

التعليم حق  
بغض النظر عن  
وضعك الإداري

FEDERATED ASSOCIATIONS  
OF FAMILIES OF STUDENTS  
IN CATALONIA

aFFac

All children have  
the right to education  
free of cost

Wherever you arrive in  
Catalonia, your children have  
the right to be schooled

# The Catalan Education System: A Complete Guide for New Families

guide\_



**guide\_**

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A Complete Guide for New Families**

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**1st Edition, December 2023**

Federated Associations of Families of Students in Catalonia (aFFaC)

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# INDEX

<b>1. Introduction</b> .....	<b>8</b>
<b>2. Glossary</b> .....	<b>9</b>
<b>3. Education in Catalonia: compulsory, universal and free</b> .....	<b>12</b>
3.1. The fundamental right to education .....	12
3.2. Universal and free education .....	12
3.3. Compulsory education .....	14
3.4. Public education in Catalonia .....	14
3.5. Religious education .....	14
3.6. Advice and recommendations .....	15
<b>4. Formal education</b> .....	<b>16</b>
4.1. Educational stages .....	16
4.2. Types of educational centres .....	17
4.3. School day .....	17
4.4. Complementary educational services .....	19
4.4.1. Out-of-hours services .....	19
4.4.2. School meals service .....	19
4.4.3. School transport .....	22
4.4.4. Extracurricular activities .....	23
4.4.5. Summer activities .....	24
4.5. The educational community .....	25
4.5.1. What it is and who is part of it .....	25
4.5.2. Family participation .....	26

4.5.3. Association of Families of Students (AFA) .....	27
4.5.4. The School Education Council (CEC) .....	28
4.6. Advice and recommendations .....	28
4.7. A people-centred approach .....	29
4.7.1. Communication with families .....	29
4.7.2. Conflict resolution .....	30
<b>5. Pre-registration and enrollment process .....</b>	<b>32</b>
<b>6. Additional support for new students .....</b>	<b>33</b>
6.1. Reception Plan .....	33
6.2. Reception class .....	34
6.2.1. ICT in the reception class .....	34
6.3. Relationship between reception classes and ordinary classes .....	35
6.4. Advice and recommendations .....	36
<b>7. Grants and financial support .....</b>	<b>37</b>
7.1. Nurseries .....	37
7.2. Preschool, primary and secondary education .....	37
7.2.1. Individual school meal grants ( <i>beca menjador</i> ) .....	37
7.2.2. Individual travel grants .....	38
7.2.3. Grants for the obtention of books and school materials .....	38
7.3. Grants for summer and extracurricular activities .....	38
7.4. How to apply for a grant or financial support .....	39
<b>8. Information points .....</b>	<b>40</b>

# 1. Introduction

This guide has been prepared by the aFFaC during the 2023-24 academic year. The aim of this document is to provide guidance to the families of new students regarding their inclusion in the Catalan educational system. The process of migrating can often be marked by significant uncertainty, anxiety and confusion, especially for those who come from countries with a different economic, political, social, cultural and educational system.

For this reason, we at the aFFaC believe that it is important to offer tailored support to those unfamiliar with our system, who may be unable to access official information, or who do not have a family and social support network that can guide them.



## 2. Glossary

This section offers a brief description of certain key concepts that will appear throughout the guide, and which could cause doubt or confusion.

- **Individual Travel Allowances (AID, in Catalan):** where there is no primary or high school in the student's area of residence, they will have the right to transport free-of-charge to the school in which they are enrolled.
- **General Assembly of Members:** meeting at which those present are members of the convening organisation (associations, federations, cooperatives, etc.).
- **Ordinary classroom:** the physical space of an educational centre permanently assigned to a class group.
- **County council:** the governing and administrative body through which each Catalan county (*conmarca* in Catalan) manages the services under its jurisdiction.
- **School Education Council of Catalonia (CEC, in Catalan):** body through which the educational community participates in the governance of schools and other education centres. Representatives of the entire community are part of it, from the management team to teachers, students, administrative and services staff, etc.
- **Barcelona Education Consortium (CEB, in Catalan):** a collaborative body bringing together the Government of Catalonia and Barcelona City Council which oversees Barcelona's educational services.
- **Educational co-responsibility:** shared responsibility between the family and the school.
- **Free days:** public holidays that schools can choose to observe within the school calendar. Each year the Ministry of Education establishes the number of free days available (depending on the number of existing municipal, regional and nationwide holidays), and each school chooses when it wants to observe them.
- **Compulsory education:** the educational stages that are compulsory for all children residing in Catalonia. These are Primary Education (approximately 6 to 12 years old) and Compulsory Secondary Education (approximately 12 to 16 years old).
- **Compulsory Secondary Education (ESO, in Catalan):** the educational stage immediately following the completion of Primary Education. This is a compulsory stage and is usually followed from the ages of 12 to 16.
- **Statutes:** the document that regulates an organisation, body or association and its internal operations.
- **Direct management:** a type of management that is implemented by public authorities or the organisation responsible for a service.

- **Class group:** the group of students studying the same subject or as part of the same level, qualification or cycle, and who usually share the same classroom.
- **Standard school hours:** time slot established by the Ministry of Education, within which each school must specify its own schedule. This generic range is from 8:30 am to 6:00 pm for Early Childhood and Primary Education centres and from 8:00 am to 6:00 pm for Secondary Education centres.
- **Teaching hours:** time during which classes are taught in schools, and in which the learning process follows the content set out by the Ministry of Education.
- **IDALU:** an individual identification code for each student. It is obtained automatically upon registration of the student in the Register of Students of Catalonia (RALC, in Catalan) following their enrollment for the first time in a non-university educational centre (public or private) in Catalonia.
- **Catalan Education Law (LEC, in Catalan):** the law as passed by the Parliament of Catalonia which establishes that the fundamental right to education must be upheld at all times in all areas under the Government of Catalonia's territorial jurisdiction.
- **Vehicular language:** the language that is commonly used to communicate knowledge of the full range of subjects taught in an educational centre.
- **Mediation:** procedure for the prevention and resolution of conflicts that may arise within the educational environment, through which those involved are given support so that they can reach a satisfactory agreement without need for further intervention.
- **Organisational and Operational School Standards (NOFC, in Catalan):** the set of agreements and decisions relating to school organisation and operations designed to ensure educational and management tasks can be carried out, thus meeting the objectives included in the educational mission of the school and in its annual programming.



- **Municipal Schooling Office (OME, in Catalan):** designated municipal facilities for the provision of support, information and guidance to families throughout the schooling of their children or other minors in their care.
- **Sovereign body:** the highest governing body of an organisation, body and/or association.
- **Linguistic Support Teachers (PSL, in Catalan):** teachers responsible for ensuring that students with different linguistic backgrounds who do not have sufficient command of the language in which lessons are provided can correctly follow the school curriculum.
- **Register of Students of Catalonia (RALC, in Catalan):** the register of students enrolled in any centre, whether publicly or privately owned, providing obligatory non-university education in Catalonia. From the 2021-22 academic year, nursery attendees (0 to 3 years old) are also included.
- **Internal Operations Regulations (RRI, in Catalan):** regulations governing the internal operations of an educational centre, association and any other type of organisation.
- **Learning hours:** time during which the general curriculum of the school is followed, both in and outside of school. Learning hours must be clearly delimited through use of a specific timetable and a schedule of activities, including complementary and extracurricular activities.
- **Teaching time:** this is the schedule established by the school for the carrying out of activities, attendance of which by students is compulsory. This time may include both classroom sessions and other activities outside of the classroom.
- **Non-teaching time:** this is the time in which non-compulsory educational or school activities are carried out. Typically, this time is at the beginning, middle, or end of school hours.
- **Collective school transport:** this is offered to students in compulsory education who are obliged to attend school outside of their area of residence, either in an ordinary or special education centre, whether it is publicly or privately owned.
- **Tutor:** Teacher responsible for monitoring the educational progress of a student or group of students. Normally, each class group has its own tutor who is responsible for monitoring the progress of the students and keeping families informed on an individual basis.

