

# STEMS Project – 01

## NEED / SITUATION ANALYSIS REPORT



Szczecińska Szkoła Wyższa



**TdG**  
Torre dei Giovani



Co-funded by the  
Erasmus+ Programme  
of the European Union

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Project Number: 2016-1-ES01-KA201-025145



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## 1. OVERVIEW

O1 Situation / Need Analysis starts with the Kick off Meeting.

Duration: 5 months

### 1.1. Justification

As starting point the STEM consortium considers that, in order to obtain a multi-perspective picture of the context, it is crucial to identify the “intercultural profile” of the pilot schools. In order to reach this objective this survey will be applied in each pilot school, which has joined the project. Three target groups inside the school will be involved (students, parents and teachers), and the survey will be applied by questionnaires<sup>1</sup>. This survey will analyse the underlying problems that the day-to-day schools live in relation to the matter at hand.

### 1.2. Implementation

- Description of the pilot school:
  - Socio cultural profile of the school.
  - Existence of a significant percentage of pupils with migrant background.
  - Existence of a significant percentage of early school leaving cases.
- Selection of participants:
  - Teachers (**20 teachers**): experienced in working with foreign students.
  - Parents (**50 families of immigrant students and 50 families of local students**) of students: It is advisable that the sample be, as far as possible, statistically representative of the migrant pupils school population.
  - Students (**50 immigrant students and 50 local students**): attending a compulsory secondary school level.
- Survey:
  - To collect the informed consent forms signed (if needed).
  - To implement the survey (students, teachers, parents).

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<sup>1</sup> Semi-structured interviews instead of questionnaire could be possible, if desired.



- To process the collected data (preparation of a report with all the answers, diagrams...).
- To analyse the collected data both by target groups and at a global level by comparing the information collected from the 3 groups of participants.
- To prepare this report.

### **1.3. Results**

The analysis is expected to provide results about:

1. The overall profile of students in the pilot schools: their academic success, social inclusion, integration, psychology, regular attendance rate etc.
2. The challenges that teachers experience working with students: difficulties, communication, feelings, best practices, etc.
3. The perception of the parents of the students about their children' school community.



## 2. CONTEXT

Partners who has applied the surveys was the following:

- IES Ruiz de Alda, Spain
- Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi ve Ortaokulu, Turkey
- Collegium Balticum - Szczecińska Szkoła Wyższa, Szczecin, Poland (Several schools)
- Torre dei Giovani, Italy
- Gießen – Vogelsbergkreis, Germany

Italian school IISS Ferrara Palermo left the project before starting the survey phase. Torre dei Giovani team was incorporated during the extension of the deadline to apply the questionnaires.

As indicated in the possible future steps on the second meeting, the surveys were also applied in Germany. Therefore, the answers have been included in this report.

There are 406 student responses (401 complete and 5 incomplete), 120 teacher responses (116 complete and 4 incomplete) and 301 parent responses (300 complete and 1 incomplete). Therefore, there is a total of 827 surveys answered.

The number of answers is divided as shown in the following table:

	Students		Teachers		Parents		Total	
	nº	%	nº	%	nº	%	nº	%
<b>Collegium Balticum - Szczecińska Szkoła Wyższa, POLAND</b>	147	36,12%	25	20.83%	103	34,22%	275	33,25
<b>IES Ruiz de Alda, SPAIN</b>	96	23,65%	34	28.33%	71	23.59%	201	24,30
<b>Torre del Giovani, ITALY</b>	29	7,14%	4	3.33%	2	0.66%	35	4,23
<b>Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi ve Ortaokulu, TURKEY</b>	63	15,52%	35	29.17%	125	40.53%	223	26,96
<b>Gießen – Vogelsbergkreis, GERMANY</b>	71	17,49%	22	18.33%	0	0.00%	93	11,25

Table 1. Answers overview

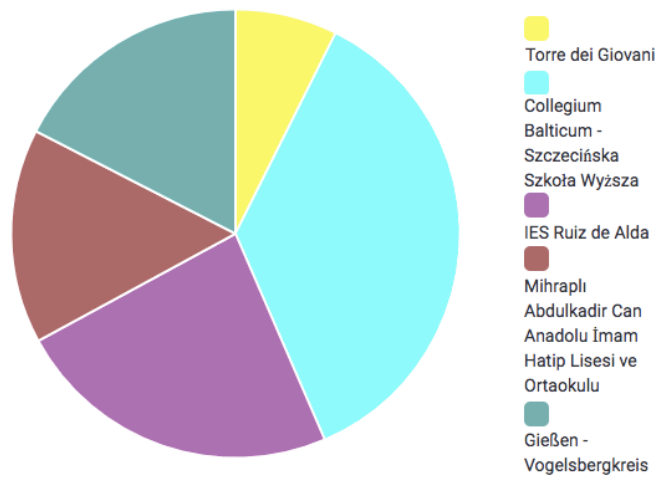


Figure 1. Student answers by school

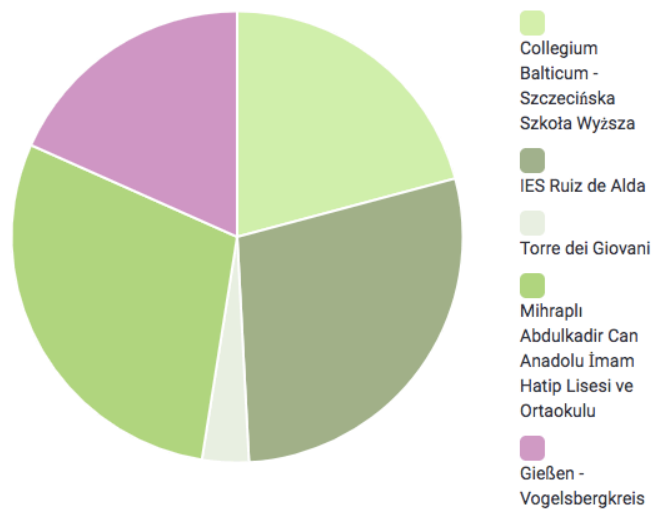


Figure 2. Teachers answers by school

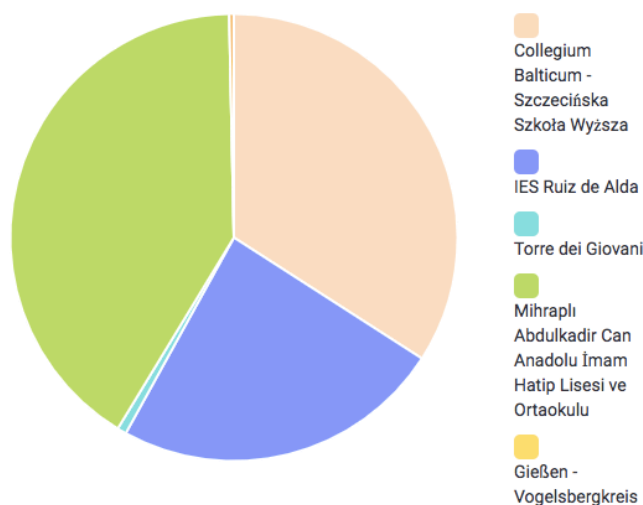


Figure 3. Parents answers by school

At the school overviews the number of invited participants it's different than the number of the survey answers. This shows the effort made by each institution to achieve the real numbers shown in the previous table (Table 1).

