



InClusion of Refugee ChiLdren in Education (CIRCLE)

National report Spain

Work package 1. - Development of diagnostic tools for the assessment of prior learning

Activity A1.1.2 - Research and evaluation

National Report - Spain



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1. Introduction

This document has been prepared within the framework of the **CIRCLE** project (InClusion of Refugee ChiLdren in Education), a two-year **Key Action 3** project co-funded by the Erasmus+ Programmed of the European Union. This project is implemented by **four** European member states and **eight** organisations: the Family and Childcare Centre KMOP (GR), Amadora Inovation E.M. Unipessoal Lda. (PT), Câmara Municipal da Amadora (PT), Asociación Mar Violeta (ES), Provincia di Livorno Sviluppo Srl (IT), the Regional Directorate of Primary and Secondary Education of Central Macedonia (GR), the Provincia di Livorno (IT) and EUROTraining (GR), and it focuses on learning assessment tools and validation mechanisms to enable the continuity of learning for newly arrived **refugee/migrant minors** in their host countries

2. Key findings from the desk review

a) The national context: migrant/refugee children in the educational system

Spain is Europe's south border and, as such, it receives a great number of migrants and refugees. It has been estimated that 5,025,264 foreigners reside in Spain, according to the 2019¹ official figures reported by the Spanish Office for National Statistics (INE), which accounts for almost 10.70 % of the total population. **Children and teenagers** aged 0 to 18 **represent 18.06 %** of the foreign resident population in Spain.

According to data from the Ministry of Education, during the 2017-2018 school year, there were a total of 8,158,605 students enrolled in non-university education in Spain, of which **748,429 were foreigners**. This number has grown in the last few years, and in the last year there was an increase of 26,820 students (+3.7%) in comparison to the precious year, thus continuing the growth that started in 2014.

Moreover, the number of foreign students varies a lot depending on the province and the

¹ Provisional data on 1st January 2019

type of centre, whether state-owned or privately-owned. Taking as an example the 2017-2018 school year, we can identify that Baleares and Cataluña (13.2%), La Rioja (12.9%), Murcia and Aragón (12.7%) show a significantly bigger share of foreigners in the student body than any other Autonomous Community, whereas Galicia (2.6%) and Extremadura (2.8%) are the autonomous regions with the smallest share of foreign minors. These numbers are consistent with previous years.

In general, there is a **bigger share** of foreign students in Primary School than in Pre-School, Secondary Education and Upper Secondary Education, with the exception of Andalucía, Asturias, Cantabria, Castilla la Mancha, Galicia and Navarra that show a slightly bigger share of foreign students in Secondary Education. On the other hand, the great majority of students, both foreign and national, are enrolled in **public schools**, which have traditionally provided the education for foreign students. In 2017-2018 public centres schooled 79.75 % of the immigrant students, which means that foreign students accounted for 10.3 % of the students enrolled in public centres. This is almost twice as much as those attending private centres, where immigrants represent 5.6 % of the students.

If we analyse the **nationality** of immigrant students, we notice that most students come from Europe (33.8 %). After European, there are many who come from Africa (30,5 %), followed by those coming from Central and South America (23,8 %), who used to be the majority in the past. If we analyse the country of origin, the following stand out: Morocco (180,324), Romania (105,213), China (40,978), Ecuador (28,653) and Colombia (22,317).

In all Spanish Autonomous Communities, **native students perform better** than those of immigrant origin; although the difference between the average scores of native and immigrant students varies from region to region.

According to the PISA report², the percentage of first-generation immigrant students who only achieve a baseline level of reading, mathematics and science is 52% as opposed to 75% in the case of native students. There is, thus, a **considerable gap** between them, even

² PISA report 2015

though the report emphasises that the situation in Spain has improved in the last decade. It has to be taken into account that in Spain, half of the immigrant students speak a different language at home than the one used at school.

b) Overview of national laws concerning the assessment of migrant/refugee students prior learning

Article 27 of the **Spanish Constitution** of 1978 recognises the right to education as one of the fundamental rights that all citizens have, being one of the most relevant. Until its specification in the Spanish Constitution of 1978, this right had suffered historical vicissitudes. It has been modified many times since by different Organic Laws that have shaped the current Education System in Spain.