## 3. Education in Catalonia: compulsory, universal and free

### 3.1. The fundamental right to education

All children who come to or reside in Catalonia **have the fundamental right to education free of charge**, regardless of their residential status or that of their families.

Your children have the right to a free education **under conditions of equality and non-discrimination**. This means that you have the right not to pay for the education of your children, as well as to be offered a place in a public educational centre, and to choose whether you want them to receive religious or non-religious education (see section 3.5).

It is essential that you are aware that the Government of Catalonia has the obligation to guarantee the effective exercise of the right to education and cannot impose any type of condition or impediment in access to the education system (see section 3.4).

### 3.2. Universal and free education

In Catalonia, compulsory education is universal – that is, all students are guaranteed a place – and free\*. There are other educational activities that, although not compulsory, are also universal and free and, therefore, all children living in Catalonia have the right to free, equal and non-discriminatory admission.

The full range of universal free-of-cost educational activities are as follows:

- Preschool education: from 3 to 6 years old
- Primary education: from 6 to 12 years old
- Compulsory Secondary Education (ESO): from 12 to 16 years old
- Initial Professional Qualification Programmes (PQPI, in Catalan): aimed at unemployed young people who have not obtained the ESO certificate. These programmes are funded by the Employment Service of Catalonia (SOC, in Catalan) and offered in conjunction with the Ministry of Education, municipal authorities and other training organisations.
- Middle Grade Training Courses (CFGM, in Catalan): these are vocational courses. The qualification obtained at the end of these courses offers entry into the applicable profession as a qualified technician, as well as to other Middle or Higher Grade Training Courses (CFGS, in Catalan). Generally speaking, these courses are available following completion of the ESO, but there are other ways to access them.

Nursery is the first cycle of early childhood education. It comprises the stage from 0 to 3 years and is divided into three years: i0, i1 and i2. This educational stage is not universal but, from the 2022-23 academic year, the i2 course is available free-of-cost. This means that, should you manage to obtain a public i2 place, you will not have to pay for it. However, it is important that you obtain full information from your local council, since many local authorities offer a social pricing system that allows you to access nursery education at any level at a significantly reduced cost, should you meet certain conditions.

### \*What is meant by free education?

The fact that education is free means that schools, whether public or private, cannot require you to pay entry fees under any circumstances. Likewise, it is strictly prohibited to condition schooling on the obligation of payment for any additional school services.

Nevertheless, free education **does not include the school materials that your child will use during the school year, nor does it include textbooks**. It is important to bear in mind that, when we talk about school materials, we refer only to expendable material (pencils, notebooks, highlighters, etc.). For the purposes of expenses, under no circumstances are items of furniture or any other non-expendable material to be considered school material.

Remember, you cannot be obliged to pay a fee for school supplies, and your child cannot be discriminated against for non-payment of such fees. The school must provide you with a list of the school materials that your child will need throughout the school year.

With regard to complementary activities (school outings and camps) and school services (school transport, school meals), the Ministry of Education is required to guarantee that they are non-profit in nature, and in no case may they be compulsory or required as part of the curriculum.

Regardless, we advise you to consult the grants and aids available to help families cope with the expenses which arise from the schooling of your children (see section 7).

Public schools do not use school uniforms. As such, in no circumstances should you be required to buy a uniform. The only item that the centre may ask of you is that your child has clothes suitable for sports, without any specific branding or logo. Even where set out in the NOFC, this cannot be mandatory, and is only to be understood as a recommendation.

### **3.3. Compulsory education**

Compulsory education includes six years of primary education and four years of Compulsory Secondary Education (ESO). Normally, children complete these stages of education between the ages of 6 and 16 (see section 4.1).

Families are obliged to ensure the education of their children both at primary and ESO level, as this is an inalienable right of all children living in Catalonia. You should be aware that non-enrollment at these two stages has legal consequences.

### **3.4. Public education in Catalonia**

In Catalonia, unlike in other countries around the world, the public education system offers the highest available standard of education.

It is important to note that, in order to obtain a place in a public school, you must undertake a pre-registration and registration process for your child (see section 5), which varies according to the moment of arrival of the family in Catalonia and the age of the student.

### **3.5. Religious education**

Schools in the public education system, whether public or private, are obliged to offer all students the chance to study religion as a subject. However, in public schools, religious education is optional. Private and grant-maintained schools tend to be religious. If you choose one of these schools, the likelihood is that religious education will be provided according to the school's principal religion (usually Catholic), with the attendant impact this has on the education of your child.

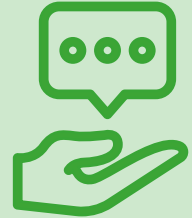
In schools, the optional teaching of the Catholic, Evangelical, Islamic and Jewish faiths should be guaranteed as a minimum. Thus, where any student requests religious education, the school must assess the curricula to be taught. School regulations do not clarify whether a single faith can be chosen or whether the teaching of all faiths should be offered.

In the pre-registration form, the option of receiving religious teaching must be provided, offering the four aforementioned faiths or alternative educational options which address moral and other attendant questions. The right to receive this education is

guaranteed regardless of whether it is requested during or outside of the registration period. Likewise, families can choose to contact the school's management before the start of each school year to modify their choice.

### 3.6. Advice and recommendations

- If you have just arrived in Catalonia, we recommend that you contact the OME in the area you plan to reside in.
- It is important to bear in mind that, from the age of 3 to 16, all children have the right to public, free-of-cost and non-religious education. In addition, if your child is over 16 years of age and wishes to access a vocational qualification programme or intermediate vocational training, this is also free and universal.
- You cannot be forced to send your children to a private or grant-maintained Catholic school.
- Remember that you are not required to pay any school fees beyond those which pertain to extracurricular activities, school meals and school transport, in the event that your child does not qualify for financial support. We recommend that you approach the Education Inspectorate should the school demand that you pay any fee.



## 4. Formal education

### 4.1. Educational stages

The Catalan education system establishes compulsory schooling from 6 to 16 years of age, and is split into three phases:

- **Early childhood education:** this is the non-compulsory stage of education provided to children from 0 to 6 years of age. It is subdivided into two stages:
  - Nursery stage (0-3 years old). This is a non-compulsory stage of schooling provided in centres known as llars d'infants or escoles bressol. These centres may be public or private. Public nurseries (operated by local authorities or the Ministry of Education) offer free places from 12 onwards (children from 2 years old). There are a limited number of places available in public nurseries in Catalonia. This means that authorities do not offer enough places for all children of this age, even though this educational stage is considered decisive in children's development.
  - Preschool stage (3-6 years). This is also a non-obligatory stage of schooling, although it is highly recommended. It is provided in pre-schools and primary schools. This second stage is offered free of charge, and is organised into three courses: i3, i4, and i5.
- **Primary and secondary education:** this is the compulsory stage of education that is taught to children from 6 to 16 years of age. It is subdivided into two stages:
  - Primary education (6-12 years): Primary education is the compulsory and free educational stage that comprises six academic years. This means that families must enroll their children in primary school.
  - Compulsory Secondary Education (ESO) (12-16 years): this is free and comprises four academic years.
- **Post-compulsory education:** from the age of 16, and after completing secondary education, it is highly recommended that young people continue their training in order to fully prepare themselves to enter the world of work and gain the chance to have the best possible future. Young people who wish to continue studying can decide whether they want to pursue professional vocational studies, more focused on learning a trade, or a university degree. If they wish to go to university, the fastest way to do so is by taking two additional years at a secondary school, known as the Batxillerat (in Catalan). If they prefer, however, they can also gain a place in university by completing a vocational training programme.



## 4.2. Types of educational centres

Educational centres in Catalonia are classified according to how they are managed and funded:

- Public centres: centres managed and funded by public bodies (Ministry of Education, provincial councils, local authorities and others).
- Grant-aided centres (*concertats* in Catalan): privately managed centres partially funded by public bodies.
- Private centres: managed and funded by private individuals or companies.

