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IMMIGRANT STUDENT PROGRAMME

**(In the framework of the Basque Immigration Plan
of 9 December 2003)**

TABLE OF CONTENTS

1. Introduction

2. Current situation

- 2.1. Growth of the immigrant student population
- 2.2. Distribution of immigrant student population

3. Basic principles

- 3.1. Principle of integration
- 3.2. Principle of equality
- 3.3. Principle of multiculturalism
- 3.4. Principle of quality

4. Education needs

- 4.1. Addressing language needs
- 4.2. Addressing curriculum needs
- 4.3. Addressing tutoring needs

5. Objectives

- 5.1. General objective
- 5.2. Specific objectives
- 5.3. Meeting objectives

6. Enrolment criteria

- 6.1. Initial considerations
- 6.2. Criteria for selecting a school
- 6.3. Criteria for selecting a linguistic model

7. Lines of action and intervention

- 7.1. Information on the Basque Education System
- 7.2. Admission and enrolment process
- 7.3. Distribution of materials
- 7.4. Teacher training
- 7.5. Actions aimed at reinforcing the official languages
- 7.6. Support for native language and culture programmes
- 7.7. Co-ordination and collaboration with other government services and official bodies
- 7.8. Improving the quality of schools with a substantial immigrant student population
- 7.9. Grants and subsidies

8. Specific resources

- 8.1. Organisational resources
- 8.2. Human resources
- 8.3. Materials, technology and teaching resources
- 8.4. Economic resources

9. Levels of responsibility

- 9.1. Vice-Ministry of Education
- 9.2. Provincial Departments of Education
- 9.3. Schools
- 9.4. Berritzegune Centres

10. Specific immigrant reception and integration plan

1. Introduction

Today we live in an increasingly plural and globalised society, in which mobility and migration are becoming more common in our social environment. The phenomenon of immigration often provokes reactions in the so-called first world societies of racism and xenophobia which have to be combated through education in the values of respect, active tolerance and solidarity.

The Basque Country is a land that has experienced significant migratory movements in both directions. Following the emigration of a great number of Basques to the Americas, the country went through a period of rapid industrialisation in the 20th century which called for a new labour force. The demand brought about major immigration from different agricultural areas in the rest of Spain. Therefore, the people living in the Basque Country today are a combination of the indigenous population and immigrants from Andalucía, Extremadura, Galicia, Castilla, and so on.

The migration flows we are seeing today are a very recent phenomenon. The immigrant population in the three provinces of the Autonomous Community of the Basque Country represents 2% of the population, whereas in other parts of Spain the figure is closer to 8%. However, with the number of incoming foreign nationals still on the rise, the number of immigrant students is also multiplying.

For many years the Basque Autonomous Community has received immigrants from counties in Latin America, the Maghreb, different parts of Eastern Europe and Sub-Saharan Africa. This makes it necessary to deal with the education needs of children from immigrant families and to create adult education and training programmes. In doing so, we must not lose sight of the fact that some of the migratory movements are coupled with social and economic hardship, thus calling for major compensatory efforts and specific attention.

The inclusion of immigrant students in our education system has risen considerably over the past few years in both absolute and relative terms. This becomes even more relevant when we keep in mind that at the same time we are seeing a decrease in the total number of children in the school system.

The Basque Public School Act lays down the defining characteristics of the education system. The law states that Basque public education and each of the schools shall be plural, bilingual, democratic, at the service of Basque society, socially and culturally rooted in the community, participatory, strive to counterbalance inequality and integrate diversity. One of its goals is to act as an equaliser at all levels, stages, cycles and degrees of education for compensating inequalities among students.

