



Barcelona STAY TUNED journey

Operational Implementation Framework. OIF

Preventive measures, services, programs and actions of the Consorci d'Educació de Barcelona for school success to avoid ELET



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Introduction and context

One of the most important challenges in the education system of the XXI century is to fight early school leaving as well as getting students to reach LEVEL 2¹ of education (post-compulsory education), either through the Bachillerato (**A levels**) or through Professional Formation Training Cycles (VET).

We must clearly define the indicator of Early School Leaving (**AEP**) which is defined by the percentage of people between 18 and 24 years of age who, at most, have accredited lower secondary education (secondary school) and do not continue studying or training.

The Catalan education system provides compulsory education for young people between 6 and 16 years old. After finishing Compulsory Secondary Education (ESO) or when a student turns 16 years old there is no longer the obligation to continue studying and, therefore, early school leaving is one of the greatest risks for the most vulnerable students. A percentage of these students have shown school failure throughout their educational lives and others have registered school absenteeism or have not passed the ESO.

However, when students who come from difficult personal and / or academic situations overcome the compulsory stage, they will no longer have pedagogical supports from School Centres when they move to the post-compulsory stage.

Some data to contextualize early school leaving in Barcelona:

- The school dropouts' percentage in Spain is 19%, in Catalonia 18% and in Barcelona 8.5%.
- School dropouts in Barcelona are lower than in Catalonia².
- Boys' dropouts more prematurely from education than girls do.
- School dropout is the consequence and the statement of school failure, absenteeism and disaffection.
- School dropouts in the urban environment are lower than in more rural areas.

Does the system fails or the student dropout school?.

The Conclusions document of the European Union Council on 12th May 2009 on a strategic framework for European cooperation in the field of education and training ("ET 2020"), Official Journal of the European Union C 119 (05 / 28/2009), specify its strategic purpose no. 3: "Education and training policies should allow all citizens, regardless of their personal, social and economic circumstances, to acquire, update and develop throughout their lives both specific professional skills and the key competences necessary for their employability, as well as the continuous learning support, active citizenship and intercultural dialogue".

¹ International Standard Classification of Education i Sistema Nacional de Qualificacions i Formació Professional (SNCFP)

² Font per Barcelona: Enquesta Serveis Municipals 2017

Font per Catalunya: Idescat 2017

Font per la resta de territoris: Indicadors Europa 2020. Eurostat



In this same document, in Annex I, reference levels of the European average performance are described, among them stands out the "Premature dropping out of education and training". According to this document, the proportion of premature dropouts from education and training should be below 15% in 2020 in Spain (in the EU the target is 10%).

Therefore, educational systems must consider a different perspective in the post-compulsory stage, with more flexible and personalized training strategies, based on the support, the family bond, and the attempt to (re) return to young people the illusion and motivation to learn. Prioritizing the issue of building their own future.

Therefore, it will be necessary to ask us if, is the student who abandons the school or is the system who abandons the student?.

One of the characteristics of social change is precisely the speed with which this change occurs. At this time, social change is much faster than generational change. A situation of high labour instability, a fast changing labour market where new professions that we did not yet know are being created, deep changes in social habits, ... a strong and adapted training is needed.



Baseline / starting point

Barcelona in the field of education is managed by the **Consorti d'Educació of Barcelona**.

The Consortium of Education of Barcelona (CEB) is a public entity of associative character between the **Generalitat of Catalonia** and the **Barcelona City Council** to jointly manage the functions, activities and services in educational matters of the city of Barcelona.

It is constituted by Decree 84/2002, on February 5th, as foreseen the Municipal Charter of Barcelona, Article no. 3.2, section h, of the aforementioned Decree, remarks that this organism is competent in the "To Keep an eye on compliance with compulsory schooling".

In the process of development and assumption of competences, the Board of Directors of the Consortium of Education marks as one of the priority lines of actions the monitoring of compulsory schooling and the reduction of school dropout. The two administrations have made clear their political will to work towards school success for children and young people, minimizing the effects of absenteeism and premature abandonment.

Catalonia and the city of Barcelona in particular have been pioneers in creating programs and measures to avoid school dropouts. Already in the year 2000 and coinciding with the time of the first promotion of fourth of **ESO LOGSE**, the Municipal Institute of Education opted to create the Youth Plan Orientation Service **Pla Jove** (from now on SOPJ). There was a need to have a team of professionals to offer support during these transitions to young people who did not have accreditation in order to avoid early school leaving and the lack of training for young people.

The **SOPJ** has worked since then with many students and their families in the city of Barcelona with much needed guidance, advice and, above all, support. The Guidance Service Department, the Young Plan Orientation Service Pla Jove (SOPJ) , is deployed by the 10 districts of Barcelona to attend Centres, students and families, as well as to work in a network in coordination with environmental resources. It has 17 technicians, and works especially with the students from ESO who, for various reasons, are presenting a risk of dropping out from education, in order to ensure their permanence in the education system.

Later on, in 2007, the "Commission for the management of school absenteeism and early school leaving" was created, which specifically includes the need to work together improving the schooling of the city, intervening on the phenomenon of school absenteeism from a global perspective and with the participation of all the administrations involved in the management of school absenteeism.

In 2008 the Comprehensive Plan to improve school attendance and management of school absenteeism in Barcelona was created. After ten years of implementation, it was revised in order to be updated and adapted to the current regulations as well as the socio demographic changes that took place in the city.

During the 2012-2013 academic year, the Department of Education launched the "Plan for the reduction of school failure in Catalonia 2012-2018. Territory strategy in favour of school success", which is one of the main actions aiming to improve student outcomes.

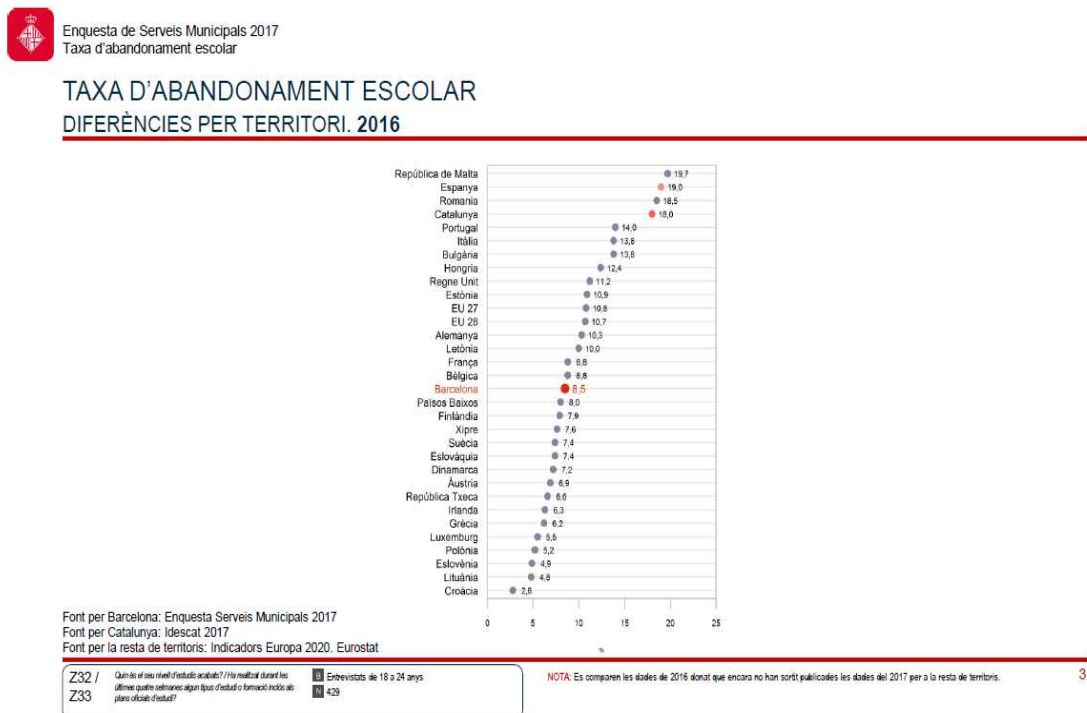
Also the Barcelona Education Consortium (**CEB**), already in full activity, participated in two European projects aiming to create networks to improve the situation of our early school dropouts:



The **"Reducing Early School Leaving" Project (RESL)** of the Barcelona Education Supervision Department, the **CEB**, together with the city of **Sheffield (United Kingdom)**, to share points of view on the most urgent needs to develop new policies in order to achieve the objectives that the European Union has set for 2020

The Project **"Prevention of Drop-out students" (POD's)** of the Barcelona Education Consortium, together with the city of **Gothenburg (Sweden)**, in order to exchange experiences and knowledge in the field of early school leaving.

These different programs and interests lead us to the following situation:



School's dropouts in Barcelona are lower than in the rest of Catalonia and Spain, even lower than in the rest of the EU27.

This is the reason why our **ACTION PLAN** will be based and will aim to keep the programs already implemented and transform the ELET problems from complex to complicated. We want to align all the **ACTORS INVOLVED (STAKEHOLDERS)** who already participated in these resolutions and coordinate their actions in order not to duplicate efforts and possibly leave students unattended. Preventive actions are presented that anticipate abandonment and are applied in the early stages of compulsory education aiming of redirecting school failure.

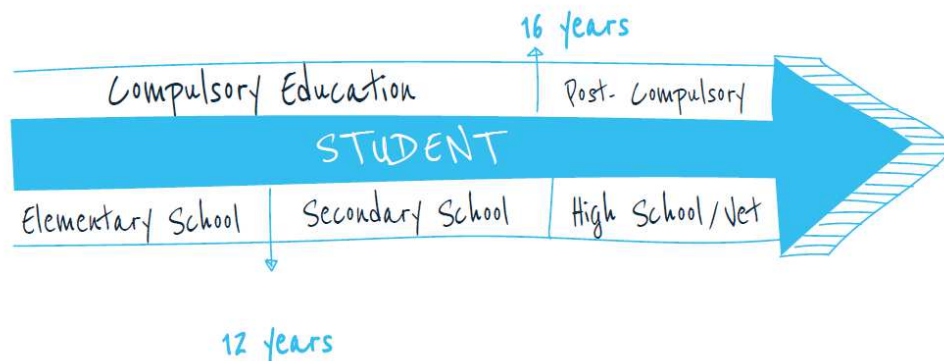


Action plan

As we have seen in the previous paragraphs, Barcelona Education Consortium and the city itself have already done many programs against the **ELET**. The **STAY TUNED** project from 2017 to 2019 has been based above all on arranging, coordinating and aligning all the **STAKEHOLDERS** who share the same intention working with similar objectives but not in a shared process.

