



## I- SITUATION OF THE PUPILS IN A DISADVANTAGED SITUATION- SPAIN

### 1. WHAT PUPILS WE REFER

**I wrote in our application form that we referred to:** Pupils with economical problems- pupils whose parents or family have serious problems to manage with the basic expenses or they have the basic expenses warranted but not have enough money to enrich their children lives from the educational point of view.

**Following the essay published by EU (2013)\*** “The definition of ‘early school leaving’ used at EU level refers to ‘**those young people who leave education and training with only lower secondary education or less, and who are no longer in education and training**’. In statistical terms, European ESL rates are measured as the percentage of 18-24 year olds with only lower secondary education or less and no longer in education or training<sup>6</sup>.

**Many Member States define and measure ESL differently.** ESL can mean:

- leaving education and training systems before the end of compulsory schooling;
- before reaching a minimum qualification or
- before completing upper secondary education.

Whilst the **term ESL** may include all forms of leaving education and training prematurely, the term ‘**school drop-out**’ often refers to discontinuing an on-going course, e.g. dropping out in the middle of the school term. Drop-out from education can occur at any time and can be experienced by different age groups.

**The way ESL is defined plays a crucial role in the development of policies to prevent or reduce it.** Focussing on school drop-out emphasises the need to prevent drop-out from occurring. It also emphasises the need to intervene as early as possible. Concentrating on the number of young people who have not completed upper secondary education may shift attention to measures helping them to re-enter education and training systems and to complete their education. The European definition of ESL supports the latter perspective. It refers to young people beyond compulsory schooling age who have not completed upper secondary education.

However, most of them may have discontinued their education years before. **European data is not available in relation to the number of young people aged 14, 15 or 16 years of age** who have dropped out of education each year. As such, more direct attention and action is required for this age group”.

\*”Reducing early school leaving: key messages and policy support- Final report of the thematic working group on early school leaving”- November 2013 (European Union)



**SO, THIS IS THE BEST JUSTIFICATION TO OUR PROJECT, BECAUSE OUR PUPILS ARE YOUNGER, SO, WE ARE TRYING TO DESIGN STRATEGIES TO PREVENT THE ESL IN THESE GROUPS.**

**1.1. Pupils with learning disabilities- we mean with specific disabilities: dyslexia, dysgraphia, dysorthographia, dyscalculia, Nonverbal learning disorder, attention disorder with hyperactivity...**

Those pupils that have or genetic based problems or disfunctions in some brain areas that justify a more slow or difficult learning in different subjects. For example, in the writing-reading we refer to pupils with dyslexia, dysgraphia or dysorthographia; in maths, dyscalculia and so on.

There is an specific brain disfunction in the basis of the disease.

**1.2. Pupils from ethnical minorities**

In Europe, the bigger group considered "ethnical minority" is the *gypsies*. Unfortunately, although we are in the XXI century, we have loads of children from the gipsy community with a high percentage of early school leaving, school failure that arrive to the school feeling that it can't adapt to their needs, even "talking another language".

**1.3. Refugees, inmigrants**

Europe is receiving continuously people from other countries, from Africa, Asia and South America. Spain started to receive inmigrants later than other countries in Europe, but now, is one of the "doors" of inmigrants, especially from Africa.

Although not all the inmigrants usually have school problems (for example, pupils from Russia, China... usually have better results), pupils from Africa and some from SouthAmerica have bad results or early school leaving.

In Murcia we have scarce percentage of pupils from refugees families, so, we can't make a right conclusion of their adaptation in the educational context.

**1.4. Pupils with behaviour or adaptation problems**

Pupils that have problems to follow the school rules or feel that the school is not the right place to stay.

Most of them, have mental health problems or serious familiar or social problems (more or less permanent).

## **2. SOME FIGURES**

### **2.1. Results of a survey in some schools in our area**



We have 7 towns or small cities, with 56 schools for pupils that are between 3 and 12 years old. We sent an small survey to these 56 schools and only 22 answered. These is the summary of the results:

Pupils from 19 schools in our area	Number - %
Total number of pupils	Average: -179 pupils in public schools -288- 317 in private schools
Pupils with social, cultural, economical, problems	Publics-Between 1/1000 and 2/100 Private- between 0 and 10/100
Inmigrants	-Publics- Between 2 and 63% (average: 25%) -Private- Between 0 and 10% (average: 3,8%)
Refugees not included in the cathegory "inmigrants"	-Publics- only 1 pupil in 1 school and 2 pupils in 1 school. -Private- 0%
Pupils with serious adaptation problems	-Publics- average: 0,7% -Privates- average: 0,25%
Pupils with specific learning difficulties	-Publics- average: 7% -Privates- average: 4,5%
Pupils with special needs	-Publics- average: 6% -Private- average: 3%

