



## Country Report Spain

### Is parental involvement in the making of school laws and/or regulations a current topic?

The Spanish Constitution of 1978, Article 27, recognizes the right to education and establishes the imperative that teachers, parents or students will be involved in the control and management of all schools supported by the Administration with public funds. The Administrative Law 8 / 1985, regulating the Right to Education (*LODE*), guarantees the freedom of parents to be involved in education as members of their associations.

Parents' Associations (in Spanish, literally, Associations of Mothers and Fathers – AMPAs) are the natural source for the participation of pupils' parents in schools and organize their collective involvement in education. The AMPAs provide support and advice; establish channels for communication, information and training among their members, as well as for all families, teachers and the rest of the educational community.

The AMPA is obliged to interact with the school management team in order to cooperate in the running of the school. This collaboration takes place by asking directly for proposals and arranging interviews with the school management staff and through the School Council.

The School Council is the body which allows the parents to become involved in school affairs and the place where the whole educational community comes together. Its nature and composition are ruled by Royal Decree (82/1996 and 83/1996)

The Administrative Law on Education (2006) says in article 118.3: "The Education Administrations will, within their jurisdiction, foster the effective

participation of students, teachers, families and administration and services staff in the schools".

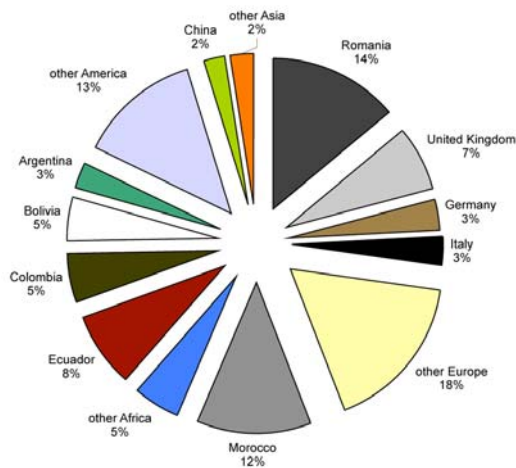
The Ministry of Education of the Autonomous Community of Castilla y León regulates the rights and obligations of students and the involvement of families in the educational process. It reflects in its legal regulations, the involvement and commitment of families and the rights and duties of parents or legal guardians. (Decree 51/2007)

### Which parents deserve particular attention?

Families of immigrant and/or cultural ethnic minority pupils require special attention with regard to the following barriers:

- *Language* (inadequate or no knowledge of Spanish). This does not affect the cultural Spanish minority (gypsies).
- *Socio-economic* (unavailability of some parents because of precarious living conditions, long working hours ...; insufficient level of parents' schooling to help their children in their studies; little interest in school matters because they are not a priority for them).
- *Cultural* (different school systems or family and educational values).
- *Institutional* (difficulties for some parents to consider school as an accessible place where they have the right and duty to participate. Difficulties for schools in providing information other than that of a purely academic nature.)

Figure 2: Foreign population by countries of origin 2008



Source: Instituto Nacional de Estadística, padrón municipal 2008

Nach: Kreienbrink, Axel. *Country Profile Spain* – see Focus Migration ed. Hamburg Institute of International Economics [http://www.focus-migration.de/Spain\\_Update\\_08\\_200.5420.0.html?&L=1](http://www.focus-migration.de/Spain_Update_08_200.5420.0.html?&L=1)

### Are there any measures to support certain pupils i.e. (im)migrants, ethnic minorities at school level?

The Regional Ministry of Education of Castilla y León has adopted and published the Plan for Foreign Students and Minorities. The full text (in Spanish) and other materials can be found at: [www.educa.jcyl.es](http://www.educa.jcyl.es) in the section devoted to "atención a la diversidad" (attention to diversity).

This Plan establishes a number of educational measures that refer to:

*Identification and schooling:* specific ICT tools have been developed to plan measures for disadvantaged students or students with special educational needs.

*Initial integration measures:* plans to welcome foreign students when they first arrive in school.

*Linguistic and social adaptation measures:* Language and Social Adjustment classes (ALISO

Classrooms), which guarantee specialized attention to foreign students who do not speak Spanish and/ or are not familiar with our culture. The attendance period in these classes represents about 50% of the school time. During the rest of the time, the student attends different areas and activities within the standard timetable. These classes are organized in small groups of seven to ten students and usually last a school term.

