

## Spain

**CEIP Andalucía, A Learning Community**

*This is a pre-primary and primary state school with all learners at risk of exclusion and very high numbers from the gypsy community. The teachers fostered the change and considered learning communities to be a key concept in providing quality education and to break the circle of poverty and social exclusion. These are realised through such activities and approaches as: weekly tutorship; students' representative meetings; discussion on the subjects for project work; the monthly family assembly; a close collaboration with the Administration for Education; and the assessment tool elaborated by staff together with a committee from the Learning Communities Programme which comprises indicators of achievements and obstacles while also guiding improvements. A key feature is the interactive groups based on cooperative learning. The learners split up into subgroups of 5 or 6 students each; lesson time is divided in periods of 15-20 minutes, each devoted to a different activity all subject related, with subgroup dynamics coordinated by volunteers from families, the university, and collaborating associations. Project work in a single class or in a grade or group of different grades aims to overcome curriculum fragmentation and is organised around four stages: planning, searching, organising, assessing.*

**Main Focus of Innovation:** LEARNERS, TEACHERS, RESOURCES, ORGANISATION

**Other Keywords:** equity

**General Information**

**Name of the ILE:** CEIP Andalucía: A Learning Community.

**Location/Address:** Avda. Luis Ortiz Muñoz, s/n. 41013 Seville. Spain

**Website:** [http://www.juntadeandalucia.es/averroes/ceip\\_andalucia\\_caa/index.htm](http://www.juntadeandalucia.es/averroes/ceip_andalucia_caa/index.htm)

**ILE submitted by:** Institute for Teacher Training and Educational Research and Innovation

### Rationale

*Why do you suggest that it should be included in the project? How does it respond to 21<sup>st</sup> century learning challenges?*

CEIP Andalucía is located in the southern suburbs of Seville, an area with big social problems. For this reason, not only the students but also their relatives are at a risk of being socially excluded, generating problems such as marginalization, illiteracy, drugs, unemployment... reflected in the students' attitude, behaviour, emotions and learning.

The teaching methods followed by the teachers did not motivate most of the students, nor their families, and as a consequence there was a high rate of violence, absenteeism and school failure. Therefore, the same teachers considered that the school needed to change its work streams in order to promote a positive belief, update the school and bring together all the people involved in the students' education.

Nowadays, the coexistence has improved, the absenteeism rate keeps falling, and the number of children that success in their school performance is bigger and bigger. Hence, CEIP Andalucía evinces that changes can be made to turn any school into an innovative learning environment. It is significant to highlight the strong commitment of teachers, students, families, and the community as a whole, throughout the learning process. It is worth pointing out their experience of cooperative learning in the *interactive groups*; the students' ability to make decisions in the projects or the library, as well as the focus on different aspects related to the emotional and social aspects of learning. All this turns this school into an example of transformation of a traditional learning environment in a successful learning environment.

### Evidence

*Is there any evidence or indications showing that this initiative achieves the outcomes that it is aiming at?*

This project is understood as a tool for a cultural and social transformation of the school. This process of change entails numerous intertwined actions including, for instance, time and space arrangement or the methodological approach to the learning process.

The four main objectives are in line with the following fields:

1. School atmosphere: coexistence.
2. Participation of the learning community: families and wider community.
3. School absenteeism.
4. School performance.

Regarding coexistence and participation, for many years, the main features of the learning community were the following:

**Families:** most of the families are clearly socially disadvantaged –unemployment, illiteracy, addictions, family dysfunctions– and they adopted a distrust attitude of the school: they thought that school education was unnecessary for their children. This attitude was evident in explicit verbal aggression to the teachers and even in a few cases of physical violence. Likewise, families underestimated the teacher's work and did not take part in school life.

**Students:** they showed low motivation and interest, distrust of teachers and peers, lack of learning habits, high level of aggressiveness –in accordance with their environment–, low self-control, low self-confidence, lack of expectations, etc.

**Teachers:** they distrusted the student's social environment and had little understanding of the gypsy culture. There was only a slight relationship with families, little coordination or common work, a lack of analysis, reflection and debate. This situation entailed unsettled teachers: 2/3 of teachers moved at the end of every school year.

