



NATIONAL REPORT - SPAIN

OUTPUT 1

QUAMMELOT:

***Qualification for Minor Migrants education and Learning Open access -
On line Teacher Training***

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Spanish QUAMMELOT Team

(González-Monteagudo, J., Zamora-Serrato, M., Moreno-Fernández, O., Guichot-Muñoz, E., Ferreras-Listán, M., Puig-Gutiérrez, M., Pineda-Alfonso, J. A.)

University of Seville

(Coordinator: Dr. José González-Monteagudo)

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TABLE OF CONTENT

NATIONAL REPORT – SPAIN

1. NATIONAL CONTEXT.	4
1.1. EVOLUTION OF THE MIGRATION PROCESS: SPANISH EMIGRATION AND IMMIGRATION.	4
1.2. IMMIGRANT PROFILE.....	6
1.3. UNACCOMPANIED IMMIGRANT MINORS (MENAS).....	6
1.4. SOCIAL, ECONOMIC AND CULTURAL ISSUES.....	8
1.5. MIGRATIONS FIGURES.	9
2. LEGISLATION APPLICABLE TO MIGRANTS IN SPAIN.	12
2.1. LEGISLATION IN RELATION TO IMMIGRANTS.....	12
2.2. LEGISLATION ON CARE FOR UNACCOMPANIED IMMIGRANT MINORS.....	13
2.3. LEGISLATION IN THE SPANISH AND ANDALUSIAN EDUCATIONAL CONTEXT.....	13
3. SECONDARY EDUCATION AND VOCATIONAL EDUCATIONAL TRAINING (12-18 YEARS).	14
3.1. THE SPANISH EDUCATIONAL SYSTEM AND ITS CURRENT CHALLENGES. SPECIFIC DESCRIPTION OF SECONDARY EDUCATION AND VOCATIONAL TRAINING (12-18 YEARS).....	14
3.2. TEACHER TRAINING FOR SECONDARY EDUCATION AND VOCATIONAL TRAINING IN SPAIN.....	16
3.3. TRAINING IN INTERCULTURAL EDUCATION.	18
3.4. IMMIGRANT PUPILS IN SECONDARY EDUCATION.....	20
REFERENCES.	26
GOOD PRACTICES - SPAIN.	32
A) RECEPTION AND TEACHING OF SPANISH.....	32
1. Plan for Teaching and Learning Spanish with Immigrants in the School Context - Junta de Andalucía.....	32
2. Welcoming Plan - Junta de Andalucía.	33
B) EDUCATIONAL SUPPORT.	34
3. Cambalache – Andalucía Acoge [Andalusia Welcomes].	34
4. CACE Project: Social and educational care and compensation for the children of immigrants - Valdoco Youth Centre Federation.....	35
5. Language and Educational Compensation Classroom Program (ACLE) and Residential Foster Care Program for Minors - Asociación Hechos.....	35



6. Family Involvement for School Dropout Prevention - Rumiñahui Association...	36
C) SOCIAL INTEGRATION AND LEISURE.	36
7. Tiempo Joven, Inmigración y Ciudadanía - Fundación Tomillo.	36
8. Social Mentoring for the integration of children of migrants – Acción en Red [Networking Action].	37
9. Educ-arte. Promoting the integration of minors and young people of immigrant origin from the educational system - Yehudi Menuhin Foundation.	37
10. Intercultural social mediation with immigrant families - Barró Association...	38
D) TRAINING COURSES.	39
11. FORINTER2 - Regional Government of Andalusia.....	39
12. University Course: Minors and young people from immigrant origin: Who are they and how to work with them? - University of Seville.	39
13. The intercultural suitcase.	40

1. NATIONAL CONTEXT.

1.1. EVOLUTION OF THE MIGRATION PROCESS: SPANISH EMIGRATION AND IMMIGRATION.

The phenomenon of migration is global, complex and changing; migration affects both the people who migrate and the people in the place of arrival (Guichot-Muñoz and González-Monteaudo, 2016). Spain has not remained on the sidelines of the global phenomenon of increased migration. On the contrary, it occupies a strategic place within the migratory routes (Bravo-Rodriguez, 2005). Initially, emigration began in Spain in the first half of the 19th century. This movement increased from the second half of the 19th century onwards, due to the demand for labour in countries such as Argentina, Brazil and Uruguay. At the end of the 19th century, a new wave of emigration took place, also for labour reasons (Busto-Rey, 2014). Coinciding with the Spanish Civil War (1936-1939), half a million Spaniards emigrated abroad. Years later, the Stabilization Plan (1959) was approved and a new wave of emigration to European countries occurred, mainly between 1960 and 1975 (Busto-Rey, 2014).

However, from 1990 to the present day, Spain has become one of the countries in Europe that receives more immigrants (Guichot-Muñoz and González-Monteaudo, 2016). Three stages can be distinguished in this immigration process: the first stage from 1978 to 1985, the second stage from 1986 to 1999 and the third one from 2000 to the present day. These three stages are different because of the volume of immigrants and their characteristics (Nieto-Merino, 2015).

During the first stage, most of the immigrants came from Europe, Latin America or North America. The reasons were: the attractiveness of Spain for European retired people; the movement of workers linked to companies; and immigration from non-European countries for political and social reasons (Nieto-Merino, 2015).

The beginning of the second stage coincided with Spain's entry into the European Union (Busto-Rey, 2014) and it was marked by the demand for labour in Spain due to economic growth. The immigrants came from places Africa (especially Morocco), Eastern Europe and Asia. Immigrants arrived with different cultures, languages and religions, so diversity began to intensify (Nieto-Merino, 2015).

In the third stage, Spain became one of the countries in Europe that received more immigrants. The recent distribution of immigrants in Spain by most represented geographical areas is as it follows: Latin America (36.21%), the European Union (34.45%) and North Africa (14.83%) (Busto-Rey, 2014). The number of immigrants increased considerably during this period (Nieto-Merino, 2015). From 2012 onwards, there was a 2.3% drop in the foreign population in Spain, due to the economic crisis affecting the country (Busto-Rey, 2014). It should be noted that in 2014 almost 70% of

immigrants were concentrated in Catalonia, Madrid, Valencia and Andalusia (Nieto-Merino, 2015).

In short, Spain is marked by a migratory process that begins with emigration, goes through a long and intense period of immigration and revives emigration again:



Illustration 1. The Spanish migration process.
Own elaboration. Source: Busto-Rey (2014)

In 2017, the number of foreign residents increased by almost 147,000; by contrast, the population of Spaniards declined for the first time in more than two decades. The phenomenon of immigration is once again present in Spain after the economic crisis. In demographic terms, the arrival of immigrants compensates for the departure of nationals. Moreover, it becomes the hope to prevent the ageing of the population (Jorrín, 2018).

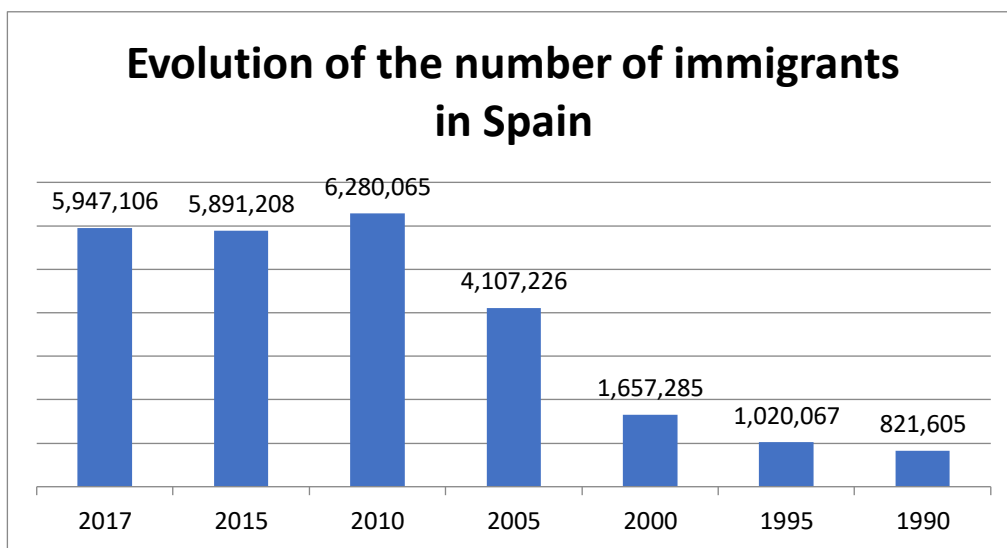


Chart 1. The Spanish migration process.
Own elaboration. Source: ONU (2018)

The UN publishes the following headline: "Spain becomes the first port of entry for migrants from North Africa" (July 2018). Spain surpasses Italy's route in the first half of 2018. The figures show that between 1 January and 15 July 2018, the Morocco-Algeria route with Spain recorded the arrival of 18,016 people, while the Libya-Italy route recorded the arrival of 17,827 people. This last route is where most deaths occur, due to its dangerousness (Malavolta, 2018).

1.2. IMMIGRANT PROFILE.

Several years ago, more men than women immigrated, but today the figures are very similar (Nieto-Merino, 2014). In 2017 there were in Spain 2,892,146 men and 3,054,960 women from immigrants origins. The most common age range for immigrants is between 25 and 49 years. Immigrants come to Spain for working reasons and to improve their quality of life; in general, their economic and social situation was low. Also, children between 0 and 4 years old play an important role, because they help to keep the population in a positive balance, avoiding aging (Nieto-Merino, 2014). As noted above, most the immigrants were from North Africa, Eastern Europe and Latin America.