#### Adapted Educational Attention measures:

- Support by specialized teachers to address the specific needs of these groups for whom additional educational support is required.
- Cooperation Agreements with the Spanish Ministry of Education (MEC), in order to implement various accompanying, reinforcement and support programs for Primary and Secondary Education school centres: the PROA Plan [www.mec.es/educa/proa](http://www.mec.es/educa/proa) and the Improvement of School Success Program [www.educa.jcyl.es](http://www.educa.jcyl.es). These links lead to the full Spanish version of both.
- Portuguese Language and Culture Program. This is the result of an agreement between the Portuguese and Spanish Authorities. It provides students of Portuguese background with an educational route which includes Portuguese language training and cultural development. This program is run in three provinces of our region: León, Burgos and Salamanca.
- Further psychological, educational and curricular advice and psychological and social counselling by different support services.

#### Coordination measures:

- Integral Plan of Immigration (2005), which includes and structures the actions of different Regional Ministries to care for the immigrant population in Castilla y León.
- Collaboration between the Ministry of Labour and Social Affairs (MTAS) and the Community of Castilla y León for the development of strategies regarding the welcoming and integration of immigrants as well as the enforcement of educational measures.

- Support to some non-profit private entities for the execution of Compensation and Intercultural Education Projects.
- Agreement with the Cervantes Institute to offer distance online Spanish courses through the Virtual Classroom of Spanish (AVE).
- The creation by the regional government of a Resource Center for Intercultural Education. It is an institution of regional scope, and it offers technical and didactic support for the whole educational community with specific measures for the needs of immigrant and/or ethnic minority pupils. Its web page <http://crei.centros.educa.jcyl.es/sitio> stores on-line educational resources and offers a selection of links on intercultural matters and examples of best practice.
- There is also a specific website to foster "convivencia" at schools. Convivencia is the Spanish term to describe living together in harmony, and this Internet space contains training activities and examples of good practice in schools where conflicts and violence has decreased or disappeared: <http://www.educa.jcyl.es/educacyl/cm/convivencia>.

### Basic structure of the Spanish school system

The Spanish Education System is regulated by The Education Act 2/2006. Its full text can be found at [www.mec.es/mecd/gabipren/documentos/A17158-17207.pdf](http://www.mec.es/mecd/gabipren/documentos/A17158-17207.pdf). It includes basic competences in the curriculum, which are understood as those basic skills that any pupil has to possess at the end of his or her compulsory education period in order to achieve personal fulfillment, exercise active citizenship, enter adult life in a satisfactory way and be able to develop a life-long learning process.

#### Infant Education

Infant Education (Pre-Primary) goes from 0 to 6 years of age, and is divided into two cycles of

three courses (school years): the first cycle lasts up to three years of age and the second cycle from three to six years of age.

#### Primary education

Primary Education is compulsory and free. It comprises six academic years from six to twelve years of age. Generally, pupils will join the first course of Primary Education in the calendar year in which they are six years old. Primary is divided into three cycles of two years each. It is organized in areas with a globally integrated character. The areas of Spanish Language and Literature and Mathematics, are considered key subjects for the acquisition of other competences, and receive special consideration in terms of hours.

#### Compulsory secondary education

Compulsory Secondary Education (ESO) is obligatory and free between the ages of 12 and 16 years. It comprises four academic years. A full description of this educational stage in Castilla y León can be found in: [http://www.educa.jcyl.es/educacyl/cm/educacyl/tkContent?pgseed=1233061856569&idContent=74224&locale=es\\_ES&textOnly=false](http://www.educa.jcyl.es/educacyl/cm/educacyl/tkContent?pgseed=1233061856569&idContent=74224&locale=es_ES&textOnly=false).

### Statistics on parental involvement and school achievement

#### Statistics on parental involvement at regional level

The Training Program for the fostering of families' and students' participation in the Educational System in Castilla y León, established in 2004, has contributed to the implementation of a series of resources and training modules directed at Associations, Federations and Confederations of parents. This program, described in detail later in this synopsis, is one of the sources of information used in this report: The total number of parents' associations is 1,208 out of 1,224 Educational Centres (it means a rate of 98.69 %).

The distribution in educational levels is as follows: Infant and Primary Education 1.005 associations and Secondary Education 203 associations.

### Relation between cultural background and school achievement

The most recently published data, from the National Institute of Statistics, says that the Educational Centres of Castilla and León in the school year 2004-2005 welcomed into their classrooms a total of 12,975 immigrant pupils, 6.08% of the total number of students. The countries from which most students came were: South America (5,988 pupils), countries of the European Union (1,627 pupils) and, from the rest of Europe, 3,768 immigrant pupils. 19.08 % of all immigrant pupils received Infant Education, 48.47% Primary Education, 0.24% Special Education and 32.05% Secondary Compulsory Education.

