

In addition to evaluating the measures implemented in the schools, school administrations meet with teaching staff and other social and educational entities to exchange experience and thereby enrich and improve their own educational practices.

### **4.2. Debates and Forthcoming Reforms**

When the new Act is implemented (it was scheduled to come into force on 21st December 2003), the visa will become the main document for providing entry into work and study. Immigrants will not need any other document or permit. The visa will be given only to immigrants who meet all the requirements set forth in the Act. It will be granted in the country of origin and be valid for a period of time equivalent to the length of the employment contract or study course to be taken.

As a result of the new Act, immigrants may have to face tougher conditions of entry because the aim pursued is to fit the labour force to real labour market capacity and put an end to illegal immigration.

The new 2003 Immigration Act does not include any measure different from those already mentioned with respect to immigrant children under school age.

## ANNEXE 1

Figure 1: Percentage of immigrant pupils by level of education and by school year

	PRE-PRIMARY	PRIMARY	ESO (Secondary compulsory education)
1994/95	0.81	0.86	0.49
1995/96	0.87	1	0.54
1996/97	0.94	1.13	0.65
1997/98	1.09	1.34	0.9
1998/99	1.1	1.33	1.19
1999/2000	1.51	1.74	1.48
2000/01	2.11	2.38	1.97
2001/02	3.21	3.54	2.91
2002/03	4.73	5.37	4.3

Figure 2: Percentage of immigrant pupils by level of education, public or private sector and Autonomous Community, 2002/03 school year

	PRE-PRIMARY		PRIMARY		ESO (Secondary compulsory education)	
	Public	Private	Public	Private	Public	Private
Andalusia	2.41	1.82	2.84	2.4	2.24	1.76
Aragon	7.64	4.26	7.15	3.87	5.36	2.74
Asturias	2.38	1.13	3.01	1.51	2.14	1.17
Baleares	12.37	3.38	13.55	4.65	10.03	4.21
Canarias	5.24	3.55	6.48	3.91	6.08	4.6
Cantabria	2.24	1.92	3.27	2.34	2.44	2.27
Castile and Leon	3.18	1.46	4.05	2.05	2.94	1.63
Castile-La Mancha	4.45	2.14	3.93	2.23	2.96	1.49
Catalonia	6.97	2.41	9.19	2.26	8.62	2.47
Valencian Community	7.29	2.36	8.37	3	6.93	2.46
Extremadura	1.71	0.81	1.96	0.74	1.42	0.57
Galicia	1.29	0.81	2.05	1.01	1.89	0.76
Madrid	12.35	5.58	15.51	6.02	11.07	5.35
Murcia	8.46	2.69	8.75	2.28	6.48	1.95
Navarre	9.18	2.7	9.4	4.65	7.53	3.67
Basque Country	2.89	1.02	3.72	1.56	3.55	1.15
La Rioja	8.63	5.03	9.48	5.81	6.93	3.42
Ceuta	0.24	0.13	0.95	0.24	1.05	0.36
Melilla	2.91	0.26	3.78	2.28	5.47	0.62

Figure 3: Immigrant pupils enrolled in general non-university education, by geographic zone of origin, 2002/03 school year

<b>ORIGINE</b>	<b>NUMBER OF IMMIGRANT PUPILS</b>
European Union	40 583
The rest of Europe	36 365
Africa	59 967
North America	3 957
Central America	13 159
South America	135 169
Asia	14 075
Oceania	195