The right to education is a fundamental right enshrined in one of the most careful and detailed articles, since it contains ten paragraphs that recognise fundamental rights of different nature, although with a common reference to the field of education. Among others, this article includes the right to education, the right to freedom of teaching, the right to academic freedom, the educational rights of parents, the autonomy of universities and the right of parents, teachers and students to participate in the control and management of publicly funded schools.

The right and duty to education stated in the Spanish Constitution has been reformed by many **Organic Laws** that have modified or complemented the previous ones. Apart from the national laws governing education, it is necessary to take into account the **distribution of powers** in Spain regarding the Educational Administration, that is to say the competences that lie at state level and at the Autonomous Communities level. In this respect, the State is responsible for establishing the regulation of the basic conditions of education. However, each Autonomous Community exercise, within their territorial scope of management, those powers that the Constitution does not expressly reserve to the State, as well as those

contained in their respective Statutes of Autonomy, in accordance with the basic state regulations on the subject. Furthermore, each community has a specific cultural, linguistic and educational diversity and identity (which allows for bilingualism and the inclusion of matters specific to the culture of each territory from the system).

Regarding the Spanish laws on the education of foreign students, we can mention the following ones:

- Organic Law 8/1985, of 3 July 1985, regulating the right to education: this law states the implementation of compensatory actions for students that may need them due sociocultural reasons.
- Organic Law 1/1990, of 3 October 1990, on the General Organisation of the Education System: this law introduces new terms with which to stress aspects related to culture. Thus one of the basic principles stated is the respect of each student's culture.
- Organic Law 10/2002, of 23 December 2002, on the Quality of Education: it maintains the rights acquired by foreign students thanks to previous laws, equating their access to education to that of Spanish students. In article 42, Chapter VII, section 2, it is established that for students who do not know the Spanish language and culture, or those who have serious deficiencies in basic knowledge, the educational authorities will develop **specific learning programmes** with the aim of facilitating their integration at the corresponding level. Likewise, it is specified that the development of these programmes will be simultaneous to the schooling of the students in the ordinary groups, according to the level and evolution of their learning.
- Organic Law 2/2006, of 3 May 2006, on Education (BOE núm. 106, de 4 de mayo): it is specified that the educational authorities must promote **specific programmes** to learn Spanish and other co-official languages, as well as basic culture aspects to ease immigrants' integration.

It is also necessary to point out that many Spanish local councils, provincial governments and Autonomous Regions have developed different regulations addressing the needs of immigrant students in the school setting (within the existing framework of special needs education) and have developed programmes to compensate education deficiencies. These include, among others, measures to compensate the curriculum gap suffered by those students who are in a situation of social and educational disadvantage, as well as to integrate into school life those students who have joined in late, in an erratic way or those who are at risk of early drop out or absenteeism due to their socioeconomic conditions.

With regards to the assessment of prior knowledge of immigrant students, there are no specific law at national level that specifically regulates the evaluation process or the exact procedures that have to be carried out to assess their prior knowledge, apart from the fact that an evaluation has to be carried out and that students needs to know a set of specific knowledge detailed in the national curriculum. The Autonomous Communities or regions have developed certain guidelines, recommendations and protocols and each school adapts and create its own plans, mechanisms and tests.

The basic curriculum of the two differentiated educational stages is established in two Royal Decrees: Royal Decree 126/2014 of 28 February 2014, that establishes the core and basic competences as well as the assessment for Primary Education, and Royal Decree 1105/2014 of 26 December, that establishes the basic curriculum for Secondary Education and the last years of high school. These two laws set the specific knowledge the students must know at each stage of the education system and set the basic contents of tests that the schools must evaluate to decide whether a student promotes to the next level.

c) Overview and evaluation of creation and implementation of national policies and strategies related to the integration in the school system of migrant/refugee students and, in particular, to the assessment of their prior learning.

Each Autonomous Community is free to exercise statutory powers in the field of education and, therefore, to establish its own procedures. In this regard, different regulations have been drawn up on the education of immigrant students in Spain. Furthermore, town councils or Autonomous Communities usually produce guides to facilitate the process of adaptation and schooling of immigrant students in their region.

At the same time, as we specified above in previous sections, there are plans and instructions carried out by different Autonomous Communities to regulate integration and the schooling of the immigrant students. There are also regulations and instructions that include measures to promote the inclusion of students, including immigrant students, those who are in a disadvantaged social situation, those who arrive at school after the school year has started, those who attend schools irregularly, those who are at risk of dropping out, those who have difficulty following a standardised schooling process, and other profiles that put the children at risk of social exclusion or that hinder their learning.

