

Teaching Guides

# CODAPA Welcome Guide for Immigrant Families

entering the Andalusian Public Education System,  
updated to 2025



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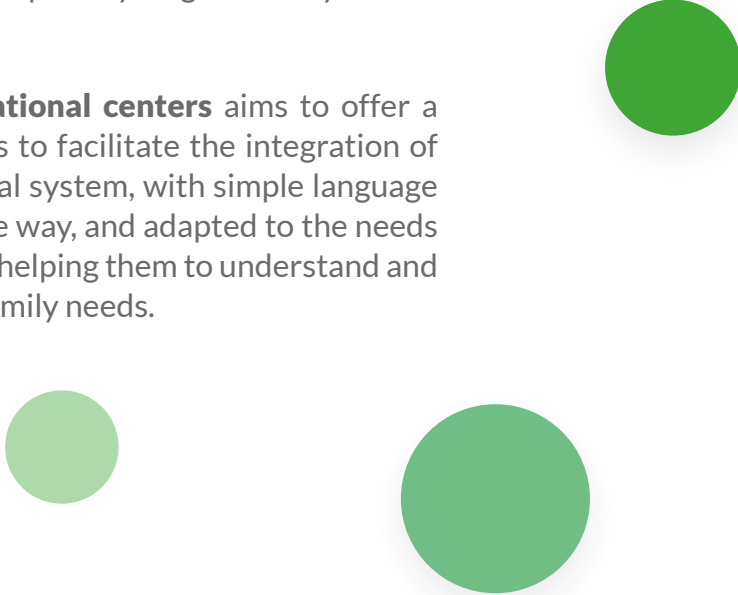
# **CODAPA** Guide for Immigrant Families Accessing the Andalusian Public Education System



Andalusia is a cosmopolitan, respectful land of people who are friendly to foreigners, the fruit of a thousand-year-old legacy of intermingling cultures and races that have settled in its fields and on its coasts since ancient times. If you have decided to establish your family's future in Andalusia, from CODAPA, as the confederation of federations of AMPAs (mothers' and fathers' associations) of Andalusian educational centers supported by public funds, we welcome you and want to help you.

Frequently, in the network of public schools in Andalusia, we receive the incorporation of students from a multitude of different origins and cultures. These newly incorporated families have the same concern for the education of their sons and daughters as Andalusian families, but they are largely unaware of the administrative procedures, the educational curricula reflected in the regulations, and the free nature of the compulsory stage of our system in Andalusia (this includes free textbooks).

**This CODAPA guide for welcoming immigrant families to Andalusian educational centers** aims to offer a general overview from the perspective of families, addressing a variety of topics to facilitate the integration of these new families in Andalusia and in the publicly funded Andalusian educational system, with simple language and reference links to delve into some aspects in detail. In a clear, understandable way, and adapted to the needs of immigrant families (translations into different languages), with the intention of helping them to understand and successfully integrate into the Andalusian educational system by virtue of their family needs.



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Understanding these family situations, we at CODAPA have created this short guide to help orient and welcome them into our educational centers in the most appropriate way, reflecting an Andalusian society that looks to the future with equality.

—— Pilar Triguero Vilreales

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## Rights and duties

in accessing the education system, a general overview of the teachings.

All foreign citizens under 18 years of age have the right and duty to an education under the same conditions as Spanish citizens. This right guarantees access to a free and compulsory basic education, the corresponding qualifications in each case, and the public system of scholarships and grants, as established by Organic Law 4/2000, on the rights and freedoms of foreigners in Spain. To access the Spanish education system in Andalusia, foreign, migrant, or refugee individuals must follow a series of procedures and meet requirements that vary depending on the following family circumstances:

- The **academic level** the student wishes to join.
- Their **country of origin** and their administrative status.

### The academic stage the student wishes to join.

#### Compulsory Education Stage

In Spain, all foreign citizens between the **ages of 3 and 16 have the right to access free education, and it is compulsory from ages 6 to 16 within the education system.** This means they can access scholarships and grants and obtain the corresponding academic qualifications under the same conditions as Spanish citizens. Families with children aged 0 to 3 enrolled in nursery schools owned by the Junta de Andalucía or affiliated nursery and early childhood education centers also have access to grants that support schooling at this initial stage.

Compulsory education is made up of two stages: **Primary Education** (from ages 6 to 12) and **Compulsory Secondary Education** (from ages 12 to 16).

The right to a **basic education is guaranteed regardless of the family's legal status.** Whether the parents are in an irregular situation, are refugees, or meet the requirements to be residents, the children must still be enrolled in school.

To do this, the families or legal guardians of the student **must go to the school enrollment services in each Andalusian province or directly to the educational centers in their town.** They will be informed and guided there on the school registration process for public and state-subsidized schools in the area.



On the other hand, if you are over 18 and want to get the Compulsory Secondary Education Graduate certificate, you can take the direct exam for the qualification if you meet one of the following requirements:

- To have Spanish nationality and live in Spain.
- Not to have Spanish nationality and live in Spain.
- To have Spanish nationality and live abroad temporarily or permanently.
- Not to have Spanish nationality, live abroad and have previously completed formal education in the Spanish educational system.

## Post-compulsory Education Stage

All foreign citizens who are minors and foreign residents over 18 years old have the right to access post-compulsory education, to obtain the corresponding qualifications and to scholarships and grants under the same conditions as Spanish people. Therefore, if you are a migrant or refugee citizen and wish to continue your post-compulsory education outside your country of origin, you can access any level of the Spanish educational system, as long as you meet the academic access requirements. Depending on your previous education and your academic objectives, in post-compulsory education there are different training options you can choose from, such as:

- **High School Diploma.** These studies are usually taken between

You can check the details of the different qualifications in the table of educational routes, to find out, in each case, the access requirements, recommended profile, curriculum and career opportunities (pages 18 and 19).



the ages of 16 and 18 and are intended to prepare you for higher education.

- **Vocational Training.** Vocational Training will provide you with a series of professional skills to enter the working world. There are different levels and professional areas that will allow you to specialise in a professional field and obtain a qualification that accredits it.
- **Arts Education.** If you are interested in the artistic side, you can study official courses in different fields (plastic arts and design, music, dance, etc.), levels and specialities.

- **Sports Education.** This type of special education serves to prepare you for professional activity in the world of sports. You can choose between different specialities and levels of training.
- **University Degree.** If you are a foreign citizen and want to access a Spanish university, make sure you check the university access procedures and requirements for foreign students in detail.
- **Master's and Postgraduate Degree.** You can choose to do postgraduate studies to obtain advanced training in a particular field, specialising academically or professionally.
- **Doctorate.** You can also do a doctorate program, the highest level qualification, which allows you to go deeper into research in a specific field. You can explore the different scholarships for it.
- **Language Education.** Learning a language or perfecting one you already know, such as Spanish, can be a good option. Explore the offer of the official language schools.
- **Non-formal Education.** There are many courses that will allow you to get an education. However, if you need a visa, you should bear in mind that these studies are not officially recognised, they will provide you with an accreditation of the skills and training you have completed.