The achievements reached by the *Learning Community Project* have brought a deep transformation to the community:

1. School atmosphere, coexistence. There is a nicer atmosphere: aggressiveness and distrust are no longer the main characteristics of the relationship among the community members.
2. Participation of the learning community: there has been an increasing participation of the families and also, the school opened its doors to other facilitators of learning.
3. School absenteeism: there has been an important reduction of the absenteeism rate.
4. School performance: students are more and more motivated for learning, passing every year and starting to think about their future training and work.

This labour for transformation and its success have had a big impact, and the effort and motivation of the whole community were recognised in 2009 when CEIP Andalucía was granted one of the most important national awards in Education: The Marta Mata Award for High Educational Quality.

#### **Learning Aims / Intended Learning Outcomes of the ILE**

*What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)*

In 2006, having in mind the social context and main features of their school, the CEIP Andalucía pedagogical team set "quality education for everyone" as their ultimate aim. The *learning community project* was set in motion to achieve the following objectives:

- Enhancement of the school atmosphere. It is a quest to improve coexistence as a way to prevent violence; to offer to the community members a reference model for positive interpersonal relationship in and outside the school; to provide learners with those resources needed for establishing positive relationships; to promote participation of different groups from the learning community; to work with gypsy associations and non-profit organizations to arrange cultural actions. Besides, it is also expected a long-life training for teachers, learners and families as well as its assessment and monitoring.
- Engagement of learning community.
- Decrease of absenteeism
- Overcoming school failure. By incorporating organizational and methodological modifications in the learning process, this team tries to correct the academic achievement gap of the students –two school years–, to motivate students to the curricula contents and to prepare them for playing an active role in their learning process.

**Learners**

*Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?*

*The Learning Community Project* is aimed at all the students, 233. The age range is from 3 to 11 years old, distributed as it follows:

- Pre-primary Education: thirteen students 3 years old; twenty-two students 4 years old; and twenty-two students 5 years old.
- Primary Education: twenty-two students in 1<sup>st</sup> year –6 years old; thirty students in 2<sup>nd</sup> year–7 years old; twenty-eight students in 3<sup>rd</sup> year –8 years old; twenty-eight students in 4<sup>th</sup> year–9 years old; thirty-four students in 5<sup>th</sup> year –10 years old; thirty-four students in 6<sup>th</sup> year –11 years old.

About 90% of the students are from the gypsy community and 100% of them are at risk of being socially excluded.

**Facilitators**

*Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?*

An important role in this project is played by different groups of facilitators:

**Teacher's staff**

Currently there are twenty-two teachers at school. Fourteen of them have an experience of 7-14 years at this school and the other members are temporary workers –supply teachers. At the beginning of every school year, the whole team attends to a 15-hour course on learning communities; besides, this school year, two additional training and monitoring courses will take place at school: one of them about emotional intelligence and the other one, on the communicative approach to learning. In addition, every month, there is a two-hour gathering where the staff discuss their ideas and insights regarding a book on psychology or/and pedagogy.

From the beginning, it was the teachers who fostered the deep change of this school. Their trust in an education based on principles such as quality and innovation, community enhancement and a positive belief in each learner's potential, made change possible: this school has become a successful learning environment.

The key components of the teacher's work are: vocational training, commitment and feedback. The teachers have received specific training on the following subjects: learning community, coexistence planning, cooperative work, project work, key competences, and there are two workshops for Mathematics and Spanish Language.

Moreover, besides their daily work at school, teachers are fully engaged, together with families and the volunteering associations, running the learning community, interactive groups, reader and library project, and deciding the coexistence rules.

**Students**

They are not just the target of the project, but they play a key role through a direct participation in the school change.

**Families**

For the last years their involvement has increased in different activities: participation in the class, goals commissions, families training... and, moreover, "the family assembly" has been founded.

## Associations

There are several associations collaborating in the project, taking part in many different activities: families and school absenteeism monitoring, discussing the coexistence rules with community, mediation and conflict resolution, supporting transition from Primary to Secondary Education, etc. Monthly, there is a coordination meeting between these associations and the head teacher.

## Volunteers

There are around twenty volunteers: they are university students and teachers, learner's relatives, teacher's relatives and/or the school teachers themselves. They participate in the interactive groups, project work, radio workshop and library project. For instance, in the library project a volunteer works two hours overtime every day so that it contributes to keep it open as long as possible to make of this school library a genuine resource centre.

## Centre for teachers

This centre offers free training resources for teachers.

## The City's Education and Health Departments

The city council runs education programmes to be implemented in the schools.

