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## **Peer Learning Activity Spain**

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## PEER LEARNING ACTIVITY SPAIN SIRIUS 2021-2022

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## INTRODUCTION

### *Sirius Project and Peer Learning Activities*

For year 4 of the SIRIUS – Policy Network on Migrant Education, Spain was the host for the Peer Learning Activity (PLA). The topic of this year PLA was inclusive education for pupils with a foreign background. Ensuring that each individual has an equal opportunity for educational progress remains a challenge worldwide. Sustainable Development Goal 4 on Education and the Education 2030 Framework for Action emphasize inclusion and equity as laying the foundations for quality education. The UNESCO Convention against Discrimination in Education (1960) and other international human rights treaties prohibit any exclusion from, or limitation to, educational opportunities based on socially ascribed or perceived differences, such as by sex, ethnic/social origin, language, religion, nationality, economic condition, ability (UNESCO web-page, 2021). The goal of the PLA was to demonstrate successful practices of maintaining the inclusiveness of education that is possible to consider as an example for other project partners and representing countries.

### *Common Sharing between Finland, UAB and ERDISC*

Finland represented by partner – University of Lapland was intensely interested in the topic of this PLA because it is in line with the topic of NRT of Finland during previous years of the project concerning the matters of inclusion of migrant pupils to education systems at all levels.

### *Common Sharing between Italy, UAB and ERDISC*

Italy is represented by Salesiani per il Sociale, in particular by local association based in Turin - AGS per il Territorio - Associazione Giovanile Salesiana per il Territorio. The group was composed of Valentina Bellis (Coordinator of Project Department), Melissa Massaro (Project Officer), Manuele Manco (educator in San Giovanni Evangelista Oratory in Turin), Fr. Gianmarco Pernice (responsible for San Giovanni Evangelista Oratory). The Italian partner was interested in exploring projects, practices and methodologies, supporting unaccompanied foreign minors and migrant children, in their inclusion in the regular school system, in socializing activities and for their complete integration in the hosting community.



## DESCRIPTION OF THE PRACTICES: GOALS & ACTIVITIES

During the PLA focused on the context of Barcelona, inclusive education for pupils with foreign backgrounds became relevant not only in Catalunya but also in the other regions of Spain. The project partners in communication with education and migration experts about successful practices around the inclusion of migrant and refugees pupils defined the practices that potentially can be introduced into their own education systems. The PLA activities aimed to answer the following questions:

- Which measures do the formal and informal education institutions take for the educational inclusion of pupils with foreign backgrounds?
- Which types of inclusion have been introduced into the local education system?
- How does the difference in the share of pupils with foreign and native backgrounds regulate existing or non-existing social, cultural and language barriers within concrete education institutions?
- How do the differences in the cultural experience of pupils affect potential social barriers and communication patterns within concrete education institutions?
- What is the value of parental assistance and support in the educational inclusion of migrant kids into the foreign education system?
- Which measures are the education institution able to implement in order to eliminate existing social barriers between own pupils?
- How does the motivation to study affects the integration of concrete individuals with foreign backgrounds to the foreign education system?

### Objectives:

- Identifying good practices in visited education institutions of the host country
- Participation in international knowledge and experience exchange
- Defining practices for further promotion and potential introduction into the home country education system
- Strengthening international cooperation in the field of migrant education
- Providing and receiving international feedback

### *Programme PLA 2022*



DAY 1– THURSDAY 4 NOVEMBER 2021		
WHEN	WHAT	WHERE
<b>MORNING</b>		
8.30 – 9.00	Kick-off session, introduction of participants and expectations	<b>Institut Consell de Cent</b> Carrera street, number 25 Barcelona  Public transportation: Metro station <b>DRASSANES</b> (Line 3, green)  <b>Pick up at the metro station entrance at 8.10</b>
9.00 – 10.00	Interview with <b>Jesús Martín</b> , headteacher at INS Consell de Cent (secondary school with one of the highest rates of pupils with a migrant background)  <a href="https://agora.xtec.cat/iesconselldecent/">https://agora.xtec.cat/iesconselldecent/</a>	
10.00 – 10.15	Coffee-break	
10.15 – 11.00	Guided tour to the secondary school and informal talks with school pupils	
11.00 – 12.00	Workshop on intercultural education by <b>Miquel Àngel Essomba</b> , director of ERDISC-UAB	
<b>AFTERNOON</b>		
13.00 – 14.00	Lunch in a restaurant led by youngsters in social exclusion, and discussion with <b>Ignasi Sans</b> and <b>Teresa Soldevila</b> , managers  <a href="https://www.facebook.com/Norai-Raval-182527615104549/">https://www.facebook.com/Norai-Raval-182527615104549/</a>	<b>Restaurant NORAI RAVAL</b> Avinguda de les Drassanes, number 1 Barcelona  Public transportation: Metro station <b>DRASSANES</b> (Line 3, green)  <b>Pick up at the metro station entrance at 12.55</b>