The info-graphic 1 indicates the educational life of a student in the Catalan educational system. A compulsory primary and secondary education among students between 6 and 16 years old. A post-compulsory education focused on students over 16 years of age.

Our goal: Student school life



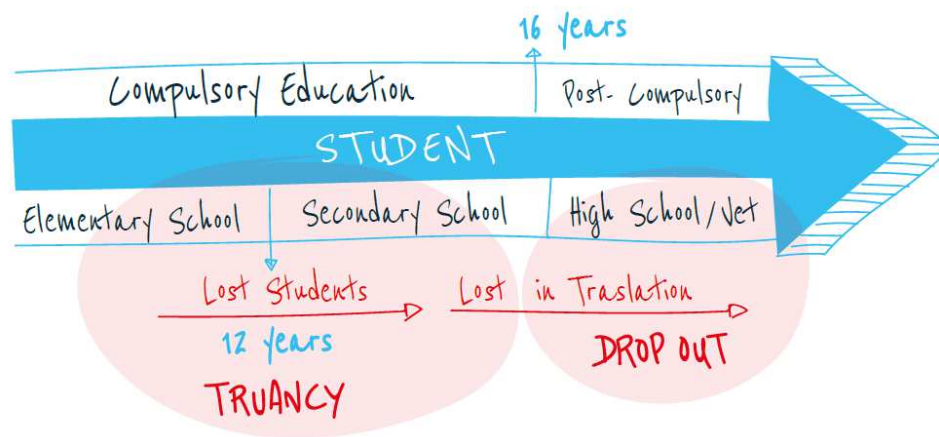
The info-graphic 2 emphasise on those problems or dangers that appear in the life of the students in their education compulsory stage, which are the loss of students between primary and secondary school, school absenteeism, the loss of students in the transitions of stages and especially early school leaving where students who do not have **ESO** or do not perform subsequent studies.

It is well known that in the stages of compulsory education school absenteeism cause a high school failure (Catalonia the rate of school failure is 24%). In Barcelona and Catalonia the repetition rate of academic studies is very high. But at the same time the ESO accreditation index is 90% which means that there are students at the end of the compulsory stage with low skills and risk.³ These are students with high probability of abandonment

³ F. Colomé, L'Abandonament escolar prematur, la piràmide d'estudis i la formació de la població adulta a Catalunya, in: 3r Congrés d'Economia i Empresa de Catalunya - Full papers. URL https://www.scipedia.com/public/review_Colomé_2018b



DANGERS

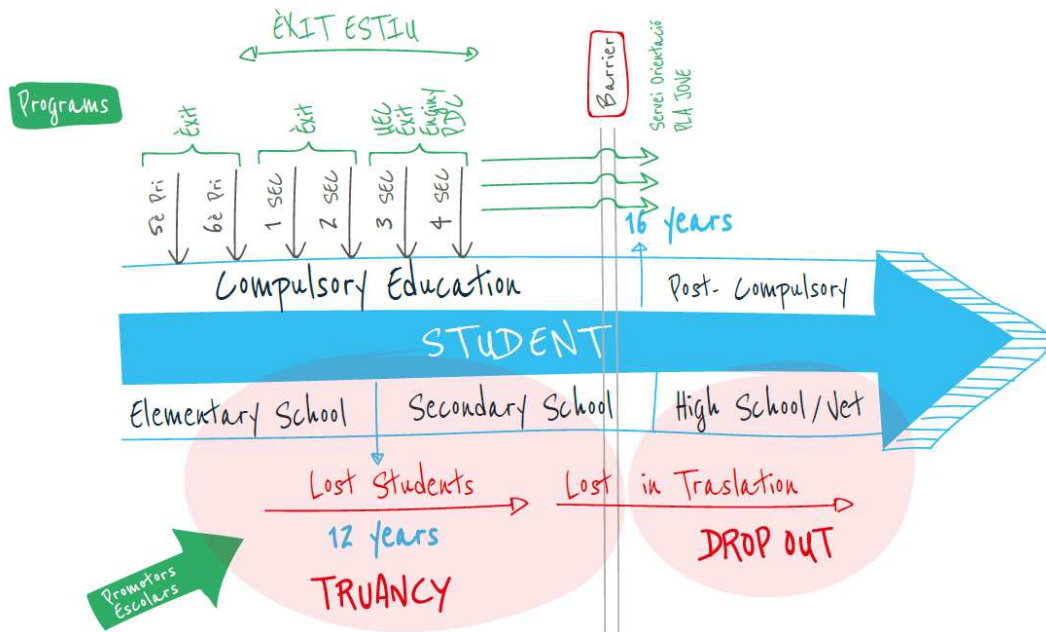


Info-graphic 3 refers to all those programs and resources that the **CEB** are implementing in order to influence and to diminish the ELET from students who are studying in Barcelona. Reference is made to give support transitions with the **Pla Jove Orientation Service**, for extracurricular activities of a formative nature such as the **ÉXIT program**, the socio-educational program for the Gypsy community or the Curricular Diversification Programs with work experiences in Companies.

Observed in a holistic manner, the CEB has created a series of programs, services and resources to prevent ELET. We must act in early stages to retain students in later stages.



RESOURCES

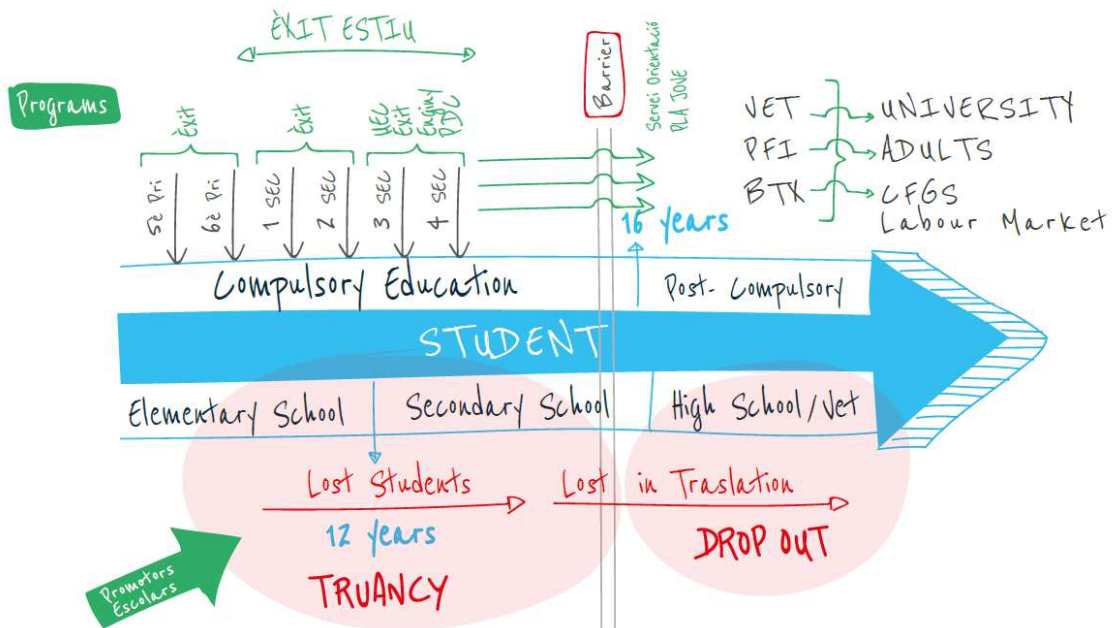


The creation of a unit of Educational Guidance in the **CEB** that fights school dropouts has allowed us to align resources throughout the students' school life. The **STAY TUNED** project has consisted in converting complex programs to complicated ones and being able to align all the **STAKEHOLDRES** that already intervened in these goals.

The info-graphic 4 indicates the students transitions from compulsory secondary education to the post-compulsory, overcoming the existing barriers



JUMPING BARRIERS



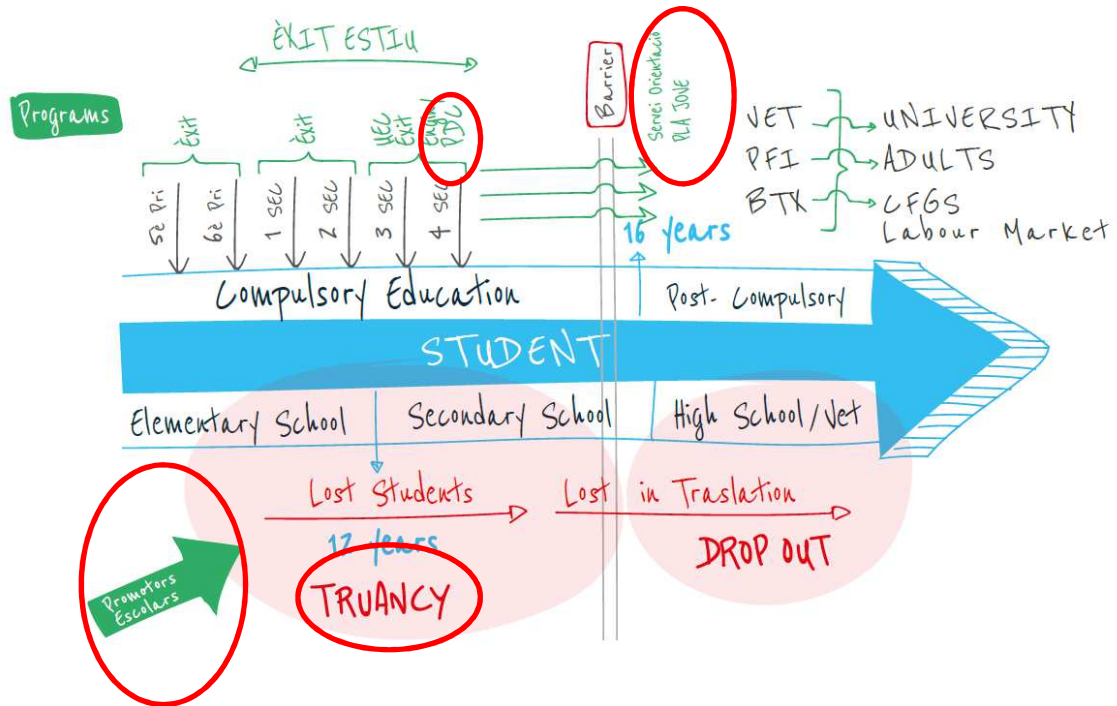
ACTION PLAN GOALS

The city of Barcelona has long been committed to reducing early school leaving with guidance and educational support through the **Pla Jove** Orientation Service, extracurricular activities such as the **ÉXIT** program, and the socio-educational program for the Gypsy community or the Curricular Diversification Programs working experiences in companies. The **STAY TUNED** project has allowed us to visualize all these actions against the **ELET** in a more **holistic** approach and integrated way.