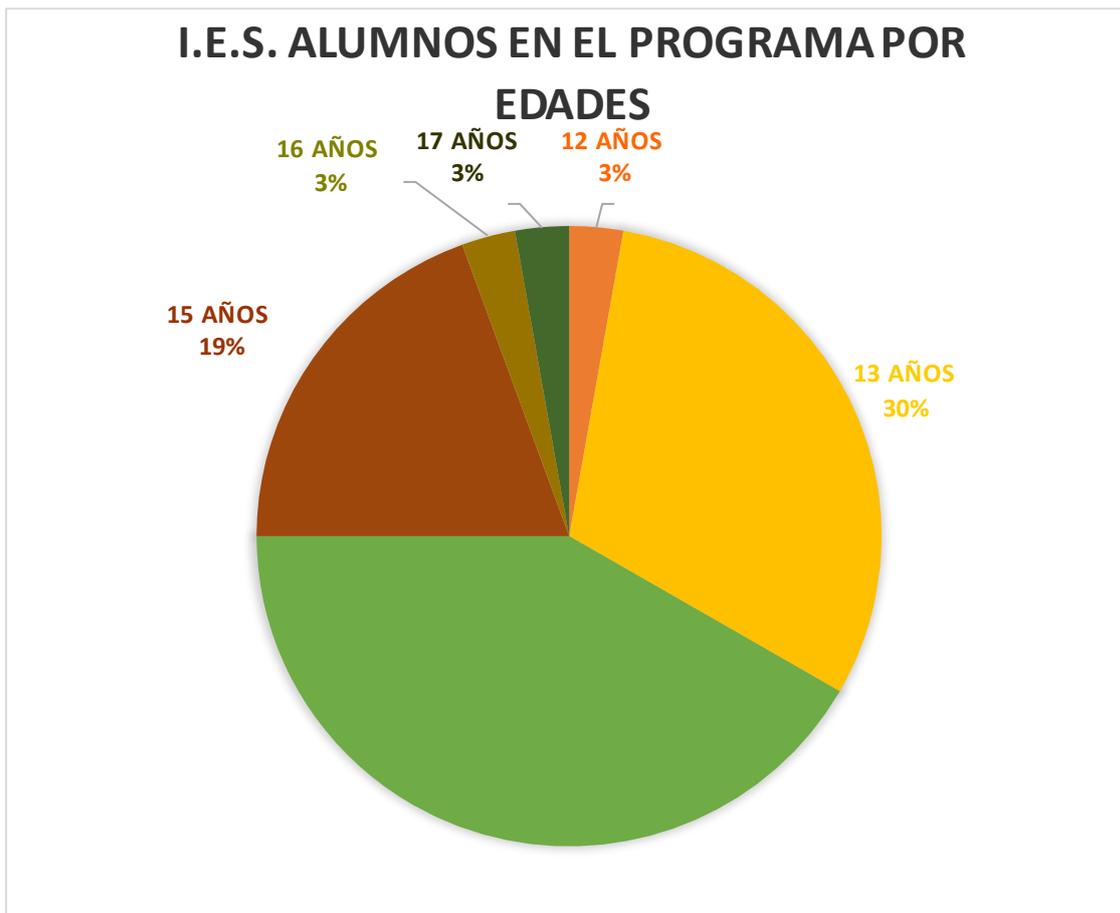
## **2.2. Figures of absenteeism in some towns (from the final report of this topic comission)**

