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Promoting Meaningful Integration of 3rd Country National Children to Education

Author: Idoia Landaluce – InteRed

Project Number: 776143

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Introduction

Abstract

This report includes the work carried out by InteRed within the framework of the project Promoting Meaningful Integration of 3rd Country National Children in Education - IntegratEd. Some policies and examples of good practices in relation to the inclusion of National Youth of Third Countries in the Spanish education system are identified through an analysis of the system, policies and practices that it enacts, and some statistical data. The report also covers examples of good practices in relation to the inclusion of this group, as well as a review of some projects that are being implemented in the area and some of the most recent reports on the subject. The analysis and systematisation of some data collected through the realisation of two discussion groups, one with students and families and another with teachers, is addition to the material covered.

The analysis of the discussion groups reveals a need to train students and teachers in global competences, within the framework of education for global citizenship. This training would give them tools and skills to rethink education from a transformative praxis that would help to develop competencies and abilities for the 21st century in both teachers and students. This training would help teachers to advance with respect to the inclusion of the diverse reality of students in the classrooms, would help strengthen their skills with reference to local and global challenges, among which, the acquisition of intercultural competencies stands out.

Introduction

One of the characteristics of the Spanish educational system is that it is based on a decentralised model, which means that educational jurisdictions are operated at different levels (Central Government, Autonomous Communities, Local Administrations and schools) under the current education law.

Within the framework of the current system, all students who are incorporated into the educational system late, are placed within the category of students with educational support needs. The total number of newly arrived students incorporated into obligatory secondary education over the last five years (from the 2011-2012 school year to the 2015-2016 school year) was 30.513, of which, 16.596 were men and 13.917 women. Is not to determine from the available statistical data if this population was made up of third country nationals from within or, from outside the European Union.

The current LOMCE law mandates attention to diversity by noting that students who are later incorporated into the school system must be treated according to their circumstances in order to have equal access to opportunities. Specifically, they must receive the language assistance they need. Based on the decentralized model, the Autonomous Communities have implemented different measures to respond to the diversity and the inclusion of these students.

However, the measures that are applied by the administrations are often insufficient and mainly focus on linguistic competences. Making progress with respect to the inclusion of third-country national students and planning inclusive education centres in their entirety, requires thinking in terms of intercultural citizenship and advancing within the framework of education for global citizenship, equipping teachers and students with global competencies that would give them the tools to develop skills and abilities necessary for the 21st century, taking into account the dimensions learn to know, learn to do, learn to be, learn to live together and learn to transform. In 2018 for the first time, PISA measures the global competence of students, teachers and families.

In response to the current analysis and context, the response to achieve the objective of the project is precisely to work within the framework of acquiring global competences. This would require greater alignment of educational policies in line with this objective and greater efforts by governments.
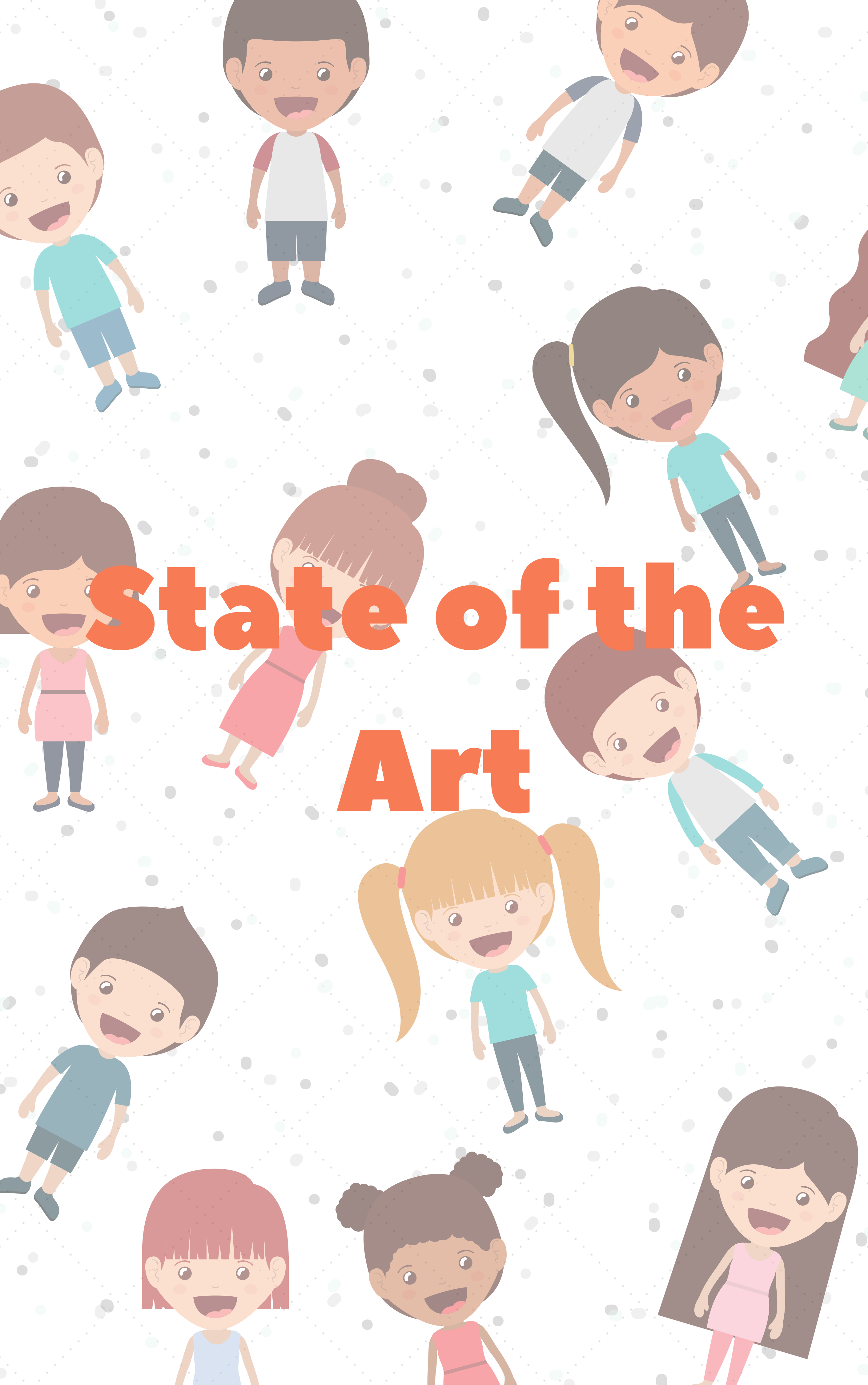
State of the Art

1.1. Statistics on the number of newly arrived TCN children in secondary schools in the country and the number of schools that have TCN students in the country

An important fact to note is that from the data provided by the Ministry of Education, Culture and Sports of Spain (MECD for its Spanish acronym) is not possible to determine if the population of newly arrived students in the Spanish education system is made up of third country nationals from within or, from outside the European Union.

Conversely, the Ministry does have general data on foreign students. In the 2015-2016 [1] academic year there was a total of 716.736 students enrolled in non-university education, of which 362.131 were men and 354.605 were women.

The total number of foreign students who were in Obligatory Secondary Education (ESO) was 170.399, 87.375 men and 83.024 women.

Foreign students (TCN) by country -ESO, course 2015-2016

Country	Total	Men	Women
Morocco	29.927	15.620	14.307
Ecuador	10.759	5.444	5.315
China	8.480	4.349	4.131
Bolivia	8.158	4.081	4.077
Colombia	7.116	3.677	3.439
Dominican Republic	4.808	2.332	2.476
Argentina	4.442	2.254	2.188
Brazil	3.924	1.941	1.983
Peru	3.760	1.942	1.818

Source: compiled from the data of the Ministry of Education, Culture and Sport.

The Ministry of Education, Culture and Sports of Spain (MECD) places those students, who are incorporated later into the education system, within the category of students with educational support needs for statistical purposes. [2]

The table below illustrates data from the last 5 years:

Students with late entry in the last five academic years

COURSE	TOTAL (Primary and secondary education)[3]			ESO (Obligatory Secondary Education)		
	Both	Men	Women	Both	Men	Women
2015-2016	7.635	4.115	3.520	3.947	2.177	1.770
2014-2015	8.364	4.557	3.807	4.451	2.440	2.011
2013-2014	9.232	5.008	4.224	4.847	2.641	2.206
2012-2013	14.626	7.927	6.699	7.464	4.058	3.406
2011-2012	17.832	9.643	8.189	9.804	5.280	4.524

Source: compiled from the data of the Ministry of Education, Culture and Sport.