We present here the 5 goals of this **ACTION PLAN** in which you will see the strategies or activities in which more emphasis has been placed and intensively developed during the period of the **STAY TUNED** project.



What required rethinking?



GOAL 1) Promote the School Centres in order to have good organizational and methodological strategies to respond to diversity, offering educational routes that facilitate school success as well as the reduction of absenteeism and school dropout.

Some ideas within this strategy:

- The response to diversity must be the key element in the School Centres' project.
- The School Centre must offer educational schedules and teaching materials adapted to the needs and expectations of the students.
- The School Centre must incorporate all available resources into its teaching materials, for example programs and special projects.
- The School Centre must have a good follow-up of all of its student's school absences.
- The School Centre must involve the students in their learning process.

Possible actions that help to develop this strategy:

- -To train the School Centres to be more inclusive in order to understand and address diversity in the classroom.



- Promote all School Centres to have the ideal response to the diversity work program.
- Maintain the resources that help School Centres to elaborate all the teaching materials suitable for their students.

Policy GOAL Description	ACTION	ACTIVITY	Lead Person/Agency	Key Partners	BLOCKERS	RESULTS
1. Promote methods to attend diversity. Offering different itineraries to improve school success and reduce absenteeism and early school leaving	1. Review strategies and create an evaluation inventory.	1. Create an inventory of organization and methodology to deal with diversity.	INSPECTORS	Public Schools ESO	Time Few inspectors	
	2. Advise centres on training for dealing with diversity.	1. Internal advice to the centre.	CEB / INSPECTORS	Some schools	Time Trainers	Survey in schools
		2. Discuss the results of the assessment.	INSPECTORS	INSPECTORS BOARDS OF DIRECTORS	Time Analysis	
		3. Specific training on strategies for dealing with diversity.	CEB / INSPECTORS	Vocational Training Schools	Schools Calendar Involving staff schools	Intensive training in June

GOAL 2) To promote the systematization of the guidance function in schools as a key action of the teaching team. Guide and involve all students in making decisions about their academic and professional training itinerary. The team must share responsibility in the process of the formative orientation of the students.

Some ideas within this strategy:

- Guidance is a strategy coordinated by the tutor of the School Centre according to the entire teaching team. The **EAP** (educational psychopedagogical assessment) and the **SOPJ** (Youth Plan Orientation Service) must also respond when appropriate.
- Guidance must generate skills in order to make decisions, search and select information, autonomy, awareness of the academic and professional environment, self-knowledge. The guidance teacher must gradually transfer the management of the process to the student to promote their autonomy and commitment in decision-making.
- Guidance is addressed to all students. All students must develop self-management capacity during this process. Obviously, some students will require more help than others based on their initial skills and resources. The student at risk must be a priority objective for the orientation process of the educational School Centres.
- Guidance must reach both the academic and professional schedule, although could be modified depending on each schedule.
- The Education inspectors must supervise and advise the Guidance plans of the School Centres that belong to the tutorial plan.
- The Education Consortium must promote training plans on tutorial action and guidance.



Possible actions that help to develop this strategy:

- Basically, all actions on teacher's training and preparation, for example: courses and seminars.
- Promote exchanges of professional reflection and support the role of guidance in the School Centres.

Policy GOAL Description	ACTION	ACTIVITY	Lead Person/Agency	Key Partners	BLOCKERS	RESULTS	
2. Promote and systematize school guidance to avoid drop out	1. Create a supporting document for the centres on guidance.	1. Assist in the implementation of the document.	CEB	Publics schools ESO	Time Trainers	Folder with CEB Guide	
	2. Creation of the Educational Guidance and School Success Area within the Consortium	1. Supervise the guidance given to students.		CEB	Publics schools ESO	Time Small Staff	Intensive training in 2019 for guidance
		2. Monitoring of early school leaving in 4th. year secondary school pupils		CEB / PLA JOVE	Publics schools ESO	Budget	Computer application for follow-up students at risk
		3. Create a single data collection model to monitor pupils.		CEB	At-risk students	Time Budget	Computer application for follow-up students at risk
		4. Coordination with BCN Activa for the labour market insertion of students.		CEB / BCN ACTIVA	At-risk students	Service coordination	Monograph course <u>Industry 4.0</u> for Baccalaureate students to generate vocations

GOAL 3) To establish support mechanisms during the transition between levels of education, using efficiently the whole data from the indicators of the School Centres (SIC) and of the RALC Education Inspection (Register of Catalan Students) to reach the adequate objectives regarding reduction of school drop-out.

Some ideas within this strategy:

- All transitions in the students' life are important, therefore, these must be taken into account from nursery to post-compulsory education.
- The transition between Primary and Secondary Education is problematic in certain contexts. The coordination between the School Centres of origin and the receiver is fundamental, so each one must be very clear about their role. We must be very attentive to students who have not achieved the basic skills and begin secondary education with an evident risk of not achieving the basic objectives of compulsory schooling. It would be necessary to reconsider new strategies for a better coordination between School Centres, as well as strategies that focus on the school work that allows reaching a greater competence and also in the secondary schools to redirect students that have started with more difficulties.
- The most problematic transition is between Compulsory Secondary Education and Post-Compulsory Education as part of the students understand that at the age of 16 the compulsory nature of training and going to another School Centres has ended.

Possible actions that help to develop this strategy:

- It is necessary to establish possible goals to decrease studies abandonment.



- It is necessary to promote measures to favour the parents' awareness of the co-responsibility of their children education from the first school years, especially families with precarious education.
- It is necessary to promote a skill work and coordination in the Primary and Secondary Education Centres, in the context of a school with an inclusive system for its students. Teachers training should be promoted in these areas.
- To work efficiently with the **RALC** (Register of Students of Catalonia) to analyze the transition step from Primary to Secondary School.
- Strategies must be promoted to enable post-compulsory students to improve their skills and results: to deepen the study of the Catalan language for newly arrived students or students who have been in the country for a short time, promoting the **CFA** (Adult Scholl) or Secondary Schools the study of especially difficult fields for students of the **GFGM** (VET studies) such as chemistry, biology ... Another strategy is to take into account the reorientation of students who cannot overcome the chosen studies or want to change them.

Policy GOAL Description	ACTION	ACTIVITY	Lead Person/Agency	Key Partners	BLOCKERS	RESULTS
3. Establish support mechanisms between different levels of education	1. Systematize and unify data collection regarding absenteeism.	1. SIC Absenteeism master	CEB	Absenteeism students	Tools could be greatly improved	Master of absenteeism
	2. Pilot plan to ensure the detection and monitoring of students at risk of leaving the education system. (Pupils not enrolled in secondary school).	1. RALC	CEB / DEPARTAMENT D'ENSENYAMENT	Students not enrolled	System could be greatly improved	Detection of families who do not enroll their children
	3. Create programs for 4th year ESO students to improve their results and get them to graduate (PDP).	1. Offer curricular diversification programmes for students at risk of dropping out.	CEB PDC	4th ESO students at risk of exclusion	Time Few Staff	Improve accreditation rates for these students
	4. Follow up the students who have completed their ESO with curriculum diversification program and then follow post compulsory studies.	1. Follow-up program for transitions accompanied by Pla Jove.	CEB	Students at risk of exclusion	Time Few Staff	Generate a control and monitoring tool for these students

GOAL 4) To create a classroom assistance mechanisms for at-risk students, Emphasizing the different academic and personal profiles of students in situations of abandonment or high risk in the School Centres with the support of **Pla Jove** Orientation Service and / or other resources in the city of Barcelona.

Some ideas within this strategy:

The student's attendance in the classroom is the previous step for a satisfactory schooling. Continued or regular student absenteeism leads him/her to disassociate itself from the School Centres and worsen his/hers school results. This fact causes a distance from the educational environment of the student and soon to a premature school leaving.

Possible actions that help to develop this strategy:

To promote measures to favour the parents' awareness of the co-responsibility of the education of their children from the first school years, especially families with precarious education.



To promote co-responsibility in the guarantee of the right and duty of education between the different public administrations with their competences, as well as between all the institutions and community organizations, based on the specific competences of the different agents involved in the application and action of different measures against absenteeism:

It is necessary cooperation, coordination and a network work, establishing the right mechanisms to ensure coherence and complementarily actions of all responsible groups: Schools, Inspection, EAP, District, Social Services Centre (CSS Centre Serveis Socials), Social Integration Technicians (TIS Tècnics/Tècniques d'Integració Social), School Promoters (PE Promotors Escolars), Child and Adolescent Care Team (EAIA Equip d'Atenció a la Infància i l'Adolescència), General Directorate of Child and Adolescent Care (DGAIA Direcció General d'Atenció a la Infància i a l'Adolescència), Barcelona Police Department (GUB Guàrdia Urbana de Barcelona), Mossos (catalana federacion Police (CME Cos dels Mossos d'Esquadra)) and Children's Prosecutor's Office

It is necessary to work on preventive intervention based on the design of actions that encourage detection and early intervention on absentee behaviours, promoting corrective measures when necessary.

Given the complexity of this phenomenon, we must assess in a comprehensive nature these interventions, to ensure the application of global and articulated measures; especially within the Educational Centres where other complementary socio-educational activities can be articulated within the framework of an inclusive school model, friendly and open.