### 2.2.1. MOLINA DE SEGURA (70964 inhabitants in 2018)



## 2.2.2. LORQUÍ (7000 inhabitants in 2018)

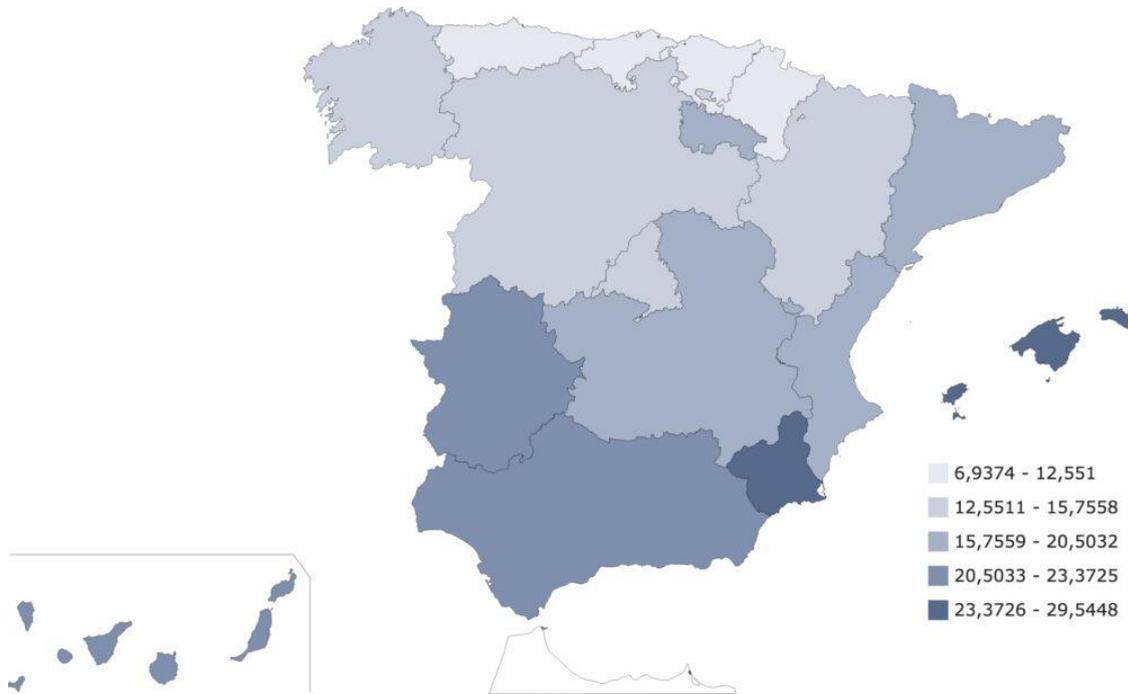
% of pupils in Primary and Secondary schools with problems to attend classes in a regular way  
(From de Town Hall of Lorquí- Comission about early school leaving, school year 2017-2018)



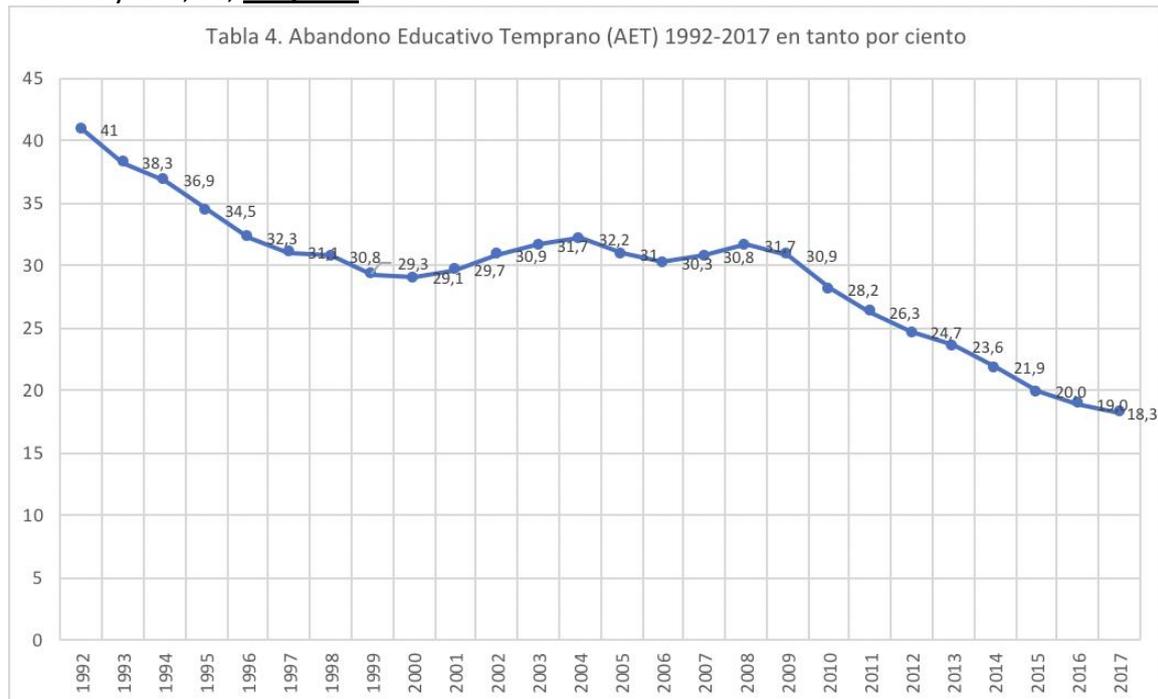
## 2.3. Early school leaving in Spain and Europe

### 2.3.1. SPAIN

- In 2018, in Spain there was this percentages of early school leaving per regions.
- Murcia is one of the worst, with around 24% of pupils.