Educational centres in Catalonia are also classified according to the level of education they offer:

- *Llar d'infants and escola Bressol*: first stage of early childhood education
- *Escola*: preschool and primary education
- *Institut*: compulsory and non-compulsory secondary education
- *Institut-escola*: preschool and complete primary and compulsory secondary education
- *Col·legis and Centres Integrats*: grant-aided or private centres which offer a range of educational levels
- *Escola d'Educació Especial*: preschool, primary and compulsory secondary education for students with specific educational needs.
- *Centre formació professional*: vocational training centres providing intermediate and higher level training courses.

## 4.3. School day

Schools structure their timetables according to the type of education they provide (preschool, primary or secondary education).

Each year the Ministry of Education specifies the school calendar for the upcoming year, establishing the start and end dates, school holidays and the school timetable for each educational level. It also determines the total number of free days. As such, the school board decides its timetable and schedules the free days it wishes to observe on an annual basis. The Ministry also establishes which days can be taken as half-days (the last days before the Christmas holidays and the summer holidays at the end of June), with each school deciding whether or not to observe them.

There are currently three types of school day in Catalonia:

1. **Full or split day (extensa/partida):** there is a break between lessons in the afternoon.
2. **Half day (contínua):** lessons until 2:00 p.m. or 2:30p.m.
3. **Mixed days (mixta):** this only exists in secondary school, and normally consists of three full and two half days.

	Full or split day		Half day		Mixed day	
	Preschool and primary	Secondary	Preschool and primary	Secondary	Secondary only	
					3 days/week	2 days/week
8h						
9h						
10h						
11h						
12h						
13h						
14h						
15h						
16h						
17h						

	Teaching time		Non-teaching time - midday		Non-teaching time
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Source: Study "La Jornada Escolar a debat" ([affac.cat/la-jornada-escolar-a-debat](http://affac.cat/la-jornada-escolar-a-debat))

Most public schools providing preschool and primary education operate on a full-day basis. The majority of public secondary schools follow the half-day model (with some exceptions for full or mixed school days).

In the case of the full or split day, there is a break in the early afternoon lasting between two and two and a half hours, during which students have their lunch.

## **4.4. Complementary educational services**

Schools in Catalonia offer additional services to the formal curriculum. These services are not free, but some help is available to cover these costs. You can ask for more information at the AFA or at the school itself.

Morning and afternoon out-of-hours supervision, extracurricular activities and summer camps are services traditionally offered by the school's AFA, and are part of the school's annual general programming, which is approved by the School Education Council.

### **4.4.1. Out-of-hours services**

This is a key service which allows families to drop off their children at school approximately one hour before lessons begin, and pick them up one hour after the end of school in the afternoon. It is designed to help families who, because of their work schedule, need more time to drop off and collect their children from school.

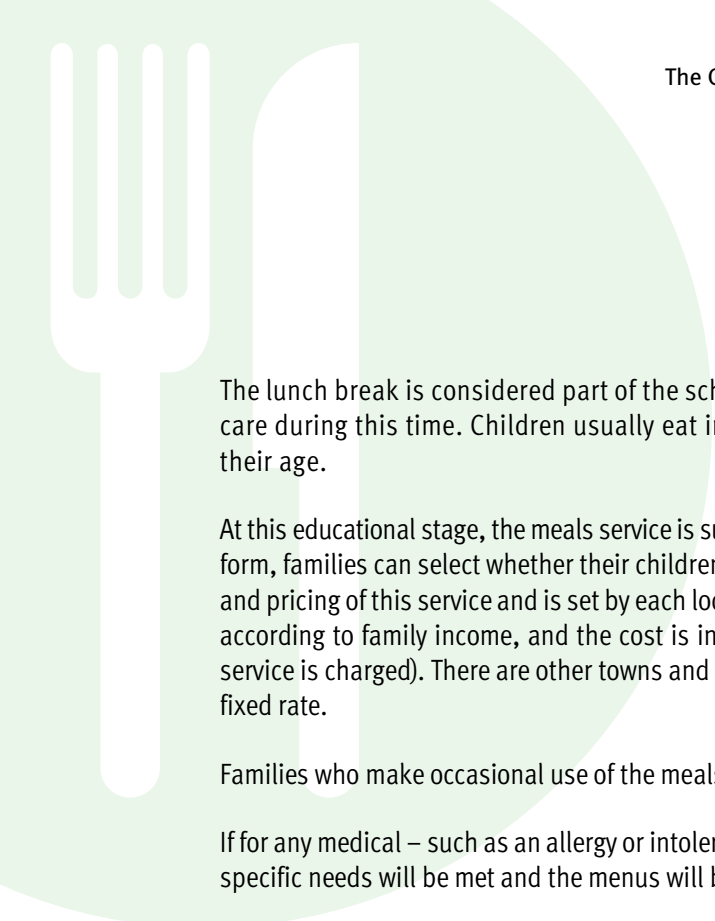
Any enquiries regarding the nature and hours of this service should be made with the school itself.

### **4.4.2. School meals service**

Almost all preschools and primary schools (and some secondary schools) offer a school meals service.

#### Nurseries

Meal services in nurseries differ from those in primary and secondary schools. All meals, including lunch, are provided by the centre. As Barcelona City Council states, "for hygiene and logistical reasons, families cannot bring food from home to replace that which is provided by the centre". Therefore, families must not bring any food to nursery.



The lunch break is considered part of the school day, and so nursery teachers themselves are responsible for care during this time. Children usually eat in their classroom and learn to taste different foods according to their age.

At this educational stage, the meals service is subject to payment of a fee, and its use is voluntary. On the registration form, families can select whether their children will require breakfast, lunch and/or a snack at the centre. The cost and pricing of this service and is set by each local council authority. In Barcelona, nursery meals services are priced according to family income, and the cost is included in the monthly school fee (in the case of i2, only the meals service is charged). There are other towns and cities that apply a similar system to Barcelona, while others apply a fixed rate.

Families who make occasional use of the meals service can pay for this according to the days they avail of it.

If for any medical – such as an allergy or intolerance – or religious reason a child must observe a special diet, these specific needs will be met and the menus will be adapted and made available for families to consult.

### Preschool and Primary Education

In preschool and primary education, the meals service is managed by the educational centre, but is not considered part of the teaching schedule or under the responsibility of staff employed by the Ministry of Education. The service may be operated by the school board, the AFA or the local authority. In all cases and as a minimum, school lunches will be provided during the afternoon break.

The cost of the service includes the meal itself and staffing costs for the two to two-and-a-half hour period. The maximum cost per day is set by the Ministry of Education in Catalonia and is updated each school year. There are two different prices available, depending on whether the student requires school meals on a fixed (3 or more times per week) or an occasional basis (2 times or less per week). In either case, the school may choose to charge less than the maximum price, but they can never charge more.

The timing of the lunch break depends on the school day that the centre offers, with a maximum duration of between two and two-and-a-half hours. A handful of schools (25 in all of Catalonia) offer reduced timetables and may or may not provide a meals service and lunch times as part of their school day.

Lunch time is not only a time to sit at the table to eat, but is also break time that acts as an educational space beyond class time. During this time, some schools take the opportunity to offer educational projects related to healthy eating habits, respect, companionship and autonomy, among other issues. As such, children are able to use this time as an opportunity to rest and enjoy themselves and, at the same time, learn something new which is not part of the class curriculum.

As the lunch break is considered non-teaching time, families have the right to decide if their children can go home and return later for the classes they may have in the afternoon.

If for any medical reason – such as an allergy or intolerance – a child must observe a special diet, these specific needs will be met and the menus will be adapted and made available for families to consult.

If for religious, cultural or other reasons the child also follows a specific diet, an enquiry about the meals services can be made with the school itself. For more information, you can consult [the Guide for Respecting the Diversity of Beliefs in Schools in Catalonia](#) (in Catalan).

### Secondary Education

Lunch breaks in secondary school are considered as non-pedagogic. This means that they are unsupervised and depend on the school day which, in secondary schools, tend to be half days (those with no afternoon activities).

Consequently, the services that can generally be found are:

- 1. Canteens:** a space within the school which functions as a kind of cafe, with specific opening hours, where students can buy food.