[1]Latest Data Available (March 2018)
[2]The Spanish education system use this term or the term "later entry students" to refer to newly arrived students.
[3]Primary education: from 6 to 12 years/ Obligatory Secondary education: from 12 to 16 years.

men joining primary and secondary education has consistently remained higher than the number of women.

The total number of newly arrived students who have joined the education system (primary education and obligatory secondary education) over the last 5 academic years is 57.689, of which 31.250 were men and 26.439 women. The total number of students incorporated into obligatory secondary education in that period was 30.513, of which, 16.596 were men and 13.917 women.
Over the last 5 academic years newly arrived students were enrolled in 57.689 different schools, of which 30.513 were secondary schools, 22.149 were public schools, 8.183 private-subsidised [4] and 181 private non-subsidised.

As indicated above, newly arrived students are placed within the category students requiring educational support. While students are identified in the available data as being from other countries, these students are not also identified as newly arrived students, so it is not possible to determine from the available data which of these have been incorporated into the Spanish education system within the last 5 years.

[4]The network of private schools in Spain is divided into two categories, those that are subsidised, in other words, schools that receive some subsidy from the state, and from those schools that are not subsided and do not receive any public subsidy.

1.2. Overview and evaluation of creation and implementation of policies on the integration of TCN students in schools

The Spanish Education System

The legislative framework that guides the Spanish education system is the Spanish Constitution of 1978 in which the right to an education is regulated by Article 27. The Ministry of Education, Culture and Sport is responsible for guaranteeing the right to education. The Constitution establishes that basic education should be free and compulsory.

The law that currently regulates the Spanish educational system is the LOMCE legislation that was approved by the Congress of the Deputies in November 2013. The new law is not a substitute of previous text "Ley Orgánica 2/2006", from the 3 of March, but a modification of it.

Characteristics of the education system

The Spanish education system has two main characteristics, one of them is that it is based on a decentralised model, which includes the Central Government, Autonomous Communities, Local Administrations and schools (autonomy of schools). Each has their areas of responsibility. The other characteristic is the linguistic plurality, which generates different linguistic teaching models in different regions.

Inclusive Education

According to the Ministry of Education, Culture and Sport (MECD for its English acronym) all those students who are incorporated later into the education system and require special attention, because they come from other countries, or for any other reason, should receive educational support in accordance with the "Organic Law of Education 2/2006 (LOE for its Spanish acronym)".

LOMCE, Plan to attend to diversity

The Royal Decree 1105/2014 of December 26, which establishes the basic curriculum of Obligatory Secondary Education and of the Baccalaureate (two years of non-compulsory schooling post-ESO), addresses students with specific education support needs in Article 9. This article affirms that the schooling of students who are incorporated later into the educational system will be carried out while respecting their circumstances, knowledge, age and academic background. In cases in which there are serious deficiencies in Spanish or the regional official language, students will receive specific attention and lessons should be delivered simultaneously with their schooling in the ordinary groups.

Policies responding to diversity

As LOMCE observes, the autonomy of education centres is a key point with respect to the provision of attention to student diversity, while maintaining the cohesion and unity of the system and opening up of new possibilities for cooperation between centres and the creation of support networks and shared learning.

The State Observatory for Co-existence at School [5]

The Observatory is responsible for giving advice on situations related to school coexistence, preparing reports and studies, and monitoring the implementation of the Strategic Plan for School Coexistence. It also proposes measures to be elaborated through state policies and promotes actions that facilitate the improvement of the school environment. Some of the issues it addresses are the foreign unaccompanied minors and refugee children.

Co-existence at School Working Plan

Schools must prepare a Plan for Coexistence. This includes regulations developed by the different Autonomous Communities and provided to education centres. For its part, the Ministry of Education, Culture and Sport, within the framework of LOMCE, has developed the Strategic Plan for School Coexistence-Trust in the Strength of Education 2016-2020. The Plan advocates contributing, through the improvement of school co-existence, to the joint construction of a more just and equal society. It identifies vulnerable populations, including migrants.

Autonomous Communities and Diversity

The decentralised model of Spanish education means that policies for responding to diversity are developed by the Autonomous Communities. Catalonia and Madrid are the regions with the highest migrant population.

Catalonia

Regarding education policies, the government is determined to promote an inclusive educational system with attention to diversity. The Department of Education has used the elaboration of a Project of Coexistence as an instrument through which teaching centres can develop programs for students and the educational community for co-existence and the positive management of conflicts.

Madrid

The Department of Education of Madrid, through its Service for Attention to Immigrant Students in Educational Centres - EducaMadrid [6] (SAI for its Spanish acronym), offers lines of action to respond to the demand of schools that have migrant students, especially those recently incorporated and with little knowledge of Spanish. Likewise, as part of educational attention to migrant students, it operates the Service of Translators and Interpreters (SETI for its Spanish acronym).

The right to education in the case of refugees and asylum seekers

As reported by CEAR (2017:79), the Constitution "assigns to the Autonomous Communities powers of special relevance for the design of the inclusion processes of refugees and applicants for international protection".

Amongst other things, their responsibility encompasses everything related to education (2017: 79). Amnesty International (2016), points out that the Spanish Asylum Law does not have a specific provision that guarantees the right of children to be schooled in education centres. The Law on Foreigners in article 9 regulates the right to education, determining that "Foreigners under the age of sixteen have the right and duty to education, which includes access to basic, free and compulsory education". López Cuesta (2017: 10) has objected that "guaranteeing the right to education for refugees unfortunately is not the purview of a specific institution that specialises in this matter or is legally responsible for its observance".

[5]Created in 2007, as a collegiate body of the General State Administration from the Ministry of Education [Royal Decree 275/2007].

[6]Set of public and free services for schools, teachers, students and families.

1.3. Overview of the relevant legal/human rights framework

Native Languages

In view of all the above, the Spanish education system has made efforts to guarantee the linguistic immersion of newly arrived students and some autonomous communities have translation centres based on the native languages of families. According to UNESCO, 40% of the global population does not access education in a language they understand, which can have a negative impact on children's learning. Taking this into account, Spain, the European Union and its education systems face a great challenge ahead.

Education and the 4 As

In Spain education is free and guaranteed by the state. However, ensuring a quality educational system means not leaving out the most vulnerable participants, amongst these the migrant population. This demands guaranteeing the implementation of policies that allow them to access the education system on equal terms.

Nevertheless, in the case of Spain, there are some concerns raised by the Ombudsman regarding access to education and the reception and integration of the refugee population. In the case of compulsory education, it is underlined that there are no bridging or reinforcement classrooms or cultural mediators, yet children are arriving throughout the course and need support. Apart from this, there are difficulties in accessing school scholarships for people in need of international protection, especially for asylum seekers.

Amnesty International also highlights that "asylum-seeking girls and boys who are in the reception system in the Spanish peninsula are enrolled when they arrive at schools near the assigned reception centre.

However, due to the fact that reception centres offer accommodation for only six months, many families, who still remain asylum seekers, must leave this resource and look for a flat or room to rent elsewhere, "which also causes their sons and daughters to have to leave the school where they were enrolled" (2016). In the case of unaccompanied minors (MENAS for its Spanish acronym), Save the Children indicates that "they face difficulties to receive education, to work, to obtain guardianship and protection, and even to denounce the violations of rights to which they are subjected "(2016). The Ombudsman (2016) is also particularly concerned about the situation of these minors.

1.4. Evaluation of implementation of EU directives and other international policies or legislation

While The **European Parliament** [7] lays down standards for the reception of applicants for international protection and regarding of "Schooling and education minors", in Article 14 it is established that: Member States shall grant access to the education to minor children of applicants and to applicants who are minors. This access to the education system shall not be postponed for more than three months. Where access to the education system is not possible due to the specific situation of the minor, the Member State shall offer other education arrangements in accordance with its national law and practice.

European Commission

Action Plan on the Integration of Third Country Nationals (2016)
In 2014 the Justice and Home Affairs Council reaffirmed the EU Common Basic Principles for Immigrant Integration Policy adopted in 2004.