## Their country of origin and their administrative status.

Depending on your personal circumstances or your country of origin, you will have to carry out a series of procedures to be able to study in Spain, the main ones may be:

### Refugee or asylum seeker

If you are residing in Spain as a refugee, that is, you have been granted the Foreigner's Identity Card (TIE), you will be able to access any type of post-compulsory education without any problem, as long as you meet the corresponding requirements, such as validating your previous qualifications or passing one or more entrance exams.

In the event that you are an asylum seeker and you are in possession of the document that proves your status as an international protection applicant, commonly known as the "red card", you will also be able to enrol in the studies you want in accordance with the established requirements and be eligible for certain scholarships.

### EU Migrant

If you have European citizenship, you can study in Spain without having to apply for any authorisation and without a time limit. However,



depending on the educational centre and the type of studies you want to take, you will need to meet a series of requirements, such as, for example, validating previous studies, proving knowledge of the language (Spanish or a co-official language, in those communities that have one) or taking certain admission tests.

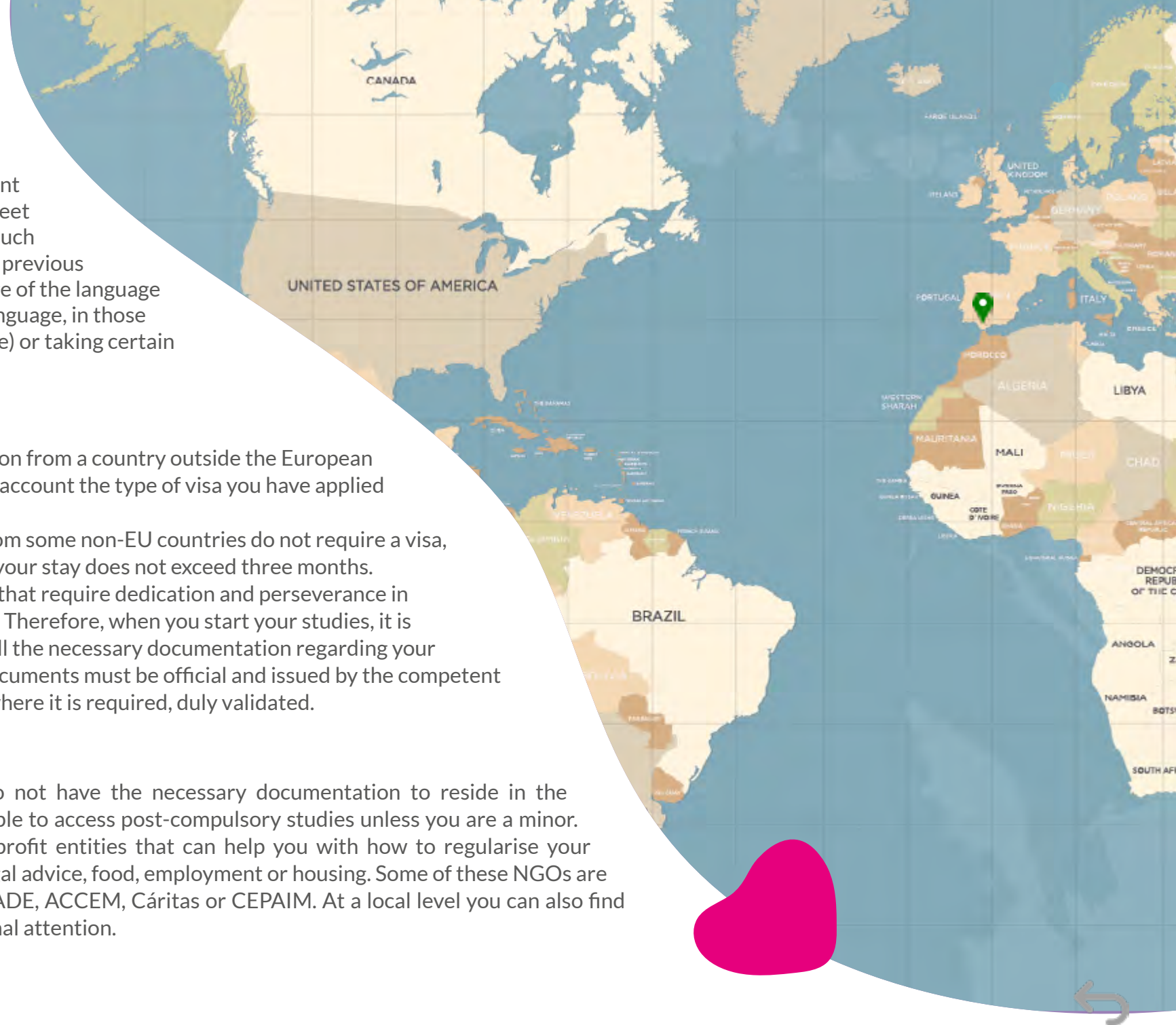
### **Non-EU Migrant**

To study in Spain as a person from a country outside the European Union, you must take into account the type of visa you have applied for to enter the country.

Remember that people from some non-EU countries do not require a visa, as long as the duration of your stay does not exceed three months. These are slow processes that require dedication and perseverance in collecting documentation. Therefore, when you start your studies, it is important that you have all the necessary documentation regarding your previous education. All documents must be official and issued by the competent authorities, and in cases where it is required, duly validated.

### **Undocumented Migrant**

In the event that you do not have the necessary documentation to reside in the country, you will not be able to access post-compulsory studies unless you are a minor. There are different non-profit entities that can help you with how to regularise your situation and offer you legal advice, food, employment or housing. Some of these NGOs are UNHCR, Red Cross, CREADE, ACCEM, Cáritas or CEPAIM. At a local level you can also find others, which offer personal attention.



## 2 The Spanish Education System

A brief **overview of the education system in Spain/Andalusia**, from early childhood education, primary school, compulsory secondary education (ESO), Bachillerato, and vocational training, explaining the different levels and educational stages.

### EARLY CHILDHOOD EDUCATION

The Early Childhood Education stage is organized into **two cycles**. The first covers up to three years of age, and the second, from three to six years of age.

In both cycles of Early Childhood Education, the following are progressively addressed:

- Emotional development.
- Emotional management.
- Movement and habits of body control.
- Expressions of communication and language.
- Basic rules of coexistence and social relationships.



- As well as the discovery of the environment, the living beings that coexist within it, and the physical and social characteristics of the environment they live in.
- Values education.
- Education for responsible and sustainable consumption.
- Health promotion and education.

In addition, it will be facilitated that children build a positive, balanced, and equal self-image and acquire personal autonomy.

**The educational contents are organized into three areas**, which correspond to the specific scopes of childhood experience and development and must be addressed through activities that are of interest and significance to the students:

- **Growth in Harmony**
- **Discovery and Exploration of the Environment**
- **Communication and Representation of Reality**

It will contribute to developing in children the capacities that allow them to:

- Know their own body and that of others, as well as their possibilities for action, and learn to respect differences.
- Observe and explore their family, natural, and social environment.
- Progressively acquire autonomy in their usual activities.
- Develop their emotional and affective capacities.
- Relate to others in equality and progressively acquire basic

rules of coexistence and social relationships, as well as practice empathy and the peaceful resolution of conflicts, avoiding any type of violence.

