



Language
Environment
Inclusion

BASELINE AUDIT AND NEEDS ANALYSIS SPANISH REPORT

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1. National situation, the phenomenon of refugees, migrants and those who have left the educational system early

The objective of this first section is to establish the characteristics and conditions of the groups of final recipients to whom this project is directed. Efforts will be made to offer a small analysis of the situation of refugees, migrants and young people who have left the education system early.

To begin with, it is especially important to define the three profiles that will be studied further on correctly:

According to UNHCR¹, **refugees** are people who flee directly from armed conflict or persecution, crossing international borders and seeking asylum in nearby countries. They are recognized as refugees internationally, since returning to their country can pose a real danger to their lives.

On the other hand, **migrants** are those who choose to move outside their country, mainly to improve their living conditions (education, employment, opportunities, family reunification, etc ...). The great difference that exists between migrants and refugees is that the former continue to receive protection from the government of their country of origin.

Finally, **people who leave the educational system** prematurely or early (Early School Leavers - ESL, in English) are those who do not reach at least level 3 of the International Classification of Educational Levels (ISCED) and who are in no type of training or education program. In the case of Spain, young people in early educational abandonment are those who, although having finished Compulsory Secondary Education (ESO), do not continue with their studies in any format - Baccalaureate, Vocational Training or other non-regulated training courses.

Current approach to refugees and asylum seekers in Spain:

¹ <http://www.acnur.org/noticias/noticia/refugiado-o-migrante-acnur-insta-a-usar-el-termino-correcto/>

In September 2017, the deadline agreed by the Member States of the European Union for the relocation and resettlement of 160,000 refugees within two years, was reached. To date, more than 44,300 refugees have been given refuge, 27% of those involved. The Spanish government had welcomed only 1,980 (11.4%) people compared to the 17,337 which it had agreed to host in 2015. The Ministry of Foreign Affairs and Cooperation justified the low reception by blaming the "complex system" established by the Union European Union for the relocation and reception of refugees.

The reality is that currently the Spanish state hosts very few refugees compared to other European Union states, even though it is one of the largest countries that make it up. During 2016 and according to Eurostat, Spain reached a new record of requests for international protection, receiving 15,755 requests. However, the proportion attended in Spain with respect to the total of the European Union remained practically constant, barely reaching 1%.

The cause of the significant increase in the 2016 asylum request figures was the growth in requests from Venezuela, due to the turbulent situation in the country and the crisis in its national economy. The other majority groups come from Syria, Ukraine, Algeria, Colombia and El Salvador, as shown in Figure 1.