### School forms in which parental involvement is most prevalent

This data, obtained at national level (INECSE National Institute for Evaluation and Quality of the Educational System), refers to the last years of Primary and Secondary Education. Parents are active in the education centres by means of their involvement in the teaching/learning process (attendance at meetings, checking their children's tasks or homework, taking part in class activities, collaborating with teachers in some activities,...) (91% in Primary and 74% in Secondary), in cultural activities (76% Primary and 51% Secondary), out-of-school activities (68% Primary and 42% Secondary) and reinforcement activities (63% Primary and 44% ESO). From this information it can be deduced that the involvement of the families in Infant and Primary Education is greater than that in Secondary Education.

## Projects and measures to foster parental involvement

### National level

- *ISFTIC*. The National Institute for Educational ICT offers a series of materials grouped under the heading of "School for Parents". Its site publishes a number of information packs on different matters of interest for parents  
 ➔ [w3.cnice.mec.es/recursos2/e\\_padres](http://w3.cnice.mec.es/recursos2/e_padres).
- *Regional Confederations of Parents*. These are social entities composed of Confederations which include state, religious and rural schools' Parents' Associations which seek to strengthen their role and, among other functions, take part in the organization and development of different Schools for Parents.

### Regional level

- *Funding for Parents' Associations* awarded by the Regional Government.
- *Training Program* set up by the Regional Ministry of Education to improve parents' and students' participation and association in Castilla y León (2004-2007).
- This Program continues in a recent legal Resolution (February 8th 2008) which develops basic aspects for the "*Improvement of School Success Program*" that includes training sessions for teachers and training and information sessions for families.
- *Guide for Immigrants* (Regional Government of Castilla y León): it includes basic useful information about resources offered in Castilla y León for immigrants. It has been published in different languages and the downloadable versions can be found at ➔ [http://www.jcyl.es/scsiau/Satellite/up/es/MigracionCooperacion/Page/PlatillaN3/1175174460327/\\_/\\_/\\_?asm=jcyl](http://www.jcyl.es/scsiau/Satellite/up/es/MigracionCooperacion/Page/PlatillaN3/1175174460327/_/_/_?asm=jcyl).

- *Educational Information for parents and immigrant pupils:* The Regional Ministry of Education in Castilla y León publishes this guide in the different languages of the largest groups of immigrants that come to our region. The documents, downloadable at [www.educa.jcyl.es/educacyl/cm/educacyl/temas/guiainmigrantes](http://www.educa.jcyl.es/educacyl/cm/educacyl/temas/guiainmigrantes) explain the whole range of education on offer, giving other information as well as relevant addresses.
- *Compensatory Education Program:* Compensatory Education for ethnic and immigrant minorities is regulated at the national level by law. This law is applied at the regional level by means of the Compensatory Education Program, which, again, is partially devoted to working with the pupils' families.
- *Framework Plan for the Attention to Educational Diversity in Castilla y León:* This plan facilitates harmonization and coordination at the regional level with regard to the different measures which may be implemented in relation to diversity.
- *Infoeduca:* The educational website of the Regional Ministry of Education offers the families of secondary education pupils the possibility to be informed about different academic aspects relating to their children (marks, absenteeism, etc.) through the Internet and, in some centres, there is the opportunity for online tutoring.
- *Training Program of the Regional Ministry of Family and Equal Opportunities:* Meetings for Equality between Women and Men in the Family, directed especially at mothers and fathers who are members of Parents' Associations.

### Local level

- *CFIE Valladolid II: Area/Zone Plan Pajarillos-Pilarica (Improvement Plan).* Addresses the whole educational community of these two districts. See second example of good practice, "Multi-annual Improvement Plan".

### Associations

- *CEAPA, Spanish Federation of Associations of Pupils' Parents:* it draws guidelines for the AMPAs (Associations of Parents) for the world-of-school reception of immigrant pupils' parents in order to help them integrate into school and neighbourhood life and society in general.
- *Procomar Valladolid (NGO).* Its objective is caring for, assisting and promoting underprivileged and unprotected immigrants or people, groups and families from ethnic minorities. Their website is [www.lasalle.es/procomar/quienes.htm](http://www.lasalle.es/procomar/quienes.htm).