EVENING		
15.00 – 15.30	Interview with <b>Anna Tarrés</b> , doctor in sociology, on a study about young migrants' school pathways in Catalonia  <a href="https://www.tesisenred.net/handle/10803/671562#page=1">https://www.tesisenred.net/handle/10803/671562#page=1</a>	<b>Associació AEI Raval</b> Rambla del Raval, number 7 Barcelona
15.30 – 16.30	Interview with <b>Shazra Javed</b> , project manager, Prometheus project (empowerment of youngsters with a migrant background to get access to higher education)  <a href="https://www.aeiraval.org/">https://www.aeiraval.org/</a>	Public transportation: Metro station <b>PARAL-LEL</b> (Line 3, green)
16.30 – 16.45	Coffee-break	<b>Pick up at the metro station entrance at 14.45</b>
16.45 – 17.15	Interview with <b>David Moya</b> , expert in Immigration regulations, to talk about the current legal status of unaccompanied migrant minors in Spain	<b>14.45</b>
17.15 – 17.30	Guided tour to the non-formal education association and informal talks with association's members	
20.00 – 22.00	Dinner in a restaurant led by youngsters in social exclusion, and discussion with <b>Martín Habiague</b> , project manager  <a href="https://www.mescladis.org/noticia/restaurante-escuela-mescladis">https://www.mescladis.org/noticia/restaurante-escuela-mescladis</a>	<b>Restaurant Mescladis</b> Comte Borrell street, number 122 Barcelona  Public transportation: Metro station <b>URGELL</b> (Line 1, red)  <b>Pick up at the metro station entrance at 19.50</b>



DAY 2 – FRIDAY 5 NOVEMBER 2021		
WHEN	WHAT	WHERE
<b>MORNING</b>		
9.30 – 10.30	Interview with <b>Zuhir Zammouri</b> and <b>Sara Vilà</b> , director and manager, Superacció Association for unaccompanied migrant minors  <a href="https://superaccio.org/">https://superaccio.org/</a>	<b>Associació Superacció</b> Avinguda del Litoral, 86 Barcelona  Public transportation: Metro station <b>POBLENOU</b> (Line 4, yellow)
10.30 – 10.45	Coffee-break	<b>Pick up at the metro station entrance at 9.00</b>
10.45 – 11.30	Guided tour to the association and informal talks with association's members	
11.30 – 12.15	Wrap up session. Final questions and evaluation, key issues for the PLA report.	
<b>AFTERNOON</b>		
13.00 – 14.00	Lunch in a restaurant led by youngsters in social exclusion  <a href="https://www.facebook.com/Norai-Raval-182527615104549/">https://www.facebook.com/Norai-Raval-182527615104549/</a>	<b>Restaurant NORAI RAVAL</b> Avinguda de les Drassanes, number 1 Barcelona  Public transportation: Metro station <b>DRASSANES</b> (Line 3, green)  <b>Pick up at the metro station entrance at 12.55</b>





## FINDINGS OF THE PLA

**Visit Institut Consell de Cent** provided us with several successful and effective practices. In the school with 93% of pupils with foreign backgrounds (children of migrants born in Spain or coming from foreign countries with their family), significant work has been performed to eliminate cultural barriers. The institute is located in the Poble Sec neighbourhood which is located in the geographical and economic centre of Barcelona, while most of the migrants live in the Raval neighbourhood. Many families in the Poble Sec neighbourhood show resistance in enrolling their children in this institution. For this reason, this work has been mostly related to introducing into school cultural mediators, who promote the values of different cultures to pupils, facilitating reciprocal sharing and reinforcing the intercultural dimension. For example, the majority of pupils in the school came to Barcelona from Pakistan, Morocco, Bangladesh, and due to the work of cultural mediators, pupils with differences in behavioural patterns, such as liberal-valued Dominican and traditional-valued Pakistan pupils, do not face crucial conflicts. Related to performing work in the aspect of cultural inclusion, it is worth mentioning, the school can not be considered as one with serious gender gaps. These are pupils who have a very low level of skills and competences, having a strong linguistic gap. There are few pupils in the school, but the difficulties to face are a lot.

