

Linking families of foreign origin with Family Associations: experiences in schools with high cultural diversity in Barcelona (Spain)

Creare legami tra famiglie di origine straniera e associazioni familiari: esperienze in scuole ad alta diversità culturale a Barcellona (Spagna)

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Abstract

The involvement of families in the education of their daughters and sons is a key factor in their school success, although it is also true that their participation in school is unequal (Llevot and Garreta, 2024), and comes marked by its socioeconomic and cultural characteristics, so that those who start with a lower level of education and of foreign origin are often on the margins of the desired participation. This article explores, based on qualitative methodology and documentary research, the participation of families of immigrant origin in Primary schools, as well as the factors that favor a better relationship and involvement of families and the weaknesses that are detected. Specifically, we will focus on presenting some successful practices in four schools in the city of Barcelona. It is concluded that the various unique experiences are increasing the bond of families of immigrant origin with their school, becoming from participating families to collaborators and leading activities that improve the relationship with the educational community and the involvement in the educational processes of their children.

Keywords: families of immigrant origin, family-school participation, family involvement, family associations, Barcelona.

Sommario

Il coinvolgimento delle famiglie nell'educazione delle figlie e dei figli è un fattore chiave del loro successo scolastico, nonostante sia anche vero che la loro partecipazione nei contesti scolastici è disomogenea (Llevot e Garreta, 2024) ed è influenzata dalle proprie caratteristiche socioeconomiche e culturali, per cui chi ha un livello di istruzione più basso ed è di origine straniera si trova spesso ai margini della partecipazione auspicata. Questo articolo esplora, sulla base di una metodologia qualitativa e di una ricerca documentale, la partecipazione delle famiglie con *background* migratorio nelle scuole primarie, nonché i fattori che favoriscono una migliore relazione e coinvolgimento delle famiglie e le criticità rilevate. Nello specifico, ci concentreremo sulla presentazione di alcune buone pratiche osservate in quattro scuole della città di Barcellona. Si conclude che queste esperienze contribuiscono ad accrescere il legame tra le famiglie con *background* migratorio e la propria scuola, trasformandosi da famiglie partecipanti in famiglie collaboratrici e che promuovono attività volte a migliorare il rapporto con la comunità educativa e il coinvolgimento nei processi educativi dei propri figli.

Parole chiave: famiglie con background migratorio, partecipazione famiglia-scuola, coinvolgimento della famiglia, associazioni familiari, Barcellona.

Introduction: migration flows in Spain, Catalonia, and Barcelona

In Spain, the acceleration of incoming migration flows during the last decades of the 20th century and the first two decades of the 21st century is evident both in the pace and intensity of the phenomenon in quantitative terms. According to data from the National Statistics Institute (INE, 2023), the number of foreign residents increased significantly. In 1991, there were 360.655 registered foreigners, representing 0,91% of the total population. By the year 2000, this figure had risen to nearly one million foreign immigrants in just eight years. This growth in the Spanish population driven by migration flows continued steadily for approximately ten years until the 2008 economic crisis caused a *pause* in the massive arrival of immigrants to Spain. Although the growth later

resumed, the pre-crisis figures have not yet been surpassed (Vecina *et al.*, 2024). In 2023, the INE estimated that 5.512.558 foreign residents lived in Spain, representing 11,7% of the total population. Of these, over a million were of Moroccan origin, making it the largest immigrant group in the country.

Focusing on autonomous communities, Catalonia, Madrid, and Valencia, in that order, received the most foreigners throughout 2022. The autonomous community of Catalonia surpassed 1.2 million foreigners, representing 15,9% of the total, higher than the national average (IDESCAT, 2023). These immigrants mainly come from Morocco, Romania, Italy, Colombia, China, Honduras, Pakistan, Perú, Ukraine, and Venezuela. Turning now to the city of Barcelona, the impact of immigration is highly significant and continues to grow year after year. In 1991, foreigners made up 1,5% of the population; ten years later, this figure had increased to 4,9%, and by 2010, it had reached 17,5%. Data from the municipal registry, released by the Barcelona City Council (Ajuntament de Barcelona, 2024), shows that after two years of decline, Barcelona's population is once again growing, with the percentage of foreigners rising to 25,4%. Out of a total of 1.702.814 registered residents in Barcelona, 432.556 are foreigners. In other words, one in four residents of Barcelona hails from one of the 177 nationalities present in the Catalan capital, demonstrating the city's highly diverse demographic makeup. Breaking down the foreign-registered population, 26,5% are from EU countries, while the remaining 73,5% are non-EU nationals, with the largest group being from the Americas, comprising nearly 160.000 people. The ten most common nationalities are Italian, followed by Colombian, Pakistani, Chinese, French, Peruvian, Honduran, Venezuelan, Moroccan, and Argentine, in that order. The foreign population has increased in all ten districts and seventy-three neighborhoods of Barcelona, but their distribution within the city is far from uniform.