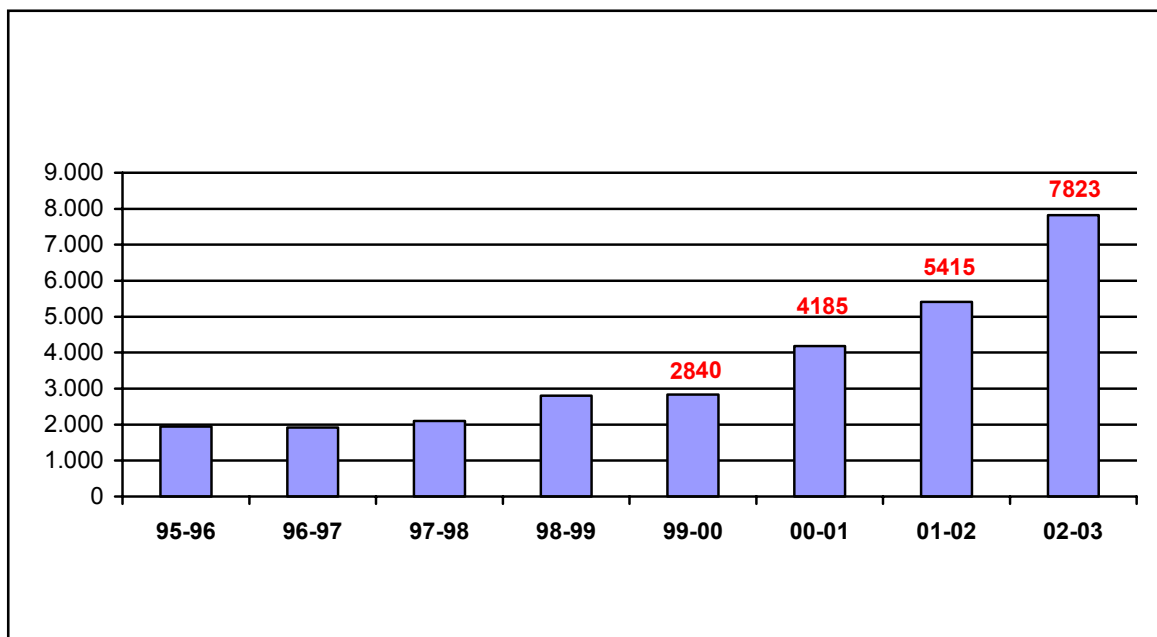
The Ministry of Education, Universities and Research Decree of 30 July 1998, which regulates educational actions aimed at socially or culturally disadvantaged pupils and educational measures for students with serious school adaptation problems, establishes a series of governing criteria on the school system's role in dealing with pupils who have particular difficulties in adapting to the school environment and pupils who are socially or culturally disadvantaged.

Therefore, we need to address the matter of how to provide the best education for all students, regardless of race, language and culture, to create a common space founded on respect and tolerance.

2. Current situation

2.1. Growth of the immigrant student population

The immigrant population enrolled in schools (including adult education students) in the Basque Autonomous Community (BAC) has been on the rise, particularly in the last three years, as seen in the graph below:



Source: Department of Education, Universities and Research. Basque Government. May 2003.

In the 2000-01 school year the overall immigrant student population increased 40.3% over the previous year; in the 2001-02 school year the increase was 40.2%, and in 2002-03 the percentage was up 43.82% over the previous year. It should also be kept in mind that percentages vary on daily basis as our education system incorporates new immigrant students.

Consistent with the above, the increase in the immigrant student population this year by educational stages is as follows: Vocational Training, 88.10%; Infant Education, 60.74%; Primary Education, 41.67%; Compulsory Secondary Education (ESO), 34.52%; and Baccalaureate, 27.05%.

These percentages indicate a growth rate which is certain to continue and even accelerate in forthcoming years, reaching limits unknown to us at this time, but which will most likely be higher than the figures we are experiencing today. In recent years the numbers of immigrant students in the first three stages (infant education, primary education and compulsory secondary education) have tended to balance out, with higher percentages than in the other two stages; greater growth is expected in vocational training than in baccalaureate phase.