2. **Dining areas:** the school may provide a space with a microwave or other basic kitchen elements, so that students can eat the food they bring from home. This space may be staffed to ensure students' welfare. The provision and upkeep of this service is financed by families.
3. **Catering services:** a school may tender catering services such as a canteen to an external company. Families must pay for the food provided.
4. **Dining areas in *Instituts Escola*:** in this particular case, a school dining hall tends to be used as in primary schools.

We recommend that families ask their school which service it offers, in order to make a decision on the basis of their children's needs.

### 4.4.3. School transport

The aim of school transport is to ensure that all children are able to access their school.

To achieve this, a number of services are available.

- Primary and compulsory secondary school students who, due to a lack of nearby schools, are enrolled in the nearest centre outside their area of residence: the county council normally offers grants for school transport in these cases (Article 65.2 of Act 1/1990, 3 October, governing the overall organisation of the education system).
- Public authorities must endeavour to provide relief schemes for those in unfavourable situations, and special care will be provided to students with special educational needs (Article 63 of Law 1/1990, 3 October, on the general organisation of the education system).

You can find full information on how to register your child for collective school transport services on your [county council](#) website. This usually needs to be done by June. Routes and schedules provided by each educational centre with school transport services are specified on this website.

You can also contact your school board. Service information is also usually available on the school and [XTEC websites](#). Additionally, you can contact your school's AFA as well as the aFFaC.

#### **4.4.4. Extracurricular activities**

Extracurricular activities are those which are carried out once teaching time has ended. Those which take place in the school itself are usually organised by the AFA. These activities can be very diverse in nature, although they are usually linked to the school's educational aims: music, dancing, theatre, basketball, football, volleyball, robotics, chess, drawing, languages, workshops, and much more. The range of options is considerable. Fees for these activities are set by the AFA and are usually paid monthly or quarterly.

In some areas, the local council, together with third-party organisations, provides accessible activities for families with financial difficulties.

There may be a wide range of afternoon activities offered by other organisations in your local area: language academies, dance schools, community centres, scout halls, residents' associations, etc.

#### **Further information:**

- **For extracurricular activities at your school:**
  - Talk to the AFA at the school
  - Visit the school website
  - Talk to other families at the school
- **For activities organised by your local council:**
  - Visit your local or district council website
  - Enquire at your local or district council offices
  - Ask social services
  - Talk to other families at the school and in your local area

- **For activities in your neighbourhood:**
  - Enquire with local organisations
  - Talk to other families at the school and in your local area

#### **4.4.5. Summer activities**

Camps are leisure-based educational activities offered during school holidays, including Christmas and Easter, but particularly during summer. These activities may take place in the school itself or in other external facilities. A meals service tends to be provided, and the activities are subject to payment of a fee.

A number of local councils offer funding to families for these activities on a sliding scale according to income. Check your local council's website for more information.

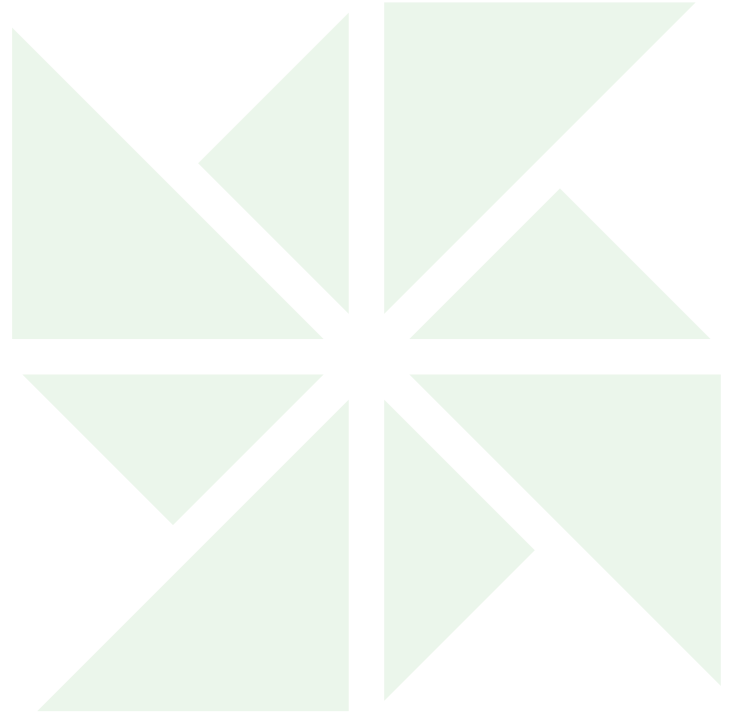
Camps are usually organised by the AFA, but it is common for local authorities, sports clubs and other organisations to also be involved.

The range of camps on offer can be very wide, especially during the summer period and in large towns and cities. In addition to those that are organised by your school, make sure you find out about others in your local area so that you can choose the one that best suits the needs of your child and your family as a whole.

If you are interested in these services, please contact the AFA or your school to receive more information.

You can also approach your local community centre, which in large towns and cities tend to offer after-school activities for children and young people.





**To request information, please consult:**

- **For camps organised by schools:**
  - The AFA enquiries service
  - The AFA website or that of your school
  - Other families at the school
- **For events organised by your local authority:**
  - Your local or district council website
  - Your local or district council offices
  - Social services
  - Other families at the school and in your local area
- **For other camps in your local area:**
  - Community organisations
  - Other families at your school and in your local area

Remember that the school system recognises the educational value of leisure activities and includes these as part of a wider educational approach, particularly in social terms, and upholds the right of all students to access them on equal terms.

Camps must be inclusive and accessible to all students regardless of their social, economic and cultural backgrounds, functional and cognitive needs and/or gender identity.

Camps organised by the AFAs may be restricted to member families, or may be subject to a higher fee for non-member families.

## **4.5. The educational community**

### **4.5.1. What it is and who is part of it**

Students' education is at the heart of the mission of all educational centres. The responsibility for the fulfilment of this

mission does not fall to teachers alone. Teachers, regardless of their fundamental role, require the support of the entire educational community involved in students' education to carry out their work.

The educational community is made up of all the stakeholders who engage in education: students, families, teaching staff and non-teaching staff. Local and regional councils, through their representatives (council officers, inspectors, Ministry of Education staff, etc.) are also part of the school system, even if they are not present on a day-to-day basis. Each of these stakeholders has roles, responsibilities, rights and duties that they must carry out throughout the school year. When we talk about the educational community, we refer to all the people, groups, services and organisations involved in educational work. The AFAs are, of course, a part of this. Educational authorities and centres have the responsibility and duty to encourage these stakeholders' to participate in public education.

### **4.5.2. Family participation**

The involvement of families in their children's education not only at home but also at school is closely linked to their social and emotional development, as well as their academic success. That is why the participation of families in school is key in enabling children to reach their full potential.

#### Letter of Educational Commitment

The Letter of Educational Commitment is a tool which promotes dialogue between students' families and education professionals, with the aim of ensuring academic success. As part of this commitment, the family and the school set out a series of objectives geared towards creating a rewarding environment and encouraging respect for educational activities. Through the Letter of Educational Commitment, we seek to enhance families' participation in the education of their children, understanding it as the result of the joint effort between families and schools.

Each school draws up its own letter with the participation of the entire school community, particularly education professionals and families, according to the principles, criteria and values of its educational mission.

This document must be signed by the parent or legal guardian of each student and the school board (or owner, in the case of private schools) at the time of enrollment.

### 4.5.3. Association of Families of Students (AFA)

An AFA is a non-profit association which brings together the families of students, with the aim of safeguarding and improving the quality of public education and the conditions under which this is provided. Through each school's AFA, families take on responsibility for tasks related to funding, the law, and working and personal conditions, with the aim of ensuring the best possible education for all students and the smoothest possible running of the school itself.

Each AFA is bound by its own statutes and internal regulations, which must be approved by members in a general meeting.

The AFA has two governing bodies:

- **The General Members' Council**, which is the sovereign decision-making body.
- **The Board of Directors**, which is responsible for the running and representation of the AFA.

Membership of the AFA is voluntary and is subject to the payment of a fee established by the General Members' Council.