- Develop communicative skills in different languages and forms of expression.
- Begin with logical-mathematical skills, reading and writing, and movement, gesture, and rhythm.
- Promote, apply, and develop social norms that foster equality between women and men.

To this end, **and without being a requirement for facing Primary Education**, they can favor a **first approach to reading and writing**, as well as **early initiation experiences in basic numerical skills**, information and communication **technologies, visual and musical expression**, and any others that the regional educational administrations determine. The educational administrations are also responsible for fostering **a first approach to a foreign language** in the second cycle of Early Childhood Education, especially in the last year.

## PRIMARY EDUCATION

Primary Education is a school stage that consists **of six academic years**, which are normally attended **between the ages of six and twelve**.

The purpose of Primary Education is to provide students with the learning of oral expression and comprehension, reading, writing, calculation, logical and mathematical skills, the acquisition of basic notions of culture, and the habit of coexistence, as well as those of study and work, artistic sense, creativity, and emotional skills, in



order to guarantee a comprehensive education that contributes to the full development of their personality.

It will help children develop the skills that allow them to:

- Learn and appreciate the **values and rules of coexistence**,



learn to act in accordance with them empathetically, prepare for active citizenship, and respect human rights, as well as the pluralism of a democratic society.

- Develop habits of **individual and teamwork**, effort, and responsibility in study, as well as attitudes of self-confidence, critical thinking, personal initiative, curiosity, interest, and creativity in learning, and an entrepreneurial spirit.
- Acquire skills for **the peaceful resolution of conflicts and the prevention of violence**, allowing them to function independently in the school and family environment, as well as in the social groups with which they interact.
- Know, understand, and **respect different cultures and the differences between people, the equal rights and opportunities of women and men, and the non-discrimination of people based on ethnicity, sexual orientation or identity, religion or beliefs, disability, or other conditions.**
- Know and **use the Spanish language** appropriately and develop reading habits.
- Acquire in **at least one foreign language the basic communicative competence** that allows them to express and understand simple messages and to manage in everyday situations.
- Develop **basic mathematical skills and begin to solve problems that require elementary** calculation operations, geometric knowledge, and estimations, as well as being able to apply them to situations in their daily lives.
- Know the fundamental aspects of **Natural Sciences, Social Sciences, Geography, History, and Culture.**



- Develop basic **technological skills** and begin to use them for learning, developing a critical spirit towards their functioning and the messages they receive and create.
- Use different **artistic representations and expressions** and begin to construct visual and audiovisual proposals.
- Value **hygiene and health**, accept their own body and that of others, respect differences, and use physical education, sport, and nutrition as means to promote personal and social development.
- Know and **value animals closest to humans** and adopt behaviors that promote empathy and their care.





- Develop their **emotional skills in all areas of their personality** and in their relationships with other people, as well as an attitude against violence, prejudices of any kind, and sexist stereotypes.
- Develop daily **habits of healthy, autonomous active mobility**, promoting road safety education and attitudes of respect that lead to the prevention of traffic accidents.

#### To cater to individual differences in this stage

And to **reinforce inclusion** and ensure the right to a **quality education**, this stage will place special emphasis on **the individualised attention of students**, the early detection of specific needs, and the establishment of support and reinforcement mechanisms

to avoid grade retention, particularly in socially disadvantaged environments. In these environments, the administrations will adjust the student-to-classroom ratios as a facilitating element of these pedagogical strategies.

The educational intervention must consider the **diversity of the students as a principle**, understanding that this guarantees the development of all of them as a whole, while also providing personalised attention based on individual needs.

The **support and reinforcement mechanisms**, which must be implemented as soon as learning difficulties are detected, can be both **organisational and curricular**. Among other measures, support within the regular group, flexible groupings, or curriculum adaptations may be considered.

### COMPULSORY SECONDARY EDUCATION

The Compulsory Secondary Education (**ESO**) stage comprises four academic years, which are normally attended between the ages of twelve and sixteen.

The purpose of secondary education is for students to:

- Acquire the basic elements of culture, especially in its humanistic, artistic, scientific-technological, and physical aspects.
- Develop and consolidate study and work habits, as well as healthy lifestyle habits.
- Achieve adequate preparation for their entry into further studies or for employment.
- Be educated for the exercise of their rights and obligations as



citizens.

The organization and minimum teachings of Compulsory Secondary Education establish that Compulsory Secondary Education will help students develop the skills that will allow them to:

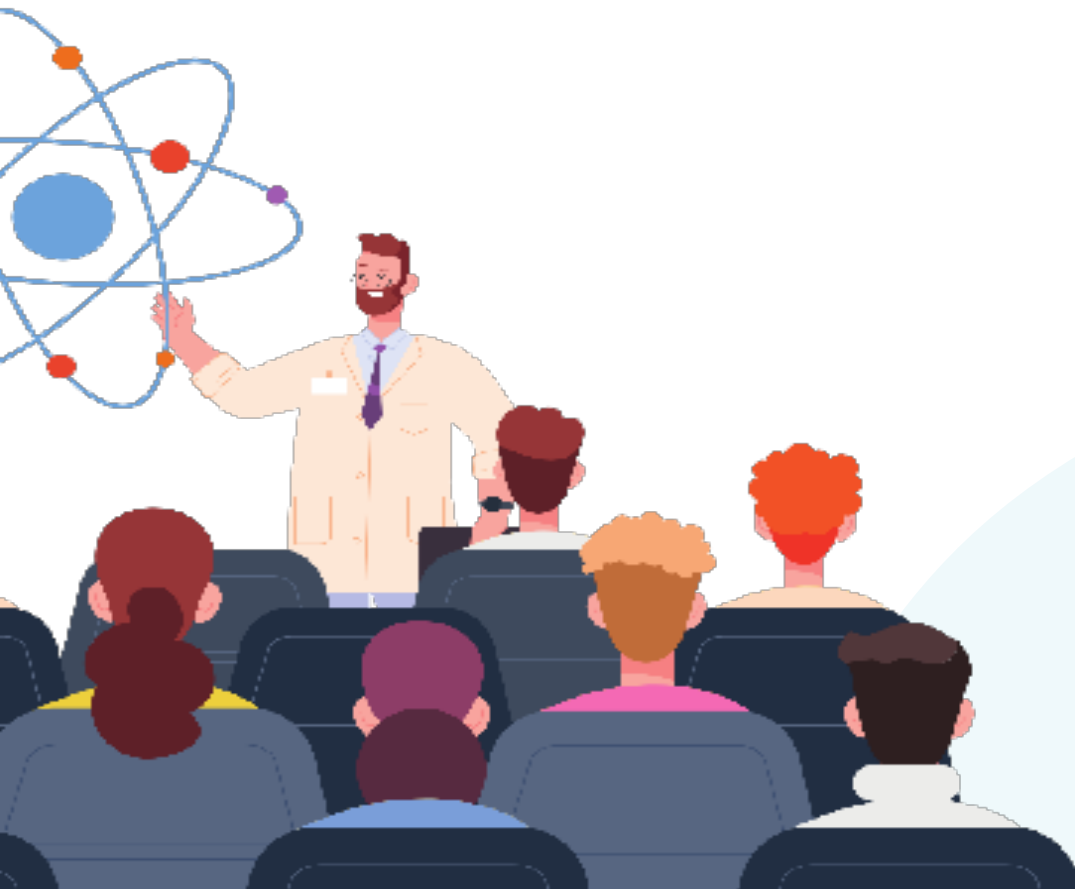
- **Responsibly assume their duties**, know and **exercise their rights** with respect for others, practice tolerance, cooperation, and solidarity among people and groups, engage in dialogue by strengthening human rights as common values of a pluralistic society, and prepare for the exercise of democratic citizenship.
- Develop and consolidate **habits of discipline, study, and individual and teamwork** as a necessary condition for the effective performance of learning tasks and as a means of personal development.
- Value and **respect gender differences and the equal rights and opportunities between them**. Reject stereotypes that imply discrimination between women and men.
- **Strengthen their emotional skills in all areas of their personality and in their relationships with others**, as well as reject violence, prejudices of any kind, sexist behaviors, and resolve conflicts peacefully.
- Develop **basic skills in the use of information sources** to, with a critical sense, acquire new knowledge.
- Develop **basic technological skills** and advance in an ethical reflection on their operation and use.
- **Conceive scientific knowledge as an integrated body of knowledge**, structured in different disciplines, as well as