The neighborhoods of Ciutat Vella have the highest relative presence of immigrants among their residents, followed by parts of Sant Martí, Sant Andreu, Nou Barris, Sants-Montjuïc, and l'Eixample. Despite being the fastest-growing group in the city, Colombians are more evenly distributed across the map, as is the case with Moroccan-born residents, who follow a similar pattern of not being concentrated in specific neighborhoods. Finally, the highest percentage of foreign residents is found in the Gòtic area, where nearly 14% of residents are of Pakistani origin. Barcelona's schools, as a reflection of its society, cannot remain indifferent to this great diversity. In response to this reality, the promotion of an intercultural approach to education with an inclusive perspective must be a crucial axis of intervention, as advocated by European educational institutions such as the Council of Europe, the European Parliament, and UNESCO since the early 21st century. In Spain, the National Center for Educational Research and Documentation has also championed this cause.

1. Family-school relationship: a resource for socio-educational inclusion

The literature links educational success and good academic performance to five key factors: individual characteristics and resources; social environment and family resources; elements of the educational, economic, labor, and territorial systems; role of the school itself; and what happens in the classroom with teachers (Comas, 2018). Beyond these factors, there is also a cultural perspective that connects the school and family, which impacts children's educational trajectories. In this regard, Dubet and Martucelli (1998) argue that the goal of improving family-school relationships should not focus on bringing their worlds or cultural codes closer but on working to acknowledge them. Families and children should understand that the school *does what it does* without attempting to resocialize them into the values of the educational institution.

Some authors (Andrés, 2020; Garreta and Llevot, 2022; Garreta and Torrelles, 2020; Grané and Argelagués, 2018; Lorenzini, 2015; Macià and Llevot, 2019), among others, have advanced studies on family-school relations, finding that working-class families in vulnerable social situations or from cultural minorities participated very little and felt underrecognized in educational centers. In fact, a previous study led by Jordi Garreta (2007) went further, identifying Roma, Maghrebi, and Sub-Saharan families, in that order, as the least involved in schools in Catalonia. As Llevot and Bernad (2019) rightly point out, this process must be reversed, as the active participation of these families can and should contribute to creating a more inclusive and enriching learning environment (Collet and Tort, 2011). For this to be effective, a holistic approach that goes beyond mere access to education is necessary. The school alone can't undertake the task of social inclusion and equity; it must devise strategies and create synergies with other professionals and educational agents, including parent associations (AFA)¹ (Vecina *et al.*, 2024). Parental involvement in their children's education is essential to achieving quality education. Parental participation has a positive effect at multiple levels. It not only improves the structure and functioning of educational institutions but also benefits teachers, students, families, and society as a whole (Llevot and Garreta, 2024).

2. Methodology

The findings of this article come from the first phase of the project *Family Participation and Involvement in Primary Education Centers. Families of Foreign Origin: Diagnosis and Improvement Proposals* (INVOLFAM) (PID2021-124334NB-100) of the Ministry of Science and Innovation, which is scheduled to conclude in 2025, with researchers from four Spanish universities led by Jordi Garreta and Núria Llevot from the University of Lleida. The project's goal is to analyze the involvement of families of foreign origin in primary education centers in the autonomous communities of Catalonia, La Rioja, the Balearic Islands, and Cantabria. In the study's first phase, a literature and legislative review was conducted, followed by in-depth interviews with key representatives from administrations, third-sector entities, family federations, school councils, educational foundations, etc. The next phases include surveys of school management teams and ethnographies in schools with more than 30% of foreign students. In this article, we present, based on the first interviews conducted in Catalonia, an overview of family participation, and then focus on the experience of family involvement in certain schools in Barcelona with more than 70% of students from immigrant backgrounds. One of the informants², with more than thirty years of research experience on this topic, enabled us to access the knowledge of these schools, which are implementing actions and practices with a global perspective for the entire educational community and families.

