

Young People in Vulnerable Social Situations and THE EDUCATION SYSTEM OF MADRID

Manuel González García

*Teaching Advisor to the Education Department
of the Madrid Regional Government*

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This study is aimed to observe how "the children in social risk" within the Madrid region, in relation to their unwavering right to receive a quality education or, in other words, our objective is to show the real opportunities that the Madrid's education system offers in order to ensure that this group enjoys its full rights. It therefore seeks to focus on a very specific aspect of the education system, but one that can be highly revealing when it comes in evaluating a basic service such as education: it concerns for a fair and a careful attention to diversity, for its consideration of the special educational needs that have individual students and the necessary compensation for the inequalities among them. In short, this particular investigation will test whether the education system has into account, as would be necessary, that the promotion of quality must be inexorably linked to the promotion of equity.

1 .- Education and Social Progress

"Education is not the lever to transform the world ... because it could be it. " Paulo Freire

It is undeniable that a good education is the greatest wealth and the main resource of a country and its citizens because they largely depend on it, both for individual and collective welfare. Indeed, education is the best way to build harmonically the personality of individuals, to develop their abilities, to settle their own personal identity, set their comprehension of reality and promote democratic coexistence and the respect for differences and diversity. In our time, there is no doubt that educative institutions contribute to the welfare of individuals and society promoting solidarity and avoiding discrimination, thereby facilitating the necessary social cohesion and ensuring the exercise of the democratic and sensible citizenship. That is, generating a society increasing fairness, freedom and solidarity.

In our recent history we have examples that when the education does not reach all, poverty and marginalization are installed or chronified. That is, extending the social impoverishment in certain social strata and the boundaries of social exclusion become deeper. Therefore, in our society while remaining social inequalities, the only possibility to avoid marginalization of young people and teenagers is to ensure their

continuation in school and that this one, with the pedagogical changes and appropriate resources, they can access to quality training. Thus the school becomes the main strategy to protect the present and the future of children and young people at risk of marginalization.

However, if it is true that education is considered without any doubt as an instrument to improve the human condition and the collective life, so is that, despite the undeniable progress, it's not always that aspiration which has become reality and there is still a long way to go in order to make that instrument reachable for some groups minoritised. Therefore, the Spanish society should be aware that, while it is necessary to improve the quality of education, it is also required to strive so that we can make that benefit reachable for all children and young people, without exception. After achieved its full enrollment until age 16, the objective is now to improve the overall performance, to reduce the still high completion rates of basic education without qualifications and encourage all citizens to reach the maximum development of all of their capabilities.

They need to receive a quality education adapted to their needs and we must ensure an opportunity equality, providing the necessary support. In short, we must take the quality of education and equity as two principles unsplitable and that can only be achieved if all components of the educational community (students, families, teachers, schools, educational administration and society), collaborate in their implementation.

For that reason, in the interest of fairness, we must consider the compensation of inequalities through specific programs and through scholarships and study grants, which are aimed to ensure the right to education to students with unfavorable socio-economic conditions.

2 .- Children and youth in social risk

"I am myself and my circumstance, and if do not save it I am not saving myself."

Ortega y Gasset

There are many different causes for which the school must pay special attention to each student, because every human being is different, and certain groups of students presenting peculiarities and needs based on gender, capabilities, interests and motivations, their provenance, their culture, and the circumstances socioeconomic and family for ages and rates of maturation and their values and behavior patterns. Among all this diversity, we focus our attention on that collective that is known as youth "at social risk".

What do we mean when we talk about children in social risk or social disadvantage? Well children at risk are those whose social situation is extremely complex and difficult, to the point that, as explained below, can hinder seriously its proper development.