However, the profile of the immigrants has begun to change in recent years. Now the profile of foreigners arriving in Spain is middle class and educated. This is what the Deputy Director of the Centre for Demographic Studies of the Autonomous University of Barcelona (CED-UAB), Andreu Domingo (2018), says: "They are no longer the same as before". Foreigners come to Spain for necessity, not for attraction; they come to work and are doomed to overqualification (Europa Press, 2018).

With the passage of time, the origin of immigrants has also changed. In 1998, the 10 groups with the greatest presence included Moroccans, British, Germans, Portuguese, French, Peruvians, Argentines, Italians, Dominicans and Dutch. Years later, arrived many Colombians and Ecuadorians, followed by Bolivians. Romanians began to gain weight in 2001, until they became the greatest foreign community between 2008 and 2015. The Chinese, on the other hand, are starting to rise more strongly in the statistics from 2009 onwards. In 2016, they were the fourth most present nationality in the country (Delle Femmine and Alameda, 2018).

1.3. UNACCOMPANIED IMMIGRANT MINORS (MENAS).

If the migration process is a process of change for both the society of origin and the host society, this change is particularly crucial for migrant children. In Spanish migration, the high number of unaccompanied immigrant minors entering our country stands out. Those known as MENAS [*Menores Extranjeros No Acompañados*] are already a relevant social phenomenon in our environment. In some cases, these minors migrate alone to Spain with an unfulfilled migration project and enter situations of marginalization and social exclusion (Senovilla-Hernández, 2007).

In Spain when the first cases of MENAS appeared in the mid-1990s. The phenomenon was consolidated during the late 1990s and early 2000s, when the number of

unaccompanied minors began to increase considerably and became a management "problem" for public authorities (Mendoza and Belarra, 2015; Senovilla-Hernández, 2007). According to UNICEF and the Spanish General Council of Advocacy (2009), an unaccompanied immigrant minor is considered to be one who is under 18 years of age, coming from a non-EU Member State, who on entering EU territory is not accompanied by an adult or who is abandoned once inside.

Who are the MENAS? "Mostly young Moroccans between the ages of 15 and 18 who come to Spain in search of a better life, in some cases voluntarily and in other cases motivated by their families. However, their profile varies as they are minors from vulnerable and impoverished countries (...) In many cases they end up in overcrowded Spanish centres in search of legal protection and refuge" (Sánchez-Fernández, Milud-Ahmed, Mohamed-Abdel-lah, Mohamed Abdelkader and Mohamed-Mohamed Berkan, 2017:123).

In general, they maintain a certain relationship with their family of origin, but their desire is to improve and train professionally. They leave their country with an idyllic vision and are faced with a very different reality and laws that do not protect them (Bravo-Rodriguez, 2005). When they arrive in Spain, minors feel themselves excluded from society and abandoned by the laws and institutions that must protect them, since there are no comprehensive intervention plans to deal with them; as they lack resources, in some cases they resort to prostitution or crime (Sánchez-Nuñez, 2016; Lafuente-Castellano, 2010).

As stated by Sánchez et al. (2017), in addition to the profile described above, we find the presence of minors who do not meet the general characteristics mentioned above: unaccompanied foreign minors, minors seeking asylum, minors suffering from mental illness and street minors.

The migration project of the MENAS is concrete and they are interested in correct integration; if this integration does not take place in the medium or long term, they may feel uprooted and frustrated by being excluded from society (Salvador-Concepción, 2013). They are highly susceptible to pressure from their group and tend to blame and hold others accountable for their actions. Considering them as conflictive people has become a general but simple topic in Spain (Lafuente-Castellano, 2010). In recent research, it has been confirmed that the aim of MENAS is to find a better life, as the majority come looking for training and work, that is, a better future. The MENAS also refer as reasons for their migratory journey to help families and to send money; finally, they also mention friendship, although with less importance (Sánchez-Nuñez, 2016).

When the minor arrives in Spain, following the protocol, he or she is interviewed and osseometric tests are carried out to determine the approximate age of the minor (Lafuente-Castellano, 2010). Once the minority has been confirmed, the

unaccompanied minors are placed under the responsibility of the protection services of the region and placed in a shelter or structure. In Spain, practices vary substantially from region to region. In Andalusia, specific resources are being promoted for the initial reception of minors and an attempt is being made to integrate them into appropriate accommodation (Senovilla-Hernández, 2007). The right to health care for foreign minors is guaranteed on equal terms with Spanish citizens (Senovilla-Hernández, 2007).

As for the educational process, it is a right and an obligation to access compulsory education levels. Minors join the educational centre too late when they arrive in Spain, with a low or basic level of education, and with great psychological instability due to the migratory grief they experience (Lafuente-Castellano, 2010). Some of the programmes for immigrant students in Andalusia are: the reception programme, the intercultural mediation programme and the Spanish language teaching programme (Observatorio Infantil Andaluz, 2006).

In order to guarantee the integration of immigrant students, Spanish is learned in the Aulas Temporales de Adaptación Lingüística (ATAL) [Temporary Classrooms for Linguistic Adaptation], but on the other hand the immigrant students leave the ordinary classroom and this can lead to segregation with the rest of their classmates. There are two educational paths: if they are over 16 years old, they enrol in vocational training courses to encourage their entry into the labour market; and if they are under 16 years old, they are enrolled in compulsory education (Sánchez-Nuñez, 2016).

When minors reach the age of majority, they lose all the protection they have been granted up to now. They are abandoned without support and their personal development and integration is no longer a concern. *Save the Children* (2018) claims that a standardized process should be used to care for MENAS, so that they can leave the protection system at 18 years of age with accommodation and work.

1.4. SOCIAL, ECONOMIC AND CULTURAL ISSUES.

As a result of the migration processes, changes regarding intercultural diversity have deeply affected the national population. The Spanish population welcomed the arrival of immigrants due to the existence of a wide range of jobs in precarious conditions. The Spanish population considered cultural diversity as something positive. However, since the onset of the economic crisis, attitudes have changed dramatically during the period 2008-2013. The native population has begun to see the immigrant population as a competitive factor in the labour market (Nieto-Merino, 2015). A study by the *Fundación por Causa* (2016) shows the persistence of certain stereotypes that prevent us from speaking of a society open to immigration. Three groups stand out from the study: people with positive attitudes (34%), who consider that immigrants bring

cultural wealth and contribute to society; people with negative attitudes (24%), who understand that immigrants are a cultural and economic threat, and who believe that they increase crime rates; and people with ambivalent attitudes (42%), positive in some respects, but negative in others (Camas-García, 2016). In general, an INSERSO study concluded that Spain is not a racist country.

Interculturality is taking root in society and the formation of mixed or binational couples has demonstrated this. The phenomenon of binational couples has also been a result of the massive influx of immigrants into our country. A binational marriage is a marriage that is made up of spouses from different nations. According to data from the National Statistics Institute, 23,982 mixed marriages were registered in Spain in 2017, representing 15.34% of the total (Rius, 2018). In this sense, in Andalusia there are references to a new mestizo generation, as 108,737 Andalusian children with dual nationality were born between 2000 and 2011. This new situation has favoured the reduction of stereotypes and prejudices towards the immigrant population (Ramajo, 2013). Educational centres have become multicultural spaces. The coexistence of locals and immigrants in the classroom has fostered interest in each other's languages and cultures. Foreign travel is on the rise among national children and young people, mainly aimed at language learning. This factor increases cultural openness among Spanish population (Europa Press, 2018).

1.5. MIGRATIONS FIGURES.

In Spain, there are currently a total of 4,464,997 foreigners (National Statistics Institute, 2017). During 2017, 532,483 foreign persons established Spain as their place of residence; in the same year, 367,878 persons with Spanish citizenship went abroad. The migratory balance increased by 164,604 persons (Sanmartin, 2018).

Below are a series of graphs showing the results of migratory movements:

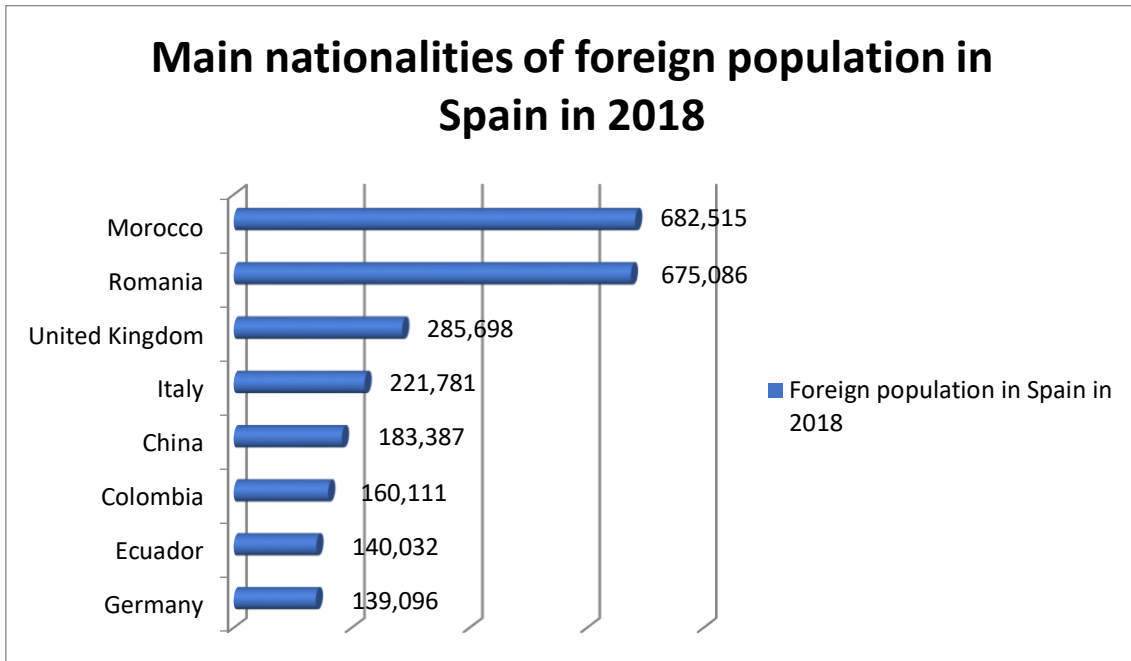


Chart 2. Own elaboration. Source: The statistics portal (2018)

The number of irregular arrivals in Spain in 2017 was almost double that of 2016, with 15,000 more people arriving on the Spanish coast. In 2017, Spain received a total of 31,667 applications and 28,700 immigrants arrived through irregular channels (El País, 2018).