Interviewees were identified based on their profile and acronyms. The meaning of the letters and numbers was established as follows: the first letter identifies the profession (T, technician; M, teacher); the second letter, the male or female gender (H, man and M, woman); the third, the city where the school was located (B, Barcelona); the fourth letter, the school number (E1, E2, E3 and E4); and the fifth and last letter, the year in which the interview was held.

3. Family involvement: levels and types

Comas *et al.* (2014) conducted the *Families amb veu*³ project, aimed at demonstrating that family involvement in school life is essential for their children's academic success or

failure and for overall educational quality. The study also sought to understand families' motivations and the challenges they face in participating in Catalan schools. The initial findings presented a positive view, asserting that «els pares i mares de Catalunya tenen una forta presència a l'escola i majoritàriament estan implicats en l'educació dels seus fills i filles» (Comas, 2018, p. 366). However, there was a noticeable gap between the level of involvement and the influence families had in decision-making spaces.

Three levels of family participation in schools were identified (Comas, 2018). The first level involves individual activities supporting schooling; the second encompasses collective involvement in the school's life, albeit informally or sporadically; and the third level is formal representation, where parents take on roles in the family association (AFA) or the school council. Most families are in the first level, and gender is a key factor, with mothers being more prominent. In the other two levels, economic status, education, and family origin are significant factors in determining active participation or representation in the school. Likewise, depending on the level of participation that mothers and fathers have in the school, four types of families can be identified: informants, present, collaborators and representatives (Comas, 2018):

- informed families: their interaction with the school is limited to group meetings at the start of the school year or individual tutoring sessions; this group includes 98% of families in Catalonia;
- present families: in addition to staying informed through tutoring, these families attend school activities, such as excursions and events; about 75% of parents fall into this category;
- collaborating families: these families actively participate in the AFA or various school committees, although they may not hold formal roles; they represent 21,6% of families;
- representative families: these parents hold official positions in the AFA or school council and represent 7,4% of families.

Socioeconomic and cultural characteristics significantly influence a family's likelihood to participate in school activities (Bernad *et al.*, 2024; Comas and Riera, 2019). Families with lower cultural capital, in social exclusion, or of immigrant origin often struggle to engage due to time constraints, unrecognized cultural diversity or language barriers, all of which hinder their understanding of school dynamics and their children's academic progress. These families generally belong to the informed group and occasionally to the present group. Their low incomes, multiple jobs, low education levels, and single parenthood are among the factors that discourage deeper engagement (Garreta and Torrelles, 2020). On the other hand, families with higher educational qualifications (university degrees) and incomes are typically found among the collaborating and representative families. While foreign-origin families are often associated with social risk, many foreign families in Barcelona, particularly in affluent areas like 22@⁴ and Sarrià-Sant Gervasi, are highly educated, demanding, and often align with anglo-saxon educational models:

Barcelona we have to say that we have many families of foreign origin, of high social class, of elevated studies...For example, to the 22@ area, which has many expats, who do not die, of The big companies, I know, from Siemens, from the multinationals, that are working there, are families that speak English, are super-demanding families, are families that come from an Anglo-Saxon model. I, for example, claim that the school also adopted this model (TMB23).

These types of families often enroll their children in private or public schools with a higher proportion of native families. Whether in private or public schools, building strong relationships with the educational community is essential to overcoming participation barriers. Therefore, schools must open more spaces for family involvement and ensure effective communication channels (Bernad *et al.*, 2024).

4. Unique experiences of family associations in schools with high concentrations of immigrant students

The Barcelona primary schools presented here are public schools located in neighborhoods with high concentrations of immigrant students, such as El Turó de la Peira, Raval, Poble Nou, and Horta-Guinardó⁵. These schools, with a significant proportion of foreign-origin students compared to private schools, face the phenomenon of *native flight*, leading to the creation of so-called *ghetto schools* (Llevot and Bernad, 2019, p. 79) or schools classified as highly complex by the Catalan Department of Education. For example, School 1 has 98,5% foreign-origin families, School 2 has 93%, and Schools 3 and 4 have about 80%. In all of them there are students of at least 15 different nationalities.