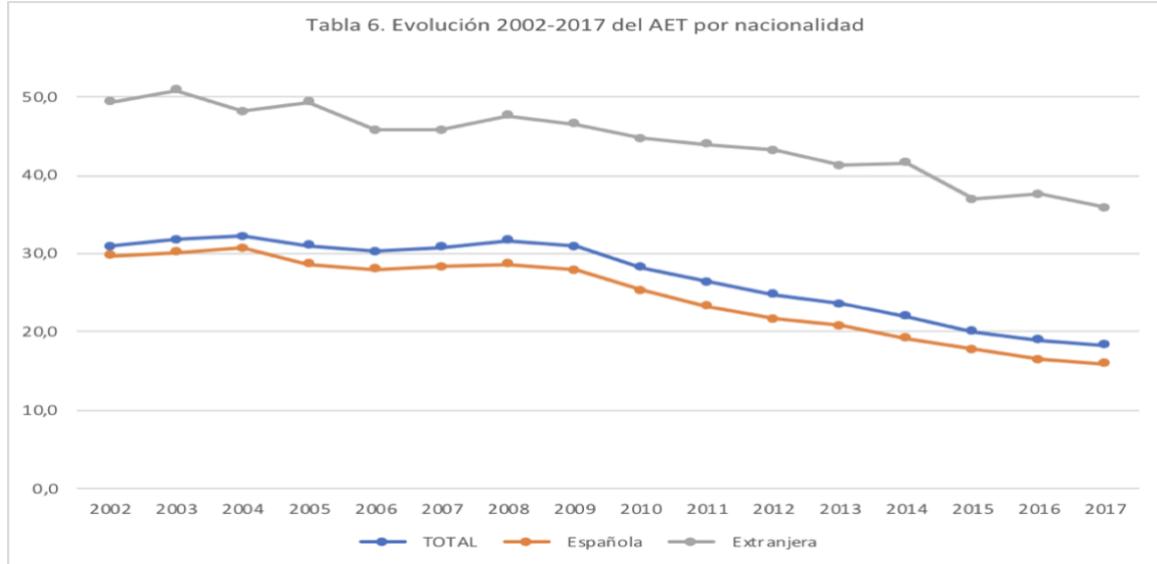
-However, if we revise the Ministry of Education reports, the situation has improved a little the last years, so, **in Spain:**



(Fracaso escolar y abandono educativo temprano, CCOO (educational trade union), junio 2018)



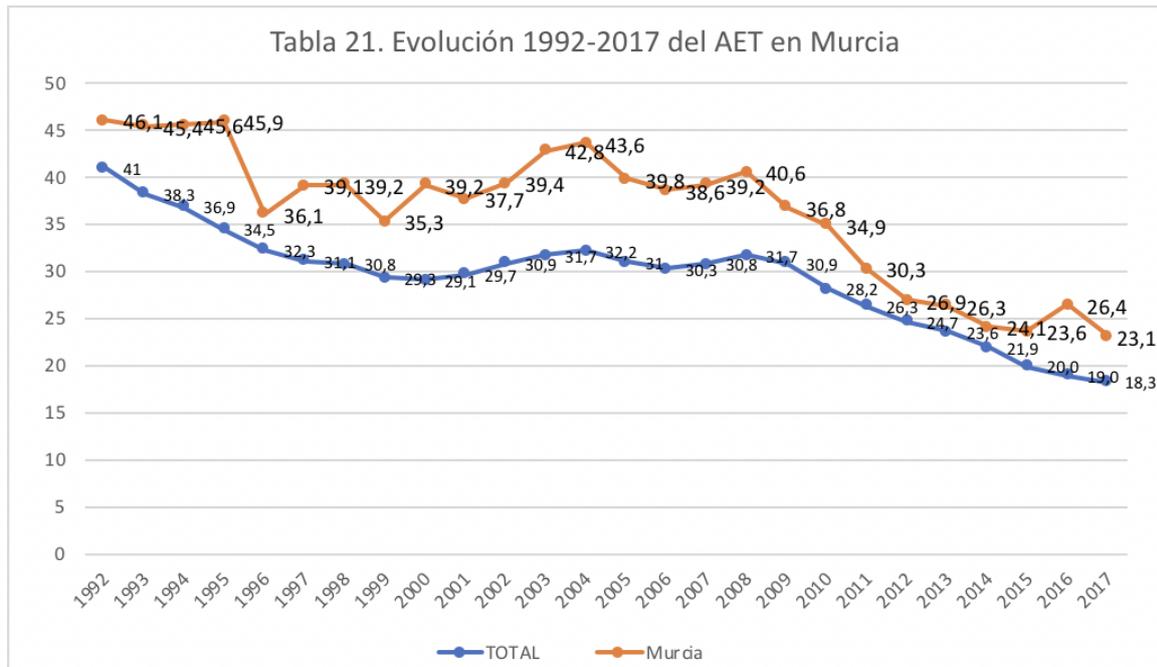
- If we compare the results considering the nationality where the children or their parents were born:



Orange- Spanish

Grey- from a foreign country.

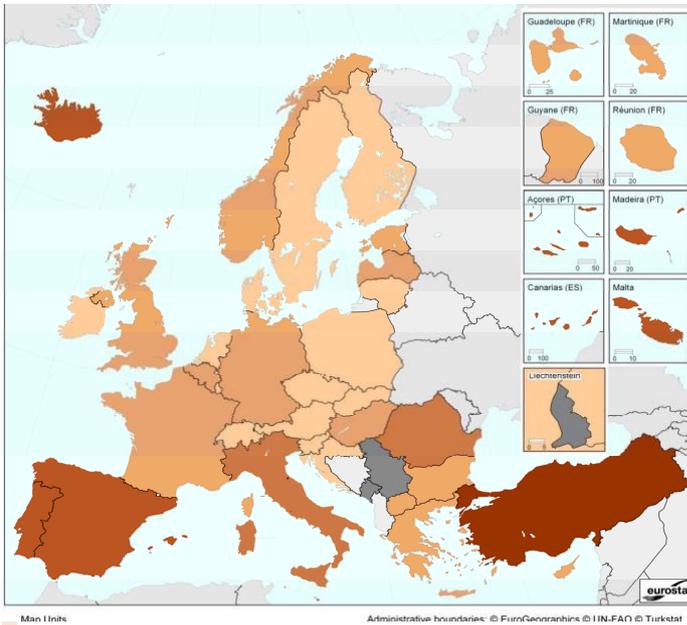
- **And in Murcia:**





### 2.3.2. EUROPE

\*ESL rates in European countries – Early leavers from education and training in 2012  
(%of 18-24 years olds)



- [ ] Lighter Brown < than 10%
- [ ] Light brown – between 10-15%
- [ ] Medium Brown- 15-20%
- [ ] Dark Brown- 20-25%
- [ ] Darker Brown- > 25% (Only Turkey)

#### THE WORST:

Spain: between 20-25% of pupils have ESL

Portugal: similar to Spain.

Rumania: 15-20%

#### THE BEST:

Greece: between 10-15% (around in the average of Europe)

Bulgaria: similar to Greece.

Croatia: less than 10%, below the average in Europe.