In Spain, in September 2017, there were 5,380 unaccompanied immigrant minors living under the public guardianship of the regions. This represents an increase of more than 30% over 2016.

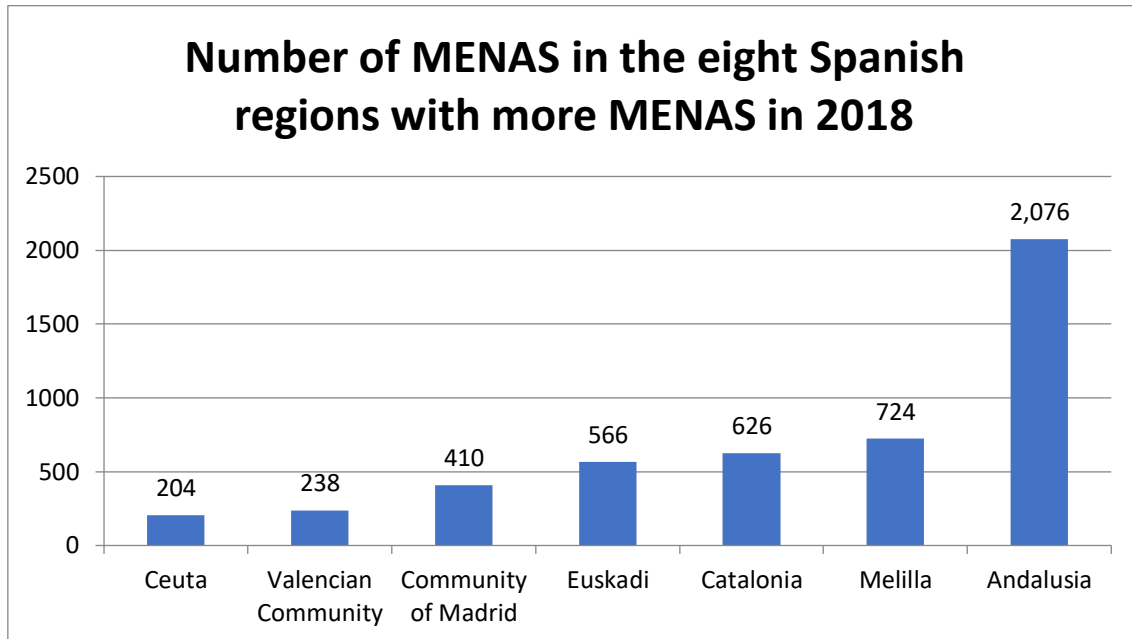


Chart 3. Own elaboration. Source: Save The Children (2018)

The number of unaccompanied minors at the end of April 2018 was 6,248 (Europa Press, 2018). The saturation of the centres causes that the attention to minors is deficient and there is a lack of uniformity among the regions, which generates lack of protection (El País, 2018). The lack of support and resources, together with the children's grief for migration, causes many children to leave the centres. More than 800 children escaped from the centres in 2016. Among the causes of these escapes are: the treatment received, defiance, and mainly the fact that the migration project does not coincide with the ideal that minors had about it (El País, 2018). The Government is considering new measures to deal adequately with the high number of minors. The *Migreurop* association proposes a change of approach to migration policies, based on respect for human rights and the protection of children (Andalucía Acoge, 2018).

In 2018, the largest number of people in an irregular situation entered the country. The OECD calls on the United States and Europe to develop human and coordinated migration policies. The OECD demands a regulatory framework, regulating the entry of immigrants, to avoid events such as that experienced with the ship "Aquarius" in June 2018 (Ayuso and Delle Femmine, 2018).

2. LEGISLATION APPLICABLE TO MIGRANTS IN SPAIN.

2.1. LEGISLATION IN RELATION TO IMMIGRANTS.

To cover and protect immigrants, at the beginning of the 21st century, Organic Law 4/2000, of 11 January, on the rights and freedoms of foreigners in Spain and their social integration was passed. This regulation has been replaced by Organic Law 14/2003, of 20 November, on the Reform of Organic Law 4/2000 (LOEXIS), to support and attend to immigrants (BOE, 2003). The approval of these norms shows that there is a concern for the integration of foreigners, to recognize them as citizens with rights (Bernabé-Villodre, 2013).

However, the antiquity of this law and its constant modifications do not seem to offer an answer to the current problems of immigrants. In this decade there have been five reforms to the law that was passed in 2000. However, the changes have led to discrimination. Against this law, several thousand people demonstrated in Barcelona in May 2018 to defend the rights of migrants and refugees. The demand is to repeal the Law on Aliens [*Ley de Extranjería*] and put an end to racism (Europa Press, 2018).

In 2012, the Spanish Government approved Royal Decree-Law 16/2012 of 20 April on urgent measures to guarantee the sustainability of the National Health System and improve the quality and safety of its services. This rule included the following: "Foreigners not registered or authorised as residents in Spain shall receive health care in the following modalities: a) Emergency care due to serious illness or accident, whatever its cause, up to the time of medical discharge. b) Pregnancy, childbirth and postpartum assistance. In any case, foreigners under eighteen years of age will receive health care under the same conditions as Spaniards" (BOE, 2012). The approval of this decree left many undocumented people without comprehensive health care assistance in order.

The new government of President Pedro Sánchez (July 2018) has confirmed that this decree will be abolished. The Government plans to approve a royal decree in September 2018 to restore universality in the National Health System (SNS). This measure will also have to be assumed by the different Spanish regions, although some of them have maintained universal health care for irregular immigrants, as was the case in Andalusia. Isabel Celaá, as spokesperson for the government, has stated that "we are going to restore the right to health to all people" (Sanz, 2018).

2.2. LEGISLATION ON CARE FOR UNACCOMPANIED IMMIGRANT MINORS.

In 2014, the Framework Protocol on Certain Actions Concerning Unaccompanied Foreign Minors was adopted. The aim is to coordinate the intervention of all the institutions involved in the care of minors, from their location to the delivery of documentation, always taking into account the best interests of the child (BOE, 2014). However, the development of this standard is still pending. In the meantime, efforts continue to be made to repatriate the minors with his or her family or in a reception centre in his or her country of origin.

2.3. LEGISLATION IN THE SPANISH AND ANDALUSIAN EDUCATIONAL CONTEXT.

Educational regulations have been adapted to the new migration situation. Thus, Organic Law 2/2006, of 3 May, on Education (LOE), defined "the public school as a space for coexistence and learning, which offers a service that guarantees the right to education of all citizens, and that addresses cultural diversity as a first-rate educational element" (Leiva and Escarbajal-Frutos, 2011: 395). Subsequently, Organic Law 8/2013, of 9 December, for the improvement of educational quality (LOMCE) was approved, which continues to maintain the same approach: "Article 2. Training in respect for and recognition of linguistic and cultural plurality in Spain and interculturality as an enriching element of society" (BOE, 2013: 15).

The Spanish regions have the capacity to organise the education system on issues that are not basic. In Andalusia, the Law of Solidarity in Education (Law 9/1999, of 18 November) was passed in 1999 to regulate measures to provide care for students with special needs. In 2001, the Plan for Educational Assistance to Immigrant Students was drawn up by the Ministry of Education and Science. The measures include: the provision of human and material resources to centres with a high number of immigrants; the creation of ATALs; support for mother tongue and mother tongue programmes; and the development of teaching materials to teach the mother tongue to immigrant students (Arroyo-González, 2013).

With the Order of 15 January 2007, the ATALs were created for the attention of immigrant students. Immigrant students can attend ATALs during the second cycle of Primary Education (10 to 12 years old) and during Secondary Education (12 to 16 years old). ATAL students can stay one or two years as an exception. The number of hours per week is ten hours in Primary education and fifteen hours in Secondary education (Arroyo-González, 2013).

In 2014, the "III Plan for the Integration of Immigration in Andalusia - Horizon 2016" was launched. One of its general objectives is to ensure equal access to education for

foreigners. In order to achieve this objective, a Welcome and Integration plan has been drawn up, considering that the practice carried out during the initial integration phase is decisive for the educational future of immigrant students and for their families (Junta de Andalucía, 2014). In addition, initiatives have been promoted to teach Spanish to immigrant students and to maintain the minority cultures present in the school.