The principal project, presented during the field visit, was: **Welcome Classes or Clases Abiertas**. The aim of this project is to fill the linguistic gap and in a second phase reinforce other skills. The educational programme proposed is:

- 1) linguistic reinforcement: from 1 to 3 years
- 2) laboratories for job insertion: from 3 and 4 years

In the first 3 years, the groups are quite homogeneous, while in the 3rd and 4th year, to motivate the children more, cooking workshops, bicycles workshop (cyclofficina), etc. are offered. These workshops aim to stimulate and introduce them to the labour market.

These are *reinforcement classes* in which the Spanish language is strengthened and some gaps in the various subjects included in the school curriculum are filled. It is a kind of *special program* for those with much more difficulties. Most of the students are from Pakistan, Bangladesh, etc. The principal of school informed that although this program lasts three years, it is still not sufficient for teaching the language to children.

From a **methodological point** of view, the project is organized in:

- 54 students divided into 3 groups: each group 18-20 students for better following them
- for each age the school track a specific line of education, for personalizing the intervention and making closer to real needs of young

For example, a teacher who has 18 hours per week, according to the needs of the pupils, carries out the work of strengthening and reinforcing skills within the *abiertas clases*. Here the students are supported and then reintroduced step by step to the regular classes. It is not only a linguistic barrier but it is also a cultural barrier, in fact it is so important to help them to improve the level of reciprocal exchanges and coexistence among them. The cultural issue is a very important factor in terms of inclusion both in school and in society.

In this center the children arrive with a "suitcase full of problems" and therefore a way is sought to live and face these types of problems. Attention is paid to educational orientation, guidance and companionship which is a key tool for the work of the institute: the educators create a bond of trust with the pupils. When problems arise, external psychological help is offered for supporting the minor and help him in solving them.



Surely the pandemic has had a great influence on this situation, a significant increase in problems related to the *mental health* of students is evident. Often these problems derive from complicated family dynamics, one of these concerns the economic situation that prevents, as in the case of the lockdown, access to services such as school. Many pupils do not have a PC or an internet network or even just suitable spaces for studying within the home. This emerged clearly during the pandemic for access to the DAD, the school had the load of providing technological tools to children so as to be able to guarantee education even at a distance. In this regard, the principal of school specified that after the closure of last March, the school was able to guarantee distance learning in a few days.

The school is part of a coordination network with other associations and entities that deal with non-formal education. Often they rely on the associations part of this network according to the needs that emerge, for example they collaborate with the *Formica Asociaziale* which is a local non-formal linguistic association.

For many students, when they graduate, it is very difficult to get out of the protection that the school and the neighborhood guarantees. Despite encountering great difficulties in terms of education, families want their children to attend University and realize themselves, so the institute creates *ad hoc classes* in which children can make up for teaching gaps and approach professional careers, in view of a future University path.

One of these is the artistic one which is also open to young people who come from other cities close to Barcelona and who have their own problems, often related to mental health. They are between 16 and 18 years old.

Involving families is very difficult because there are often linguistic and cultural, but also economic barriers. Very often parents do not have time to devote themselves to their children's school activities or pay enough attention to follow and monitor their path and progress.

Finally, the school welcomed a group of pupils suffering from deafness, and to cope with this class provided training for teachers in sign language.

Another activity that greatly helped the integration of the boys was the game of cricket, especially among Pakistani girls who joined in large numbers and started practicing the sport by investing in their own interests and working on team spirit. The result was successful because sport is a positive practice for cooperation and teamwork.

If to pay attention to **education aspects**, the work with pupils is starting from division to groups with high and low motivated pupils to study. For low motivated students, the first primary goal of teachers is to increase their motivation to study, and after that by increasing difficulty of study programme step-by-step to improve educational capacities. Groups with high motivation to study are educated mostly through educational programmes with difficulty higher than average. With that regard, the practice of open classroom workshops two times per week and special activities to include the students in the labour market seems effective for motivation increase.