knowing and applying methods to identify problems in the various fields of knowledge and experience.

- Develop an **entrepreneurial spirit and self-confidence, participation, critical thinking, personal initiative**, and the ability to learn to learn, plan, make decisions, and take responsibility.
- Understand and **express with correctness**, orally and in writing, in the Spanish language, complex texts and messages, and begin to know, read, and study literature.
- **Understand and express themselves in one or more foreign languages appropriately.**





- **Know, value, and respect the basic aspects of their own and others' culture and history**, as well as artistic and cultural heritage.
- Know and **accept the functioning of their own body and that of others**, respect differences, strengthen habits of bodily care and health, and incorporate physical education and sports practice to promote personal and social development.
- **Know and value the human dimension of sexuality** in all its diversity.
- Critically value social habits related to health, consumption, care, empathy, and respect for living beings, **especially**

**animals, and the environment**, contributing to their conservation and improvement.

- **Appreciate artistic creation and understand the language of different artistic manifestations**, using various means of expression and representation.

### With regard to individual differences in this stage

Compulsory Secondary Education will be organized according to **the principles of common education and attention to student diversity**.

The educational administrations will regulate the organizational and curricular measures that allow schools, in the exercise of their autonomy, **a flexible organization of the teachings suitable for responding to the specific needs of their students**, taking into account their circumstances and their different learning rhythms.

They will also **regulate specific solutions for the attention of students** who show special learning difficulties or difficulties in integrating into the regular activity of the schools, students with high intellectual capacity, and students with disabilities.

Students with special educational needs (**SEN**) may participate in **curricular diversification programs**, with the support resources that are generally provided for these students.

**Specific offerings of Basic Vocational Training Cycles may be organized for students** with special educational needs, who may be enrolled until at least the age of 21.



### Access to Basic Level Vocational Training Cycles from this stage

They are preferably aimed at those who have the greatest potential for learning and achieving the competencies of Compulsory Secondary Education (ESO) **in an environment linked to the professional world.**

The teaching staff may propose the entry of a student into a Basic Level Vocational Training Cycle as long as they meet the following **requirements:**

- Be fifteen years old, or turn fifteen in the current calendar year.
- Have completed the third year of ESO or, exceptionally, the second year.

These courses are organized into three areas:

- **Communication and Social Sciences Area**, which includes the subjects of Spanish Language, Introductory Professional Foreign Language, Social Sciences, and, where applicable, Co-official Language.
- **Applied Sciences Area**, which includes the subjects of Applied Mathematics and Applied Sciences.
- **Professional Area**, which will include at least the necessary training to obtain a level 1 qualification from the National Catalogue of Professional Qualifications referred to Organic Law 3/2022, which modernizes the system, and Royal Decree 659/2023, on Qualifications and Vocational Training.

In addition, other subjects or modules may be included.



Passing all the areas will lead to obtaining the Compulsory Secondary Education Graduate title and the Basic Technician title in the corresponding specialisation.

### HIGH SCHOOL

High School belongs to the **post-compulsory secondary education stage.**

It comprises **two academic years** and is offered in different modalities—and, where appropriate, pathways—to allow students to acquire the essential competencies for their future education and professional life, in line with their expectations and interests, and to prepare them for **access to higher education.**





The purpose of High School is to provide:

- Training.
- Intellectual and human maturity.

The organization and minimum teachings of High School establish that this educational stage must contribute to developing the students' abilities to:

- Exercise democratic citizenship from a global perspective and acquire a responsible civic consciousness, inspired by the values of the Spanish Constitution, as well as by human rights, that promotes co-responsibility in building a just and equitable society.

- Consolidate a personal, emotional-sexual, and social maturity that allows them to act respectfully, responsibly, and autonomously and to develop their critical thinking. Foresee, detect, and peacefully resolve personal, family, and social conflicts, as well as possible situations of violence.
- Promote the effective equality of rights and opportunities for women and men, critically analyze and evaluate existing inequalities, as well as recognise and teach the role of women in history, and promote real equality and non-discrimination based on birth, sex, racial or ethnic origin, disability, age, illness, religion or beliefs, sexual orientation or gender identity, or any other personal or social condition or circumstance.
- Strengthen habits of reading, study, and discipline, as necessary conditions for the effective use of learning, and as a means of personal development.
- Master, both in oral and written expression, the Spanish language and, where applicable, the co-official language of their autonomous community.
- Express themselves fluently and correctly in one or more foreign languages.
- Use information and communication technologies competently and responsibly.
- Know and critically evaluate the realities of the contemporary world, its historical background, and the main factors of its evolution. Participate in solidarity in the development and improvement of their social environment.
- Access fundamental scientific and technological knowledge and master the basic skills of the chosen modality.



- Understand the fundamental elements and procedures of research and scientific methods. Know and critically value the contribution of science and technology to the change in living conditions, as well as strengthening sensitivity and respect for the environment.
- Strengthen the entrepreneurial spirit with attitudes of creativity, flexibility, initiative, teamwork, self-confidence, and critical thinking.
- Develop artistic and literary sensibility, as well as aesthetic judgment, as sources of cultural formation and enrichment.
- Use physical education and sports to promote personal and social development. Strengthen habits of physical-sporting activities to promote physical and mental well-being, as well as a means of personal and social development.
- Strengthen attitudes of respect and prevention in the area of safe and healthy mobility.
- Foster a responsible and committed attitude in the fight against climate change and in the defence of sustainable development.