3. SECONDARY EDUCATION AND VOCATIONAL EDUCATIONAL TRAINING (12-18 YEARS).

3.1. THE SPANISH EDUCATIONAL SYSTEM AND ITS CURRENT CHALLENGES. SPECIFIC DESCRIPTION OF SECONDARY EDUCATION AND VOCATIONAL TRAINING (12-18 YEARS).

The formal education system in Spain is divided into: a) early childhood education or infant education (0 to 6 years old, divided into two stages; most of the children are registered at the second stage, that consisted of three academic years, as a previous period before compulsory primary education); b) basic, compulsory primary education (6 to 12 years old; divided into three stages, of two years each one); c) lower compulsory secondary education (12 to 16 years old, consisting of two stages of two years each one); d) higher secondary education, not compulsory, divided into academic and professional/applied/vocational paths (16-18 years old); e) tertiary education (degree, master and PhD; Higher vocational training); adult education and lifelong learning.

Compulsory Secondary Education in Spain has four academic years and it goes from 12 to 16. This is an obligatory and free educational stage that completes basic education. In the fourth and last course, students must choose a specific itinerary, oriented towards either the academic teachings (Higher Secondary Education / "Bachillerato") or the applied learning (Vocational Training). The purpose of Compulsory Secondary Education is to acquire a general cultural base, to develop study and work habits, to be prepared for incorporation into later studies and for labor insertion, and to be formed for life as citizens.

The *Bachillerato (Baccalaureate)* is an educational stage that consists of two academic courses that are realized between 16 and 18. The baccalaureate is oriented to the student's access to university studies; it has three specific itineraries (Sciences, Humanities and Social Sciences, and Arts). The purpose of this educational stage, in addition to training students to access university education, is to help them achieve

the necessary training, maturity, knowledge and skills that will enable them to enter working life competently.

On the other side, the studies related to the Vocational Training are oriented to connect students to the reality of the labour market. These are aimed at the training of qualified personnel specialized in the different professional sectors. At the moment, 26 professional branches are offered in Spain, with theoretical and practical contents suitable to the various professional fields. Within each professional branch, Basic Vocational Training Cycles (14-16 y.o.) are offered; they have a duration of two academic courses and lead to the title of Basic Vocational Training; they are followed by Medium-level Training Cycles (16-18 y.o.) that have a duration of between 1 and 2 years and lead to the obtain of the title of Technician of the corresponding professional branch. These studies are part of post-compulsory secondary education. The Higher Education Training Cycles (18-20 y.o.) have a duration of two academic courses, lead to the title of Higher Technician, and are part of higher education.

Regarding the functions of the teaching staff that teaches in this age range, the Spanish educational regulations establish that these are linked to the programming and teaching of the areas, subjects or modules that they have assigned. The evaluation of the learning process of the students is also part of the functions of the teaching staff. Important tasks of the teacher, besides specific teaching, are also tutoring, counselling and educational support, in collaboration with the families and with the specialized services or departments. It is also necessary to emphasize the attention to the intellectual, affective, social and moral development of the students, as well as the development of activities that promote in the students the values of democratic citizenship.

Criticisms of the Spanish educational system, especially in the ages between childhood and adolescence, point out to an obsolete educational system, with high school failure rates and early drop-out, compared to the European average (the percentage almost doubles the average of 11% in the EU). The school system is also frequently ideologised by the party that held the government. For this reason, one of the most relevant requests during political campaigns is the need for an education pact, that makes possible to maintain educational policies in the middle and long term, beyond the four-year periods between political elections.

Several proposals have emerged as a solution or as a starting point to promote the debate on education (such as *The White Paper on the Teaching Profession and its School Environment* by José Antonio Marina, commissioned by the Ministry of Education in 2015). Nevertheless, the improvement of the educational system remains one of the pending tasks in Spain. With regard to the Andalusian context, the situation is even more complicated, as the 2015 OECD's Programme for International Student Assessment (PISA) placed Andalusia in the last position, among the 17 Spanish regions. Social, economic and educational inequalities among regions remain a key issue, as the

differences between rich and poor regions are very strong (i.e., the gap between the Basque Country and Andalusia is impressive).

It is important to stress that despite the rhetoric of the political discourses and laws on education, democracy and citizenship are not key themes of the educational agenda. There have been conservative, right-wing movements over the last decades that have criticized groups, teachers, trade unions and schools that promote gender equity and approaches based on analysis of social conflicts and issues such as democracy, citizenship, social justice, rights of LTGB communities, critiques of neoliberal economy, inequalities, and so on. In these conservative movements, the presence and influence of the Catholic Church has been and continues to be crucial.

On the other hand, the economic crisis has been a good opportunity to develop new, progressive, transversal social movements, that have both changed the political agenda of traditional political parties and promoted new ideas and experiences regarding poverty, social exclusion, housing, work conditions and similar issues. The innovative groups of teachers (in infant, primary and secondary educational levels) have been also pivotal in order to promote research-based, exploratory learning, based on the legacy of New Schools (Célestin Freinet, John Dewey) and other psychological and pedagogical progressive approaches. In these movements, democracy and citizenship have been decisive topics to enhance cooperation, knowledge construction and sense of community and belonging.

3.2. TEACHER TRAINING FOR SECONDARY EDUCATION AND VOCATIONAL TRAINING IN SPAIN.

The Master's Degree in Compulsory Secondary Education and Baccalaureate, Vocational Training and Teaching of Languages (MAES) professionally trains teachers in Secondary Education in Spain. The MAES is an indispensable requirement to teach in the formal (public and concerted) educational system, both in the public and private sector agreed with the state.

This Master course is taken after completing a university degree (usually four academic years) related to the different disciplines and academic areas. The Master has a duration of an academic course. It is structured in four learning modules: a generic module (120 hours), a specific module (240 hours), a practical module - which includes internships in schools (100 hours) and the preparation of the Master's Thesis (60 hours) - and a Module of free choice (80 hours). The practical training is developed in three phases: a phase of analysis and description of the educational context (the centre and the classroom where the internships will be developed), with a duration of 20 hours. A second phase is devoted to design teaching activities and implement them



in the classroom, with a duration of 60 hours. Finally, there is a third phase of analysis of the results, which requires the presence of the students in the school, with a minimum of 20 hours.

The purpose of this Master is to offer the pedagogical and didactic training required by current policies to future teachers of Secondary Education and Baccalaureate, Vocational Training and Teaching of Languages. This Master was implanted in the course 2009/2010, and it extends the training that existed in Spain to prepare the teaching staff. Previously the students studied a Course of Pedagogical Adaptation (CAP) that had shorter duration, and a lower cost. The Master began with several criticisms, expressed by the students, because of the poor management and organization, but it has continued its trajectory with the improvement of its competences and educational offerings.

For in-service teachers, there is an offer of ongoing training courses and professional development from the "Teachers' Training Centres". These courses are voluntary assistance, although they have a positive impact on the professional career of teachers. The priority lines of action of the teachers' training centres focus on educational innovation, pedagogical renewal, as well as advice and support to educational centres. There is a continuous discussion in Spain about the necessity of an improvement related to in-service teacher training, to foster a new framework of skills for 21st century teachers. It is necessary to review the training activities that are demanded in the processes of teacher professional development.

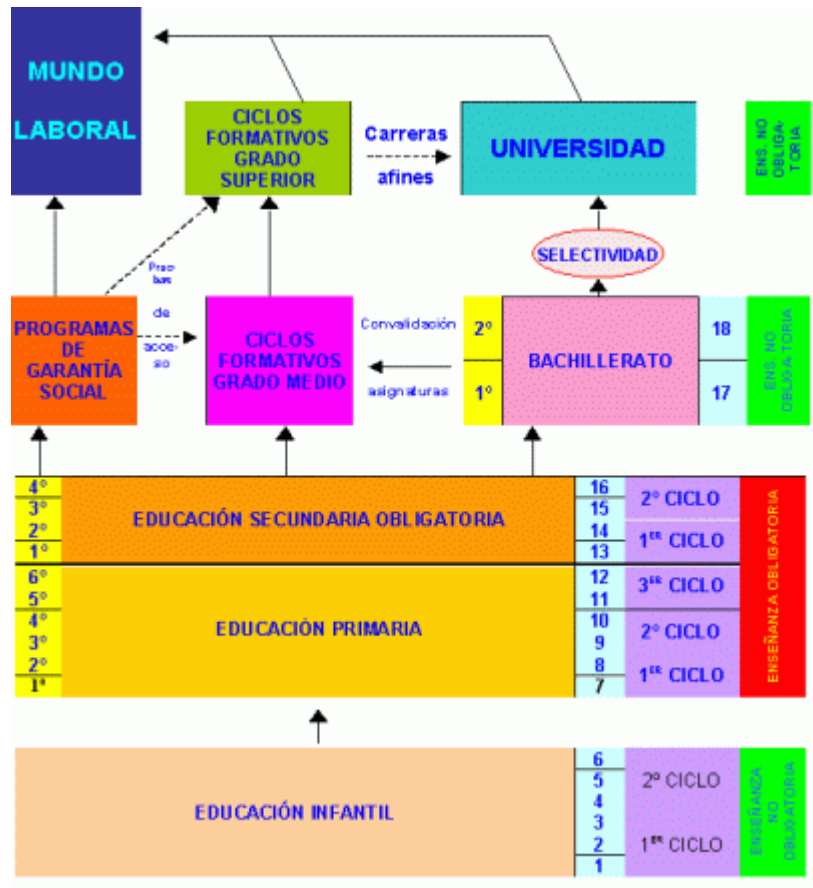


Chart 4. General structure of the Spanish education system.
Source: MEC

3.3. TRAINING IN INTERCULTURAL EDUCATION.

The current schools have become spaces of coexistence between native and immigrant students from different origins (Leiva, 2011). As a consequence, "the diversity of origins in the classroom generates a new social situation that requires a pedagogical response, which is to be founded in intercultural education" (González-Rodríguez, 2014: 230). Intercultural education is synonymous with quality education (Soriano, 2012). It is proposed as a response to diversity through respect and acceptance of different cultures (Aguado-Odina, 2014). Intercultural education is not aimed at immigrant students; it is a challenge that involves the entire population, including people of the host society (Aguaded-Ramírez, Vilas-Boas, Ponce-González and Rodríguez, 2010).