The Institut Consell demonstrated to international partners that the integration of pupils with foreign backgrounds could be efficiently facilitated by introducing welcome classes into the learning plan. Such welcome classes provide an advantage in three aspects:

1. The pupils who just came to Barcelona receive additional time to adapt and assimilate.
2. With the help of teachers, they combat the fear of speaking mother-tongue and Spanish languages in classes.
3. Pupils find “soulmates” and form groups that are further able to combat social barriers.

At the same time, the experience of the Institut Consell paid attention to the **lack of parental assistance and support aspects of out-of-school life** of pupils related to school (homework and additional education tasks) and lack of parental support to the



development of the school as an educational institution. Traditional parents association is supported by two families only. Nevertheless, the Institut implements programs to motivate families to participate in school life and give space to them to attend activities organized by pupils.

As a result, the Institut can be characterized as an attractive institution for migrant children, and families wish to bring kids to school, and parents consider the school as the institution doing the best for pupils.

The second visit was in **the Associació AEI Raval**. It is a local private association that works with public funds, deals with non-formal education and operates in vulnerable economic contexts, precisely in the Raval district. Introduced by the Prometheus admission classes has the goal of not only promoting higher-level education but also eliminating social and economic inequality. Among the benefits of admission, classes are language training, with the further provision of the official language certificate. Nevertheless, the most significant finding that is necessary to mention is that the service is free of charge and aimed at easing integration and facilitation of inclusion of the migrant students to higher education level. The project is booming, and nowadays, 80 people use the benefits of the Prometheus.

The interview and discussion with David Moya, an expert in Immigration, disclosed the omitted legal system, especially concerning unaccompanied migrant minors. The legal challenges imposed on unaccompanied minors include the procedural complications in the application for the residence permit. For the minors, it becomes complicated to find and prove the ground for residence permit application and to prove the financial sufficiency for living in Spain minimal standard for 800 euros per month – a complicated amount for those who came from the poor and developing states. As a result, the high rate of residence permit proceedings ends with the negative decision and further deportation. However, deportation may take place only for people aged at least 18 years old, and sufficient work in Barcelona has been performed in work with minors aged from 16 to 18. Latest amendments to Spanish migration law (as a field of law) modified the residence permit procedure in several aspects: term of issuing a decision on deportation reduced from 9 to 4 months, a minimal standard of financial sufficiency in the amount of 400 euros for those who have a clear criminal record in Spain and home country has been introduced into the legal system.

The users are people, mainly teenagers, who have different origins.

The principal project, presented during the field visit, was: **Prometheus program**

The situation in the Raval is characterized by a strong inequality, for many children it is impossible to access University studies and this is a big problem in the neighborhood. The association in collaboration with various institutions of the city has created the Prometheus project, establishing a sort of public school in the Raval. It is a public school where the importance of education is explained to children, and that education is possible despite economic problems. Scholarships are made available. In this way children are motivated to enroll in University, often becoming the first people in the family to attend University and this is a ripple effect, because it positively stimulates the rest of the community, including some children who are victims of discomfort and exclusion. If a boy has problems, he contacts the University through Prometheus and the University helps him. When a student is included in the program, they must nurture this cycle by supporting prospective students and helping them. The program was born in 2016. Today there are 80 students in the university.

Discussion with the **Superacció Association** for unaccompanied migrant minors demonstrated the importance of mental intervention in working with minors, not only migrants unaccompanied but also with native minors. Superacció is a non-profit association that was born in Barcelona at the beginning of 2013 and is made up of professionals in its fields of action who, selflessly, are involved so that this project can be carried out. In the centre, with 4 residences, 395 minors, and 60 workers, colossal work had been done to achieve the inhabitants' emotional stability. In the result of the three-year course, including the year's 1 and 2 full-time study and year's 3 half-time study and half-time societal observation in the form of volunteering or just walking around and watching, 80% of unaccompanied minors after participation in the project became socially included. Prevention of mental intervention takes place in the form of collaborative outcomes from physical activities, intellectual support and work with emotions. Furthermore, it



is worth mentioning that the practice can be defined as successful as, before participating in the project, 70% of minors were at risk of marginalization.