Policy GOAL Description	ACTION	ACTIVITY	Lead Person/Agency	Key Partners	BLOCKERS	RESULTS
4. Create assistance and support mechanisms for at-risk students	1. Analyse absenteeism data in each of the ten district commissions of Barcelona.	1. Identify the areas (neighbourhoods) of Barcelona where absenteeism is highest.	CEB/INSPECTORS	District absenteeism committees	Inactivity of Social Services and permissiveness that exists in certain cultures	Map of absenteeism of BCN
		2. Accompany at-risk students when they make a change of level or grade.	YOUTH PLAN/PRIMARY AND SECONDARY SCHOOLS	At-risk students	Little constant students with few expectations	Guidance talks to ALL BCN schools
		3. Monitor the functioning of school Promoters in order to prevent absenteeism and school drop-out of Gypsy pupils.	CEB	Gypsy students	Resistance budget families	Number of gypsy students attended by PE service and minority their absenteeism
	2. Promoting specific training itineraries for students at risk of abandonment (3rd and 4th ESO).	1. Program of curricular diversification (ENGINY): 60% takes place in the school and 40% in a Company	CEB/INSPECTORS	4th ESO students at-risk	Finding partner Companies District coordination	Graduation in ESO students at risk
		2. After-school reinforcement programme (EXIT) for students with low levels of basic competencies	CEB	Pupils 5th and 6th grade and 1st and 2nd ESO	Budget Optimise resources in the centres	Graduation in ESO students at risk
	3. Revitalize the PLA JOVE to improve coordination between secondary schools and adult schools.	Collect and evaluate the actions carried out by this service.	CEB	Youth Plan	Resistance from the centres	Higher index of users
	4. Continue to provide UECs to students who need other types of less academic studies during the compulsory stage.	1. Maintain and flexibilize UEC's classrooms for 13 and 14 year old students.	CEB	UEC's	Budget Resistance from families	Graduation in ESO students at risk

GOAL 5) To adjust projects and training offers from the Adult Education Centres to the needs of young people with new opportunities for them as well.



Some ideas within this strategy:

- To review the Adult Education Centres offer and adapt it to the needs of young people to guarantee their continuity in education in post-compulsory education.
 - To increase the flexibility of the Organization that has the training offer to facilitate the continuity of the student's training.
 - To promote work among Secondary Education Centres and other entities that also offer training for young people under 25 years of age.
 - To promote training plans on tutorial actions as well as academic, professional and professional guidance.
 - To promote Adult Education Centres as orientation centres in the line of skills as well as professional accreditations.
 - To promote group and individual tutoring.
 - To create a recognized department of guidance.
 - To establish welcome plans to fully ensure the success of students when choosing their academic and professional career.
 - To encourage the training schedules in CFA (Adult Education Centres) for students with special educational needs.
- To promote methodological changes to facilitate to work with their skills.
- To promote participation in European projects.

Policy GOAL Description	ACTION	ACTIVITY	Lead Person/Agency	Key Partners	BLOCKERS	RESULTS
5. Adapt the training offered by adult schools to young people. Bring them back to second-chance schools.	1. Offer three different types of training for those students over 18 who wish to continue their training.	1. Basic education course. Preparation for entrance exams to vocational training or university studies. Lifelong learning: foreign languages, computer science...	CEB	Students over 18 years old	There is no adjustment to the demands and expectations of the CFA and their students	More students trained
	2. Providing assistance and initial training in foreign languages for immigrants.	1. Setting up of PEALs for pupils between 14-18 years old.	CEB	Immigrants non-Romance languages	Little time of language training	Students with more linguistic ability



Barriers

The barriers to avoid ELET are and have been evident.

Early school dropout is a multi-causal event with a single effect, which is letting young people to leave school and not be educated beyond ESO studies. Here below you will see some of the main factors causing this problem to appear.

- A poor placement of students during post-compulsory studies means that these students are studying what they have not chosen or imagined would be different.
- A low-quality, low-wage labour market that in prosperity stages removed students from education and sends them to work. This we will call the PULL. Effect⁴.
- An excess of agents involved STAKEHOLDERS, that in one hand ensures a powerful social and educational network but at the same time it is difficult to coordinate.
- The ways to detect absenteeism and school dropping out have been precarious for a long time.
- Data collection and forms of action have been complex and ineffective.
- A little individualized orientation given to students during ESO generates wrong itineraries and a strong school abandonment of the Middle Grade Vocational Training Cycles.
- The lack of resources that the NEE treats students during the ESO (counsellors, psycho pedagogues, EAP's, ...) and nothing at the post-compulsory.
- An educational system where educational centres can generate ELET for the non-inclusive management of students and the lack of mechanisms to address diversity (broadly speaking). It is the PUSH Effect⁵.
- The needs to have the capacity and the training offer in order the student adapt itself to the new social and labour needs (Lifelong Learner).
- A complex system of pre-registration and registration with little adjusted schedules, making pre-registration and enrollment difficult.
- Bureaucratic complexity especially in studies where students have less skills, too complex model of enrollment with different periods without connection to compulsory studies.

⁴ PUIG, Miquel; Abandonament escolar prematur i mercat de treball, efecte PULL.

<https://www.femcat.cat/wp-content/uploads/1.2-Puig-181107-X-F%C3%B2rum-FemCAT-s-AEP.pdf>

⁵ TARABINI, Aina; Abandonament Escolar Prematur Catalunya:estat de la qüestió Factors Push.

https://www.femcat.cat/wp-content/uploads/1-Tarabini_AEP_FemCat_final.pdf



Case example

Specific STAY TUNED program actions that have been most implemented by the ACTION PLAN

This section discusses the specific actions in which more emphasis has been set since 2017. In short, the actions and programs related to the STAY TUNED program that have most been implemented in the ACTION PLAN in these last years.

Absentism

During 2018-2019 academic year, the coordination of the different **STAKEHOLDERS** has been continued and the mechanism has been implemented in 422 centres of compulsory education in the city of BCN (Barcelona).

The goal was to do a collection with homogeneous criteria centralizing the absenteeism data in a single receiver. In this way we have managed to have real time data allowing us to make an objective analysis and find an individualized and immediate treatment of each case, which did help us to consider the most appropriate proposal to use.

There were various extensive work sessions with the Educational Inspection, in order to design this data collection system and to design simple, but efficient performance circuits. The final result has been to implement a new absenteeism communication system with the following characteristics:

1. Respect the Organic Law on Data Protection. Every school can only have data from its own students.
2. Every single school (nearly 400) can enter the data of the absent students in a unique system.
3. Make it agile and simple for the whole schools.
4. Schools cannot manipulate the data once they are introduced.
5. That academic and pedagogical monitoring of this absenteeism can be tracked, since the data arrive in real time to Inspectors.
6. The data can be compared between the different districts of Barcelona.
7. Absenteeism Comissions can distribute the tasks, in an agile way, to the rest of the partner organisations and entities involved.

During October and November months, we held 10 meetings presenting the necessary instructions to the Board of Directors of all the Compulsory Education Centres of all the districts of BCN (Barcelona).

The School Centres between November 26th and 29th, made a mass mailing data indicating first whether or not they had absenteeism.



In the case that they had absentee students, it was only necessary to report cases that presented absenteeism equal to or greater than 50%, or at risk regardless of the percentage. The detection affected students enrolled in the compulsory stage. There were only 4 technical incidents.

At the end of the mandatory first period, the global situation in the city is as follows:

- Out of 422 centres, only 407 have informed.
- 15 centres didn't inform therefore we have reclaimed them the data.
- 573 cases of absenteeism were reported.
- Absenteeism percentage in the city of Barcelona is 0.23%

See below the above mentioned in more detail:

2018-2019 Academic Year				
Total students in Barcelona in compulsory stage	Total Public and Concerted Centres	Total School Centres that have reported data	Total School Centres to be reported (claimed)	Total absenteeism cases equal to or greater than 50% or at risk
143.144 students	422 School Centres	407 School Centres	15 School Centres	573 students 0,23%

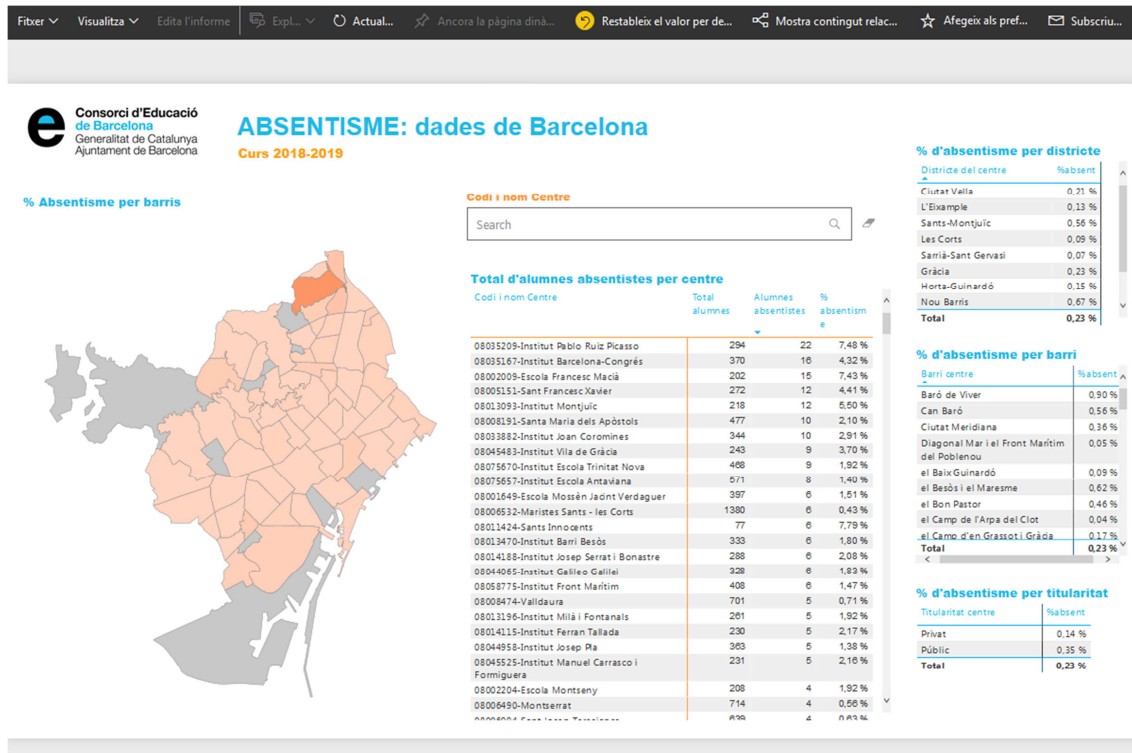
By District:

Districts	Total cases in Ciutat Vella	Total cases in L'Eixample	Total cases in Sants Montjuïc	Total cases in Les Corts	Total cases in Sarrià Sant Gervasi	Total cases in Gràcia	Total cases in Horta Guinardó	Total cases in Nou Barris	Total cases in Sant Andreu	Total cases in Sant Martí
Students	18	35	107	12	24	30	35	109	40	49
%	0,21	0,13	0,56	0,09	0,07	0,23	0,15	0,67	0,17	0,14

All the relevant information has already been referred to the Presidents of Absenteeism Commissions of the different districts. We have already done the first technical sessions.