### Parental involvement and intercultural learning as an issue in teacher education and in-service training

#### Initial training (University studies)

The *Faculty of Education and Social Work* of Valladolid includes *Multiculturalism and Social Sciences* as a subject in its curricula. It is included in the Diploma in Teaching in Primary Education, Foreign Languages, and in the Social Education Diploma. A description (in Spanish) of these studies can be found at <http://www.feyts.uva.es>.

The curriculum of the *Social Worker Diploma* includes subjects related to this topic.

The *Master for Education for Secondary School Teachers* includes a course on Educational Qualification in the Social Sciences. It is compulsory to pass this course in order to qualify as a Secondary School Teacher. It includes basic contents dealing with Intercultural Education.

The University of Valladolid also offers a *Doctoral Program* (post graduate) in "Intercultural Education".

State school teachers must spend a probationary period before becoming permanent teachers (civil servants). During this period (six months), specific training about this matter is included.

### In-service training

The Regional Ministry of Education of Castilla y León designs and executes training activities directed at practising teachers.

The Regional Teacher Training Plan includes activities dealing with matters such as:

- Interculturality, reception and integration of new pupils: 49 activities.
- Improvement of co-existence and the school climate: 34 activities.
- Social Skills, emotional education: 10 activities.
- School Mediation and conflict solving: 33 activities.
- Family intervention, relationships with families: 6 activities.
- Tutorship or orientation: 12 activities.

Teachers also receive training from different institutions: The National Distance Learning University ⇨ [www.uned.es](http://www.uned.es) and the National Institute for Educational ICT ⇨ [www.isftic.mepsyd.es](http://www.isftic.mepsyd.es); other authorized associations and trade unions also have teacher training offers.

### Exemplary projects, measures or initiatives to foster parental involvement

#### First example of best practice

*II Training Program for encouragement of families' and students' participation in the Education System of Castilla y León 2008 – 2011*

The Regional Ministry of Education, by means of the Resolution of November 7, 2006 of the Gene-

ral Directorate for Coordination, Inspection and Educational Programs, is developing a series of activities designed to increase parent and pupil participation and affiliation. This program is based on the idea of participation and liaison being the backbone of the educational community, by means of which it can be established that education is a common task that demands responsible and effective action by all partners involved.

The search for better quality in the educational system has as one of its central elements the participation of parents and pupils through associations. Participation must be understood at different and complementary levels. Access to information is the starting point because it is basic for constructive integration into the school and involvement in the educational system.

#### Aims

The objective of this program is the development of training activities for members of parents' and students' associations. On the one hand, the purpose of these activities is to provide them with the skills necessary to manage those associations and to help them increase active participation in the school life of parents and pupils. On the other hand, they aim at the creation of a net of experts belonging to the educational community who can encourage participation in and affiliation to the Education System.

#### Addresses

- Students and Students' Families.
- Teachers and Head teachers.
- Management staff of Associations, Federations and Confederations of families and Associations and Federations of students.

#### Implementation (phases and periods)

The Second Training Programme has been structured in 4 Training Modules. These comprise all aims and training areas demanded by effective and active involvement by the whole educational community.

- **Module 1. Managing**  
The module "Managing" has been designed to meet the training needs of those who are already participating actively in the management of educational bodies or of those who are becoming involved in education and who need certain skills to accomplish their tasks.
- **Module 2. Understanding**  
The principal aim of the module "Understanding" is to meet the training needs of families: to understand what their children are like, what their lives are like at each development stage and how changes affect family, social and school relationships. Understanding the characteristics and requirements of each development stage will allow families to participate and act proactively in the (educational) relationship with their children, with their school and/or with support resources offered by the administration
- **Module 3. Living Together**  
"Living together" aims to help the whole educational community understand the complexity of relationships. It tries to help recognise the characteristics of conflict and its different forms of solution, non violent and with the use of consensus. It also goes into depth in the analysis of certain infantile and juvenile behaviour and how family and school should react in a coordinated way.
- **Module 4. Participating.**  
The training module "Participating" focuses on improving the degree of families' and students' association with school. It tries to encourage both groups' involvement with school by means of their participation in Parents' and Students' Associations and with their involvement in the governing bodies of schools.

### Second example of good practice

#### *Multi-annual Improvement Area Plan*

All the schools and high schools of this area (13), around 450 teachers, 3.000 students and their families (of which 25% are immigrants or ethnic minorities), educative support and advice teams, educative Inspection, Teacher Education Centre (CFIE Valladolid II) and other social and educational institutions, associations and volunteers were involved.