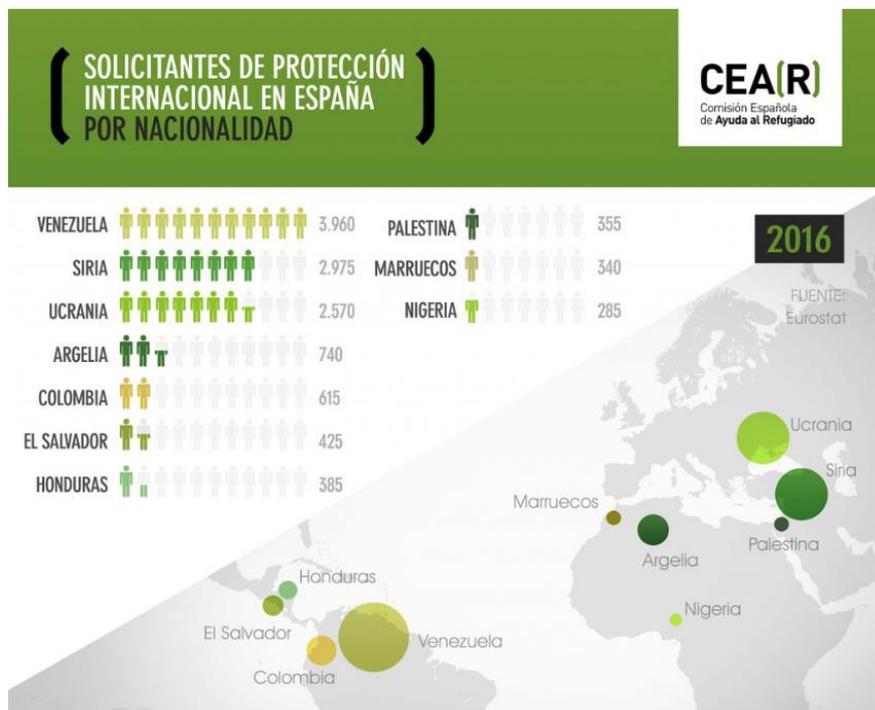


Figura 1: Solicitantes de protección internacional en España por nacionalidad. Fuente: Comisión Española de Ayuda al Refugiado (CEAR)

Of the 15,755 applicants in 2016, only 6,855 in some way achieved international protection in Spain, the vast majority (6,215) being people fleeing the war in Syria.

Even having resolved 6,855 applications for asylum favourably in 2016, the recognition of refugee status was given to only 355 people, 3.5% of the total, a figure that CEAR describes as "regrettable" compared to the percentages of other countries such as Germany (41%) or France (21%).

By the end of 2016 Spain accumulated 20,365 applications for international protection pending resolution (mainly from Ukrainian and Venezuelan citizens), this fact is due to the application of the so-called "prudential criterion" by the Office of Asylum and Refuge² (OAR) postponing the resolution of the petitions until the evolution of the country is verified.

Situation of migrants:

The phenomenon of immigration has taken on great demographic and economic importance in Spain since the end of the 2000s. Before 2000, the percentage of immigrants barely exceeded 1.5% of the total population and Spain was, mainly, a emigration generating country.

It was from the year 2000 onwards that Spain began to present one of the highest rates of annual immigration in the world, this rate collapsed from 2008, due to the effects of the economic crisis in Spain. As of 2009, the migration trend was reversed and more migrants began to leave the country as opposed to those that entered. This trend continued and it was not until 2016 that the positive migratory balance was recovered again. It is estimated that in 2017 the foreign population residing in the Spanish state represented 9.5% of the total population of the country.

² The Office of Asylum and Refuge (OAR) is the organ with the competence for the processing of requests for international asylum and is under the supervision of the Interior Ministry.

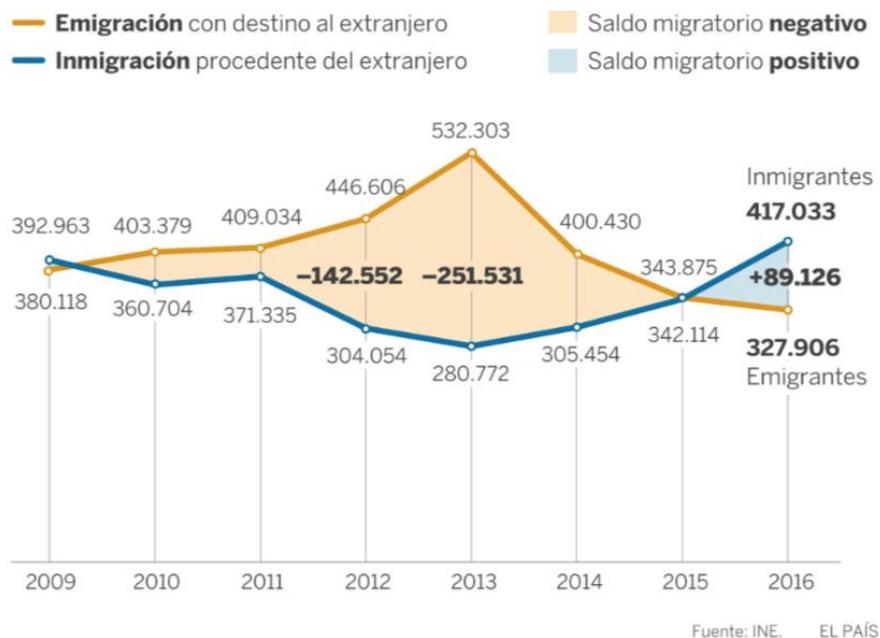


Figura 2: Saldo migratorio con el extranjero. Fuente: El País, Datos: INE.