School overview	
Project team's responsible	CRISTIANO BUONOCORE
Name of the School	"IPSEOA CARMINE RUSSO"
City	CICCIANO (NA)
Country	ITALY
Type of school (according to the education system of the country)	ISTITUTO PROFESSIONALE DI STATO SERVIZI PER L'ENOGASTRONOMIA E L'OSPITALITA' ALBERGHIERA
Contact person	GIUSEPPINA MAZZA (email: erasmus.tdg@gmail.com) (tel: 00393397024214)
Socioeconomic and cultural context	Cicciano is a Municipality of 12903 habitants in the Metropolitan City of Naples. Since it is a "no central area" and it is located next to many rural areas, with the presence of a lot of agricultural camps and farms, in the past years a lot of immigrants moved there to work, since it was the only opportunity offered to them. The socioeconomic structure is weak and the difficulties of the integration process create continuous conflicts between the original and the immigrant population. "IPSEOA CARMINE RUSSO" is a melting pot, which is working on students to get them integrated also through no formal education. There are a lot of best practices applied, especially related to food tools, since

	the main goal of the school is to educate youth for the gastronomic world market.	
<b>% of population with migrant background at school</b>	0,27 % (only for IPSSEOA “CARMINE RUSSO”)	
<b>Number of invited participants</b>	Immigrant students	35
	Local students	50
	Families of immigrant students	35
	Families of local students	50
	Teachers	20
<b>Countries of birth of the pupils with migrant background in the current course</b>	<ul style="list-style-type: none"> <li>• Cuba</li> <li>• Senegal</li> <li>• China</li> <li>• India</li> </ul>	
<b>NOTES</b>	<p>Organization NOTE: We implemented the tests since 1 July when we became the new Italian partner. It was hard to propose to schools, since mostly of them were already closed and the ones opened were going through exams process, so everyone was really busy and not focused at all to other stuff. Anyway, we managed in 10 days to come out with some statistics, knowing that all the partners will welcome us and support to insert in the “STEMS” project. Thank you very much for your effort.</p>	

Table 2. Italian school overview

<b>School overview</b>	
<b>Project team’s responsible</b>	Rafaela Nicolás Mirete
<b>Name of the School</b>	IES Ruiz de Alda
<b>City</b>	San Javier
<b>Country</b>	Spain
<b>Type of school (according to the education system of the country)</b>	Secondary School

<b>Contact person</b>	Rafaela Nicolás Mirete	
<b>Socioeconomic and cultural context</b>		
<b>% of population with migrant background at school</b>	26%	
<b>Number of participants</b>	Immigrant students	100
	Local students	50
	Families of immigrant students	50
	Families of local students	50
	Teachers	50
<b>Countries of birth of the pupils with migrant background in the current course</b>	<ul style="list-style-type: none"> <li>• Morocco</li> <li>• Ecuador</li> <li>• Bolivia</li> <li>• Bulgaria</li> <li>• Romania</li> <li>• Russia</li> <li>• China</li> <li>• Spain</li> </ul>	
<b>NOTES</b>		

Table 3. Spanish school overview

<b>School overview</b>	
<b>Project team's responsible</b>	Ebru ERKAL
<b>Name of the School</b>	Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi
<b>City</b>	Bursa
<b>Country</b>	Turkey
<b>Type of school (according to the education system of the country)</b>	Anatolian Religious High School

Contact person	Ebru ERKAL	
Socioeconomic and cultural context		
% of population with migrant background at school	26%	
Number of participants	Immigrant students	73
	Local students	60
	Families of immigrant students	60
	Families of local students	60
	Teachers	34
Countries of birth of the pupils with migrant background in the current course	<ul style="list-style-type: none"> <li>• Syria</li> <li>• Irak</li> <li>• Russia</li> <li>• Eritrea</li> <li>• Palestine</li> </ul>	
NOTES		

Table 4. Turkish school overview

School overview	
Project team's responsible	Beata Mintus
Name of the School	Several Schools involved by Collegium Balticum - Szczecińska Szkoła Wyższa
City	Szczecin
Country	Poland
Type of school (according to the education system of the country)	Primary and secondary school
Contact person	

<b>Socioeconomic and cultural context</b>		
<b>% of population with migrant background at school</b>		
<b>Number of participants</b>	Immigrant students	Primary: 152 Secondary: 62
<b>Countries of birth of the pupils with migrant background in the current course</b>	<ul style="list-style-type: none"> <li>• Poland</li> <li>• Ukraine</li> </ul>	
<b>NOTES</b>	<p>They started the implementation of the survey in mid June when school year was ending. They implemented survey by: dissemination link to survey in schools, interview (one person talks with immigrant families and put their answers to the computer) and private contacts. It was really difficult to find enough number of immigrant people who agreed to participate in the research. They disseminated and implemented surveys by many channels and contacts so it was very difficult for them to complete this table. The responses from their surveys were those in which the respondents chose the place of residence in Poland.</p> <p>In Szczecin the survey was implemented in schools below:</p> <ul style="list-style-type: none"> <li>• Secondary school A: 43</li> <li>• Secondary school B: 5</li> <li>• Secondary school C: 23</li> <li>• High school: 18</li> <li>• Gastronomic school</li> <li>• Economic school</li> <li>• Primary school: 65</li> </ul> <p>They could not receive information from these schools about the number of immigrant students.</p>	

Table 5. Polish schools overview

### 3. STUDENTS

#### 3.1. Students' profile

There is a total of 406 responses, 401 complete and only 5 incomplete. Of these students, the 51,97 % are women and the rest (48,03%) are men. The 49,51% of students response are immigrants (201 responses).

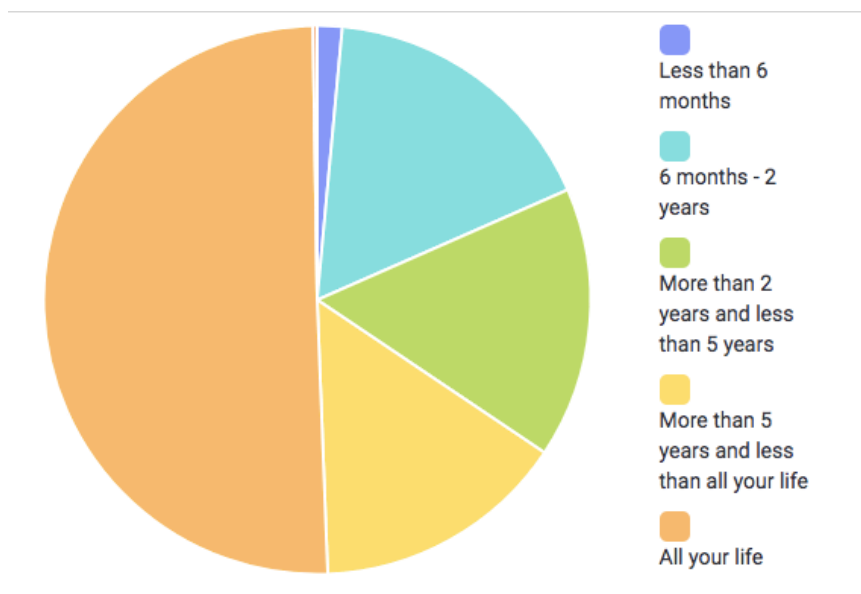


Figure 4. Students' survey by years in the country where you are living

The questionnaires have been answered by local and immigrant students. It is important analyze the results for this two groups take part in a different way in the school activities. We consider an answer is from a local student when the question about how many years he/she is living in the country take the value "All your life". The opposite value, any of the other options, from less than 6 months to more than 5 years but less than all your life, are considered answers from immigrant students.

