SURVEY: Schools' "intercultural profile"

TECHNICAL DATASHEET

Evaluation environment for fostering intercultural mentoring tools and practices at school

Technical datasheet for the application of the survey

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BACKGROUND

One of the most worrying aspects of the European education systems is the early school leaving rates at the compulsory education levels which affects in particular pupils with migrant or disadvantaged socio-economic backgrounds. According to EUROSTAT data, 37.8% of students with migrant background leave school prematurely with serious consequences in terms of unemployment and social exclusion.

We live in a changing society, in which the migratory processes are the order of the day. These processes can lead to harmful situations, especially for those young people who must complete compulsory education and end up leaving for different reasons (language, social exclusion, low academic performance...).

Four years ago, a group of European universities and NGOs, aware of the challenge of valorizing intercultural teaching and learning at school as a means to address the problem, developed the project *European Intercultural Project Mentoring tools to support migrant integration at school (INTO)*, where they produced a set of intercultural mentoring tools to support the integration of pupils with migrant background at school through the application of the peer mentoring methodology (more information: http://www.interculturalmentoring.eu/en).

Starting from the INTO project, the *Evaluation Environment for fostering intercultural mentoring tools and practices at school (E-EVALINTO)* pursues now a dual objective:

- Promoting peer mentoring actions aimed at reducing both the early school leaving of the migrant student population at compulsory secondary school level and the recognition of interculturality itself as part of an active and responsible education for enhancing a European citizenship.
- Developing an ICT framework to develop, manage and assess activities for addressing the needs of pupils with migrant background at risk of early school leaving and for promoting the positive impact of intercultural environments at school, with particular attention to decision-making as regard to policies and practices.

JUSTIFICATION

As starting point the E-EVALINTO consortium considers that, in order to obtain a multi-perspective picture of the context, it is crucial to identify the "intercultural profile" of an entire school instead of taking isolated assessments oriented to single individuals. In order to reach this objective they have designed a survey to be applied in each pilot school, which has joined the project. Four target groups inside the school have been involved, and the survey has been applied by questionnaires or semi-structured interviews depending on the target group to be addressed. This survey aims to analyse the underlying problems that the day-to-day schools live in relation to the matter at hand.

The semi-structured survey is addressed to the following actors in the school context:

- Management and counsellors [Q-MG&CO]
- Teachers [Q-TEACH]
- Parents or legal guardians [I-PAR]
- Pupils (mentors and mentees) [I-STU]

The purpose of choosing these four groups of actors is to cover the diversity of visions present in an educational community.

With this breadth of analysis, it is expected to know the needs of the pilot schools and then to develop appropriate tools for contributing to deal with the real problems detected in each school context, thus facilitating the inclusion of all members of the community and, as far as possible, contributing to reduce the rate of early dropout among pupils with migrant background.

The individuals selected in each group must represent the diversity and the set of opinions on the phenomenon that we study in their respective schools.

GUIDELINES

- We suggest the finding and selection of the pilot school according to these characteristics:

  - ✓ Compulsory Secondary School.
  - ✓ Existence of a significant percentage of pupils with migrant background.
  - ✓ Existence of a significant percentage of early school leaving cases.

- The different groups of participants should be selected as follow:

  - ➢ Management team and counsellors (**2 persons**): with at least one full academic year spent in that school.
  - ➢ Teachers (**6 teachers**): experienced in working with foreign students.
  - ➢ Families **(about 15 to 20 parents)**: both immigrant families and families of the country of origin (so parents of potential mentors and mentees). It is advisable that the sample be, as far as possible, statistically representative of the pupils school population.
  - ➢ Pupils **(about 15 to 20 students)**: attending a compulsory secondary school level.