The main driver of migration to Spain is the search for a job, a fact that affects the ages of immigrants, to the point that 51.91% of foreigners residing in Spain are between 20 and 39 years old (compared to 32.66% of the population as a whole). This fact causes that the foreign population within Spain is concentrated in the areas of greater movement and economic activity - and, therefore, with a greater need for labor - these areas being Madrid and its area of influence, the Mediterranean arc and the islands. Statistics confirm that 44.81% of registered immigrants are distributed in the provinces of Madrid, Barcelona and Alicante.

The origin of immigrants in Spain is very diverse, currently the most frequent foreign nationalities are Romanian, Moroccan, British, Italian and Ecuadorian.

Early school leaving in Spain

In the year 2017 the rate of early abandonment of education and training in Spain stood at 18.3%, a figure that represents a slight decrease compared to 2016.

There are certain patterns that are repeated year after year in the statistics of early school leaving, showing that this situation affects different segments of the population differently. A clear example is the significant difference in early school leaving among men (21.8%) and women (14.5%), a fact that is also reflected in the whole of the European Union, although it should be specified that it is more pronounced in the Spanish state.



Figura 3: Evolución del abandono educativo temprano por sexo. Fuente: INE.

Another easily detectable pattern is the difference in the dropout rate when comparing data by nationality. By doing so, it can be observed that the rate of early school leaving is much higher among the foreign population residing in Spain and although the rates decrease as the years progress, the difference between dropping out of foreign and Spanish students remains constant.

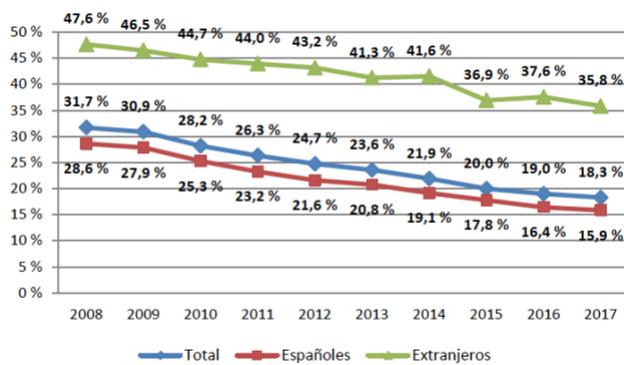


Figura 4: Evolución del abandono educativo temprano por nacionalidad. Fuente: INE.

The characteristics of the student's family, focusing above all on the educational level of their parents, can also be seen as a determinant in early school leaving. Currently, only 4% of total dropouts correspond to students whose mothers have higher education, and instead 85% to the group of students whose mothers have a maximum of compulsory education.

Compared with other countries in the European Union, this is a particularly worrisome problem in Spain, which has the second highest rate of early school leaving in the European Union, only behind Malta and far from achieving the target set for 2020³.

³ Eurostat. [http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Early_leavers_from_education_and_training,_2011_and_2016_\(%25_of_population_aged_18-24\)_ET17.png#file](http://ec.europa.eu/eurostat/statistics-explained/index.php/File:Early_leavers_from_education_and_training,_2011_and_2016_(%25_of_population_aged_18-24)_ET17.png#file)