This Improvement Plan was proposed for two neighbourhoods of the city of Valladolid (Pajarillos and Pilarica). Both city areas are underprivileged at a socio-economic and cultural level. The managing staff and school services from all the educational centres of these two areas met at the beginning of the school year 2001-2002 in order to start this experience together.

#### *Common characteristics of all the educational centres in these areas:*

- high presence of gypsy culture students,
- constant increase of immigrants in the classroom,
- students come from families with a low socio-economic profile who need a variety of support (human and material).

#### *The educational centres of these neighbourhoods needed:*

- Coordination and improvement of their own quality of education.
- Educational proposals for all students to promote school success.
- Introduction of strategies in the process of schooling for a balanced distribution of all students regardless of their backgrounds.
- Inclusion of families in the centres' educational projects.

### Objectives of the Plan

- To increase families' and students' participation through motivating social activities in the centres, in the neighbourhood and in the city.
- To improve teacher education based on the reflection, debate and exchange of educational experiences.
- To achieve full early-education schooling and to reduce the school absenteeism rate especially among students from underprivileged backgrounds.
- To integrate the model of inductive discipline and assertive behaviour for pupils, parents and teachers in the curricula in order to facilitate coexistence in the educational community.

### Implementation (phases and times)

The Area Improvement Plan was developed in two phases:

*1st phase (in the three years 2001-2004): "From Everyone, To Everyone, With Everyone, for the Improvement of the Educational Quality in Our Neighbourhoods."* The inclusion of parents began to create an air of participation and trusting dialogue between teachers and parents.

It also empowered the figure of the mediator. The mediator facilitates communication and understanding among people from different cultures; he helps to resolve conflicts and misunderstandings and helps to promote satisfactory relations. He negotiates, looks for ways to promote understanding, gets both sides closer without favouring one over the other and he tries to reach an acceptable solution for both.

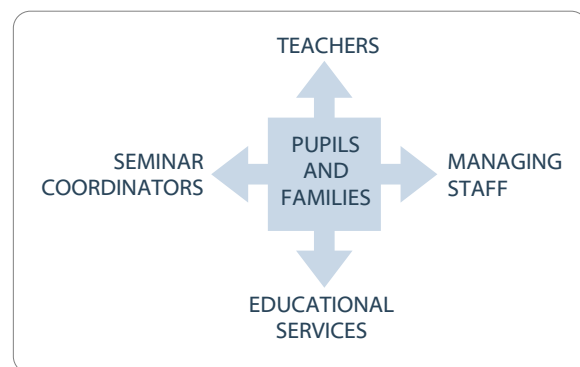
*2nd phase (2004-2007): "We Are Moving in Our Centres towards a Common Goal"*. The starting point for this second phase was the weaknesses found once the first phase was evaluated:

- Little effect on families.

- Little interaction among the pupils of different schools in common activities.
- Unbalanced involvement of the schools in the Plan.

Both phases were structured in yearly periods parallel to the school years. The Plan was carried out through different seminars in which teachers from all the centres worked together in order to plan activities to be done together in all the centres and for all the pupils (for example, celebrate Peace Day). They also worked in seminars to improve the co-existence among all the area teachers themselves and among the students. Schools for parents were established to increase their participation and responsibility in the education (bringing up) of their children.

### Structure and Organization of the Plan



The structure design allowed teachers to share information fluidly and reversibly.

*Methodology:* collaborative, dynamic, and participative among the 13 educational centres and 4 educational service centres.

### Coordination, monitoring and assessment

- Who coordinates? – The improvement team in CFIE Valladolid 2.



- When? – Yearly, at the end of each academic year, the development of the Plan is assessed in order to find necessary corrections, adaptations and adjustments.
- Assessment indicators: questionnaires on evaluation: general, seminars, specific activities.
- Annual seminar reports.

Thanks to this Plan, the families' involvement in school life has improved through all the activities carried out by the schools of Parents, fostering communication using ICT.

The Plan has not continued during this course with the same structure as before, but the managing staff and educational services from the schools and high schools of the area are continuing to work on a collaborative platform with regular meetings and activities performed together.

*The Improvement Area Plan involved:*

- ALL the schools and high schools of the area (13 in total),
- around 450 teachers (Infant, Primary and Secondary),
- 3.000 pupils and their families (of which 25% are immigrants or ethnic minorities)
- Educational support and advice teams.
- Educational Inspection.

- Teacher Education Centre Valladolid 2.
- Other social and educational institutions, associations and volunteers.

### Parental involvement as a public issue

A selection of references to immigrants and ethnic minorities' parental involvement can be found in the following media:

*Gypsy Secretariat Foundation*. Section "Gypsies in the press", they do a monthly collection of the information on cultural minorities in the written press → <http://web.fsgg.org>.