One of the main problems is the lack of intercultural training for teachers in, which means that teachers are unable to cope with a diverse classroom and respond to the

needs of each student (Goenechea, 2016). Training in intercultural education is scarce. In spite of the fact that the training offer has increased, it has not been possible to involve teachers in intercultural issues (Borrego-López, 2015). Several studies conclude that, in general terms, teachers are not trained in interculturality. The curricula of university degrees do not detail subjects related to intercultural education (Goenechea, 2008).

Spanish universities should include compulsory and transversal subjects related to interculturality (Palomero-Pescador, 2006). There is a clear need to integrate intercultural education into initial teacher training at university level. On the other hand, the offer of master degrees related to migration, diversity, inclusive education and interculturality has increased in recent years. Other postgraduate degrees related to these subjects have also been promoted. University education is fundamental to eradicating stereotypes, prejudices and discriminatory behaviour towards immigrant students, to train students in the framework of an intercultural, democratic and inclusive society (Navarro-Barba, 2015; Escarbajal- Frutos y Leiva, 2017).

Even though teachers have been transforming their educational practice and that intercultural activities are organized, these initiatives often refer to cultural aspects limited to folklore and aesthetic issues, without a global concern for sensitivity and respect for cultural diversity (Leiva, 2012; Borrego-López, 2015).

Among the appropriate measures to improve the current situation, the experts recommend: to include interculturality in schools through practice, to change the attitude and mentality of teachers; to develop complementary activities such as debates and workshops; and offering different training modalities such as online, face-to-face and blended learning courses (Goenechea, 2008; Tornel-Costa, 2015, Velarde-Sánchez, 2015). It is also proposed that the teaching staff know the characteristics and needs of immigrant students in a more practical way, focusing on attitudinal, reflective and critical aspects (Borrego-López, 2015).

The Teacher Training Centres [*Centros del Profesorado*], which are responsible for the permanent training of teachers, promote training activities related to interculturality, to provide care for immigrant students in educational centres. One of the most outstanding projects is the "Intercultural Suitcase" [*La Maleta intercultural*], promoted by the *Centro del Profesorado* (Teacher Training Centre) of the city of Alcalá de Guadaíra (Seville), which consists of a series of teaching modules to work on intercultural education with secondary school students.

Despite the programmes and policies that have been put in place since the beginning of the 21st century, the lack of support for teachers by the educational administration stands out (García-Gómez and Arroyo-González, 2014). Several authors propose the creation of networks among peers, to share experiences and encourage collaboration between the different professionals involved, as well as to open the educational centre

to associations, public institutions and relevant social actors. The aim is to form multi-professional teams, committed to the intercultural approach, made up of counsellors, ATAL teachers, directors of the schools, etc. In this way, the demands made to the public administration could also be better managed and reached (De la Portilla and González-Monteaudo, 2013; García-Gómez and Arroyo-González, 2014; Borrero-López, 2015).

3.4. IMMIGRANT PUPILS IN SECONDARY EDUCATION.

Migratory movements have brought about important social changes, which have obviously deeply impacted the educational system. Following this migration process, society has undergone key changes. One of the most significant is the incorporation of many students of different nationalities into the classrooms. As highlighted in different researches, "the entry of immigrant students into the educational centres of the Spanish State in recent decades, far from what is believed, provides added value and an opportunity to interact with more diverse opinions and visions of our environment" (Sampé-Compté, Arandia and Elboj, 2012:13).

The state administration develops educational programs, projects and policies to meet the needs of immigrant students, focusing on diversity as an enrichment for all. Three stages can be distinguished in response to diversity in schools: segregation (until 1960/1970), integration (1960/1970 to 1990) and inclusion (from 1990) (*La Liga Española de Educación*, 2017). Since 1990, with the arrival of the first massive wave of immigrant students, there were no significant actions or integrated programs, but rather the needs of immigrant students were met through compensatory education and teachers were in charge of offering an almost individualized adaptation (Goenechea, García-Fernández and Jiménez-Gámez, 2011).

The number of foreign students began to grow at the end of the 1990s and continued to increase until the 2013-2014 academic year, reaching 105,006 students (Goenechea and Iglesias-Alfárez, 2017). The increase in the number of immigrant students in the Spanish education system led to measures and programmes to optimise the integration process (Martínez-Usarralde, Lloret-Catalá and Céspedes-Rico, 2016). Around the year 2000, the so-called "language classrooms" emerged in most regions, where Spanish was taught to immigrant students (Goenechea, García-Fernández and Jiménez-Gámez, 2011). Along these lines, in 2005 the Ministry of Education and Science prepared the document "Attention to immigrant students in the education system in Spain". It is a study that focused on the schooling of immigrant students, describing and analyzing the educational measures offered during the compulsory stage, as well as research work on interculturality at the state level (*La Liga Española de Educación*, 2017). From 2005 onwards, the regions began to implement educational measures to cater for immigrant students, following similar guidelines, since the

regions must respect the basic educational principles established in the laws enacted by the central government:

LAW	ABBREVIATIONS	YEAR
Ley Orgánica del Derecho a la Educación Organic Law on the Right to Education	LODE	1985
Ley Orgánica de Ordenación General del Sistema Educativo Organic Law on the General Organization of the Educational System	LOGSE	1990
Ley Orgánica de Calidad de la Educación Organic Law on the Quality of Education	LOCE	2002
Ley Orgánica de Educación Organic Law of Education	LOE	2006
Ley Orgánica para la Mejora de la Calidad Educativa Organic Law for the Improvement of Educational Quality	LOMCE	2013

Table 1. Educational laws in Spain. Source: MEC

Each region elaborates its own policies, according to its own context, having created a very heterogeneous set of regional regulations. Some regions have focused specifically on diversity plans and organizational and curricular measures, while others have adopted more general standards (Arroyo-González, 2013).

The III Plan for the Integration of Immigration is currently in force in Andalusia. It includes a welcome and integration plan for the first contact and offers support to the students and families in the educational centre. There are three initiatives to support immigrant students: Temporary Language Adaptation Classrooms (ATAL), Extracurricular Linguistic Support Activities (PALI) and Virtual Spanish Classroom (AVE) and Maintenance of the Culture of Origin, during school and extracurricular hours. These actions address the difficulties through different activities, times and spaces. On the other hand, a programme for the maintenance of the Culture of Origin is promoted, both during school hours and after school, with the aim of disseminating and valuing the cultures that coexist in the educational community (Junta de Andalucía, 2014).

The ATAL programme carries out important work in the integration of foreign students and in advising teachers in the regular classroom on how to work with immigrant students in terms of resources and methodology. ATAL is not only about teaching the language, the aim is to create a more intercultural school (Goenechea, 2016). The ATAL classroom does not have to be identified as the classroom for immigrants; it is simply a space for learning the Spanish language for a limited period of time (Rubio-Gómez, 2013).

With increased immigration, conflicts can sometimes rise, especially if cultural diversity is seen or understood as a problem. To this end, educational centres should address cultural diversity as a value that provides benefits for both native and immigrant students: coexistence of different cultures, empathy and respect for the different (Gómez-Jarabo, 2015). This situation calls for a quality education system that must promote equal opportunities for all students, without considering immigrant students as a "problem" (Angosto-Fontes, 2015; Lozano-Martínez, 2013). Teachers, as adults of reference in the educational centre, should create a good atmosphere of welcome and integration in the classroom.

However, teachers often consider immigrants to be a problem in the classroom, because they disrupt the climate and make work difficult, thus deteriorating the quality of teaching. This does not seem correct, as recent studies have concluded that immigration is not a school problem (Navarro-Barba, 2015). Álvarez de Sotomayor (2012) states that the concentration of immigrant students in the classroom does not affect school failure. The use of resources and the implementation of measures sometimes depend on the particular initiative of teachers or educational institutions (Goenechea and Iglesias-Alfárez, 2017). Teachers tend to label immigrant students according to "negative" beliefs and expectations that negatively influence the educational development of immigrant students, according to the self-fulfilling prophecy or "Pygmalion Effect" (Gómez-Jarabo, 2015).