2.2. Distribution of immigrant student population

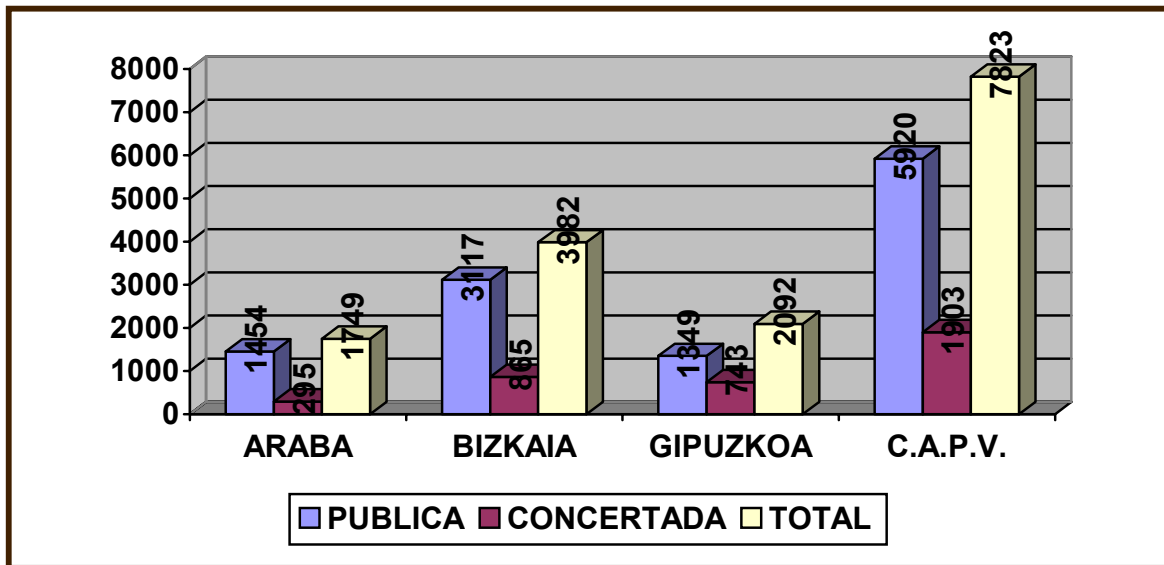
The distribution of the immigrant student population among provinces and school systems is also unequal. The table below verifies this data:

	Araba		Bizkaia		Gipuzkoa		BAC	
	Immig.	%	Immig.	%	Immig.	%	Immig.	%
Public	1,454	83.13	3,117	78.27	1,349	64.48	5,920	75.67
Private	295	16.86	865	21.72	743	35.51	1,903	24.32
Total	1,749	100	3,982	100	2,092	100	7,823	100
%	22.35		50.90		26.74		100	

Bizkaia accounts for more than half (51%) of the immigrant students enrolled in the Basque Autonomous Community, Gipuzkoa, 27%, and Araba, 22%.

75% or two-thirds of the immigrant student population is enrolled in the public school system, even though only 47.5% of the total student population of the BAC attends public schools. The percentage holds true for all of the education phases.

By province, Araba has the most unequal figures, with 83% in the public system and 17% in private schools; in Bizkaia the figures are not quite as unequal, with 78% in the public system compared to 22% in private schools; and Gipuzkoa shows the most balanced figures, with 64.5% in the public system and 35.5% in private schools. The graph below shows these data (includes adult education):



3. Basic principles

The presence of immigrant students poses a double challenge to the Basque education system and to the schools: to adapt education to a multicultural context and address the specific education needs of the immigrant student population.

3.1. Principle of integration

One of the fundamental principles of the Basque education system is integration, in keeping with the right to equal education and contributing to the objective of social cohesion. The most coherent way of applying this principle and working toward this objective is through multicultural education, i.e. equal opportunity built on diversity.

3.2. Principle of equality

Multicultural education does not only mean promoting integration in the host country of the immigrant population, but also integration into mainstream society.

One of the fundamental principles is equality, which means that the goal is majority groups to accept members of the minority groups as their equals.

In many cases the immigrant student population is socially and economically disadvantaged, a handicap which the schools must strive to overcome. In order to level the playing field, the following efforts are advisable:

- Promote success in school and eliminate the barriers that get in the way.
- Involve significant individuals from different cultural backgrounds in school organisations and activities.
- Encourage dialogue with cultural minority families.
- Keep a watchful eye on discriminatory behaviours and work toward modifying such attitudes.
- Resolve cross-cultural conflict through dialogue.

3.3. Principle of multiculturalism

Multiculturalism is more than the idea of multicultural acceptance. In addition to acknowledging and adapting to different cultures, it calls for dialogue based on equality and reciprocity, thus making coexistence possible. As part of this intercultural approach, two aspects should be taken into consideration which are not always dealt with jointly: cultural difference and inequality. The immigrant student population should feel they are part of the group; they should feel they are appreciated, and that their languages and cultures are valued. To this end, the following actions are appropriate:

- Include material in school curriculum that addresses other cultures, focusing on the things that bring us together, not what sets us apart.
- Utilise different cultural elements in educational activities or conduct them in culturally heterogeneous groups.
- Reflect the different cultures and languages in the school environment.
- Facilitate access to minority cultures minorities by all.
- Establish a critical dialogue between all cultures.