*"Gypsy Culture and Thought"* (magazine)  
→ [www.gitanos.org/revista\\_gitanos/index\\_1.html](http://www.gitanos.org/revista_gitanos/index_1.html).

*Weekly supplement "Earth"* of the regional newspaper "El Norte de Castilla": Information for the immigrants in Castilla y León → <http://cyl.nortecastilla.es/tierra>.

*Advertising campaign for diversity*. Institute of Youth, Ministry of Work and Social Affairs.

*Spanish Television* (La 2), Channel 2, weekly television programme "With all the accents" ("Con todos los acentos") → [www.rtve.es](http://www.rtve.es).

Press cuttings

EL CORREO DE BURGOS, LUNES 4 DE JUNIO DE 2007  
BURGOS

# FAPA reclama más esfuerzos para mejorar la integración de los alumnos inmigrantes

La Federación Provincial de Padres y Madres celebró ayer el Día de la Escuela Pública

M.R.  
BURGOS.—La Federación Provincial de Asociaciones de Padres y Madres de Alumnos de Enseñanza Pública (FAPA) celebró ayer el Día de la Escuela Pública con un carácter festivo pero también reivindicativo, con una especial preocupación por la integración de los alumnos inmigrantes en las aulas. Cerca de 1.500 personas, según la organización, se concentraron ayer en la plaza de Santa Teresa para iniciar un corto recorrido hasta la sede de la Dirección Provincial de Educación, en el edificio Edinco de la calle de Vitoria.

El propósito de esta manifestación se resumía en tres propuestas principales. En primer lugar, «flexibilización de la escolarización de los chavales», según destacaba ayer Isabel Arribas, integrante de la asociación. En opinión de FAPA, «a lo mejor no deberían estar desde el principio con sus iguales y tener unos meses de apoyo para adaptarse e ir incorporándose lo más cómodamente posible».

Una segunda reivindicación de este colectivo de padres se centra en un reparto equitativo de los alumnos inmigrantes en los centros. «No se debe escolarizar a todos los niños en los mismos centros. Hay que diversificar la cultura en todos los centros, lo que nos beneficiaría a todos, y así no crear guetos, no se posibilita ese intercambio», comentaba Arribas. La tercera gran propuesta de FAPA se centra en reclamar más medios humanos «y más formación al profesorado» para poder afrontar estos retos con las mayores garantías. A



Padres y alumnos se concentraron en la plaza de Santa Teresa antes del comienzo de la manifestación. / VÍCTOR HERRERO

la entrada de la Dirección Provincial de Educación se leyó un manifiesto en «defensa de la escuela pública», y en especial, «en defensa de los alumnos y alumnas, ya que ellos son los principales protagonistas de este movimiento».

Bajo el lema 'Ciudadanos del Mundo', los integrantes de FAPA «queremos ser abiertos, y queremos una escuela inclusiva, donde quepamos todos, de todas las razas, culturas, religiones, desde la libertad, el

respeto, el intercambio, la tolerancia». Por esas razones, FAPA pide un sistema educativo «más flexible que facilite la integración de todo el alumnado, que tenga en cuenta su origen, su lengua, su cultura». Medidas como organizar cursos de español para la integración lingüística o animar al profesorado a su tarea educativa en la diversidad cultural, así como un mayor refuerzo educativo a los alumnos, pueden favorecer, según esta asociación, la integración

del alumnado inmigrante. Por otro lado, representantes de FAPA se reunirán con el director provincial de Educación, Juan Carlos Rodríguez Santillana, para hablar sobre la norma que establece que la apertura de los comedores escolares será optativa en junio y en septiembre.

◀ This article is about a festival of schoolchildren's mothers and fathers to celebrate Public School Day with a special emphasis on the integration of (im)migrant children. Flexibility in facilitating first schooling is mentioned, diversity of school populations and non-ghettoization are given special

priority. One prerequisite is seen to be the further education of serving teachers in this matter.

'One World'-principles were upheld by the organizers of this festival. Cultural diversity courses for teachers were recommended.

Diario de Burgos - 8 de Septiembre de 2007

# Integración desde la educación

Las Jornadas de Enseñantes con Gitanos sirven a sus 130 participantes para compartir experiencias y elegir la metodología más adecuada para la educación de este colectivo

RISTINA VELASCO / BURGOS

La educación es un pilar fundamental en una sociedad y para todos y cada uno de los sectores que la componen. Por eso, durante estos días Burgos es el escenario elegido para la celebración de las XXVII Jornadas de Enseñantes con Gitanos, con las que se pretende mejorar la calidad de vida de este colectivo.