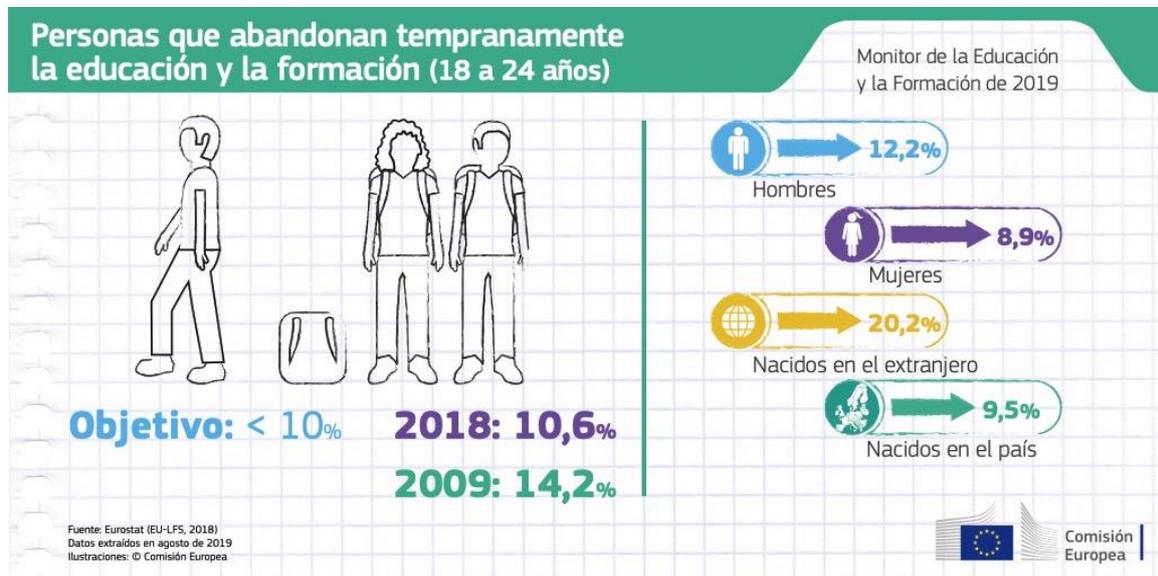
\*ESL rates in European countries 2016

See this material: p. 3 Inforem europea...

\*\*\*Reducing early school leaving: key messages and policy support- Final report of the thematic working group on early school leaving"- November 2013 (European Union)



\* ESL European situation and objectives



(August, 2019- from EU)

### 3. EDUCATIONAL OR SOCIAL LAWS RELATED TO THESE KIND OF PUPILS AND ABOUT THE PREVENTION OF THE SCHOOL FAILURE AND EARLY SCHOOL LEAVING- Spain

We have two levels of laws:

- **At a national level**

- General educational law: where our Government introduces the concept of “pupils with social, cultural, ethnical problems that need that the system develop some strategies to compensate the problems they have to access to the educational system in good conditions to have good school results” and they establishes the basic principles to answer to these pupils’s needs. For example: “teachers or schools will try to identify those pupils with specific difficulties and will provide the human resources and strategies to compensate these difficulties...”

- In each law related to each educational stage (Pre-school/ Primary/ Secondary school...), the Government introduces the need of taking into account these children needs.

- In each law related to the assessment of the level of learning in each educational stage (assessment in Primary schools, etc), they introduces ideas regarding to the adaptations that teachers could make to these pupils.

- There is too a mention to the concept “pupils that access to the educational system more late than usual”, from foreign countries, specially if they don’t speak Spanish, where they stablish that the schools will provide them the possibility of studying Spanish as a



foreign language and the program to welcoming these pupils. The real thing is that these strategies aren't good enough because the lack of human resources and in not all schools there are "welcoming programmes"

- **At a regional level (Region of Murcia)**

- General Decrees in each educational stage: the regional administration concretes what the national Government introduced and they specify more about how to organize the help to these children, but at a very general level.
- Decree about special needs and other minor laws: they establish the different groups of pupils with special needs, one of these groups is related to pupils with social, ethnical, etc disadvantages.
- Law about behaviour or "convivencia" problems (coexistence)
- Law about pupils with social, cultural, economical, ethnical... difficulties (Compensatoria)- "pupils that need some compensative strategies to favor their adaptation and good learning.
- There are good laws and regional ANNUAL PLANS that try to deal with the early school leaving and absenteeism, with the cooperation between regional and local administration, even, sometimes, with the Police, in order to bring to school to those pupils that are out of school in school hours

**Murcian "Plan to prevent the early school leaving"**

ORDEN DE 26 DE OCTUBRE DE 2012, DE LA CONSEJERÍA DE EDUCACIÓN, FORMACIÓN Y EMPLEO POR LA QUE SE ESTABLECE Y REGULA EL PROGRAMA REGIONAL DE PREVENCIÓN, SEGUIMIENTO Y CONTROL DEL ABSENTISMO ESCOLAR Y REDUCCIÓN DEL ABANDONO ESCOLAR (PROGRAMA PRAE)

**1º- Scopes to intervene**

- a) Strategies to prevent the ESL.
- b) Classes attending Control.
- c) Protocol to intervene with the pupils who have problems and no attend the school.
- d) Cooperation among different administrations (educational, social...).
- e) Protocol to refer these pupils to other administration
- f) Specific programs to prevent and reduce the ESL
- g) Promotion of the training, innovation and good practices in ESL.
- h) Researches and analysis in ESL.



## 2º- Some examples of preventive strategies covered in this Murcia's law

- a) Sensibilization campaigns, with the collaboration of the local administrations, specially aimed at families about the importance of the education.
- b) Collaboration among the psychopedagogical services, the headteachers of the schools and the social administration about the design of the strategies that allow us to prevent the ESL.
- c) Implementation of the strategies that allow us to welcome to those pupils that have problems to attend classes.
- d) Identification of those pupils in risk and development of strategies to help them.
- e) Identification of the risks factors to try to decrease them.
- f) Design good transitions programs of the pupils along all the educational stages.
- g) Increase the use of active and inclusive methodologies.