## ANNEXE 2

## Measures offering school-based support to immigrant children and intercultural approach in education

Autonomous Communities	2.1. Reception and guidance	2.2. Integration into school learning	2.3. Support of own language, culture, religion	2.4. Adaptation of daily school life	2.5. Special financial support	2.7. Information to parents	3. Intercultural approach
<b>Andalusia</b>	<ul style="list-style-type: none"> <li>- Schooling awareness in pre-primary education</li> </ul>	<ul style="list-style-type: none"> <li>- Provisional classrooms for language adaptation (ATAL)</li> <li>- Social Guarantee Programmes</li> <li>- Agreements with institutions to teach the receiving country's language</li> <li>- Reduction of the ratio of pupils to teaching staff</li> <li>- Intercultural mediator</li> <li>- Extraordinary human and material resources</li> </ul>	<ul style="list-style-type: none"> <li>- Specific teaching staff for religion</li> <li>- Programmes for learning and development of the mother tongue and culture of origin</li> </ul>	<ul style="list-style-type: none"> <li>- Adaptation of food served in the school canteen</li> <li>- Each establishment determines its dress code</li> </ul>	<ul style="list-style-type: none"> <li>- Financial support for school canteen, transport and board and for extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>- Brochures providing information about schooling and the organisation of the educational system in Andalusia, grants and study aids</li> </ul>	
<b>Aragon</b>	<ul style="list-style-type: none"> <li>- Reception programmes for immigrants and pupils</li> <li>- Pupil Tutorial Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>- Curricular adaptation measures</li> <li>- Planning of complementary activities and outings</li> <li>- School assistance programme</li> <li>- <i>Unidad de Intervención Educativa Específica</i> (U.I.E.E.) (special classrooms for pupils with learning difficulties)</li> <li>- <i>Proyecto de Integración de Espacios Escolares</i> (P.I.E.E.) (project intended to enrich school life through the organization of extracurricular activities involving the teaching staff, families and pupils, trying to make the most of the school spaces and equipment)</li> </ul>	<ul style="list-style-type: none"> <li>- Portuguese Language and Culture Programme</li> </ul>		<ul style="list-style-type: none"> <li>- Financial support for purchase of textbooks</li> </ul>	<ul style="list-style-type: none"> <li>- Mediation programme and family training ('We must explain or choose another word')</li> </ul>	<ul style="list-style-type: none"> <li>- Cultural exhibitions</li> <li>- School celebrations and memorial days</li> </ul>
<b>Asturias</b>	<ul style="list-style-type: none"> <li>- Activities fostering continuity and regularity of schooling</li> <li>- Initial assessment of the Educational Guidance and Psychological Team</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils' Socio-linguistic Reception Programme</li> <li>- Reinforcement of basic instrumental learning</li> <li>- Extracurricular activities in order to foster pupils' integration</li> <li>- Special learning materials for Spanish as a foreign language</li> </ul>	<ul style="list-style-type: none"> <li>- Portuguese Language and Culture Programme</li> <li>- Grants for associations and charities in order to implement programmes for the dissemination of the language and culture of the minority group</li> </ul>			<ul style="list-style-type: none"> <li>- "Guía Básica de Acceso al Sistema Educativo Asturiano" (multilingual)</li> </ul>	<ul style="list-style-type: none"> <li>- Intercultural celebrations</li> <li>- Gastronomic days</li> <li>- Grants for associations and charities in order to implement programmes for the development of intercultural education</li> </ul>

Autonomous Communities	2.1. Reception and guidance	2.2. Integration into school learning	2.3. Support of own language, culture, religion	2.4. Adaptation of daily school life	2.5 Special financial support	2.7. Information to parents	3. Intercultural approach
<b>Balearic Isles</b>	<ul style="list-style-type: none"> <li>- Language and cultural reception plan</li> </ul>	<ul style="list-style-type: none"> <li>- Remedial teachers</li> <li>- Grants for associations and charities in order to implement remedial educational programmes</li> <li>- Aid to councils and municipalities to implement educational and social initiatives</li> <li>- Remedial teachers, teachers who focus on on diversity and therapeutic pedagogy</li> <li>- Assistance and support team for pupils not attending school from the beginning of the year</li> <li>- Special learning materials</li> </ul>	<ul style="list-style-type: none"> <li>- Reception classrooms/ conversation classrooms</li> <li>- Language and culture workshops</li> <li>- Curricular inclusion of languages</li> <li>- Hearing and Speech teaching staff</li> <li>- Support team for immersion</li> </ul>	<ul style="list-style-type: none"> <li>- School canteens take into account pupils' customs</li> </ul>		<ul style="list-style-type: none"> <li>- Guidance department advising and mediating in families</li> </ul>	<ul style="list-style-type: none"> <li>- Curricular intercultural focus</li> <li>- Intercultural week</li> <li>- Pupils' exchange</li> </ul>
<b>Canary Isles</b>	<ul style="list-style-type: none"> <li>- First reception classrooms for young people with no family in the receiving country</li> </ul>	<ul style="list-style-type: none"> <li>- Spanish as a foreign language (optional)</li> <li>- Curricular Diversification Programme</li> <li>- Annual calls to determine organizational and methodological strategies</li> <li>- Canary Content Programmes</li> </ul>	<ul style="list-style-type: none"> <li>- Classrooms for language support</li> <li>- Attention to Language and Cultural Diversity (Secondary Education)</li> </ul>				<ul style="list-style-type: none"> <li>- Experimental Projects in Intercultural Education (Pre-primary and Primary education)</li> <li>- Intercultural Education Programme</li> <li>- Week of cultures, specific days</li> <li>- Programme for the improvement of coexistence and school environment</li> </ul>
<b>Cantabria</b>	<ul style="list-style-type: none"> <li>- Reception Programme (Intercultural Education Project)</li> <li>- Schooling rules</li> </ul>	<ul style="list-style-type: none"> <li>- School Plan, Curricular Planning, reinforcement measures, curricular adaptation measures, support provided individually within the classroom-group itself</li> <li>- Spanish lessons (Communicative Approach)</li> <li>- Subsidies to associations and for human resources and teacher training</li> <li>- Specific teacher training</li> </ul>	<ul style="list-style-type: none"> <li>- Complementary and extracurricular activities</li> </ul>	<ul style="list-style-type: none"> <li>- School Plan</li> <li>- Organization of time and space</li> </ul>		<ul style="list-style-type: none"> <li>- Information on the Spanish Education System</li> <li>- Information on the school</li> </ul>	<ul style="list-style-type: none"> <li>- Intercultural Training Advisors</li> </ul>