Among the tools that are usually used to promote the inclusion of immigrants in school, we can name the following: reduced support groups, reducing the ratio teacher/student in order to provide individualised care, providing language or cultural mediators, the creation of specific support groups outside the classroom, curricular adaptation, extracurricular and complementary activities, individual tutoring, fostering the involvement and active participation of students in school life (appointing mediators, class representatives and vice-representatives, and assistants) and also the creation of specific learning and language adaptation programmes or language courses. In some Autonomous Communities like Andalusia, Aragon, Asturias, Extremadura, Madrid or Valencia, they also teach the student's native culture and language, so that minors do not lose their mother tongue or their customs and roots and are able to alternate between the two cultures, promoting their integration. Many regulations with regards to the education of immigrant students are framed within compensatory education programmes or diversity programmes.

As regards the assessment of prior knowledge, as stated before, there is no specific

national law that regulates the assessment process and actions; and, therefore, it falls within regional scope or even to each school (what is called institutional autonomy) to carry out this assessment as they decide. The assessment is typically carried out through an interview and a test to assess their knowledge once the immigrant child arrives to the school centre. A Spanish language test is also taken if appropriate. That is to say, an individual evaluation is carried out, usually by the *tutor/a de acogida* (the welcome tutor or the person who takes care of the first stages of the student's arrival), the counsellor and the teaching staff, and they draft a report and a curriculum plan for these students according to their needs.

d) Overview and evaluation of implementation of EU directives and other international legislation, related to the integration in the school system of migrant/refugee students and to the assessment of prior learning;

Children's right to education regardless of their immigration status takes shape in a number of international legal instruments, including the United Nations Universal Declaration of Human Rights (article 26) and the United Nations Convention on the Rights of Children (article 28). The Council of Europe's most important legal reference on the education of migrant children is the 1977 European Convention on the Legal Status of Migrant Workers, which came into force in May 1983. The Council of Europe recommends that the integration of immigrant children into national education systems should be carried out primarily through the following actions:

- Adaptation of the curriculum to the special needs of the students,
- Inclusion of language and culture classes regarding the student's country of origin in the curriculum, and
- Promotion of intercultural education within the educational community.

In the European Council of Tampere (15 - 16 October 1999), the need to assimilate the

legal status of third-country nationals legally residing in a Member State to that of own nationals of the Member State of residence, including the right to education, is clearly stated. Also, in the European Council of Thessaloniki (19th - 20th June, 2003) it was established that the EU policy for the integration of third-country citizens should cover aspects such as education and language training.

Furthermore, the European Convention on Human Rights (1950) contains a clear-cut provision: “No person shall be denied the right to education”, (Article 2, of the first Protocol). Under European Union (EU) law, minors seeking asylum and refugees have access to education under the same conditions as nationals of EU member states. This right may be invoked by any person within the jurisdiction of a state party to the convention, therefore including irregular migrants. However, it is limited to education only at the primary and secondary levels.

Other European directives are:

- Council of Europe Directive 2000/43/EC of 29 June 2000 regarding the principle of equal treatment between individuals regardless of racial or ethnic origin.
- Council of Europe Directive 2003/9/EC of 27 January 2003 specifying minimum standards for the reception of asylum seekers in Member States.
- Council of Europe Directive 2003/109/EC of 25 November 2003 concerning the status of third-country nationals who are long-term residents.

Lastly, it should be pointed out that the European Union's guidelines and recommendations concerning the provision of education for the children of workers residing in another country, in particular Community Directive 77/486/EEC of 25 July of 1977, require Member States to adopt the necessary measures for the schooling of the children of immigrant workers and for special measures, both for the teaching of the language of the host country and for the teaching of the mother tongue and the culture of the country of origin.

e) Evaluation of how the aforementioned policies and directives are actually implemented at the local level in both primary and secondary schools.

As specified above, in Spain, education is free and compulsory for primary and secondary education (minors between 6 and 16 years old) regardless of the status of their parents, whether they are Spanish nationals or not, as foreseen by the United Nations Universal Declaration of Human Rights and the United Nations Convention on the Rights of the Child, as well as the European Convention on Human Rights.