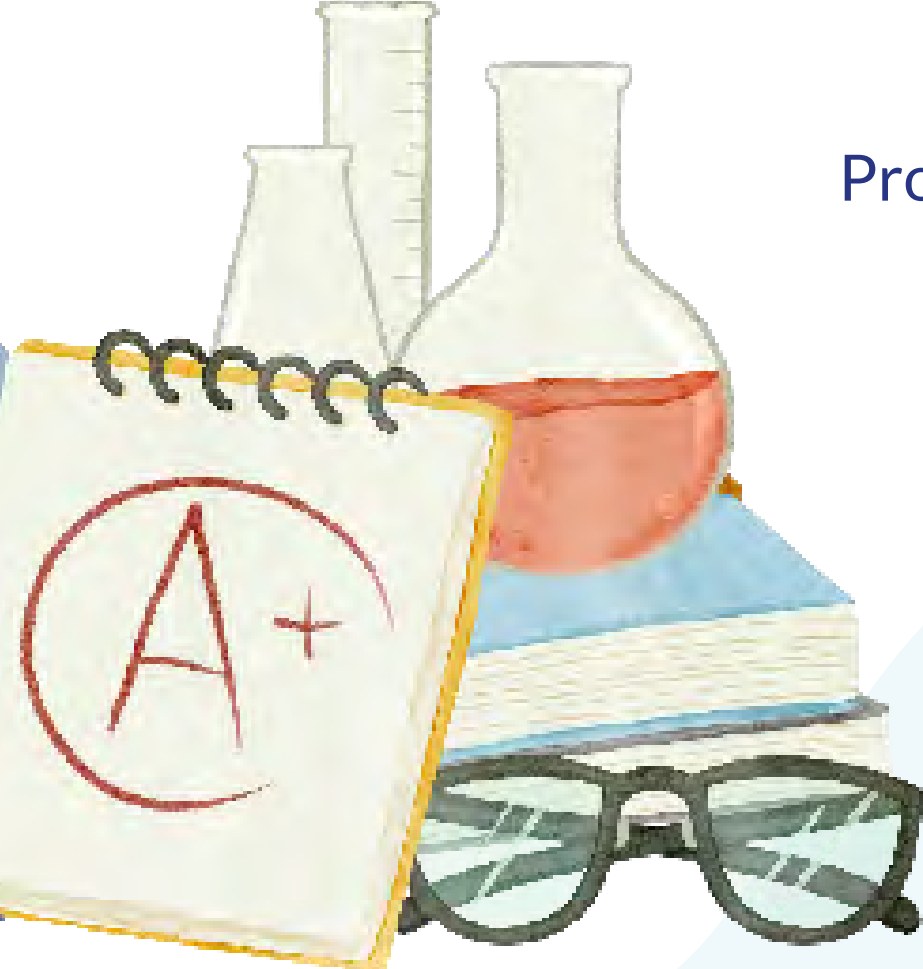


### VOCATIONAL TRAINING (V.T. / F.P.)

Vocational Training (VT/FP) in the education system **includes basic, intermediate, and advanced level training cycles, as well as specialisation courses**. All of them will have a modular organisation, of variable duration, that integrates the appropriate theoretical-practical contents for the different professional fields.

The purpose of Vocational Training, within the education system, is to prepare students for a professional career and

# Professional Families of Vocational Training



facilitate their **adaptation to the labour market changes that may occur throughout their lives**, contribute to their personal development and the exercise of a democratic and peaceful citizenship, and allow their progression in the education system within the framework of lifelong learning.

Information on Vocational Training and the updated sectors or catalogue of professional families that compose it can be found on the Ministry's website, ([link FP](#)).

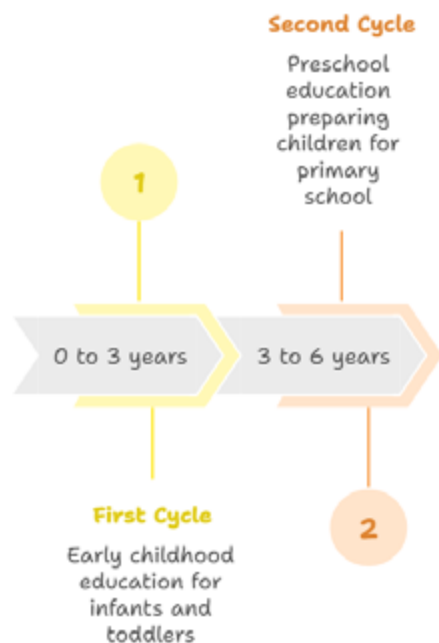


# Educational System Outline

Here is a general descriptive overview of the Andalusian/ Spanish education system, following the LOMLOE regulations, from early childhood education to higher education, guided by the different access routes, levels, and educational stages, ending with qualifications and professional outcomes.

## Infant Education (Non-compulsory)

- **Ages:** 0 to 6 years
- **Cycles:**
  - **First Cycle:** 0 to 3 years
  - **Second Cycle:** 3 to 6 years



## Compulsory Education

### 1. Primary Education

- **Ages:** 6 to 12 years
- **Duration:** 6 academic years
- **Objective:** Basic learning and a comprehensive education.



### 2. Compulsory Secondary Education (ESO)

- **Ages:** 12 to 16 years
- **Duration:** 4 academic years
- **Objective:** Provide basic cultural elements and prepare students for further studies or the job market.
- **Next Steps:**
  - High School
  - Basic Level Vocational Training

## Program Structure

 **Duration**  
Spans 4 academic years

 **Age Group**  
Designed for individuals aged 12-16



## Post-Compulsory Education

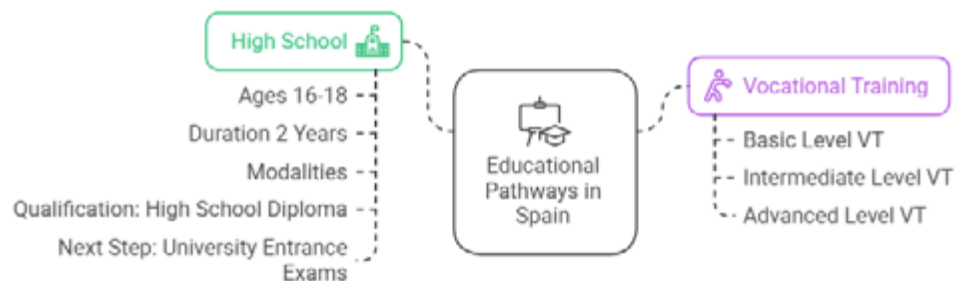
### 1. High School

- **Ages:** 16 to 18 years
- **Duration:** 2 academic years
- **Modalities:** Arts, Sciences and Technology, Humanities and Social Sciences, General.
- **Qualification:** High School Diploma
- **Next Step:** University Entrance Exams [EBAU] for University studies or direct access to Advanced Level Vocational Training.