The new situation in schools demands intercultural training for teachers, to change their attitudes, values and educational practices, with the aim of promoting diversity (Borrero-Lopez, 2015). Teachers train in an episodic and isolated manner, so that the change that intercultural education implies cannot be achieved (Tornel-Costa, 2015). The family plays an important role in the teaching-learning process. It has been shown that greater involvement of families and the community in the educational centre improves student performance and produces better educational and social inclusion (De la Fuente-Martínez, 2015). However, most families, whether immigrant or indigenous, do not often participate in the school (Leiva, 2011).

The transition from primary to secondary education is a difficult time due to the change of school, the increase in the number of teachers and the intensification of academic demands. In the case of immigrant students, together with all these factors,

we should take into account the importance of the migratory grief they are experiencing (Alemany-Arrebola, 2013; Cano-Hila, Sánchez-Martí and Massot-Lafón, 2016). The presence of immigrant students decreased as they approached secondary education. However, in recent years, a greater number of immigrant students have decided to continue their education (Ministry of Education, Culture and Sport (MEC), 2018). The third sector is doing a great job, supporting public institutions to make equal opportunities in the classroom a reality.

In March 2018 the following headline appeared in the newspaper *El Mundo*: "Immigrant students are less satisfied and less integrated into school than Spanish students" (San Martín, O. R, 2018). The author of the report says immigrant students have less sense of permanence, lower grades, often repeat grades, and are at greater risk of bullying. The author claims that the administration should cover teacher training and continue to develop measures to achieve real integration and equality in educational attainment. This is exactly what the QUAMMELOT Project aims to achieve.

In Spain there are currently a total of 748,429 foreign students enrolled in non-university educational levels (Infant Education, Primary Education, Compulsory Secondary Education, Baccalaureate and Vocational Training). Below are a series of graphs with figures on immigrant students.

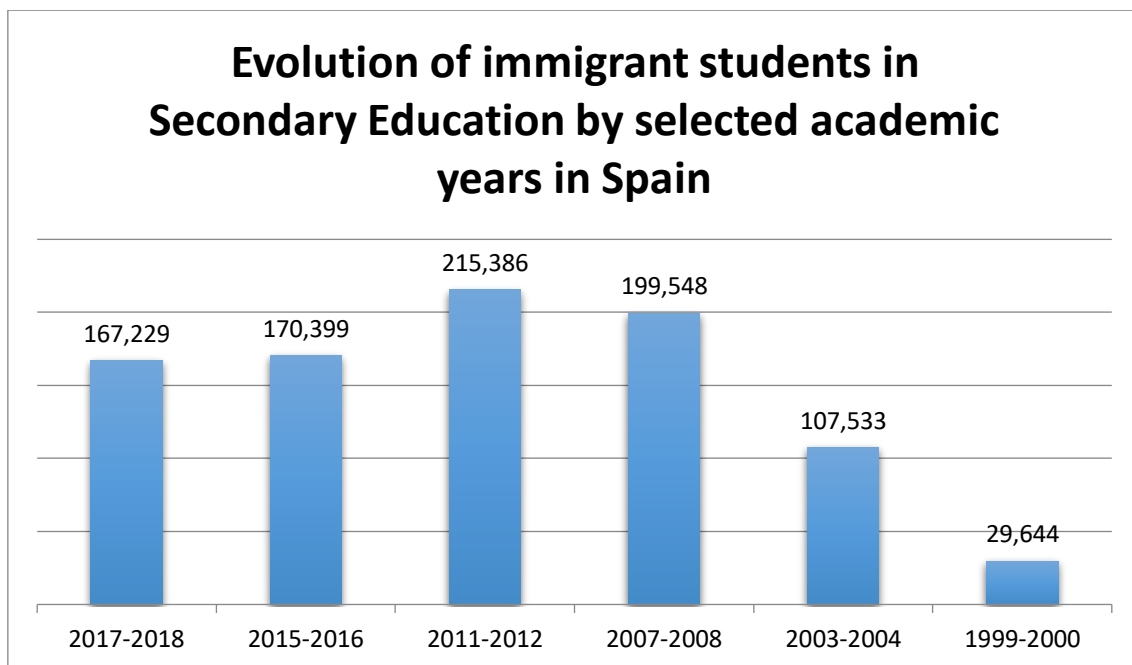


Chart 5. Own elaboration. Source: MEC (2018)

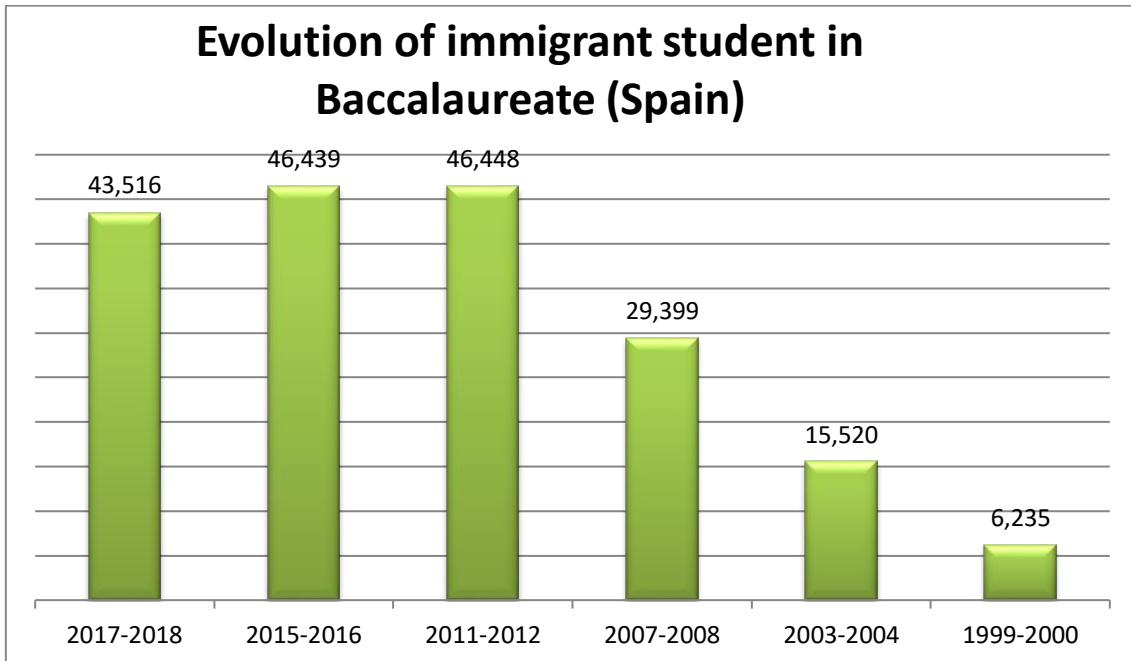


Chart 6. Own elaboration. Source: MEC (2018)

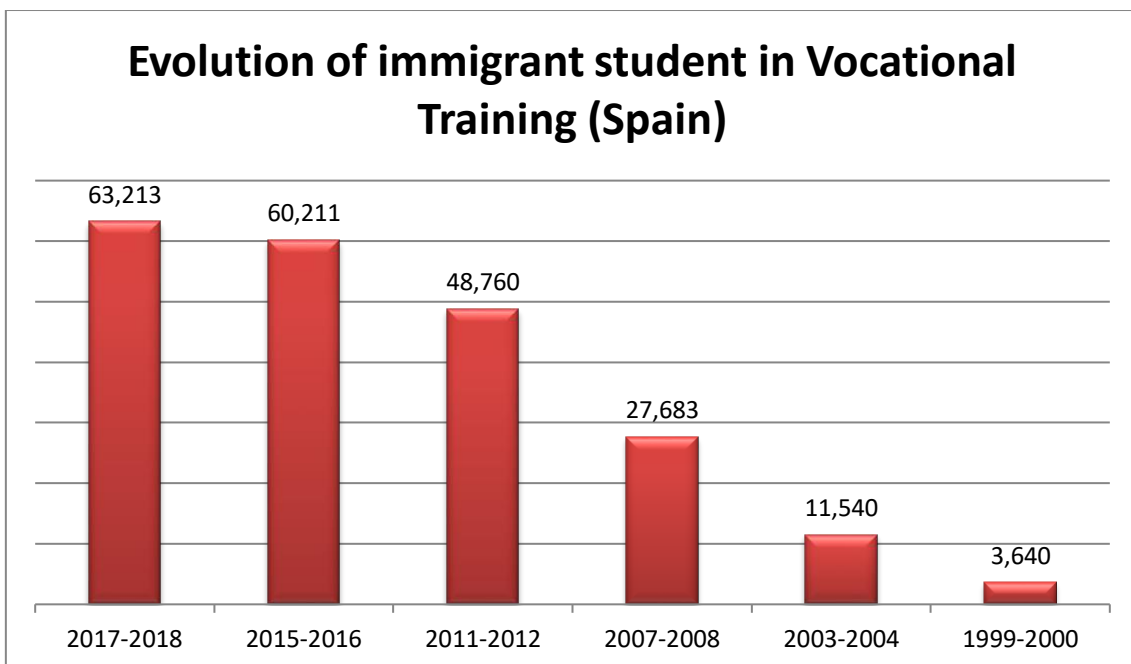


Chart 7. Own elaboration. Source: MEC (2018)