The different agents that intervene in the treatment of absenteeism, considered as the previous step to school dropout, have shown their satisfaction for having an effective and rigorous tool that allows detecting it and acting quickly.

You can see the "photo" of the city of Barcelona:



Which ones have been the barriers or difficulties?

- The coordination of all the centers (422 in total), so that everyone understands the same concept of absenteeism when declaring a student.
- The fluid coordination with inspection generating much delay to unify criteria and actions.
- The return of all their absence students data to the centers becomes difficult.
- Define clearly the role of all the agents involved.

Recover students with historical absenteeism.



Programes de diversificació curricular (PDC)

The Curricular Diversification Programs with Stays in Companies (PDC) are a measure of attention to diversity and educational inclusiveness designed for those students who have presented generalized learning difficulties during the first years of ESO.

It is a preventive program designed to anticipate early school leaving for students who, once applied the ordinary and universal measures of attention to diversity, need more specific attention to achieve this stage's targets.

The objective is for the Centers to move forward to a possible school drop-out and proactively, offer families and students the possibility of making the student's work load more flexible.

This program (PDC), is designed for students with widespread learning difficulties as well as with a low level of achievement in most subjects in the previous courses, compromising in this way their future education.

Incorporating a curriculum diversification program is voluntary therefore has to be accepted by both the student and family.

This program (PDC), involve 60% of the student's educational curriculum is implemented in the academic center through interdisciplinary projects that include groupings of different subjects, and 40% in the field of practice carried out on Tuesdays and Thursdays morning.⁶ These practices occurs in entities or companies located in the student's district, offering students the necessary skills for their adult and professional life.

There is an intense collaboration by the CEB *, the educational inspection with the districts and the help of the City Council seeking, organizing and coordinating the relationship between the Educational Centers and the companies where the students will do their training practices.

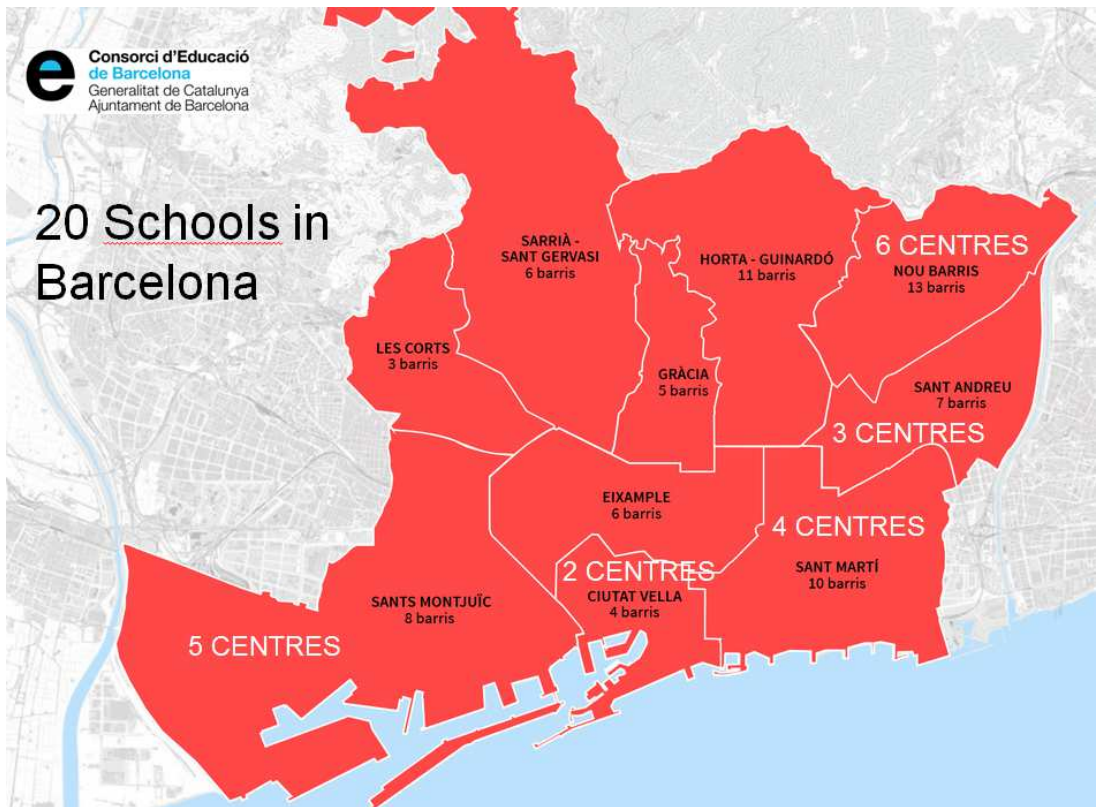
The main objective that was specified at the beginning of the Program was and is the continuity of the studies. This follow-up has allowed us to determine the educational continuity or the premature abandonment.

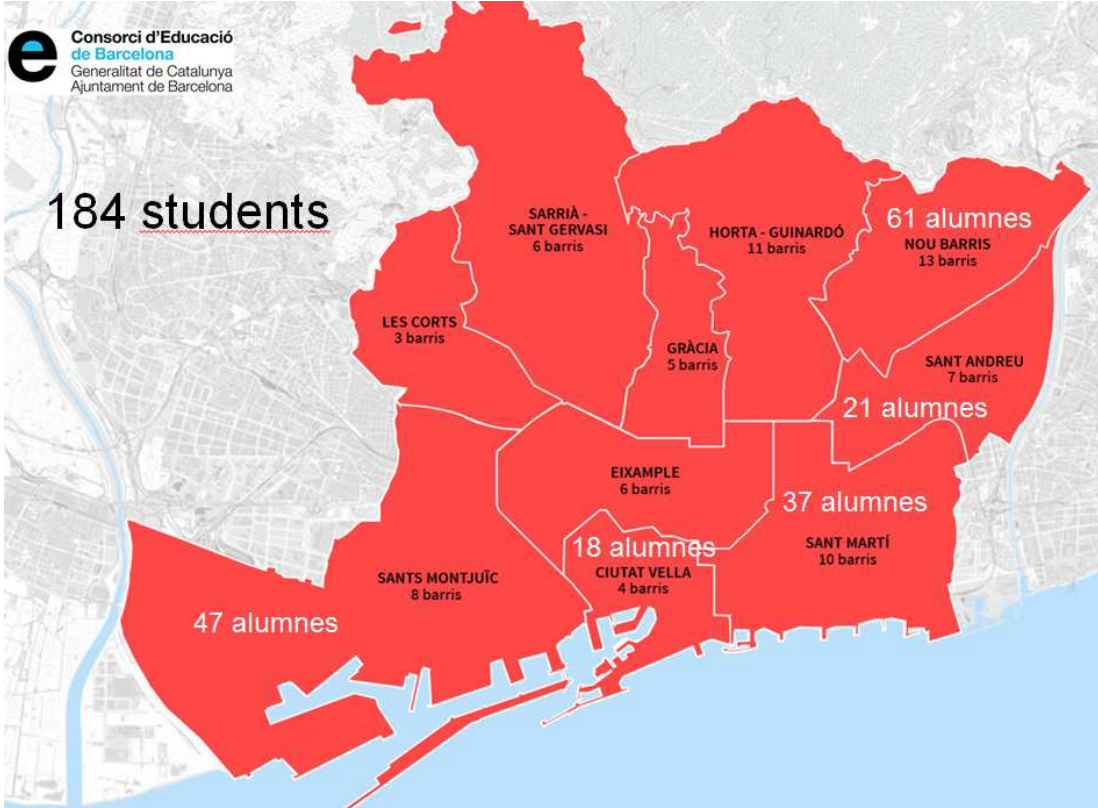
As of 2018-2019 Curricular Diversification Programs with Business Stays (PDC) have evolved a lot, currently there are 20 Institutes in 5 districts of the city with about 190 students participating in the program.

⁶ http://educacio.gencat.cat/documents/IPCNormativa/DOIGC/CUR_ESO.pdf



Districte	Alumnes PDC	Instituts	Empreses /Entitats
Sant Martí	37	4	63
Nou Barris	61	6	73
Sant Andreu	21	3	50
Ciutat Vella	18	2	18
Sants	47	5	52
	184	20	256







Evidences

<https://twitter.com/consorciadubcn/status/1093539892112576514>

Some appointments:

<https://www.youtube.com/watch?v=cWCVQaw-Xvg>

https://ajuntament.barcelona.cat/sants-montjuic/ca/noticia/44-alumnes-acaben-leso-amb-diversificacio-curricular_673747

Evidences

STUDY CARRIED OUT IN 2017-2018 ACADEMIC YEAR ON THE EDUCATIONAL TRAJECTORY OF NOU BARRIS STUDENT WHO COURSED PDC

The Department of Education of the Generalitat of Catalonia published the Guidance Document for the implementation of a curricular diversification program (PDC). Based on the analysis of the measures implemented in the centers to attend to the diversity from a PDC and yielded some evidences of success:

- A decrease in school absenteeism (with an evaluation of 4.04 out of 5 participating schools in the 2012-13 academic year).
- An improvement in the GESO accreditation indexes (75.07% of the students who participated in a singular project in the 2012-13 academic year accredited the GESO degree).
- The continuity of the training during later stages (57.99% attend a CFGM course), regarding training in the life project and job placement.

We wanted to contrast the situation in Barcelona during the 2017-2018 academic year and the Nou Barris Youth Plan Orientation Service was entrusted with making a careful and precise follow-up of the academic continuity of these students over time and today we can have a fairly clear "photo" of the continuity of post-compulsory studies, which was one of the objectives that took shape at the beginning of the Program. We have been able to monitor the students who attended PDC during the 2018-2019 academic year and determine their educational continuity or premature abandonment.