3.4. Principle of quality

When educational objectives are achieved efficiently and effectively and when education is fair and equal because the objectives set out are attainable by all pupils regardless of their social or economic background, then education is considered successful. The objectives shall be aimed at the independent development of all of their personal, social, ethical and intellectual abilities. A good education also provides diverse educational options that allow pupils to develop

their own personal projects without separating them into exclusive groups. At the same time, they should be taught the principles of coexistence and co-operation, built on shared democratic values, the building blocks of social cohesion.

Efficiency, freedom, fairness and social cohesion shall be the guiding values of the Basque education system applicable to all students without exception, including the immigrant student population. This way they will have the opportunity to develop their personal capabilities, cognitive skills, self-expression and social skills, and will hold the key to understanding the culture in which they live. An education system based on these principles will provide all pupils with the opportunity to access higher levels of education and attain the skills they need to enter the labour market.

4. Education needs

The education needs of immigrant students enrolled in schools in the Autonomous Community of the Basque Country fall into three categories:

- **Linguistic needs.** Not being able to speak one or either of the two official languages in the BAC has repercussions on personal and social relationships and learning.
- **Curriculum needs.** Differences between the new majority culture and the cultures students have been raised with and still experience at home call for changes in curriculum; furthermore, some students have had no or little previous formal education and therefore lack skills in the basic subjects.
- **Tutoring needs.** The difficult process of integration in school and society and the differences between family norms and customs and those prevalent in the school or community call for extra support; this is exacerbated by the fact that some of the pupils come from disadvantaged social and family situations.

When pupils enrol at a school their specific education needs may be recognised, but this does not necessarily mean that they are classified as having special education needs.

4.1. Addressing language needs.

There are certain circumstances which influence the full integration of immigrant students into the education system. The first is whether they speak the language of instruction. Language is an essential vehicle for expression in personal relationships, social integration and learning. Failing to meet the language learning needs of the immigrant student population can often lead to falling behind in school, a problem difficult to remedy.

There are two official languages in the Autonomous Community of the Basque Country and the education system is bilingual. The sociolinguistic situation is diglossic, Spanish being the dominant language.

One of the objectives of the Basque education system is for all pupils to acquire sufficient competence in both official languages by the time they complete their compulsory education in order to manage in day-to-day life and to continue their studies in either of the two languages. Barring any reasons of a personal nature that justify otherwise, all pupils should be able to learn both languages by following a suitable learning process.

An education system targeted at overcoming inequality cannot lead to a lack of knowledge of either of the official languages. Besides being a right and a responsibility, learning both languages is useful for anyone wishing to feel they are a member of Basque society and to increase their options in terms of social integration and entry in the work force.

In the school environment students learn new languages when they are used as a means of communication among equals and in learning different subjects. Therefore, linguistic models B and D should be made available to everyone, particularly pupils who are going to learn the two languages in the school environment.

Until recently the tendency among the immigrant student population was to receive education under the model A instruction programme, feeling that this would be the best way for them to learn and to become integrated in the school. This was primarily due to a lack of understanding on the part of many immigrants with regard to the linguistic reality in the Basque Country and the idea that Euskera would be of little use to them in their daily lives. However, the number of pupils enrolled in model A is continually on the decline, especially in certain stages and provinces, and models B and D, in greater demand by the non-immigrant student population, are seen in a more positive light. In any case, article 13 of the Basque Public School Act stipulates that the Basque public school system shall guarantee the right to enrol in schools in accordance with the planning framework of each facility, and that it is up to the parents or guardians to decide on the actual school. Thus, the families make the ultimate decision with regard to linguistic model, whether it be A, B or D.

If a student speaks neither of the two official languages, the school must provide the resources for teaching both – first the primary language of the specific linguistic model and then the other language. In any case, the language models shall be adapted to the conditions and characteristics of these students.

4.2. Addressing curriculum needs.

There are two main types of curriculum-based education needs:

- Learning specific content, particularly areas related to the geography, history and culture of the Basque Country.
- Learning the basic subject matter for each grade level.

To respond to these needs the curriculum must be adapted so that pupils can participate in class activities on an equal footing as quickly as possible. There are a number of ways to adapt the curriculum, all of which should be considered complementary:

- Reduce compulsory content and concentrate on basic subjects studied in each cycle.
- Enhance the curriculum to include the students' own cultural heritage so that educational activities take on more meaning.
- Customise learning by incorporating specially designed educational activities and monitoring students regularly to be aware of their difficulties and progress.