One of the roles of the AFA is to make it easier for families to participate directly in the educational development of students. Among other activities, AFAs organise talks, meetings, family activities, knowledge and experience-sharing networks and proposals for school improvement with this aim in mind. They may also monitor schools' performance through families' representatives on the school board, particularly as regards timetabling and calendar, the school environment, support for teachers in properly engaging with families, etc.

Education begins at home and continues at school, and it is important that there is continuity between these spaces.

If you want to know more about how AFAs work, or what services the AFA offers at your school, you can consult the aFFaC [website](#) (in Catalan).

### 4.5.4. The School Education Council (CEC)

The School Education Council (CEC) is a body involved in school governance within which the educational community of the school as a whole is represented. It is the only formal space for the participation of families in their educational centre of choice.

Families are represented and can participate in decisions about the running and organisation of the school. In addition to families, this body also brings together the full range of groups in the educational community (teachers, students, directors, other professionals, etc.).

Council members are elected for a four-year term, subject to renewal every two years.

For further information on the roles and composition of the councils in each educational centre, and the roles and reelection of council members, you can consult the following [link](#) (in Catalan).

All parents and legal guardians have the right to present themselves as candidates for the role of families' representative in their school council during elections, and also have the right to participate in these elections by voting for the candidates they consider most representative.

## 4.6. Advice and recommendations

Families can participate in elections to support the candidate they choose to represent their interests within the school. This way, they can make their voices and opinions heard. It is important that you participate in school council elections for the following reasons:

- You are responsible for the education of your children, and it is important that you are properly informed by and represented on the school council, and able to make your voice heard.
- Families and teaching staff share the same goal: the academic, social and personal success of the children in their care. That is why we must work together and agree on our commitments to achieve this.
- Families have the right to participate democratically in the organisation of the educational centre. This is a means by which you and your children can evaluate the service the school provides.
- Your child's academic success also depends on how the school is run. Getting involved in school oversight and evaluation is a way of ensuring their personal development and success.
- It is the way of ensuring your voice is heard on issues that may concern you, such as extracurricular activities or school meals services.



## 4.7. A people-centred approach

### 4.7.1. Communication with families

Each school establishes its information and communication channels to make engagement with families possible. These channels must be bidirectional, facilitating direct communication between the school and families.

Some of the resources you can use for communication and information are:

- **Day-to-day communication:** this is an important source of information for finding out children's needs. As such, both upon arrival and at the end of the school day, families can approach teaching staff to share appropriate information. One tool for daily and weekly communication is the school diary. It is also increasingly common for schools to use an application or WhatsApp groups for classes, managed by tutors or family delegates.
- **Meetings with tutors:** at the beginning of the course, a meeting between students' families and a tutor is convened, to provide the necessary information on practical matters at the school.
- **Individual interviews:** at least one individual interview is scheduled per year, where the tutor meets with the family of each child to monitor the child's progress during the course.

Other tools for communication are:

- **Websites:** this is a direct information resource for families concerning educational aims, the services offered by the centre, its structure, operations, projects, etc.
- **Social networks:** many schools regularly use social networks to report on the activities that are carried out there, including student participation in projects, relevant activities, outings, etc. These are not the only channels for providing key information.



**And remember:** as a family, you have the right to get in touch with your child's class group tutor on an individual basis, to receive information about their educational progress as well as to specific advice and support.

### 4.7.2. Conflict resolution

The Ministry of Education has guidelines and [protocols](#) which cover a range of situations which can give rise to conflict in schools, and which aim towards reestablishing the relationship between those involved and providing positive solutions and redress.

When faced with any type of antagonism, a school's actions in addressing potential conflict must follow the pedagogical criteria of its educational mission and the steps set out in current regulations. Schools must establish measures to encourage a harmonious environment, offering mediation for the peaceful resolution of conflicts, and formulas through which families commit to cooperating effectively in guiding, encouraging and, where necessary, correcting the attitude and conduct of students. All of these measures must be included in the Operational and Organisational Regulations of the Centre and in the School Environment Plan.

**The School Environment Plan** must include the actions that the school takes with both students and the educational community as a whole to encourage a healthy environment and positive handling of conflict. These actions must be aimed at improving coexistence across a number of areas and levels. This also includes the mechanisms that the school has at its disposal when it comes to resolving conflicts and creating a safe and healthy working and educational environment. All measures must be complementary and form a comprehensive approach to coexistence, taking as their basis the specific needs present at the school, as part of a collective learning approach.

Educational centres can also avail of advice from professionals in educational services and, where appropriate, the Education Inspectorate.

In Catalonia, the **Violence-Free Schools Plan** aims to identify violence in schools and ensure action to protect students. This plan includes provisions for the Support Unit for Students in Situations of Violence (USAV, in Catalan), made up of a team of professionals who take charge of such cases. Additionally, a [web application from the Ministry of Education](#) is available for the swift and effective reporting of cases of harassment or violence at any school in Catalonia. Anyone – students, teachers and families – can report an incident by filling out a simple form via the application.

In particularly complex cases, or cases that cannot be resolved through ordinary channels, any member of the educational community can contact the **Unitat de Suport a la Convivència Escolar at the Ministry of Education (935516968-eif.educacio@gencat.cat)**, which offers telephone support, as well as face-to-face support where local services deem this necessary.

When, as a family, you are faced with an incident, the first person you need to talk to is your child's class group tutor. If the problem is with the tutor, try to resolve the conflict via an individual interview. If the problem or conflict persists, the school's management will be called to mediate and attempt to resolve any possible dispute.

If the incident relates to the management of the school and cannot be resolved privately or collectively, you should raise it with the Education Inspectorate, a body belonging to the Ministry of Education which is responsible for providing oversight, advice and evaluation to educational centres and services, or with the Territorial Education Services.

## 5. Pre-registration and enrollment process

To obtain a public school place, you must go through a pre-registration and enrollment process, which varies according to the time of arrival and the age of the student. If you have just arrived in Catalonia, we recommend that you contact the **Municipal Schooling Office (OME)** in the area you plan to reside in. It is important to bear in mind that, from the age of 3 to 16, all children have the right to public, free-of-cost and non-religious education. As such, families have the obligation to formally educate their children and other dependent minors, and public authorities are obliged to ensure that this education is provided.

**To pre-register and enroll a child in the education system, the following must be taken into account:**

- 1** Families who arrive while the pre-registration period is open (normally, between March and April) will need to follow the ordinary procedure to ensure a place for their child. If the ordinary pre-registration and enrollment period is closed, they should get in touch with the OME.
- 2** In both cases, pre-registration must be made online. If you have difficulty accessing a device, the Internet, or do not know how to carry out the procedure, you can make an appointment with the aFFaC office (phone: 934357686) and we will help you do it for free.
- 3** Not being registered on the census or lack of legal resident status cannot prevent your child from accessing education. All children and adolescents have the right to a free public place in the education system.
- 4** At the time of enrollment in a public school, you can ask that your child receive education in one of the following religions: Islam, Judaism, Evangelicalism or Catholicism.



## 6. Additional support for new students

The Catalan language is the vehicular language in schools, that is, it is the main language of learning and communication. What follows is an explanation of the support offered by schools for the teaching of Catalan.

### 6.1. Reception Plan

The Reception Plan is a protocol of actions drawn up by each school to support new students who require a process of educational adaptation, including learning the Catalan language. Insofar as it depends on each given educational centre, this plan may include measures for the reception of new families, as well as recommendations and guidelines for the onboarding of teachers and other members of the educational community who join the centre.

**Each school has its own Reception Plan. As such, new families should ask the management team or any other relevant education professional for this document. It can also be obtained from the school's AFA.**

The Ministry of Education of the Government of Catalonia also provides details on its [website](#) (in Catalan) of what this Plan must cover, and how the Reception Plan for families should be structured.

**It is important to recall a number of rights that both families and new students have in relation to the Reception Plan:**

- The management team has the obligation to inform new families of the existence of the school's Reception Plan and to address their needs and demands concerning the school. It is also recommended that the school provide a document in a familiar and understandable language for these families.
- New families can request a translator from the management team if necessary (where this is provided for in the Reception Plan).
- The Reception Plan must cover all educational stages, including non-compulsory ones.
- If the school has its own bespoke Reception Plan, families and students can ask the management team for assistance in completing the registration procedure. You can also request information about the education system, school services, classroom placement measures (including language support programmes) and other social services.
- Once informed about the reception measures, new families can give or deny their permission regarding the participation of the new student.