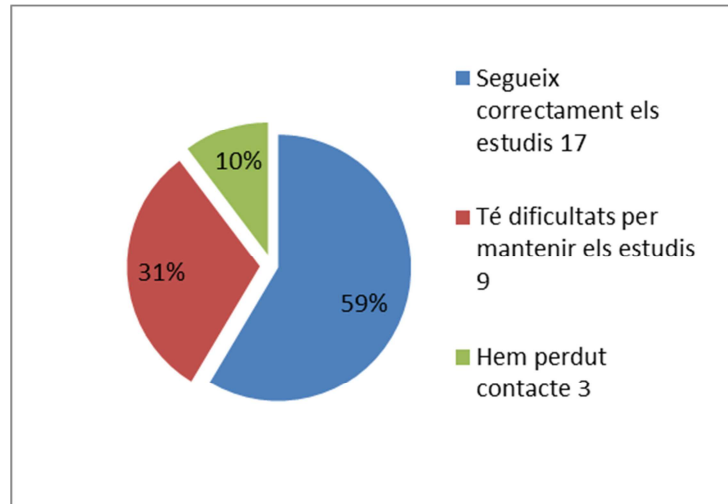
The study consists of two parts:

- 1) The first is to observe the difficulty that students have VET studies (CFGM)
- 2) The second is to collect a follow-up of the academic itinerary of the students that the academic year 2016-2017 had participated in PDC the previous courses.

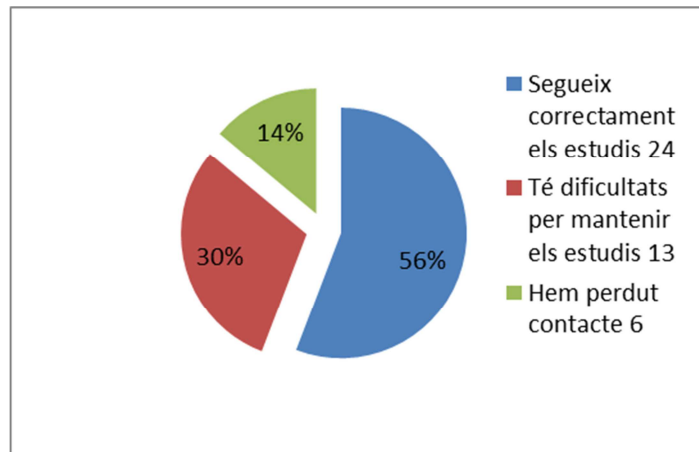


PART 1. Students that the course 16-17 in 4t eso

STUDENTS THAT THE COURSE 16-17 PARTICIPATED IN THE PDC AND THE COURSE 17-18 RACE A CFGM



STUDENTS THAT THE COURSE 16-17 COURSE ESO (no PDC) AND THE COURSE 17-18 RACE A CFGM





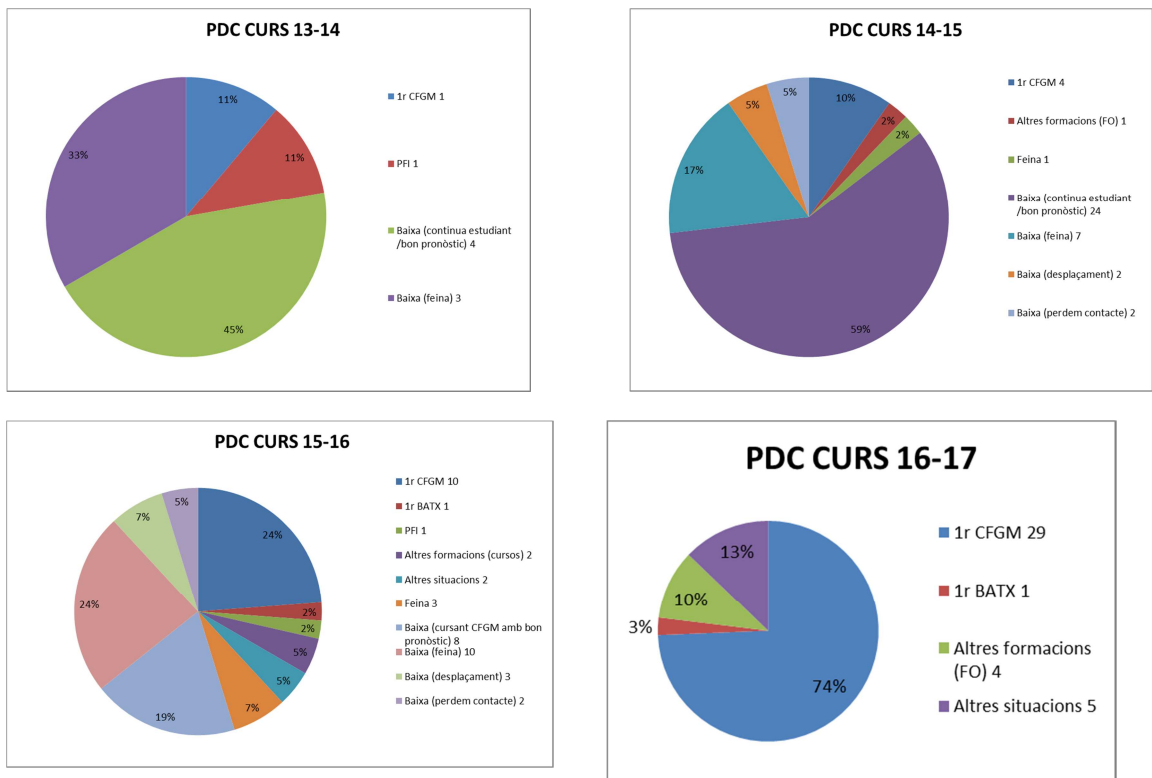
PART 2. Situation of the students at the course 17-18 that current pdc in previous courses

The second part of the study was completed by the SOPJ of Nou Barris by monitoring 5 courses, in view of the students completing their PDC.

We have been able to track the students who took PDC in the 2013-2014 academic year to determine their continuity or premature abandonment.

As we can see in the graph below, the SOPJ has lost most of the students that attended PDC during the 2013-2014 academic year. Normal fact since part of this student body is now more than 20 years old.

CURRENT SITUATION 17-18 OF THE STUDENTS WHO PARTICIPATE IN THE PDC



The data from the previous graphs is used to track the trajectory of the students.

We can describe that the profile of young people studying PDC have much slower academic behavior, the itineraries are more irregular and intermittent and they will need more flexible ways.



Conclusions

Students who do PDC remain in the educational system and do not suddenly abandon educational continuity in the later stages (69% attend a CFGM).

Allowing them to achieve the ESO graduation in a bigger way (around 90% in recent years) and be able to access post-compulsory studies.

Once these students are enrolled in post-compulsory education they have much slower academic behavior, the itineraries that follow are more irregular and intermittent.

The training of PDC students is very precise since they mostly do CFGM or Occupational Training.

That PDC students need more flexible ways and regular backups This management can only be offered by the SOPJ since, by changing a lot of Centers, they will lose their educational referents.

To Generate a decrease in school absenteeism.



GUIDANCE SERVICE (The Youth Plan)

The Youth Plan is a program of the Educational Consortium of Barcelona that helps schools and young people during the transition between compulsory to post-compulsory studies. Its goal is to reduce the early school leaving in this phase.

We consider the transition process in a broad sense. This process would begin with the academic orientation and it would finish with the correct adaptation of the pupils to the post-compulsory studies of level 2. In other words, we consider that the transition process finishes when it is supposed that the young have the tools to overcome the Medium-Grade Vocational Training or the Baccalaureate.

The Youth Plan can offer help to any youth that wants to but it focus its attention in the pupils with higher risk of dropping out. Specifically their target is:

- On the one hand, pupils that come from compulsory schools but don't graduate or those who graduate but have a low level of academic skills.
- And, in the other hand, youths that don't come from any compulsory school because they leaved their studies during a period of time or because they are newcomers.

Ours, it is a territorial program. The Youth Plan is distributed in the 10 Districts of the city because the Educational Consortium of Barcelona opted it became a proximity service and rooted in their territory.

The Youth Plan attends young people that live or study in a District of Barcelona and also works in a coordinated way with different agents that belong to this same territory (schools, EAP - Educational Psychopedagogicalm Assessment Team- Social Services, adult schools, etc.).

In this moment, we are a 17 professional team. That means there are more professionals than number of districts. That is because the distribution of these professionals is proportional to the complexity and the population of each District: the smallest and less complexity districts can have one or even a half professional and those that are bigger and more complex, can be driven by 3 professional.

Our intervention with this young people and their families is focused in 3 processes:

1. The 1st process: the academic orientation
2. The 2nd process: the pre-registration and enrolment
3. The 3rd process: the school adaptation

But in these 3 processes, the intensity of our intervention is different according to two factors:

- One factor is the origin of the youngsters: if they come from a school, our function in the orientation and pre-registration processes (1st and 2nd) is of giving support to the school; but if they aren't linked to any school, we assume totally the responsibility of these two processes.
- For the 3rd process, the school adaptation, the factor that we consider in order to define our intervention degree is the destination of the young: if they continue studying baccalaureate in the same school where they studied the compulsory education, the Youth Plan only gives support in case of reorientation of pupils that don't fit in this new stage; but if they change of school, the Youth Plan ensures of their good adaptation and offer resources and/or reorientation if it is necessary (always in coordination with the post-compulsory school).



So, the Youth Plan is a territorial program focussed in the prevention of the early school leaving of the youngsters. It works co-ordinately with schools and other agents. And depending on different factors, the role of this team can go from being an expert external support of the schools to becoming the principal responsible of the transition process.

One of the key factors is the follow-up of the students that have been accompanied during the transition process during the first course of post-compulsory education. The SOPJ does a telephone or message tracking of the situation of the young person during his first post-obligatory course in case he or she needs to reorient it or seek additional media as an academic or linguistic reinforcement.

During the 17-18 year 4033 vulnerable young people were followed up and in the course 18-19 3981 students

As evidence of the impact of the program we have data that indicate that 75% of trainees continue with post-compulsory studies while 25% abandon their studies. These are derived from other specialized services in transitions to the workplace.

More information:

https://www.edubcn.cat/ca/centres_serveis_educatius/servei_orientacio/directori_de_tecnics_pla_jove



CREATE SCHOOLS MORE INCLUSIVE TO THE POSTOBLIGATORY

Training course to avoid school dropouts in the vocational training institutes (VET).

Diagnosis

The centers that provide Vocational Training (FP) do not have a psycho-pedagogical counseling service by the Psychopedagogical Counseling Teams, neither have a counselor. They lack the necessary mechanisms to attend to diversity and support students. The inclusive school has been growing and therefore an important part of the pupils who were enrolled in an inclusive way in primary and secondary compulsory are now in the post mandatory without any advice or support.