The young people who attend the center are young people with

mental disabilities, or who live on the street or are foreign minors (from Ceuta and Melilla). It is a sports center, which carries out educational activities. For example, they use the triathlon as an educational tool. Sports and artistic activities are planned. The triathlon leads young people to work on their limits and potential, intertwining them with those of others, helping them to collaborate and break stereotypes, enhancing growth and adaptation and to different mental and physical but also cultural conditions. Young people often eat there and often have group and reflection activities.

A meeting was held with the head of the center and educators. Then it was possible to participate in the reflection meetings, in a sort of circle time.

The young people talked about their dreams and why they arrived in the center: they come with dreams and think they can only do some professions. Through the program of the center they realize that they can improve and find their real passions and follow their attitudes (e.g. a boy came in to work as a mechanic and then realized that he wanted to deepen the study of music and teach children vulnerable). Activities related to hygiene education, order and cleanliness are also carried out.



## CONCLUSIONS, REMARKS & RECOMMENDATIONS FOR IMPROVEMENT


From visiting the Institut Consell de Cent, the Finnish partner would like to make several conclusions. All approaches integrated into the learning processes of the institution can be considered effective for migrant pupils and helping them to smoothly integrate into the foreign education system. At the same time, in the inclusion effort of the Institut we can see omissions:

1. The division into high and low motivation students increases the academic performances of highly motivated students and motivation of low motivated, but also facilitates inequality and potentially social barriers between these groups. Open classrooms aimed at the prevention of social barriers increase, but it is not always efficient.
2. Cultural inclusion is a vital part of the work with migrants in educational society, especially if educational institutions' primary goal is to work with migrant pupils. However, the vital part of cultural inclusion is religious inclusion. By that, we would like to recommend that for a school where the majority of pupils came from Pakistan, Bangladesh and other states, it would be efficient if pupils receive knowledge about religions other confesses. Therefore, we are not recommending people to deep into different religions, but to receive general knowledge in order to understand why pupils with, for example, Islamic background have traditional behavioural patterns.
3. One of the disadvantages of the school with 93% of foreign backgrounds is lack of knowledge and experience in interaction with native peers. That may not be a problem during basic, secondary and upper-secondary levels of education during which it would be possible to find education institutions for migrants, but with the universities, it would be complicated. For the purposes of acquiring knowledge about aspects of interaction with local Spanish communities, the meetings and consultations with local councillors take place in the Institut. However, for a more efficient effect, we would recommend integrating the approach of organizing events in cooperation with schools where native peers dominate pupils' segment. Through such cooperation, native and foreign integration will be more efficient, and outschool events will be more diversified.

The outcomes of the Prometheus project proved to us that admission classes for encouraging people to study at the higher education level are an effective tool that should be introduced not only for potential students with foreign backgrounds but also for native peers, as in Finland, there is a high rate of unwillingness to study in the universities among young people.

The Spanish legal system related to migration affairs seems for us discriminative and complicated for unaccompanied minors. From the dialogue with David Moya, we defined the following loopholes:

1. The minimal standard of financial sufficiency applying for the residence permit application is too high for those who just reached the age minimum of the right to work or live by the cost of parents money from home country (that often are poor and developing states). Often, even adults can not prove financial sufficiency, and it is incredibly complicated for unaccompanied minors. The amendment allowing to add funds received from social benefits organizations eased the procedure for people but did not solve, as, from the bureaucratic point of view, these funds are difficult to get.
2. There is no transition period between minor and adult. If the minor came to Spain at the age below 18, social organisations would take care of them as kids, but after the individual turns 18 – he or she is considered as an adult, and it is becoming possible to start the deportation process immediately. Due to that, minor appears in a challenging situation: he or she, until reaching 18 y.o., needs to receive the right to study at secondary, upper-secondary, or higher education, in order to apply for a residence permit on the ground of education; to find a job, in order to apply for a residence permit on the ground of employment, which is complicated without knowledge and experience; or to get married on the Spanish citizen or resident,



in order to apply for a residence permit on the ground of family reunification. Moreover, reducing the deportation decision consideration period from 9 to 3 months made the situation for such a category of minors only more complicated. So, we would like to recommend increasing consideration time from 9 to 12 months, or at least giving a transition period from 6 to 12 months, to give time to make proper and successful residence permit applications.