## 6.2. Reception class

If your child is between 8 and 16 years old, has just joined a school in Catalonia and does not know the Catalan language, they will need to attend a tutor-led and teacher-supported reception class for a few hours during the school day with other students in the same situation. This class takes place within school facilities.

The objective of the reception class is for these students to acquire basic knowledge of the Catalan language and facilitate their learning within their class group as quickly as possible.

The Ministry of Education recommends a maximum of twelve students per reception class. This number may vary depending on the language level of the students.

There is no fixed number of total teaching hours for reception classes. In any case, each student can attend for as long as is required (this decision will be made by the school), and this time will be made while students are in the school.

The reception class tutor is the person who coordinates the educational activities carried out in these classes. This tutor also coordinates both with class group tutor and with the teaching staff on a per-subject basis when a student joins the ordinary classroom.

### 6.2.1. ICT in the reception class

Information and Communication Technologies (ICT) refers to a set of resources, tools, equipment and computer programmes that allow the digital transmission of information.

The use of ICT in the reception classroom is geared towards enabling students to achieve the full range of language skills they need to develop and to be able to engage with others around them. In addition, it also encourages them to learn more about their new environment, maintain ties with their country of origin, and investigate the possibility of expressing themselves in ways that go beyond the purely linguistic.

Some examples of ICT in the reception classroom are:

- JClíc (among the most used), enabling students to work on different objectives such as vocabulary, pronunciation, writing, reading, etc.

- The [Edu365.cat](http://Edu365.cat) portal offers a range of technological resources.
- *Els primers dies*, provided by l'Associació Catalana per la Telemàtica Educativa. This enables students to learn about a wide variety of issues within the reception classroom, including the local area, housing and public services, and more.
- Online dictation and much more.

### 6.3. Relationship between reception classes and ordinary classes

As we mentioned in the previous point, the reception class is a space for new students, but it is not the only one in which learning takes place. It is important that new students share classrooms and experiences with the rest of the students as part of an enriching learning experience.

Each centre balances timetables between the regular classroom and the reception class in its own way. Expert opinion indicates three different ways of structuring attendance (Gonzalez, Benito, 2010):

1. **Priority: Reception classroom hours.** The centre chooses to organise reception classroom hours independently of the ordinary classroom timetable. This makes it easier to ensure homogeneous groups in the reception class, but holds challenges in adapting this to the subjects taught in the ordinary classroom.
2. **Priority: Ordinary classroom hours.** The centre can choose to organise reception class hours in accordance with the ordinary classroom timetable. This makes it easier for students to follow subjects which they find easier within the ordinary classroom, and enables them to attend reception classes in subjects they find more challenging, such as Catalan or Spanish. This holds challenges in ensuring homogenous reception class groups, given the varying possible timetables.
3. **Class groups composed mostly of new students.** This option facilitates coordination between the reception class and the ordinary classroom, but is more segregated than the options previously mentioned.

In addition, each new student has their own educational background that must be taken into account when providing support. Again, according to experts, the following differentiation must be made when considering students' participation in reception classes (Gonzalez, Benito, 2010):

1. **New students who have already teaching in the subject:** their presence in the regular classroom should be prioritised. In these cases, the reception class should be seen as a complementary element for language learning.

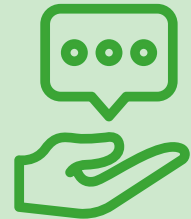
- 2. New students who have not received teaching in the subject:** in these cases, the reception class plays a fundamental role. As such, the subjects studied and time spent in the ordinary classroom should be considered in terms of the positive and negative impact for each individual student.

In addition, an initial evaluation of the new student should offer consideration of their needs, be they relational, linguistic or educational. This information will enable more personal and effective student follow-up.

## 6.4. Advice and recommendations

If you are a new family and wish to avail of the additional support resources which your child's school offers, we recommend that you follow these tips:

- Request a meeting with the management team before the registration process for new students and learn about the measures included in the school's reception plan. Students can also attend this meeting if they wish.
- Provide information about your family's and the student's circumstances so that your school can provide individualised and relevant support.
- Ask for information in a language familiar to your family.
- If your child takes reception classes, ask them what these are like, how they're doing, and how they're feeling.
- If you also want to learn Catalan, there are courses for adults. These can be face-to-face, blended or online, and classes at initial levels are free. We know that there are several reasons that can make it difficult to attend these courses. You can also ask your AFA if they offer any activities to support families at your school learning Catalan. Knowing this language will make it easier for you to help and support your child during their time at school.
- It is recommended that students attend their group's ordinary classroom for certain subjects or classes. Their fellow students should identify them as a classmate, and not as a separate student.



## 7. Grants and financial support

It is important to note that the information provided herein on grants and financial support is a general overview of those which are most commonly available across Catalonia. It is important, in each case, to carefully read the specific terms and conditions of any programme which you wish to apply for, in order to be clear about the deadlines, conditions and documentation to be provided.

If you have any questions or need advice, please do not hesitate to contact the aFFaC.

### 7.1. Nurseries

County councils and some local authorities provide grants to attend nursery. In some cases, the grant is calculated based on the monthly fee, which can include a fee for lunches where the centre provides a lunchtime meal through a catering service or its own canteen. Alternatively, it is awarded as a discount and/or exemption from the fee.

Grants are open to families of i0 and i1 nursery students attending centres authorised by the Ministry of Education.

The award of the grant will depend on the socioeconomic circumstances of the applicant family. The period for application usually opens during the first quarter of the school year.

In some cases, the application procedure is carried out directly by nursery management. If not, it must be done via the website of the provider organisation (county council or local authority).

### 7.2. Preschool, primary and secondary education

#### 7.2.1. Individual school meal grants (*beca menjador*):

Public grants are available for school meals which covers 70% to 100% of the cost of the service to students who use it.

To apply for these, families should contact either the county council or the Barcelona Education Consortium (CEB), if their child is enrolled in a school within the city of Barcelona.

The Ministry of Education is obliged to guarantee free school meals to children who, due to a lack of an appropriate nearby educational centre, are obliged to attend a school outside their area of residence.

The awarding and the percentage of the grant (in the case of the school meals grant) will depend on the socioeconomic situation of the applicant family.

The period for application varies depending on each area and the type of application, although it usually opens during the third quarter of the school year (April-May-June). During the month of September, notification is provided of whether or not the grant has been awarded, and this comes into effect at the start of the new school year.

### **7.2.2. Individual travel grants**

In order to aid travel arrangements for students in compulsory education, financial aid will be provided to the families of students to whom an established school transport service - either fixed or on request - is unavailable, ensuring that they are able to attend the school in which they are enrolled.

Each school year, the county councils and the CEB (in the case of students enrolled in schools within the city of Barcelona) establish the criteria for the concession of financial support, taking into account the socioeconomic situation of the family and the geographical distance covered.

### **7.2.3. Grants for the obtention of books and school materials**

Grants are awarded for the acquisition of school books and supplementary teaching and IT materials required for students studying in publicly-funded schools. This type of financial support is usually offered by county councils, although some local authorities also provide grants for this purpose.

## **7.3. Grants for summer and extracurricular activities**

Many local authorities and some county councils offer grants for children who wish to participate in leisure activities during summer (camps and residential trips), as well as for extracurricular activities during the school year.

The awarding of these grants will depend on the socioeconomic circumstances of the applicant family. The period for application usually opens during the first trimester of the school year.

## 7.4. How to apply for a grant or financial support

As a general rule, any grant or financial support application must be made online. In exceptional cases, these can be submitted in person with the help of social services, the local council, the county council and/or the educational centre.

**You will need digital identification:** IdCAT mobile, CL@VE or DNIe. If you do not hold any digital identification, you can apply for IdCAT mobile via this [website](#).