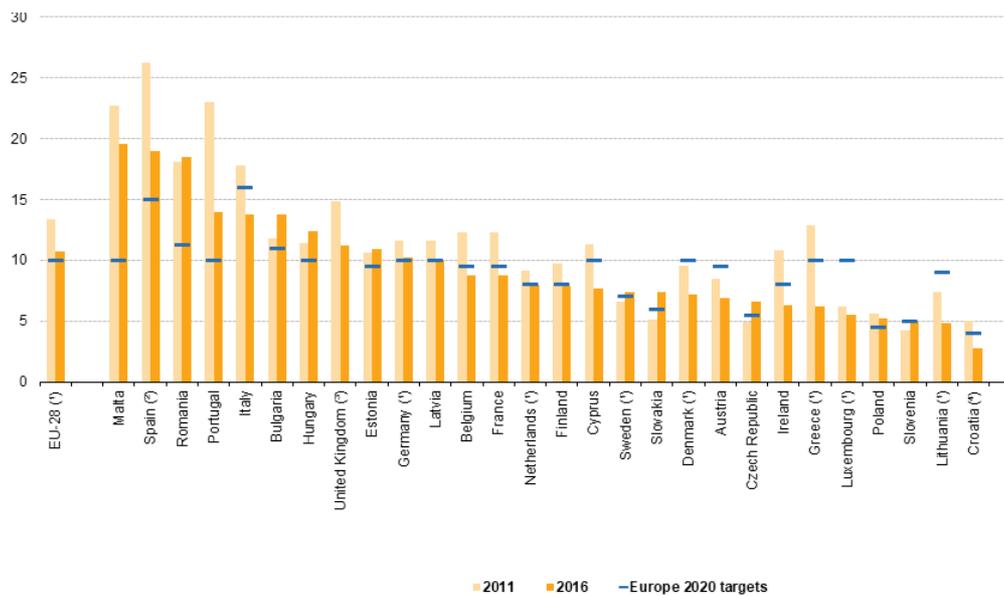


Figura 5: Abandono educativo temprano 2011 y 2016. Fuente: Eurostat.

1. Public policy and measures

2.1 Historical perspective

In recent years, the growing phenomenon of migration that has affected Spain has led to the emergence of specific legislation to protect the rights of people who have recently arrived in the country, most of them migrants. More specifically, there have been different laws that have regulated access to education for children and young people who have recently arrived in the country.

Such as:

1978 - Spanish Constitution: In the 1978 Constitution, information on the rights of foreigners is already collected. *"Foreigners will enjoy in Spain the public liberties guaranteed by this document in the terms established by the treaties and the law"* Articles 9, 13 and 14.

1980 - General Education Law (LGE): The right to education of foreigners is guaranteed on equal terms to Spaniards and the opportunity to take complementary courses to compensate for possible deficits.

1985 - Organic Law Regulating the Right to Education (LODE): It is recognized, for students, the *"Right to receive the necessary help to compensate for possible family, economic and socio-cultural deficiencies"* contemplating the possibility of adjusting the measures to the characteristics of each student.

1990 - General Organic Law of the Educational System (LOGSE): Where concrete measures are proposed to correct inequalities through compensatory measures.

1995 - Organic Law of Participation, Evaluation and Government of Educational Centers (LOPEG): also refers to actions to compensate for inequalities in education by introducing the terms "sociocultural plurality", "educational compensation", "integrational school" or "host languages".

2002 - Organic Law of Quality (LOCE): It does not present an advance for intercultural education.

2006 - Organic Law of Education (LOE): Establishes as a basis the attention to the diversity of the students, responding to their educational needs without any type of exclusion.

2013 - Organic Law for the Improvement of Educational Quality (LOMCE): It reflects the commitment of the administrations to "*favour the incorporation into the education system of students who, coming from other countries or for other reasons, are incorporated late to the Spanish educational system*" guaranteeing that their schooling is carried out according to their circumstances, knowledge, age and academic record. It also states that it is up to the administration to launch programs for "*students who have serious deficiencies regarding language, skills or knowledge, in order to facilitate their integration in the corresponding course*" simultaneously with schooling in the ordinary groups.