Among other.

**3º-THE REALITY-** this is a good law, it takes into account these kind of pupils, with good principles, but:



THERE ARE VERY LITTLE HUMAN RESOURCES TO IDENTIFY WELL THESE PUPILS SOON,



THERE AREN'T ENOUGH SERVICES TO PREVENT IN A EFFICIENT WAY THE PROBLEMS THAT THESE PUPILS AND THEIR FAMILIES HAVE (AND THERE ARE NO GOOD COORDINATION AMONG THEM FOR THE SAME REASON: NOT ENOUGH HUMAN RESOURCES TO DEAL WITH ALL THE PROBLEMS)



WE, AS GUIDANCES, CAN'T MAKE A GOOD PROCESS TO GUIDE TO THESE PUPILS IN THIER LEARNING AND DEVELOPMENT. Example: María in our EOEP\*



THE TEACHERS USUALLY HAVEN'T GOOD TRAINING TO HELP IN A EFFICIENT WAY TO THESE PUPILS, NOT HAVE GOOD COMPETENCES TO COMMUNICATE WELL WITH THEIR FAMILIES, SO, IN THE END, THESE PEOPLE DON'T FEEL THE SCHOOLS AS "THEIR SCHOOLS".



MOREOVER, SOMETIMES, THE SOCIETY DOESN'T GIVE ENOUGH SUPPORT TO THESE FAMILIES. NOW, IN EUROPE, THERE IS A NEW WAGE AGAINST INMIGRANTS...

\*"Reducing early school leaving: key messages and policy support- Final report of the thematic working group on early school leaving"- November 2013 (European Union)



#### 4. SPECIFIC PROGRAMMES, PLANS OR STRATEGIES ARE DEVELOPED IN YOUR SCHOOLS-REGION-NATION TO ANSWER TO THESE PUPILS NEEDS, above all:

When we started to study these issues, we learnt that is very difficult to separate prevention and intervention... and when we found reports or essays related to this topic, in the same reports, the authors introduced in the same documents strategies and good practices, so, we are going to make a summary of the good practices that we have found to prevent early school leaving or school failure:

WE HAVE MADE A METHA-ANALYSIS OF GOOD PRACTICES, WITH THESE RESULTS:

##### 4.1. General strategies



Gammification as a regular methodology in several subjects.



PRAE (Regional plan against the early school leaving and absenteeism)



Catalogue of good practices (see what other make, share experiences...)



Dynamic playgrounds, inclusive playgrounds...



Learning base don projects.



Cooperative Learning.



E-learning or the good use of ICT in the school context. Good use of mobiles phones, tablets, internet...



Promotion of the involvement of parents in, for instance:

- Blogs.
- Workshops into the classes and extra-classes.



- Learning communities: where all of us enrich each other: parents come into the class and collaborate with teachers and where all solve the common problems together.



School mediation program: where pupils contribute to solve "coexistence" problems.



The help or collaboration of external associations who take in/ embrace to pupils that have been expelled from the school to learn social and emotional competences, etc.



Breakfasts or coffees parties to encourage to parents to come to the school and share some experiences with the teachers.



Participation in European projects, as Erasmus+. Following the motto "Friendship around the world" or "collaboration to solve our problems" with the participation of pupils, families and teachers.



Permanent involvement in the schools of the professional "PTSC" (something similar to a social worker who Works in the educational context)



Wider awareness of the importance of the schooling for pupils, for example, towards: films, fairy tales, theatre...Ej of films in Spanish "Pipas" and "Camino a la escuela"



## 4.2. Good practices in some schools

### 4.2.1. Murcia

#### CEIP Santa Rosa de Lima (El Palmar, Murcia)



Work with local associations who work with specially disadvantaged pupils and their families, with the main objective that give them the chance to have the same opportunities (of inclusión or success)



Theatre in the school to work positive emotions and to practice positive roles in the society.



To work the and with Emotional Intelligence.



Comission of pupils to reflect about the conflicts in the schools and the right strategies to solve them.



"Diploma" to have a good behaviour.



To develop right strategies to learn and to study at home.

#### IES Europa (Aguilas, Murcia)



Workshop to improve the right social competences and behaviour. Workshops about relaxation as a way to control the negative emotions.