Autonomous Communities	2.1. Reception and guidance	2.2. Integration into school learning	2.3. Support of own language, culture, religion	2.4. Adaptation of daily school life	2.5 Special financial support	2.7. Information to parents	3. Intercultural approach
<b>Castile-La Mancha</b>	<ul style="list-style-type: none"> <li>- Reception Programmes fostering socio-emotional integration</li> </ul>	<ul style="list-style-type: none"> <li>- Individual or group support depending on homogeneity, age and linguistic competence</li> <li>- Language support teams</li> <li>- Language immersion during school lessons</li> <li>- Training for teachers taking part in the EALI (Language Support Team) for immigrants), culture, language teaching, etc.</li> </ul>					
<b>Castile and Leon</b>	<ul style="list-style-type: none"> <li>- Early schooling awareness</li> <li>- Pupil Tutorial Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>- Teaching and Learning Support Plan</li> <li>- Language and Social Adaptation Classrooms</li> <li>- Balanced distribution of foreign pupils</li> </ul>				<ul style="list-style-type: none"> <li>- Information on available educational resources</li> </ul>	
<b>Catalonia</b>	<ul style="list-style-type: none"> <li>- Reception and Integration Programme in each educational establishment</li> <li>- Teaching staff responsible for reception, guidance and monitoring in each establishment</li> </ul>	<ul style="list-style-type: none"> <li>- 2003- 2006 Action Plan for foreign pupils</li> <li>- Workshops for School Adaptation and Basic Instrumental Learning for those who cannot speak either Spanish or Catalan</li> <li>- Interactive activities in languages, natural science and social studies</li> <li>- Teachers providing educational support (half their normal teaching time), depending on the needs</li> <li>- Workshops for School Adaptation and Basic Instrumental Learning</li> <li>- Specific Centre for Documentation for teachers working in educational centres with immigrant children</li> </ul>	<ul style="list-style-type: none"> <li>- Portuguese Language and Culture Programme</li> <li>- Specific Programmes for learning and development of mother tongue and culture of origin</li> </ul>	<ul style="list-style-type: none"> <li>- Adaptation of meals</li> <li>- Respect for clothes</li> </ul>	<ul style="list-style-type: none"> <li>- Financial support for school canteen service</li> </ul>	<ul style="list-style-type: none"> <li>- Information brochure for families written in several languages</li> <li>- Brochure containing the dates of pre- enrollment and registration</li> <li>- Translator/interpreter in the establishments on request</li> <li>- Collective meetings with parents</li> <li>- Cooperation agreement with the <i>Departament de Benestar i Família</i></li> <li>- <i>Un espai per trobar-nos, un espai per aprendre</i> project</li> </ul>	<ul style="list-style-type: none"> <li>- Celebration of other cultures' festivities</li> </ul>
<b>Extremadura</b>	<ul style="list-style-type: none"> <li>- Schooling awareness in Pre- primary education</li> <li>- Broadening availability of pre- primary education</li> </ul>	<ul style="list-style-type: none"> <li>- Curricular projects</li> <li>- Programmes for acquisition of instrumental subjects</li> <li>- Formative evaluation</li> <li>- Individual education, guidance and tutorial plans</li> </ul>			<ul style="list-style-type: none"> <li>- Grants and study aids, school canteen, transport, school material, textbooks and school and exchange holidays</li> </ul>	<ul style="list-style-type: none"> <li>- Information on the process of schooling and the organization of the educational system in Extremadura, as well as grants and study aids</li> </ul>	<ul style="list-style-type: none"> <li>- Cross- curricular themes</li> </ul>