### **Required documentation (as a general rule):**

- DNI/NIE of all members of the family unit.
- Proof of cohabitation, issued by the local authority.
- Student identification number (IDALU) in grants pertaining to preschool education. If you are unaware of this number, you can ask the school to provide it to you or consult this [website](#) (in Catalan).

You should consult the terms and conditions of the grant to determine if any additional documentation is necessary.

### **If you require further information on how to access grants and financial support, a range of different bodies can be approached:**

- If you live in Barcelona city, via the [website](#) of the Barcelona Education Consortium.
- If you live in the metropolitan area of Barcelona (Hospitalet de Llobregat, Sant Adrià del Besòs, Badalona, Santa Coloma de Gramenet), Alt Penedès or Garraf, via the [website](#) of the Barcelona Counties Territorial Services.
- If you live in the rest of Catalonia, on the website of your county council. Find it [here](#).
- Your school.
- The OME in your local area.
- Your local council.
- The AFA at your school.
- Other families at the school and your circle of friends.

## 8. Information points

**Municipal Schooling Offices (OME)** provide a hub for support, information and guidance for families who are planning on sending their children to a public school in Catalonia.

The OMEs deal with preschool, primary and compulsory secondary education. Their **main duties** are:

- Support in pre-registration and enrollment processes for families:
  - Information about the educational provision offered by schools in your local area.
  - Coordination of local school open days.
  - Receipt and processing of applications for admission to schools.
  - Announcement of results of the pre-registration process at local schools.
- Support and advice in educational matters for newly-arrived families.
- Detection and distribution of students with specific educational needs (NEE) and transfers during the school year:
  - Guarantee of a balanced distribution of students with specific educational needs among all the schools in the local area.
  - Streamlining of reception, orientation and schooling of vulnerable students.
  - Assignment of a school place to students who have not obtained a requested place, provided they were not previously enrolled in school or, despite being enrolled, are unable to continue at the same school.
  - Assignment of a school place to students outside the ordinary pre-registration period.

**The OMEs currently operating in Catalonia are the following:**

OME Amposta	Plaça de l'Ajuntament, 6, 2n	Amposta	43870	Montsià
OME Badalona	Plaça de l'Assemblea de Catalunya, 9-12	Badalona	08911	Barcelonès



OME Balaguer	Carrer de la Divina Pastora, 1	Balaguer	25600	Noguera
OME Banyoles	Passeig de la Indústria, 25	Banyoles	17820	Pla de l'Estany
OME Barberà del Vallès	Plaça de la Vila, 1	Barberà del Vallès	08210	Vallès Occidental
OME Barcelona - Sant Andreu	Carrer de Montsec, 20-22	Barcelona	08030	Barcelonès
OME Barcelona - Nou Barris	Carrer de Nil, 27 baixos	Barcelona	08031	Barcelonès
OME Barcelona - Ciutat Vella	Placeta del Pi, 2	Barcelona	08002	Barcelonès
OME Berga	Plaça de Sant Pere, 1 2a planta	Berga	08600	Berguedà
OME Blanes	Passeig de Dintre, 25	Blanes	17300	Selva
OME Caldes de Montbui	Carrer de la Font del Lleó, 11	Caldes de Montbui	08140	Vallès Oriental
OME Calella	Carrer de Sant Pere, 152	Calella	08370	Maresme
OME Cambrils	Avinguda de l'Horta de Santa Maria, 14 4 <sup>a</sup>	Cambrils	43850	Baix Camp
OME Canet de Mar	Riera de la Gavarrà, s/n Edifici Vil·la Flora	Canet de Mar	08360	Maresme

OME Canovelles	Carrer de Ponent, 9	Canovelles	08420	Vallès Oriental
OME Capellades	Carrer de Ramón Godó, 9	Capellades	08786	Anoia
OME Cassà de la Selva	Rambla Onze de Setembre, 113	Cassà de la Selva	17244	Gironès
OME Castelló d'Empúries	Plaça de Catalunya, 1	Castelló d'Empúries	17486	Alt Empordà
OME Cerdanyola del Vallès	Avinguda d'Espanya, 6 C Baixos	Cerdanyola del Vallès	08290	Vallès Occidental
OME Cervera	Plaça Major, 1 baixos (Edifici de la Paeria)	Cervera	25200	Segarra
OME Deltebre	Plaça del Vint de maig, 1	Deltebre	43580	Baix Ebre
OME Figueres	Carrer Nou, 53	Figueres	17600	Alt Empordà
OME Gavà	Plaça de Jaume Balmes, s/n	Gavà	08850	Baix Llobregat
OME Girona	Carrer de Ciutadans, 3	Girona	17004	Gironès
OME Gironella	Plaça de la Vila, 13	Gironella	08680	Berguedà

OME Granollers	Carrer de Jaume Camp i Lloreda, 1	Granollers	08401	Vallès Oriental
OME Igualada	Carrer de la Trinitat, 12 (Espai cívic centre)	Igualada	08700	Anoia
OME l'Hospitalet de Llobregat	Carrer de Girona, 10	Hospitalet de Llobregat, l'	08901	Barcelonès
OME La Bisbal d'Empordà	Carrer de Coll i Vehí, 16-24 (Escoles velles)	La Bisbal d'Empordà	17100	Baix Empordà
OME La Seu d'Urgell	Plaça dels Oms, 1	La Seu d'Urgell	25700	Alt Urgell
OME Lleida	Carrer del Bisbe Torres, 2	Lleida	25002	Segrià
OME Lloret de Mar	Carrer del Torrentó, 22-24 3a planta	Lloret de Mar	17310	Selva
OME Maçanet de la Selva	Avinguda de Catalunya, 13	Maçanet de la Selva	17412	Selva
OME Manlleu	Plaça Dalt Vila, 1 3a. planta (Casa de Cultura de Can Puget)	Manlleu	08560	Osona
OME Manresa	Carretera de Vic, 16 baixos (Edifici Infants)	Manresa	08240	Bages

OME Martorell	Carrer de Josep Tarradellas, 11 baixos (Complex Educatiu Torrent de Llobes)	Martorell	08760	Baix Llobregat
OME Mataró	Baixada de les Figueretes, 1 2a planta	Mataró	08301	Maresme
OME Molins de Rei	Carrer de Mossèn Jacint Verdager, 95 bis	Molins de Rei	08750	Baix Llobregat
OME Mollerussa	Plaça de l'Ajuntament, 2	Mollerussa	25230	Pla d'Urgell
OME Mollet del Vallès	Plaça Major, 1	Mollet del Vallès	08100	Vallès Oriental
OME Mont-roig del Camp	Carrer Sòria, 14-16	Mont-roig del Camp	43300	Baix Camp
OME Montcada i Reixac	Avinguda de la Unitat, 6	Montcada i Reixac	08110	Vallès Occidental
OME Olot	Avinguda de Sant Joan de les Abadesses, 20-22	Olot	17800	Garrotxa
OME Palafrugell	Carrer del Bruguero, 12 (Centre Municipal d'Educació)	Palafrugell	17200	Baix Empordà
OME Premià de Mar	Carrer de Joan XXIII, 2-8 nau 2 (Antiga Fàbrica del Gas)	Premià de Mar	08330	Maresme

OME Reus	Carrer del Rosselló, 2-8	Reus	43201	Baix Camp
OME Ripollet	Carrer de Can Masacs, 17	Ripollet	08291	Vallès Occidental
OME Roses	Plaça de Catalunya, 12-13	Roses	17480	Alt Empordà
OME Rubí	Carrer Narcís Menard, 13	Rubí	08191	Vallès Occidental
OME Sabadell	Carrer de Blasco de Garay, 19	Sabadell	08202	Vallès Occidental
OME Salou	Passeig del 30 d'octubre, 4 (Antic Pg. de la Segregació)	Salou	43840	Tarragonès
OME Salt	Plaça de Lluís Companys, 1	Salt	17190	Gironès
OME Sant Adrià de Besòs	Plaça de la Vila, 12	Sant Adrià de Besòs	08930	Barcelonès
OME Sant Andreu de la Barca	Plaça de l'Ajuntament, 1	Sant Andreu de la Barca	08740	Baix Llobregat
OME Sant Boi de Llobregat	Plaça de Montserrat Roig, 1 (Edifici l'Olivera)	Sant Boi de Llobregat	08830	Baix Llobregat
OME Sant Celoni	Passeig de la Rectoria Vella, s/n Àrea de Cultura - Educació. (Edifici Rectoria Vella)	Sant Celoni	08470	Vallès Oriental
OME Sant Cugat del Vallès	Plaça de Vila, 1	Sant Cugat del Vallès	08172	Vallès Occidental