## Organization of the ILE

*How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?*

This learning community is arranged as an open community where learning blossoms from the exchange of knowledge, experience, personal growth and the intrinsic motivation for learning of each participant. The four main principles of this project are:

- Active participation. This school is open to the active participation of as many educational agents as possible.
- Learn-centred. Any social determining factors from the context are to be left aside: every learner gets support to develop their skills to a high level.
- Positive belief. Every learner is expected to fulfil their potential.
- Continuous progress. Learning is assessed all throughout the process.

These principles reveal the following activities: weekly tutorship, students' representative meetings, discussion on the projects work subjects, monthly family assembly, and the assessment tool which can be found at the end of the document –it is an assessment template elaborated by staff together with the Regional Administration for Education; this tool comprises those indicators capable not only of spotting achievements and obstacles but also, of guiding the path to improvement. All of these activities contribute to learning management and the project growth:

## Enhancement of the school atmosphere

It was considered the prior objective. In order to achieve it, the first step was meeting learners, staff and *the elders* –a gypsy clan is ruled by “the elders”, the so called *patriarchs* and *matriarchs*– and the rules guiding relationships among the gypsy community were explained. Also, the community members' –families, learners, associations and staff– filled in some surveys on the coexistence rules they thought to be followed at CEIP Andalucía. The survey results were taken into account when the coexistence plan was developed –the four main objectives arisen from these meetings/surveys were explained in Learning Aims / Intended Learning Outcomes through the ILE.

To be consistent with the coexistence plan, general and specific guidelines for each class are established: disciplinary measures; mitigating circumstances; the procedures to be followed by students, staff, administration and social services, and families in case of breaking the standards. It is a constructive approach: any measures taken must be educational, restoring and valuable for the community; it should enhance the learning process of the people involved as well as warrant the rights of the other students; and it should also improve the relationship among the community members. Students are never expelled as this measure would be understood as reinforcement to the behaviour supposed to change, also justifying school absenteeism.

There is also a group called *Coexistence Commission* constituted by the head teacher, the deputy head teacher, a teacher on behalf of the pre-primary grades, a teacher on behalf of the primary grades, two students' relatives, a member on behalf of each collaborating association and the person in charge of the mediation and conflict resolution programme. This group also gathers all the initiatives for improving and preventing disruptive behaviour and it pays special attention to prevent discrimination due to gender or cognitive development. The Commission meets on a weekly basis, and twice a year reports to the School Site Council.

### **Engagement of family and wider community**

The "Family Assembly" was founded: nearly eighty families meet at the beginning of each school year to discuss the progress in *The Learning Community Project*, review and/or set new objectives, and the *Joint Commission* works on them. Families also participate in the *Coexistence Commission*, the interactive groups and many other activities in the school. They are always encouraged to take part in the learning process, especially in the interactive groups –whose organization will be explained later in this question. Their participation is more frequent in the pre-primary grades, for instance, in 2006-07, a mother took part in these groups everyday as a way to stop her son school absenteeism; as a result, not only she helped her son, but also she improved her own reading skills.

Since the project objectives and work spread among the wider community, there have been many institutions, associations and people willing to make their contribution: university students participate in the interactive groups, radio workshop or social and educational intervention in the school; volunteers work to support the library programme; different associations take part in the *Coexistence Commission*. Some grants/donations of sports equipment, computers, transport or help for the website design have been received.

### **Decrease in school absenteeism**

Absences are daily monitored: a member of one of the collaborating associations, who is a social street worker, gets handed in the teacher's attendance list of every class and keeps track of each student attendance/absence. If a student gathers five absences within a month, his/her tutor writes to the family and calls a meeting. A positive response to this measure and the student attending class on a daily basis for the next month will trigger the writing of a congratulation letter to their family.

On the contrary, a negative response will mean the writing of a second letter, this time signed by the head teacher, to appoint the family for a personal interview; this notification is delivered to the family by the social street worker. If there is also a negative response to this measure, it is the social worker and the school board who will call a meeting. When it is followed by another negative response, next meeting will also gather a juvenile police officer. At this point, families are explained the importance of their children attending school every day and also, they are warned about the possibility of their children being reported to the City Commission for Absenteeism if their behaviour persists; in this meeting, families are asked to sign a commitment note and if they break it, Child Protection Services will get involved.