2.2 Current situation

As mentioned above, the number of refugees within the Spanish state is very small and, therefore, there has been no proliferation of educational or training resources focused solely on the profile of these refugees. However, in the world of education there is a large number of support programs aimed at so-called "newcomer" students, a group where migrants, refugees or asylum seekers can be included since, although the reason for abandoning their country of origin is different, between the members of the different groups, their arrival in a new country and the educational difficulties they face are given in very similar conditions.

This section aims to present some of the existing experiences in the Spanish State, focused on the training and social inclusion of refugees, migrants and those who have left the educational system prematurely or early.

Developed measures for newly arrived people (migrants, refugees or asylum seekers).

“Aula d’Acollida” Project:

The "Aula d'acollida" (host classroom) Project was a project promoted by the Generalitat de Catalunya, as a preferred resource for the reception of newly arrived students in educational centres. This resource should be structured in a flexible manner, depending on the needs of the students served and the internal organization of each of the centres where it was developed. The main objective of the "Aula d'acollida" was to promote a space that would allow personalized emotional and curricular attention, combined with an intensive learning of the Catalan language, giving newly arrived students adequate attention to their needs and progress. At the same time said students shared subject hours with the rest of their classmates in order to encourage their inclusion in the ordinary class group⁴.

In January 2015, it was published in the press that 10 years after its implementation, the withdrawal of the "Aules d'acollida" began. They became only a linguistic and social integration reinforcement for immigrants, with the final objective of reinforcing the knowledge of the language to guarantee an improvement of the continuity in post-compulsory studies and facilitate school success⁵.

ALISO Program, Aulas de Adaptación Lingüística y Social. Junta de Castilla y León:

The ALISO program is an educational service, aimed at foreign students who are enrolled in a compulsory education stage, and who show specific educational needs associated with the lack of knowledge of the Spanish language. Likewise, within said program, it is contemplated to facilitate the access of students to fundamental cultural and social aspects, which will help them in the process of integration in the social and educational environment.

⁴ Generalitat de Catalunya,
http://educacio.gencat.net/documents_publics/instruccions/instruccions11_12/Documents/Alumnes_nouvinguts.pdf

⁵ Fundació Jaume Bofill. Infants i joves d’origen immigrant a Catalunya, Un estat de la qüestió socioeducativa.

The ALISO classrooms, in an analogous manner to the "Aules d'acollida", are established in a fixed way in some secondary education centres. The stay in them is provisional - with a maximum of 3 months - and alternates with periods in the ordinary classroom (50-50%).

Catalan Refugee Program, Generalitat de Catalunya:

The "*Programa Català del Refugi*" is the first accompaniment program for refugees, proposed in January 2017 by the Generalitat de Catalunya, with the aim of covering the shortcomings of the existing program at the national level.

The intention of the program is: to assist refugees who, once the State Shelter Program has been completed, lack sufficient social and labour autonomy to be able to function in society.

During the 12-month period of the program, the participating refugees must commit to follow an Individual Plan of Activities that is based on three pillars:

- Learning of the language.
- Orientation, training and job placement.
- Discovery of their environment through the establishment of social bonds.

To follow up on the Individual Activity Plan, the program participants receive support and support from a group of between 3 and 5 mentors who, in turn, are linked and supported by an entity. In addition, the government grants an economic benefit to the participating refugees, so that they can cover their basic needs (housing, food, health, education, ...) and guarantees them access to public services.

During the first year of implementation of the program, a group of 333 people, designated as mentors, participated in the accompaniment of 191 refugees, being able to assist all the people who have requested this help. The positive evaluation of this new measure has led to the creation of new support groups and the realization of new training courses for the year 2018.

Programas de prevención del abandono escolar temprano.

"Enginy" Program, Consorcio de Educación de Barcelona:

The "*Enginy*" (Wit) Program is offered as a curricular diversification resource for attention to diversity and inclusion, aimed at all ESO students in the public centres of the city of Barcelona. The general objective is to favour the attainment of basic competences, based on the acquisition of competency-based learning linked to realities of the environment, and to prevent the risk of premature abandonment of students.

