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Evidence-based co-authored and open-access report of most promising pioneering policies and practices

Promociona Program [27]

Country	Spain
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Name of the policy / practice	Promociona Program [27]
Short description and the main characteristics of the policy / practice	The Promociona Program is developed by the non-profit social entity Roma Secretariat Foundation, in collaboration with different professionals in the school field. It has been active since 2009, replacing a similar program (Programa Acceder) focused solely on labour market insertion. Its objective is to ensure that Roma students complete their basic education and continue studying, in order to improve the conditions of access to employment for the Roma community and promote equal opportunities. In the long term, it aims to increase the number of Roma with secondary and higher education, who can serve as role models in their communities. Likewise, the actions of the program seek to reduce the rates of Early School Leaving (ESL) among Roma students, being one of the collectives or groups with the highest percentage. To meet these objectives, the program develops the following priority actions: creation of individualized intervention plans, orientation and guidance sessions with students and families, establishment of support and school reinforcement spaces ('Aulas Promociona'), the design of training and advice programs to educational professionals or the introduction of awareness campaigns at the community level, among other actions.
Target group of the policy / practice:	The program is specifically aimed at Roma students as a vulnerable group, although it lacks an intersectional perspective (Roma youth is treated, implicitly, as a homogeneous group). The Promociona Program focuses on the different agents that participate in the educational process: the students themselves, families, schools and other educational and social agents. The students and their families are the main actors in this program, although the collaboration and work with the schools is carried out very closely. In terms of figures, in the 2020/2021 school year (the latest with available data) the program worked with more than 1,550 students and more than 400 schools.
Educational stage or transition phase of the policy / practice	The program is developed in primary and secondary schools (70% of the actions take place in lower secondary) and pays special attention to the transition between educational stages (one of its main objectives is to orient students on the different routes and itineraries for them to continue studying). This specific focus on the transition to upper secondary education is a very important element since, according to the results of its own evaluation, 91% of the students who have obtained the compulsory secondary

	education degree under the program have continued studying, far exceeding the average data collected for Roma students.
Level of implementation	The program is developed at the national level and tries to connect the micro, meso and macro levels (the micro and meso levels being especially relevant). • At the individual level (micro level), individualised work plans are established for each student, along with periodic interviews with the student and his or her family. The program places emphasis on making the different training and professional itineraries known, for which mentoring activities are developed in companies and foundations. At the group level, "Aulas Promociona" are developed to provide school support, together with group guidance activities with families. • At the community level (meso level), the program develops awareness campaigns to introduce the education of the Roma community in the public debate, organises meetings with students and families to serve as networks for debate and sharing of experiences, and develops training sessions with professionals in the educational field. • The program is born at the national level (macro level), within the framework of the Plurirregional Operational Program to Fight Discrimination of the European Social Fund. Since its origin, the development of the program has been increasing. It is currently being developed in 13 Autonomous Communities and 49 cities. However, this does not contemplate interventions at the national level.
MILC dimensions	The 'Promociona program' presents indicators that make clear but uneven reference to some of the MILC dimensions. Specifically, in relation to the multilevel approach, as we have seen previously, interventions at the micro level (individuals, families and schools) are combined with interventions at the meso level (at the municipal and socio-educational community level). This allows for more effective interventions due to its multidimensionality. In addition, it contemplates interventions in the formal (school) and in the informal sphere (family and community, the latter being very important among Roma students). In relation to intersectionality, the approach is limited, being focused only on one inequality axis: being part of the Roma student group. Thus, although aspects related to the economic and cultural dimension are indirectly considered, they are not explicit. The same happens with the gender dimension, since although it is not contemplated in the design, it is a program that especially improves the educational continuity of Roma women. Finally, this program is emphatically committed to a life course perspective. Its main objective is to improve the life opportunities (educational, labour and social) of the target group: the Roma community.
Key dimensions of the identification procedure	

CONDITIONS: Foundational premise level	*Comprehensive*	The measure does not contemplate inequality in a broad and holistic way, since it focuses on compensatory action on a particular vulnerable group: the Roma community. However, the evidence seems to indicate that the actions carried out within the framework of the program improve educational opportunities and increase equality within the system, reducing the negative impact of phenomena such as ESL.	Low/Medium
	Coherent	The program is consistent with the diagnoses that indicate Roma students as one of the most disadvantaged groups within the educational system in Spain. In addition, it is coherent with the need to increase their participation in Upper secondary education as well as the need to create positive role models within the community (with the aim of breaking the vicious circle that keeps this community far away from schools).	Medium
	Continuous	The measure has remained stable over time since its implementation in 2009, and the number of beneficiaries has increased each year. The program, by not directly depending on municipal or regional policies, has been maintained despite the changes in the national, regional or local government, and everything indicates that it will continue in the long term.	High
ELEMENTS: Structural level	*Contextual*	The program is sensitive to the contextual aspects of the Roma community (fundamentally cultural and economic elements) and takes them into account. However, the set of actions carried out are predefined, leaving 'little margin' for innovation.	Medium
	Relational	The program is enacted in a constant dialogue and collaboration with the local actors, stakeholders, and authorities. In fact, the collaboration between agents (schools, families and socio-educational agents of the territory) is defined in the design as a fundamental part of the application of the program.	Medium/High
TOOLS: Action level	*Autonomous*	The program allows the autonomy of professionals and education professionals to make expert decisions and independent adjustments, but as indicated in the previous point, the actions contemplated by the program are previously defined. The development of actions outside of this set of actions	Medium

		is not contemplated, although, from the collaboration between agents, concrete proposals may arise.	
	Reflexive	The role of educational agents, both in individual and group actions, and especially in work with families, aims to generate practices and reflections that go along the lines of reducing the cultural distance with the school as well as improving the educational and vital expectations and aspirations.	Medium
Evidence backing the policy / practice:		There is not much evidence collected on the 'promociona program'. The highlights are the following. In the first place, there are some academic studies that measure the "effects" of the Promociona program against school failure in Roma students and try to assess the improvements in family participation (Elizalde & Reparaz, 2020; Jurado et al., 2020; Moldedo, 2020). Secondly, there is an annual evaluation carried out by the promoter entity itself that includes the 'main figures'. The last one can be found here: https://www.gitanos.org/que-hacemos/areas/educacion/promociona_en_cifras.html. Finally, in 2019, a general internal evaluation was carried out on the occasion of the 10 years of the program.	
Brief concluding analysis of policy / practice in the context:		The main aspects of the program are the following: • The 'promociona program' act to ensure that Roma students complete their basic education and continue studying, in order to improve the conditions of access to employment for the Roma community and promote equal opportunities. Likewise, the actions of the program seek to reduce the rates of Early School Leaving (ESL) among Roma students. • The program combines mostly micro and meso level interventions to improve Roma students' engagement and success oportunities. At the micro level, individualised work plans are established for each student, along with periodic interviews with the student and his or her family. Also mentoring activities are developed in companies and foundations. Finally, "Aulas Promociona" are developed to provide school support, together with group guidance activities with families. At the meso level, the program develops awareness campaigns, organises meetings with students and families to serve as networks for debate and sharing of experiences, and develops training sessions with professionals in the educational field.	