



partners	Internal partners : <b>The Management Team, the psychopedagogical team, the teacher of Compensatory education, all the teachers and tutors of the school and the caretaker of the school.</b>	Outside partners <b>The Social Actions Centres of the Town Council through the Absenteeism Teams and Family Intervention teams.</b>
Scheme description	<p><b>The Scheme consists , on the one hand , in gaining the families' confidence (the Bank of books, bank of used clothes , no child without a grant -whenever he is liable to it -,...),so that families could feel that there is interest and concern about their wellbeing... and on the other hand,in line with the above said, to demand the families the fulfilment of their duties. The School gives an essential importance to all the activities related to Music, Carnivals, Festivals ... which are established in the pupils' culture, involving also the parents.</b></p> <p><b>Important requisites for the realization of the Scheme:</b></p> <ul style="list-style-type: none"> <li>• <b>To have both the addresses and the phone numbers of every student updated.</b></li> <li>• <b>In order to prevent the tutors from leaving the classroom, all the steps to immediately inform the parents of their child's absence should be centralized and carried out by the teacher of Compensatory Education .</b></li> </ul> <p><b>Description of the routine:</b></p> <ul style="list-style-type: none"> <li>• <b>Once the session has started at 9 :00 o'clock the tutors, no later than 9 :15, hand the teacher of Compensatory Education a list of the students suspected of unjustified absenteeism.</b></li> <li>• <b>The teacher of C.E. gets in contact (through the phone) with the affected families and inform the tutors of the results, which are written down on a « follow-up notebook » containing information about every student.</b></li> <li>• <b>The tutor, when faced with unjustified or dubious absences :gets in contact with the parents and holds a tutoring session with the student. If the situation improves, he sends a thanks letter to the families.If it keeps the same or gets worse the Head teacher and the school management take over it and get in contact with the families. If the situation goes on the same , it is sent to the teacher of Compensatory Education and the social services workers, who visit their home. If nothing gets better, it is sent to the council absenteeism comission.</b></li> <li>• <b>At the end of the school day, the tutor hands back the caretaker and the dining hall manager a list with the students who have been missing that day unjustifiably and who ,due to that reason, will not be able to take part in any outside school activities or attend the dining hall that day.</b></li> <li>• <b>On a monthly basis the school centre absenteeism comission meets (the Head teacher, social workers of the psychopedagogical team and the teacher of Compensatory Education ) and decides which measures to take with students whose situation has not improved.</b></li> <li>• <b>At the end of the month the absenteeism data are statistically collected so that the tutors could have it at hand.</b></li> <li>• <b>At the ceremony celebrating the end of the school year a certificate is given to non absenteeist..</b></li> </ul>	
means	staff :	Internal : <b>tutors and school teachers,management team and social workers of the psychopedagogical team .</b> Outside personnel : <b>social workers of Absenteeism and Family Intervention teams from the Town Hall .</b>
	material : <b>the school own means, especially the ones related to the communications.</b>	
	financial : <ul style="list-style-type: none"> <li>• <b>The budget designed for state schools.</b></li> <li>• <b>The amount of 5000 Euros received as an award given to the scheme in the Good Educational Practice awards of the Education and science Ministry</b></li> </ul>	Financial partners : <b>The Management of Education of la Junta de Castilla y León.</b>
Results hoped for	qualitative : <b>to reduce school absenteeism rates among the gipsy population, which will boost their social integration and wellbeing.</b>	quantitative : <b>to increase the number of gipsy students who finish their studies and get a diploma.</b>
Actual results	qualitative : <b>school attendance has increased together with the participation of the families in the school life.</b>	quantitative : <b>unjustified school absenteeism has decreased and also discipline problems, academic results have improved, and conflicts with the families have been reduced. The local police has not started any dossier , in the school hours, against any students of the school .</b>

### 3. scheme assessment

Which elements helped the scheme implementation ?

	For beneficiaries : <b>The families' need to be aware of the importance of education for their children in order for them to be socially integrated.</b>	For teachers or others: <b>The high number of gipsy students and the problem of absenteeism. The teachers' perseverance and their commitment so that the scheme could succeed.</b>	For partners : <b>The coordination of efforts among all the involved agents , the team work.</b>
--	---	---	---

What obstacles were encountered and how were they dealt with ?

	<p style="text-align: center;">Obstacles</p> <ul style="list-style-type: none"> <li>• <b>the difficulty to localize some of the families at given times.</b></li> <li>• <b>The lack of awareness of some families of the importance of their children's education.</b></li> <li>• <b>The scheme cost , mainly reflected in calls to the families (to mobile phones)</b></li> </ul>	<p style="text-align: center;">Solutions</p> <ul style="list-style-type: none"> <li>• <b>The team work with the social workers has allowed the mediation with the families.</b></li> <li>• <b>The school has tried to boost its economical resources in order to pay for the scheme.</b></li> </ul>
--	--	---

What is the overall assessment of the scheme ?

<p style="text-align: center;">Strong points</p> <p><b>The families are becoming increasingly concerned with their children's education. They are aware of the school's interest in their wellbeing and needs. That creates an atmosphere of confidence which leads the families to a higher participation in the school life.</b></p>	<p style="text-align: center;">Weak points</p> <p><b>The communication cost. The daily unceasing struggle with the families to get a commitment on their side. The situation of hardship and disorganization of some families.</b></p>
--	--

### 4. outlook

Is the project being :	- implemented locally ?	<b>Yes</b>	
	- applied to other place ?		<b>No</b>
	which ?		
	- extended on a nationwide scale?		<b>No</b>
	- transferable to other target group ?	<b>Yes</b>	

Has the project generated other needs ? **NO**

What are they ?

Has the project created problems ? **NO**

What problems ?

for information purposes, can this project be of interest for :

	Young people terminating compulsory schooling ?	<b>Yes</b>	
	Young people who have just left the school system ?		<b>No</b>
	Young adults ?		<b>No</b>
	Adults as a mean of professional insertion ?		<b>No</b>