Priority needs to be given to specific measures to be undertaken at both EU and Member States' level to strengthen and support integration across key policy areas, such as education.
Education and training are some of the most powerful tools for integration and access to them should be ensured and promoted as early as possible. For this reason, the Commission provides online language assessment and learning for newly arrived third country nationals. It also supports peer learning events on key policy measures such as welcome classes, skills and language assessment, support for unaccompanied children, intercultural awareness and recognition of academic qualifications, integration into higher education and support of the school community in promoting inclusive education and removal of barriers to the participation of third country national girls and boys to early childhood education.

López Cuesta (2017) has emphasized that "a number of experts have pointed out that Spanish Legislation on this matter (international protection-asylum and subsidiaries) is not in line with the procedures contemplated by directives adopted at European level".

Similarly, the Ombudsman (2016b) highlighted [8] that:

It is necessary that the Spanish central government provides the forecast of arrivals and specific information on the educational background of the refugees in advance, for the planning of individualised itineraries; and draws up a protocol of reception and integration for each administrative area. It should also establish a system of indicators to measure the degree of integration and efficiency of education programmes, provide a greater endowment of resources to the Autonomous Communities and support school reinforcement. It should also consider the refugee community to be at collective risk of exclusion and raise awareness through an active communication and information about this group.

[7]Directive 2013/33/EU
[8]For more information, see: https://www.defensordelpueblo.es/jornada-refugiados/conclusiones-y-propuestas-en-educacion/

1.5. Overview of research and reports (national and international)

The most recent national and international reports about the situation:

Education: hope for newcomers in Europe, Nihad Buner, Dita Vogel, Elina Stock, Sonia Grigt, Begola López Cuesta, 2018.

This report brings together experiences from different European countries to identify how these countries have organised the reception of newly arrived children into their respective education systems.

Welcome without integration, University of Comillas, University of Deusto, Jesuit Migrants Service, 2018.

This research demonstrates the need to reformulate the current program of reception and social integration, in accordance with European directives and with the needs of the population itself.

Spain: hope through diversity, López Cuesta, Begoña, 2017.
This research provides an overview of the situation of refugee and asylum-seeking minors in Spain, with a critical perspective on the right to education regarding to access to adequate protection mechanisms that respond to their vulnerable situation.

Report of the Spanish Commission for Refugee Aid (CEAR for its acronym in Spanish), 2017.
This report argues that a policy of reception and inclusion of refugees must focus on a specialized comprehensive care from their arrival in Spain until their applications have been finalised. For this policy to be effective, there should be greater coordination and consideration of the role that the Central Administration, Autonomous Communities and municipalities play, each of them their own way, in the definition and implementation of social services, education and health policies or accommodation and its management.

The Reception System and refugee children in Spain: analysis and proposals from the perspective of the rights of children, UNICEF-Spanish Committee, 2016.
This report issues the following recommendations: it is necessary to ensure that the best interests of the child are always a basic consideration when determining the reception conditions of refugee children and their families.

Children and young people in the 2016 Ombudsman Annual Report.
This report highlights the issue of how the Ombudsman considers that an important challenge for Spanish society is the integration of migrants. Integration proposals regarding immigration, should take into account the structural, global and transnational nature.

Invisible infants - unaccompanied foreign minors, victims of trafficking and refugees in Spain, Save the Children, 2016.
The report points out how migrant children face numerous risks such as exploitation, abuse and institutional violence, the absence of education or care. It emphasizes how Europe and Spain seem to have forgotten about these migrant children.

Study on educational support for newly arrived migrant children, European Commission, 2013.
The report rightly emphasises how newly arrived migrant students constitute a new target group in the context of EU policy making in the field of education. The role of the policy measures to facilitate the integration of newly arrived migrant students is very important.

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1.6. Overview of projects and project outputs (national and international)

Below is a brief introduction to some of the most significant projects at national and international levels:

Teachers for migrants and refugees rights
http://www.education4refugees.org
The platform has the objective to support unions and teachers to promote migrants and refugee rights.

International Association for Intercultural Education, http://www.iaie.org/
The Association is composed of education professionals interested in diversity and equity issues in education.

Urban Agenda for the EU (working together for better cities- inclusion of migrants & refugees)
https://ec.europa.eu/futurium/en/node/1727
The aim of this Partnership is to manage the integration of third country national migrants and refugees and to provide a framework for their inclusion.

Intercultural classroom, the portal of intercultural education
http://aulaintercultural.org/
The project provides teacher training, didactic materials, research, workshops with students, awareness campaigns and publications.

Education Network to support refugee people
https://obrimfronteres.wordpress.com/xarxa-educativa/
The Network is collaborative, trustworthy and care. It is a space to share resources and coordinate actions to achieve social impact. It addresses the current ethical crisis of borders and defends the right to migrate.

1.7. Gender approach: differences in the above between genders please do include a summary here.

The statistics reviewed here are disaggregated by sex, so it is possible to carry out a separate analysis as has been done throughout this document. In addition, as indicated above, the number of men enrolment at primary and secondary education has consistently remained higher than the number of women. The legal and international framework does not place special emphasis on gendered difference.

1.8. Other flows of migration in the country

According to data from the National Institute of Statistics, in the first semester of 2017, the foreign population grew by 1.0% to reach 4.464.997. By nationality, the largest increases in immigrant populations has been as follows: Venezuelan 10.478 people (16.6%), Colombian 8.370 people (6.0%) and Italian 7,336 people (3.6%). The countries of origin of most migrants arriving in Spain has been Morocco, 17,634, Colombia, 15.395 and Romania, 15.300.

In reference to the refugee or asylum seeker population, the latest data available from the Spanish Ministry of the Interior is from 2016. In that year, 16.544 applications for international protection were formalized, of which 59.39% were of men and 40,61% of women. Applications for asylum from the Venezuelan population were the most numerous, with 4.196, followed by the Syrian population, 3.069 people and Ukraine with 2.764. Seven hundred and sixty requests were formalized from the Algerian population and 656 from the Colombian population. In 2016, Spain granted refugee status to 369 people and subsidiary protection status to 6.500.

1.9. Available data/information/resources on school leaving of TCN students and limitations of the desk research

Through the data available from the Ministry of Education, Culture and Sport (MECD) it is not possible to access information related to the academic results of newly arrived students, nor to the school dropout rates of newly arrived students from third countries. However, some data from the National Institute for Educational Evaluation [9] from 2013 and the Valencian Institute for Economic Research [10] (IVIE for its Spanish acronym) reveal that some factors, including migrant status, do influence educational outcomes. According to the IVIE estimation, dropout rates are 16% higher for immigrant children. Similarly, a recently published report by the OECD (2018) indicates that immigrant students are less vulnerable when it comes to their sense of belonging at school than they are when considering academic proficiency.

Limitations of desk research

The available statistics and analysis do not provide disaggregated data with respect to immigrant students. In the statistical data available, specifically in relation to foreign born students in the education system, it is possible to determine their country origin, but not the time period they have been incorporated into the education system. The academic research identified at the time of writing does not provide data specifically on the dropout rate of newly arrived students from third countries. Current literature addresses young new arrivals in refugee or asylum seeker situations. The rest of the literature available, in the vast majority of cases, is not focused on newly arrived students, but rather addresses the issue of migration in general terms or the experiences of second generation migrants.

[9]For more information, see: http://www.mecd.gob.es/dctm/inee/boletines/educainee14.pdf?documentId=0901e72b8173034d
[10]See: http://web2011.ivie.es/downloads/docs/mono/mono2013-01.pdf

1.10. Examples of good practices for the inclusion of TCN students in schools

Host plans [11]

Many schools in Spain have a Welcome Plan for newly arrived students. These plans are action protocols that aim to facilitate the adaptation of recently arrived students. The Plan considers aspects such as how the families of the newly arrived students are cared for and by who, the information to be provided to them and, how and by whom the functioning of the schools will be explained to the person who arrives. They also incorporate cultural elements from the countries of origin in the school curriculum. Guidelines are directed to the management team, as well as to the teaching staff. The welcoming process includes an initial interview with families, to discuss how the reception of the new student will take place in the classroom. Classes are organized so that all students are involved. The reception of new students can include the establishment of individual intervention plans that facilitate the learning of school languages.

Interculturalism plans [12]

The objective of these plans is to promote access and permanence of students with different cultures within the education system, in order to facilitate the acquisition of a cultural, linguistic, academic and professional competence that should favour their inclusion and participation in the host society. Amongst the actions that can be carried out: designation of interculturalism coordinators in schools, organising support structures, classroom dynamics for intercultural revitalization and the creation of interculturalism teams. The plans promote inclusion of students from different cultures and their active participation in society.