### 2. Vocational Training [VT]

- **Basic Level VT**
  - **Ages:** 15+ years
  - **Access:** From ESO [after 2nd or 3rd year].
  - **Qualification:** Basic Technician Diploma and Compulsory Secondary Education Graduate.
- **Intermediate Level VT**
  - **Access:** After passing ESO or Basic Level VT.
  - **Qualification:** Intermediate Technician Diploma.
  - **Next Step:** Access to High School or Advanced Level VT.
- **Advanced Level VT**
  - **Access:** After passing High School or Intermediate Level VT.
  - **Qualification:** Advanced Technician Diploma.
  - **Next Step:** Direct access to University.

## Post-Compulsory Education



## Higher Education - University

- Degrees
- Master's Degrees
- Doctorates



### Doctorate

In-depth research and scholarship contribution



### Master's Degree

Advanced study in specific fields



### Degree

Foundational qualifications for basic expertise



## 3

## The School Enrolment Process

### documentation and Procedures:

We offer some **guidance on the school year in Andalusia**, the necessary documentation to enrol children in an educational centre, and how to access school enrolment services at any time from your arrival in Andalusia or in advance.

We remind you that **from the ages of 3 to 16, they have the full right to access free education** and from 6 to 16 years of age, it is compulsory within the education system. In this way, they can access scholarships and grants and obtain the corresponding academic qualification under the same conditions as Spanish citizens.

Compulsory education comprises two stages:

- **Primary Education** (from 6 to 12 years old).
- **Compulsory Secondary Education** (from 12 to 16 years old).

The school year in Andalusia begins around the 2nd or 3rd week of September, ensuring that in all educational centres in each province/municipality, the minimum number of school days is 178 for the second cycle of early childhood education, primary education, and special education, and 175 for all other courses. Each municipality adapts this general calendar to include its local holidays, compensating to guarantee the same number of school days for students



There are two holiday periods within the school year in all cases: “Christmas” and “Easter”.

You can check the specific calendar for your locality at: ([School Calendar](#)).

Schools may open their facilities every school day from 7:30 a.m. The time between 7:30 a.m. and the start of class is considered “morning childcare” (aula matinal) and has no formal educational activities (Opening Plan). The school must establish supervision and educational care measures for attending children based on their age. The school facilities can remain open until 6 p.m. every day to schedule reinforcement and support activities or extracurricular activities. On Fridays, they close at 4 p.m. The vast majority of primary schools have a school cafeteria service (subsidised according to family income). Many schools also have school transport for students living far from the school.

### Ordinary School Enrolment Procedure:

- The ordinary enrolment procedure begins on March 1 for the different educational stages.
- To find the necessary documentation and procedures, the Andalusian Regional Government publishes the information



every year on its “Enrolment” portal ([Link to the school enrolment web portal](#)), the calendar, relevant information about educational centres, catchment areas, and forms ([template models](#)), attaching a link for the electronic online processing of applications through the Virtual Office ([Link to the virtual office](#)).

- It also has an app, “iEscolariza”, so you can complete the process and check information from your mobile phone.

### Descarga la app iEscolariza

Consulta de centros y puntos para el proceso de escolarización de los centros sostenidos con fondos públicos de Andalucía.



### Extraordinary School Enrolment Procedure.

- You should keep in mind that this enrolment procedure, although it has a calendar conveniently marked with the progress of the school year, can be carried out at any time through an extraordinary enrolment outside the established dates ([Annex IV](#)).

Once the school place application has been assigned and during the enrolment process at that school, you can apply for complementary services such as the cafeteria, morning childcare (aula matinal), and extracurricular activities, and, where applicable, the corresponding subsidy, which is scored based on the level of family income.

Similarly, income and family asset thresholds and the amounts for applying for scholarships and study grants for the academic year

or grants for students with specific educational support needs are established.

### Scholarships and Grants.

This section outlines the scholarships and financial aid available for students in both university and non-university studies.

#### University Studies:

- Undergraduate and Master’s degrees.

#### Non-University Studies:

- Vocational Training (VT).
- High School.
- Access and preparation courses for Vocational Training entrance exams, and specific training courses for access to Intermediate and Advanced Level Training Cycles, offered at public and government-subsidised private schools.
- Intermediate and Advanced Vocational Training.
- Artistic studies: professional and higher level.
- Official Language School studies, including distance learning.
- Sports studies.
- Basic Level Vocational Training.

#### Grants for Students with Specific Educational Support Needs Students with disabilities.

- Students with severe behavioural, communication, or language disorders.
- Students with autism spectrum disorder.
- Students with high abilities.



## 4

## Get to know your School, welcome and Introduction to the School:

When considering where to enrol your children, you should get to know the school's history, mission, and values. You should also find out about the school community's structure, key staff, and the services it offers. A comprehensive and friendly overview can be provided by the school's PTA / AMPA (Parents and Guardians Association).

### With special interest in:

- **The school's history and values, curriculum, and projects.** The key document for this is the **School Plan**. Assess the school's commitment to educational excellence and student well-being. See how it has worked to create a learning environment that encourages creativity, mutual respect, and a love of knowledge. Look at its development over the years into a diverse and united community where students from different cultural and ethnic backgrounds feel welcome and valued. Every school publishes and updates its School Plan each year. This is a comprehensive document that covers three main areas: the educational philosophy and curriculum (Educational Project), the social organisation and facilities (Regulation of Organisation and Functioning), and financial aspects (Management Project).
- **Getting to know the facilities.** Ask for a guided tour of the facilities or attend an open day. **Pay attention to aspects** like the proper supply of teaching materials and support services



(laboratories, library, assembly halls, etc.), as well as common areas and sports or recreational facilities.

- **Meeting the management and administrative team.** A school community is run by a management and teaching team led by the Management Team. The delegated authority to look after your children during school hours and on the premises lies with them. You should introduce yourself to the management team and ask for a meeting with the person in charge of welcoming new families. Ask any questions you have, as they will be able to guide you before you make a final decision.



## 5 Rules and Services of the School

Participating in a community properly requires **rules and regulations** that everyone accepts.

You should make sure you understand the school's rules and regulations, including **timetables, attendance, uniforms, behaviour**, and communication procedures between teachers/families and the education administration/families

These guidelines are detailed in the **Regulation of Organisation and Functioning (ROF)**, which every school provides and makes public to the families in the school community. In it, you will find:

- **Access to the school, school timetables, and holidays.**
- **Organisation of complementary services.** The vast majority of schools, especially at the primary level, offer school transport and an Opening Plan that includes a Morning Classroom, School Meal Service, and Extracurricular Activities. This allows students to arrive before class begins, provides subsidised or free lunch, and offers after-school activities for working parents who need help with work-life balance.

**At CODAPA**, we work to improve and highlight the importance of proper, healthy, and sustainable food in Andalusian School Meal Service as a tool for social compensation in the educational field.

- Behaviour and discipline **rules at the school, and sanctioning procedures.**
- Procedures for **justifying absences** and requesting leave.
- Uniform policy (if applicable at the school).
- Communication **channels with teachers and the Andalusian education administration (iPasen** and other alternatives).

The need for real-time electronic communication has led to the development of a digital tool called **iPasen**, which is available as an app or a web browser. It allows you to intuitively carry out most procedures with the school, teachers, and the education administration.