- The study consists of three phases:

  - **Phase 1 (School identification + First round):**
    - o To identify the pilot school and to fill in the "Context overview" table.
    - o To select the participants.
    - o To collect the informed consent forms signed (if needed)
    - o To implement the survey (management team and counsellors, teachers, parents and pupils).
    - o To process the collected data (preparation of a report with all the answers, diagrams…).
    - o To analyse the collected data both by target groups and at a global level by comparing the information collected from the 4 groups of participants.
    - o To prepare a final report of the Phase 1 results
  - **Phase 2: (Evaluation + Second round + Analysis of results)**
    - o To identify the critical points observed in the Phase1 survey.
    - o To design a closed questionnaire. In each context, a specific closed questionnaire has to be developed, based on the results obtained in Phase 1 and it will be proposed to the same actors (questionnaires/interviews will be defined according to the results of the Phase 1).

- To implement the second round of questionnaires/interviews by groups of participants (management team and counsellors, teachers, parents and pupils).
- To process and analyse the collected data.
- To prepare a final report of the Phase 2 results
- **Phase 3 (optional):**
  - To create a discussion group with teachers and the management team (depending on the families and the way they have been involved, it could be considered to include them in the discussion group) to talk about the critical point identified in the Phase 2 report[1].
  - To prepare a final from each pilot school, analysing the responses.
  - To carry out a joint analysis of the pilot schools and to prepare final global report of this experience.

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[1] The members of the discussion groups should be the same as those who participated in the previous phases. The purpose of the discussion group is to give voice to those actors who need to clarify some answers. This phase has a more informal character, seeks personal opinion and possible solutions that can give these groups of actors. During the discussion groups, it is recommended to request ideas on possible solutions to the problems detected.

Check list

		✓
Pilot school identification	Secondary Compulsory School	
	Presence of pupils with migrant background	
	Early school leaving rates	
Forms to be filled in	"Contexts overview"	
	Informed consent for pupils (if needed)	
Selection of participants	**2 School staff members** belonging to the management team and counselors	
	6 Teachers (experienced with foreign students)	
	15 / 20 pupils (both with migrant background and not)	
	15 / 20 parents (both with migrant background and not, so to have a representative sample of the school population)	
Survey Timetable	To be defined at local level according to the school availability	
Implementation of questionnaires / interviews	Phase 1: (insert date)	
	Phase 2: (insert date)	
	Phase 3 (Optional): at discretion of local teams	
Collection of data and analysis of results	Phase 1: (insert date)	
	Phase 2: (insert date)	
	Phase 3 (Optional): at discretion of local teams	
Creation of Phase 2 questionnaires based on the Phase 1 results	Management Team and Counsellors (insert date)	
	Teachers (insert date)	
	Parents (insert date)	
	Pupils (insert date)	
Final reports	School reports (insert date)	
	Global report [if more schools are involved in the survey] (insert date)	

ANNEX 1: Context Overview

At the beginning of the survey, the person in charge of the survey's implementation should fill in this table (one for each pilot school), so to have a first contact with the pilot school context.

School overview		
Project team's responsible		
Name of the School		
City		
Country		
Type of school (according to the education system of the country)		
Contact person		
Socioeconomic and cultural context		
% of population with migrant background at school		
Number of participants	Management team and counsellors	
	Teachers	
	Parents	
	Pupils	
Countries of birth of the pupils with migrant background in the current course	• _____ • _____ • _____ • _____ • _____	
NOTES		

ANNEX 2: [Q-MG&CO]

Management Team and Counsellors' Survey

The Phase 1 questionnaire[2] for management team and counsellors is aimed to detect and subsequently develop strategies to address the most frequent problems found in the school context with regard to social inclusion of students with a migrant background in schools.

Please, answer to the following questions as sincerely as possible, bearing in mind that there are no good or bad answers. Your answers will be treated in a totally confidential manner.

NAME OF SCHOOL: _____

POSITION (e.g. Principal / Year Head etc.): _____

SEX: _____

NUMBER OF YEARS IN THIS ROLE: _____

Section A. An overview of the migrant pupil population of your school

1. What is the current enrolment in your school? _____

2. Approximately, how many of the pupil population are of migrant background? _____

3. In which year groups are there pupils of migrant backgrounds? Please tick all that apply[3].

   First Year ☐ Second Year ☐ Third Year ☐ Transition Year ☐
   Fifth Year ☐ Sixth Year ☐

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[2] Interview instead of questionnaire if desired.