4.3. Addressing tutoring needs.

The immigrant student population can face integration problems resulting from cultural and linguistic differences, and from other personal reasons. The school should:

- create a welcoming climate and try to integrate students into classroom and extracurricular activities.

- keep an eye on any potential relationship problems between immigrant pupils and their classmates.
- respect the cultural significance of certain manners of speaking and relating so that students feel welcome and not in conflict between their family and school lives.
- Maintain fluid relationships with the pupils' families or legal guardians.
- Make use of local social services, foreign national organisations and immigrant support groups.

5. Objectives

5.1. General objective

The general objective of this programme is to integrate the entire immigrant student population in the school environment, thus facilitating social and cultural integration, regardless of language, culture, social condition and origin.

5.2. Specific objectives

The specific objectives of this programme are for immigrant students to:

- acquire a good oral and written command of the official languages in the BAC.
- Access to the same curriculum as the rest of the student population.
- gradually attain personal autonomy in the school environment and society.

To meet these goals the following measures shall be taken:

- Conduct an assessment of students' educational and linguistic needs.

- Facilitate an agile and appropriate education for the immigrant student population on the same terms as the non-immigrant population.
- Meet personal educational and linguistic needs through individual and/or joint reinforcement activities or by adapting the curriculum.
- Encourage members of the non-immigrant student population to accept immigrant students as their equals.
- Facilitate integration among different cultures by fostering mutual respect and understanding.

5.3. Meeting objectives

The objectives described above shall be considered accomplished when students:

1. have sufficient knowledge of the two official languages to follow the curriculum.
2. can keep up with the rest of the pupils in terms of curriculum.
3. take part in all school-related activities to the same extent as the rest of the student population.

6. Enrolment criteria

6.1. Initial considerations

Each area, population or school can be very different and therefore every situations must be handled individually when initiating or improving the process of educating the immigrant student population.

Quantitative and qualitative data will be collected on the initial situation of students when they enter the school system, the degree of integration and the acquisition of basic skills in the different educational phases. Based on the outcome of this data, the programme will be monitored to evaluate the effectiveness of the actions taken and the extent to which the objectives have been achieved.

Taking into consideration that improvement indicators can vary depending on the pupils' social and personal circumstances and the educational cycle, indicators will be based on the following factors:

- amount of time between arrival and enrolment.
- level of linguistic competence in Euskera and Spanish.
- evaluation results in the different subjects.
- participation extracurricular activities.
- parent participation in school activities.
- school environment, relationship with classmates.

The schools will be in charge of gathering this information following guidelines established by the Department of Education, Universities and Research, so that it can be used comprehensively, with all the necessary guarantees of confidentiality.

6.2. Criteria for selecting a school

In the regular registration period for public and private schools, the enrolment process for immigrant students, under normal conditions shall be consistent with Decree 14/1997, dated 4 February (amended by Decree 9/2001 of 9 February), which regulates the admission of students to public and private infant, primary and secondary education facilities in the Autonomous Community of the Basque Country. When orienting immigrant families on school enrolment the following criteria shall be taken into consideration:

- All schools supported by public funding should contribute to school attendance.
- The school should be located near the family's place of residence.
- There should be other students of the same nationality or language at the school as long as it is not perceived as a ghetto.
- Parents should enrol children in a linguistic model which ensures they learn both official languages and which offers the greatest success for integration with the rest of the students.

- The school should be equipped with the resources necessary to respond to the student's needs.

Certain specific requirements not common to the rest of the student population call for other aspects to be taken into consideration:

- The needs of the immigrant student population, although not considered special education needs per se, require specific individual attention for certain amount of time and, in many cases, special resources.
- There are advantages to having immigrant students from the same culture at the same school, but excessive numbers can hamper integration.
- Schooling underprivileged immigrant students together with non-immigrant students in similar situations can lead to marginalisation.

In order to register students outside of the regular registration period described above, Schooling Committees will be created in each province.

6.3. Criteria for selecting a linguistic model

The criteria listed below are for orientation purposes, taking into account each student's particular situation and the ultimate decision of the family.

In infant and primary education, it is advisable for pupils to enrol in the most widespread instruction programme, which today are models B and D. Nevertheless, the criteria to be applied by the Schooling Committee shall be the following:

- If the immigrant family lives in a Basque-speaking environment, the student is advised to enrol in model D, which uses Spanish as a language of instruction in certain subjects and contexts.
- If the environment is primarily Spanish-speaking, model B is recommended; if the native language is also Spanish and pupil's scholastic needs are not considerable, then model D is advisable, at least in infant education and the first cycle of primary education.
- If a student has considerable scholastic needs, especially when entering the second or third cycle of primary education, certain curriculum in Euskera should be adapted in models B and D.

In compulsory secondary education, model B is appropriate, although if necessary with some adaptations to the curriculum in Euskera. If the environment is clearly Basque-speaking, model D should be the instruction programme of choice.

In all cases, as explained earlier, it is ultimately up to the family to decide on the school and linguistic model.

7. Lines of action and intervention

7.1. Information on the Basque Education System

The Department of Education, Universities and Research will draw up a multilingual guide on the Basque education system which contains an explanation of the linguistic models and instructions for pre-registration and enrolment.

BIP - Action 2.1: Design and disseminate a multilingual guide on the Basque Education System, stressing active participation by parents, guardians, etc. in school-related representative councils.

7.2. Admission and enrolment process

Before the registration period, the Department of Education, Universities and Research will send instructions to all schools on how to regulate the admission process for immigrant students.

Schooling Committees will be set up in each province to study registration requests for immigrant students outside of the regular registration period and take any decisions necessary.

BIP - Action 1.2: Create and implement Schooling Committees in each province.

Once a school has been selected, an initial evaluation will be conducted in order to adopt the most appropriate measures for the pupil's education.

7.3. Distribution of materials

Materials will be made available to teachers through the websites of the Department of Education, Universities and the Department of Innovation in Education (www.berrikuntza.net).

Schools will also be provided with basic resources kits specially designed to meet the needs of the immigrant student population.

7.4. Teacher training

The Department of Education, Universities and Research, through the offices of diversity in each province, will draw up a training plan for each grade level. The plan will provide recommendations on multicultural awareness-raising activities for all teaching staff, as well as educational and language learning activities aimed specifically at teachers directly involved in the education of immigrant students.

BIP - Action 1.4: Multicultural diversity and the formal education of the immigrant student population should be regarded as one of the cornerstones of the Ongoing Teacher Training Plan of the BAC (GARATU): courses, seminars and workshops for teachers.

BIP - Action 1.6: Organise seminars and teacher training courses in second language acquisition among immigrant students.

Teachers need to be trained in the following areas to meet the education needs of the immigrant student population:

- Multicultural education
 - Cultural diversity.
 - Adapting to a multicultural society.
 - Developing attitudes and social skills for multicultural diversity.
 - Multicultural school models.
- Education of immigrant students
 - Detecting specific education needs.
 - Individual plan: initial phase and integration phase.
 - The role of tutors and teachers of different subjects.
- Language acquisition
 - Focus on communication
 - Stages and models of language acquisition.
 - The role of teachers in language reinforcement.
 - Classrooms and sessions for language reinforcement.

- The role of language teachers and teachers of other subjects.
- Culture in curriculum and school life
 - Keys to promoting culture in curriculum
 - Basque culture for promoting social integration among immigrant students.
 - Presence of students' native cultures and languages in the curriculum.
 - Keys to the cultures present at the school.

The teaching staff will also be provided with advice on the incorporation, treatment and monitoring of immigrant students through Berritzegune Centre counsellors.

BIP - Action 1.5: Implement cultural diversity training plans at the Berritzegune Centres.

Co-operation agreements will also be set up with Basque universities to include specific subjects and activities in their teacher training programmes: multicultural education, teaching languages to foreigners, and practice in schools with immigrant student enrolment.

BIP - Action 1.7: Specific financial support for public and private organisations to offer courses and seminars on the education of immigrant students and multicultural diversity in schools.

7.5. Actions aimed at reinforcing the official languages

Where appropriate, the Department of Education, Universities and Research will facilitate the creation of language reinforcement classrooms at schools to meet the needs of recently arrived immigrants who do not speak the language of instruction.

BIP - Action 1.9: Create and implement funding which allows officially approved private schools to develop language reinforcement measures for late-arrival immigrant students.

BIP - Action 1.10: Create and implement public language reinforcement centres for late-arrival immigrant students.

In addition to language reinforcement classrooms aimed at late-arrival immigrant students,

- courses in the official languages shall be made available to students enrolled in adult education classes.

BIP - Action 4.1: Promote an understanding of our cultural and language among the immigrant students enrolled at adult education centres.

- Intensive courses in Euskera will be offered in September and throughout the school year for Spanish-speaking pupils attending compulsory secondary education.
- Agreements will be signed with the Office of Linguistic Policy and other bodies for the purpose of organising Euskera classes for adult education immigrant students unable to attend class at the centres mentioned above.

BIP - Action 2.1: Foment initiatives with other public bodies for teaching young immigrants Euskera through the Euskaltegi Basque language school network.

BIP - Action 4.1: Promote an understanding of our cultural and language among the immigrant students enrolled at adult education centres.

- Group courses will be promoted during school vacation periods aimed at language acquisition.

7.6. Support for native language and culture programmes

Efforts will be made to find ways of collaborating with official bodies or organisations that can offer instruction of this type, even it is not part of regular classroom activities.

BIP - Action 1.14: Study and launch initiatives aimed at including the different native cultures and languages of the immigrant population.

BIP - Action 1.15: Develop ways to include teaching the foreign languages most commonly spoken in our community (Arabic, Chinese, etc.), depending on the demand.

7.7. Co-ordination and collaboration with other government services and official bodies

Based on the Basque Immigration Plan and the actions put forward in this paper, co-ordination will be maintained between the different provincial, regional and local departments, public agencies and immigrant organisations.

Arrangements will be made for students in the second cycle of compulsory secondary education who plan on entering the labour market when they finish to receive instruction at more than one institution.

Schools will be made available to organisations for the purpose of teaching native languages to immigrant students during non-class hours.

7.8. Improving the quality of schools with a substantial immigrant student population

Measures will be taken to ensure that enrolment is balanced between the local public and private schools through a procedure governed by education agreements.

Schools located in areas at risk of marginalisation will be provided with the resources needed to modernise and update their facilities for the purpose of enhancing both image and prestige.

Special subsidies will be disbursed to public and private schools in need to provide them with operational, computer, audio-visual and other resources.

Collaboration with other public bodies will be established to provide these schools with social workers and/or mediators.

7.9. Grants and subsidies

Funding for public and private schools shall be increased to defray the cost of school materials, books, extracurricular activities, etc. not affordable by immigrant families.

Subsidies for school lunch programmes will be increased to cover the cost of pupils in need.

Special arrangements will be studied to provide financial aid or tuition exemptions for economically disadvantaged students.

8. Specific resources

Organisational resources

In primary and secondary education:

Specific classrooms in schools

When there is a certain number of immigrant students, a specific classroom will be set aside at the school to facilitate integration reinforce language acquisition; the classroom programme will be flexible, adapting to individual needs. A language reinforcement programme will be

implemented to address the language needs of immigrant pupils in primary and secondary education.

The classrooms shall be an integral part of the school facility and should be perceived as transitional, open, intensive and flexible – transitional because the goal is to mainstream students into the regular classroom; open because students will not spend the entire day there; intensive because the activities are aimed at accelerating the process of skill acquisition; and flexible in terms of the number of pupils and amount of time spent in the classrooms. The instructor in charge of language reinforcement will supervise the classroom activities.

Regional classrooms

If the immigrant student population is enrolled in different schools within a certain area and none of the schools offer adequate individual attention, a regional classroom will be set up, where necessary, at one of the schools in the area for language reinforcement.

8.1. Human resources

The teacher of the class or group of which immigrant pupils form part is the person in charge of monitoring their progress. Tasks deriving from the individual plan shall be assigned to the regular teaching staff, with specific instructors assigned only when special education needs or language reinforcement are required.

Reinforcement plans included in each school's annual plan will allocate the tasks performed by the teaching staff, apart from regular school activities, aimed at meeting the education needs of the immigrant student population.

The Department of Education, Universities and Research will sustain the specific immigrant student programmes at secondary and primary schools through a call for Specific Education Projects for public schools.

Any school, whether public or private, can request the services of someone who speaks the immigrant student's native language to support the pupil in his or her first few days at school or to facilitate at parent meetings if there is no one at the school who can speak the language. Hiring the services of these people will be done through the Compensatory Education Consortium.

BIP - Action 1.17: Maintain the translation/interpretation service in each province to respond to needs that arise in the education system during the initial stage.