## 6

## Educational Programmes, Resources and Support

Every school has an **Educational Guidance** service made up of one or more psychologists and education specialists. These professionals advise teachers on learning difficulties and plan tutorials and career guidance, working closely with the families of the students they support.

They also inform families about the resources available for students with special needs or learning difficulties, as well as psycho-educational support services and academic and career guidance.

You should also find out about their:

- **Inclusion programmes**, gender equality, a culture of peace, and support for diversity.
- **Academic and career guidance services.**
- **Resources for students with special needs.**
- **Linguistic assistant services**, if needed for your family.
- You should also check if the school has **safe enrolment protocols** for students with chronic illnesses such as allergies, diabetes, epilepsy, heart disease, asthma, or cancer, among others.

At **CODAPA**, we work with different patient and nursing associations to help implement these health services in schools through a **school nurse**.



## 7

## Language Learning

**If you've chosen Andalusia for your family and/or professional life**, it's a good idea to pay attention to the Spanish language learning programmes available at the school for immigrant students. These programmes will help your children gain the language skills they need for their future studies and work life, with a focus on **immersion programmes** and **Spanish as a foreign language** classes.

You should ask about:

- Spanish programmes for foreigners.
- Support staff like temporary Linguistic Assistants.
- Immersion classes and resources to improve language skills.
- Programmes to maintain your native Language and Culture.



## 8

## Culturally Sensitive

Andalusia, a land shaped by different cultures and civilizations, **is proud to be a tolerant, friendly, and cosmopolitan place where foreigners are part of our cultural identity.** Diversity enriches us and gives us the opportunity to learn and grow as a community, building a more **inclusive and respectful future.**

It is essential to know how a school values and respects cultural diversity and how it addresses and resolves potential cultural conflicts or misunderstandings, specifically concerning:

- **Promoting tolerance and respect for cultural diversity through:**

**Inclusive Education:** Integrating content and perspectives from different cultures into the curriculum so that students can learn about the cultural richness of the world around them.

**Celebrating Diversity:** The school should plan events and activities that celebrate cultural diversity, such as international days, cultural fairs, and exhibitions.

### Awareness and Outreach Programmes:

The school should partner with cultural organisations and experts to offer awareness programmes that address issues like discrimination, prejudice, and stereotypes.

### Constructive Conflict Resolution:

Students should be taught to approach conflicts respectfully and constructively, promoting

empathy and mutual understanding.

**Inclusive Language:** The use of inclusive language should be encouraged in all administrative and teaching documents to respect and recognise the gender and cultural identity of every person.

**Active Participation:** Students and their families should be encouraged to share their traditions and cultures through presentations, talks, and activities.

- **Advice from the school on how to address cultural misunderstandings.**
- **Valuing and appreciating cultural differences,** in its commitment to creating an environment where every member of the community feels valued for who they are and for what they contribute.



## 9 Community Resources

Adding extra help is always important. Local resources provide a direct connection that saves travel costs and keeps things close to what people need. These can include **health centres, social services, libraries, and cultural activities** that may be useful for immigrant families.

Always remember to check the authenticity and reputation of any resource or programme before you commit. Do your research and look for reviews from other people to ensure you're choosing quality, reliable options.

- **Online Research:** Use search engines and official Andalusian education websites to find information about available resources. The websites of the regional government or the Ministry of Education can be trusted sources.
- **Contact the School:** Ask the school staff about available community resources. They may have information about programmes, activities, and services that can benefit students and their families.
- **Education Organisations:** Look into non-profit organisations and NGOs focused on education in Andalusia. These organisations often offer extracurricular programmes, workshops, and resources for students and families.
- **Public Libraries:** Public libraries are excellent resources for information on educational programmes, workshops, cultural events, and support services in the community.



- **Local Councils and Health Centres:** Local government and health centres often have information about educational programmes and activities for young people in the community.
- **Social Media and Online Communities:** Join local online groups and social media networks related to education in Andalusia. There, you can ask questions and get recommendations from other parents in the community.
- **Education Fairs and Events:** Keep an eye out for education fairs and events in your area. These events are often a chance to meet educational service providers and get information on available resources.
- **Parents and Guardians Associations (PGA):** AMPA, as support entities for education, may be aware of community resources and activities. Ask if they have information on extracurricular programmes, tutoring, or training workshops. Becoming a member guarantees access to a lot of relevant information. Talk to other parents at the school. They can often provide recommendations based on their own experiences and local knowledge.
- **Collaboration with the School:** Work with your children's school to organise talks or events where local experts can present available resources and services in the community.



## 10

# Parent Participation

## and Legal Guardians in the Education System

**Educational centres are complex units providing an educational service** to the community. Participation and communication between families and the school must go beyond simple, formal involvement in official bodies and channels.

**Active participation of parents in their children's education** is fundamental and essential for achieving academic goals and ensuring the success of the teaching/learning process. This is evident through engagement in school meetings, extracurricular activities, collaboration with teachers, and voluntary participation for the benefit of the community.

Parental involvement is essential for a child's educational success. In the Andalusian public education system, parents and legal guardians have both rights and responsibilities.

### Their key roles include:

- **Supporting the learning process:** This means encouraging your children to do their homework, helping them with their studies, and fostering a love for learning at home.
- **Regular school attendance:** Ensuring your children attend school regularly and on time.
- **Respecting school rules:** Upholding the school's rules for organisation, behaviour, and discipline, as outlined in the Regulation of Organisation and Functioning (ROF).
- **Communication:** Communicating regularly with the school and teachers, especially with your child's tutor (the class teacher), to stay informed about their academic and personal progress.

- **Participating in school life:** You have the right to participate in the school's management and governance. This can be done through:
- **The School Council (Consejo Escolar):** A body where parents, teachers, and students are represented to help manage the school.
- **The PTA (AMPA, Asociación de Madres y Padres del Alumnado):** An association that represents parents and works to improve the school and support families.
- **Class delegates:** Parent representatives for each class who facilitate communication between families and teachers. The Andalusian government, through initiatives like PICBA FAMILIAS, aims to strengthen the involvement of parents and the community in the education system to improve educational outcomes for all students.



## 11

# Support and Active Participation Entities: The PTA

Parent and Guardian Associations, known as AMPA in Andalusia, are recognised as Partner Entities in Education.

Parents' and Guardians' Associations (AMPA) play a significant role in welcoming immigrant families into schools, acting as host families. Their role goes beyond simply organising events and school activities, as they can contribute significantly to creating an inclusive and supportive environment for new families. **AMPA play a fundamental role in welcoming immigrant families by:**

## 01 Creating a welcoming and inclusive environment:

AMPA can organise welcome events, multilingual information sessions, and cultural exchange activities to help new families integrate into the school community. This creates a supportive network from the beginning.

## 02 Encouraging Participation

AMPA can encourage immigrant families to get involved in the school community by creating a sense of belonging and value. They can promote cultural diversity through different activities and make sure that the voices of new families are heard and respected.

## 03 Guidance and Advice

AMPA can provide guidance and advice to immigrant families on how to get involved in their children's education. They can answer questions and help you with things like how to participate in school meetings and how to access available educational or social resources.