As it was mentioned earlier, any time a student gives a positive response and attends class on a daily basis, there is always a positive reinforcement and there will be a call for congratulation.

### Overcoming school failure

To adjust the academic achievement gap of the students –two years– some organizational and methodological changes were implemented at school:

- *Development of interactive groups based on cooperative learning.* It is through these groups that it is possible to enhance peer interaction and team work for the students to become self-directed learners and acquire the essential skills for learning to learn. The lying principle of this approach is knowledge exchange by means of interwoven relations among students, and between students and the other adults working for the group.

The learning organization for the interactive groups is as follows: it is the tutor of each class who arranges activities and grouping; learners split up into subgroups –5 or 6 students each; lesson time is divided in periods of 15-20 minutes, each of them, is devoted to a different activity –all of them subject related; subgroups dynamics are coordinated by the following: a) university students; b) scholars at the University Hall of Resident “Flora Tristan” located in the school’s neighbourhood; c) volunteer teachers from the university, Faculty of Psychology –one of them being the faculty dean; d) students’ families/relatives, most of them at retirement age but every now and then, students’ mothers; e) members of the collaborating associations.

One of the grouping premises is heterogeneity in gender, ethnic groups, motivation, etc., so that it promotes a more understanding and motivating way of learning. At the end of every semester and school year, all participants evaluate/discuss the rights and wrongs of their experience in the interactive group; the meeting results become recommendations for the future.

- *Project work.* This kind of cooperative work makes it possible to approach the curriculum as a whole instead of the common scattered approach to independent subjects. In addition, it offers teachers the possibility of running clinical sessions to analyse the learning process through audio and/or video recording.

Research through project work is an organized and flexible method that involves activities which can take in a single class but also, a grade or group of different grades. Project work progresses at four stages:

- a. *Planning stage.* Brainstorming is the first step taken to find a topic for a specific project. Decisions are made based on debate-agreement-respect: the chosen topic is seen as satisfactory for most of the learners so promoting participation and motivation in the learning process.

Once a topic has been chosen the whole class discuss what they already know about that subject, what their concerns are, and they formulate a few basic hypothesis. Teachers do have double work at this stage: on the one hand, it is now when they organise the student’s concerns in a question network mural –it is displayed on the class wall and questions are being answered as they go; on the other hand, they coordinate their work with the other teachers in order to structure contents according to the topic chosen, questions arisen and learner’s level. This content web is flexible as it changes as the student’s questions and concerns change.

The last step at this stage consists of learners and teachers designing a timeline.

- b. *Searching stage.* The objective is to gather information by means of different sources, formats and procedures. The process of learning is not result-centred; the main attention is directed to the process itself: how students learn; what questions they make; how information is searched, found and used.

Whenever new information leads learners to new questions, these are added up to the question network mural.

To be exploited at this stage, CEIP Andalucía has access to the following resources: class library; posters and the like; computers, Internet, and the necessary software; use of manipulative and audiovisual materials –digital blackboard; journeys outside the school; visits and talks from people unconnected to the school life; information provided by families, friends, peers, teachers and anyone related to the school.

- c. **Organising stage.** Once all information has been gathered, learners organise it in order to come to conclusions and answer the initial questions. An interesting revealing tool at this point is to compare their initial hypothesis about the chosen topic to the results they have just found; this kind of confrontation –what they knew or “thought they knew”, and the knowledge just acquired– leads the class to new learning, new questions and new hypothesis.  
 Organisation activities are not only carried out to find answers to the questions formulated, but also to consolidate and broaden the possibilities of the new acquired learning to build new relations and apply them to other contexts.  
 Communication activities are aimed to promote learner’s communicate skills: children transmit/assert their results to other people or institutions. All written/handmade resources elaborated by learners are available to be consulted at the school library.
- d. **Assessing stage.** All steps taken and all tasks completed throughout the process are now revised and assessed. This assessment does not rely on the results or the acquired knowledge but rather in the process itself: achievements, failures, difficulties, etc.
- *Reader and Library Programme.* Linguistic competence is one of cornerstones at this school. Consequently, a programme in the quest of making the school library a real resource centre and implementing a reader project is a must:
    - a. **Reader project.** This is conceived as a cohesion and compensation tool which gives support to interactive groups, project work, opening to the community, etc. Quality education is expected to offer people the strategies and knowledge required to get by in a learning society. Furthermore, having in mind the main features of this centre and learners, the linguistic competence becomes an irreplaceable ingredient for inclusion and integration in a society where literacy is the norm.
    - b. **Library project.** The main objective is opening library as much time as possible, turning it into a resources centre for teaching and learning, open to the whole learning community as many hours a day as possible. Programme’s activities: reading aloud; literary circle; meetings with authors and illustrators; library guidance; book writing; school newspaper; storytelling by learners; radio workshop; comic workshop.