8.2. Materials, technology and teaching resources

8.2.1. Resources for detecting needs, treatment and monitoring

The Department of Education, Universities and Research, working in collaboration with teachers released from their regular duties to design materials and supervisors from the Berritzegune Centre Programme of Coexistence and Diversity (Education Support Centres and Innovation in Education), will develop a model Immigrant Reception Plan to serve as a guide for each school's Immigrant Reception Plan. The plan should also contain instruments for initial evaluation and assessment of pupils' progress.

BIP - Action 1.3: Design a model Immigrant Reception Plan for the schools

8.2.2. Curriculum resources

The Department of Education, Universities and Research will promote the creation of specific multicultural education materials through subsidy programmes for work groups, training and innovation projects, specific educational intervention projects and permits which allow teaching staff to dedicate their time to designing such materials.

BIP - Action 1.12: Revise and supplement subjects and materials related to cultural diversity employing experts from the Berritzegune Centres.

BIP - Action 1.17: Create permits which allow teachers to elaborate educational materials associated with the intercultural dimension of education.

Guidelines and recommendations on designing educational materials will be provided to staff to prevent the use of racist or discriminatory language.

Emphasis will be placed on adapting texts by Basque authors for different reading levels so that immigrant pupils can choose the same books as their classmates, especially in secondary education.

Teaching guides for materials already on the market will be promoted for working with immigrant students.

8.2.3. Language resources

Efforts will be made to design oral and written language acquisition teaching materials for infant education, and accelerated reading and writing materials for students entering the education system at the primary and compulsory secondary education levels.

The Department of Education, Universities and Research will also foment the creation of bilingual dictionaries to facilitate the process of learning Euskera among the immigrant student population.

8.3. Economic resources

The Department of Education, Universities and Research will increase subsidies allocated to private schools to reinforce language and other areas through announcements for subsidies in the framework of private school education agreements. The same subsidy allocation criteria will apply to both private schools and public schools.

BIP - Action 1.8: Establish and implement subsidies granted to officially approved private schools for educational reinforcement projects aimed at students with significant academic difficulties and immigrant pupils.

Financial support will be made available to pupils in need who have not met the application deadline for grants and subsidies.

9. Levels of responsibility

Taking into account the responsibilities of each level, the following measures will be adopted:

9.1. Vice-Ministry of Education

The Vice-Ministry of Education shall be in charge of the following tasks:

- Drawing up the General Action Plan.
- Establishing the actions and steps to be taken.
- Co-ordinating the operations of the Provincial Schooling Committees.
- Co-ordinating the activities carried out in each province.
- Collaborating and co-ordinating with other BAC departments and agencies.
- Drawing up the corresponding instructions, guidelines and rules and sending them to the schools.

9.2. Provincial Departments of Education

The provincial departments shall adopt the following measures:

- Create Provincial Committees.
- Manage resources as determined by the needs of the schools.
- Promote teacher training.
- Supervise school resources.
- Create reinforcement classrooms.
- Collaborate with the different provincial and local services.

9.3. Schools

The responsibility for drawing up the immigrant pupil reception and integration plan falls primarily on each school and its staff. Therefore, each school shall:

- Elaborate an immigrant reception and integration plan which guarantees standardised monitoring of a student's academic progress and his or her gradual autonomy in the school environment.
- Detect students' education needs and provide appropriate individual responses.
- Inform recent arrival students and their families about the school's educational project.

To this end, the Department of Education, Universities and Research will provide the schools with a model immigrant reception plan designed by teachers to serve as a guide for each school to elaborate its own Immigrant Reception Plan.

9.4. Berritzegune Centres

It is the job of the Berritzegune Centres to organise and monitor the training programmes designed for all teaching staff and specific training for teachers working directly with immigrant students.

10. Specific immigrant reception and integration plan

In areas with a large immigrant student population a Specific Immigrant Reception and Integration Plan will be created in an attempt to meet the general objective stated earlier in the most effective manner possible.

The plan's strategy is based on the following actions:

- Organise immigrant student reception in accordance with the circumstances surrounding each school.
- Make good use of resources, distributing them according to the needs of each school and the criteria laid down.
- Involve and co-ordinate all local services capable of assisting in student integration efforts, taking into consideration municipal immigration plans. Co-operation agreements shall be drawn up with other departments and administrations.

The Specific Plan will be supervised by a specific commission created within the framework of the Schooling Committee and will be presided over by the committee inspector.

BIP - Action 1.11: Annual announcement of subsidies for Specific Educational Intervention Projects aimed at public schools in disadvantaged areas and/or with students who have serious difficulties adapting to the school environment.