Since we are not here to use definitions or theoretical constructions but-rather-to describe the spectrum of circumstances that round them and make their lives extremely difficult, here is a list, not exhaustive but fairly enough, which may allow the reader understand the complexity and seriousness of life circumstances in which these youngsters are born, grow and unfold. Some of the social risk situations which support these children are as follows (1):

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1 if we want to start always from a concrete reality, some of the situations of social risk which reflects the survey are shown. **The involvement of social workers in cases of EAIA in municipalities in the district of Baix Camp** (14/sep/2005) whose authors are Judith Crivello and Joan-Josep Vallès. Social educators. Anyone can confirm that many of those circumstances identified, summarized and reformulated provided by the author, may be present in varying degrees in most of the minors at social risk

Personal

- Some have been abused physically and / or psychologically. they have been sexually abused or it is suspected to have suffered them (inside or outside the family).
- They may have some deficit (physical, mental or sensory). unwanted, unexpected. Infants presenting withdrawal syndrome at birth. Hyperactiviness and / or continuous crying. With bad dream patterns.
- They may have lost their parents before their fifth birthday or have been separated from their parents, especially in the three first years of their early life. Some are born from a previous marriage, rejected by the new spouse.
- Also present important emotional or character problems They express little confidence. They have few friends. they Avoid talking about themselves and their families. They are not very expressive, they seldom cry or laugh. They spend long time in the street, quite alone, or by other relatives or elderly, or unrelated. their vocabulary or games related to sexual themea are inappropriate for their age. It is unusual that voluntarily they do or say.
- Some have chronic health problems. They have suffered long term sickness without much explanation about it or have suffered repeatedly the same disease without it being a clear attention. With problems in the sphincter control. They have a malnourished physical aspect , they are dirty, they use inadequate clothing for the season, and so on. They have bad food Patterns (by default or excess).
- They pose behavioral problems that annoy their parents, or break the expectations they have placed on them. Some flirt or fall in the consumption of substances that generate drug dependence. They have committed certain important criminal acts. Begging.
- Almost all show learning delays not derivated from their intellectual limitations, congenital or traumatic. They sleep in class, it seems that they are tired and sleepy. They are sad and quiet. Or, conversely, are shown wayward and challenging. They don't do their homework, do not learn, do not concentrate. They present truancy. They are rejected by their parents, by their teachers, by other adults and peers. and they are oftenly leaders becuae of his daring attitude and because of breaking the rules.

Parent

- There are records of abuse, lack of affection and family disintegration when they were children, being victims of deprivation. Social isolation, friends and social contact. Alcohol and drug addiction. Prostitution of their parents and / or forcing their children to prostitute themselves. Crime family. Families with a member in prison. Single mothers, very young, isolated and rejected by their family environment. Very young parents who have children before the age of majority, without family support. Families consisting of a single adult with further major economic problems or having difficulties for the type of their parents job (unemployment, inadequate resources, etc.). Parents with physical health problems (severe physical illness or disability).
- Lack of housing and / or an unstable home. Poor housing or highly deficient (cold, humidity, existence of dangerous conditions). Overcrowding and / or spatial deficits.
- Lack of knowledge of the evolutionary process of the child and their physical and emotional needs. Using an unduly harsh discipline or inappropriate for the child's reality. Low academic level. Lack of self control, frequents anger attacks , irritability, emotional instability, psychosomatic disorders.
- Families who do not meet the basic needs of their children: material assistance, food, protection, companionship, education and / or comprehensive training, and emotional health.

Large families

- Large families with major economic hardships Accumulation of various personal difficulties from different family members. Hospitalizations, some drug dependence; institutionalization or repetitive incarceration and subsequent returns.
- Under the responsibility of adults especially unable to maintain a proper educational relationship for the age and the child's condition.
- Formed by adults with violent internal conflict. There is a especially remarkable risk when one of those responsible has no natural kinship with the boy.

Social environment

- A social environment that offers an abundance of undesirable identifying images. Lack of social network support. Lack of services for the children and teenagers free time.
- School facilities lacking services for the first childhood or very deficient, including lack of schools of childhood education and lack of opportunities to study in secondary school.
- Presence of teenager groups idle on the street during teaching hours or, outside these hours, if they are groups dedicated regularly to marginal activities.

Thus, it is a very problematic social environment, negative and even predisposed to reject the boy his characteristics (ethnic prejudice, intolerance, aggressive or representative attitudes, diseases, etc.).