The outcomes of the Superacció Association for unaccompanied migrant minors programme are fascinating, but only as a mental health centre. Increasing social inclusion through physical interactions with mates and society, in general, is effective, but only for a short-term perspective. We agree that art and physical education can raise an individual's self-esteem, but it does not help to integrate entirely into a foreign society. The association does not provide deep and intensive language courses and does not integrate people into the education system or labour market, such as the Prometheus project. So, after the end of the 3 years courses, minors appear in the situation that with stable self-esteem they need to integrate into the education system and labour market by themselves, and without proper knowledge of the language, it becomes really complicated to do so. However, we understand that the main problem is project funding, and with a 1M euros fund, the project results are inspiring.

As a result, after participation in the PLA in Barcelona, the Finnish partner can make several simple conclusions:

1. Project-based education is the most effective in working with migrant pupils' mental health and the most effective in constructing a schools community without social barriers.
2. Social inclusion of pupils with foreign backgrounds is tightly linked to eliminating language barriers, xenophobic attitudes among native peers and cultural inclusion.
3. Social inclusion in general, not to the education system, depends on the mental health of the migrant individual, language knowledge and scale of integration into the education system and labour market. The most vulnerable segment of migrant society is unaccompanied minors.
4. The legal system related to migrants is complicated, but not more complicated than the systems existing in the other members of the EU and EEA.

The Italian partner can make following conclusions:

1. Personalized educational programmes which pays attention to stories of young, personal, family and social background and their own reflection (Superaccion Association - circle time)
2. Personalized educational programmes which pay attention to the path of young in a transition phase, when they turn at 18 years and they should start an autonomous pathway (University, insertion in labour market)
3. Interconnection with artistic and sport programme, creating holistic programme
4. The non-formal education enter in the school and reinforcing the educational and social inclusion



## TRANSNATIONAL ASPECT

### *Finnish partner*

The PLA presentations were informative and shared common points on the benefits of social, cultural and mental inclusion of pupils with foreign backgrounds into education systems for their subsequent integration into a new society. The idea of welcome classes could be integrated more comprehensively into the Finnish education system, which uses this approach but not commonly. The idea of a soft integration period before entering the learning process in a foreign school may help to avoid fears and concerns about matters of first impression and potential diminishing of self-esteem within ordinary learning processes defined by the national curriculum. Moreover, the PLA presentations illustrated that pupils' social and mental inclusion might lead not only to smooth adaptation to new learning processes but also might give rise to determining motivation to proceed in the study and work in foreign society and to overcome challenging social barriers.

The Finnish high education system faces challenges of a high rate of student drop-outs and a lack of high-skilled international students in universities. So, the approaches on increasing motivation to study integrated into the Finnish education system would be considered appropriate.

In general, all of expressed at PLA experiences has been somehow integrated into Finnish education and migration systems, but nowadays, challenges call for responding initiatives for more comprehensive integration of inclusion approaches to societies.

### *Italian partner*

The field visit was a great opportunity for our operators to increase their skills, learn about new practices and compare methodologies and enrich the experiences presented by the young people welcomed and by the operators.

Each visit was well structured, providing the opportunity to get to know the young people closely and their stories, dreams, difficulties and expectations, as in the Superaccion Association. At the same time, it gave operators the opportunity to reflect on their own practices and understand how to create future synergies.

The visit was built by providing formal, non-formal and informal practices and this greatly interested the Italian partner because even in Italy we work a lot on the reception of unaccompanied foreign minors and their insertion and inclusion both in the school and in the social network. The programs presented can represent good practices to be strengthened in order to build paths of transnational exchanges and to increase the knowledge of these practices also for other operators in the Salesian world, who are confronted daily with similar problems and difficulties.



## ANNEXES

Finnish Partner – University of Lapland: <https://www.ulapland.fi/EN>

Italian Partner - Salesiani per il Sociale Associazione di Promozione Sociale: <https://www.salesianiperilsociale.it/>

PLA organizer – ERDISC: [https://slidomigration.eu/en/partners/erdisc-uab\\_en/](https://slidomigration.eu/en/partners/erdisc-uab_en/)

PLA organizer – UaB: <https://www.uab.cat/>

PLA contributor - Institut Consell de Cent: <https://agora.xtec.cat/iesconselldecent/>

PLA contributor - Associació AEI Raval: <https://www.aeiraval.org/>

PLA contributor - Associació Superacció: <https://superaccio.org/>