Since 2022, these schools have been implementing practices under the *Pla de millora d'oportunitats educatives* PMOE⁶-PROA⁷ 2021-2024 aimed at mitigating the impact of COVID-19 on education⁸. These strategies focus on strengthening the relationship between schools and families through family associations. As Garreta *et al.* (2020) argue, the higher the percentage of immigrant students, the more significant the intercultural discourse among teachers and in school documents and actions with an intercultural perspective that is carried out. The four single-track schools describe themselves as democratic, inclusive, intercultural, and equitable, emphasizing the importance of family involvement for better academic outcomes. Effective, fluid, and bidirectional communication between teachers and families is crucial (Garreta and Llevot, 2024): «That families of immigrant origin feel that their school» (MME1B23). «School leadership agrees that a strong family association (AFA) is key to a school's success, requiring economic, material, and human resources to strengthen these associations» (MMES3B23). Various projects and actions have been launched with the support of the AFA, including welcoming activities, digital competency workshops, cultural diversity workshops, and language courses for foreign families. By fostering stronger relationships between families, schools, and the community, these actions aim to make immigrant families feel more connected to the school.

A member from each community has joined the new Board: a Pakistani mother, an Ecuadorian mother, a Moroccan mother, a Peruvian mother, etc. We want the new families who join the Board to feel involved, to know that they are as important as the old ones (MMBE123).

The management teams agree that for a school to function well, it must have a strong AFA (Association of Families), and to achieve this «it is important to have financial, material, and human resources that allow the associations to grow larger and stronger» (MMBE323). Thanks to resources from various programs, a variety of projects and unique actions have been implemented, where the associations play a fundamental role. In fact, after an initial diagnosis in 2021, the four AFAs either created or renewed the positions of the boards and their various committees, involving a greater number of families from different backgrounds:

In the new Board, a member from each community joined, a Pakistani mother, an Ecuadorian, a Moroccan, a Peruvian, etc. We want new families on the Board to feel involved and know that they are as important as those who have always been here (MMBE323).

Among the various *welcoming actions*, we highlight the beginning-of-the-school-year welcome, the welcome vegetable paella, or the morning welcome initiative *La entrada dolça*, which allows the parents of 3-year-old children to enter the school grounds from 9 to 10 a.m., say goodbye to their little ones calmly, and then stay in the playground chatting with other families or the principal. There is also the *Coffee with Families* initiative, where the AFA invites families to enjoy a healthy breakfast, with fruits, vegetables, and tomato bread, once a week from 9 to 10 a.m., and twice a week from 4 to 4:30 p.m. for tea or coffee. Collaboration happens at various levels: the dining service provides food and drink; the social integration officer and the principal facilitate the meetings; and the association organizes the space and promotes this welcoming project, later evaluating it with the entire school community. The initial results indicate the satisfaction of nearly 50 families who enjoyed this new space for reflection, care, dialogue, and connection between families, non-teaching staff, and members of the educational team: «in the end, it's not just the family and the school – together, we are *one*... and with a space like this, the school is telling you that you are part of it, and by coming here and having a coffee, you are saying that the school is part of your family» (MMBE223).

One challenge for the project is expanding the hours so more families can attend and making it easier for primary school teachers to participate, at least once per term. Another set of *actions focuses on training and competency-building* for families who come to the school with diverse cultural backgrounds. These families are far from the typical pattern of public schools in Barcelona, whether due to social class, origin, language, or cultural or symbolic references (Comas, 2018). Often, misunderstandings or feelings of exclusion occur when the school's rules and expectations differ significantly from the families' practices and values (Llevot and Bernad, 2019). «If the school doesn't take intentional steps to find a code that families can understand, this disconnect will continue» (TMB23).

The AFA proposed digital competency workshops at different times to suit families' schedules. «With funding from the PMOE, computers were purchased and installed in the association's rooms» (MMBE323), and these were used to teach families how to complete online tasks for their children: cafeteria grant applications, camp registrations, etc. In School 1, the AFA, along with the integration officer and Social Services team, organizes *Turó Afternoons*, which are monthly training spaces for families on various topics: parenting skills workshops, health talks, pedagogical training, neighborhood knowledge, sharing parenting models, appropriate screen use, etc. To further facilitate communication with foreign families, catalan and spanish language courses are provided. The goal is for families to become proficient in these two languages and break down the language barrier that arises when they don't speak the school's working languages, which can hinder communication and understanding of school rules and expectations. This action is driven by the AFAs in coordination with the school and local entities. The courses are taught by volunteer teachers, retired educators, local families, or mediators, as is the case in School 3 (Philippine mediator) and School 4 (Urdu mediator):

Teaching Catalan on Thursday afternoons at the school... there was a mix of Pakistani families but also others from different cultures... starting to learn Catalan and Spanish has been essential for them to understand each other and us. And we've done

it using tools from the school: understanding the school's website, telegram, and from there, they've learned to understand communications, do health paperwork, write their CVs, etc. This is done in small groups, focusing on oral skills first, then moving to writing (MMBE323).