## 04 Events and Cultural Activities

AMPA can organise events and activities that celebrate the cultural diversity of the school community. This can include international fairs, food festivals, and activities related to the cultures of immigrant families. These events can help promote understanding and mutual respect among the different cultures present in the school community.

## 05 Training and Workshops

AMPA can collaborate with the school to organise workshops and talks that address topics relevant to immigrant families, such as the education system in the host country, the rights and responsibilities of parents, and how to support their children's learning at home.

## 06 Support Networks

AMPA can help connect immigrant families with other families who share similar experiences. This can provide a sense of community and support, especially during the first few days in a new environment. This support is also extended through their provincial federations and the CODAPA confederation.



In short, AMPA are key allies in promoting inclusive education and facilitating the integration of immigrant families into the school community. Their commitment and effort can make a significant difference in these families' educational experience and in building a diverse and cohesive school community.

### 07 Communication Support

AMPA can serve as a communication bridge between immigrant families and the school. They can provide information on school procedures, activities, and events, and help translate important documents for families who may have language difficulties. It is very helpful to have integrated families from similar backgrounds and ethnicities collaborate, as they can bring a sense of closeness and trust.

### 08 Awareness and Education

AMPA can work with the school to organise awareness campaigns about the importance of inclusion and the fight against racism and discrimination. This can help create a more respectful and tolerant school environment, promoting a safe and respectful school climate, and providing guidance on how to address situations of harassment or discrimination.



## The integrating role of the people who make up the PTA can be very positive, the PTA/AMPA as a Host for New Families Arriving at the School

If you are already part of the AMPA (Parents and Guardians Association), you can collaborate with families who are entering the school for the first time, remember that:

- It is important to look for ideal dates and activities to cite them at the school, creating a supportive environment that facilitates their contact with other families.
- Accompany them regarding their children's studies in permanent collaboration with the school, resolving doubts for these families on academic issues. Not all families need it, but some do, since their personal and economic situation forces them to put the emphasis on other priorities.
- Remind them to have frequent contact with the school: attend all meetings they are summoned to (group and individual). Helping with the use of applications such as iPasen.
- The importance of them asking for meetings with the tutor on their own initiative, in order to be able to better follow up on their daughter or son.
- Accompany students physically to the school, whenever possible, especially at the beginning, promoting a sense of group.
- Encourage them to participate in all those activities to which they are summoned.
- Explain to them the importance of speaking well about the school at home to encourage unity in educational action.
- Help them project the idea to their children that studying is not only an obligation, but a great opportunity that must be taken advantage of.
- Encourage them to avoid negative criticism of teachers.

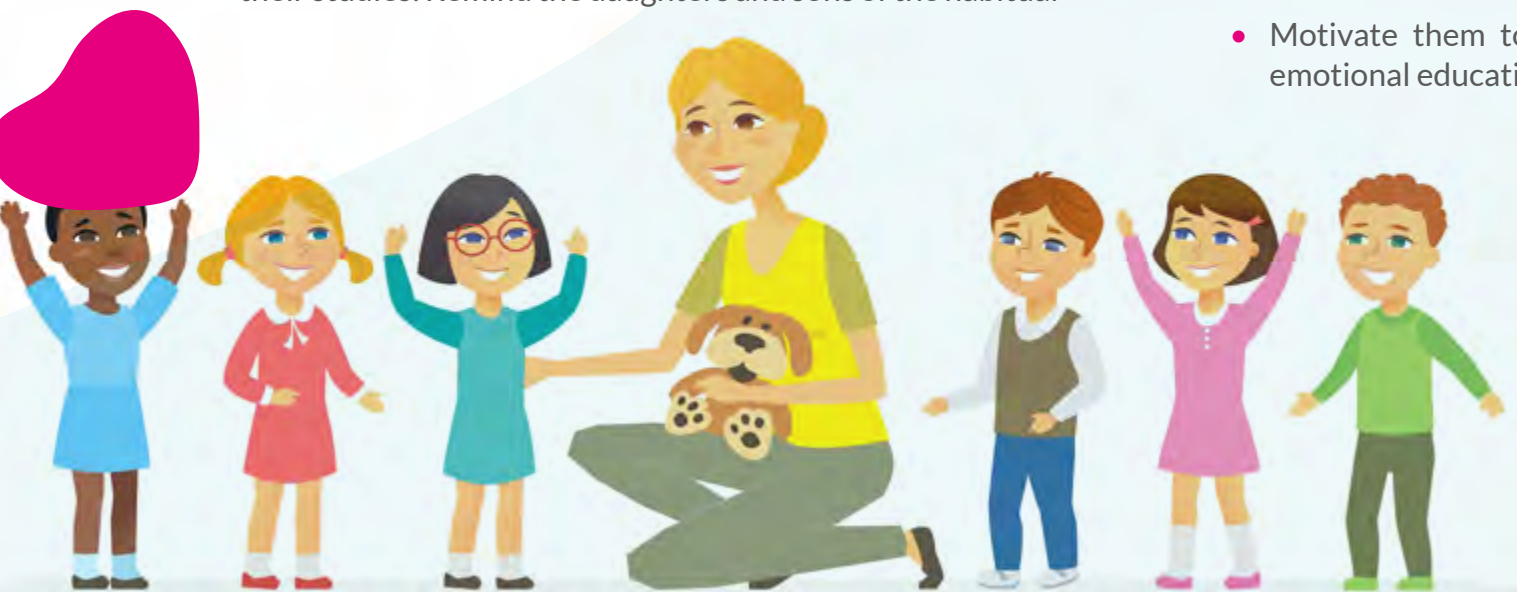


When there is a complaint, it must be directed to the school through the appropriate channels.

- Help them positively value their children's expectations about studying.
- Encourage them to have a real and effective participation in the school and in the AMPA as part of the action in the community.
- Promote the habit of reading at home: Offering a positive example: reading in front of them, positively valuing their learning in the new language.
- Give them the opportunity to choose books from the school library that they want to read and positively reinforce the reading effort they develop.
- Go to other public libraries and bookstores.
- Help, as much as possible, your daughters and sons to plan their studies: Remind the daughters and sons of the habitual

use of the school diary and educational digital platforms, widely used in Andalusia.

- Dedicate adequate spaces and family time to schoolwork.
- Talking about school at home: ask what they learn, what they like most, what is most difficult for them.
- Give priority to studies when organizing family schedules.
- Help them, whenever possible, to study effectively: Offer them an adequate climate (sufficient space and silence).
- Help them, if possible, in resolving small doubts.
- Value their work and generate a positive and calm atmosphere.
- Promote their physical and mental well-being: Ensure they get enough rest and sleep.
- Implement clear and healthy rules regarding the use of screens and electronic devices.
- Motivate them to do physical activity, cohabitation and emotional education.



This is intended to be a small **Guidance and Welcome Guide for Migrant Families**, but we believe that the recommendations can be used by the **AMPA** for all families in their **Educational Centers**.

— Pilar Triguero Villreales





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