Santa Creu de Mislata School

The school Santa Creu de Mislata [13] , located in the Community of Valencia, is a cooperative school [14]. It has been recognised as a benchmark centre for integration, interculturalism and education in values. When, in 1991, the Refugee Welcome Centre (CAR) was founded in the town of Mislata, newly arrived children incorporated into the school.

The school has **PASE [15] classrooms**, which offer individualized attention to newly arrived students who do not speak the Community's official languages (Spanish and Valencian), as well as a multilingual program. PASE is a temporary support measure (maximum one academic year) for newly arrived students. In its first phase, it offers support to students who don`t know the teaching language of the school. In the 2nd phase, it offers support to students who have deficiencies in specific areas or subjects, mainly in instrumental ones, to facilitate their integration. The program's methodology integrates linguistic learning in the contents of the school curriculum.

Padre Piquer School, Madrid [16]

In the 1990s, a large proportion of migrant population began to arrive at Madrid to establish themselves ;at that time the school decided to change its educational model to respond to the plurality of the classroom.

Through a transformation process the school started, what they call, "**Multitasking Cooperative Classrooms**", an initiative of academic and social inclusion during which the

students work in groups or individually on different projects. These projects combine different academic areas and different methodologies, such as direct explanation by the teaching staff, individual and cooperative work, individualized tutoring and a library in the classroom. They convert traditional classrooms into new educational spaces that integrate a large group of students where several teachers can work at the same time.

The school also has "link classrooms", with the aim of welcoming newly arrived children who do not speak Spanish, so that in a period of 9 months they acquire the linguistic competence and join the group that corresponds to them according to their age

[11]Guidelines for the preparation of a reception plan of immigrant students, Basque Country Autonomous Community, http://www.hezkuntza.ejgv.euskadi.eus/r43-573/es/contenidos/informacion/dif8/es_2083/adjuntos/Castellano.pdf
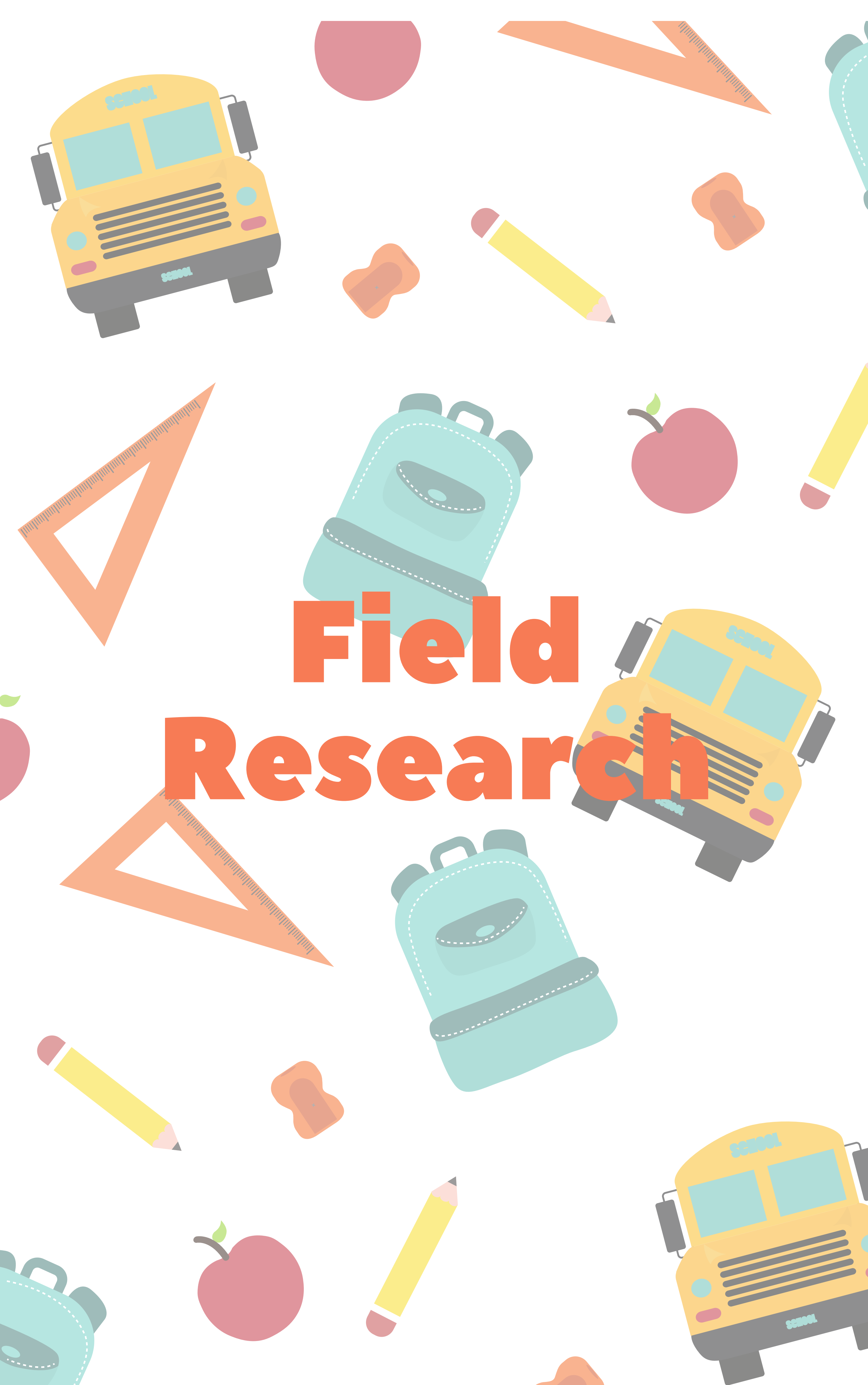[12]See: http://aulaintercultural.org/2005/05/10/plan-de-interculturalidad/
[13]For more information, see: http://www.colsantacruz.es
[14]Part of Ecsocial, for more information, see: https://www.ecsocial.com
[15]Program for "A Welcoming Educational System" (PASE for its Spanish acronym). See: http://www.ceice.gva.es/web/innovacion-calidad/programa-de-acogida-al-sistema-educativo-pase- (Consulted on March 2018).
[16]For more information, see: https://padrepiquer.es/

Field Research

2.1.Sampling procedures and participant recruitment for focus groups and interviews

Participants for the focus groups were recruited through the Vedruna school [17] –Carabanchel, Madrid, one of the educational centres that is participating in the IntegratEd project.

The school launched the callout for participation through an informational bulletin sent out to students by InteRed. InteRed had previously worked with the centre, elaborating the profile of participants for the groups. In the case of the focus group of families and students, families of native students and families of third-country national students were invited. In the case of the student focus groups, native students and third country national students participated, so that the groups included different perspectives. In the case of teachers, the schools passed on the callout to the entire staff, explaining the details of the project.

Two focus group sessions were held, one with families and students and another one with teachers. The first took place on May 30, 2018 from 16.30 to 19.00 and the second on June 4 from 11.00 to 12.00.
The focus group of families and students was divided into three different sessions, the first included families and students at the same time, the second consisted of the families only, while the students were presented with a parallel activity, and finally one consisted only of students.
The parallel activity that was proposed to the group of students was to make a poster representing what they understood by inclusion. They were provided with art supplies.

[17]For more information see: http://carabanchel.vedruna1826.org/

The result of this activity can be seen in the following image:
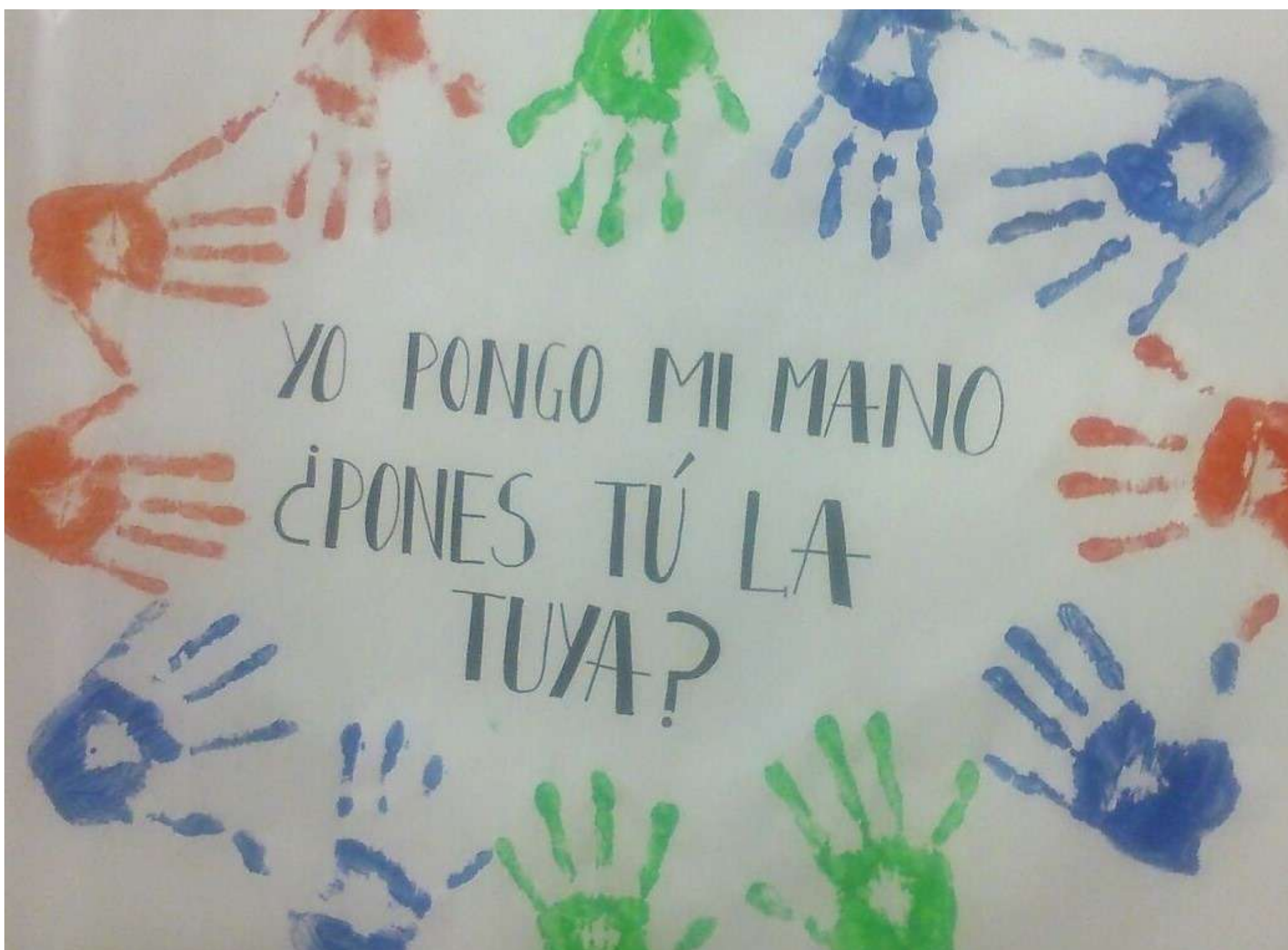
2.2. Social and demographic characteristics of the respondents in focus groups and interviews

The focus groups of families consisted of 10 people, one father, three mothers, six students, five women and one man (group age 13-18 years). Two families were from Latin America and two from Spain; regarding the students one was from China, three from Spain and three from Latina America.
The education staff that participated in the focus group taught various subjects in the centre, including history, physics and chemistry. Other participants worked at the guidance department and one at the social fund. Some educational supervisors from the district were invited; however, these were unable to attend, due to scheduling conflicts. In total, the group included twelve people, eleven women and one man.

The district of Carabanchel, where the Vedruna school is located, is divided into 7 neighbourhoods, Comillas, Opañel, San Isidro, Vista Alegre, Puerta Bonita, Buenavista and Abrantes and is located in the southern sector of the city of Madrid, one of the most populated districts of the city. Since the year 2000, the neighbourhood accommodates a large number of immigrants. As of 2018, the total migrant population of the neighbourhood has risen to 17, 80%[18] .

[18]See: http://www.madrid.es/portales/munimadrid/es/Inicio/El-Ayuntamiento/Estadistica/Areas-de-informacion-estadistica/Demografia-y-poblacion/Poblacion-extranjera/Poblacion-extranjera-en-la-ciudad-de-Madrid/?
vgnextfmt=default&vgnextoid=c289d54944580510VgnVCM2000000c205a0aRCRD&vgnextchannel=9ce23636b44b4210VgnVCM2000000c205a0aRCRD

Results

3.1. Findings of the focus group with professionals

Over the last 5 years, from 2013 to 2018, more than 70 students from third countries, mainly from the Latin American and Asian regions, as well some African countries, have joined the centre across all year levels from 1st of ESO to 2nd of Bachillerato.

The school does not have a specific program to work with diversity and inclusion, but has rather various measures and programs that have been implemented over the last years as migrants have arrived in the neighbourhood and the school.

An example of these specific measures is the **link classroom**. This is a classroom designed for those students who do not speak Spanish when they join the centre. This measure was established by the Community of Madrid several years ago. While students may remain connected with this classroom throughout the entire course, they progressively incorporate in mainstream classes. Migrant students initially integrate into subjects such as physical education and artistic education as a measure for integration. After having identified the needs of students according to their origin, they are incorporated into other subjects, such as mathematics in the case of the Chinese students, who often feel much more comfortable with this educational material and whose process of incorporation into the classroom occurs in a much more natural way.

The link classroom, since its inception, has been questioned by some researchers and people in the field of education, who believe that it is a measure leading to segregation. Other commentators believe that it is a positive measure, and the Vedruna school has had a very good experience using it.

The school has another inclusionary mechanism, which is the figure of the **accompanying student**. It is a key figure that the school has developed over the years. Some students take on the role of accompanying newly arrived classmates through the process of integration into the classroom. A tutor designates a student to accompany a link classroom (newly arrived) student. They sit together in class and this student is responsible for fostering inclusive relations with the group, facilitating access to and understanding of key documents in the school routine, such as the timetable, student behaviour guidelines, bulletins and the minutes of meetings. The designated student also helps their partner keep pace with the subjects in which they participate and ensures that they understand the class tasks. They are also responsible for making sure that information about school and class activities are communicated clearly and on time.

Many of the students in the link classroom subsequently become students accompanying other young people who have recently arrived and speak the same language of origin. This fact is highlighted as a very positive aspect, as they are participating in a process that have experienced themselves. They also share a culture and language and can identify cultural keys of the host country.
The centre created the figure of accompanying students in parallel of the creation of the link classroom, precisely to prevent turning into a ghetto:

"When the link classroom was founded, the idea was already there, because it could become a ghetto. What appears is the idea of taking the students out of that situation, so that they go out into the community; then the figure of the accompanying student appears, which has had many phases. From the first meeting with the child to show them the facilities, celebrating things together. In this way, the child from the link classroom knows that this is not their reality and that their reality consists of a much larger community and they feel integrated there, accompanied".

The accompanying students have meetings with the teaching staff to follow up the process, which lasts for the period during which the newly arrived student remains in the link classroom and as long as the accompanying student is in agreement.

The presence of the accompanying students has been vital during the entire process of planning an inclusive school. Throughout the process, the centre has come to organize coexistence activities to strengthen the link between the accompanying and the accompanied student.
"They even went on field trips where the accompanying and accompanied students were invited, so they could get to know each other and create a bond. The school chooses the accompanying student based on a series of qualities". (Parent of accompanying student)

"Now so much information about culture has been exchanged among the students that it is not necessary to do these sociability activities, so when a new student arrives you can ask another student: do you think you could take on this role for the person who has just arrived and sit next to them and explain things to them and take care of them?" (Teacher)

"They celebrated the Chinese New Year, the culture fair... The Spanish students also need to be integrated, in this school the majority has become a minority". (Native family)

The school, like other educational centres, also has three framework documents in which measures for attention to diversity and inclusion are reflected. These are the Coexistence Plan, the Diversity Attention Plan and the Tutorial Action Plan.

The Centre's Attention to Diversity Plan tries to respond to the increasingly diverse societies "To educate on interculturalism for an inclusive society in which we all change without anyone losing their identity". The Coexistence Plan focuses on responding to attention to diversity and includes many of the measures and programs that the centre implements. The Tutorial Plan is developed as a process of accompanying students socio-affectively, cognitively and pedagogically.

The guidance department is also presented as vital, since its staff conducts personalized interviews with students, detects needs and, depending on these, applies measures or refers families and students to other services or to the Social Fund of the centre.

"The guidance department of the school does the interviews, it works in a very coordinated way, delegating work to the faculty, the department itself and now even to the social fund. Each time it is expanded, there are more people who need it, migrants or not. The school is in contact with social associations, funds and aid".

When the group was asked if they have received training related to attention to diversity and inclusion of third-country nationals students, they indicated that they have not. One of the teachers pointed out the following: "I had to do the PISA questionnaire for teachers and the questionnaire of the Community of Madrid and in both cases they asked if I had received intercultural training. And there is really nothing on offer, I have not received an offer of specific training in this area". The teachers identified specific training in the subject as a need.

In addition to the link classroom, where newly arrived students learn Spanish, the school teaching staff has volunteered to impart Spanish learning programs with students and families.

In the case of refugee students, they pointed out that the associations that manage the asylum process are those who offer Spanish courses.In the case of refugee students, they pointed out that the associations that manage the asylum process are those who offer Spanish courses.

In general terms, they work with the approach and believe that it is more important to plan an inclusive centre in its entirety, where measures of attention to diversity are included for all students.
Another issue highlighted by the teaching staff is the **Eurocentric model of teaching**, both in the curriculum and in the textbooks, history is very focused on Europe. It is the teachers who, on their own, try to include content relevant to people of all the national origins represented in the class. One teacher stated: "I do this so that students feel that they are not being told a story which is totally unknown to them, as far as I can, within the limits of my knowledge".

Linked to the previous idea of the Eurocentric model of teaching, a key transformation has been to introduce different models of reference. Writers who break away from the **hegemonic, Eurocentric model** are given more visibility and this makes newly arrived students feel included. At the same time, the native students are exposed to more Western references.

In reference to the competences and skills that students should develop to respond to the global world in which we live, empathy, organizational skills, leadership and listening stand out.
The accompaniment process is understood and addressed from a broader perspective; for example, through the Social Fund, an initiative that emerged two years ago:

"The social fund is an initiative that has been operating for two years and is another part of the educational project. It is a commission of volunteer teachers that, in collaboration with the entire orientation department, work on the identification of students with financial, economic and socialization needs, in a very broad sense. There is a referral to this commission and this begins a process of accompaniment of the families".

In general terms, teachers determined that it is necessary to have training to respond to diversity, as they feel that they lack tools to respond to the diversity of backgrounds in their classrooms. Students come from very diverse contexts and have different needs, such as diverse learning processes or emotional support. They point out the need to have multidisciplinary working teams for the psychosocial care of the students, as well social workers and social integrators.

Another key factor is the **number of students in the class.** It is very difficult to be an inclusive centre when there are 30 students per class. This hinders personalized attention, generates frustration and makes it difficult to find other ways of working.

3.2. Findings of the focus group with parents and students

There is a generalized perception of the centre being inclusive. Respondents indicated that they are concerned about inclusion in general terms, not only of the newcomers. As the arrival of new students from third countries has been a continuous phenomenon in the last few years, the process has become naturalized.

One of the families pointed out that:

"*I'm not sure if there are many newcomers nowadays, or they are already here and the neighbourhood is already made up of many different cultures, the school population is very different from what it was 15 years ago*."

The **accompanying student program** is identified as a fundamental factor in terms of inclusion. In the group, there were students who had participated in the program as mentors and as newly arrived students, as well as some who had been in both roles.
The group noted the following:

"*They are concerned about inclusion in general terms, not only to include people who come from abroad, the bonds between older and younger students as well are also encouraged*."

The perception that the school is inclusive is widespread, as over the last 15 years the incorporation of third countries nationals into the centre has been occurring naturally, as people from diverse backgrounds have arrived in the neighbourhood.

Concerning other measures suggested by the focus group to promote inclusivity, in relation to the link classroom it seemed necessary to review the **student-teacher ratio**. Lowering this ratio could also foster the acquisition of other types of skills, such as emotional intelligence and social skills.

This point refers to the debate on the new competences and skills needed for the 21st century, on which UNESCO and Education for Global Citizenship focus. This could raise two fundamental questions: what capacities do young people need to develop, in order to face global challenges and what changes would be necessary to carry out in education systems and curricula to prepare students to face these challenges? To this end, capacities must be developed, including those identified by the focus group such as critical thought, leadership and creativity.

The students, once again, underlined the student-teacher ratio as a tool that could be given to teachers to encourage inclusion. In their opinion, having fewer students in class facilitates a good atmosphere in the group.

"*The relationship we have with teachers is different. there is a difference between a room with 30 students, and you have to do a thousand things at once, and a room with 12 students in the class*". *(Student).*

The fact that there is a smaller number of students in classes, offers a space for emotional expression; teachers are able to ask students how they feel, while students can talk to each other.

This space for emotions mentioned in focus groups is also related to the new competences and skills necessary for the global world in which we live that were targeted above.

One of the families ratifies this idea:

"It should be made interesting, if it's not interesting the students get distracted with other things. I think that classes need to be adapted to the students, so they are focused on the class and not on other things; and participative, so that the students have to stay focused.

I would also modify the compulsory subjects. For example, as we said before, I would include debate. A subject that includes debate, where the topics are addressed more in-depth would Help them learn how to debate, know how to respect the floor... Learning to respect other people's ideas, even if they're opposite to yours, and in spite of that being friends ". (Mother)

The families also pointed out several questions with reference to families' relationship with the school, highlighting that there are many issues allowing them to have a relationship with the centre and to get involved, which makes the relationship with the teachers deeper. For example, projects like the garden, in which families participate, volunteer programs, families, who provide school support to other students of the centre, and participation in bodies such as the School Board and the AMPA. In addition, the faculty conducts quarterly meetings or personal interviews with families in which students are always present.

There is no specific inclusion process for newly arrived families, but there are some relevant activities addressed to all families. A discussion was generated about how sometimes some families might not feel included in a certain event because they have not received a formal invitation. A meeting space for families may be necessary.

One of the families indicated that "*they used to have intercultural parties/festivals. This was 8 or 10 years ago, but nowadays we feel as if we are already living in a global world*". *This comment points out a process of gradual naturalization regarding inclusion in the school and neighbourhood, generated through past efforts.*

Regarding whether they believe that third-country national students need specific support, they believe that such support should come largely from families and stress that the figure of the accompanying student should be extended to families. This way, other family members could accompany families of newly arrived students.

Regarding the support that the native students would need, they once again pointed to the families, criticising a system that overloads them with a huge amount of tasks.

The families were also asked if there is diversity in the teaching staff and a debate on how having a culturally diverse staff could favour cultural diversity arose.
The fact that the link classrooms address linguistic issues with those students who do not speak Spanish but students who come from Spanish-speaking regions or who speak Spanish are directly incorporated in the classrooms emerged as another part of the discussion.

One of the mothers pointed out the following:

"*The accompaniment process is more defined in cases where the same language is not spoken, but it's not so true that we (immigrant Spanish speakers) speak the same language. There are words that change, a different culture.*"

When the students were asked if they believe that the newly arrived students have the same access to opportunities as the native students, one of them pointed out that people who come from other countries are often placed in a lower grade than the ones they were attending in their country. It seems unfair that this is the case:

Another student who arrived without knowing the language, pointed out that in the case of not understanding: "Being a newly arrived student from abroad means having to retake courses." (Student)

Regarding the difficulties they face, they talked about instability, the fact that many of the newly arrived students are in less stable accommodation or situations, which means that they are incorporated into a class and soon after, for family reasons, they have to move. They pointed out this discontinuity as an added difficulty for young and newly arrived students. Another difficulty underlined by newcomer students is the difference in the educational curriculum, from one country to another.

In relation to the question of whether the process of incorporation in the centre for boys and girls occurs in the same way, they believe that the school does not make distinctions. Families do highlight that the spaces of the school have a majority participation of women, which the group relates to the availability of time and work.

"*In school related activities, women tend to take part more than men, which is perhaps related to working hours and free time of male and female parents*".

This fact can be explained given that traditionally men have been located in the public space, including the labour market. Women, however, have been relegated to the private space where care is located [19], a labour necessary to sustain life and the environment and which ultimately sustains the capitalist system.
As women have incorporated into the labour market, this has resulted in a crisis of care, imposing double and triple workloads on women.

There are women who cannot carry out care work, so they rely on other women to do it. These "substitutes" are most often migrant women, participating in the global care chains. These workers and mothers in turn often leave their children with other women. As inequalities continue to exist, women pass care work to other women, generating care debt. The traditional role of the caregiver for women can explain why there is a large majority of women in areas related to education and care of children.