At this point, we want to highlight the role of mediators and other social professionals (integrators, social educators, emotional managers), who are very present in these four centers because they have been instrumental in getting families more involved in the school's life, transitioning from being informed families to becoming collaborators and representatives. Their presence has proven to be a valuable resource for improving communication and collaboration between school and home, which in turn has enhanced academic performance and overall student well-being (Bernad *et al.*, 2024).

Of course, for families of foreign origin, at least here in Barcelona, we're lucky that the Neighborhood Plan added a program where we now have social educators working in the school. Plus, there's a TIS (Social Integration Technician), and in all the complexity schools, we could hire an emotional manager, typically psychologists, experts in emotional expression, art therapists, or psychomotor therapists, who helped a lot to ease tensions generated by COVID (TMB23).

In School 3, «hiring a full-time mediator who speaks Urdu, Pakistani, English, Catalan, and Spanish has been crucial in getting families truly involved» (MMBE323). This mediator has recorded several intercultural capsules available on the school's website. We consider these to be valuable educational resources for bridging the perspectives of families and teachers. It is essential to acknowledge diversity (Comas, 2018), the contributions of other cultures, and, why not, the relinquishing of one's own cultural norms. In other words, newly arrived families are beginning to understand and trust the Catalan educational system, while teachers and other families are becoming more interested in learning about the distant contexts from which the students come.

There's not just a language barrier, but also a conceptual one. For example, the mothers don't understand why there are so many agents like mediators, EAPs (Educational Psychologists), or social workers in the school because, in their home countries, these roles don't exist. Or why going to the pool is so important, or why we have so many field trips... In reality, what's most important to them is that their children learn to read and write and get the best grades, nothing else. And... for the teachers, it's the same. Through the capsules, we've taught them about the history of Pakistan, what schools are like there, their cultural codes... the goal is to tackle micro-racism, which does exist (TMB23).

The role of these mediators goes beyond language translation or app-based communication. They also help prevent and manage various kinds of conflicts.

Lastly, we highlight *cohesion or coexistence actions*, which have strengthened ties between families of different backgrounds and their children through joint projects outside of school hours. Associations have previously worked to identify what interests and motivates all members of the educational community, and by creating specific actions, family participation has increased significantly (MMBE123).

Cultural awareness activities, intercultural festivals, artistic projects, community meals, international celebrations of mother tongues, charity markets, and family knowledge exchanges have been organized. We especially highlight the artistic projects led by some of the participating families:

The profile of these families is that they participate a lot in all the artistic productions of their children, so we've developed arts and crafts workshops throughout the year for them to bring their creations, show them, and make them with the students, but at the school (MMBE223).

The filipin community in the neighborhood participates in choirs, and throughout the school year, they've organized percussion workshops where the children have participated. Parents who had never entered the school before have come for the first time... and now we're starting to form musical groups, and teachers will join too (MMBE323).

All these cohesion actions are considered spaces for community practice and co-creation of initiatives.

5. Some open reflections

The analysis of the participation of families of foreign origin in Family Associations (AFA) in schools with high cultural diversity in Barcelona reveals the importance of establishing effective collaboration mechanisms to promote inclusion and improve educational results. The experiences presented in this work highlight the transformative capacity of AFAs when they manage to actively involve families of different cultural origins (Comas, 2018; Llevot and Bernad, 2019), moving from passive or limited participation to active involvement in the life of the school, that is, moving from the first level of informed families to the last level of families representing the association's boards and the school council.