According to article 3.1 of Organic Law 4/2000, regarding the rights and freedoms of foreigners in Spain and their social integration, foreigners in Spain enjoy the rights and freedoms recognised in Title I of the Constitution in the terms established by law. Also, Article 9 of Title I of the Foreigners Act, which refers to educational policy, states that all foreigners under the age of 18 have the right and duty to receive education under the same conditions as the Spanish nationals; this right includes access to free and compulsory basic education, and the corresponding academic qualifications.

Furthermore, Organic Law 10/2002, of 23 December 2002, on the Quality of Education establishes in article 42.4 that foreign students will have the same rights and duties as Spanish students and that their incorporation into the educational system will imply the acceptance of the rules established. It also indicates that, for students who do not know the Spanish language and culture or who have serious deficiencies in basic knowledge, the educational authorities and centres must develop specific learning programmes in order to facilitate their integration.

Regarding the education of immigrant children, as we have previously indicated, the different educational administrations in Spain, in the exercise of their competences in the field of education, have been or are gradually addressing the inclusion of the immigrant population and the intercultural education of students. The many initiatives that are being implemented take the form of different on-going actions ranging from the creation and implementation of general plans in some cases, to the implementation of specific measures

in others.

Not all Autonomous Communities have achieved the same degree of development in this respect, nor does the arrival of immigrants in the classroom have the same impact on all of them, but, without a doubt, all of the autonomous communities take this diversity into account in their various regulations, actions and plans.

f) Evaluation of good practices carried out by primary and secondary schools (national level).

Several good practices have been identified in different schools in Spain. Some of these practices are generally implemented at a national level in most or many autonomous communities, while others have been developed locally at specific centres. Amongst the general practices, we can name the following:

First of all, schools where there is a significant number of immigrants usually work with local NGOs to improve the inclusion not only of the child, but also of the whole family in the community. These ONGs offer flexible activities depending on the needs of each centre, their local environment and the families. They include activities to carry out with families while at the same time reinforcing what is being learnt at the classroom.

Furthermore, another example of good practice are the language support classes offered at school, welcome centres and NGOs. Children with low skills in Spanish are placed in language support classes, in order to help them learn the official language or languages quicker in order to enhance their inclusion.

Furthermore, regarding some specific practices that have been developed locally with great success, we can name a few such as:

Welcome Plan. CEIP Nuestra Señora del Remolino (Madrid). This practice aims at the removal of learning barriers of new students (including those of immigrant origin).

Learning Communities. CPI Sansomendi Ipi (Álava). This is a social and cultural transformation project of regarding the school and its surroundings with the aim of providing everyone with the same social and learning opportunities. This project aims at promoting the active and equal participation of the community and the environment, since most of their students are immigrants or Roma population.

Language partners. Institut Angeleta Ferrer I Sensat (Barcelona). This practice aims at the removal of learning barriers of new students (including those of immigrant origin). This project offers new students a space to encourage their integration, not only in terms of the language but also in all matters relating to customs, traditions and the local way of life. The goals include: reduce absenteeism, enhance language skills, promote their inclusion, learn about the local culture and enhance social cohesion..

Listen to your heart. Colegio Amor de Dios (Valladolid). Throughout the school year, the centre implements different plans and activities focusing on the emotional and social development of the children. They place a great focus on the beginning of the school year, as it is one of the most crucial moments to establish a positive social environment.

And many more. The schools are greatly involved in the creation of specific measures, activities and plans adapted to their different realities, problems and environments. Apart from the national regulations and the regulations of the autonomous communities, school have some autonomy to detail their different plans and create tailor-made activities depending on the characteristics of the study centre and the environment.

g) Overview of research and reports (national and international) regarding the tools and practices used to evaluate migrant/refugee students' prior learning, the challenges they have to face and their actual needs

As regards the national research and reports in Spain, the first studies date back to the 1990s, with a first approach to multiculturalism and diversity in the classroom. Today, it can be seen that research on intercultural education, both from the field of educational

administrations as well as from initiatives of other entities and social collectives, has advanced significantly in Spain and many reports have been published³.

The several reports published offer information about the educational system, schooling, interculturality, multilingualism, legal framework, educational intervention, organisational measures, curriculum, language and cultural diversity, faculty, as well as other issues related to actions, plans and activities in place to address the educational needs of immigrant children and their schooling.

h) Overview of reports of international organisations and EU institutions;

There are many international and country-specific reports globally addressing different aspects of immigration and education published by the OECD, European bodies and authorities, international bodies, etc, that review migrant education, specific policies, rights and obligations, language training, the involvement of migrant families in the education of their children, their educational performance, learning support in the classroom, intercultural education, addressing immigrant needs and teacher support amongst other things.