OME Sant Feliu de Llobregat	Plaça de Lluís Companys, 1 (Can Ricart)	Sant Feliu de Llobregat	08980	Baix Llobregat
OME Sant Feliu de Guíxols	Carrer de Pecher, 7-19 (Antiga Casa Palet)	Sant Feliu de Guíxols	17220	Baix Empordà
OME Sant Joan de Vilatorrada	Carrer Major, 91-93	Sant Joan de Vilatorrada	08250	Bages
OME Sant Quirze del Vallès	Avinguda de Pau Casals, 72	Sant Quirze del Vallès	08192	Vallès Occidental
OME Sant Sadurní d'Anoia	Carrer de Marc Mir, 15 (Casal d'Entitats)	Sant Sadurní d'Anoia	08770	Alt Penedès
OME Sant Vicenç dels Horts	Carrer de Mossèn Jacint Verdager, 105	Sant Vicenç dels Horts	08620	Baix Llobregat
OME Sant Vicenç de Castellet	Plaça de l'Ajuntament, 8	Sant Vicenç de Castellet	08295	Bages
OME Santa Coloma de Gramenet	Rambla Sant Sebastià, 98-100	Santa Coloma de Gramenet	08922	Barcelonès
OME Santa Coloma de Farners	Carrer de Sant Sebastià, 91	Santa Coloma de Farners	17430	Selva
OME Santa Perpètua de Mogoda	Camí de la Granja, s/n (Apartat de Correus 210)	Santa Perpètua de Mogoda	08130	Vallès Occidental

OME Sitges	Carrer de les Pruelles, 2 Edifici Sitges Reference	Sitges	08870	Garraf
OME Solsona	Carrer del Castell, 20	Solsona	25280	Solsonès
OME Tarragona	Avinguda de Ramón y Cajal, 70	Tarragona	43005	Tarragonès
OME Tàrrrega	Plaça Major, 1 (Casa Consistorial)	Tàrrrega	25300	Urgell
OME Terrassa	Carrer de la Rasa, 24	Terrassa	08221	Vallès Occidental
OME Tona	Carrer de la Font, 8-10	Tona	08551	Osona
OME Tordera	Plaça de l'Església, 2	Tordera	08490	Maresme
OME Torelló	Carrer d'Enric Prat de la Riba, 17	Torelló	08570	Osona
OME Torredembarra	Carrer Alt de Sant Pere, 35	Torredembarra	43830	Tarragonès
OME Torroella de Montgrí	Carrer Major, 31 (Casa Pastors)	Torroella de Montgrí	17257	Baix Empordà
OME Valls	Plaça del Blat, 1	Valls	43800	Alt Camp

OME Vic	Carrer de les Basses, 3	Vic	08500	Osona
OME Viladecans	Plaça d'Europa, 7	Viladecans	08840	Baix Llobregat
OME Vilafranca del Penedès	Carrer de Santa Maria, 2 1a planta	Vilafranca del Penedès	08720	Alt Penedès
OME Vilanova del Camí	Plaça dels Horts, 1	Vilanova del Camí	08788	Anoia
OME Vilanova i la Geltrú	Carrer de la Unió, 81 (Edifici La Paperera)	Vilanova i la Geltrú	08800	Garraf
OME El Masnou	Carrer de Roger de Flor, 23	Masnou, el	08320	Maresme
OME El Prat de Llobregat	Carrer del Centre, 26-30	Prat de Llobregat, el	08820	Baix Llobregat
OME El Vendrell	La Rambla, 24	Vendrell, el	43700	Baix Penedès

If you have any further questions about schooling for children with specific needs, you can contact the following **organisations:**

- Afatrac
- Aprenem Autisme
- Federació Catalana d'Autisme
- Associació Benestar i Desenvolupament (ABD)
- OBERTAMENT (Per la salut mental, dóna la cara)
- COCARMÍ
- Federació d'Entitats d'Atenció a la Infància i l'Adolescència (FEDAIA)
- Col·legi de Logopedes de Catalunya
- Federació SMC



If you require **specialised support regarding other issues such as residence, registration and the rights of migrants in Catalonia**, you can contact:

Centre Internacional Escarré per a les Minories (CIEMEN)	Private	93 444 38 00	secretaria@ciemen.cat	Knowledge sharing and international cooperation projects	<a href="#">Website</a>
Servei d'Atenció a Immigrants, Emigrants i Refugiats (SAIER)	Public	93 595 55 39	saierinfo@bcn.cat	Reception	<a href="#">Website</a>
Intered Catalunya	Private	93 467 26 67	catalunya@intered.org	Education for change	<a href="#">Website</a>
Comissió Catalana d'Ajuda al Refugiat (CCAR)	Private	93 301 25 39	ccar@cear.es	Migrant and refugee rights defence work	<a href="#">Website</a>
Associació de Cuidadores amb Cura	Private		info@ambcura.org	Dignity, empowerment and respect for care workers.	<a href="#">Website</a>
Creu Roja Catalunya	Private	933 00 65 65	informacio@creuroja.org	Social inclusion, employment, health, education, humanitarian aid and international cooperation.	<a href="#">Website</a>
El Comitè 1r de Desembre - Plataforma Unitària d'ONG Sida de Catalunya	Private	933 056 888 / 676 456 809 / 661 254 358	coordinacio@comite1desembre.org		<a href="#">Website</a>

Írídia – Centre per la defensa dels Drets Humans	Private	693 28 73 23	info@iridia.cat	Support service for reporting of institutional violence and police racism, defence of the rights of the imprisoned, of the migrant population and of the right to memory, and defence of citizen activism.	<a href="#">Website</a>
Lliga dels Drets dels Pobles	Private	93 723 71 02	info@dretsdels-pobles.org	La Lliga dels Drets dels Pobles is a non-governmental organisation, founded in 1977, which has among its objectives the defence of individual and community rights, the development of the culture of peace, and social change.	<a href="#">Website</a>
Novact – Institut Internacional per a l'Acció Noviolenta	Private	93 551 47 14	communication@novact.org	Policy work for guaranteeing peace and non-violence	<a href="#">Website</a>
Observatori DESCA	Private	93 302 68 82	info@observatoridesc.org	L'Observatori DESCA combines political advocacy with research, through the production of reports, studies and publications which aim to highlight rights infringements and put forward proposals for ensuring that economic, social, cultural and environmental rights are upheld.	<a href="#">Website</a>

Servei Civil Internacional de Catalunya (SCI-Cat)	Private	93 441 70 79	voluntariat@sci-cat.org	SCI Catalunya works to encourage a culture of peace, global justice and civic empowerment. The tools it uses to carry out its work are international volunteerism, local activism and education for peace.	<a href="#">Website</a>
SOS Racisme Catalunya	Private	93 301 05 97 / 93 412 00 34	sosracisme@sosracisme.org	Human rights defence through antiracist action. It offers SAiD, a specific and free service that provides assistance to those who have suffered racist discrimination or hate crimes.	<a href="#">Website</a>
Suds, Solidaritat i Cooperació	Private	931 172 542	info@suds.cat	Standing up for a life free from patriarchal, racist and colonial violence.	<a href="#">Website</a>
Fundación Secretariado Gitano	Private	93 274 55 82	fsgbarcelona@gitanos.org	Defence of the human rights of the Roma population.	<a href="#">Website</a>
Unitat Contra el Feixisme i el Racisme	Private		info@unitatcontraelfeixisme.org	Broad grassroots movement against the far right (training, events and grassroots action)	<a href="#">Website</a>



**aFFac**

FEDERATED ASSOCIATIONS  
OF FAMILIES OF STUDENTS  
IN CATALONIA

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