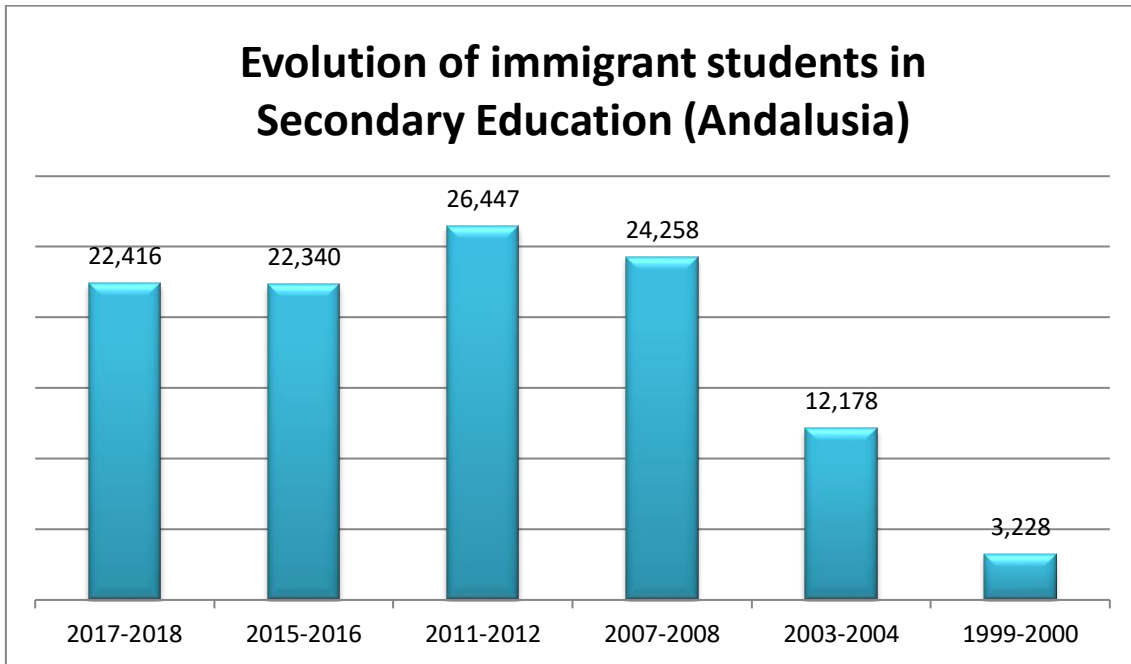


Chart 8. Own elaboration. Source: MEC (2018)

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GOOD PRACTICES - SPAIN.

Good practices have been selected for the following reasons:

- innovative character,
- ability to influence immigrant pupils and young immigrants,
- transferability,
- respect for and appreciation of intercultural diversity.

These good practices represent initiatives of public institutions and the third sector, with particular attention to cultural diversity, immigrant pupils and unaccompanied minors in secondary schools.

The good practices are classified into four sections:

- a) Welcoming and teaching of Spanish (practices 1 and 2);
- b) Educational support (practices 3 to 6);
- c) Social integration and leisure (practices 7 to 10);
- d) Training for professionals, teachers, educators and volunteers (practices 11 to 13).

A) RECEPTION AND TEACHING OF SPANISH.

1. Plan for Teaching and Learning Spanish with Immigrants in the School Context - Junta de Andalucía.

Faced with the new situation in Andalusian schools, in 2001 the Regional Government of Andalusia launched the "Educational Care Plan for Immigrant Students". This programme is currently in force, with a more renewed version, under the current name of "III Plan for the Integration of Immigration in Andalusia Horizon 2016". One of its general objectives is to ensure equal and equitable access to education for the foreign population. To this end, a Welcome Plan is in place, as offering adequate care in the initial phase is crucial for the educational future of immigrant students and the family. This programme is aimed at immigrant secondary school pupils enrolled in Andalusian schools. There are also Spanish language courses for mothers and fathers of immigrant students.

In Andalusia there are three initiatives dedicated to the teaching of Spanish: the Temporary Language Adaptation Classroom Programme (ATAL, in Spanish), the Extra-Curricular Language Support Activities Programme (PALI, in Spanish) and the Virtual Spanish Classroom (AVE, in Spanish).

ATAL has specific teaching staff in each educational centre; its objective is to facilitate the incorporation of the learning rhythms and activities of the course in which the

student is enrolled, according to his age and educational level. The PALI is a programme designed to promote the learning of Spanish in compulsory education, with a focus on students with difficulties or deficiencies. Participants take the PALI in the school, in the afternoon and out of school hours. AVE is a teaching environment provided by the Instituto Cervantes (Spanish entity in charge of teaching Spanish as a foreign language). AVE offers courses for learning Spanish on the Internet, organised at different levels and under the supervision of a tutor from the educational centre in which the student is enrolled.

There is also a program for the Maintenance of the Culture of Origin, both during school hours and outside school hours, to make minority cultures present in schools known and valued throughout the educational community. The aim is to promote interaction and communication between the different cultures of origin and host cultures, in order to eradicate the stereotypes and false beliefs that we have "of the other". The aim is to involve families and encourage them to live together in the educational centre.

For more information, see:
<https://ws199.juntadeandalucia.es/IIIplanintegral/files/assets/basic-html/index.html#1> (91-93)

2. Welcoming Plan - Junta de Andalucía.

The Welcoming Plan was launched in 2013. This plan consists of a set of specific actions that are developed to facilitate the process of schooling, adaptation and integration of immigrant students into the school system.

The activities are: a) reception, through a welcome tutorial; b) interview with the family, to get to know the new student and his or her current past reality; information is also given about the reception and the delivery of the documentation; presentation of the student in the classroom and assignment of the student-tutor, for which the student-tutor has the collaboration of the student-translator.

It is advisable to create a Host Tutor, who will be in charge of coordinating this program. An initial assessment of the students is also carried out in order to assess their curricular competence and level of knowledge of Spanish, with the aim of determining the starting point, before their incorporation into the educational system.

The teaching team will establish the appropriate criteria to carry out the initial evaluation that will allow the assessment of the immigrant student's curricular competence in the different areas, especially in the instrumental subjects (Spanish language, mathematics and foreign languages). If in this evaluation process a greater

difficulty is detected that could indicate some more specific educational need, it would be advisable to proceed to a psychopedagogical evaluation by the school counselor. The aim is to analyse all the information obtained from this initial assessment, which will be very useful in determining the starting point of the intervention. This welcome plan includes activities to encourage student participation.

For more information:
<https://ws199.juntadeandalucia.es/IIIplanintegral/files/assets/basic-html/index.html#1> (91-93)

B) EDUCATIONAL SUPPORT.

3. Cambalache – Andalucía Acoge [Andalusia Welcomes].

Andalucía Acoge was founded in 1991 with the aim of providing an effective and comprehensive response to the then incipient phenomenon of immigration. Specifically, the Cambalache project has been running since 2006, with the aim of improving the socio-educational inclusion of immigrant minors and providing the necessary support during primary and secondary education. The project is developed in both the school and out-of-school environments.

There are two programmes: (a) a central programme for young people and children: educational reinforcement, accompanying measures, monitoring and support for the process of integration into the school system, extracurricular educational activities (leisure-healthy, intercultural exchange and coexistence, social skills); (b) complementary programmes for educational agents and families: information, guidance and counselling; gender awareness workshops; coordination with other entities working in the community; intercultural social mediation.

Among its results, the following stand out: 82 minors who have participated in the project complete the processes of incorporation into the educational system correctly; 85% of immigrant minors and young people who have participated in the project show a high level of satisfaction. In May 2015, Cambalache received an award from the Spanish League of Education in recognition of a project that promotes social integration and coexistence.

See more on: <http://acoge.org/cambalache/>

4. CACE Project: Social and educational care and compensation for the children of immigrants - Valdoco Youth Centre Federation.

The "Valdoco" Federation of Youth Centres is a non-profit youth organisation made up of associations, including Salesian youth centres, which work in leisure time education. The CACE project carries out an early detection of family, personal and social situations that may lead to a socio-educational disadvantage of young people, adolescents and immigrant children. This initial diagnosis is the starting point for a coordinated action between schools, social services and other entities that intervene with these beneficiaries. The main objective is to identify disadvantaged family, educational and social situations and to compensate for inequalities.

Among the activities developed are: school reinforcement, training in social skills, workshops on study techniques, personalized follow-up of cases, family school, Spanish classes for foreigners, health education activities, sports, artistic activities, cultural outings and urban camps. There are currently 109 volunteers and 499 direct beneficiaries from nine different nationalities.

For more information about the project: <https://valdoco.org/proyecto-cace/>

5. Language and Educational Compensation Classroom Program (ACLE) and Residential Foster Care Program for Minors - Asociación Hechos.

The association "Hechos" is an organization that works to support the integration of young people and other vulnerable groups. The Language and Educational Compensation Classroom Program (ACLE) aims to provide support to the school to compensate for the linguistic and educational deficit of the foreign or immigrant population. The activities take place outside school hours and there are a total of 110 beneficiaries.

Through the residential care programme for minors, 38 minors between the ages of 10 and 18 are taken in. The association "Hechos" has five homes, three homes and two supervised apartments to offer shelter and support to unaccompanied foreign minors. The Hechos Association also has the "Support Program for the Transition to Adult Life", which benefits 10 young immigrants each year. These programmes are innovative in nature, due to the type of intervention chosen and the methodology used. It is also important to highlight the networking that this partnership develops with public administrations and private entities.

See link: https://diaconia.es/wp-content/uploads/BBPP_Atencion-Personas-Inmigrantes.pdf (24-28)



6. Family Involvement for School Dropout Prevention - Rumiñahui Association.

The Rumiñahui Association claims the rights of all persons who have left their country of origin and offers new opportunities in the host society. This program is aimed at immigrant families. The aim is to provide adults with skills for guidance, support and accompaniment in the educational process of their children, as well as to improve the involvement and participation of families in schools.