To have a good leader (for instance, the headteacher and the school Psychologist or Guidance) and to have all of teachers, all the tutors well involved in the project's activities.



With the more serious cases (behaviour or adaptation problems or very difficult families, to have programs with some clinical/ therapeutic components (they use Gestalt approach and "fairytale-therapy").



To develop some individual and group activities to improve all kind of basic competences in the pupils.



Parents are involved.



They have found that the pupils behaviour improve and, in some cases, if they weren't too much far of getting the right marks, their school results improve too at the end of the program. This is the reason why it is necessary to start introducing these kind of strategies in the first steps of the problems.

### IES San Isidoro (Cartagena)



Project "coexistence class": where there are an organization in which some teachers (as a volunteer) have some "free" hours to attend those pupils with behaviour or adaptation problems.



They try to implement this Project with those pupils that are starting to have these problems.



If a pupil who has been in this class has problems again, teachers implement disciplinary strategies.



These pupils only can stay in this special class one week.



They have a control-sheet where they write what competences or activities they have put in practice, in order to have the chance to assess the progress.



The themes they work with these pupils are:



- Guidance: social skills, expectations regarding their future, better integration in their classes with their classmates...
- Teachers: basic competences like comprehension Reading, writing, basic tools to learn better....
- Favor the use of the library, visiting it and try to encourage them to find interesting books of magazines



The pupil that come into this special class signs a contract of good behaviour in which he compromisos to accomplish some rules of behaviour.



At the end of the week, the headteacher makes a assessment of each pupil's situation and he-/encourages the pupil to make a self-assessment.



Two weeks later, the teachers that teach to each pupil make a monitoring in his/her class with a monitoring-sheet. To change whatever it's necessary.



Those pupils that, instead of being in this process, don't improve their behaviour, or reoffend, receive disciplinary measures or the school decides to start specific strategies related to asking for help to specialist like "UTE" ( therapeutic unid, that is regional and is formed by Psychologist and special needs teachers)

#### 4.2.2. Other places in Spain

- Program "Impulsa" (something like "Inspire" or "Motivate" or "Drive")

(GOBIERNO DE CANARIAS)



The origin of this program is the need to find some strategies to favor the school success in the Canary Islands pupils, giving support to their teachers from 3 to the first levels of Primary Schools.

The basic idea is to understand and to take into account that our pupils have different aptitudes, rate of learning, motivation and interests, and, of course, different cultural, economical, social, linguistic and health situations.

\*"Reducing early school leaving: key messages and policy support- Final report of the thematic working group on early school leaving"- November 2013 (European Union)



It is necessary to accept this reality to help teachers to deal with it in a right way. This is a very important principle to warantee their good development, to favor the equity and to achieve a good social cohesion.

#### OBJECTIVES of the program "Impulsa"

- 1- Give to the teaachers strategies to improve the coordination between pre-school or Kindergarden and Primary School (0-6 and 6-12 years old), supporting always to the pupils to make good transitions.
- 2- Optimize the organization of the school to give a good educational answer to the different pupil's needs, always trying to implement inclusive methodologies, taking into account time, spaces and strategies to include to all kind of pupils.
- 3- Implementation of strategies that favor the best language and communication development of all kind of pupils: putting the accent in: oral lenguaje, written language, basic competences in maths.
- 4- Implement inclusive methodologies, with respect for all the rates and styles of learning.
- 5- Offer to teachers strategies to develo pan inclusive teaching-learning process and tools to help them to prevent or identify early the difficulties.
- 6- Reinforce the human resources in the schools.
- 7- Offer specific help to those pupils that start their schooling, taking into account all the levels of organization (specific school support, spaces, times, strategies to improve their weak skills and to reinforce the strengths...

- **Transition between Primary and Secondary School- Gobierno de Canarias**



This region consider as very important to facilitate the transition between school stages, this is the reason why they created another program, in which:

- 1- Favor the cooperation between teachers of the Primary and Secondary schools (in Spain, children go to a new school, in another building, when they are 12 years old)
- 2- The main objective is to increase the level of school success in all kind of pupils and prevent the early school leaving.
- 3- They try to put the accent in the improvement of social and emotional skills of the pupils and their creativity.



- 4- Try to favor the development of teachers' competences in methodologies that help pupils to improve their key competences, as communication skills, maths and sciences, self-knowledge, to learn to learn...
- 5- They make common projects in the two educational stages.
- 6- They agree on common educational, organizational and methodological strategies.
- 7- They favor the involvement of the families.

Example of materials:

