Risk of school failure in Catalonia

Executive summary

CTESC

Consell de Treball
Econòmic i Social
de Catalunya

STUDIES AND REPORTS

No. 26

Studies and Reports. Number 26

RISK OF SCHOOL FAILURE IN CATALONIA

REPORT

approved by the Plenary of the Catalan Labour, Economic and Social Affairs Council in the extraordinary session of December 20, 2010.

CTESC

Consell de Treball,
Econòmic i Social
de Catalunya

Rapporteur

Jorge Calero

Josep Maria Rañé

Director

Xavier Riudor

Coordinator

Eva Miñarro

Authors

Cristina Boada

Diego Herrera

Eva Mas

Eva Miñarro

Marta Olivella

Xavier Riudor

Fundació Bosch i Gimpera (Universitat de Barcelona)

Jorge Calero

Álvaro Choi

Josep Oriol Escardíbul

Suport tècnic

Laura López

Work Team:

Elena Donate, Lourdes Esteban, Mercè Garau, Maria Mora, Cristina Píriz,

Francesc Santamaria i Vicent Tirado

CTESC

1. EXECUTIVE SUMMARY

1.1. Introduction

The Catalan Labour, Economic and Social Affairs Council (CTESC), encouraged by the diagnosis of the Catalan educational system and the expectations generated by the measures suggested in the National Pact for Education, partially collected in the Education Law of Catalonia to reduce "school failure", reached an agreement in order to draw up a comprehensive study on the "risk of school failure" in Secondary Education (ESO). On the one hand, this study addresses to students at risk of school failure and, secondly, it aims to identify and prioritize the factors that explain the purpose of making contributions that can be taken in mind when making an educational policy aimed at reducing its incidence.

Among the specific objectives of the study, the following are included:

1) The conceptual approach to school failure

2) The analysis of the main characteristics of students at risk

3) The analysis and prioritization of the individual, social and institutional factors that explain the risk of school failure at ESO.

4) The description of the individual and social consequences of this failure at school

5) The analysis of major trends in public policy in the education field, and good educational practices

The study is divided into nine chapters, including the first, "Executive Summary", and the eighth and ninth, "Appendices" and "Bibliography and documentation" respectively. The second chapter, "Introduction and Methodology", describes the study objectives structure and hypotheses and the methodology used in the various tests and limitations. The third chapter ("Theoretical Framework and Context") is a reflection on the status and challenges of the Catalan educational system, limitations and controversies related with the concept "school failure" and the relationship between "psychobiological", "socioeconomic" and "institutional" variables on the one hand, and school performance, on the other.

Chapter fourth ("The risk of school failure in Catalonia. An analysis based on PISA-2006") includes the report that the CTESC asked to the Interdisciplinary Group of Educational Policy Analysis at the University of Barcelona, led by Professor of Applied Economics Jorge Calero, and responds to several specific objectives of the study. First, the report characterizes students at risk of school failure from the skills level. Then analyzes the relationship between the skills in math, science and reading and repeating course probability. Finally, it identifies the factors determining school failure risk.

The fifth chapter "A qualitative approach to the risk of school failure in Catalonia" contains the report prepared by the CTESC technical services from twenty-six in-depth interviews. First, reflecting the social representations of social actors interviewed in relation to the phenomenon of school failure. Then it gathers perceptions about the causation of students individual characteristics, family and identity, and institutional factors in the educational system (teaching, school and classroom, and current educational model) in relation to the risk of school failure. Thirdly, it relates the stakeholders diversity of opinions on policies and measures to combat school failure. Then it specifies the priority areas of action and recommendations, as well as enriching educational experiences elsewhere, according to the terms of the interviewees. Finally, the main findings of this report are summarized.

The sixth chapter "Strategies to reduce school failure" contains two sections. The first one is a review and synthesis of public initiatives of EU Member States and regional governments in Spain to reduce school failure and improve the educational students performances, with focus placed Catalonia. The second section presents a synthesis of some experiences reviewed and published in Catalonia.

The seventh chapter "Considerations and recommendations" summarizes the main study conclusions through a content analysis in parallel of all the parts that comprise the study (theoretical and contextual framework","The risk of school failure in Catalonia. An analysis based on PISA 2006","A qualitative approach to the risk of school failure in Catalonia"," Strategies to reduce school failure") and the recommendations and contributions agreed by the Economic and Social Council of Labour of Catalonia.

1.2. Theoretical Framework and Context

1.2.1. Educational and political context

Recent reports and studies on the Catalan (and Spanish) educational system note that while it is in a good health state in terms of equity, it isn't in terms of excellence. The changes and modernization of the education system have focused on quantitative aspects (infrastructure, increase staff and material resources) at the expense of improving the quality of educational action.

However, we should point out to the demographic, social and economic changes that Catalan school have experienced over the last two decades, many of which exceed the scope and strongly affect its context, and possibilities of action. Of these changes, we can highlight the accused increase of immigratory students combined with a less intense increase of teachers.

At the same time, in the current socioeconomic context the need to train people from the educational point of view becomes even more important. The various manifestations of school failure (low graduation rate, high early school leaving and low basic skills) may affect seriously the level of the workforce, not only by hindering their access to the secondary education and university, but also determining their access to training and readiness throughout life. This can have negative consequences for both the individual and for society as a whole economy, so improving the students academic performance has become one of the main challenges of the Catalan educational system.

Public institutions of different levels are aware of this challenge (wich can be extended in varying degrees to the other Member States of the European Union (EU)). A proof of this is that the new Europe Strategy 2020 (which replaces the Lisbon Strategy) believes that one of the five goals that States must achieve by 2020 is to increase population educational levels. This goal is reflected in the Education and Training 2020 Program, which provides some series of strategic objectives to achieve.

In Spain public actions can be specified in first place in the regulatory framework governing the education system (the Organic Law of Education (LOE) and the implementing rules issued by the education authorities) But the constant renewal of the regulatory framework based on the political choice of the central government does not favor the stability and system effectiveness.

A second type of public performance to be highlighted is spending devoted to education, focusing in recent years in the system quantitative aspects. While public spending on education increases every year (nominally), it does it at a rate lower than GDP growth, which means that its proportion on the GDP goes under (CES, 2009).

As for Catalonia, there are several noteworthy performances in education taking into account the need to improve the students academic performance. First, the National Pact for Education

(2006), which contains various measures in this regard, some of which have been collected in the first Education Law of Catalonia, approved in July 2009. Secondly, the Catalan social agents also expressed concern about the training level of the population by adopting several resolutions, among which the Strategic Agreement for internationalization, job quality and cmpetitiveness of Catalan conomy (2008) and the Agreement on measures for youth employment in Catalonia 2009-2012.

1.2.2. An approach to school failure concept

The specialized authors agree in qualify the school failure concept as vague and ambiguous. First, its semantic content is discussed in relation to its antonym - "school success" - because of the implicit negativity (Marchesi, 2004), but also to be a culturally and socially constructed meaning that determines the perception of this phenomenon in terms of social exclusion, and which involves more agents than the school.

Secondly, there is a dissonance in the definition, delineation and quantification of school failure. A good example of it is the Administration's decision not to include repeater Catalan school students course in this definition in 2009, despite the disagreement on the part of the educational community.

Thirdly, the look on the phenomenon of school failure can be focused on the process, meaning a more preventive way, or in the results. In this study it has been adopted a definition of school failure as a dynamic and cumulative process, since the research focuses mainly on the description of the population at risk in the explanatory factors of school failure and the measures necessary to prevent it.

Regarding the formulation of ESO empirical phenomenon, the indicators may refer to students who left school this stage or just at the fourth year without having achieved basic skills or have obtained the qualification, or include repeating students. Similarly, the premature abandonment of education (population between 18 and 24 years with maximum formation of secondary education and training that do not follow any other) plays an increasingly prominent role in studies of school failure, since it is a structural indicator of the European Commission related to the low labour productivity and mobility between social strata and, therefore, competitiveness and social cohesion.

We should consider that the empirical formulation of school failure in Catalonia ultimately depends on the grade or mark awarded by the teachers to the students knowledges and, in fact, represents the dependent variable of some research (Gutiérrez -Domènech, 2009) - not of an external evaluation, as in the case of PISA, focusing on the competencies or skills to apply knowledge, as do other countries.

As a phenomenon related to multiple levels (student, classroom, the school, the educational system, family and society), understanding the logic of school failure requires an explanatory model in which systemic variables interact with psychological (cognitive and psycho), sociocultural (social and family context) and institutional ones (context of schools, curriculum, resources and teaching methods) (Marchessi, 2004).

1.2.3. Psychobiological features

To some authors, certain psychobiological characteristics as intelligence, motivation, skills and learning strategies, personality, and sex are the main determinants of the students academic performance.

Researchers have been concerned with intelligence and its definition from the early twentieth century. However, interest in knowing the relationship type between this ability and school performance did not express himself scientifically with intensity until the 50s. Intelligence is

probably the most studied explanatory factor in school performance and is often regarded as the best predictor of students' school careers.

Intelligence has also been associated with success in other life spheres, both economic and social. Empirical evidence, however, shows that educational level adjusts upward social predictors derived from intelligence, so that efforts to enable people to improve their educational level reverse in significant benefits for the individual and society as a whole.

Another psychobiological feature with a very important impact on academic performance is the students motivation. The execution level is not only intellectual ability but also the effect of motivation (Perez-Rosas 2002). Other approaches which emphasize the active role of students in acquiring knowledge and skills consider that learning strategies are the most significant tools and predictors of academic performance (Pérez Millan Castejón Costa, 2008).

Personality characteristics and experiences will largely determine this effort. Greater "sensitivity to punishment" may encourage the type of conduct that leads to the award, ie study. However, the fear of failure can also be found in procrastination (or psychological tendency to defer action on the following day) a justification before a negative result, given that bad results can not be attributed to a lack of capacity, but to insufficient effort (Clariana, 2009).

Moreover, there are numerous tests that have tried to establish the relationship between the student gender and school performance. Most studies identify significant differences in the tests results of spatial and numerical reasoning in favor of boys, as well as weaker differences that put girls over their male peers in verbal reasoning (Maccoby and Jacklyn, 1975; Wilson and Vanderberg, 1976; Yen, 1975; Feingold, 1992; Rindell et al. 1998). Empirical evidence also shows that girls have better school performance and a lower rate of dropouts than boys.

Additionally, there is a high number of developmental disorders (dyslexia, alexia, disgrafia, disortografia, agrafia, dyscalculia, attention deficit disorder with hyperactivity (ADHD), intellectual superdotation, Down syndrome and anxiety) that may adversely affect students school performance, regardless of the interests and abilities (Eliche White, 2008). Physical or mental disability discapacities, or socio-economic situations of vulnerability may also hinder the learning process and produce school failure in medium or long term unless appropriate measures are applied in each case.

1.2.4. Social context

The educational space globalisation, the economic growth model, increased diversity and demographic changes in family structure are some of the socio-economic trends that allow us to contextualize the current education systems, as well as power relations that condition it.

The globalization of economic, political and social reality of Catalonia is now a relentless reality with direct consequences for the governance of social institutions and, more particularly, on the geographic scale of the educational system control and appearence. Social cohesion and the same idea of equal opportunities are immersed in a process of transformation characterized, among other things, by the altered balance between local and global, public and private actors, in short, between social and economic policy (Robertson and Dale, 2006).

At the same time, the functioning of the education system is not entirely alien to the nature of the Catalonian economic growth model, and vice versa. It can be concluded that growth has been based on one hand, on the expansion of sectors such as construction and certain services with very low productivity levels and, secondly, an insufficient investment in R & D has the conditioned the human resources potential capitalization, as well as the adaptation of the production challenges arising from economic globalization.

Among the circumstances that determine the low profitability of educational investments, which can alter the socioeducational strategies of individuals and families, stand the lack of fit between the skills base and the jobs on the one hand, and the increasing difficulties to secure employment consistent trajectories, on the other, as a result of the high rates of temporary jobs and rotation (Laborda, 2008) and, more recently, youth unemployment.

ICTs are consolidated in the midst of these changes as an indisputable tool to improve competitiveness and occupational workers. However, in Catalan schools the use of ICT is still deficient, especially when admitting that new technologies also mean new ways of working, production, communication, attitude organization and training actions (Martín-Laborda, 2005).

Regarding the increase in diversity, the "accommodation" (Gibson, 1998) of the immigrants presence in Catalonia is no longer discussed solely in terms of education capacity to provide an adequate response to needs, more or less immediate, to access and welcome the new students. In the Catalan society, with 15.9% of people of foreign nationality on the total population on January 2010, the educational challenge takes relevance within the broader context of social cohesion (Bauman, 2008). The concern of the European Commission (EC) for the dimension of school failure has been, in fact, accentuated by the results of the PISA report, 2006, as scores of immigration students are lower than the obtained by the students of the receiving countries. Thus, producing school success becomes not only a necessary condition to improve the education system from the perspective of efficiency and equity but also to mitigate the possible generation of disaffection and social exclusion in the future.

Social, economic and cultural trends also affect the family in Catalonia. The importance of this institution on education and school experiences of children and young people is something that, in the light of empirical evidence now is unquestioned (Bonal, 2004).

In the first line of analysis, the study argues that parents transferred their advantages and disadvantages to children. The polarization in the access to the type of school reopens the debate about the influence of students socioeconomic status on the starting trajectories (Navarro, 2009). The parents occupational level and educational level are standing out factors, but the effect of the father occupation on the results of school children has reduced in recent decades, while the level of education parents, especially mothers, becomes increasingly important (Dronkers, 2008).

Parents education is related in multiple and complex ways with other variables such as expectations and strategies for achieving the objectives set by the school, motivation, dedication / help in studies, consumption and cultural practices, the quantity and quality of the environment resources and family relationship with the school.

A second line of analysis refers to changes occurring in the family model. Currently, family is immersed in a process of individuation which erodes the foundations of the patriarchal family model (Brullet and Roca, 2004). The evidence shows that family is more diverse and fragile than in the past (Beck and Gernsheim, 1998) because, firstly, the expansion of choices and forms of coexistence, on the other hand, the relevance that have love and emotional wellbeing in the configuration of this space at the expense of considerations of status and security through the lineage (and Brullet Torrabadella, 2002).

All these changes combine with the existence of discontinuities between the needs of families on the one hand, and the answers offered by the State and the civil society, on the other. The organization and social use of time everyday is still largely responding to the labour sexual division, and this has consequences on patterns of child rearing, the relationship established with families and school teachers, and ultimately, the academic students performance.

1.2.5. Institutional context

The importance given to education to promote economic, social and personnel development has given an expansion of educational objectives and the incorporation of a growing number of students in school. However, it should be noted that the adaptation of schools to big changes is slow, partly because it involves discriminating between a wide range of organizational and educational proposals and reconsider the relationships between the various elements that make up the system education.

Much of the authors emphasize the need for a holistic and preventive education system before introducing changes (Serason 2003; Pena, 2005). In this sense, we should not consider a reform aimed at improving the learning processes of students if, for example, the kind of relationship between school and society is not taken into account. Changes may generate, in addition, resistance mechanisms in teachers and schools, so we must place the school culture in the center of these changes.

School occupies a privileged place in the whole socialization, homogenization and differentiation of individuals process. It imposes upon students the standard of excellence determined by an established power and formally recognized by the titles, a stable and versatile set of skills (Perrenoud, 1996). In this regard, it should be noted that the power of school organization, which derives from the political system, consist in considering a child who makes mistakes in calculations or not successfully combines verbal conjugations a bad student. Therefore, we must ask whether the students evaluation may help to prevent school failure and is one of the elements of its existence (Marchesi, 2004), and in any case, students evaluation shouldn't be underestimated or over-estimated because it can exacerbate low inequities.

Another institutional aspect of the education system is the center autonomy principle, which provides that each school can build an educational curriculum and its own social and environment curriculum that welcomes students adapted where located. It is precisely in this area where the debate on establishing the grouping of pupils and the attention to diversity, ie, the proposed homogeneous grouping depending on the interests and abilities of students in Catalonia formally are translated into innovation programs and curricular adaptations (Perez-Diaz et al., 2001).

Alternatively, the formulation can be organized internally in the classroom so that students remain in the ordinary class, but diversity is attended by grouping (Huguet, 2007), either through subdivision of the class to develop specific parts of the curriculum, or by introducing innovative approaches in the group composition beyond the age (splitting, individual attention in small groups, mixed groups based on specific activities, among others) (Aldániz , 2000).

The autonomy principle is also relevant to school performance to the extent that school organization, teachers expectations and teaching style are related to the students conduct (Marchesi, 2004). However, the characteristics of the educational community and the boundaries between it and the class also influence pupils school experiences, and can change the way that grant formal education (Bonal, 2003).

1.2.6. The teacher, a change key factor

According to some research, such as Gonzalez (2005), schools differ in quality, rather than by differences in the expenditure of each school or the number of students per class, but by the teachers' skills. For this reason, the teaching vocation, the initial and ongoing training and teachers working conditions have received special attention (White, 2008). In recent years, moreover, increased confusion, disorientation and pessimism for secondary school teachers can be found due to pupils rejection to school and widespread criticism of the profession.

The teaching role has to change before a student that learns differently and has an increased level of demand towards the professional role. Teachers should talk, arouse the desire for knowledge, foster the emotional and moral students development, provide individual attention

and manage the classroom with different rates (Marchesi, 2004). And they do not just need autonomy to develop capabilities and skills to deal with diversity, but also a minimum of conditions related to the social responsibility of educational work (collaboration, participation and involvement of family and the students) (Pena, 2005).

Thus, class relations and, therefore, the right and responsibility for student participation must also be considered as, if conditions for teachers to develop personally and professionally are achieved, probably students will get to do well.

Eductive practice is difficult to reconstruct, is richer and more variable than education goals set by the regulations. Moreover, teachers specify inequalities by assessing students and must resolve the contradiction between building a school for everyone and the reality of differences. In this sense, they represent the norm and teachers can't target students without making value judgments. Every pedagogical action causes some sort of informal educational hierarchy to students as a result of a daily school work and the making of some assessment tests (Perrenoud, 1996).

Finally, it can't be ignored the relevance of teacher training, both in initial and continuous education to achieve a quality teaching. Specifically, since the creation of the European Higher Education Area (EEA) emphasis is put on the reform of teacher training, particularly as regards training and the teacher culture introduction (Martinez 2008).

Although the secondary school's teacher staff training in Catalonia has improved, the initial training has relatively little changed (Stone, 2008). The lack of professional training has been well overdue until recently, when just produce the replacement Certificate of Pedagogical Aptitude (CAP) for the new Master of Secondary Teachers who take the future teachers of Secondary School Vocational and Professional Training.

1.3. The risk of school failure in Catalonia. An analysis based on PISA 2006

In this section of the study two of the five specific objectives of it were approached, using empirical data from the PISA-2006 program: first, analyzing the main characteristics of students at risk of school failure (objective 2) and, secondly, analysis and prioritization of the factors that explain the risk of failure in secondary school (individual, social and institutional) (objective 3). Regarding this last objective, we wanted to deepen the description of the relationship between the risk of school failure to the schools and the classroom organization.

The most relevant previous conclusion that can be drawn from the process is that the information provided by PISA allows to know with much greater precision than ten years ago the relationships in the educational process, although there are some knowledge areas where there is still considerable room for improvement.

In particular, the exploration that has been conducted has enabled a significant contrast in terms of some series of statements about the relations established on the one hand, between the personal and students family characteristics, the classmates characteristics at school and the center features and, secondly, their school performance. The PISA data provide clarity to some relationships that do not come, however, to a few others, which is probably necessary to consider in the future more detailed investigations that address, among other things, the weight that have cognitive intelligence, family economic income, and educational processes inside the schools and classrooms on the pupils school results.

One of the conceptual challenges posed by the study is to establish a causal link between the skills and school performance in PISA. While it can be assumed that students with low skills in PISA are the ones that will most likely be at risk of school failure, the relationship is far from straightforward. This is partly because it can not be assumed that the subjects that PISA analizes (mathematics, science and reading) affect in the same way the academic achievement

and, therefore, failure. Therefore, in the approach it's been used the concept of "risk of school failure", construction methodology based on a combination of the three levels of competencies from PISA 2006.

Related to the objectives of the study two levels of analysis can be distinguished. First, a descriptive one linked to level two with the aim to identifie the students characteristics that are associated with lower levels of math skills, reading and science in PISA 2006. On the other hand, a level associated with the goal number three in wich causal relationships between individual characteristics, social and institutional risk of school failure are established. Only the isolation procedures using multivariate effect of each variable separately allows to to approach this determination. Also, it is necessary to be aware that the strategy of exploiting the information is marked by the specificity of the database used (PISA 2006). The fact that the database has a hierarchical nature divided into two levels (students and schools) has recommended the use of a multilevel methodology.

The bivariate approach facilitates the students description who comes only at the lower levels of competencies from PISA 2006 (objective two). The results can differentiate between the variables of the students level and school level. Regarding the students level,one fact that can be pointed out is the remarkable ratio of girls placed in the lowest levels of math and science skills, that is greater than the boys proportion (the opposite happens in the case of reading competition).

In the family level (although the students level), it can be emphasized that students from immigration source (especially in the case of the first generation) are more likely to be in the lowest levels of the three skills. For example, the percentage from immigration source of first generation students in the PISA level less than or equal to 1 is about triple the rate for native students. When describing the characteristics of students with fewer skills, language spoken at home is useful, only between 10 and 11% of students with catalan speaking families is in the lowest levels of skills This figure is doubled in the case of students with Spanish families and is four times or more in students with families who speak other languages.

Also in the family, both parents' employment as the respective levels of education are relevant when describing the less skilled population: blue-collar occupations (especially unskilled) and bottom education levels are associated with very high proportions of students in levels below or equal to 1 of PISA-2006. As an illustrative figure, it can be noted that almost half of the students with mothers without education are at the lowest levels of competence.

The last variable of the family-level students is referred to resources from home. As for purely economic resources, there is a clear association between lower household wealth levels and lower competence levels. Even stronger is the association between the competence level and availability of cultural resources (books) and education (computer ownership and use).

Regarding the center level, the first variable that defines clearly the students profile with low skills is the center ownership: in public schools the percentage of students from low grade is about twice than in concerted private schools and almost triple than in private independent schools. We must highlight also other variables related to the center user types, which can affect the performance of each student through co-effects. The presence of more immigrated students in the center (especially when the ratio exceeds 20%) is associated with lower competence levels. Likewise, the students average educational parents level, and the presence in the center of a majority of parents who work in skilled white collar occupations are associated with lower likelihood that students are placed in lower competence levels.

As for the centers resources, it is emphasized the association between schools with a high level of pupils per teacher and a small proportion of students with low skills. However, this counterintuitive result is explained by the existence of reverse causality, given that students with lower skills receive additional resources.

Finally, in this revision of students description with lower levels of authority we must refer to a process variable, the grouping of students according to their abilities. While the students grouping or not in the class itself does not establish differences in the students skills levels, the grouping into classes is associated with a higher percentage of students with very low levels skills.

In connection with the analytical study, which aims to identify the impact of each variable separately, it has followed a two-steps method. At first it is analyzed how PISA skills affect to the probability to repeat a course at fifteen years of age. Observed that the skills in math and reading significantly affect the repetition likelihood, while competition in science is not statistically significant. These relationships occur in a very similar case of boys and girls. The logistic regression analysis allows to assign each student a chance to put themselves at risk for school failure. From this probability (of which the interest lies in combining the effects of three PISA competencies) we have proceeded in a second time to explore the determinants of the school failure risk.

Some limitations have been found to this exploration derived from the size sample of Catalonian centers (only 51 to PISA-2006), while the number of relevant available variables for the analysis is high (this combination keeps the number of freedom degrees at a low level). However, analysis of the risk of school failure determinants, different for girls and boys, provides us with some remarkable results.

For girls, the meaningful variables which determine the model are: the first-generation-immigration origin condition (but not second generation) increases the risk of school failure, while the availability of cultural resources (books, in this case) and attendance at a concerted center reduce the risk. Also, a larger percentage of repeater students increases, through co-effects, the risk of school failure at the center. For boys, the meaningful variables are practically the same, except that the immigration status of second generation origin, not just first, increases the risk of school failure.

It should be clarified that the significance (and sign) of the variable referred to the center ownership is caused by the fact that the analysis explores the academic performance determinants, using a variable approach to the probability of being repeater. Further analysis in which we seek to directly determine the PISA competencies with similar methods provide different results regarding the ownership variable, either in the line that this is not significant, either in the line with the effect of private ownership is concerted refuse to explain the skills level (see, eg., Waisgrais and Calero, 2009).

The number of significant variables in the model is reduced, but largely is intuited that the few significant variables are "absorbing" variables effects that are very close: for example, the availability of cultural resources at home probably absorb the effect variables such as parents educational level. A number of non significant variables also provide interesting information. Among them, we can highlight the language spoken at home (either an state official language or a foreign language) or, within the resource center, the students ratio per teacher or class, the computers percentage connected to Internet and the computers per student proportion. Regarding resources, the fact of comparing schools with a similar provision may explain the lack of significance of such variables. Neither have been significant in the model a number of variables related to the processes that take place in the center, as the various dimensions of autonomy from the center (probably due to the lack of diversity and experience in this regard) or students grouping.

The study has provided evidence on various targets, however there are areas that require further investigation. Specifically, related to the objective 3 it is necessary to accept that the study provides only limited empirical evidence on the relationship between the risk of school failure and features of the center internal organization and the classroom. Undoubtedly it will be needed, from the availability of new data evaluations and / or *ad hoc* studies (for example,

information provided by its own staff, particularly at the classroom, and their own families, in terms of socioeconomic status), further exploration of the the risk of school failure logic in order to compare some intuitions and hypotheses by empirical evidence.

1.4. A qualitative approach to the risk of school failure in Catalonia

1.4.1. Methodology

On this study section, we tackle with four objectives (the approach to the concept of school failure, the students characteristics at risk of school failure, the description of individual and social consequences of this failure, and the description of the individual, social and institutional factors that influence the performance of students and school failure) on the basis of conducted interviews in twenty-six stakeholders related to the Catalonian education system. This group of actors had been previously selected through consensus among the CTESC Working Group members.

The interviews have been structured thematically in four sections: school failure conceptualisation, explanatory factors of school failure, evaluation of activities carried out to improve academic performance and combat the risk of school failure, and recommendations in this line. The information collected has identified a wide range of factors that potentially explain the risk of school failure, and the necessary conditions (changes, actions, etc.) to mitigate this phenomenon and to promote the students academic success and ultimately, the educational system.

The treatment process and information analysis (categorization and interpretation of information from the transcript of the record audio interviews) has consisted in developing a composite of all the discursive positions diversity adopted by stakeholders in relation to different topics of discussion. As will be seen below, majority and minority languages and points of consensus and disagreement have been identified, with the aim of promoting social representations of a phenomenon -the-risk of school failure- that are at the same time reflect and condition for their existence.

1.4.2. Concept of school failure

The majority opinion shared by all profiles and interviews about what is meant by "school failure" is that the education system fails. In this speech there are four dimensions in terms of criticism focused on the system: the results observed, the problems perpetuation and the lack of real change, action on the students, and the compensatory function. Other notable definitions of school failure revolve around technical issues (quantification phenomenon), or the responsibility attribution (multifactorial attribution, outsourcing to any family or students individualization).

As an approximation to students who fail, most of the interviewees tried to establish a dominant profile of students at risk of school failure through a process of integration of common features. Conversely, some people have focused the core of his speech in the multiplicity and diversity of the class profiles. In any case, the predominant discourse of the students characterization focused on social and family factors, especially the family over the individual variables.

As for effects on the individual school dropouts, most of those interviewed focused their speech on the relationship between students who fail and social integration difficulties and the risk of marginalization and social exclusion. Others mention the emotional processes that affect students or relativize individual consequences of school failure. Regarding the social consequences, the core of the dominant discourse has been focused on the effects that school failure can have on social cohesion, on the one hand, and the labour market, the productive and the country productivity, on the other. A small part of the profiles surveyed believe that another consequence of school failure is the non-participation of young people.

1.4.3. Explanatory factors

It is showed a dominant tendency to place the first signs of academic failure during the period of Early Childhood Education courses and initial primary education. However, visualization of the phenomenon usually occurs later in two partially overlapping critical moments: the transition from childhood to adolescence on the one hand, and the ESO Primary Education, on the other. This mismatch between school failure, the early detection and the given institutional response is the basis of some of the difficulties that the education system has to successfully and effectively redirect the educational trajectories of erratic students, according to the majority opinion of the interviewees.

Individual characteristics

The dominant social representation of the role played by individual characteristics in shaping the risk situations of school failure is that there are a set of starting conditions that acquire meaning according to the school context, family and / or society in which they are inserted. Highlighted in this speech are the critical reflections about how the educational system holds the individual characteristics, understood primarily in terms of cognitive intelligence.

At the other extreme of the continuum lies the minority views that give a key importance attributed to the combined effects of the starting material individual characteristics (intelligence, personality and motivation) but, instead, do not question the functioning of the school provisions and requirements for success.

Halfway between these two speeches, some interviewees believe that the individual characteristics (simplified again around the idea of cognitive intelligence) have less effect than motivation and personal welfare of students on the one hand, or perseverance and effort, on the other. Anecdotally, it is considered that the personal characteristics condition lowly or in an and exceptional way.

As for students with disabilities, weighted, no deterministic speeches abound, where the influence of this condition on educational attainment is explained based on the disability type and the characteristics of the education system. Thus, the interviewees tend to limit the possibility of academic success of students with disabilities related to learning, applying knowledge and relationships with other people, as opposed to the kind of visual, auditory and mobility ones, and give critical assessments about the extent to which their rigidities increase the risk of school failure to these students.

Family Factors

Regarding the causality between family characteristics and outcomes of school students, it gains intensity as the speech is moved towards material aspects (socioeconomic status) to symbolic ones (cultural capital) and relational ones (atmosphere). The socioeconomic variables are mostly represented as starting conditions of the success and failure probabilities of school students, while the cultural capital of family and environment are considered mainly as explanatory factors.

Indeed, according to the majority opinion of the interviewees, socioeconomic family status conditions but does not determine the risk of school failure. It must be highlighted in this sense the discursive positions critical with the economic determinism that give room to more weighted interpretations. Listed in order of importance, relevance of cultural capital, family care for children and the value that family education grants. Only a minority position states that the chances of students success and school failure are closely related to family socioeconomic status, partly because it is considered that the socialization style and the value of the education depend on material factors.

The perception of the majority of social actors related to family cultural capital is that it is an important explanatory factor. Some people show from a systemic perspective that low parents educational level is behind the high rate of school failure in Catalonia. There is also said the cultural capital in terms of family socialization processes to virtually vanished conceptual boundaries between this variable and family atmosphere. Finally, several interviewees referred to the cultural capital as a whole family of practices and cultural consumption which have a large influence on the students academic performance. At a considerable distance of this position are located two minority languages. First, one that emphasizes the participation of other variables (family, school and individual) and the relative importance of cultural capital in family settings of risk of school failure and, secondly, one that considers family cultural capital, defined exclusively as a set of educational credentials, has little influence on the results of school children.

The familiar atmosphere occupies a privileged place in the representations of those interviewed regarding the causality of school failure risk. The position in the dominant discourse considers the family environment as a major explanatory factor. In particular, it should be mentioned the positive relationship between school success of children and the existence of certain types of family socialization (consensual and "authorizing"), habits (times family and effort culture) and continuities family - school (assessment education and related regulations). There aren't issued opinions contrary to the influence of family environment on educational attainment, but there are minority opinions to the effect that this factor is not a decisive one.

References identity

The vast majority of the interviewed stakeholders considered that the students reference to identity can explain an important part of the school failure risk. Actually, it relates the world of young people with a set of cultural references and practices generally distanced, if not contrary to the institutional requirements for successful schools. Thus, one of the distinguishing elements of youth culture – how is the peer group-, appears heavily stigmatized in the speech of those interviewed, except one case. By the same token, there is a marked tendency to stigmatize some privileged spaces for young people relational habits, particularly the street, and feel that their value system hinders the achievement of academic success. Faced with these factors stands the family, considered here as a counterweight to the negative environmental effects.

With regard to immigration status, positioning discourse adopted by most stakeholders is that "cultural difference" affects students' school performance negatively. It is observed, therefore, a tendency to externalize the causes of risk on immigrated students outside school. However, other minority voices emphasize the responsibility that the school has in the situations of academic risk production in immigrated students as a result of a lack of resources and / or a bias class and / or culture. Finally, a third ranking minority discourse puts emphasis on privileged socioeconomic factors in order to distinguish immigration status as vectors of explaining the actions of school pupils.

Institutional factors

The approach of institutional factors and their causal logic in the risk of school failure represents the first opportunity for the interviewees to express their views explicitly on the role played by the educational system in the realization of the school students' actions. At the same time, the inclusion of aspects such as school operation and model opens the door to allow systemic readings to assess these variables involved in producing the current levels of school failure in Catalonia.

It is proven that a broad consensus exists around the idea that teaching is an important factor in determining the risk situations of school failure. The interviewees mentioned the importance of the teachers performance on the school experiences of students and their expectations. Thus, as the teaching function approaches in the model of "educational activity" the risk of students

school failure reduces, while when approaching the pattern of "instructional action" it increases. Other descriptions of the teaching within this majority discursive positioning refer to the staff motivation, explained according to some environmental conditions (access to the profession, lack of social recognition, etc.), as well as the teaching strategies that are not always geared to the production of academic success. Finally, the study mentions two minority positions. On the one hand, the ones who believe that the unfavorable circumstances within which teaching (professional expectations, student behavior, attitudes of families, social recognition and relationship with the government) is what really determines the risk probabilities of academic failure in students and, secondly, on the other, one anecdote according to which the teaching has not much influence.

According to the stakeholders majority interviewed, school organization is the institutional factor that contributes most to explain the risk of school failure in Catalonia. Specifically, in importance order, we mention the deficits related to teamwork, individualized attention to students, the school curriculum, autonomy and professionalisation of school direction, the relationship of schools with families and students, and the autonomy of schools and teaching methodologies. The second institutional factor that has most influence on educational attainment is related to resource availability. From this discursive positioning, with a considerable weight, it is emphasized the scarcity of resources, especially human-care and individual diversity. In the same way, some people said the performance of teachers, both in a proactive way (involvement and professionalism) and reactive (training and moral authority), or educational planning, particularly for the changes frequency and intensity "from above" and the equitable sharing little risk education in school.

Finally, the debate closeness on the current educational model in the area of general policy gives rise to a series of views around the comprensivity and the type of society that promotes and builds it. Representations of the educational model that produce interviewed social actors can be divided into three discursive positions. First, a "dual" review, which distinguishes between a "theory" and "practice" model but emits a confidence vote in his favor. According to this view, the purpose of the educational model is positive but its practical development is affected negatively by a set of problems and adverse circumstances, including, in order of importance, the uniqueness of routes at the end of the compulsory stage, the adaptation difficulties to change, tutorial function deficits, and the changes frequency and intensity "from above". Secondly, an overall negative rating of the educational model, which gets the approval of a significant number of people interviewed but issued in two different senses of values. On one hand, it is criticized the education performance system based on mistrust and disagreement that the theoretical principles generate (critical "excess") and, secondly, there is criticism (for "shortage") against classism in school and against the liberal orientation of the system. Thirdly, a minority overall positive assessment of the current educational model that is emitted from the observation of the school failure reduction and social progress which means the lengthening of compulsory education until the age of sixteen.

Most important factors

Of all the explanatory factors analyzed, the interviewees consider the institutional factors on one hand, and the family ones on the other, as the most important when recounting the risk of school failure among students. At a considerable distance factors related to the environment, relating to identity and values are mentioned. The less relevant factors are, according to the prevailing viewpoint, the individual ones, in any case brought under the school context in which are inserted. At the same time, one in five people believes that the risk of school failure is a diverse and multifactorial phenomenon.

Regarding institutional factors, the importance of teaching practice is stressed. Other aspects mentioned are deficiencies regarding the compensatory education role system, the resources allocation, individual students response capabilities, the risk of school failure detection, education system stability, strategies to combat situations of school failure risk, school

organizational aspects and academic rigor. It also discusses the need to reflect on stigma resulting from the failure to obtain the Diploma in Secondary Education and, anecdotally, the possibility of not awarding this title. On family factors we can emphasize the rhetorical discourse about their relevance and the absence of specific justifications, probably due to the difficulty of influencing them. Finally, with regard to other factors mentioned (environment, identity referals and values), social actors interviewed mentioned the role of the media, loss of effort culture and drug taking in school results.

1.4.4. Evaluation of performances

Schools

Most interviewees made an overall assessment of the actions aimed at schools, but more than half have focused on the one hand, the evaluation principle and the school autonomy principle, and the other, specific plans and programs. Regarding the policies assessment from the general perspective, almost all social actors have assessed them negatively. The most widespread criticism is that there are bureaucratic policies, regulations, and are limited by the regulatory inspection, but there are also those that are considered ineffective or not agreed, hasty, absent or inconsistent, in that order of importance.

Regarding the assessment principle, opinions are divided between, on one hand, people who welcome the idea, and so the idea of evaluating schools, teachers and students, and secondly, the negative value in its application, except by the political representatives. Thirdly, the principle of school autonomy has been positively evaluated as an idea, except by the unions, by all social actors. However, a very heterogeneous representation has rated negatively on its application. Finally, there is division between those who welcome the concept of specific plans and programs, among which are represented most of the school and the directions that value negatively the implementation of these plans, of which there are almost all profiles unions.

Management role and teaching

In relation to the management function, almost half of those interviewed focused on training and professionalization. There is a rift between the group that makes a positive assessment of the Education Law of Catalonia in terms of a management model that enables to create and lead a project team itself and, moreover, the group that makes a negative rating for having become too function manager oriented, representative of Government from a union and discretional point of view. The second most important category, valued at negative sense, is related to the directors authority in the sense that authority has to be won and not granted by decree. The third category, valued in both directions, with a predominance of negative sense as in the case of authority, has been the leadership recognition. The last category, also valued in both directions, but mostly in a negative sense, corresponds to the speech of the few people interviewed who talked about working conditions from management.

From the assessment of teaching is remarkable the negative sense in all categories, especially with respect to authority, recognition, working conditions and to a lesser degree, continuing education. Instead, there's a positive valoration in training and, specifically, the secondary school teachers master.

Resources

Almost all interviewees of all social profiles have rated negatively the quantity and quality of human resources and materials. Half, especially employers and school addresses, have

made a negative assessment in the economic field, both with regard to human resources, a lack of teachers in general, support staff and specialist, particularly with regardto the material, the quality deficits and facilities adaptation, maintenance and classroom infrastructure and architecture. Secondly, the other category in the resources area, negatively assessed by two out of three people interviewed, was the material management and distribution and human resources, especially the economic policies and those related to Information Technology and Communication Technology (ICT), followed by human resources.

Methodology of teaching and learning

Regarding the question of policies evaluation and measures to change the teaching and learning, more than half of those interviewed belonging to nearly all profiles rated negatively overall methodology saying it was not suitable or appropriate because it is still traditional (lectures, materials and skills ...), little innovative and proven, no one knows teamwork and is focused on improving results.

About the teaching and learning specific methodologies rating, the negative sense of the ICT introduction in the classroom is predominant for nearly half of those interviewed, as they understand that ICT as a tool and what should change is cultural practice. In addition, the introduction of ICT in the classroom can create inequalities between well and poorly equipped schools. Finally, a few people have appreciated the high school assessment system negatively. Others have evaluated cooperative learning, meaning teamwork positively.

Attention to diversity and specific needs

Regarding the question of policies evaluation and measures attention to diversity with special needs, there is a predominantly negative assessment of the mesures implementation in general, since it is perceived that they not meet the law nor the inclusion goals; devices and human resources are insufficient and not managed properly. However, nearly half of those interviewed rated positively the measures' intent and meaning..

As for specific measures and resources, there is a division between the interviewees. Half have positively valued the welcome classrooms and to a lesser degree, Equipment Service Training (EAP), the advisory teams in schools and teachers in language and social cohesion (ELIC) Education Units Shared (UEC) and Special Educational Support Units (USEE). The other half have rated negatively attention to mental health and personality disorders and behavioral attention to shortcomings in educational and health-care, referral to other organizations and personnel, among others. However, to a lesser extent, some people have also rated negatively Classrooms Shelter, the Welcome Areas Education (BSE), the Customer Equipment Training (EAP), Special Educational Support Units (USEE) and Professional Qualification Programs Qualification (PCPI), in this case for lack of seats.

Actions that work best and activities which are missing

On the question of what actions work best, some of those interviewed valued real action and another potential action. As for the real actions, the more positive were unanimously programs directed to students with special needs in this area and far better appreciated have been the host classrooms. However, social actors have also spoken positively about the center unique projects (third diversification of secondary curriculum and practices in companies in four secondary school) for students with more difficulties and school transition programs - employment and collaborative programs between special and normal school and the increase of the number of scholarships transport funds, dining and books. Secondly, some of the interviewees have considered that small efforts to change the teaching in schools have worked well, despite the negative assessment of the methodology

in general and the introduction of ICT in the classroom particularly observed previously. Other interviewed stakeholders believe that what has worked best are the measures that have benefited from the consensus, participation and education and have considered the reality of schools and, therefore, measures such as flexible grouping, mentoring and guidance. Regarding the potential measures that could work well, they mentioned the LEC, initial training, professional advancement and teacher leadership, resources distribution in schools that need it most and that these resources were internal rather than external .

Regarding the question about what measures are lacking, first important contributions are refered to general policies in connection with which the interviewees are missing, on the one hand, that there is an agile Administration, with a clear direction, free from social pressures, able to mantain a peaceful contact with schools reality in making educational policy and, moreover, an Administration which keeps near, makes subjective policies and considers initiative and teachers guidance. In this area of general policy, we observe that almost all the experts are missing assessment measures and, ultimately, the quality culture.

Secondly, more than half of those interviewed of all social profiles miss measures in schools to adapt them to its planning or to the center spatial uniquess, therefore, more autonomous and flexibility, but also measures of family and social support and participation, so family programs - school, and the fight against segregation by type of school and in favor of a more equitable distribution of students among schools with difficulties. Other aspects are a decrease in the ratio of the classroom and a good detection of failure in elementary school.

Thirdly, one in four or more people interviewed, especially in profile manager or association, are missing more financial resources, human and material resources to deal with diversity, but also better management and coordination of resources for the center in the territory and positive discrimination in favor of the centers of most disadvantaged environments. Other people are missing measures for the teaching function and policy, namely the recognition, evaluation, motivation and teachers leadership, and aimed at the professionalisation of school leadership. Finally, there are those who miss more political attention to the diversity and specific educational needs.

1.4.5. Recommendations

Regarding the question about wich should be the priority areas for action in the fight against school failure in Catalonia, the institutional aspects, both macro and micro, are the most cited ones. All the profiles of the interviewed stakeholders are referring to them.

Between the "macro" contributions, four interviewees agreed on asking for more stability in the current educational context, specifically with regard to public and legislative initiatives as well as patterns of work aimed at schools and teachers. Furthermore, some interviewees indicated that efforts should focus on more "micro" institutional aspects and individualized attention to students, to which it would be necessary to have more information about students and schools. More precisely, it has been stressed the need to continue working on the flexibility of access to the educational system (routes diversification, gateways between training options, online education, among others), flexible curriculum, strengthening the leadership and the understanding reached in the National Pact for Education.

The second priority area of action was related to the family, mentioned by all social profiles interviewees. It deepens especially in the school relationship - and in the distribution of family responsibilities, as well as in strengthening the commitment, working together and mutual trust.

The relationship between the school and the workplace has also been considered as a priority area, particularly with regard to the importance of assessing the educational investment made by the involved companies. Some people have mentioned the socio-

economic environment as the main field. In this respect it is noted the need, firstly, to strengthen social and employment policies to combat exclusion, social inequality, job insecurity and, secondly, a decisive action to improve conditions of the poorest neighborhoods and territories. Finally, reference was made regarding the area of school - community a timely manner.

Regarding the proposed actions, at least sixty eight recommendations could be counted, that have been grouped into general categories. In line with the continuity of action areas, the interviewees have referred mainly to the institutional aspects that have to do with educational policy and educational planning. However, we have formulated proposals to intervene on the socioeconomic situation and students family. The proposed actions aimed at combating the risk of school failure in Catalonia are, in descending order of importance, the following:

a) Political and social consensus. A consensus with basic educational guidelines on medium and long term among all political actors and social agents is recommended. This should be based on educational, pedagogical and social criteria in order to avoid any political exploitation.

b) To improve resources. It is recommended to improve the allocation of social and educational resources, both human and material, in order to reduce current levels of school failure, particularly through improvements related to infrastructure, personnel and support, individualized attention and the distribution of educational resources based on risk.

c) To intervene on socioeconomic and family conditions. It is recommended to strengthen the social and economic policies aimed at land and families to improve the environmental conditions (material and cultural wellbeing of families, life quality in neighborhoods and schools social environment, etc..) which are the background to teaching and student learning

d) To adapt the teacher training and introduce incentive policies. It is recommended, firstly, to improve teachers initial and continuing training especially regarding the acquisition of psychosocial skills, socialization and educational innovation in ICT and, secondly, to introduce incentives that recognize and appreciate the effort and proactive teachers and, by extension, education centers.

e) Flexible itineraries or education. It is recommended to diversify the routes at the ESO end in order to promote school development, and create gateways between different training options to facilitate educational continuity.

f) To reach an agrement on basic skills. It is recommended not to overload the curriculum with contents, but to reach a consensus on the basic skills that all students must reach at the end of compulsory schooling to become a functional adult.

g) To promote the schools autonomy, particularly through the management professionalization function, and at the expense of regulation and system bureaucracy.

h) To create a stable system of evaluation results to understand the risk logic of school failure and to establish action lines.

i) To act in the early stages of school failure risk to prevent the evolution of this phenomenon to more complicated situations.

j) From this set of proposed actions, the interviewees considered as priority recommendations the ones related to institutional aspects, particularly those having to

do with improving the provision and resources management (especially human), followed by issues that are affected directly by schools (autonomy, distribution and students evaluation), teaching and learning methodologies and curriculum (consensus core competencies) and, lastly, the ones dealing with teachers (improving training and motivation). The second aspect is generally to give priority attention to students (assistance, guidance, routes diversification at the end of the secondary education and pay especially attention to the special and specific needs), and the third, the need for consensus over global and stable education policies.

k) Finally, about other experiences that can furnish the educational system of Catalonia with more information in the fight against school failure, most of those interviewed cited the Scandinavian models, especially the Finn. However, caution is recommended when assessing the application of its practices in Catalonia, as they are the results of historical and cultural realities and are hard to mimetize. Secondly, a significant proportion of the various stakeholders values some models of education in continental Europe such as Holland and German, but especially the French one, regarding the layout of compulsory schooling, the world of work and the definition of Educational Priority Areas (ZEP). Thirdly, we comment on some experiences of Spanish Autonomous Communities, such as the Basque Country for the management of vocational training and integration of the various educational stages in a single educational institution, or Navarre, for the external services integration inside the center. The Anglo-Saxon model has had little impact on the discourse of the interviewees.

1.5. Strategies to reduce school failure

1.5.1. Policies and measures

Recognizing people's right to education as a fundamental right has led to the extension and universalization of education among the population in developed countries, from the second half of the twentieth century and coinciding with the Welfare State development. For historical reasons, this phenomenon occurred later in Spain and Catalonia, which has shaped the past and the present level of the population. Universal access to public education system and the extension of compulsory education until the age of 14 (1970) and 16 (1990) has led to a significant portion of the population currently active in the labour market studies have only compulsory education (in 2009 55.7% of the Catalan population over 16 has as maximum compulsory studies, according to EPA).

In this context, educational public policies not only answer to the strictly educational purposes, but have become an instrument for ensuring respect and observance of equality principles, freedom and participation in political, economic, cultural and social issues, making production mechanisms and society representation. In particular, one of the main objectives assigned to education policies is to promote equality, so that differences of origin constrain the possible minimum educational attainment and social citizenship (Caixa Catalonia, 2009) .

Inequality and academic performance are two variables with multiple interactions, as demonstrated in previous chapters of this and other studies. Given the multiplicity of factors that affect them and the importance of training as well in personal development as in the development of economy and competitiveness, in the last years educational policies, which were focused on equal opportunities, are now centered in the equality of results that education entails, ie, have focused on the goal of increasing the quality of education imparted in order to improve the level of the general population.

Also during recent years (especially since the late nineties), there has been a conceptual change (and funds) in the same content of education imparted. That is, without modifying the materials and knowledge emphasis is given to basic skills taught in the classroom.

The competence assessment results publication carried out by the OECD PISA has been a catalyst for educational systems evaluated. Leaving aside the inevitable rankings, there are certain countries that stand above the rest by the good results of their pupils, which has increased political and academic interest about their educational systems. Studies show differences and similarities in the conception and organization of education, often determined by the configuration and characteristics of the State itself.

1.5.1.1. European Union initiatives

Although the powers of the European Union in the education field and training are governed by the principle of subsidiarity, educational systems and their modernization have been one of the priorities under the Lisbon Strategy in force until 2010, becoming the new strategy in Central Europe 2020. Improving population educational levels, measured as a reduction in the rate of premature abandonment as in the increase in population between 30 and 34 years with college education is one of reference five indicators adopted by the European Council 17 June 2010.

In the specific field of education, in 2009 the Ministers' Council adopted a strategic framework for European cooperation, called "Education and Training 2020" (TS 2020, in the English acronym) which replaces the program "Education and Training 2010", launched under the Lisbon Strategy.

Improving the quality and effectiveness of training and the promotion of equity, social cohesion and active citizenship are two of the four goals of ET 2020 program more closely related with the purpose of this study. To achieve these objectives, the Council stressed a number of measures that Member States, in exercising its competence in education, may apply. The program envisages the performance evaluation of objectives, setting out five specific reference indicators, two of which coincide with the strategy set by Europe 2020.

1.5.1.2. State Initiatives

l) The analysis of the various measures taken by the States to improve student performance and reduce school failure has been based on developing a typology inspired by the Willmar Douglas classification (2006) and the studies used by the Centre for Educational Research and Documentation (CIDE, 2002, 2004 and 2005).

TABLE 1. Types of measures taken by States to combat school failure.

OBJECTIVE | TYPE OF ACTION

Educative System | Structural action

Inclusive Interventions Reduce interschool segregation

Compensatory measures of student academic gaps

Compensatory measures of socioeconomic inequalities

Pupils

Specific source for students receiving counseling and immigration on immigrated students

Orientation and hosting

Vehicular Language Education

Curricular Adaptations

Alternative programs for students who have not completed compulsory secondary education.

Teachers

Admission to the teacher training faculty

Initial training

Continuing Education

Specific teaching materials

Source: own data.

The main purpose of this classification is to facilitate the analysis of policies and measures to combat school failure, without trying to be universal and comprehensive. Please note that the same action can be classified into different categories according to the prevalent criteria or the perspective when being analyzed. The classification criterion is the initial recipient, whether the educational system, students or teachers.

Measures aimed at the education system

Generally, measures that affect the education system are universal, applicable to the entire system and determine their own settings. These actions can be classified into two subtypes:

On one hand, structural interventions, which affect the school or system structural features. This subtype includes a wide range of measures such as reducing the students / teachers ratio, reducing the schools size, improved facilities, curriculum changes, modifying the structure of secondary education, among others.

Despite the differences among States in their degree of specification and development, the schools autonomy (especially pedagogical autonomy) and the evaluation of the education system (through the evaluation of the results of students and transparency of this evaluation) are two of the most commonly accepted structural measures by States.

In addition, inclusive interventions aimed at including in general schools students who are marginalized, either by their disability, by their belonging to an ethniccultural minority or because their families have a low socioeconomic status. This is an overview of students with special educational needs, as there are countries that only consider students with disabilities. Moreover, inclusive interventions can be classified according to their order in those that are aimed at reducing the interschool segregation, ie, between schools (among them the redefinition of the areas of school fees associated with each establishment a minimum percentage of students with specific characteristics of each school) and those that are aimed at reducing segregation interclasses, ie, in schools (which means that students with disabilities attend regular classes).

Measures aimed at students

The measures aimed at improving student performance may also have a universal character, and are therefore applicable to all pupils regardless of their situation, or a specific character, aimed at specific groups based on their academic performance, their intellectual abilities, socioeconomic status or origin.

In addition to curricular changes, which in turn may be general or specific for students, States have implemented various measures in terms of its purpose that can be classified as presented below.

First, compensatory measures of academic gaps, which provide a specific curriculum or provide additional educational resources for students, depending on their educational needs. Within this type of measures most States choose training in small groups with specialist teachers, increase of time spent on reading programs, curriculum adaptation, assessment of these students different from the rest, extracurricular activities, courses of recovery during the holidays and students monitoring on more advanced ones in relation to those that are less, among others.

Also it has to be considered supporting additional educational services for vocational guidance and counseling educational psychology, as well as the implementation of early detection methods of students with learning difficulties since the nursery education children.

Secondly, compensatory measures of socioeconomic inequalities in order to provide additional funding for students with low socioeconomic status. The main instruments are grants, subsidies and direct transfers (including dining assistance, residence outside the family home, purchase of school supplies, etc.)..

Some States provide compensation formulas not only for students but for certain schools, depending on the composition of its students (eg Belgium) or the regional center location (rural schools in Spain, for example).

Thirdly, with specific measures directed to students immigration source: given the general increase in the immigrant population that has been recorded in recent years, most EU member States have developed various measures to facilitate reception and integration into the educational system, guaranteeing first as much information as posible and secondly fighting aginst the new language barrier. The analysis of the measures considered shows how these two elements (lack of knowledge of the system and the vehicular language) are the main impediments to these pupils to succeed academically.

Thus, the measures taken can be classified into three categories: orientation and welcome in the school, both led to the student and the family (services of interpreters, providing information about the system in different languages, support staff and mediators, etc.). teaching the struction language at school, opting for either the immersion or bilingual classes, and adapting the curriculum to the diversity both within and outside the classroom.

Finally, fourth, alternative programs for students who do not complete secondary education or less mandatory, providing the States for different types of programs that furnish students with a minimum grade: bridge courses to reach the following levels of education, preprofessionals volunteer courses or a specialization course. In this category fall the Initial Professional Qualification Programs planned in the Spanish educational system, as well as the forecast that the training provided under a contract for training is addressed to obtain the Diploma in Secondary Education if the the worker does not have it.

Measures aimed at teachers

As mentioned above, the teacher is a key element to improve student performance (Barber and Mourshed, 2007). Applicable policies to this group provide different actions and affect different stages of their careers.

There are measures relating to the admission to teacher training. Empirical evidence shows how the countries with the highest success in the PISA report structure systems selection, training and income to the faculty to get the more suitable and motivated people.

As for the initial training, especially teacher training emphasizes on assessment strategies and classroom management. In Spain we should point up to the implementation of the master in teacher training, required for secondary school teachers, which replaces the previous teaching aptitude certificate (CAP), in order to increase and improve the psychopedagogic training of these teachers.

Within the field of training, apart from items matching the initial training, measures aimed to deepen in already studied issues while also there is an organization of certain specific groups (management centers , teachers serving students of origin immigration). This includes seminars and conferences to disseminate findings on research in this area.

Finally, the educational administration prepares teaching materials specifically for certain groups such as teachers that has different ethnic and cultural profiles students.

1.5.1.3. Initiatives in Spain

Planning and Strategies

Given the powers distribution in education, both the Central and Regional Government carried out various actions to reduce school failure. The actions foreseen by the Ministry of Education are structured in plans which define the objectives, measures that can be implemented on schedule, budget and assessment schedule. Since the executive power corresponds to the regions, these are responsible for specifying the measures to be adopted, the definition and implementation and ultimately their economic contribution. The participation of the two administrative bodies, national and regional, is organized throughout collaboration agreements.

The analysis made allows to see many initiatives undertaken from various public authorities and, according to data on secondary school graduation rates and continuation of post-compulsory secondary education, of questionable effectiveness. The clear definition of the ultimate goal that all actions must pursue (which can not be other than the successful education of all students) and the specific measures to meet this objective would contribute to a greater degree to its comply.

However, it should also be noted that the actions which are carried out currently with students are reflected in data on graduation and continuation of studies in subsequent years as they reach the appropriate ages and educational levels. That is to say, they are measures of the medium and long term effects and this requires a certain waiting to achieve the desired results.

In recent years the Ministry of Education has launched several plans that have an impact in the fight against school failure, among which the Action Plan 2010-2011 is included; it systematised the performance of the education authorities with the priority and ultimate goal of achieving educational success for all students. The Plan contains 11 goals that affect cross-system education (language learning, vocational training, grants policy, teachers, universities, etc.)..

Secondly, we must also consider the plan to support the implementation of the LOE, approved in 2006 envisaged the signing of agreements between the central government and regional administrations in the areas highlighted in this plan, including two related to the purpose of this

study: the area focused on improving academic success and the one focused on the fight against school failure.

Thirdly, the plan to reduce dropouts, approved in late 2008 for the Education Sector Conference and that the Action Plan 2010-2011 foresees to strengthen. Fourthly, the Plan PROA (Strengthening Programs, Guidance and Support), which aims to address the needs associated to cultural environment for students through three programs to support schools, one focused on primary and the other two in high school. The Action Plan 2010-2011 reinforces PROA by expanding the subjective application scope of 3rd and 4th year students of primary and private schools. Finally, other regional cooperation programs such as promotion reading plan and improvement of libraries, the schools program groups (ARCE) and the "literary trails" that, although not having school success as its main objective, intervene in important aspects which influence the performance of students.

Meanwhile, the autonomous communities on their own initiative also carried out various actions, not framed in State planning. Among these, the National Pact for Education, passed in 2006 in Catalonia, which contains, among other measures, some series of actions to improve the students academic performance, some of which have been collected in the Law 12 2009, Education (LEC). We must also mention the renewal of the Strategic Agreement for internationalization, job quality and competitiveness of the Catalan economy.

Regional measures to reduce school failure

Based on the same classification, and considering that a comprehensive review of each and every action of the seventeen autonomous communities has not been made, the study deals with the most important measures undertaken by the regional education authorities, particularly the Catalan one.

Measures aimed at the education system

On the one hand, structural operations should be emphasized in this area. The LEC provides a number of structural elements of the educational system that can have a special contribution to improved performance. The main elements are: curricular and pedagogical innovation projects, services, educational support, school autonomy and results evaluation.

Innovation projects are intended, among others, to stimulate the learning capacity and school success, while educational services are support teams that provide multi-support and advice to both schools, as teachers, the students and families. In addition, we also take into account the LEC commitment for the schools autonomy as an instrument, according to the preamble of the rule itself, should enable schools to provide the Service Education of Catalonia adapt their educational action to meet the diverse and specific educational needs while promoting inclusion. A second axis developed in the LEC, in addition to the autonomy of schools but complementary to this, is the strengthening of the schools management teams, giving them more powers and responsibilities, although the assessment of its activity and the effects of this evaluation also get increased.

In this sense, the LEC develops evaluation as another key piece of the education system. This assessment is projected on the results of both the students and the system itself and involves the development of Assessment and Outlook. One of the evaluations with more media coverage in recent years has been the sixth graders students completed the course 2008-2009 and 2009-2010.

At the same time, both in Catalonia and in other communities, there are numerous efforts to "open" society in the education system: measures to increase parents participation in school life, promoting contact between schools and the social environment (learning communities, open classrooms), organizing intercultural activities, among others. Finally, one should take into

account the actions aimed at a specific stage of the system, such as the school improvement plan or implement the sixth time in the primary level, in Catalonia.

Together with structural measures, mention must be made of inclusive intervention. In order to reduce the interschool segregation, the LOE and the LEC provided to ensure a balanced education for students in all schools (The highest pupils proportions with NEE that can be educated in schools, exceptional reduction or enlargement of the number of places for pupils with NEE or late incorporation, school zoning, etc.).. Likewise, many communities provide additional funding for certain schools. These provisions may be economic (such as agreements on liability provided LEC) or in the form of equipment and / or human resources.

The principles of inclusive school that contains both the LOE as regional regulations (the LEC or the Basque Decree 118/1998) apply the measures taken in fighting segregation. The Catalan Action Plan "Learning together to live together" provides specialized support personal resources of different types, among which special education support units (USEE).

Measures aimed at students

Following the classification and mantaining the previous sections scheme, measures to improve the academic performance of students can be classified into four types.

First, the compensatory measures of academic gaps. In this group we must take into account the importance of early detection of special educational needs that can entail academic gaps. The LEC provides this detection since the kindergarten. Similarly, another preventive measure is the orientation of these gaps.

Under the LOE, the autonomous communities provide a series of ordinary measures of support, and, if these are insufficient, they provide extraordinary ones. The Catalan regulation provides, firstly, the adaptation of the general program to the needs of all students, secondly curricular diversification programs (adapted to students with more difficulty) and thirdly, individualized plans.

Other communities also provide educational reinforcement at both for individuals and groups (Basque Country), specific educational programs (Balearic Islands, Madrid, Basque Country), educational classrooms compensation (Madrid) or compensatory education workshops (Balearic Islands) among others. Please note the attention to students with high abilities, which often makes duration of educational levels flexible or modifies the curriculum that is enriched with additional content (Madrid). The Ministry has planned a series of experimental programs designed to deepen students knowledge with more skills to learn.

Secondly, compensatory measures of socioeconomic inequalities, which relate to grants that are called both the Ministry and the autonomous communities. In Catalonia include, among others, the program for the textbooks reuse, individual aid and help to offset the text purchase and supplementary material. We must also mention the grants to promote continuity in post-compulsory education, like scholarships for students performing quarter of ESO, convened since 2009.

Thirdly, specific measures for students of immigrant origin, which in turn are subdivided into three categories: orientation and reception at the school level, focusing on the reception classes, present in most communities (Catalonia , Andalusia, Aragon, Basque Country, among others) and in the Education Welcome Areas in Catalonia, which are a unique initiative in the State also addressed to the reception of new pupils and their families outside the school; teaching the instruction language in schools in an integrated way, either in the general classrooms or in specific ones (we should point up again the actions of the reception classes and reception plans that have some communities as the Balearic Islands), and curricular

adaptations, understood as the new pupils assistence in groups to strengthen and support education (Andalusia) or additional educational attention being paid at La Rioja.

Finally, and fourth, alternative programs for students who do not complete secondary education, specifically in all communities in the Initial Professional Qualification Programs.

Measures aimed at teachers

As for the initial training, we note that since the implementation of the European Higher Education Area, the determination of specific curricula of university qualifications that enables the exercise of teaching corresponds ultimately to the universities, which can be considered as a positive opportunity to modify and adapt the contents of this training. In this regard the master training for secondary school teachers which is done in nine Catalan universities is noteworthy.

In Catalonia, the teachers training is organized in the framework of Lifelong Learning Plan (2005-2010), which requires annual plans that supplement it. Among the many ways in which training activities areforeseen, we could point up those related to the care and attention to students of origin immigration and the cultural diversity it brings. Andalusia, Aragon and the Basque Country provide similar activities.

With regard to specific course materials and use of new methodologies in the classroom, is emphasized the material for newcomer students care available in Andalusia and Aragon, as well as the implementation of the program "Educating 1x1" in Catalonia (in state the project "School 2.0") that has led the development of digital classrooms with whiteboards and laptops for teachers and students. To make this change in teaching methodology, the first evaluation of the project shows that we need to improve infrastructure network, the telecommunications services operation and increased teacher training and have the appropriate materials and books.

1.5.2. Compilation of experiences and best practices

A collection of six best practices aimed at combating school failure has been prepared. When selecting them, it has been necesary to accept the limitation that many of the activities carried out are not evaluated, either because they have been recently implemented, either because assessment is not published or because this was not done. Given this fact, have been chosen with a minimum assessment practices that provide a distinctive or different methodology that has been positive. Regarding the classification of good practice has been followed the one in the previous section. So, are classified according to their recipient: measures that affect the school system, measures aimed at students and teachers.

The first best practice that has been exposed is the ACCES program, for accompanying educational communities. The performance measures proposed by this practice are mainly directed to students and are classified into direct action and indirect action lines. Regarding the lines of direct action there are, firstly, prelaboral training devices and social integration for young people, who are focused on developing insertion custom itineraries which can cover all phases of the training process. Second, grants for training and teenagers employment and young adults, which may be granted in connection to the studies (to promote education continuity within the formal compulsory education and further education) and to the world of work (through a prelaboral trail training). Thirdly, measures of awareness and promotion of all instances and social agents, which are flexible and adapted to the educational community reality. Fourth, the prevention mechanisms of school failure, consisting on individualized interventions and secondary educational opportunity for the return of students with school failure itineraries to the formal educational system. Fifth and finally, we must reference ACCES entities Network, which aims to create a network to share all the innovative practices and thus do diffusion of it. Regarding indirect action lines, there are three lines of action: the telematics platform, local

observatories and impact audit and the expertise mobilization and the laboratory of ideas, all aimed at analyzing and share results with the rest of the school community.

The second analyzed practice is called "shared educational experiences" and is based on the implementation of measures designed for students that combine classroom learning with learning outside the classroom. The objective of this exercise is to compensate the students with academic integration difficult gap, so its purpose is educational and not professional. Some of the activities taking place outside schools are vocational workshops, essentially practical learning activities, trips to the city council offices and job tasting within the public service institutes, which can also offer support on tutoring. This practice has been carried out in 24 schools in Catalonia, and subsequently all the agents involved have been interviewed. From the experience has been drawn a plan to start a shared schooling.

The third best practice is about teamwork and students mentoring. This experience takes as a basic benchmark a measure directed to the school system, the schools autonomy plan. It also promotes the immigrated pupils integration of origin and applies a tutorial plan, which includes individualized tutoring as a measure directed to students with special needs. The center also has a PROA plan. Among the measures that are applied to the center, which boasts the most unique features is the individual tutoring. This is characterized by the joint responsibility of families and it is performed by two-thirds of the school's senate. The supervised pupil is determined by the teaching team which takes into account the tutor – student empathy.

The fourth best practice is called "The insertion class goes to the radio" and is directed specifically to immigration source students. It is an activity that works with the students skills in three stages. First of all, in the reception clas, where the radio oral and written presentation is prepared; there a radio program simulation is prepared to follow the route for the radio studies. Secondly, the pupils, upon completion of a map, guide the way and the use of public transport. Finally, there is a guided tour to the radio and the pupils explain their experiences at the program. This practice includes work on various students' skills: linguistic and visual communication, information processing and digital competence, independence and competence of individual initiative and social competence and citizenship.

The fifth best practice called "Persevere through difficulties, for they are strong." Involves selecting a topic, in this case, the myth of Odysseus, belonging to Greek mythology, and from there, they work on different aspects in order to promote the effort culture, education in values , encouraging respect, tolerance and work motivation.

The sixth best practice is the Claret college experience from knowledge from the Finnish educational system. The starting point of this research is the main features of the Finnish educational system, including that the Finnish family is primarily responsible for children's education and the special importance it attaches to the teachers role. In this sense, the Claret college deepens particularly in teacher training through the creation of research teams working committees and cross the center, which is also opened to families. This practice has been assessed and the results point to a reduction of school failure and a decrease in the rate of non-graduates in recent years.

1.6. Considerations and recommendations

From the results obtained in this study, the CTESC wants to highlight the following considerations and recommendations regarding the risk of school failure in Catalonia during basic education (primary and secondary schools).

1.6.1. Concept of "school failure"

About the concept of "school failure" to "failure of the education system"

In recent years, international institutions and the European Union have focused their interest in improving the population education, both from a quantitative point of view (increasing number of people with formal or accredited education) and a qualitative one (increased level). Apart from the undeniable contribution of education to equal opportunities and social and democratic development, it also highlights its essential role to ensure a country's present and future competitiveness. Thus, compulsory education has to deal with two objectives that create tension: on the one hand, the quality and excellence, and on the other, social inclusion.

The study verifies that, in relation to other OECD countries, the Catalan education system is inclusive and equalizer but doesn't reaches excellence as there are few students at higher levels of skills following PISA-2006 and too many in the lower levels (one in five). In addition, Catalonia occupies the ninth position in the ranking of the ten regions analyzed. Research shows that the educational system does not obtain the expected results, since it does not produce success in school and the levels of excellence planned for 2010 by the EU Council in Lisbon 2000 European Employment strategy aren't reached and, predictably, there are difficulties in achieving established program "Education and Training 2020" (ET 2020).

Despite the different meanings that the concept of school failure can have, the study results give to it the meaning of cumulative process: the school failure is constructed along the school students career. In this sense, empirical observation and experience gathered at the study validate the school failure indicators which refer to non-achievement of basic skills and school failure at Education (ESO), and also, indicators of school failure risk, such as truancy and learning difficulties that mean that students do not get the ESO graduate degree. Likewise, the results conclude that the repetition of course also has to be considered as an indicator of school failure risk or education system failure, because:

- The percentage of students in the relay center affects the relative probability of school failure risk by the "partner effect", ie, the academic performance of a particular student is influenced by its peers.

- All the schools with high repetition rates of over 40% are public. In these schools, the scores on the PISA 2006 competencies are below average; it can be observed a high presence of immigrated pupils (over 17%), and there is a significantly lower percentage of parents and / or mothers with university education. In these centers and as a compensatory measure, the resources allocation is higher.

Finally, the study results make us rethink the concept of "school failure" by the broader concept of "failure on the education system."

Taking us to this reflection

1. It will be advisable that the department responsible for education publishes through its website updated and detailed data referring to Catalonia school failure and provides information on school repetition.

2. An effort should be made in order to improve the available statistics, currently there are no longitudinal data types to meet the students trajectories. In this sense, creating a similar tool in the development of social history or shared medical records could help, firstly, to have the information of each student throughout his educational career, facilitating the early detection process of school failure risk, and secondly, to provide statistical data on students at a given moment (transverse) or over time (longitudinal).

About where are students at risk of school failure and what characterizes them

The study provides information on where there is more likelihood of finding students at risk of school failure and associates some specific characteristics and predispositions related to the

low level of math skills, science and reading, without that this association implies whatsoever causality:

- Being a boy with a low competence level in reading and / or, secondly, in mathematics.

- Being a girl with a low competence level in mathematics and science.

- Having cognitive, emotional, relational and behavioral difficulties.

- Having a difficult schooling process, with several course repetitions.

- To belong to families with socioeconomic, cultural, relational, legal / disciplinary and precarious employment:

1. Kids from first generation immigration, and in the case of boys, also the second generation;

2. Those who speak Spanish at home, but especially a foreign language compared to those who speak Catalan at home;

3. Mothers or those with no education and few cultural resources (books) and education (computer) at home;

4. Those whose parents and / or mothers have unskilled blue-collar occupations and their occupational expectations are also own blue-collar.

- To attend to public schools with: a presence of very high immigrated students (over 20%), a low parents educational level and especially mothers, a low parents professional qualification (unskilled blue-collar) and those who don't have a professional guide at school to guide students through their academic and professional career.

About when failure is detected and displayed

The first indications of school failure risk or about the school system may appear on kindergarten stage. There is a lag between the time when usually the first signs of school failure (on early childhood education courses in primary education, coinciding with the learning of reading and writing) are detected and when this is displayed in the education system (in the transition from primary to secondary school, coinciding with the transition from childhood to adolescence).

This temporal separation between the time of the early detection of school failure risk on the one hand, and when it is assumed and given institutional response on the other hand, determines the structure and dynamics of school failure and hinders the ability to successfully and effectively redirect the trajectory of school pupils.

The importance of early detection is emphasized by the European Union (in the framework of the Education and Training 2020) and Action Plan 2010-2011 by the Spanish Ministry of Education. In this regard, we emphasize two provisions of the Plan: the will to continue promoting and expanding early childhood education (Educa3 Plan) on the one hand, and the PROA extensions (Strengthening Program and Guidance and Support) in 3rd and 4th primary school on the other, in order to advance the learning problems detection. In this sense, the study emphasizes the early detection (since the kindergarten) and the preventive measures adopted in the Finnish educational system.

At this point, we should mention the importance of early childhood education not only in the early detection of the lack of skills, but their role in achieving equality of opportunity, given that it facilitates socialization and the initial acquisition of basic skills by students. In our educational

system, virtually universal early childhood second cycle education (3 to 5 years) ensures the acquisition, among others, of language skills, it becomes essential for immigrated students and ensures that students start their compulsory education in a major equal way.

Given the above-mentioned statement, it is considered that

3. Early detection of failure risk from a school pupil should be an important element of the educational system so that appropriate measures are applied before the risk takes irreversible dimensions. Therefore, the educational system must be given the resources and diagnostic tools that warn about these risks and timely guidance relevant measures that can be individualized, as well as psycho-educational counseling services and school practice.

4. It should be considered the importance of early schooling for children as it favors social and linguistic integration for immigration children and also for the rest of the child population.

Individual and social implications of school failure

The results of the study link low school performance with the existence of a type of labour market (with a precarious and low productivity) and social organization (which determines the scale on progressiveness and permeability in work and and social status). It also relates the early school leaving, that is, the percentage of youths aged 18 to 24 years, at most secondary school graduates, who leave to study and constitute an indicator that allows international comparisons. In this sense, the social consequences of school failure have to do with the low profile of human capital, the low value added of the economy, the weakening of social cohesion and the loss of democratic quality.

Regarding to the personal consequences of school failure, research shows that young people leaving the education system without graduate from secondary school with no qualifications have, firstly, more difficulties - greater risk of exclusion at work, and the other, the frustration of expectations, low self-esteem and disaffection for learning. In this sense, school failure and early school abandonment adversely affect the participation of these people in training throughout life.

Additionally, not to improve the academic success on the compulsory education and the number of young people who continue the post-compulsory education have other socio-economic impact; on the one hand, it reduces the return to society of spending done, and secondly, more resources in training active policies are needed.

Given the statement above, it is considered that

5. It would be necessary to increase the programs supply for secundary school students at failure risk (PQPI, ACCESS, PROA, curriculum diversification...), with professional or education purpose, to combat the effects of social and personal failure.

6. While the potential gateways towards vocational training are appreciated, it should be ensured that their operation will not adversely affect the quality and prestige that they have in companies and all citizens.

7. Real solid bridges should be built between departments with responsibilities in education and work to advance specific programs that track students leaving secondary schools and the vocational one.

8. There should be strategies to promote the value of education, and to report on social and labour problems associated with school failure. It is necessary for society in general to take into account economic and social efforts that involve the education universalization and involvement and commitment needed to improve the results. In this sense, it is necessary to disseminate

great impact messages to society in order to make it aware about the opportunity cost of not taking advantage of the education.

9. The Administration should encourage, in a crossed way and using all the direct and indirect means at their disposal, the recognition of individuals by their efforts and the educational, cultural and scientific achievements .

1.6.2. The individual factors, family and identity in explaining the risk of school failure

Regarding the explanatory factors and the condition of individual disability

The study shows that the meaning and extent of the individual characteristics influence about school performance depend mainly on the school context, but also on the students' socioeconomic and family context (more or less inclusive education systems, continuities and discontinuities between family and school, access degree to resources and environment educators, among others).

In this sense, cognitive intelligence is configured as a condition for starting the students' school results in certain socio-educational contexts, whereas others may become a determinant factor, and even predict the school trajectories of school and market.

It's remarkable the relevance of cognitive intelligence in the fixing of pupils school results, as well as the ability to adjust upward forecasts through actions by the school staff in the motivation areas (participation in meaningful learning and teaching processes), personal well-being (higher self-esteem, positive expectations and positive social representations shared) personal effort (organizing the daily time use and establishment of balance between the classroom and school obligations and leisure, among others).

In the case of Catalonia, the study points to the existence of institutional differentiation measures to deal with the students' diversity. However, there are disparities based on sex and age.

- With regard to sex, on the one hand, the proportion of girls placed in the lowest levels of scientific and mathematical literacy is higher than boys, and less about reading; on the other, first and second generation immigration status increases the school failure risk in boys, while girls are confined to the first generation.

- Regarding to age, although the students surveyed in PISA-2006 are 15 years old, there are higher percentages of students placed in the competencies lower levels between men and women who were born a few months later than the average. Thus, in the case of girls, the students age reduces the school failure risk, and although all students are 15 years old, those closest to 16 have less chance of school failure risk than the younger ones. The calendar effect is not significant in boys.

Regarding to the disability condition, the students' school performance with disabilities is conditioned by the education characteristics system and the disability type.

Thus, disabilities that keep relation with learning, applying knowledge and relationships with others are generally a greater disadvantage with regard to achieving academic success than the kind of visual, auditory and mobility ones.

However, the meaning and extent of the disability effect on the school goals achievement also depends on the context of students school integration context. The educational system rigidity, the individualized attention deficits or the shortcomings detection system, diagnosis and early

treatment increases the school failure risk and students with disabilities are integrated into the regular education system.

Given these considerations, the CTESC consideres that

10. The grouping students system should ensure the best care while adapting to educational needs and personal students characteristics, and at the same time, ensuring the self and personal evaluation improvement. In this sense, the emotional aspects should be met, and so essential, the students expectations' increase.

About Family general explanatory factors

The study notes that the causality attribution between family characteristics and educational attainment gains intensity as the discourse moves from material factors (socioeconomic status) to symbolic ones (cultural capital) and from these to the relational ones (atmosphere).

Thus, family income level is represented as a social determinant about the students starting school failure risk, while the resources and cultural practices on the one hand, and styles of socialization and the value of school, on the other, are represented as explanatory elements of this dynamic and multifactorial phenomenon.

Regarding the explanatory factors related to family socioeconomic status

The family socioeconomic status is represented as a feature that socially conditions, but in any case determines, the students school failure risk. Thus, a critical study prevails against the economic determinism whereby potentially negative effects resulting from a low socioeconomic status may remain compensated through family cultural capital and, especially, the familiar atmosphere.

However, an association between family socioeconomic status and students skills level has been detected.

- On the one hand, parents' employment and home economic resources are important when describing students with the mathematical, and scientific literacy lowest skills and levels in Catalonia.

- On the other, the presence in schools of a majority of parents with white collar occupations reduces the percentage of students placed in the lower level of mathematics skills, science and reading because the "mate effect"

The study results suggest that family socioeconomic status is not a determining feature or significant explanatory of school failure risk in Catalonia. Specifically,

- It shows that the parents employment has no significant effect.

- But as for the girls, the mother's employment is indeed significant. Thus, students with mothers in skilled white collar occupations are less likely to have school failure as other students.

- The household wealth is not significant, probably because the variable used in PISA 2006 is an intermediate wealth variable (not income), which hasn't been built from monetary parameters, but from he possession of certain goods.

In this sense, the study points to a gradual reduction of the overall effects of family socioeconomic status (particularly the father's occupation) in determining the likelihood of experiencing situations of school failure risk and, conversely, an increase of effects on family cultural capital (specifically, mother educational level).

About Family explanatory factors related to cultural capital

The family cultural capital is showed as a feature explaining the students school failure risk. From a systemic perspective it is admitted that population's educational low level has a negative influence on the educational students achievements. However, the three factors considered as potentially explanatory of school failure risk are: the family socialization style, the value given by the family to formal education and school, as well as family resources and cultural practices.

In particular, there is an association between cultural capital and relative students skills level:

- Firstly, the parents educational level and family characteristics are important when describing students with the lowest level of mathematical skills and scientific literacy in Catalonia.

- Secondly, the percentage of pupils from families who speak a foreign language and who are at the lowest level of mathematical literacy, scientific literacy is twice as high as that of students from Spanish-speaking families, and four times higher than the students from families speaking catalan.

- Thirdly, we note that there is an association between the availability of the family cultural resources (number of books and possession and use computer) and the students' skills levels.

- Finally, the presence in schools of a parents majority with higher education decreases the percentage of students placed in the lower level on mathematics skills, science and reading because of the "partner effect". That is, a better educational climate center, defined as the average educational level of students parents, reduces the likelihood that students are placed in the lower level of math skills, science and reading.

In addition, factor analysis explaining the study suggests that family cultural capital, measured after the books availability and the computer possession and use of it in the family home is a explanatory or meaningful feature of school failure risk in Catalonia. However, computer use affects the case only because boys use it in a higher percentage than girls.

- The educational parents level, however, is only slightly significant in the case of mothers and for girls.

- Despite the association, the language spoken in the household is not significant in determining the students' school failure risk.

Regarding the explanatory factors related to family atmosphere

The study results show that the familiar atmosphere is socially represented as the most important factor explaining the relative students school failure risk. A style of socialization based on consensus and familiy negotiation, the existence of regulatory timetables and appreciation of the effort culture, and formal education positively influence, beyond the educational level of parents and family income.

In this sense the study specifies:

- Larger occupational expectations among boys significantly reduce the school failure risk. This fact indicates the direction in relation to the atmosphere, because the expectations are strongly influenced by the socioeconomic familiar environment. That this variable doesn't affect the case of girls can be interpreted as a greater difficulty to profit studies in the labour market, so that occupational expectations on girls are lower than that of boys.

Regarding the explanatory factors of identity and immigration status

The world of young people is related to a set of practices and cultural consumption distanced if not opposed to the school world and institutional requirements for being successful at school. The study reveals that the identity of the referring community environment is perceived mainly as a feature explaining the students' school failure risk.

- Specifically, the peer group, the street and virtual networks, as relational spaces for privileged young people are heavily stigmatized due to distance and maintaining margins of autonomy and adult control.

- Neither it doesn't represent any educational function to young people values, who are represented socially as a system of references outside the effort culture and recognition of authority and adult school.

With regard to immigration status, the study suggests that the students immigration condition is represented socially as a personal or family characteristic that conditions the low school performance.

- On the one hand, cultural differences attributed mainly to students of immigrant origin are interpreted as deficits or disadvantages compared to local students. The language, for example, becomes a marker of identity of a socio-cultural difference that produces inequality.

- On the other hand, there is a process in which immigrated students are stereotyped and causes of school failure risk are externalised, what is quite the opposite to the general and dominant conceptualization of this phenomenon .

It can also be shown that the immigrated students' school failure risk is related to: a) resources deficit in schools, both in quantitative and qualitative terms (lack of adaptation to the system diversity and specific educational needs, b) the class bias and / or culturalist education system (for example, curriculum content), and c) socioeconomic status that differentiates immigration status, at least during the early stages of the migratory journey in the destination country.

Specifically, the study suggests that there is an association between immigration status and responsibilities level:

- Immigrated students (especially first generation) are likely to be in the lowest level of competence in mathematics, science and reading in Catalonia.

The immigration status is a significant characteristic in determining or explaining the school failure risk in Catalonia. The first generation of immigration status increases the risk of school failure for girls, while in the case of this determination is maintained also in the second generation.

In relation to these family factors identity, CTESC proposes the following recommendations:

11. It should be ensured the effective implementation of social integration measures and education under the Immigrants Law.

12. It's necessary to take measures on the immediate students environment (district, city, town ...) and make offers that meet their needs and interests (cultural, sports, hobbies, etc.). In this sense, youth associations (dens, recreation, etc..) should be strongly supported providing the space and resources, as an alternative form of entertainment that can help young people to combat the negative effect to school performance identified in a more unstructured leisure.

13. Access for all students to a wide range of services and extracurricular activities outside school hours and educational dimension should be ensured.

14. The students' educational needs in secondary school should be assessed, taking into account the personal features, the social and family context of youth and the teaching strategies of the center, since they have a weight important in behavior and learning at schools.

1.6.3. Educational policies and the school

About the educational model and educational policy

As we can gather from the study, several educational reforms have not finished dealing with deep relationships between various elements of the educational system (public authorities, community leadership, staff, family and students) or the structure of this. In this regard, the study has captured the negative perception of education policies and improvisation for over-regulation and lack of efficiency and participation. Thus,

- The extension of compulsory schooling and the expansion of training opportunities to all students, have led to major changes in the schools functioning. The survey results allow us to point out that the educational model, good in theory, does not get the expected results in practice.

- While the study has focused on reducing academic failure, analysis on measures taken has found out the high dispersion and plurality of these, reflecting the lack of a clear direction in education policy. In this regard, the Ministry of Education Plan of Action 2010-2011 intention to place as first and primary objective to improve the academic performance of all students is welcomed..

- The social, economic and political system conditions school in such a way that in recent years educational goals have expanded considerably, so that the school is asked to contribute to the acquisition of social skills, interrelational, emotional and social performance, including high levels. Therefore, the tendency is to strengthen basic or key skills.

In this situation, the CTESC does the following proposals

15. Guidelines on basic education should be agreed among all political actors and social agents avoiding any political exploitation. It is believed that education is part of a national project and, therefore, the principles definition of the educational model should be stable.

16. The department with responsibilities for education should develop a rigorous, systematic, comprehensive and consistent education policy, establishing the necessary relationships from the various actions and programs that are promoted at the same time, the explicit priorities and the pace of implementation.

17. The students education should be ensured in all schools supported with public funds with identical criteria, using transparent procedures for registration only, without any selection or exclusion and ensuring equitable students distribution.

18. The Government should promote policies of educational decentralization in the region and in all schools, without forgetting the responsibility of the necessary accompaniment, counsel and support to centers.

19. There should be an agreement on basic skills and essential knowledge that students must reach at the end of the stage of compulsory education. In this sense, we should build a flexible and adaptable curriculum that meets the needs of today world and instrumental diversity of students. Thus, the curriculum should set the stage for it in terms of prioritizing the most basic cross-skills and the basic contents to reach them. In general, we must ensure the transfer and assumption of powers that all students require to become a functional adult and ensure the maximum development of their capabilities.

CTESC

On measures and initiatives to reduce school failure

The research shows that a large number of measures and initiatives have been taken, often in unstructured plans or programs, although in recent years some systematic effort has been seen, as contained in the Action Plan 2010 -2011 of the Ministry of Education and the cooperation agreements signed between the Ministry and regional administrations, in the development of the LOE framework. However, there are measures that become isolated and not connected with others.

A clear exception is the educational care measures to immigrated students generally included in plans of general scope which are combined with other social, health, housing and employment measures. The study examines the various regional care plans for immigrants and mentions, in the compared field, the Opened Schools in Holland.

As the study has collected, there is a perception that the measures are taken with little debate and reflection, both at the time of the definition and planning as in the implementation and evaluation. In fact, there is evidence that the evaluation of the measures is scarce, and most often, nonexistent. We must add the lack of continuity of some of the experiments started. These two elements cause a negative perception regarding the implementation, and therefore, in achieving the objectives of some of the theoretical plans and programs. An outstanding example are the improvement plans or education plans. This perception hasn't been compared, given the limited or null evaluation of the measures observed.

Moreover, the study highlights the lack of advertising for many of the initiatives undertaken, what makes difficult that the educational community and experts get to know them. This difficulty has been proven especially in the compilation of best practices contained in paragraph 6 on the study, as there are few educational experiences evaluated and published.

The study notes that the measures implemented in other States cannot be copied. We must keep in mind the characteristics of each Ststate in the economic, social, political and cultural frame. It is interesting to know the measures that give good results but we must adapt them to each country.

Given the foregoing,

20. It's necessary that the competent authorities draw up a far-reaching cross plan in the long term, given the size of school failure and its consequences.

21. We should encourage the participation of all stakeholders in defining and implementing measures and initiatives to reduce school failure. To achieve this goal three preconditions are necessary: to provide a period for reflection and debate, to focus the debate on the basis of studies that provide objective data and explanations of school failure, and also to have the will for dialogue and consensus.

22 The diffusion mechanisms of the measures undertaken should be improved (or created, because they are lacking), both in the educative area and among educational districts and in the entire educational system. Its strengths, weaknesses and results should be advertised. The spread should be directed to both schools and teachers and the community.

23. We must improve the knowledge accumulated on the basis of educational experiences that take place in classrooms and schools, especially those that are evaluated and published.

24. Strategies should be provided to compulsory secondary education so that young people under sixteen years who is not interested in continuing studies could approach to work, and in this regard, raising awareness on training trades.

On the effect of model school organization and schools functioning in the school failure construction.

The school culture on which the school is organized must be placed in the center of the change process, as the model of school organization helps to explain some of the school failure or school system risk. In this sense, the study results warn of possible deficiencies with regard to team work in schools, flexibility in the realization of the official curriculum, autonomy and management professionalization, the relationship between school and family, school autonomy or teaching methods. However, it must be considered the Decree 102/2010 of 3 August, about autonomy of schools, which formalizes the provisions of the Education Law regarding the autonomy of schools in its three aspects (pedagogical organizational and management) and specifically in the educational center project and in the direction draft project. The development and implementation made in schools can positively condition the situation described in the study.

Secondly, the schools adaptation to social and technological change is slow in terms of organizational response and attention to diversity, and the measures effects are contrasted in the medium and long term. The study shows that the educational community requires time to deepen and calm to go deeper.

Finally, the general rules laid down should not stifle autonomy, initiative and decision-making in schools capacity to influence the workforce, innovation and research, teacher training and improving the quality of education. The study results indicate that the principle of school autonomy is conceptually positive -building an educational curriculum tailored to students and to the social environment of the school should enable the improvement of its school results- but is controversial in practice. In this sense, the study specifies:

- The municipality size where the school is located is significant in the case of boys, as the larger municipalities have a higher probability of risk of school failure by the effect of the external school background on the academic results.

- The center ownership is significant, regardless of the students characteristics and families. Thus, assistance to private schools positively affects boys and girls school performance, but attending private not arranged schools only affects boys positively. This result should be considered with caution, given two elements. On the one hand, the small number of centers participating in the PISA-2006 sample in Catalonia and on the other, the results that appear consistently in other multivariate studies referred to Spain as a whole, pointing to a neutral and in some cases, positive incidence of the public ownership of the center on the competence evaluations results.

Considering this:

25. The schools autonomy and personality should be deepened, they should incorporate ways to improve the public-private sector collaboration.

26. Public schools autonomy, under the broad guidelines established by the educational administration, ought to allow that the coordination and management education in schools is shared among several individuals and collective bodies within a few centers' directions with more decision-making capacity, with more support and more education and educational leadership.

27. The centers' autonomy must be compatible with the Government minimum essential establishment for schools to ensure equity and quality. In this sense, it is essential to ensure that schools have teaching organs cooperation and structures and educational counseling services, in the academic and professional field.

28. The personal, academic and professional orientation must be present in educational practice from the first year of secondary education and in the different teaching units development and the curriculum content specification.

29. Given the consensus regarding the counselors role in improving school performance and knowledge of labour market needs, there should be a reflection on the content, methodology and strategies guiding the activity. In addition, we should make an effort to develop resources and tools to facilitate the task orientation.

30. The practice and school dynamics in the development of the educational project of the center, and in particular the organization and center operation rules should consider cultural diversity and the different students and families sensibilities regarding the education evaluation, the importance that they give to school learning, how to understand and plan for coexistence and resolve conflicts so that they feel recognized and there is a collaboration in dynamic learning and adaptation to school without sacrificing its values.

31. The educational system should participate in the meetings made by the equipment so that they could develop with quality the advice and support teachers task in educational and instructive processes, and so should be considered by the center's organization and operation.

32. The secondary school structure should be influenced so that these studies are more flexible and opened in order to adapt to different needs, interests and students motivations and the largest number of students reach the corresponding degree. This line must end with the options uniqueness and put more emphasis on the fourth year and in guiding the growth of the Professional Qualification Program Qualification (PCPI). In this case, we should not set restrictions to the fact that only a percentage of students who have completed this program, whatever it is, have access to vocational intermediate level.

33. It should be evaluated if the students' change of physical location in the transition from primary to ESO affects the school failure risk significantly, and if so, reconsider the public school infrastructure organization. In this sense, we should keep track of schools - schools (3-16 or 3-18) that have associated primary and secondary school.

About the school management and teachers regarding school failure

From the study results it could be argued that the school management professionalisation should allow achieving higher standards in education, since it would allow to lead a school project and a team that contributes to reinforce authority and social recognition. However, excess of responsibilities and functions in the field of management, or lack of specific preparation, can generate discretionality and distort its purpose.

The teaching staff is a key element in the educational system and is configured as an agent of change. In addition, other studies based on PISA suggest the positive effect deriving from good relationship between teachers and students, from teacher support to students during the learning process, from a good climate, classroom discipline and cooperation between teachers. Therefore, the collective opinion has been taken into account in any reform process. The survey results give relevance to the teachers performance in the system, especially regarding the experiences, expectations and students performance at school.

The study shows that the practice of secondary school teachers has changed, since the universalization of education, comprehensive education up to age 16 and social demands have changed and expanded considerably the purposes and objectives of the secondary compulsory studies. New ways of teaching are introduced which are based on learning rather than conceptual knowledge, and on the incorporation of education values and learning procedural strategies.

Teachers must make endeavours in order that everyone achieves the objectives and the graduate degree in compulsory education, which implies that teaching must adapt and adjust to the different students abilities and interests. These challenges require new educational contexts and new curricular structures able to advise and support them, new organizations to address issues collectively that have not been sufficiently provided.

The study covers the majority perception that the teachers' authority and social recognition have been affected and that they work in other conditions (more rotation and less personal commitment) that are not conducive to it. Moreover, the students rejection at a traditional type of school learning and the access conditions to the teaching function, have increased teachers disorientation and their demotivation.

The initial and professional training for the teacher staff is still the unresolved issue. The university studies adaptation in the European Higher Education Area (under the Bologna Process) did not fully exploited the opportunity to modify the curricula and adapt them to new educational requirements. However, the study shows that replacing the Pedagogical Aptitude Certificate (CAP) for the new Secondary Professional Master has generated high expectations, given that the training and vocational role of teachers, not the instructor one, is associated with a lower risk of failure. However, the study results revealed gaps in the teachers continuous training related to the central (external and disregarding the school needsl), individualization (the choice of personal training is personal, not from the the teaching staff and the center) and the lack of innovation in this type of training.

In this respect we should mention the good practice number six in Part 6.2 "Experiences and good practices compilation" in the sixth chapter of the study that gives priority to measures aimed at teacher training based on the Finnish model by creation of crossed research teams and working committees at the school center.

Given these arguments,

34. It should be ensured that the admission system incorporates professionals that have skills and knowledge in a psicoprofessional profile tailored to job functions.

35. The administration team management centers should ensure the improvement of working conditions and labour to the various professionals working in schools.

36. Measures should be developed to enhance the teaching staff stability.

37. The school selection processes and preparation should improve with directions to develop the work of educational leadership. In this regard, it should promote training and experiences exchange shared with other school directions.

38. The school directions, with the support of the educational administration, should be involved in the improvement of schools educational and pedagogical aspects, not only in management functions. The directions concerning the school should become teaching and motivation centers and improve teachers skills.

39. The center's organization and operation would also serve the personal and professional teachers growth, so it is crucial to promote educational research and innovation processes and collaborating with universities and other institutions.

40. The initial training, especially the current secondary school teachers Master, should influence the psycho-pedagogical and didactic aspects, especially in the way of adapting the

curriculum and learning assessment in different educational needs and management strategies in the classroom.

41. The teachers' training should also be improved to further examine the most important aspects. Thus, the training should be adjusted to changing requirements of the knowledge society and should conform to scientific criteria. We must promote formulas such as visits to other schools or services and the materials preparation and advice on best practices.

42. We should strengthen the training on methodologies and technologies to facilitate their implementation, as in the eduCAT1x1 Project that aims to integrate information technologies and communication technologies (ICT) in schools.

43. New teachers should be supervised in schools by a figure similar to the "coach" (coaching and mentoring methodology). The rest of the staff should also be able to access to this resource type, with the aim of improving and / or develop specific skills. Tutors / teachers with more recognition should take less classes to train and support other teachers work.

44. Cooperative and collaborative teachers working in a group class and course in schools should be ensured, so that shared decisions are taken (curriculum, assessment, grouping, methodological ones) and everyone acts according to what was agreed. This must mean that the center's tutoring action has to be shared as a result of the agreement of the course and group teaching staff.

45. Teachers should be encouraged based on objective criteria to assess their contributions, involvement, effort and results, measured using valid and reliable indicators.

46. The necessary tools should be provided to teachers, both from an institutional and personal point of view, to give effect to their authority in the classroom.

On the relationships among teachers, family and community in the school failure reduction

A part of secondary teachers feel little valued and supported; they also feel that pressure is put on them and believe that although teachers have leadership, responsibility for education must be shared between school and family. In this regard, the results of the study suggest:

- That collaboration between the teacher and the family is very important, but currently, the relations between these two elements of the education system (teachers and family) is dominated by mistrust and divergence in terms of performance and attribution on educational responsibilities and there's a lack of accompanying measures as well as family and social participation measures.

- The risk of school failure is reduced if some parents urge the center to get high scores by students, indicating the need that parents collaborate with schools.

The study suggests that the permeability between classroom, school and community can improve the students' experience and change the way that students give to school experience, since, for a part of the students school failure risk can be increased by experiences outside school. In this issue we should mention the best practice number 3 on section 6.2 "Compilation of experiences and best practices" belonging to the sixth chapter of the study that combines classroom learning with learning outside the classroom.

Given these results, the CTESC does the following proposals:

47. The school's organization and functioning rules should consider the availability of several families, as well as different cultural realities and, especially, the variety of expectations and

assessments that are made in education and school learning. These regulations should facilitate the families participation, through measures to improve time schedule and organization.

48. Programs should be promoted aimed at working families as mutual trust between them and teachers to address the debate and joint collaboration to the students education.

49. It must be ensured that all schools have sufficient resources to allow individual and collective counseling.

50. The school should work in networks and in collaboration with other schools in the same area in such a way that allows the coordination of various educational projects and school resources explotation.

51. Centers should work with other territory educational and social institutions (also with different agents) to allow the development of educational projects in the area (city, town, district, etc.) to promote joint, global coordinated actions. From this perspective, we must ensure the bond and collaboration with the workplace.

About the impact of teaching and learning strategies in the construction of "school failure"

The study includes the general opinion that the teaching methodology commonly used is not adequate, remains as the traditional one, efficiency is not sufficiently proven, and is not focused on improving results.

The study recognizes the importance of the facilities adequacy, spaces, and technology to improve teaching quality, and includes the majority perception that the introduction of Information Technology and Communication to the classroom was done without foresight and planning, and that, although it is a necessary tool for innovation, the practice will not change unless it is accompanied by cultural criteria educational, software, content, didactics, methodology and teacher training.

The study also shows that the participatory and cooperative activities that help experience success, and in particular, academic success, can help to reduce the risk of school failure. In this regard, other studies emphasize that the comparative nature of activities to stimulate classroom learning into teaching and guidance towards academic success have a positive effect on school performance.

In particular, there are some experiences obtained in Section 6.2 "Compilation of experiences and best practices" on study chapter Six, including five good practices, representing an educational innovation in the sense to working language, arts and culture, information processing, learning to learn, autonomy and personal initiative, social and citizenship skills.

Given this reality, we make the following recommendations

52. Given the lack of available studies, research should be increased into the educational and relational dynamics that occur within the classroom.

53. The teaching and learning process in the classroom should be chaired by the methodological and curricular adaptation toward diversity of educational needs that are manifested in the classroom (with respect to the abilities, motivations and interests) and different learning styles. In the same way, grouping of students ought to respect their needs, so that the grouping outside the classroom, if there should be, should be specific and subject to the achievement of objectives.

54. The criteria for student evaluation should be wide and adapted to the educational needs of its diversity.

On the quantity, quality and management of material and human resources in the fight against school failure

The study suggests that spending on education in relation to the Catalonian Gross Domestic Product (from 3.09% in 2009 according to the latest data from the socio-economic report of the Council of Economic and Social Work) is below the OECD average (5.2% in 2007), and the educational community considers it should be increased.

The study results demonstrate that the quantity and quality of human and material resources are not enough. Counselors, teachers and specialist support are lacking, and in some cases the infrastructure, facilities and architecture of classrooms are not adequate or are not well maintained.

Given this consideration,

55. We must improve the resourcing of the school system, primarily by increasing and improving efficiency in management. It is understood that the struggle against the current levels of school failure risk requires an increase in both human and material resources. In this sense, it is proposed to improve infrastructure and provision of human resources (staff, hours ...), and increase resources for individualized attention and diversity.

56. Compensatory policies should encourage and provide schools with the most appropriate strategies in order to do a truly inclusive, coeducative education and taking into account cultural diversity, by increasing resources in schools located in the most disadvantaged places and / or in schools with the largest number of students with learning difficulties. In this sense, we should ensure fair and equitable schools funding, without discrimination to legal ownership, taking into account their specific characteristics, the environment needs to be covered and which costs they face.

57. The necessary resources to carry out the changes introduced in the academic options the last two years of compulsory schooling must be ensured.

On attention measures to diversity to prevent school failure

The school organization, educational options and cultural centers, and the way school handles the differences can generate either real inequalities or can be used to combat them. The study results indicate that the Catalan school does not fit in adapting to the needs and differences in learning abilities of students.

However, it's necessary to keep in mind that a growing number of students in the last decade have joined Catalan school, and programs have been introduced to combat school failure, such as Programmes for Initial Professional Qualification and curriculum diversification. The study recognizes the effort on integrating immigrated students.

Social and educational care for immigrated students in Spain has been evaluated positively, since as already noted, it has led to the coordinated action of different administrative bodies, often articulated under a general scope plan. It should be noted however, that these actions are relatively recent and still do not have long-term results. The Spanish Sttate has less experience and fewer constraints than other European countries in social and educational impact of the immigration phenomenon, which allows it to learn from mistakes and equal or exceed successes.

In this regard, we must differentiate the attention to immigrated students schooled from the early stages, especially children's education, from the other ones of late inclusion in the educational system. Regarding the first ones, as already noted, children education becomes a key to integration into the host society and in learning the instruction language, so that equates to a large extent, the local students situation. However, for students who join later is essential, apart from the initial reception, that the educational system does a good assessment of their knowledge level (general and vehicular) in order to take the most appropriate compensatory measures. Most regions provide this assessment, although with different results: in Madrid it is possible to incorporate a student in a course even two years prior to what it should be according to age, while in Catalonia it can only be done in a previous year.

In general, the study suggests that the application of diversity care measures has many shortcomings, in some cases due to breach of the rules, others due to lack of action or how they are managed. And as regards the specific measures and strategies to meet organizational and curricular diversity, the study results indicate the following:

- The importance of personalized attention to students with special needs, as it contributes to the straightening of the individual trajectory and to the objective to achieve personal success or excellence. However, the study highlights the practical difficulty that schools have in making curricular adaptations.

- The positive perception of the measures directed to students with special needs, such as the reception classes. In this regard, we should mention the best practice number four collected in section 6.2 "Compilation of experiences and best practices" from the sixth chapter of the study, "The insertion class goes to the radio."

- The importance of programs that incorporate approximation elements and integration work.

- Reservations in the strategies implementation such as flexible grouping, because while it may be positive in the students' school career if used in the classroom or in some subjects outside the ordinary classroom, it can have adverse outcomes if used in all subjects.

In this sense, some analysis of the study show that students grouped by ability into different classes increase the probability of relative risk of school failure.

- The deep and widespread deficiencies in the field of mental health care, specifically in educational and social health, in collaboration with other organizations and institutions, and lack of specialized personnel and support among others.

In this regard, we should mention measures directed to students of good practice number one, on section 6.2 "Compilation of experiences and good practices" in the sixth chapter of the study, to improve young people's educational situation between 10 and 16 years, with problems associated with school failure.

Therefore, we consider the following:

58. The curricula should also be adapted for students who excel in good results, so that they in particular and society as a whole do not waste their talent.

59. The educational inclusion policy must be adapted in order to balance the inclusive desire of all students and the adequate attention to the special educational needs.

60. Transitional measures for immigrated students should be promoted continually in order to reach a proficiency and environment enough to be integrated into regular classrooms.

61. The number of reception classes should be extended so that it becomes possible to attend the more extreme needs of immigrated students. This temporary and individualized attention is shared with the care they receive in the ordinary class group reference. Necessary *ad hoc* and structural actions are needed; also an increase of the educational service of the teams which provide counseling to centers as well as that of teachers in language and social cohesion (ELIC).

62. It would be necessary to promote and living spaces where all students can succeed despite their differences, so that attention to diversity measures do not involve segregation.

63. In accordance with the principle of inclusion or school education for all, the specific special education schools should be able to act as resource centers and support to ordinary schools where disabled students were incorporated .

64. The coexistence norms and mediation in conflicts that were caused by the students behavior should consider the various ways that students have to understand personal relationships and group conflict resolution.

65. Centers should have the means because the whole school community, especially the teaching staff, could understand in depth and know how to use properly different attention measures to diversity that are under the LOE. The centers must also ensure that these measures, and / or other programs (Special Education Support Unit USEE-and-Strengthening Programs, Guidance and Support-PROA, among others) are adequately implemented prior assessment of needs to the students. Likewise, the Administration should provide the necessary stability to these programs.

On the evaluation of schools, teachers and students

Moreover the study results inform us that the conception of the centers, teachers and students assessment principle is positive, but that the application may not be that way, due to lack of resources and continuity in information return, and also in the unique treatment to centers.

It is necessary to keep in mind that one objective of the LOE is to integrate the evaluation culture in the educational system. To this objective, the law provides for the system's and its agents' assessment, using different partial assessments. However, the study failed to confirm the results of this evaluation potential of the LOE, probably due to inadequate publicity and dissemination policy. However, the Plan of Action 2010-2011 from the Ministry envisages the introduction of some measures as a result of evaluations carried out, which may reflect a significant advance in this direction.

In this situation, the CTESC considers the following:

66. It is recommended to introduce the culture of assessment throughout the education system so that the various evaluations allow to improve educational administration, policy and quality system.

67. The schools evaluation system should be transparent and ensure validity and reliability. The aggregated results obtained and the methodology should be public.

68. Given that the competence census results, particularly in assessing the future and evaluation of 6th 4th ESO grades, allow to identify school failure risk situations of some schools, it would be appropriate that the Department of Education, guided by the results of specific evaluations aimed at reducing the school failure risk, focus and intensify the activities in these centers.

69. It should be ensured that the set of assessments that are conducted in schools are carried out under appropriate conditions, with the pertinent assessment instruments, that the correctness of results respond to objective and verifiable criteria, and that these results are contingent, ie, serve to implement improvement measures, provide the necessary resources to encourage schools, etc..

70. Schools should be recognized and encouraged on the basis of objective criteria which allow to assess their contributions, involvement, effort and results, measured using valid and reliable indicators. In this sense, it is essential to promote and transfer best practices identified to benefit the education system as a whole.

71. Given the various assessments of students (internal and external) the results communication to families should be improved to avoid interpretation and understanding problems, giving an active role to center professionals.

72. To meet these recommendations and fulfill its functions, it would be needed to ensure real autonomy and effective autonomy to the Assessment and Education Forecasting Agency.