School	Total	Local	Immigrants	% Immigrants
Collegium Balticum - Szczecińska Szkoła Wyższa, POLAND	147	98	49	33,33



<b>IES Ruiz de Alda, SPAIN</b>	96	77	19	19,79
<b>Torre del Giovani, ITALY</b>	29	1	28	96,55
<b>Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi ve Ortaokulu, TURKEY</b>	63	0	63	100,00
<b>Gießen – Vogelsbergkreis, GERMANY</b>	71	29	42	59,15

Table 6. Students' results overview

According to the birth data, most of immigrants are from Syria (33.83%), Ukraine (17.91%), Afghanistan (5,97%) and India (5,97%).

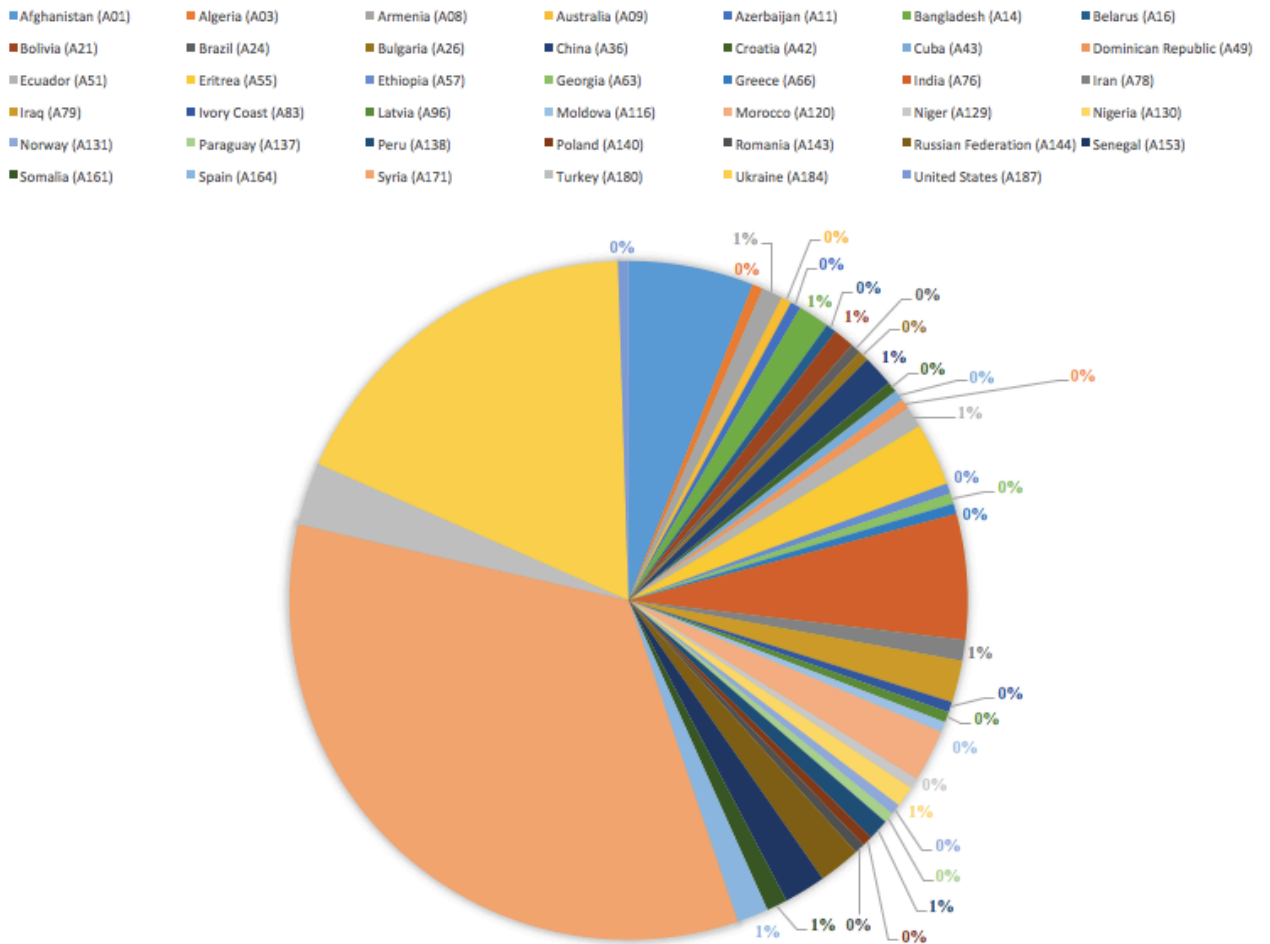


Figure 5. Immigrant students by country birth



Most of them have brothers or sisters (88,18%). About the same number of local students (178) and immigrant (180) have them.

Only 15,27% (62 students) has previously participated in other activities like STEMS, in particular, 31 immigrant students. Most of the students don't reply if they have liked to participate in the activities.

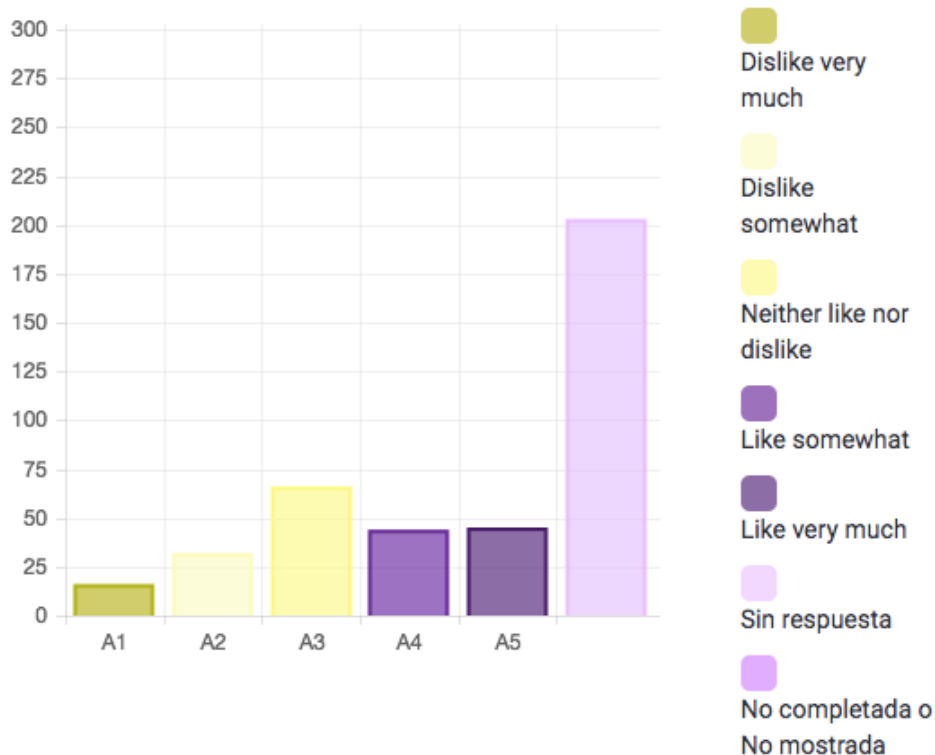


Figure 6. Students opinions about previous activities like STEMS

### 3.2. Section A. An overview of your relationship with schoolmates

- 57,14% are agree or strongly agree with “Students in my school treat one another with respect”.
- 70,20% are agree with “I feel emotionally safe in my classes”.
- 64,04% feels emotionally safe outside of the classroom.
- 45,93% are agree or strongly agree with “Students in my school help one another even if they are not friends” and 25% are disagree or strongly disagree with that.
- 66,75% feels that she/he belongs at school.



- 57,88% feels that she/he contributes to the integration of other classmates.

First, regarding the local students, the answers are very close to the overall result about the relationship with schoolmates. this can be seen in the specific data:

- 50,24% are agree or strongly agree with “Students in my school treat one another with respect”.
- 77,07% are agree with “I feel emotionally safe in my classes”.
- 68,29% feels emotionally safe outside of the classroom.
- 45,85% are agree or strongly agree with “Students in my school help one another even if they are not friends” and 23,4% are disagree or strongly disagree with that.
- 73,66% feels that she/he belongs at school.
- 58,54% feels that she/he contributes to the integration of other classmates.

About the results from the immigrant students, the most significant result it’s that they feel less agree with “I feel emotionally safe in my classes” and “that I belongs at school”.

- 64,18 are agree or strongly agree with “Students in my school treat one another with respect”.
- 63,18% are agree with “I feel emotionally safe in my classes”.
- 59,70% feels emotionally safe outside of the classroom.
- 46% are agree or strongly agree with “Students in my school help one another even if they are not friends” and 25% are disagree or strongly disagree with that.
- 59,70% feels that she/he belongs at school.
- 57,21% feels that she/he contributes to the integration of other classmates.

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

- About 71% are agree or strongly agree with “My school respects all races and cultures” and “Teachers at my school are respectful toward one another and toward students”. Regarding immigrant students, about 70% are agree or strongly agree with these affirmations. However, it’s the same for local students only for “My school respects all races and cultures”. For “Teachers at my school are respectful toward

one another and toward students” there are more local students agree, about 74,63%.

- About 52% are agree or strongly agree with “Students are involved in decisions about things that affect them in school” and “Most of my teachers are enthusiastic about teaching and communicate this to students”. About the results of immigrant students, 45% are agree or strongly agree with his involvement in decisions and 55% with the enthusiasm of his teachers. Regarding local students, about 59% are agree or strongly agree with “Students are involved in decisions about things that affect them in school” and about 50% with “Most of my teachers are enthusiastic about teaching and communicate this to students”.
- About 83% are agree or strongly agree with “Most of my teachers know my name” and “I respect most of my teachers”. For this aspect, the results with immigrant students answers it’s a little bit higher, 84,58% and 87,56% for each other. The number for local students are about 81% in both aspects.
- 60,43% are agree or strongly agree with “Teachers at school help students to solve their problems”. However, the percentage for immigrant students is lower, 56.22%, and for local students is higher, 64,39%.

### **3.4. Section C. An overview of your academic expectations and school learning achievement**

- About 83% of students attend class regularly, want to learn, want to finish high school and 71,43% want to continue education after high school.
- About 44,58% needs extra help with schoolwork and 33,74% doesn’t need help.
- About 55% thinks that they get good grades and 30% neither agree or disagree.
- About 63% participates regularly in class and 56% study regularly.

First, regarding the local students, individual results of the global ones are a little different especially about needed of extra help and about they get good grades:

- About 81% of students attend class regularly, 77% want to learn, 81% want to finish high school and 76% want to continue education after high school.
- About 35% needs extra help with schoolwork and 44% doesn’t need help.

- About 59% thinks that they get good grades and only 30% neither agree or disagree.
- About 64% participates regularly in class and 53% study regularly.

The most significant different between locals and immigrants it's that immigrants agree to learn more and needs more extra help than locals.

- About 85% of students attend class regularly, 87% want to learn, 83% want to finish high school and 67% want to continue education after high school.
- About 54,73% needs extra help with schoolwork and 22,89% doesn't need help.
- About 50% thinks that they get good grades and 31,84% neither agree or disagree.
- About 61,69% participates regularly in class and 59,70% study regularly.

### 3.5. Section D. An overview of possible measures to adopt

Measure	Agree– strongly agree			Disagree – strongly disagree		
	Global results	Local students	Immigrant students	Global results	Local students	Immigrant students
Linguistic support with the country's language	52,96 %	43,90%	62,19%	20,44 %	29,27%	11,44%
Extra help with schoolwork	48,03 %	40,49%	55,72%	20,44 %	27,80%	12,94%
More occasion for the socialisation (sport, theatre, music...)	64,04 %	58,05%	70,15%	12,81 %	15,61%	9,95%
More one-on-one attention from teachers	49,51 %	47,80%	51,24%	17,24 %	20,00%	14,43%
More examples of how the things I learn in school matter in the real world	65,52 %	60,00%	71,14%	8,62 %	11,71%	5,47%

Table 7. Analysis of the answers related to measures to solve some problems

### 3.6. Section E. An overview of possible ways to collaborate

- 77,59% of students want to collaborate with the school in the development of activities that improve the inclusion of the schools' students.
- About 33% would like to involve in sports and 23% in cooperative activities with peers.

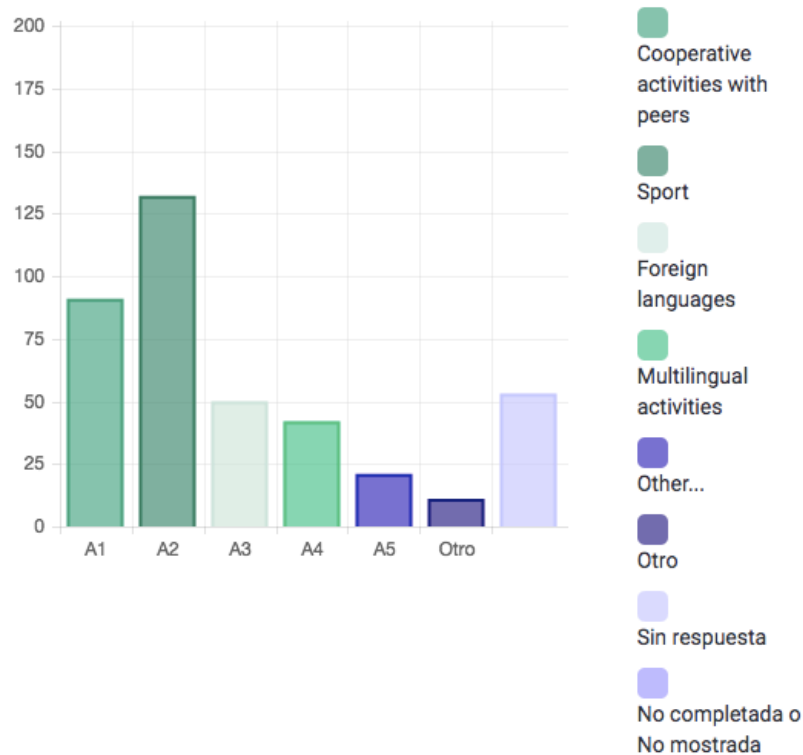


Figure 7. Students activities to collaborate

On respect the immigrant students who want to collaborate are on the 88%, higher than global results and local students' data (67,32%).

The responses about activities are not disparate between locals (33% in sports too and 18,54% in cooperative activities) and immigrants (about 33% in sports and 26% in cooperative activities with peers).

### 3.7. Conclusions about students' results

There is a similar percentage of answers from local and immigrant students. This makes possible a general assessment about the results obtained. There are disparities in the



number of responses by countries, such as the fact that in Turkey there are no answers from local students or in Italy there are fewer responses, probably due to the subsequent incorporation.

As future steps according to the responses, it's important to pay attention on the different answers between local and immigrant students and their needs and problems. Searching right activities to implement in the schools and involving more immigrant students because they show interest in collaborating with the school development activities for improving the inclusion; or providing more extra help to immigrant students are some examples.

## 4. TEACHERS

### 4.1. Teachers' profile

There is a total of 120 answers, 116 complete and only 4 incomplete. The most of them are women 71,67% and the rest (28,33%) are men. The results show an average of 15 years as teachers.

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

The overall results give an average of 410 students on average per teacher in this year.

As far as the teachers' knowledge of their students with immigrant origins is concerned, it is a total of 3167, an average of 26 immigrant students by teacher.

In the first year there are 44,17% of pupils with migrant background. This number are higher in the second year (57,50%) but then go down, 40,83% in the transition year, 37,50% in the fifth and only 26,67% in the last year.

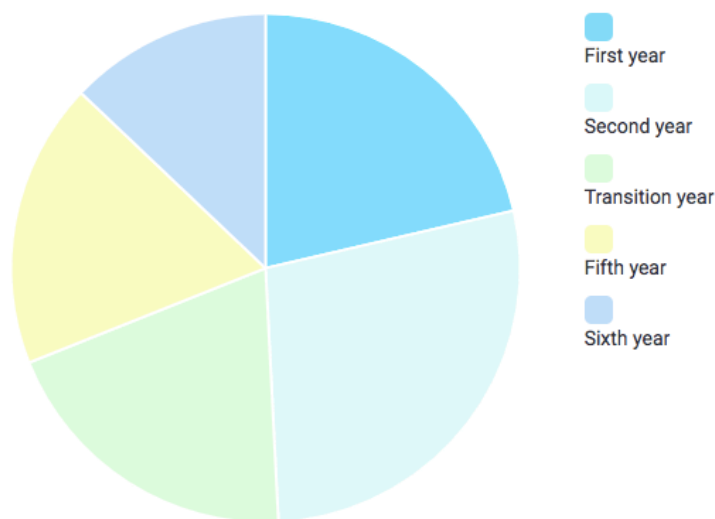


Figure 8. Pupils with migrant backgrounds by year



The pupils with migrant backgrounds in the different schools are the following:

School	1 <sup>st</sup> year		2 <sup>nd</sup> Year		Transition year		5 <sup>th</sup> year		6 <sup>th</sup> year	
	Number	%	Number	%	Number	%	Number	%	Number	%
Collegium Balticum - Szczecińska Szkoła Wyższa, POLAND	18	33.96%	9	13.04%	5	10,20%	4	8,89%	3	9,38%
IES Ruiz de Alda, SPAIN	23	43.40%	20	28.99%	19	38,78%	15	33,33%	17	53,12%
Torre del Giovani, ITALY	0	0.00%	1	1.45%	2	4,08%	3	6,67%	0	0
Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi ve Ortaokulu, TURKEY	10	18.87%	31	44.93%	3	6,12%	6	13,33%	1	3,12%
Gießen – Vogelsbergkreis, GERMANY	2	3.77%	8	11.59%	20	40,82%	17	37,78%	11	34,38%

Table 8. Migrant students by school year

In general, the number of students with migratory backgrounds decreases year by year. Except in Germany, the trend happens until the year of transition and then decreases a little.

#### 4.3. Section B. An overview of the impact of migrant pupils on your school Community

The areas of school life in which teachers feel that the presence of migrant pupils has a POSITIVE impact on school community are:

Areas	%
Multiculturality	99.17%
Multilingualism	86.67%
Promotion of different interests and talents	89.17%
Other	25,00%

Table 9. Impact of migrant pupils in the different areas

The teachers select the 3 most important in his opinion.



Figure 9. Most important areas with positive impact

SCHOOL	Multiculturalism		Multilingualism		Promotion of different interests and talents	
	Count	Percentage	Count	Percentage	Count	Percentage
Collegium Balticum - Szczecińska Szkoła Wyższa	24	20.17%	22	21,15%	20	18,69%
IES Ruiz de Alda	34	28.57%	26	25,00%	29	27,10%
Torre dei Giovani	4	3.36%	4	3,85%	4	3,74%
Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi ve Ortaokulu	35	29.41%	33	31,73%	34	31,78%
Gießen - Vogelsbergkreis	22	18.49%	19	18,27%	20	18,69%

Table 10. Areas with positive impact by schools

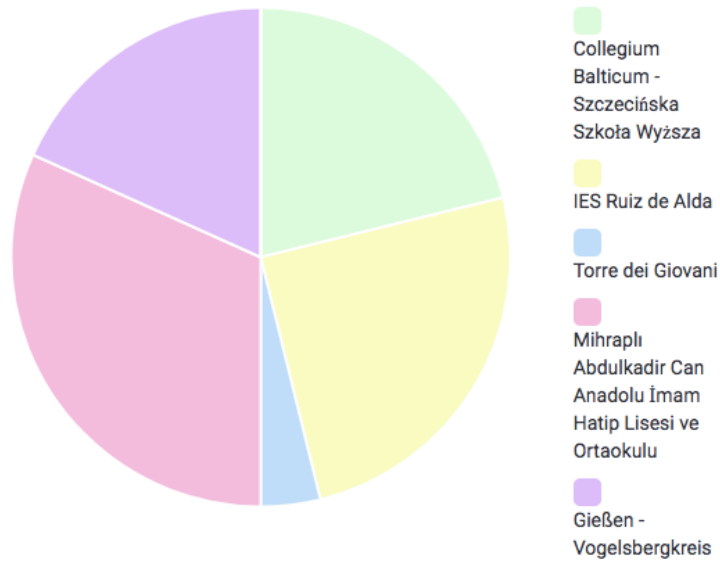


Figure 10. Multiculturalism area by schools

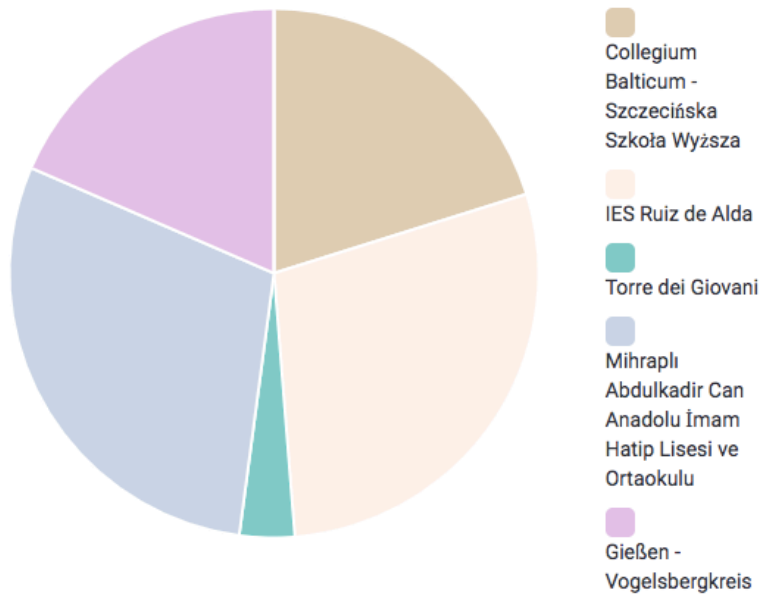


Figure 11. Multilingualism area by school

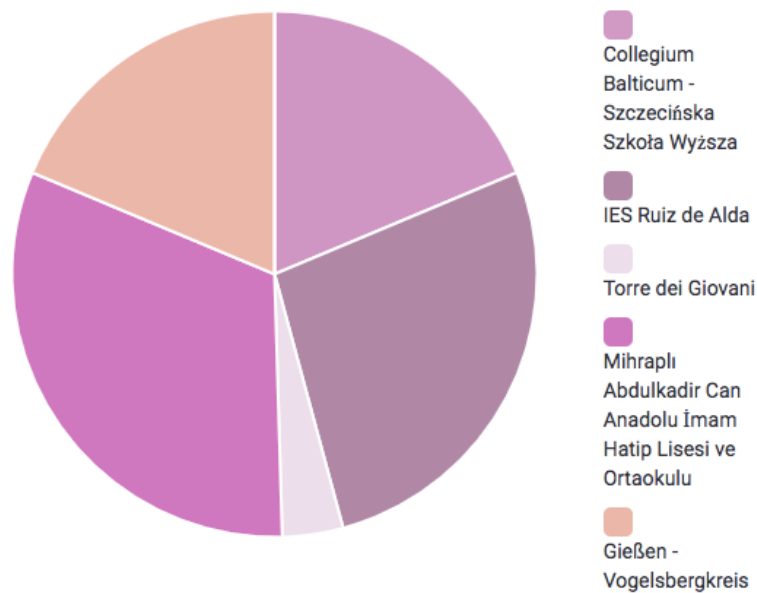


Figure 12. Promotion of different interests and talents

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

The challenges that arise in school relating to migrant pupils by teachers important:

1. Poor academic performance (73.33%).
2. Knowledge of the schooling language (69.17%).
3. Classroom participation (45.00%).
4. Not completing homework assignments (40.00%).
5. Disrupting class (35.00%).
6. Early-school leaving (20.83%).
7. Drop-out (9.17%).

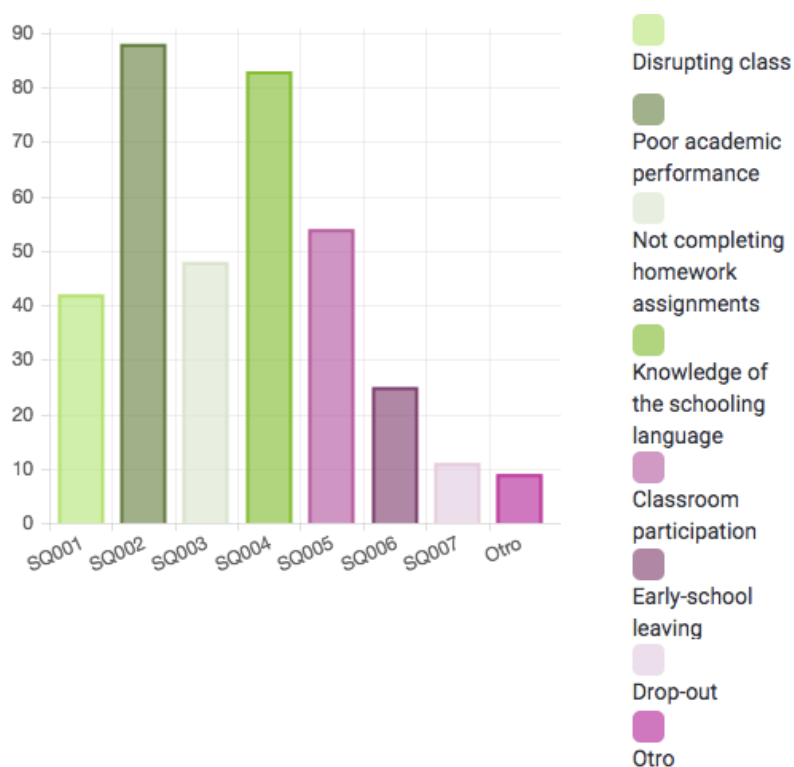


Figure 13. challenges that arise in school relating to migrant pupils by teachers important

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

The teachers have to select the three most important policies and practices that currently employs in relation to migrant pupils. the selected order of importance has been:

- Helping students to create a good school climate (91,67%).
- Adoption of curricula adapted to the student's need (72,50%).
- Opportunities to pursue extracurricular interests and to develop talents (56,67%).
- Parent/guardian support (54,17%).

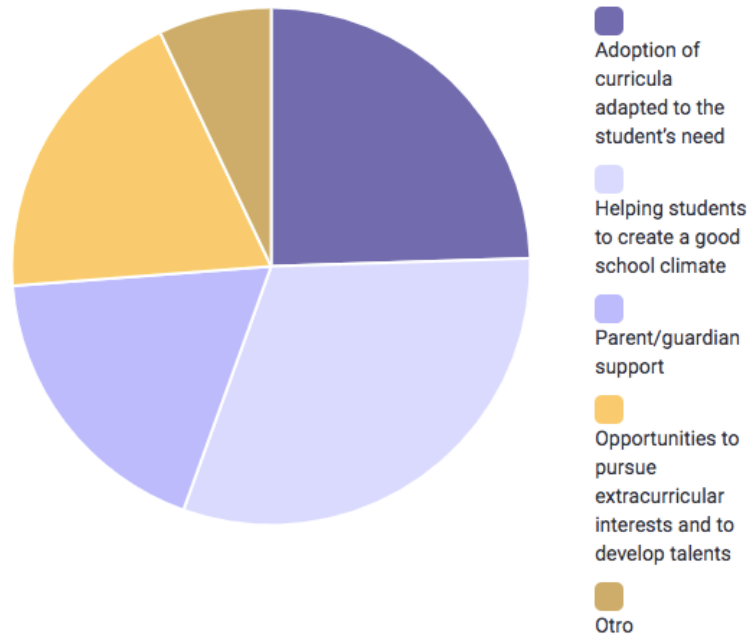


Figure 14. Policies and practices that school currently employs in relation to migrant pupils

#### 4.6. Section E. An overview of your teaching strategies in classroom relating to migrant pupils

The teaching strategies that put into practices to promote inclusion of migrant pupils are:

- Cooperative learning and one-on-one support are used by 78% and 74%.
- Working by projects and opportunities to pursue classroom-based interests are put into practice by more or less 50% of teachers.
- About 33% uses game-based learning.

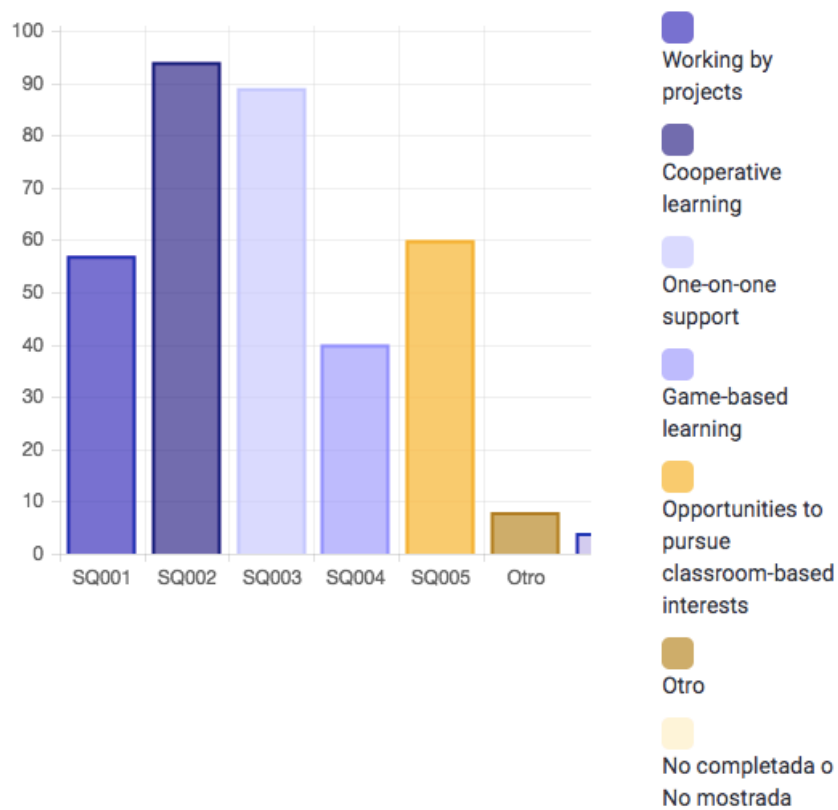


Figure 15. Teaching strategies

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

The three main practices to DEVELOP to respond to the needs of migrant pupils are:

- Linguistic support (91,67%).
- Peer mentoring actions (81,67%).
- Support with homework (61,67%).

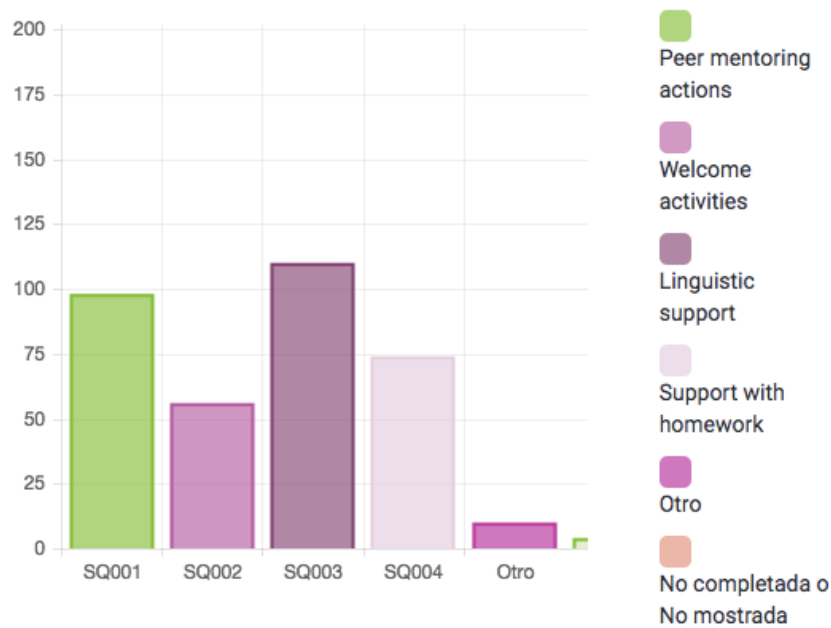


Figure 16. Practices to develop to respond to the needs of migrant pupils

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

All teachers are with school needs more human resources to improve the school experience of migrant pupils (89,17%) and a 75% of them think that students per class should be reduced.

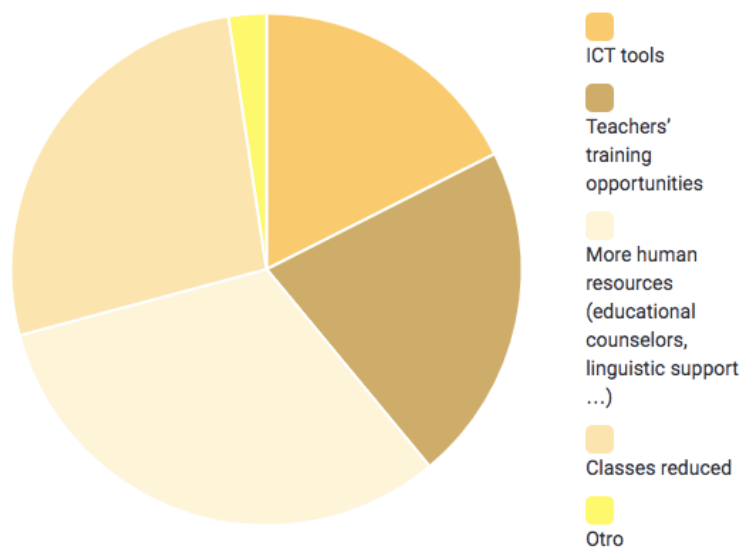


Figure 17. Resource needed to improve school experience of migrant pupils





#### **4.9. Conclusions about teachers' results**

The teachers should be more implicated in the pupils' education process, not only in the results obtained, but also in their problems with their classmates, their heterogeneous needs and their thoughts.