In short, a primary task is to detect the children with social risk and to assess their personal situation, family and social environment, with the aim of preventing and remedying the causes that lead to marginalization and, where appropriate, design a individualized intervention plan that obviously must be interested in their schooling and its use in the educational system.

3.- What should schools offer?

"The Only useful knowledge that one that makes us better." Seneca

"The. quality is not in the things people do, but people that makes things ". (Popular)

Like any other child who has the right to education, children and youth in social risk expect from the school, more than a set of content, the possibility of being able to shape their character, develop their intellect and build up the strength and autonomy to be able to reason and to decide as freely as possible, to reach that "personal sovereignty" which consists in being and feeling oneself and being able to manage properly, in freedom and responsibility, their life circumstances.

3.1.- A general education

"... The child is not a glass that is full, is a fire that lights ...". (Rabelais)

Following the storyline of 'Education Treasure' (report to UNESCO by the International Commission on Education for the Twenty-First Century, chaired by Jacques Delors) the four pillars on which it must build the basic education that all person is entitled to receive are:

Learning to know. - That is to provide all students the mastery of the tools of knowledge, learning to learn, exercising their memory and thinking, and lay the basis that may allow them to continue learning.

Learning to do. - Learning to know and learn to do is inseparable since the student should be able to implement the knowledge learned. And it does not only refer to technical and professional training, but also to a particular social behavior, the aptitude for teamwork, the capacity of initiative, ability to communicate and work with others, as well as confront and be able to resolve conflicts.

Learning to live together, learning to live with others .- Education has to help the discovery of the other, others, in their similarities and in their differences and become aware of the interdependence of all human beings.

In that vein, school education programs should begin early to youth in cooperative projects under the frame of sporting and cultural activities, participation in social activities, services of solidarity, conflict resolution ..., developing the values of respect and harmonious coexistence.

Learning to be .- Every human being must, through education, acquire an independent and a critical thinking and develop their own views, to determine for themselves what to do in different circumstances of life.

These four pillars are a reminder that, beyond the pure transmission of knowledge and expertise, education should be conceived as the process of opportunities designed so that each person can harmoniously develop their potential and their own personality, being able to govern their personal and social life in freedom and responsibility.

Among the four pillars, there are two learn to live and learn to be, they acquire a special significance and emphasis in this context of cultural complexity increase and social inequality with a strong concentration in certain areas of Spain and more specifically in the Community of Madrid. But how to do so, within the diversity of abilities, interests, motivation, learning style, socioeconomic situation, curriculum competence level, expectations, and so on. that are showed by the students, to make them reachable for everyone so that they can access that basic equal education?

Well, the answers offered to this difficult question is organized around two areas: measures of **"attention to the diversity "programs and" educational compensation.**

3.2 .- **The attention to diversity**

"Teaching should not look like filling a bottle of water, but to helping to grow a flower in its way ". Noam Chomsky

Diversity is a social reality and therefore also a reality in classrooms. Any education professional is aware of the differences of their students by age, gender, ability, motivation, health and physical characteristics, economic and social background... The same diversity is found in families by their structure, origin and culture, environment and relationship dynamics ... Another thing must be said about the centers, by stages, geographic location, resources, educational styles, projects Just as the different social, economic, cultural contexts, etc. Therefore, it is necessary that the education system has, not in the periphery, but at the core of their concerns and designs that set of students that for various reasons, need support and different alternatives to develop in a comprehensive way.

3.2.1 **Conceptual framework**

It's about creating a school and a global educational approach that respects and values differences in order to eliminate inequalities. The heterogeneity of learning groups and subjects must be preferred to that accommodating homogeneity, because of its greater education potential. Therefore, difficulties in the teaching-learning process should not be an obstacle but a challenge for a educative community that is worth its name.

Claiming that the school has a social and a compensatory function that should provide each child as a person and not just as a student, which should place emphasis on early prevention, that must use network function with other services in the area: social, health ... that must remove the barriers that the school itself makes to the inclusion of the differences of each human being. Not only physical barriers but cultural, organizational, and attitudinal curriculum, that involves accepting deep changes in the way of thinking about school, its organization, the curriculum, and so on. it affects the entire education community, the entire school and its environment.

The basic objective of education policy conceived in this perspective is to ensure proper schooling, according with the principles of integration, solidarity, and offsetting of inequalities, avoiding any kind of discrimination and exclusion. In other words, providing quality education and equity, no matter what are the of social, economic, cultural or personal circumstances of the students, to ensure the full development of their personality.

The true educative integration is a process and an opportunity to advance in equity, social cohesion and democratic coexistence. So conceived, the quality of education becomes an anthropological and a moral reference based on social equity and in the integral development of individuals and the community.

3.2.2 **Actions to address diversity**

Replying to this diversity requires all professionals to think and develop in teamwork some different measures:

Ordinary measures, pools, schedules, fitness for purpose, methodological strategies, material selection ...

Preventive measures, language learning programs, coordination with other services for the early detection of difficulties in childhood, health campaigns, social skill sets, sexual education seminars.

Extraordinary measures, curricular *adaptations*, classroom liaison home support services, therapeutic schools.

These measures should be reflected in different levels and recipients:

Responses at the center

The school as an institution must be a specific space of attention to diversity in order to promote the maximum development of the capacities of all the students to achieve the ultimate goal of equal opportunities, both in access and in the process and the educational outcomes.

- The Center Project featuring the documents comprising it, they are: educational goals, the Curriculum Cycle and / or Stage Project, classroom programming, etc.. and to provide a frame of reference and a working guide for teachers in the center.

Responses at classroom level

Attention to diversity adjusted to the needs of each student need the involvement of a special teacher who has to have a mentality and attitudes appropriate to deal with each student according to their own needs. The teaching team needs to be organized in order to give a real response to the diversity of its students. It is the responsibility of teachers to adjust their schedules to the real needs of their students based on the framework of the SGP and the CPC. These schedules will lead the learning process in the classroom and will make enable the development of the capacities of the students.

Mentoring and guidance are key instruments for the personal knowledge and the individualized attention to each student. Thanks to the help of the guidance department and the external support services, tutors and mentors will have an effective monitoring of each student's learning, will analyze the causes of the difficulties that are found out and carry out

programs and specific actions for these purposes. Likewise they will address the group dynamic and the integration of its members within it.

- Classroom Programming. In the classroom programming the teacher musts:

- o Set the objectives of the cycle. or identify and sequence the contents of the cycle.

- o Establish methodological principles.

- o Set the evaluation criteria used.

Answers to student level

- Strengthening education, which appears or disappears when the student needs determine it along with the process of learning.

- The curriculum adaptations, reflection and adaptation of the curriculum elements to provide educational responses to needs of students.

- The diversification of the curriculum, extreme curricular adaptation for students with serious problems, which is aimed at students who show generalized learning difficulties, and that affect most curriculum areas.

- Social Guarantee Programs aimed for students who have left the stage of compulsory secondary education without achieving the relevant objectives. The electivity, strengthening those students who have learning difficulties in relationship with the capabilities that are considered basic.

Open responses to the social environment

The family is the first part of socialization in which we find the means and basic motivational and emotional resources for the harmonious development of the individual. From his knowledge and his experience, fathers and mothers have to coordinate with the school appropriate intervention guidelines to each situation. Not be forgotten, however that it is the issue of the school to corresponds an offset, as far as possible, the gaps that may arise in the family environment. In complex situations, associated with problems of family disintegration or social disarray that sometimes result in characterological or behavioral problems, it becomes necessary to involve other services in addition to the minimum of the School: municipal social services of the Community, health and cultural services, NGO support and monitoring, policies and and labor market institutions ... in such cases they should establish intervention programs in collaboration and coordination with the educational fields to permit an integrated and coherent treatment. (2)

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2 It is worth quoting in this respect the *Plan against social exclusion in the region of Madrid, 2002/06* and *Plan II of care for children and teenagers of the Community of Madrid, 2002/06* of the Ministry of Social Services now called the Family and Social Services.

3.3 .- **Compensation Educational Programs**

"Education needs both technical and scientific professional training, as well as dreams and utopia. " Paulo Freire

Compensatory Education is a program that provides specific material resources and human resources to ensure access, permanence and the advancement in the education system of students in social disadvantage.

It is **targeted** to those students who have:

- Offset significant school.
- Difficulties in social integration.
- support requirements arising from its late entry into the education system.
- support requirements arising from irregular schooling.
- Need for support, for immigrant students, and refugee, arising from ignorance of Spanish.

Its **objectives** are summarized as:

- Promote equality of opportunity.
- Facilitate the integration and social integration and education.
- Enhance the aspects of the enrichment that different cultures bring.
- Encourage the participation of different sectors of the educational community and other social strata.
- Promote coordination and collaboration with other administrations, institutions, associations and non-profit organizations.

All those activities are organized in compensatory education coordinated with various sectors of society and in the case of education centres, with the support of teachers and tutors:

- Welcoming students in schools and colleges.
- Support in instrumental areas.
- Support in acquiring the Castilian to immigrant children and refugees.
- Stock control and monitoring of school absenteeism.
- Help for transportation and dining.
- Guidance and counseling to families.
- Development of training materials and dissemination of experiences.

3.3.1 **Projects within schools**

The educational support is made whenever possible in **regular groups**, preferably to reinforce basic instrumental learning in Castilian Language and Literature and Mathematics areas. Students at social disadvantage receive this type of support in a curriculum two year gap and a good level of school integration and immigrant children with difficulties derived only from ignorance of the Castilian. in order to develop specific activities related to the acquisition or reinforcement of the basic

instrumental learning is to form **support groups**, outside the classroom reference during a part of the school schedule.

Exceptionally schools can establish Specific Education Compensation Groups for students under

In addition, the Classroom offers educational Compensation are an extraordinary organizational measure aimed at ensuring the educational attention services and promote school integration of students, fostering the development of the capabilities included in the stage general objectives permitting, where appropriate, their incorporation into a Social Guarantee program or a program of curriculum diversification.

It is **targeted** to disadvantaged students of the second cycle of compulsory secondary education, in addition to an accumulated curricular significant gap in most areas, negatively value school settings and present serious difficulties adapting themselves, or has undergone a process of late enrollment or very irregular, making it extremely difficult in hiring and promotion in the stage.

Its **objectives** are summarized in ensuring the educational attention and promote school integration of students with the characteristics described, through the development of the capabilities included in the general objectives of the stage to allow, where appropriate, their joining in a social guarantee program or a program of curriculum Diversification.

3.3.2 Operations outside of schools

There are also a set of **External compensatory Actions**. These actions are aimed primarily at Additional activities in non-school hours, designed to enrich the educational offer. They are developed in collaboration with parents and students associations and social entities in the environment, through: External compensation programs that are aimed at the development in schools of social and educational areas in cooperation with the environment to improve and enrich the learning process of children, teenagers and in a disadvantaged situation, through a external planning that should include activities in non-school hours and aimed to complement the educational needs of students with educational compensation needs:

- Student support and learning reinforcement.
- Knowledge and use of the information of technologies and communication.
- Development of social skills.
- Non-formal education.

Another relevant resource is called **Open Classrooms:**

They are, as its name suggests, classroom that open an environment to cover educational and social needs of a neighborhood. There are four Open Classrooms types:

Sport Open Classrooms, they are aimed to encourage the implementation of one or many sports, on the principle that physical exercise is a fundamental element for the development of the individuals.

TheaterOpen Classrooms, they are based on the theatrical phenomenon adapted to the different levels and ages of the participants.

Open Library Classrooms they are aimed to promote the use of library schools as a place of study, consultation and learning Rcovery , complementing the popular district library.

Open Music and DanceClassrooms, they are "programs" generated from the reality of the groups and participatory research processes where routes are constructed to reflect a multiple, complex and contradictory reality.

The activities are conducted at the end of school hours, by special monitors and they are coordinated by a teacher from the center and their common objectives, and other specific to the type of classroom, they are:

- Provide new alternatives to the structuring of leisure time.
- Enable the development of signs of identity in education schools.

It is also included in this area, as a resource called to fulfill an important mission of prevention, Network Day Centers for minors at social risk that has implemented the Minors and the Family Institute of Madrid, an agency of the Ministry of Family and Social Services of the Community of Madrid.

3.3.4 Social Guarantee Programs

The Social Guarantee Programs are set in their different forms, as a compensation tool for inequalities and efficient concept to the rehabilitation and socio-educational of their recipients. It is **targeted** to young people under 21 who are at least turn 16 in the calendar year in which the program starts, and not have achieved the objectives of compulsory secondary education or qualifications for any of Vocational Training.

Their **targets** are estimated to provide basic and vocational training to allow These students, who study the programs, to join the workforce or continue their studies, especially in the Specific Vocational intermediate. It presents several **ways:**

- **Professional Initiation**, it is provided at Secondary publicly funded education centres.

- **Training and employment** it is developed in collaboration with the Local Government and is connected with job placement schemes.

- **Professional Workshops are** developed in Training Units and Job Placement (UFIL) supported with public and dependent funds of the Directorate General for Education and Promotion in collaboration with private nonprofit with that have experience in caring for socially disadvantaged young people.

- **For students with special educational needs, they are** taught in public schools and in collaboration with private non-profit agencies working with young people with disabilities.

3.3.5 Health care programs for foreign students

The social reality of the Community of Madrid is changing substantially. The education system of Madrid is adding an increasing number of foreign students. It is obvious that these students sometimes find enormous difficulties in attaining educational goals due mainly to ignorance of the lingua franca and lags in schooling level.

3.3.5.1 Welcoming Schools

To meet these needs arise ***Schools Program Welcoming is created***, it is a proposal for the Community of Madrid to pay attention to foreign students.

This program is intended so that the foreign students can join the educational system of Madrid in the best conditions to ensure their academic success, social adjustment and can effectively exercise their rights and duties as citizens.

Under that program, there are some particularly pertinent in the Link classrooms, designed from the principles of integration, standardization and personal attention, and to serve students with the following profiles:

- Students with ignorance of the Spanish language.
- Students with serious deficiencies in basic skills as a result of their irregular schooling in his original country. These Liaison Classrooms try to achieve the following objectives:
 - Enable specific attention to foreign students who are ignorant about the Spanish language or with the serious gap in his curriculum that is incorporated throughout the school year, supporting the acquisition of language and communication skills, and developing the teaching process by learning through an appropriate curricular adaptations.
 - Facilitating the entry and shorten the period of integration of this students to the Spanish education system.
 - Promote the development of personal and cultural identity of the student.

- Ensure that students enter the school and make them possible to join a social and school environment in the less time possible under the best conditions.

3.3.5.2 **The Itinerant Support Service for Immigrant Students (SAI)**

It is a support and advisory service aimed at facilitating the educational integration of immigrant students who are schooling during the school year, especially when they are not fluent in Spanish, as a common language of teaching and learning process. There are two types of actions:

Guidance Service, it is the advice on host program development that promote the insertion of immigrant students and the intercultural mainstreaming of the educational process

Support Service to Centres: Supporting the acquisition of basic language and communication skills of new incorporation of immigrant students.

Its **objectives** are:

- **Advising on the development of host programs** that promote the socio affective immigrant students in publicly funded centers, facilitating the incorporation of the intercultural perspective to the educational process, and giving necessary guidance regarding resources and methodological materials for teaching Spanish as a second language.
- **Support the acquisition of language and basic communicative skills** for immigrant students that does no know the Spanish language and that are schooled once the course in public schools in Compensatory Education classes have begun.

3.3.5.3 **The Education Service of Translators and Interpreters (SETI)**

It is a service to promote, using the communication in the original language, the relationship between schools and families that do not speak Spanish.

The **recipients** are:

Family of immigrant students who were ignorant about the Spanish language, for their relationship with:

- Educational Centers supported with public funds.
- Educational Inspection Service.
- Schooling Commission.
- Teams of educational psychologists.
- Educational Administration.

And its **objectives** are:

- Undertake tasks of translation and interpretation.

- Encourage the relationship between schools and immigrant families.
- Encourage participation of immigrant families in the School Community.

3.3.6 Framework Program for Preventing and Controlling Absenteeism in Schools

This program is aimed to establish a process which can facilitate these globalized responses to this problem to ensure continuity and regulation of schooling in mandatory period through three stages: prevention, detection and intervention.

The program is based on a framework for a interagency collaboration between the Ministry of Education and the Community of Madrid and of all municipalities of the Community.

Objectives

- Awareness in populations of the importance of education in different municipalities.
- Screening, counseling and monitoring of students in compulsory schooling age that are outside of the centers during school hours.
- Increase contact with families and the study of family situations that may be causing absenteeism and articulate resolution procedures through collaboration between the various institutions.
- Establish procedures for coordinating with all entities related to child care to unify intervention criteria aimed at prevention and control of school absenteeism.
- Create a socio-educative space intended for absentees students that can overcome the gaps and needs identified in the schooling and social integration of these students.

To fulfill the objectives we will take prevention, detection and intervention actions.

Prevention Performances

- Information campaigns on the obligation to fulfill the right to education, aimed at the general population, and more specifically, to groups at social risk.
- Promoting access to the school network from 0-3 years for the most disadvantaged families.
- Dissemination and promotion of the use of existing resources in the educational network from 3 to 6 years and is designed primarily to most disadvantaged families, by:
 - Information campaigns.
 - Individual guidance to families.
- School receiving programs , involving the whole educational community.

Additional programs aimed at promoting the use of free time from an educational perspective and the social construction of disadvantaged students.

Detection Actions In Education Centers:

- As a duty of Tutors:
 - Monitoring the continued assistance of the students during their tutoring.
 - Direct request to the parents or legal tutors of the students for the justification about the possible absenteeism.
 - Identification of absenteeism according to the type of justification (illness, accident, unexpected family circumstances, work family home, labor, transportation problem, others.).
 - absences registry in accordance with the registration procedure and models set out in the centre.
 - Absenteeism communication of the students at the Studies Headquarters.

● **As the Head of Studies:**

- The reception and tracking of absenteeism records in order to custode and valuate them.

"The absenteeism data collection at the end of each evaluation period.

-The identification, in collaboration with tutors, along with the teachers and educational services, the causes ofabsenteeism among students.

In municipalities:

● Through the Municipal Social Services, Municipal Police, other institutions and professionals, neighbors, associations and NGOs

● In these cases, wherever possible, the complaint will be registered writtenly, starting in either case the appropriate actions.

If detection of truancy is done by the Municipal Police or found the presence of minors in compulsory school age on the street during school hours they will be asked for their personal data and the school where they are enrolled in school and the reason or cause of failure to attend the center, reflecting all that in the tab created for that purpose and which will be subsequently forwarded to the Local Officers of that municipality.

Intervention Projects in schools:

● As part of Tutors:

- Tutors are responsible for accomplishing the first performances with the families of the students who accumulate unexcused absences.

"It is the responsibility of the Tutors:

- To study the written and telephoned citations to their parents.

- Conclusion of an interview, if any, recorded as the same in the student's monitoring file.

- If the interventions run out, the case will move to the Head of Studies.

● **The Heads of Studies,** shall carry out the following actions:

- Course of another summons to parents, by letter and telephone by registered mail with receipt return. Also, in this communication the actions carried out shall be notified previously and will be warn that further action on will be the opening of a new files of absence by the Truancy Commission Center.

-rehearsal of an interview, if any, recorded as the same in student's file monitoring.

Once made in the center of the action and the Studies Head Tutor unsuccessfully, the student's file will moved to the COMMISSION ON TRUANCY FROM THE CENTER.