La población gitana está a veces olvidada para las administraciones, según la Asociación de Enseñantes con Gitanos. «La política social y educativa presenta mucho déficit para la población gitana porque no se está atendiendo a la diversidad cultural de las aulas y sigue sin existir la historia del pueblo gitano en los libros de texto», apuntó M<sup>a</sup> Cruz Villaluenga, coordinadora de estas jornadas.

Este encuentro para 130 enseñantes con gitanos procedentes de toda España sirve para concienciar a la población y a las administraciones sobre la importan-



Los participantes de las jornadas antes de la conferencia inaugural. /PATRICIA

...

cia que tiene el éxito escolar de los alumnos gitanos. Durante estos días, los enseñantes comparten experiencias y hablan sobre la manera más adecuada de trabajar con esta población, sobre todo de cara al nuevo curso que está a punto de comenzar. «Las conclusiones que se obtengan de aquí sobre los temas que vayan saliendo serán hechos públicos luego», explicó la coordinadora de las jornadas.

La educación es uno de los puntos débiles de este grupo de población, ya que según los datos manejados por la Asociación de Enseñantes con Gitanos, el 52% del absentismo se corresponde a

niños y niñas gitanos. Así, en Burgos hay aproximadamente unos 800 alumnos matriculados entre los 6 y los 16 años. «Es un dato preocupante ya que la educación es la plataforma para conseguir una adecuada incorporación socio-laboral», señaló M<sup>a</sup> Cruz.

Desde luego, las administraciones tienen que hacer un gran esfuerzo para conseguir la integración completa de los niños gitanos en la educación primaria y secundaria. «Hay que tener en cuenta también las nuevas realidades porque con la inmigración existen grupos de inmigrantes, so-

bre todo procedentes de países del este de Europa, con los que se necesita tener una especial atención», puntualizó el alcalde de Burgos, Juan Carlos Aparicio.

Desde el Ayuntamiento se vienen desarrollando una serie de ayudas orientadas a las propias asociaciones y a la mejora de su calidad de vida.

**EL ENCUENTRO** El alojamiento es otra de las preocupaciones de las administraciones en relación con la población gitana puesto que en muchas ocasiones viven en infraviviendas. «Poblados como el

de 'El Encuentro' suponen una dificultad de cara a la escolarización y la educación de adultos», apuntó Juan Carlos Aparicio.

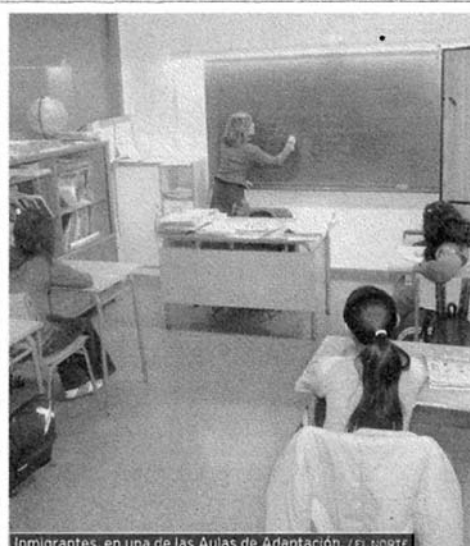
Asimismo, el alcalde afirmó que en los próximos años se trabajará en este poblado, al igual que se hizo con el de 'Bakimet', pero apuntó que para ello se necesita además de un esfuerzo económico, unos programas específicos de socialización y la labor de unos técnicos que estudien si las 30 familias aproximadamente que viven en el poblado, están o no en condiciones de cambiar de una vivienda a otra.



This article is a report on a meeting in Burgos, where teachers met to discuss their experience on the educational improvement of members of the cultural minority Romanies. Among other things, they complained that there was no room for the

Romanies' culture and history in school. It was said that improved educational chances were a central condition for the Romanies' social integration and for their chances on the job market.

EL NORTE DE CASTILLA / MARTES, 15 DE ENERO DEL 2008



Inmigrantes, en una de las Aulas de Adaptación. / EL NORTE

## Integración gracias a las Aulas de Adaptación Lingüística

**APRENDER EL IDIOMA.** Las Aulas de Adaptación Lingüística y Social (A.L.I.S.O) tienen por finalidad conseguir la plena integración del alumnado extranjero y ayudar a que éste supere las dificultades de comprensión lingüística y cultural.

Estas aulas, presentes en las distintas provincias de Castilla y León, ofrecen una atención educativa de calidad a los estudiantes inmigrantes que muestran necesidades educativas específicas, asociadas a su acusada diversidad cultural.

Los objetivos concretos que persiguen estas aulas, dependientes de la Junta de Castilla y León, son: favorecer la expresión y comprensión del español por parte de los alumnos que lo desconocen e impulsar el intercambio cultural de los centros escola-

miento, el respeto y la valoración de los rasgos culturales específicos de cada grupo social.

El tiempo de permanencia del alumnado extranjero en el aula de adaptación será el estrictamente necesario para comprender y expresarse mínimamente en castellano -los expertos estiman que en ningún caso superará los tres meses-.

### LOS DATOS

**Participación:** El centro donde el inmigrante cursa sus estudios es el responsable de cursar la solicitud a la Dirección Provincial de Educación determinada

Los alumnos estarán matriculados en su centro correspondiente y asistirán al aula de adaptación según un horario preestablecido. El número de inmigrantes atendidos simultáneamente nunca será superior a doce.

Los interesados en participar deben cursar su solicitud en el centro donde estudien, y la institución académica será la encargada de enviarla a la Dirección Provincial de Educación corres-

▲ This article points out the courses offered for foreign pupils. These courses are offered in the different provinces of Castilla y León. The courses are there to help overcome the linguistic and

cultural difficulties that conflict integration. Furthermore, the article enlarges on the duration, the number of participants and the application possibilities.

## Glossary

**AMPA:** Parents' Associations.  
**BOCYL:** Castilla y León Official Bulletin.  
**BOE:** State Official Bulletin.  
**CEIP:** Infant and Primary Education School  
**CFIE:** Centre for Teacher Training and Educative Innovation. These centres organize most of the teacher education activities.  
**CNICE:** National Information and Educative Communication Centre.  
**Consejo Escolar:** School Council. Top body for school community representation and participation.  
**CREI:** Resources Centre for Intercultural Education. It provides the school community (teachers, parents, other staff) with technical and didactic support (immigrants, ethnic minorities)  
**EOEP:** Psycho-pedagogical and Orientation Team  
**Parents' school:** Voluntary structure for parents in order to develop their parental skills.  
**ESO:** Compulsory Secondary Education  
**GT:** Group work. Some teachers (3-12) in a school or from several schools, work together on a specific topic and create didactic materials. It lasts one school year.  
**IES:** Secondary Education School.  
**JCYL:** Castilla y León Council.  
**MEC:** Ministry of Education and Science.  
**Plan de acogida:** Schools plans for the students and families' reception and integration.  
**Plan de Mejora:** Improvement Plan. One-year project to improve one or more aspects of the school. It is the second part of a school self-evaluation process and the weaknesses found provide the basis for it.  
**RD:** Royal Decree.  
**SM:** Seminar. It is another type of group work, very similar to GT, except for the fact that one of the teachers acts as a trainer towards the other colleagues and trains them in a specific topic. It lasts one school year.  
**UNED:** University of Distance Education.

## Useful links

⇒ [www.educa.jcyl.es](http://www.educa.jcyl.es) – Educational website of the Regional Department of Education. It is in Spanish. It contains the full description of our education system. There are sections devoted to families (familias) and sections devoted to attention to diversity (atención a la diversidad) where the Plan for Students and Minorities can be found. It also contains the education guides for newly-arrived families.

⇒ [www.jcyl.es](http://www.jcyl.es) – Castilla y León Regional Government website. There is a section devoted to migration-related affairs with information for immigrants in several languages.

⇒ [www.mepsyd.es](http://www.mepsyd.es) – Ministry of Education (Spanish Government) website. It contains all the legal documents of national range mentioned in this synopsis (like the Administrative Education Act 2/2006). It also contains documents for concomitant, reinforcement and support programmes for Primary and Secondary Education

⇒ <http://crei.centros.educa.jcyl.es/sitio> – is the website of the regional government which has created a *Resource Center for Intercultural Education*, with technical and didactic support for the whole educational community on measures for the special needs of immigrant and/or ethnic minority pupils.

⇒ <http://www.educa.jcyl.es/educacyl/cm/convivencia> – is the regional website for "convivencia" ("living together in harmony") in schools

⇒ [www.isftic.mepsyd.es](http://www.isftic.mepsyd.es) – Education website run by the National Ministry of Education. Among its contents – a school for parents.

## Spain



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