### **Learning Context**

*In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?*

CEIP Andalucía is a Pre-Primary and Primary Education school. It is a state school located in the southern suburbs of a Spanish city, Seville.

Some of the main features of the context where it is embedded in are: majority of people who belong to the gypsy community and at risk of social exclusion; high rate of hostile interpersonal relationships; citizen insecurity; drug-taking and drug dealing; little hygiene and health concern; illiteracy, high rates of school absenteeism and school failure; high rate of unqualified workers and unemployment among young people and adults; underground economy, etc.

The school opened its doors to the community and it has made possible a network that, as it has been explained above, connects teachers, learners, families, associations, volunteers, etc.

## History of ILE

*Who initiated it? For what reasons was it started and with what purpose? Have these changed since?*

CEIP Andalucía was inaugurated in 1979. For many years, as described before in the section for **Evidence**, the school atmosphere was characterised by reciprocal distrust among the community members, high aggressiveness level and low motivation for learning.

Traditionally it was assumed that the educational response in schools of this nature had to be adapted to that marginal reality and consequently to lower the curricular demands to suit learners' expectations and make them feel at ease and happy. Since 1999 this school had taken this approach and run the so called *compensation programmes for students*. However, the evaluation evidenced that although the results of those students who were already successful learners improved and also, teachers' frustration diminished by homogenizing the class level and increasing performance, negative consequences also arose: students who were sent to lower achievement-level groups showed less self-esteem, none or little progress, disruptive behaviour, and coexistence problems.

Taking this into account, in 2005-06, the group of teachers thought that, contrarily to what had been done, disadvantaged learners needed to accelerate the learning process in order to guarantee their success in compulsory and post-compulsory education as well as their possibilities for work placement. Coincidentally, that same school year, teachers attended some training workshops on *learning communities* and it was then when they started considering that this learning concept was the perfect way to provide quality education and to break the circle of poverty and social exclusion. Their excitement was shared by families and other people involved in the school life, making it possible, since school year 2006-07, to start the transformation of this school into a real learning environment in 2006-07.

## Funding of the ILE

*How is it funded?*

CEIP Andalucía is a publicly-funded school. Books are funded by the Regional Administration for Education of Andalucía –Andalucía Autonomous Government– through the so called *book-cheques*; this formula means that the school has the possibility of managing these cheques according to their methodological needs, and given that their pedagogical method does not require the use of a large number of textbooks, the CEIP has made it possible to increase the library materials for projects, literary circles, etc.

Other types of services like the early morning class, the school canteen or extracurricular activities, are also funded by The Regional Administration for Education. Regarding journeys outside the school, students pay a symbolic amount of money.

Families only assume the cost of expendable materials. When a family cannot afford it, the school community would do their best for children to get the necessary material.

Since the wider community learnt about the project, it has contributed to its growth, for instance:

- different foundations give funds for the library project, web design, sport equipment or the mediation programme;
- two universities located in the area –Seville University and Pablo Olavide University– collaborate by offering teachers and students the possibility of taking part in some school activities;
- donation of second hand computers;
- funding of the school newspaper edition by the Southern District of Seville.

## Learning Outcomes

*What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?*

Although this centre is a pre-primary and primary school, there is a follow up of their students throughout compulsory education; this monitoring evidenced an outstanding dropout of students during lower secondary education, for no student gained access to general upper secondary education. Since the learning community and other changes were implemented there has been an increasing improvement of the learner's results together with a lower rate of dropout.

Since 2006-07, the diagnosis evaluation tests have been planned by the Regional Administration for Education and they are applied at schools by the teachers, according to a set of conventions. The results of these tests in CEIP Andalucía show the following:

- 2006-07: results in *linguistic communication* were 220.73 points; results in *mathematical reasoning* were 337.87 points.
- 2007-08: results in *linguistic communication* were 295.2 points; results in *mathematical reasoning* were 316.67 points.
- 2008-09: results in *linguistic communication* were 452.43 points; results in *mathematical reasoning* were 476.79 points. A group of students completed lower secondary education and five of them were willing to start upper secondary education.
- 2009-10: improvement in *linguistic communication* but results in *mathematical reasoning* are a bit lower, especially in regards to the measurement units questions.