[19]We include in the category of care work all those activities (eating, caring for the sick, childcare, emotional labour) that must be carried out in order to be able to achieve the objective of living in this world as well as possible. Care work is a key element of social development and is actually the "invisible" base of the socio-economic system.

3.3. Common and different aspects across focus groups

The participants of Both the focus group with teachers and the focus group with families and students seemed to have a positive perception of the school as inclusive and agreed that it has been a natural process to the extent that over the last 15 years the district where the school is located has changed and became more inclusive.

Likewise, they agreed that the approach of inclusion, promoted by the school refers to the inclusion of all people, which is close to a vision of an "inclusive education that responds and recognizes biographical, ethnic, cultural, economic, social and religious diversity in which conflicts are resolved constructively, in favour of non-violence and fostering a culture of peace in context.

They highlight the accompanying student program as a very important element for the accompaniment process of all the newly arrived students who do not speak the language. The centre has been implementing this program for many years which worked very well; native and newly arrived students, families and teachers show value and agree on the idea that it has become a measure that is part of the culture of the centre and that encourages not only the relationship with those newcomer students, but also of older and younger students.

Another common view expressed in both focus groups refers to the student-teacher ratio. It is generally agreed that it is impossible to plan a totally inclusive school and enforce measures of attention to diversity in classrooms in which there are 30 students.

At the same time, they agreed on the importance of students developing skills and competencies for the global world in which we live, that is, skills and competencies for the 21st century.

There are no significant differences between the two groups, as they agreed on fundamental issues. However, the group of families and students did point out that the accompaniment process aiming at newly arrived students is more defined in the case of those students who do not speak the language, and not so much in those cases in which Spanish is shared as a common language, despite cultural diversity.

3.4. Identified key competences necessary for teachers and school leaders to support the integration of TCN students in secondary education

The group of teaching staff identified specific training on interculturalism as a concrete need. Training in this area would give them tools to support the process of inclusion of newly arrived students.
The new competencies or skills for the XXI century necessary to face the global challenges and can be summarized as follows:

Learning dimensions	Competences for a global citizenship education	Skills
Learn to know	Competence on knowledge and interaction with the physical world	Knowledge of global topics and trends in economic, social, political, cultural and environmental interactions. Knowledge and respect for Universal Human Rights and values such as peace, justice, equality, equity, diversity, solidarity, non – discrimination, democracy and citizenship participation. Capacity to recognize and become sensitive to ethical problems and conflict in our context in all its complexity
Learn to do	Instrumental competences	Communication and dialogue capabilities. Capacity to resolve problems (determine causes and explore different ways to face problems) and manage conflicts. Critical, creative and innovative thinking. Capacity to verify the sources of knowledge critically and systematically.
Learn to be	Personal competences	Positive self-esteem: self worth and individual feeling. Identification and expression of emotions. Frustration management. Capacity of construction of self identity(ies) recognizing the dignity and the value of each person and of all people. Capacity to take responsible decisions from within a Human Rights approach. Capacity to overcome the subjective level of feelings and build, in a shared and negotiated way, ethical principles towards universality.
Learn to live together	Social competences	Empathy and sense of common humanity. Openness towards different experiences and perspectives. Willingness to live with differences and resolve conflicts in a non violent way. Capacity to communicate and collaborate with others. Capacity to discuss, give ideas and listen. Capacity to negotiate and reach consensus. Capacity to influence persons and exercise a shared leadership. Capacity to establish networks and have interactions with people from different places and origins. Capacity to create conditions that help to recognize and value diversity. Capacity to generate a culture of peace, which will maintain non-violent, cooperative and dialogue attitudes. Capacity to manage problems and measure conflicts in a democratic way.
Learn to transform	Citizenship competences	Capacity for a critical and creative participation as an active and ethically responsible citizenship. Capacity to commit to concrete actions with motivation and optimism. Capacity to protect and improve, from a synchronic and diachronic solidarity, social, cultural and natural human heritage. Capacity to imagine and make projects oriented to the common good (in a groups of peers, in the schools in their context…)

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At the same time, the approach towards inclusive education that emerged through the discussion groups would require:

Pedagogical practices that take into account:
• A praxis where the social and the educational aspects are linked.
• A curriculum that takes diversity and cultural context of the students into account.
• Curriculum planning that stems from the rights, the diagnosis of the context from rights, gender, interculturalism and harmony with nature.
• Relevance of learning at the global social level.
• Availability and plurality of materials in accordance with different educational needs.
• Methodologies that favour participation and cooperation.
• Teaching methods that contemplate learning and service to the community.
• Educational practices with a local and global perspective
• Integration of the emotional component in pedagogical practices.
• Contextualised learning processes should be encouraged, connected with the life and reality of people. With local community problems and global challenges.
• Critical thinking and participation in the educational process by everyone is encouraged.

Organization and participation policies:
• Planning, sustainability and institutionalization of processes for innovation.
• Educational management that respects people's diversity and stimulates the recovery and exchange of our own knowledge and mother tongues to favor cultural identity.
• Educational organization is based on participation, inclusive leadership, and democratic culture.
• There are diversity care plans to eliminate the gaps that generate exclusion.
• There are policies, documents, manuals and coexistence plans that guarantee the development of democratic values and a culture of peace. It seeks to eliminate all types of exclusion and violence.
• Processes of integrated training and updating of teachers or educational agents, gender approaches, intercultural and environmental sustainability.
• Inclusion measures are planned for all students according to the special need of each target group.

Educational cultures:
• All the actors involved in educational processes and environments feel welcomed and in an environment in which they can freely develop their skills.
• There is work based on participation, cooperation and joint work.
• Participation by all stakeholders in socio-educational community based on the strengthening and exercise of their rights and responsibilities.
• Interpersonal relationships based on respect, equity, collaboration and peaceful resolution of conflicts.
• Families and the community are transformative agents that actively participate in the educational reality.
• Democratic values are fostered within educational processes.

• Coeducation and interculturalism.

• All actors protect themselves and respect all human rights

• There is a culture of care: personal, community, local/global, environmental.

• Relationships that promote the dignity of each person, and that each person is individually valued are established.

• Help establish intercultural and intergenerational relationships between men and women, leaving behind diversity as conflict and recognizing the value of difference.

3.5 Good practices identified through interviews

Two good practices have been identified, the work carried out in the link classrooms and a centre that works with a high proportion of immigrant students has and includes a Reception Plan.
The link classrooms, established in the Community of Madrid for more than a decade, intend to respond to the needs of primary and secondary school students newly integrated into the public school system with a lower level of Spanish.

Link Classroom
The measure was examined in the same centre where the aforementioned focus groups were carried out.In the school where the interviews with teachers from link classrooms were carried out, classes were supplemented through the accompaniment mentor program as explained previously. This pairing is an example of good practice.

In the link classroom primary and secondary students are mixed, as well as students from different countries, third-country nationals and students from the European Union.
The approach that they use is purely communicative, in order to resolve typical situations of everyday life. As the course progresses, the students of the classroom are incorporated into certain subjects of their year level. As previously elaborated, each student enrols in a certain subject, according to their abilities.

Regarding the accompaniment process, the tutors of the link classroom are informed about the origin of the students and their personality, so that these aspects are taken into account when they choose the accompanying student. Many of the students who have been accompanied in the past, have become friends with the accompanying student.

The teachers determined as a good practice the detecting of areas can be worked on for the students so that newly arrived students feel comfortable. They conceive of the link classroom link as a thematic classroom more within the centre, making it more visible and present in other classes.
In the classroom, there are primary and secondary school students together, from diverse backgrounds, living in different conditions. Some of the students are refugees or in the process of being recognised as asylum seekers. The work that is done with these children and young people is to normalize their situation, so that they identify the centre as a reference point. However, it is necessary to be very sensitive and attentive to the emotional part. Reduced teacher student ratio would allow a much more global accompaniment by the teacher.

The coexistence of people with such diverse origin in the classroom is a very enriching practice for all students, who can learn about aspects of different cultures.

The Development of Host Plans

The Host Plans were initiated with the purpose of attending the incorporation of migrant students and their families in the educational centres. A teacher who participated in the elaboration of one of these plans in their school was interviewed. The school operating this plan is located in the district of Usera in Madrid. Since the beginning of 2000, this area has welcomed a high percentage of population of Chinese origin.