The aim of this programme is to prevent school dropouts and to encourage the continuation of higher education. We always work applying an equal opportunities and gender approach. The number of total beneficiaries of the programme is 275. The evaluation of the programme by its beneficiaries was very high. This association has 20 years of experience working in Spain with families and students of immigrant origin.

Also noteworthy was the holding of the "Family Days", under the slogan: "Shared experiences on cultural conflict and psychological adaptation in the educational sphere". In this Conference, the relationships between parents and children, the participation of families in associations, social integration and education are worked on.

For more information, see: <http://www.ruminahui.org/que-hacemos/integracion-inmigrantes/283-implicacion-familiar-para-la-prevencion-del-abandono-escolar-2013>

C) SOCIAL INTEGRATION AND LEISURE.

7. Tiempo Joven, Inmigración y Ciudadanía - Fundación Tomillo.

The Tomillo Foundation develops the project "Young Time, Immigration and Citizenship". The aim of this programme is to improve intercultural coexistence and meet the specific needs of the immigrant community for care, due to their particularly vulnerable situation. The programme is aimed at young immigrants between the ages of 12 and 21. Within this programme, the following actions have been carried out: coordination activities with other leisure and free time centres and associations; activities to raise awareness of cultural diversity in the classroom (information and promotion points in educational centres, intercultural training sessions, conflict resolution, good treatment, youth gangs, etc.); personal development and positive socialization activities; camps, environmental, nature and adventure activities; activities related to the performing arts, plastic arts and ICTs; sports workshops; active



participation activities in society (assemblies, councils and commissions, festivals, theatrical performances, urban gardens).

This programme develops good coordination between the different bodies, including schools, associations and municipalities. This has made it possible to create "label-free spaces", creating bonds of full intercultural coexistence. Thus, it has been possible to bring together immigrant and indigenous youth around shared values and interests.

See more on: <https://tomillo.org/programas/activacion-ciudadana-y-desarrollo-comunitario/>

8. Social Mentoring for the integration of children of migrants – Acción en Red [Networking Action].

"Acción en Red" is an NGO present in different regions of Spain. This association works for change in our society, based on shared aspirations for justice and equality. The "Social Mentoring" program refers to the process in which a person (in this case, a young immigrant between 13 and 18 years of age) establishes a planned relationship with a mentor, who will offer support and become a positive reference for the young immigrant. This project works with volunteers. The role of volunteering is to facilitate informal social support, to achieve specific individualized objectives for each child (self-esteem development, community participation, constructive leisure, etc.).

Each mentor accompanies the immigrant child or young person on a weekly basis, on a voluntary basis, during a school year, so that they can get to know different areas of the city (leisure areas, entertainment areas, cultural production areas, sports activities), carrying out different activities together. The idea behind the concept of mentoring is that through personal relationships, trust and bonding, mentors become a positive role model for mentees. All this is expected to have a positive influence on the personal, social and school life of the young immigrant.

In addition, this program conducts training sessions for volunteer mentors. This project offers a website, where mentors and mentees interact: <https://sites.google.com/site/mentoriagranadanrd/>. It also has a Youtube channel where experiences are shared: <https://www.youtube.com/channel/UCm4Uqy6oXB7H-ivdMTN6y-g>

For more information about the project: <http://www.accionenred-andalucia.org/mentor-social-para-la-integracion-de-hijos-de-personas-migrantes>

9. Educ-arte. Promoting the integration of minors and young people of immigrant origin from the educational system - Yehudi Menuhin Foundation.



The "Yehudi Menuhin Foundation" is the managing entity in Spain of the "MUS-E Programme for Education through Art". Coordination between all the entities involved has been key to the smooth running of the project. Methodological training has been provided and participating schools and immigrant families have been informed about the project. EDUC-ARTE has been realized by specialists of the entity, active artists and volunteers.

The activities developed in the programme were: establishment of multidisciplinary work teams; presentation of the programme to the cloisters, school councils and AMPAS of the centres; coordination and planning meetings; training meetings; awareness-raising workshops through art for students; awareness-raising interventions through art with families; creation of a DVD that includes the work carried out as good practice; evaluation of the activities carried out.

The main objective is to contribute to the integral development of migrant minors as citizens through the promotion of values and activities that enable them to live together within the framework of an intercultural project, to favour the social and cultural integration of the socially disadvantaged population. A total of 150 schools participated in the 2016-2017 academic year, with the involvement of students, teachers and families.

Through the implementation of this programme, it was observed that the risk of social exclusion and conflict situations in the centres where intervention had taken place was reduced. Intervention through art was also incorporated into the daily activities of the schools and there was an increase in the participation of families, as well as the participation of teachers in extracurricular activities.

See link: <http://fundacionyehudimenuhin.org/programas/mus-e/>

10. Intercultural social mediation with immigrant families - Barró Association.

The Barró Association is an entity whose general objective is to create a socio-educational space for the population in a situation or at risk of vulnerability, marginalization or social exclusion. This is a program to promote the participation of immigrants in the community. To this end, different actions are proposed: personalised intervention, "Our Space" women's group, family school, health promotion, computer room for active job search, administrative advice, social and community intervention, training of volunteer staff and interns.

The figure of the mediator serves as a link of union and support in the meeting of families, educational centres, social agents, health centres and the community itself. The aim is to respond to the specific needs of socially disadvantaged and low-income



immigrant families. The aim is to provide an educational response to immigrant youth and minors, favouring their subsequent employment orientation.

For more information, see: <http://www.asociacionbarro.org.es/mediacion-social-intercultural-con-familias-inmigrantes/>

D) TRAINING COURSES.

11. FORINTER2 - Regional Government of Andalusia.

FORINTER2 allows an introduction to the subject of interculturality, as well as a formative process of deepening and acquiring competences for intervention in different areas in which there is a strong presence of immigrants. To this end, the FORINTER2 training plan offers public employees, including teachers, in Andalusia, the possibility of carrying out an adapted training itinerary, which ranges from the acquisition of basic conceptual notions to working on attitudes and skills that allow them to guide and apply to their work sphere.

The aim is to train public employees in order to improve professional practice and care for immigrant users in contexts of diversity, to foster greater rapprochement and knowledge of intercultural realities and to promote tolerance, respect and social inclusion.

A total of 17 courses (lasting 20 hours per course) have been carried out in the eight Andalusian provinces between April and November, under the initiative of the "Instituto Andaluz de Administración Pública" (IAAP). (<http://www.juntadeandalucia.es/organismos/justiciaeinterior/areas/politicas-migratorias/paginas/forinter2-2018.html>). These training activities are carried out in person, but also online.

See more on: <http://www.juntadeandalucia.es/organismos/justiciaeinterior/areas/politicas-migratorias/forinter.html>

12. University Course: Minors and young people from immigrant origin: Who are they and how to work with them? - University of Seville.

This course is a degree of the University of Seville. The course is face-to-face, has a duration of 20 hours and is specifically dedicated to the MENAS. 8 editions of this

training have already been made. The course is structured in four sessions. The sessions are based on the development of theoretical contents, analysis of experiences and group work on real cases.

The work modules are:

1. Minors and Youth in their countries of origin. The Moroccan case. The child before migrating, the environment he or she comes from, the differences encountered upon arrival in Spain and the influence of the trip on the migratory process.
2. Unaccompanied immigrant minors. Typology of these minors, the evolution of migrations during these years and the keys to action because of the experience in centres for minors.
3. What happens to these young people when they reach the age of majority? Problems when they reach the age of majority, the situation from which they start, the resources that are made available for them and the fundamental elements to be considered for an appropriate intervention based on experience in the work of majority centres.
4. Children and young people accompanied by the so-called "second generation".

The training action is aimed at teachers, pedagogues, educators, psychologists, mediators and people working with unaccompanied minors. Training is based on cooperative learning, networking and group debates. Learning is built together from one's own experiences.

For more information about the course: <http://www.cfp.us.es/cursos/eux/menores-y-juvenes-de-origen-inmigrantes-quienes-son-y-como-trabajar-con-ellos/850/>

13. The intercultural suitcase.

This is a set of educational materials, the result of three years' work, as part of a European project entitled "The Intercultural Suitcase", completed in 2004. This project involved training institutions from several European countries, including the universities of Salamanca and Seville, as well as teacher training institutions and secondary schools in Andalusia.

"The Intercultural Suitcase" is made up of a series of didactic units, aimed at Secondary Education students, through which the aim is to promote an education in values. These are proposals that have been drawn up considering the conclusions of the fieldwork carried out on the needs of teachers teaching in multicultural classrooms. The teacher can apply these proposals in their entirety, or integrate some of them into his or her classroom programming. All the teaching units have been implemented in several European countries by the team members and by people outside the project, for objective validation.



The main objective is to promote the improvement of intercultural competences and gender equity of teachers, to promote education in values and to value cultural diversity in secondary education.

The activities are: Looking at the world: Rediscovering Europe; Languages also unite us; Food from an intercultural perspective; The traditional tale as an element of union between peoples; The secular school: a space for dialogue between religions; Comparative identities. To learn more about these activities, see this link: The intercultural suitcase didactic unit.

For more information about the project: proyecto-europeo-la-maleta-intercultural/