On the other hand, it is also evident that a part of the students with weak graduations or with more risk of dropping out of school is oriented from Secondary Schools to Training Cycles.

With all these factors, these Centers with no orientative capacity and without emotional support generate students with weak graduations, causing a high school dropout.

Targets

The purpose of this training is to avoid the push effect of schools, that is, to assess the role played by educational centers in the management and production of the risks of school failure and DROP OUT in Vocational Training (FP). It is essential to form a group of teachers from Vocational Training Centers (FP) that could generate a driving force that generates more inclusive centers providing elements and tools to understand and address the diversity of training courses.

Proceedings:

This was a necessary formation and was in high demand. It was created and designed based on the demands of the Centers. Usually all educational formation is deliberated from the Central Services and offered to the teachers, this one, on the contrary, was designed on the other way round.

The Guidance Services contacted all the FP centers in Barcelona and could see what their needs were as to prevent first year students of the Training Cycles from leaving their studies.

Once the needs are detected, the Barcelona Education Consortium has commissioned a course at the Institute of Education Sciences of the University of Barcelona

The course has been designed in an intensive format, in two blocks where the contents will refer to real cases provided by the tutor and the attendees and will be used group work dynamics and their own dynamics.

<http://www.ub.edu/ice/cursos/diversitat>



Teaching plan

1. To reflect on the characteristics of adolescence
2. To reflect on the meaning of an inclusive school
3. To have the essential knowledge to understand and attend the student with special educational needs and especially in those who have behavior problems.
4. To have the knowledge to understand and address the personal strengths diversity of students and tutors.
5. To exercise the educational leadership to energize the class group and help the student's evolution.

Implementation:

We had to unfold the groups since 143 teachers were enrolled. We selected 64 teachers from 17 different centers. One of the requirements in the enrollment is that a member of the management team should be able to give continuity to the strategies and dynamics.

The specifications were clear. To train a sufficient number of teaching staff in each center so that they can lead the change in subsequent courses. To address the students diversity as a reality present in the classroom, also the different situations of their crucial and social circumstances as well as various educational needs they may arise. Our goal has been to talk about Professional Education and not only Vocational Training (FP)

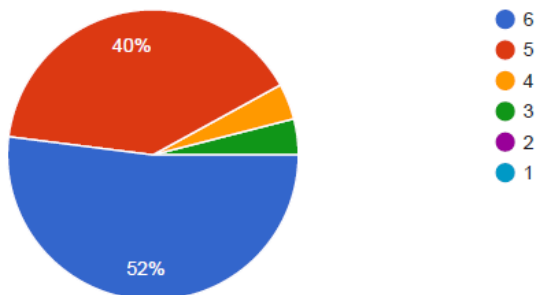
17 FP centers from the 21 centers in Barcelona have participated. In total the training has reached to 64 teachers

Assessment:

50 attendees participated, 25 per group. In general, the evaluations have been very positive. In particular, it stands out that 88% proposed to incorporate the new strategies into their classrooms and centers, and 92% have made them reflect on the teaching practice.

Value the level of practical learning achieved

25 answers

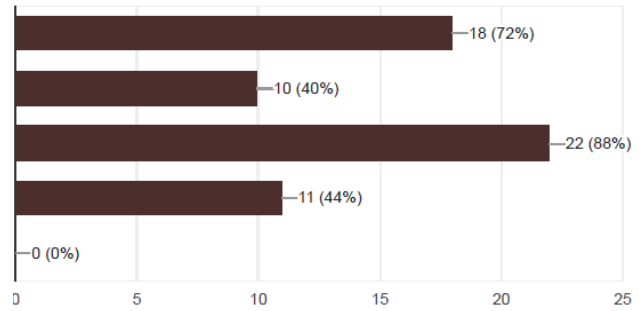




Will this method imply some improvement in your teaching practice

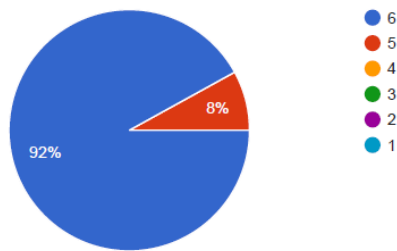
25 answers

- In methodological nature
- on an organizational type
- incorporating of new activities
- using of new materials
- I do not intend to incorporate any change



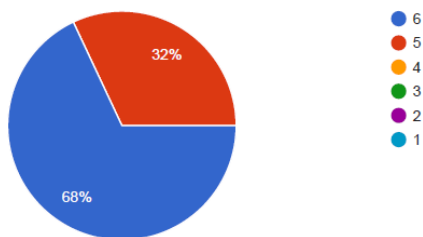
Has been motivated to reflect on the teaching method (group 1)

25 answers



Has been motivated to reflect on the teaching method (group 2)

25 answers







Program of school promotion of the gypsy community: school promoters

Diagnosis

In 2007, two events converged. On the one hand, the Department of Education of the Government of Catalonia highlighted the high percentage of absenteeism and school failure of Gypsy students and the need to have a positive impact. It was decided to carry out a continuous action of an extraordinary nature and started the Program of Socio-Educational Promotion of the Gypsy Community.

On the other hand, in Barcelona Ciutat, the Commission for Absenteeism of the District of Sant Andreu states in a report the high degree of absenteeism and early school dropout of its Gypsy students.

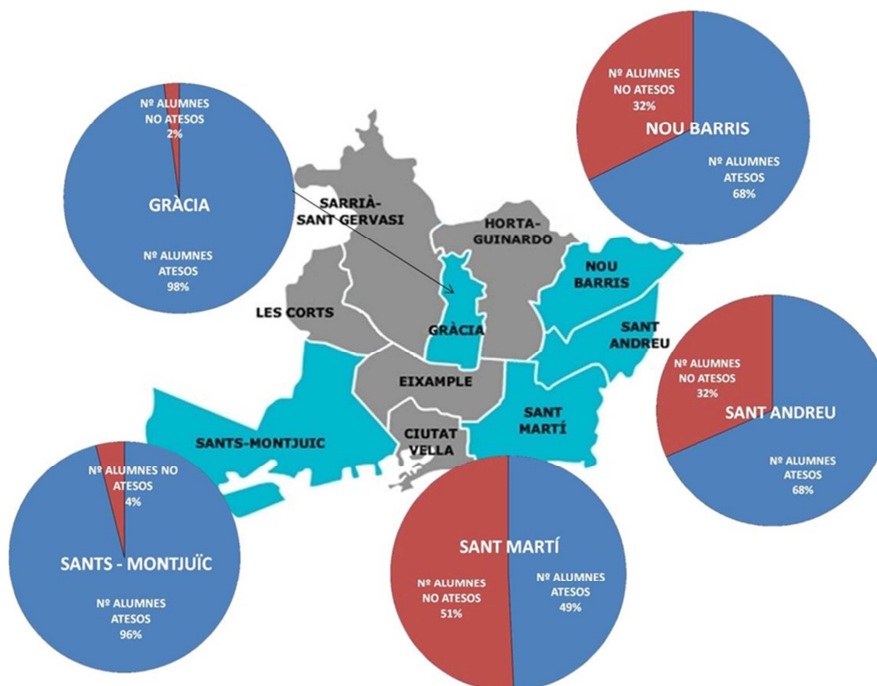
These facts were aligned and the Social-Educational Program of the Gypsy Community was initiated, incorporating the figure of the School Promoter in the schools with a large number of Gypsy students.

Procedure

The figure of the Gypsy school promoter is created, this person will work in the Centers with significant number of Gypsy students.

There are 9 promoters in 39 schools where there is evidence that Gypsy students study there.

MAP OF THE DISTRICTS WITH THE SCHOOL PROMOTER: Sants-Montjuïc, Sant Martí, Sant Andreu, Nou Barris i Gràcia





The Program's goal

1. To promote the full schooling of Gypsy students in Catalonia in the different stages of the Catalan Educational System through the prevention, diagnosis and early intervention against school absenteeism.
2. Achieve school success and the socio-occupational promotion of Gypsy students.
3. Promote the values of Gypsy culture within the school curriculum and the life of the center.

Implementation

2017-2018 Academic Year:

- a) At the beginning of the program, about 10 years ago, the School Promoter was assigned and depended on the Educational Services of each territory. This model changed strategically in the academic year 2017-2018 and the Promoters became part of the educational centers, where they will have their physical headquarters looking for a greater fluidity in the transfer of information, a more coherent and cooperative work between the Promoter and the Teaching Team.
- b) One of the most significant changes in the Program has been to name the figure of the Promoters Coordinator. Allowing for more intense and regular coordination and work sessions with those responsible for the Program within the Barcelona Education Consortium.
- c) During the 2017-2018 academic year, taking advantage of the creation of the Guidance and Absenteeism Unit by the Barcelona Education Consortium, work was done by the promoters to link the two areas. Guide families and students of the Gypsy Community in the transition from primary to secondary school with the intention of avoiding absenteeism in the first year of ESO by doing specific projects and workshops with students from different centers.

2018-2019 Academic Year:

- a) A new distribution of the hours of action of the Promoter has been made based on the needs of each center and working with the Schools Management.
- b) Meetings led by the Promoters themselves, with the families of the students in the centers where there is more absenteeism and more premature abandonment.
- c) The Promoters are part of the Social Commissions of the centers and their Coordinator attends the absentee Commissions of each District where the Social-educational Program of the Gypsy Community is implemented.
- d) Gypsy families have been encouraged to participate in cultural events organized by schools, providing singularity, cases of educational success and good practices.
- e) A research / action study led by the UAB and the UOC called PARLEM-NE (LET'S TALK) has been started to evaluate the impact of the gypsy culture with disaffection in the school environment, especially at adolescent ages.



Programa Èxit (Program Succés).

A very consolidated program for the city of Barcelona and presented at the meeting held in Barcelona in September 2017.

The **Programa Èxit** (PROGRAM SUCCESS) is an educational support promoted by the Barcelona Education Consortium that offers support in extracurricular hours to students who, thanks to the appropriate support, can achieve better academic results, consolidate their learning, work habits, in two words, increase your expectations for the future.

http://www.edubcn.cat/exit/reforc_escolar/durant_el_curs

Who is it for:

1. To public compulsory secondary schools and their attached public schools.
2. Pupils of 5th, 6th grade of primary and ESO students.
3. It is addressed to boys and girls from families who, due to very different circumstances, can not provide the support and follow-up their children need in terms of homework.