The Host Plan was created as a response to the diversity of the neighbourhood in which the school is located, where the arrival of third country national students has been increasing in the recent years. The Host Plan has been a measure to modify the school practices and a way to provide information to students and their families, with respect to the educational system. Information about the school includes its structure and operation, which is usually unknown to newly arrived families. The protocol involves personalised attention to students and their families, which includes an interview with the Director of the centre before the students' incorporation. When the students enrol to the school, they are assigned a "guide partner", who sits next to them and explains the class schedule and routines of the centre.

The document suggests that students enter the class that corresponds to their age, and for two weeks, they participate in the curriculum corresponding to their age group. Based on the results, after two weeks, the school decides in which course they should be enrolled. On the one hand, this measure allows responding to socialisation with the measure of the guide partner and, also, at the curricular level, to engage with the learning difficulties that may appear.
Continuous accompaniment and personalized follow-up of newly arrived students has been identified as a good practice.

Critical Analysis of Findings

Although the results of the research are not significant, given the small sample size derived from a single centre, the research did lead to a broad systematisation of clearly identified needs, with respect to the processes of inclusion and attention to diversity, with respect to the integration of third country national students.

Throughout the analysis of the results carried out above, some key issues have been detected. One of them is the need to educate students within a framework of education for global citizenship, connecting challenges, and local and global struggles. This need is related to the new skills or abilities demanded in the 21st century, both for students and for teachers and which pose different challenges to educational systems. Also, one should take into account the aspect of a socio-affective education. The aim of all the above is to align the national policies with 2030 Agenda to ensure inclusive and quality education for everyone.

Education for Global Citizenship- skills and competencies for the 21st century
Talking about inclusion of newly arrived students involves r**ethinking education**, educational practices and the structure of educational systems, that need to be extended to include new forms of citizenship; meaning education for intercultural citizenship that will provide students and teachers with the tools to help them develop competencies and skills for the 21st century.
The development of an intercultural citizenship approach leads to a new type of citizen of a globalised world. "Intercultural citizenship depends on reconciling multiple identities and contexts simultaneously, assuming the ability to participate in intercultural dialogues respecting the rights of cultural others..." (2018: 20).
Throughout the document, the question about how to link key competencies to national educational systems in accordance with the international context was eminent.
Some of the necessary skills identified in the collected data have to do with the emotional management and interpersonal skills, such as empathy, communication, contextual awareness and teamwork.

Focusing on emotions
This refers to the importance of the social-affective dimension of education. The group of educators was a useful instrument for working in this area. It is an affective space where learning is an active and social experience, where interaction educates and transforms.
Some of the issues discussed in the analysis of the qualitative data refer to their emotional approach. The movement for a transformative Education in which InteRed participates, highlights the emotional content of learning processes.

These competences are traversed precisely by the five dimensions of learning that we listed above: learn to know, learn to do, learn to be, learn to live together and learn to transform that translate into competencies for life.

Global reality forces us to collectively develop global competencies, as many of the skills and competencies of yesterday are no longer sufficient, in a reality in which educational centres and classrooms are more and more diverse.

Analysing the national reality, we can see how some of the measures for inclusion are centred on linguistic attainment, as was the case, for example, in the Community of Madrid. A translation and interpretation service was available, in addition to the link classrooms, where newly arrived students learnt Spanish over the academic year.

As the findings indicate, it is important to educate in skills and abilities for the XXI century, as well as to align integration measures with the Sustainable Development Goals.

Global competences are increasingly demanded. The PISA 2018 report asked students, teachers and families [20] specifically about global competence, one of the necessary questions is to ask. Combating discrimination starts with the acquisition of a whole series of competences and skills that, it should be emphasized, is a transversal project that should be addressed to students, teachers and families. A transformative educational centre integrates a transformative education for global citizenship in its culture, practices and policies.

Education for global citizenship refers to an educational process based on the defence of economic, social, cultural, civil and political rights of all people and an active civil society that is capable, concerned about collective issues and reclaims its role directing social and political processes. Education for Global Citizenship is linked to education for solidarity, justice, or social and citizen capabilities in many centres. A recent publication, the Eurydice Report Citizenship Education at School in Europe (2017) highlights some issues in relation to education for citizenship regarding education systems in Europe.

Although the publication points out that there are differences in the implementation of education for citizenship between countries and their policies, it does present concerns that, in spite of progress, many countries still do not have regulations or recommendations as far as initial teacher training is concerned.

"Education authorities have also not systematically issued guidelines for teachers on how to assess students in citizenship education. In just over a third of the education systems, there are no central level regulations or recommendations on suitable methods for classroom assessment in this area of learning" (2017:10)

As can be inferred with reference to this publication, Spain does not have any specialised or semi-specialised teachers on citizenship education. Nevertheless, Spain does have regulations or high-level recommendations to promote the development of competencies for teaching education for citizenship in the initial teacher training.

Likewise, the role of school principals is vital in supporting education for citizenship in schools; for this reason some countries, including Spain, offer trainings and activities to support educational authorities in this area.

 [20]See: http://www.oecd.org/pisa/PISA-2018-Global-Competence-Questionnaire.pdf

Conclusions & Recommend- ations

Conclusions

Some conclusions and recommendations from the desk and field research are presented below:
Conclusions

• The decentralised model of Spanish education means that policies responding to diversity are developed by the Autonomous Communities.

• It is not possible to have access to any specific information related to the academic results of newly arrived students, nor to the school dropout rates of newly arrived students from third countries.
• Spanish Asylum Law does not have a specific provision that guarantees the right of children to be schooled in education centres.

• The autonomy of education centres is vital with respect to the provision of attention to the diversity of the students while maintaining the cohesion and unity of the system as well as opening up new possibilities for cooperation between centres and the creation of support networks and shared learning.

• The educational systems advance very slowly in the competences approach . It is necessary to improve training and teaching practices, as well as to equip centres with resources and more autonomy so that they can develop actions in line with this.

• Educational systems and schools play a key role in helping people to develop their global competence.

• The inclusion of newly arrived students involves rethinking education, educational practices and the structure of educational systems, that need to be extended in order to include new forms of citizenship.

• It is necessary to think in terms of intercultural citizenship to provide students and teachers with tools that will help them develop competencies and skills for the 21st century.

• It is necessary to develop and implement a curriculum that takes into account diversity and the cultural context of the students.

• Curriculum planning should start with rights, which are understood in turn from a diagnosis of the context from a rights perspective on gender, interculturalism and harmony with nature.

• The Ombudsman has made a statement regarding the access to education and the reception and integration of the refugee population. In the case of compulsory education, they point out that there are no bridging or reinforcement classrooms or cultural mediators, yet children are arriving throughout the course and they need support. Apart from this, there are difficulties for people in need of international protection, especially asylum seekers, to access school scholarships.

• According to the Ombudsman, it is necessary for the Spanish central government to provide the forecast of arrivals in advance, along with specific information on the educational background of the refugees, for the planning of individualized itineraries.

• In the statistical data available specifically in relation to foreign-born students in the education system, it is possible to determine their origin country, but not the length of time they have incorporated in the education system.

Recommendations

• It is necessary to incorporate a focus on global competence in educational systems, providing teacher training and focusing on educational practices within this framework: learn to know, learn to learn, learn to be, learn to live together, learn to transform.

• It is necessary to align national policies with the 2030 Agenda. Countries have taken on a series of objectives that they are obliged to implement in their public education policies.

• Content and methodology specific to education for Education for Global citizenship should be progressively incorporated into education centres, which could be reflected, for example, in the tutorial action plans, co-existence Plans etc.

• The competence framework of work implemented in education is an opportunity for transversal work that we must take advantage of. It is necessary to take into account the effects of globalization and integrate this into educational processes, focusing on creating environments and new learning approaches that promote justice, social equity and solidarity at the local and global levels.

• It is necessary to make greater efforts to improve initial teacher training in relation to education for citizenship, which implies working within the framework of competencies and skills for the 21st century.

• The answer to all these challenges is to promote a transformative education for global citizenship.

• Recognize the value of inclusiveness from an intercultural perspective as a core element of the right to education.

• It is necessary to decrease the number of students in the classes.

• There are three main characteristics to be taken into account that are transversal and key to promoting changes in the policies of educational centres:

– Autonomy: The capacity that all participants in the educational community must have in order to be able to reflect on the processes of the educational centre and on their needs, and then to try to elaborate and implement their own proposals.
– Participation: The people who participate in the educational community must participate in the management of the educational project as well as in its implementation. Participation generates a sense of belonging that facilitates commitment to decisions made at the policy level.
– Training: create permanent spaces for reflection and evaluation of educational practice itself (ask, investigate, dialogue, understand, improve, systematize).

Reference

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