[3] [for translators: change the options to fit into your local educational system framework]

Section B. An overview of the impact of migrant pupils on your school community

Please indicate the areas of school life in which you feel the presence of migrant pupils has a POSITIVE impact on school community.

Section C. An overview of the challenges relating to migrant pupils in your school community

Please indicate the CHALLENGES that arise in your school relating to migrant pupils.

Section D. An overview of current school practices relating to migrant pupils

Please indicate any POLICIES AND PRACTICES that your school / government currently employs in relation to migrant pupils (e.g. designated liaison person, language classes etc.).

Section E. An overview of possible developments to school practices relating to migrant pupils

Please indicate any policies and practices that you would like to DEVELOP in your school to respond to the needs of migrant pupils.

Section F. An overview of resources needed to improve school practice in relation to migrant pupils

Please indicate any RESOURCES that your school would need in order to improve the school experience of migrant pupils.

Thank you for your participation.

ANNEX 3: [Q-TEACH]

Teachers' Survey

The Phase 1 questionnaire[4] for teachers is aimed to detect and subsequently develop strategies to address the most frequent problems found in the school context with regard to social inclusion of students with a migrant background in schools.

Please, answer to the following questions as sincerely as possible, bearing in mind that there are no good or bad answers. Your answers will be treated in a totally confidential manner.

NAME OF SCHOOL: _____

SUBJECT: _____ LEVELS TAUGHT: _____

SEX: _____

NUMBER OF YEARS IN THIS ROLE: _____

Section A. An overview of the migrant pupil population of your classrooms

1. How many pupils do you teach in this school year? _____

2. Approximately, how many of your pupils are of migrant background? _____

3. In which year groups are there pupils of migrant backgrounds? Please tick all that apply[5].

    First Year ☐ Second Year ☐ Third Year ☐ Transition Year ☐

    Fifth Year ☐ Sixth Year ☐

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[4] Interview instead of questionnaire if desired.

[5] [for translators: change the options to fit into your local educational system framework]

Section B. An overview of the impact of migrant pupils on your school community

Please indicate the areas of school life in which you feel the presence of migrant pupils has a POSITIVE impact on school community.

Section C. An overview of the challenges relating to migrant pupils in your school community

Please indicate the CHALLENGES that arise in your school relating to migrant pupils.

Section D. An overview of current school practices relating to migrant pupils

Please indicate any POLICIES AND PRACTICES that your school currently employs in relation to migrant pupils (e.g. designated liaison person, language classes etc.).

Section E. An overview of your teaching strategies in classroom relating to migrant pupils (regardless the government or school policies)

Please indicate any teaching strategies that you actually PUT INTO PRACTICES in your classrooms to promote inclusion of migrant pupils.

Section F. An overview of possible developments to school practices relating to migrant pupils

Please indicate any policies and practices that you would like to DEVELOP in your school to respond to the needs of migrant pupils.

Section G. An overview of resources needed to improve school practice in relation to migrant pupils

Please indicate any RESOURCES that your school would need in order to improve the school experience of migrant pupils.

Thank you for your participation.

ANNEX 4: [I-PAR]

Parents' Survey[6]

> **THIS INTERVIEW WILL BE DEVELOPED INDIVIDUALLY AND PERSONALLY TO PARENTS PARTICIPATING IN THE PROJECT.**
>
> Instructions:
>
> - Explain to the parent / legal guardian briefly what the E-EVALINTO project consists of.
> - Explain to the parent / guardian that the information is confidential.
> - Remind her / him that there are no good or bad answers, and that everything she / he says will be taken into account.
> - Ask questions slowly and make sure the parent / guardian understands what you want to ask.
> - The interviewer should listen carefully to the response.
> - Remind the parent / legal guardian that there will be a second PHASE in which their participation will be requested again, and that this phase will consist of a closed questionnaire.
> - Always seek the opinion of the participant.