3. Research results of the focus groups

a) Practices and tools employed by the local schools

- Methods of evaluation

In order to evaluate student's prior learning, most schools have *tutores de acogida* (welcome tutors) or counsellors that deal with the evaluation of the child. In order to evaluate the knowledge, the first step is to carry out an interview, which takes place not only with the child, but also with the families, in order to get as many information as possible so the evaluation is as complete and accurate as can be. The counselling team

³ See the desk research developed in the framework of the CIRCLE Project.

carries out a series of tests in order to determine the level of the student, developing this way a psychological and pedagogic evaluation. The contents tested in these first evaluations are those contents set up by law as the contents that children of a specific age or school grade should know, especially regarding reading comprehension, writing and mathematics. If the student's mother tongue is other than the Spanish language, a language test is also carried out.

A support plan in which the tutor, therapeutic pedagogy teaching staff, the counsellor and language teaching staff participate is established, setting up language intensive training if necessary and tutoring.

Those institutions that collaborate with NGO's and other associations may also carry out interviews with family members and staff members in order to get the most information about how to properly help them in the most effective way according to their needs.

- *Families' involvement*

Families are always interviewed by the schools in order to gather information about their background, learning experience and actual situation. They also are informed of the tests carried out and the results obtained. Families are involved in the adaptation process of the student, but not in the curricular aspects.

Apart from information regarding the children prior learning, families are interviewed about their needs regarding their social and economic situation; and the teaching staff provides help and counselling on any field they may need (health, social benefits...) or refers the families to social services where they will obtain all this information. They are also asked to submit previous documents and information on the child's schooling and medical records. Social services may intervene depending on the situation.

- *Native language evaluation*

Generally, the student's native language is not evaluated. If the student's native language is taught at school or if someone speaks that language, then that language will be evaluated.

However, if that is not the case, the only language that is evaluated is the native language of the country –Spanish, in this case– (or the co-official languages) in order to get an idea of the child's language competence. This will help when deciding whether to place the student in a particular classroom or level, and it will also help decide other assistance measures.

- *Linguistic and cultural mediators' involvement*

Some Autonomous Communities offer this service and others do not. Cultural and linguistic mediators are used when the language level of the child is very low. Although some Autonomous Communities offer this service, some schools do not use it because they do not know about it or do not need it, as often family members are the ones that play the role of translators or cultural mediators.

- *Training for teachers and other school operators*

Schools can be offered training to welcome tutors so these professionals can know how to act with the students. The linguistic immersion teaching staff does have regular training; however, other members of the staff only occasionally. In some public schools, teachers comment that there is no training offered by the Department of Education of their Autonomous Communities.

Apart from these training, there is a web page called CREADE (Centro de Recursos para la Atención a la Diversidad Cultural en Educación) that offers materials and resources that help solve doubts and concerns that teachers may have regarding immigrant students. Also, the CPRs (Teachers and Resources Centres) and the Education Office offers different trainings and resources that schools can take advantage of, although most of them do not really use them according to the interviews carried out. The CEP (Teaching Studies Centre) organises, manages and offers training for teachers, and centres also have the opportunity to ask the CEP for information about courses on this specific matter.

b) *Evaluation of tools and practices*

- *Individual points of view*

The interviewed teaching staff said that the tools and practices used to evaluate migrant or refugee children are adequate with the means they have, as they are useful to evaluate children previous knowledge and to carry out an evaluation. However, more time is needed to properly develop this process and ensure that is faithful and truthful to the children situation and knowledge.

Therefore the tools provided are effective and very useful. However, the student's adaptation and learning of the language greatly depends on the child and the teacher's involvement and time spent, being this a decisive factor. Also, it has to be taken into consideration that the contents that are evaluated correspond to what they are supposed to know according to our own educational system, and this will undoubtedly vary between countries.

- *Effectiveness of tools and practices currently in use*

Regarding the effectiveness of the tools, it is clear that the integration depends on each children and each specific situation. The evaluation tools help design a learning plan and specific actions to help students caught up and learn. Generally the case is that children tend to integrate better than their families. Many schools collaborate with organisations and associations in the region and end up achieving full integration..

- *Weaknesses and strengths of tools and practices currently in use*

Weaknesses: The main weakness of these practices is that they are not systematised. All interviewed think there should be more time dedicated to these children, regarding their evaluation, their integration and their care, as this would make the process easier. Furthermore, it is important that the students have a permanent tutor that follows-up their progress and creates a secure environment for them.