Within the framework of the program there are three levels of action, described below:

In the first of these, the most basic, are the workshops offered to all students who have an interest in doing them. There are two categories of workshops according to whether they are carried out within the educational centre or in different training spaces in the city.

In the second level, additional support resources are designed, aimed at students at risk. These resources are part of the initiative "Oficis a la ciutat", vocational training projects, of a practical nature, in environments outside the school, with a vocational guidance approach.

These resources are aimed at 3rd and 4th ESO students, who need additional support, to avoid the risk of absenteeism or premature abandonment, due to a high degree of demotivation towards the school environment.

Finally, at the third level there are intensive resources, aimed at students with more support needs, in order to guarantee the completion of their compulsory secondary education. These resources are structured focusing on training stays in companies, aimed at students of 3rd and 4th ESO.

Plan PROA: Plan de Refuerzo, Orientación y Apoyo en centros de Educación Primaria y Educación Secundaria, Ministerio de Educación:

The PROA plan was born as a state plan in 2005, to address the need to reduce school dropouts and improve the academic results of Spanish students, with the aim of improving their academic and work prospects.

The PROA plan, in secondary education centres, is aimed at 1st, 2nd and 3rd ESO students in public schools, specifically for students with different learning difficulties and problems.

This Plan offers support and school reinforcement, organized after school, to improve the basic skills of students, improve their reading habit and their incorporation to the rhythm of ordinary work of the group in their class.

Its specific objectives are focused on: enhancing learning and performance and improving and facilitating social integration in the group and the educational center.

Accompaniment of students is carried out either by accompanying instructors (former students, university students, etc ...), selected for their ability to connect with students, or by teachers from the center itself, thus helping students to reinforce the contents worked in class.

The PROA plan continues to function today coordinated by the governments of the Autonomous Communities.

Forum Theatre Against Early School Leaving (FOTEL), Proyecto Erasmus +:

Forum Theatre Against Early School Leaving⁶ is a project promoted by 5 organizations from different countries of the European Union, within the framework of the Erasmus + Program.

FOTEL's main objective is to investigate how non-formal education could generate changes in the attitude toward school education and reduce the risk of early educational abandonment among young people between 13 and 16 years old.

One of the results of the project has been the elaboration of a didactic guide, where a set of pedagogical tools is provided, based on theatrical dynamics, to help the teachers to observe the students from a new perspective, facilitate the development of the social skills of students and encourage collaboration between them. These tools focus on the exploration of the problems of socially and culturally disadvantaged students, as well as how to find solutions to these problems.

2. Good practice analysis

3.1 Newcomers

⁶ <http://www.fotel-project.eu/node/2>

Projecte Rossinyol⁷⁸, Universitat de Girona:

The project "Rossinyol" - Nightingale - is a project where social mentoring and accompaniment is used to promote social inclusion and interculturality. It is aimed at pre-teens and adolescents at risk of social exclusion.

This project, developed at the University of Girona, is a take on the original idea from the University of Malmö, located in southern Sweden.

The project is based on facilitating a weekly meeting between a university student (the mentor) and the young preadolescent - at risk of exclusion or of migrant origin, who is between 10-14 years of age -, in which the couple will visit and get to know different spaces of leisure, fun, cultural or sports activities in the city where the project is developed.

This meeting aims to establish a close link between the mentor and the student, so that during the hours they spend together they can have fun while they learn. Behind these activities there is an intention of favouring - albeit modestly - the social, cultural and linguistic inclusion of the student.

Another objective of the project is to facilitate that participants can live new experiences, improve their self-esteem and their personal and social development, taking the mentor as a role model, they by trusting in him or her they can generate new opportunities and future educational expectations.

The process of generating future educational expectations has a significant importance for the development of the project. The connection made with the figure of the university mentor brings the student closer to university reality, which often is not within their future expectations, and may generate some new interest in continuing studies.

Finally, this format also allows working interculturality in a bidirectional way, from mentors to students and vice versa.