Firstly, it is observed that the creation of inclusive participation spaces, which recognise and value the cultural and linguistic diversity of families, is essential to build trust and break down barriers of misunderstanding (Bernad *et al.*, 2024). Proactive actions, such as welcome sessions, digital skills workshops or coffee or tea initiatives with families, among others, have not only made it possible to improve the relationship between families and the school, but also between families themselves, thus strengthening the social fabric of the educational community (Vecina *et al.*, 2024). We are convinced that in these spaces, by doing activities together, people get to know each other as individuals, experience proximity (Comas *et al.*, 2014) and help overcome the collective image. A second key aspect is the fundamental role of intercultural mediators and other social professionals, who act as bridges between different cultural communities and the school. These agents not only facilitate linguistic communication, but also promote mutual understanding of cultural and educational codes, helping to manage conflicts that may arise due to cultural differences. Their presence has been vital in helping immigrant families feel more integrated and actively participate in school life. Likewise, strengthening associations has proven to be an effective mechanism for increasing the participation of immigrant families in decision-making and in the organization of community activities. In the cases presented, the increasing inclusion of mothers and fathers from different cultural communities in the boards of directors of the AFAs has allowed for greater representation and has fostered social cohesion. This transformation

of AFAs into more open and participatory spaces reinforces the role of families not only as actors, but as key agents in the construction of a more inclusive and equitable intercultural school.

It should be noted that, although progress has been made in the participation of immigrant families in the schools analysed, challenges remain that require ongoing attention. Among them, it is essential to continue working on the elimination of linguistic and cultural barriers, as well as on the creation of new spaces and opportunities for participation that adapt to the needs and circumstances of all families, especially those in situations of greater social and economic vulnerability. On the other hand, it would be interesting to promote participatory days with workshops and debates where the AFAs, families and schools themselves from the same district of Barcelona, share and disseminate the activities and projects implemented thanks to the programs by the Ministry of Education and Vocational Training, the Department of Education and the Consorci d'Educació. In conclusion, the unique experiences collected show that greater involvement of foreign-born families in AFAs not only contributes to improving the quality of education and the academic results of students, but also favours the creation of more cohesive, inclusive and democratic school communities. The continuation of these efforts will depend, to a large extent, on the commitment of all educational stakeholders – management team, teachers, families, social agents and administration – to continue strengthening these links and designing strategies that ensure equitable and meaningful participation in the school environment.

Notes

¹ Throughout the text, when referring to family associations, we will use the acronym AFA.

² Marta Comas, head of the Research and Evaluation Unit of the Barcelona Educació Consortium.

³ The *Families amb veu* project is an action-research project promoted by the Jaume Bofill Foundation together with the main AMPA federations in Catalonia, which arises from the realization of the lack of recognition that parents of students in Catalonia received as interested parties and legitimate social agents in the educational system.

⁴ 22@ is the name given to the area of Barcelona, some 200 hectares of former industrial land, which includes three neighbourhoods in the district of San Martí and which has become the epicentre of startups. Old factories coexist with the most modern housing in the city of Barcelona.

⁵ CEIP El Turó (School 1), Escuela Mas Casanovas (School 2), Escola Elisabets (School 3) and Escola Mossén Jacint Verdaguer (School 4).

⁶ Programa Europeo para la mejora de oportunidades educativas (PEMOE), European Programme for the improvement of educational opportunities.

⁷ Programa per a l'Orientació, l'Avenç i l'Enriquiment Educatiu (PROA+), Program for Orientation, Advancement and Educational Enrichment.

⁸ By the 2023 academic year, more than 80 public schools in the city of Barcelona had been welcomed.

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Short Bio

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Associate Professor of the Department of Education Sciences at the University of Lleida. Director of the Department (2019-2023). Since 2023, Coordinator of the Degree in Social Education. Lines of research: intercultural education, community action, family-school relationship. She has carried out stays in Equatorial Guinea and Morocco, and as a researcher at the University of Leiria (Portugal). Member of the GR-ASE Research Group and the International Network of Education Law (RIDE).

Professoressa associata collaboratrice del Dipartimento di Scienze dell'Educazione dell'Università di Lleida. Direttrice del dipartimento (2019-2023). Dal 2023, coordinatrice del Corso di Laurea in Educazione Sociale. Linee di ricerca: educazione interculturale, azione comunitaria, rapporto famiglia-scuola. Ha trascorso soggiorni in Guinea Equatoriale e Marocco, e come ricercatrice presso l'Università di Leiria (Portogallo). Membro del Gruppo di Ricerca GR-ASE e della Rete Internazionale di Diritto dell'Educazione (RIDE).