Context:

The program is organized around a high school and some of its affiliated schools. It aims to facilitate schooling in the transition from primary to secondary school, for this reason it is aimed at students in the 5th and 6th grades of primary and 1st, 2nd, 3rd and 4th grades of ESO. It has the involvement of the tutors of the participating students and educational support by young university students, who may be alumni of the institute, and given the link and the role of referents acquired by the students are called elder friends (amics @ grans).

The main Goals are:

- Offer accompaniment in the transition from primary to high school.
- Improve learning both in the last elementary courses, as well as throughout the ESO.
- Improve the academic performance of the students of ESO and increase the rates of graduation.
- Prevent the premature abandonment of students.
- The EXIT program has a budget of 527,520 euros, involving 340 big friends or monitors and reaches about 3,000 students from Barcelona.
- We have evidence of the impact of the EXIT program. A study of results has been commissioned, which can be inferred:
 - Comparing educational results of students of institutes in similar socio-economic situations shows that there is a lower course repeat rate.
 - The students of ESO participating in the Èxit program suspend, on average, 2.62 subjects in the ordinary final evaluation (June).



- 59.7% of ESO students participating in the program suspend two or less subjects in the ordinary final evaluation (June); 24% suspended between three and five.
- 26.6% of 3rd year students of ESO promote a course according to the results obtained in the ordinary evaluation (June); 55.2% of students in 4th of ESO obtained the degree in the same call.

http://www.ivalua.cat/documents/1/25_06_2018_09_18_42_EXIT_2016_2017_Seuiment_Impacte_ExitEstiu.pdf

The program has been published on the CEDEFOP website in the section on good practices and toolkit.

<http://www.cedefop.europa.eu/en/toolkits/vet-toolkit-tackling-early-leaving/resources/success-educational-accompaniment-programme-barcelona-reduce-elet>



Present/ future

The Barcelona Education Consortium as a dynamic and committed administration against early school leaving has started in this 2018-2019 academic year a series of ambitious measures to continue improving the fight against school dropout of students. These measures were not in the ACTION PLAN that was designed in 2017, but they are sufficiently remarkable and important to appear in this report.

They are preventive actions that anticipate school dropout and are applied in the early stages of education with the aim of redirecting a possible school failure and guarantee equal opportunities. To fight educational inequalities and guarantee the right to equivalent educational results regardless of the origin or socio-economic situation of the students.

SCHOOL PLAN AGAINST SEGREGATION, FOR EQUAL OPPORTUNITIES AND EDUCATIONAL SUCCESS.

It has been launched in March 2019 and will have an impact on the students who start their childhood or high school years in the 2019-2020 academic year.

Main Goal:

L'objectiu Progress towards the access of students to the educational system by creating a series of systemic measures to balance the distribution of the most vulnerable students.

Guarantee the preventive detection of students in a serious situation of vulnerability and ensure their balanced distribution within the educational network of the city. Assign complementary resources to families to guarantee equal opportunities.

Description

The plan consists of 5 basic measures implemented in the academic year 2018-2019 to guarantee equal opportunities:

A better detection of vulnerable students before their access to the educational system (a collection of assessments has been made of the different services of the city of Barcelona from Social Services Centers, Health Teams, Children's and Adolescents' Teams, students in public guardianship, services for refugees ...). Preventive detection has been detected when the child only is two years old.

A more balanced distribution of students. The idea is not to segregate centers with a lot of vulnerable students. Modifying offer, increasing or discounting the offered places and balancing the live enrollment that is made during the course.

Prioritize resources for equality opportunities. Giving benefits so that these vulnerable students and their families can have reservation places, exemption of fees, help for books and material, free dining service and free summer activities.

Territorial equivalence of the centers. Prioritize the centers where more vulnerable students are concentrated with educational innovation programs and accompaniment with Éxito, Ingenio or Curriculum Diversification Programs.

Accompaniment and attention to families. Informative sessions and a pre-assignment of students to a school that were not a radius of more than 500 meters at home at P3.



Evidence

The next academic year, there were 831 students who will be in P3 (of whom 435 already had brothers in educational centers in the city) but who are not yet in the educational system. From the sixth grade to the first year of ESO, 843 young people have benefited from this Plan.

The latest data indicate that 80% of families have accepted the pre-assigned school place by the Consorci d'Educació of Barcelona to P3 and 70% of families have accepted a place of 1st ESO

1. ALUMNAT RE-ORIENTATION PROGRAM OF BATXILLERAT 2019

The Consorci de Educació de Barcelona has launched a re-orientation of Batxillerat (High school) students to CFGM for those students who reported failure in school.

In the month of December 2019, at the end of the first quarter, an application was made to register students of 1st Batxillerat (High school) who were about to abandon education and be able to redirect them to Formative Cycles. The idea was to bring the students back in other studies in this way they did not abandon the Educational System and stayed within the center avoiding a very likely drop out if they had gone straight to Batxillerat (High school).

A letter is sent to the Batxillerat (High school) and Professional Training centers to inform them and give them instructions.

Finally, the professionals of the Plan Orientation Service (SOPJ) are in charge of the management of this new system and also to contact the students or families and offer them the reorientation.

ACTIONS:

A list of 178 students was drawn up, but 168 were only derived from the Pla Jove Orientation Service since the rest did not have a telephone or were repeated students.

The assignment was to establish a simple system to derive to Formative Cycles students who could leave the Batxillerat (High school). Each person in charge reorients approximately 14 students.

BARRERES:

The Batxillerat (High school) centers have reported little or nothing to the families of the students who are likely to move to Training Cycles, maintaining very little communication with the families. On many occasions, those responsible for SOPJ have called families and found that these families did not know anything.

The FP centers have placed conditions on unstable students to be enrolled. The reception to the derivative students has not been optimal. Some have shown reluctance towards these students, especially since it reaches the middle of the first term in the center.

EVIDENCE:

Out of 168 initial students, 28 students have been transferred to vocational training centers (FP) and have accepted to change their studies from the Batxillerat (High school) to CFGM.



ADVANTAGE:

From SOPJ it is clear that they have already contacted these students and they have a link in case these students later wish to leave, they will be able to guide them again.

Sending 28 students to Formative Cycles is considered a success because they have an option that they did not have before.

It is considered that having the vacancies of CFGM in December is a huge change and that it will change many dynamics.

IMPROVEMENTS FOR SUBSEQUENT CAMPAIGNS

It would be considered more effective if each SOPJ contacted the Batxillerat (High school) centers to make a good selection of the students to reorient, with the approval of well-informed families and students.

The explanations to the families by the centers have to be improved.

1. ACCOMPANYING PLAN OF STUDENTS AT THE POST OBLIGATORY

The program is very similar to that of the PLOC DE XOC and pursues the same objectives, to move towards the access of students to post-compulsory education by selecting the most vulnerable students to balance the distribution of the city's educational network.

The data was clear and it was necessary to act, 65% of the non-vulnerable students credited their studies to the age that corresponded to them, while only 29% of the most vulnerable students socio-economically, finished the studies before. The low fidelity index of studies and the constant reorientations were evident.

956 vulnerable students have been detected in the fourth year of ESO, they have been given a specific orientation, they will be accompanied by the Pla Jove Orientation Service at pre-enrollment and a place will be reserved to them by modifying the offer in the studies they request. At the time of writing this report, students still have not been pre-enrolled and we have little information about the process.



Conclusions and debate

To conclude this report it should be noted that as we have seen in the previous pages, the Barcelona Education Consortium has a large number of programs and services that are presented as preventive actions that anticipate school drop-out and are applied in the early stages of compulsory education, aiming to redirect absenteeism, school failure, facilitating transitions and educational guidance.

It is evident from the points that we have explained that the set of programs and services aimed at preventing abandonment are effective, data from Barcelona are much better than those for which the European Union sets the 2020 target by 10% while Barcelona has remained between 8.5 and 9.5% in recent years.

It is palpable that programs deeply rooted to the city are producing positive results such as:

The SOPJ maintains within the education system 75% of the most vulnerable students and in many cases the school has not been able to provide accreditation for 10 years.

Of the *Éxit* program where the students have 3 percentage points in their probability of passing all the subjects they managed to increase by 9.2 the total number of subjects recovered with respect to centers that do not follow the program.

Curricular Diversification Programs with stays in companies make students stay in the educational system and do not abandon suddenly, continuity in training in the later stages (69% are in a CFGM) allowing them to achieve ESO graduation more numerously (about 90% in recent years) and to be able to access post-compulsory studies.

The future great challenges will be:

Maintain this network of resources and services to support the most vulnerable student, to accompany and balance the distribution within the educational network of the city.

Orientation as a strategic fact of the center and of education. It will have to involve the entire teaching team and the tutors. The EAP (educational psychopedagogical assessment) and the SOPJ (Youth Plan Orientation Service) must also continue in this task as guidance experts.

Rethink the post-compulsory stage with flexible, more personalized training strategies, based on accompaniment, bond, the attempt to return the illusion to young people and the motivation to learn.

To reduce the complexity of circuits, the diversity of the agents involved, the multiplicity of professionals and entities involved in abandonment and absenteeism. The STAKE holders have to be aligned. In this sense, the first meeting of all the agents that intervene in the city of Barcelona with the orientation and the academic and professional derivation has been carried out. As of March, areas of action and referral circuits have been decided between Barcelona City Council, the Youth Area, Barcelona Activa, the Youth Employment Service and the Barcelona Consortium of Education itself. Here you have a photo of evidence.



The Barcelona Education Consortium, as a dynamic and committed administration against early school leaving, must continue to implement ambitious measures to continue curbing school dropouts such as the Emergency Plan (Pla de Xoc) or the Accompaniment Plan.

To promote measures to promote the awareness of parents of the co-responsibility of their children education from the early school years, especially families with few knowledge tools.

To promote centers to have good organizational and methodological strategies to respond to diversity, offering training itineraries that facilitate school success and decrease absenteeism and school dropout, avoid the PUSH effect.

To reduce the pre-enrollment bureaucratic complexities and enroll with unadjusted calendars that make pre-enrollments and enrollments difficult, especially in studies where students have less skills.

To continue using numerical models and efficient data processing following the new absenteeism data collection model.

Achieve school success and socio-professional promotion of Gypsy students avoiding absenteeism and implementing the improvements or proposals derived from the PARLEM-NE (LET'S TALK) study.