⁷ <https://projecterossinyol.org/>

⁸ *Bones pràctiques d'intervenció amb immigració i interculturalitat*, Quadern Atlàntida, 2017.

This project is defined as good practice based on scientific results that show the good results achieved in the personal evolution of young people, the improvement of academic results and their social integration, as well as the involvement of university students in the social field .

For this reason and for the ease of adapting it to the different socio-cultural and territorial realities, it has been extended to other territories of the Spanish state such as: Euskadi, Navarra, Tarragona and Barcelona⁹.

3.2 Personas que han abandonado el sistema educativo de forma temprana. (ESLs)

Programa "Éxit", Consorci d'Educació de Barcelona¹⁰:

The "Éxit" (Success) program was developed in 2001, based on a collaboration agreement between the "Institut Municipal d'Educació de Barcelona", the "Departament d'Educació" and the "Inspecció Educativa", with the intention to improve the school success of the students in the stage of secondary education.

As of the 2004/2005 academic year, the program was transferred to the Educational Programs Unit of the "Consorci de Barcelona", a body that is still managing the program. The program is aimed at students in the 5th and 6th grades of primary school and the four ESO courses, who attend publicly owned educational centres in the city of Barcelona.

The program is based on an extracurricular support for the students – where help is given while the students do their homework-, carried out by an "amic@ gran" (older sibling). The "amic @ gran" is a young student, usually an alumnus of the centre who has followed an academic path of "success", who knows the needs of the students, thanks to the various follow-up meetings that take place during the course with the tutors of the students involved in the program.

Since the 2014-2015 academic year, there is a complementary figure to the "amic @ gran", the so-called "amic @ de la lectura" (Reading friend). He or she is a student of Educational

⁹ Mentoría Social: <http://mentoriasocial.org/actualidad/clausura-los-proyectos-ruisenor-mentor-ia-universitaria/#.WoHp16PY6Rs>

¹⁰ http://www.edubcn.cat/exit/reforc_escolar/durant_el_curs

Sciences, whose objective is to improve reading comprehension of students and motivate their taste for reading, through specific activities carried out with one or two students of the group, outside the classroom. Accompaniment of the students is carried out in the premises of public centres of compulsory secondary education.

The success of the program is due to the dynamics that are generated among the students of the group, their "amic @ gran" and the teaching staff; agents between whom there is constant communication during the duration of the program (October-May). Also, the bond of trust that is established between the student and his "amic @ gran", a link which allows the tutor to resolve their doubts and express their concerns more closely and naturally to what can be given in an educational centre.

4. Main problems and challenges

The objective of this section is to identify the main problems and difficulties that young people face, with respect to education and schooling, specifically those who have just arrived and those who have left the educational system prematurely.

Challenges for newcomers:

- **Intra-school segregation**¹¹, because of the internal organization of schools, hinders inclusive education.
- **Illiteracy**, such as the lack of basic academic training in the mother tongue. Girls and women are the most affected.
- **Voluntary isolation**¹² and **irregularity of attendance** in the classrooms.
- **The impact of the family socioeconomic situation** on the attendance to the classrooms and the student's performance.
- The **difficulties of parents to support their children** in academic training.

Factores y causas principales del abandono escolar prematuro :

- The **desire to join the world of work**.
- The **perception that continuing with studies will not help finding a job**.
- **Unequal access to school resources**.

¹¹ Fundació Jaume Bofill. *Infants i joves d'origen immigrant a Catalunya, Un estat de la qüestió socioeducativa*.

¹² Universidad de Jaén, *La enseñanza de la lengua en el proceso de integración del inmigrante*.

- The **educational environment** itself: relationships with teachers, influence of friends and colleagues.
- The **low educational level in the family** environment.

5. Bibliography

Informe 2017: Las personas refugiadas en España y Europa. CEAR: Annual report of the Spanish Commission for Refugee Aid where the data about refugees in Spain and Europe is collected and measures are proposed to strengthen the commitment of society to the refugee crisis.

The EU and the migration crisis. European Commission : Publication of the European Commission summarizing the data of the last years on the migratory crisis that the European Union is suffering and the measures taken as a consequence.
<http://publications.europa.eu/webpub/com/factsheets/migration-crisis/en/>

Informe sobre la integració de les persones immigrades a Catalunya, 2015. Generalitat de Catalunya, Departament de Treball, Afers Socials i Famíles.
http://treballiaferssocials.gencat.cat/web/.content/03ambits_tematicas/05immigracio_refugi/dades_immigracio/informe_integracio/2015/Informe-integracio-immigracio-2015.pdf

Structural Indicators for Monitoring Education and Training Systems in Europe 2016.
https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/images/b/bb/205_EN_JAF_2016.pdf

Study on educational support for newly arrived migrant children:
http://ec.europa.eu/dgs/education_culture/repository/education/library/study/2013/migrants_en.pdf

Integración de inmigrantes en el Sistema Educativo Español (Universidad de Oviedo).

Educació i alumnat d'origen immigrant: vells i nous reptes per a l'èxit escolar i la cohesió social:
<http://www.fbofill.cat/publicacions/educacio-i-alumnat-dorigen-immigrant-vells-i-nous-reptes-lexit-escolar-i-la-cohesio>

Immigrant Students at School, Easing the Journey towards Integration.
<http://www.oecd.org/education/immigrant-students-at-school-9789264249509->

en.htm?utm_content=buffer732f2&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer

Situación del alumnado inmigrante en Cataluña. (TFM)

6. External links

Programa Català de Refugi: <http://ciutatrefugi.barcelona/ca/la-resposta-d-espanya>

CCAR, Comissió Catalana d'Ajuda al Refugiat: <http://www.ccar.cat/publicacions-i-recursos/informes-ccar/>

OIM, International Organization for Migration: <http://www.spain.iom.int/es/boletin-noticias-oim-espana>

EuroStat, Your key to european statistics: <http://ec.europa.eu/eurostat>. Migration: http://ec.europa.eu/eurostat/statistics-explained/index.php/Migration_and_migrant_population_statistics

Departament de Treball, Afers Socials i Famílies.
http://treballiaferssocials.gencat.cat/ca/ambits_tematicos/immigracio/dades/

Secretaría general de Emigración e Inmigración, Protección internacional y asilo.
<http://extranjeros.empleo.gob.es/es/ProteccionAsilo/index.html>

Observatorio permanente de la Inmigración.
<http://extranjeros.empleo.gob.es/es/ObservatorioPermanenteInmigracion/>

European Website on Integration, Indicators. <https://ec.europa.eu/migrant-integration/country/indicators>

Abandonament escolar prematur (Catalunya/Espanya)
<https://www.mecd.gob.es/servicios-al-ciudadano-mecd/estadisticas/educacion/mercado-laboral.html>
<http://ensenyament.gencat.cat/ca/departament/estadistiques/indicadors/europeus/abandonament-prematur/>

Comissió Europea |Abandonament escolar prematur:
http://ec.europa.eu/education/policy/school/early-school-leavers_es

Normativa educació menors immigrants:
https://www.diba.cat/c/document_library/get_file?uuid=77bdc5bf-be02-4567-81bb-5ca5dccdd59a&groupId=1295730

Suport lingüístic i social, Departament d'Educació:

<http://xtec.gencat.cat/ca/projectes/alumnat-origen-estranger/suport-linguistic-social/>

Millora éxit educatiu alumnat:

<http://www.fbofill.cat/publicacions/com-millorar-lexit-educatiu-de-lalumnat-dorigen-immigrant>

Fundación Tomillo, Apoyo a la infancia:

<https://tomillo.org/que-hacemos/apoyo-a-la-infancia/>

Consorci d'Educació de Barcelona, programa Enginy:

http://www.edubcn.cat/rcs_gene/Informacio Web PROGRAMA ENGINY 2017 18 27 07 26 web.pdf