Autonomous Communities	2.1. Reception and guidance	2.2. Integration into school learning	2.3. Support of own language, culture, religion	2.4. Adaptation of daily school life	2.5 Special financial support	2.7. Information to parents	3. Intercultural approach
<b>Galicia</b>	<ul style="list-style-type: none"> <li>- Permanent analysis of the educational situation of immigrant pupils</li> </ul>	<ul style="list-style-type: none"> <li>- Programmes for language immersion</li> <li>- Balanced distribution of pupils among public establishments</li> <li>- Flexibilisation of school organization and management model</li> <li>- Provision of effective support for the teaching staff</li> <li>- Allowances to schools for purchase of textbooks, school material and specific teaching material</li> <li>- The use of ICTs as a positive discrimination measure</li> <li>- Intercultural mediator</li> </ul>			<ul style="list-style-type: none"> <li>- Grants and aids for school canteen and transport</li> </ul>	<ul style="list-style-type: none"> <li>- Promotion of the so-called <i>Comunidades de Aprendizaje</i></li> <li>- Parents' participation at school</li> </ul>	<ul style="list-style-type: none"> <li>- Educational and curricular projects: interculturalism as an enriching value</li> <li>- Innovation awards on coexistence and tolerance</li> </ul>
<b>Madrid</b>	<ul style="list-style-type: none"> <li>- Reception schools</li> <li>- Classrooms serving as a link between primary and compulsory secondary education</li> </ul>	<ul style="list-style-type: none"> <li>- Regional Plan for remedial education</li> <li>- Immersion in the social, cultural and linguistic context</li> <li>- Counselling team for immigrants working in the establishments of the area concerned</li> </ul>	<ul style="list-style-type: none"> <li>- Programme for learning and development of mother tongue and culture of origin</li> </ul>	<ul style="list-style-type: none"> <li>- Immersion in the social, cultural and linguistic context</li> <li>- Promotion of coexistence</li> </ul>	<ul style="list-style-type: none"> <li>- Extraordinary period for the request of canteen aids and credit reserve during the whole year</li> </ul>	<ul style="list-style-type: none"> <li>- Translator and interpreter service</li> </ul>	<ul style="list-style-type: none"> <li>- Promotion of coexistence</li> </ul>

<p><b>Autonomous Communities</b></p> <p><b>Murcia</b></p>	<p><b>2.1. Reception and guidance</b></p> <ul style="list-style-type: none"> <li>- School's Reception Plan</li> <li>- First diagnosis of pupils and their family situation</li> </ul>	<p><b>2.2. Integration into school learning</b></p> <ul style="list-style-type: none"> <li>- Broadening the availability of education in order to improve academic performance in primary education</li> <li>- Adaptation of school organization to pupils, as well as curricular and methodological issues</li> <li>- Increase in the number of Social Guarantee Programmes</li> <li>- Remedial educational programmes</li> <li>- Reinforcement measures for Basic Instrumental Learning</li> <li>- Flexible grouping</li> <li>- Measures intended for acquisition of Spanish language</li> <li>- Reception classrooms for language acquisition</li> <li>- Specific programmes on Spanish language and culture</li> <li>- Financing the second cycle of pre-primary education for early schooling</li> <li>- Specific budget allocation for compensation initiatives</li> <li>- Economic support for external compensation initiatives in the Annual General Programme of the establishments</li> <li>- Schooling Board for pupils with compensation needs</li> <li>- Redistribution of pupils</li> <li>- Increase in resources for remedial education</li> <li>- In- service programmes and specific training plans</li> <li>- Support teaching staff</li> </ul>	<p><b>2.3. Support of own language, culture, religion</b></p> <ul style="list-style-type: none"> <li>- Programme for learning and development of mother tongue and culture of origin of minority groups</li> <li>- Arabic culture and language programme</li> </ul>	<p><b>2.4. Adaptation of daily school life</b></p>	<p><b>2.5 Special financial support</b></p> <ul style="list-style-type: none"> <li>- Budget allocation so that textbooks are free</li> </ul>	<p><b>2.7. Information to parents</b></p> <ul style="list-style-type: none"> <li>- Information for families on the education system, the syllabus, grants and additional services</li> <li>- Family Programmes within Tutorial Action Plans</li> <li>- Family mediation programmes and measures intended to inform the families</li> <li>- Interpreter services in cooperation with associations and non-profit entities</li> </ul>	<p><b>3. Intercultural approach</b></p> <ul style="list-style-type: none"> <li>- Intercultural Education as a cross curricular theme</li> <li>- Design and dissemination of intercultural and educational curricular material</li> <li>- Inclusion of ICTs in intercultural projects</li> <li>- Centre for Entertainment and Intercultural Documentation</li> </ul>
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Autonomous Communities	2.1. Reception and guidance	2.2. Integration into school learning	2.3. Support of own language, culture, religion	2.4. Adaptation of daily school life	2.5. Special financial support	2.7. Information to parents	3. Intercultural approach
<p><b>Navarre</b></p> <ul style="list-style-type: none"> <li>- The staff responsible for school counselling act as a link between the establishment and the social environment, social services and families</li> <li>- Reception Plan</li> <li>- Reception classroom or classroom for language adaptation (temporary measure under responsibility of a teacher- coordinator)</li> <li>- Tutorial Action</li> <li>- Guidance Department</li> </ul>	<ul style="list-style-type: none"> <li>- Reinforcement of attention given to disadvantaged pupils, with a curricular imbalance of two or more years/courses</li> <li>- Educational Support Unit</li> <li>- Specific support in some areas or subjects</li> <li>- Grouping in core subject areas depending on the level</li> <li>- Curricular Adaptation Units for second- cycle pupils with learning difficulties and behavioural problems</li> <li>- Workshop directed at the labour market</li> <li>- Reinforcement of Spanish for foreign pupils</li> <li>- Spanish as a second language</li> <li>- Availability of 2 school places per group for immigrant pupils in pre-primary education</li> <li>- <i>Mesa Técnica de Inmigración</i> (cooperation between regional and local governments and social entities)</li> <li>- Reinforcement of measures for attention to diversity</li> <li>- Therapeutic Pedagogy teaching staff</li> <li>- Cooperation of the <i>Centro de Recursos de Educación Especial</i> (CREENA)</li> <li>- Economic aids for pupils with specific needs or in underprivileged social or cultural circumstances</li> </ul>	<ul style="list-style-type: none"> <li>- Tutorial action in and out of the classroom</li> <li>- Spanish and Basque Language support</li> </ul>		<ul style="list-style-type: none"> <li>- Adaptation of food served in the school canteen according to religious and cultural traditions</li> </ul>		<ul style="list-style-type: none"> <li>- The staff responsible for school counselling act as a link between the establishment and the families</li> </ul>	
<p><b>Basque Country</b></p> <ul style="list-style-type: none"> <li>- Reception Plan for foreign pupils</li> </ul>							

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<b>La Rioja</b>		<ul style="list-style-type: none"> <li>- Programmes of prediversification in compulsory secondary education (basic education and practice)</li> <li>- Attention to seasonal workers' children</li> </ul>			<ul style="list-style-type: none"> <li>- Economic aid for school canteen and books</li> </ul>		
<b>Valencian Community</b>	<ul style="list-style-type: none"> <li>- Department for the detection of immigrant pupils' special educational needs</li> <li>- Reception Plans in establishments with programmes of educational compensation</li> <li>- Information brochure</li> <li>- Specialised services for educational, psycho- pedagogical and professional guidance</li> </ul>	<ul style="list-style-type: none"> <li>- Centres of Educational Attention</li> <li>- Remedial Educational Programme: educational and administrative organization of the establishment, classroom planning, cooperation with institutions</li> <li>- Bridge classrooms for integration</li> <li>- Educational advisors and CEFIRE (Centre for Training, Innovation and Educational Resources)</li> <li>- Extraordinary funding for establishments having pupils in need of remedial actions</li> <li>- Human and material resources intended for remedial programmes and establishments with this type of pupil</li> </ul>	<ul style="list-style-type: none"> <li>- Translator service and teaching of mother tongue and culture of origin</li> </ul>			<ul style="list-style-type: none"> <li>- Department for the reception of and attention to immigrant pupils and their families</li> <li>- Information brochure</li> </ul>	

Source: Centre for Educational Research and Documentation (Centro de Investigación y Documentación Educativa CIDE) based on the information from the Autonomous Communities.