PERSONAL INFORMATION

SEX: _____

COUNTRY OF BIRTH: _____ YEARS IN THE HOST COUNTRY: _____

LEVEL OF STUDY: _____ PROFESSIONAL OCCUPATION: _____

Section A. An overview of your family

1. How many children have you got? _____
2. How old are they? _____   _____   _____   _____
3. Where were they born? _____
4. How many of them are actually enrolled at school? _____

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[6] Questionnaire instead of interview if considered feasible.

5. In which year groups are they enrolled? Please tick all that apply[7].

Child 1

First Year ☐ Second Year ☐ Third Year ☐ Transition Year ☐

Fifth Year ☐ Sixth Year ☐

Child 2

First Year ☐ Second Year ☐ Third Year ☐ Transition Year ☐

Fifth Year ☐ Sixth Year ☐

Child 3

First Year ☐ Second Year ☐ Third Year ☐ Transition Year ☐

Fifth Year ☐ Sixth Year ☐

Child 4

First Year ☐ Second Year ☐ Third Year ☐ Transition Year ☐

Fifth Year ☐ Sixth Year ☐

[add more if required]

Section B. An overview of the impact of school in your children / family

Please indicate the POSITIVE impact of school for your children and family.

Section C. An overview of the challenges relating to your children at school

Please indicate, if any, the kind of problems you have experienced regarding the inclusion of your children in the school community (learning difficulties, lack of support, language difficulties, etc.).

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[7] [for translators: change the options to fit into your local educational system framework]

Section D. An overview of current school practices relating to inclusion

Please indicate if the school takes measures to solve these problems of inclusion (specially in case they affect to your children). If so, please provide with some examples.

Section E. An overview of possible measures to adopt

Please indicate what kind of measures the school should adopt in order to solve these problems of inclusion (specially in case they affect to your children). Please provide with some examples.

Section F. An overview of possible ways to collaborate

Please indicate if you would be willing to collaborate with the school in the development of activities that improve the inclusion of the schools´ students. What activities do you think could be developed in this regard?

Thank you for your participation.

Annex 5: [I-STU]

Pupils' Survey[8]

THIS INTERVIEW WILL BE PASSED INDIVIDUALLY AND PERSONALLY TO EACH PUPIL WHO IS PARTICIPATING IN THE PROJECT.

Instructions:

- Explain to the pupil briefly what the E-EVALINTO project consists of.
- Explain to the pupil that the information is confidential.
- Remind her / him that there are no good or bad answers and that everything they say will be taken into account.
- Ask questions slowly and make sure the pupils understand what you want to ask.
- The interviewer should actively listen to the response.
- Remind the pupils that there is a second phase in which they will be asked to participate by completing a closed questionnaire.
- Always seek the opinion of the student, asking her / him not to be influenced by the opinion of others.

PERSONAL INFORMATION

AGE: __ SEX: ___ COUNTRY OF BIRTH: _____ COURSE: _____

YEARS IN THE COUNTRY: _____

Nº OF BROTHERS, SEX AND AGE: _____

Section A. An overview of your relationship with schoolmates

Please describe your relationship with peers at school. Do you feel integrated or do you contribute to the integration of other classmates?

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[8] Questionnaire instead of interview if preferable.

Section B. An overview of your relationship with teachers and tutors

Please describe your relationship with your teachers. Do you think teachers at school help students with migrant background to solve their problems? Please provide some examples.

Section C. An overview of possible measures to adopt

Please indicate what kind of measures the school should adopt in order to solve these problems (specially in case they concern you). Please provide some examples.

Section D. An overview of possible ways to collaborate

Please indicate if you would be willing to collaborate with the school in the development of activities that improve the inclusion of pupils with migrant background. What activities do you think could be developed in this regard?

Thank you for your participation.