PIONEERED

Pioneering policies and practices tackling educational inequalities in Europe

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PROA+ [11]

Country	Spain
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Name of the policy / practice	PROA+ (Orientation, Advancement and Educational Enrichment Program) [11]
Short description and the main characteristics of the policy / practice	The PROA+ is a program aimed at strengthening public schools that concentrate the most vulnerable students (at least 30% of students in a 'global sense' educationally vulnerable) that have the commitment of at least 60% of the faculty to change/improve their situation. The program seeks to improve the functioning of these schools with differentiated interventions at multiple levels. Schools are selected on the basis of indices related to student performance (digital divide, school failure, grade repetition, absenteeism, early school leaving), also considering the rural or urban context. It is a measure explicitly aimed at achieving greater educational equity, especially in terms of processes. The programme is based on several elements: (a) reinforcement of the provision and training of teachers and school counseling services in these schools, (b) reinforcement of communication and collaboration with families and (c) reinforcement of partnerships between these schools and local institutions and the community (social services, NGOs, voluntary work, town councils, universities, companies...). It is therefore a programme that pays attention to formal, informal and non-formal contexts. Although the measures are designed for the short term, they are based on a processual conception of academic trajectories. The program also places specific emphasis on learning digital skills and "core" subjects. Finally, it is important to note that the PROA+ program is possibly the largest state educational program in the country, with funding of 118 million euros allocated.
Target group of the policy / practice:	The PROA+ program has a general focus on improving equity and educational quality. However, it includes a specific approach to guarantee coverage of the needs of vulnerable groups. The main criteria for selecting schools are that they have, at least, 30% of vulnerable students. Specifically, the program contemplates the following situations: • Situations of social vulnerability: families at risk of poverty and exclusion, victims of violence, unaccompanied migrants, refugees, or belonging to socially stigmatized groups. • Situations of special need: students with special educational needs or in need of educational reinforcement. • Families whose parents or parental figures do not have the possibility of making their jobs compatible

		with the educational attention of their children.	
Educational stage or transition phase of the policy / practice		The programme is implemented at primary education, lower secondary education and post-compulsory secondary education. Schools should design a plan to address "transitions between stages".	
Level of implementation		PROA+ is a central government measure (macro level), although it will be implemented in collaboration with the regional governments. The programme is developed in interrelation with other administrations and policies, such as policies to combat child poverty or measures against the digital divide. It is therefore a national level programme, but since it is implemented at the school level with the support of the regional administrations, we can also place it at the meso level. The PROA+ is formalized with the schools through the formula of the contract-program with the educational Administration and each project foresees a duration of three academic years. In addition, at the school level (micro level) two of the PROA+ pillars are developed: the support, motivation and personalized school reinforcement programs for students with specific educational support needs and the programs to promote the involvement and collaboration of the families and the community environment with the educational project of the school in comprehensive support for vulnerable students.	
MILC dimensions		There is a good fit of the program PROA+ with the MILC perspective defined by the PIONEERED project. Specifically, the program contemplates the three dimensions explicitly. In the first place, it starts from the macro level in its design and financing (macro state program) to rely on the meso level in its deployment and implementation and, finally, at the micro level for its execution (at the moment requesting to join the program, the schools define their own project autonomously). In relation to the intersectional dimension, the definition of vulnerability offered by the program is broad and sensitive to different existing definitions of 'what is vulnerability'. Likewise, it contemplates situations of 'intertwining' of specific (social and cultural) and/or special (cognitive) educational needs. Finally, regarding the perspective of the life course, PROA+ not only contemplates the need to develop projects in the different educational stages (from primary education to upper secondary education) but also requires that the interventions carried out contemplate the transition between stages as well as going beyond the 'merely school'. In this sense, it proposes to promote educational opportunities beyond school hours (formal and non-formal).	
Key dimensions of the identification procedure			
CONDITIONS: Foundational	*Comprehensive*	PROA+ represents a comprehensive, holistic and inclusive understanding of the purposes of education and the premises of the educational system when	High