Other weakness identified is that many schools don't use the one-to-one process due to the lack of human resources and the fact that that these practices are not equally

implemented.

Lastly, another weakness is the lack of processes to integrate families more.

Strengths: The strengths mentioned are that these practices pay attention and reinforce diversity, establishing it as one of the main values of modern day society.

Another strength is that these practices propose flexible grouping, creating bonds between children from different nationalities, that can promote a more respectful and welcoming society in the future. Also, one of the main strengths is that the process carried out is very clear, so teachers and other professionals know how to act when encountered with these cases. The strong points of these tests are their effectiveness, because they achieve the proposed objectives and help determine the level of each student. Regarding these practices, the simplicity of the tests is also praised, because they are quite simple both for the staff who apply them and for the children. Also the tests and interviews carried out allow the teaching staff to know more about their personal and family situation which allows for better planning and personalised measures.

c) *Target group: challenges and difficulties to face*

- *Main challenges/difficulties of migrant/refugee children in the educational system*

The main problem these pupils face is the language, as many of them do not have the minimum skills required to successfully comprehend a lecture or participate in the classroom. Also, the curriculum is very demanding and strict. Sometimes the lack of adaptation to their needs makes them feel frustrated and demotivated, as they see themselves falling behind.

Culture also plays a major role, as students need to adapt to a new and different way of doing things and living. Regarding this, many children carry psychological and emotional problems.

Racism and xenophobia are also big issues and obstacles that they have to face.

Finally, they also have to face an educational context that does not offer interesting experiences, and it doesn't really care about their interests or their personal experiences.

- *Main obstacles to a successful integration in the educational system*

The main obstacle to a successful integration is the lack of competence in the language of the country in which they arrive: Spanish, in this case. If they are not able to properly communicate with others, the integration process will be even more difficult, as the language barrier will stand strong.

Another related obstacle which was specified above is the lack of human resources and time available to assist these students in a personalised way. They are always treated according to their needs and assisted, but the ideal way would be to add more staff to the centres, in a particular period of time, to support and help the integration of these kids, while also serving the other students.

Another obstacle is the care to diversity, as it would be necessary to work even more on the value of diversity to with other children.

- d) *Target group: needs to be covered*

- *Actual needs of migrant/refugee children in the educational system*

Children need individualised care. For that, more resources are needed by school so that they can carry out more individualised care for this group of students; and not only school resources, but also social, personal and economic.

They also need more language support and flexibility in the adaptation process and the curriculum. These kids also need special attention and special tutoring to make sure they are achieving the goals they set.

It is also very important to work on the emotional aspect and to work with families; as if they are integrated it will be easier for the child to adapt into the new community.

- *Needs addressed/not addressed by the assessment practices*

Language teaching is addressed in all schools. Although some teachers think more hours and personalised attention would be beneficial.

Also, schools try not only to get children to learn the language quick and effectively, but also to integrate them in the community and society.

Most professionals interviewed think the practices in place work and cater for children's' needs; although, they also acknowledge that a greater training for teachers and the student body will help improve the inclusion of the immigrant / refugee students; as well as more time.

Furthermore, there is a need for a greater coordination between the whole socio-educational community to achieve that these practices are completely successful. A national approach including guidelines and regulations at a national level would help to standardise the methods, processes and actions taken place, although a flexibility is necessary to individualise the learning paths to the student's needs.

4. Conclusions

In Spain, there is not a national approach regarding immigrant schooling, and the regulations depend on regional specifications and the school centres themselves. Most Autonomous Communities have developed protocols and guidelines with regards to immigrant students or students with learning difficulties or special needs, but they vary from region to region although there are common practices. This can also be said regarding each school centre. Therefore, as stated before, a national approach including guidelines and regulations at a national level would help to standardise the methods, processes and actions taken place, although a flexibility is necessary to individualise the learning paths to the student's needs.

Furthermore, most schools need more resources (human, economic, time-related,



materials....) in order to provide a more individualised care and meet each student specific needs.

All schools all carry out certain actions and measures to evaluate the student's prior knowledge and they also put in place measures to help the student's integration and their families integration in the community. Families are involved in the evaluation of student's prior knowledge and they are a key source of information; however, further participation of the student's families in their school life would be beneficial.