Concerning the absenteeism rate, in 2005-06, when the project was implemented, the percentage was quite high, 60%. There has been a progressive reduction of the absenteeism rate:

- 2006-07: 30%
- 2007-08: 22%
- 2008-09: 19%
- 2009-10: 11,25%

These numbers only show the absenteeism rate of each school year up to March. From spring, absenteeism increases again as there is a growing number of local festivities and fairs –most of the families travel with their children from one place to the other.

It is not only that “academic” success has become very common among learners but moreover, their relationship with teachers is now based on trust and sympathy; they show bigger interest and motivation towards the school; tend to internalize rules and habits; better self-concept and self-esteem; use of personal skills and resources to solve conflicts; and learners think about their future, what they *want to be*.

Families swapped their distrust towards the school system for active engagement in the school life. A positive attitude is more common when conflicts arise and they value the role of teachers as a reference model for their children. Education is seen as a tool for personal growth and the school system as an opportunity. The *family assembly* makes a nice example of their involvement (described in section, organization of the ILE).

In regards to the school staff, they feel more sympathetic to the social reality they are immersed in, showing bigger acceptance and a great engagement; there is a better knowledge and recognition of the gypsy culture (against a previous concept of “social isolation culture”) as well as a warmer relationship with families. Coordination and team work allows staff to promote permanent training, analysis and debate for the school transformation.

### Documentation describing or evaluating the ILE

*Is there documentation on this learning environment? Is there a website? Films? Research reports or evaluations? Other forms of documentation? (please supply references or links)*

There are two documentaries based on the CEIP Andalucía work –only available in Spanish:

- *An Open School In A Closed Neighbourhood* –original title: *Un Colegio Abierto En Un Barrio Encerrado*. It was recorded in 2009-10: it describes everyday life in the school and the way it relates to the environment.
- At the end of 2010 will be the premiere for the second documentary. It tells the progress through secondary education of students who completed primary education at CEIP Andalucía.

It is also possible to take a glance at the school life by watching some videos that can be found on the Internet –only available in Spanish:

- *A Bet On Transformation* –original title: *Una Apuesta Por La Transformación*. This video was recorded in 2008 for the IV PAM Edition –the best practices promoting social values are awarded. CEIP Andalucía received “the masterly act award”<sup>1</sup>. In this recording, the deputy head teacher talks about the two main challenges for the school: to overcome school failure and to improve coexistence.

<http://www.youtube.com/watch?v=niRb0yx68VQ>

- *Coexistence Chickpeas* –original title: *Garbanzos De Convivencia*. Every year the learning community celebrates “Roma Day” by cooking chickpea stew for everyone. Debate, respect and trust are the ingredients for this stew recipe.

<http://www.elcorreoweb.es/sevilla/075600/poligonosur/tresmil/gitano?aleatorio=0.5&asc=&orden=VALORACION>

Further documentation can be found in the following links –only available in Spanish:

- *A Learning Community* –original title: *Una Comunidad de Aprendizaje*. This document gives account of the stages CEIP Andalucía went through to become an open school.

[http://www.redes-cepalcala.org/inclusiva08/materiales/CEIP\\_ANDALUCIA/CEP\\_Voluntariado.pdf](http://www.redes-cepalcala.org/inclusiva08/materiales/CEIP_ANDALUCIA/CEP_Voluntariado.pdf)

- *Coexistence Programme*. The programme developed to improve coexistence in this school can be found by clicking on this link.

<http://www.juntadeandalucia.es/averroes/~cep2/moodle/mod/resource/view.php?id=2005>

### Other information you consider to be relevant to describe the ILE

Annex I: Internal assessment tool –only available in Spanish. This template contains questions related to the different groups of the school community.

<sup>1</sup> It is an award summoned by the FAD, the Spanish Committee for Cooperation with the UNESCO and BBVA. It intends to distinguish and make educational projects known in the fields of Infant, Primary and Special Education, which specifically work the establishment of pro-social values among pupils like solidarity, tolerance, gender equality, respect, etc. that contribute to prevent social risk behavior like drug taking, violence at the classrooms or racism.