and premise level		it comes to improving educational equality. In fact, the macro vision of the program contemplates a very high diversity of performances and actions, broadly covering the different intervention spaces at a systemic level.	
	Coherent	The program supports learning and individual growth, and in turn, contributes to the development of education. Since its promulgation, the PROA+ has the potential to act as an umbrella, although it will be necessary to observe in detail the different projects developed within its framework, as well as their continuity conditions.	Medium/High
	Continuous	The PROA+ program has established itself as the great 'bet' of the national government in education. In addition, it has as a close reference its predecessor, the PROA program, which until 2011 operated as a framework program. However, a change in the national government could imply substantial changes in the strategic lines of the project.	Medium
ELEMENTS: Structural level	*Contextual*	The program aims to start from the specific context to build significant school projects. For this, it specifically points out that the diagnostic evaluation of the situation of the school community will be essential to adapt the educational project of each school. This highlights the relevance that the contextual dimension has in this program, which does not pretend to offer standardized solutions from top to bottom.	High
	Relational	According to the bases of the program, the projects must be developed from the perspective of all the actors involved: management team, students, teachers, guidance professionals, families, administration and services staff, in the context of the school and its environment. In addition, specific actions focused on teachers (training plan for education, tutoring, orientation and evaluation), families (promotion of the involvement and collaboration of families and the community environment with the educational project) and socio-educational agents (volunteers, mentors, etc.) are contemplated, in a demonstration of the level of interrelation that these programs seek to achieve. The program will also support alliances that schools have established or promote with their community environment (town halls, universities, third sector organizations, cultural facilities, socio-educational	High

		networks or networks of schools and specialists), to promote an inclusive and comprehensive answer for students who require it.	
TOOLS: Action level	*Autonomous*	The PROA+ program aims to contribute to improving equity in access to educational opportunities and school success for all students, strengthening public schools with the highest educational complexity so that they have the necessary resources to compensate for educational needs and inequalities. of the students and their families. This implies that each school can develop its own project autonomously based on the needs of its particular school, municipality or territory.	High
	Reflexive	The program offers resources and tools for teaching coordination and communication with all members of the educational community. Specifically, it is committed to generating guidelines, tools and communication channels (to promote digital platforms) that allow tutorial action, orientation to students and their families and, in general, the care of people, with special attention to the diversity of educational needs, family situations and socio-emotional experiences of students.	Medium/High
Evidence backing the policy / practice:		One of the priority objectives of the PROA+ program is to evaluate the actions of the program based on agreed indicators, with a view to the accountability of the educational Administrations, its improvement and, where appropriate, its subsequent expansion and adaptation to subsequent courses. In addition, during the duration of the PROA+ program there is a commitment acquired between the schools and the Administration to jointly develop actions that favor self-assessment processes that lead to the design and development of strategic improvement and reception, accompaniment and development plans of the teachers in order to promote equity, inclusion and educational quality. Finally, although there are still no published evaluations or investigations in relation to the program, the Ministry of Education and Vocational Training has prepared a Guide for managing change in PROA+ schools (Arrieta Antón, C., Cortés Alegre, A., & Oviedo Macías, M.J., 2022).	
Brief concluding analysis of policy / practice in the context:		The main aspects of the program are the following: • The PROA+ is a program aimed at strengthening public schools that concentrate the most vulnerable students (at least 30% of students in a 'global sense' educationally vulnerable) that have the commitment of at least 60% of the faculty to change/improve their situation. The program seeks to improve the functioning of these schools with differentiated interventions at multiple levels.	

	• The PROA+ program starts from the macro level in its design and financing (macro state program) to rely on the meso level in its deployment and implementation and, finally, at the micro level for its execution (schools define their own project autonomously). In relation to the intersectional dimension, the definition of vulnerability offered by the program is broad and sensitive and contemplates situations of 'intertwining' of specific (social and cultural) and/or special (cognitive) educational needs. Finally, regarding the perspective of the life course, PROA+ not only contemplates the need to develop projects in the different educational stages (from primary education to upper secondary education) but also requires that the interventions carried out contemplate the transition between stages as well as going beyond the 'merely school'. • PROA+ has the potential to act as an umbrella for the development of high-impact regional and local educational equity-based programs, although it will be necessary to observe in detail the different projects developed within its framework, as well as their continuity conditions.