As future steps about teachers' involvement, it is necessary to make a correlation between the needs they believe that are most important and those that generate most interest in the students (for example linguistically support).

## 5. PARENTS

### 5.1. Parent's profile

There is a total of 301 answers, 300 complete and only 1 incomplete. The number of women and men are more or less equal, 52,82% are women and 47,18 are men. The 49,50% of parents answers are immigrants (149 responses).

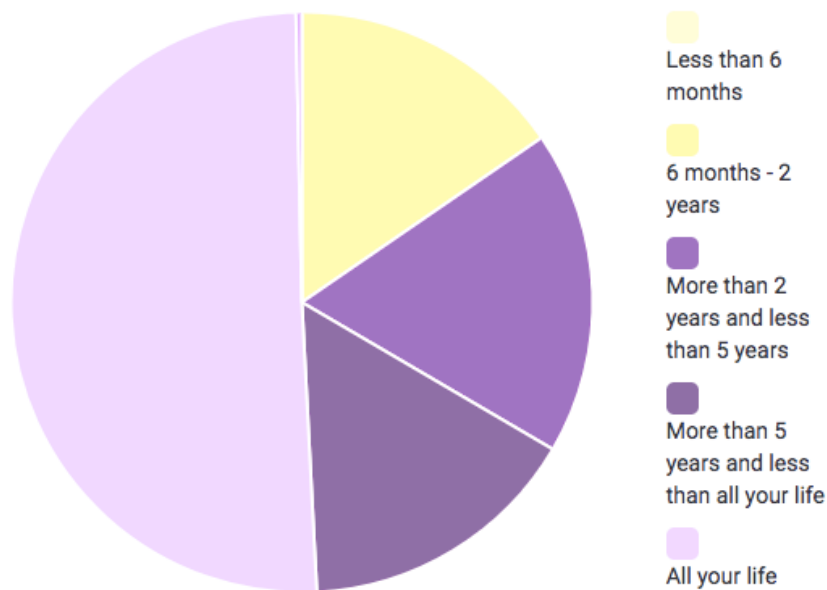


Figure 18. Parents' survey by years in the country where you are living

The questionnaires have been answered by local and immigrant parents. It is important analyze the results for this two groups take part in a different way in the school activities. We consider an answer is from local parents when the question about how many years he/she is living in the country take the value "All your life". The opposite value, any of the other options, from less than 6 months to more than 5 years but less than all your life, are considered answers from immigrant parents.

School	Total	Local	Immigrants	% Immigrants
Collegium Balticum - Szczecińska Szkoła Wyższa, POLAND	103	47	56	54,37
IES Ruiz de Alda, SPAIN	71	46	25	35,21
Torre del Giovani, ITALY	2	0	2	100,00
Mihraplı Abdulkadir Can Anadolu İmam Hatip Lisesi ve Ortaokulu, TURKEY	125	59	66	52,80
Gießen – Vogelsbergkreis, GERMANY	0	0	0	0

Table 11. Parents' answers overview

As shown in the Table 11, parents of Germany schools didn't reply this survey.

According to the country of birth, most of immigrants are from Syria (40%), Ukrania (32%) and Morocco (8%).

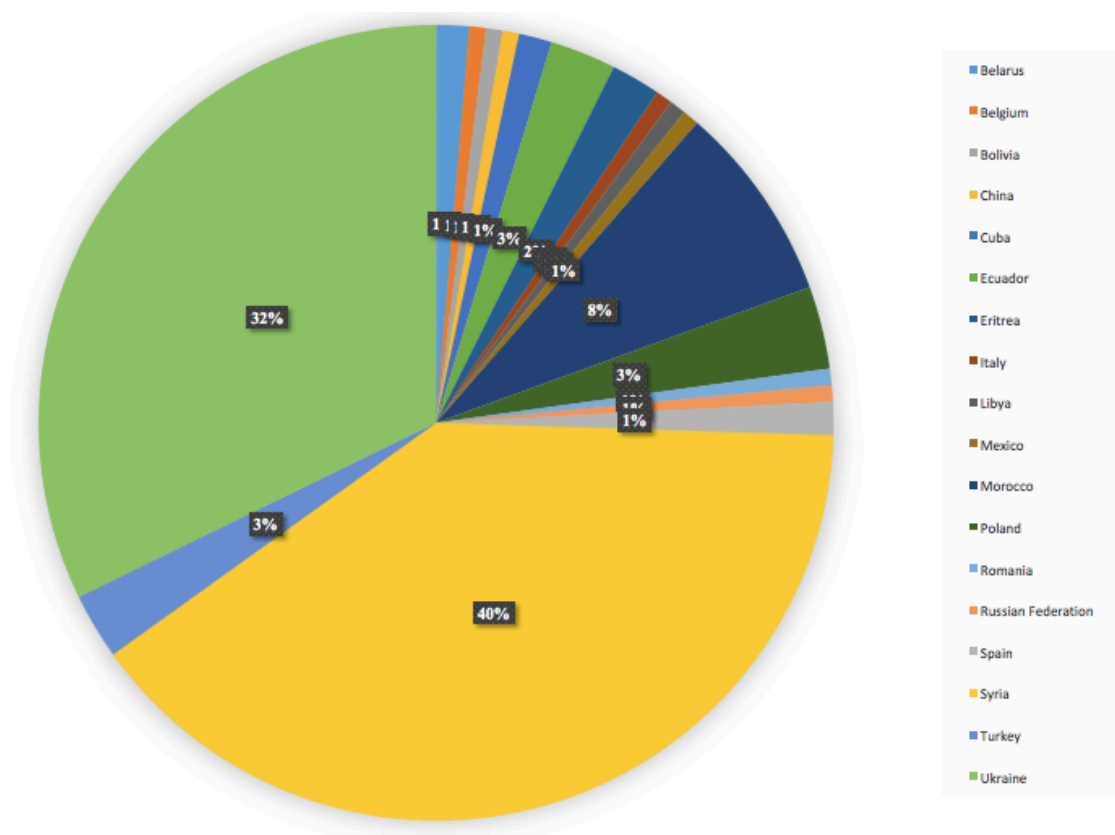


Figure 19. Immigrant parents' country birth

About the level of education, 87,05% of parents have higher education or secondary education.

Level of schooling	Local parents	Immigrant parents
None	2,63%	3,36%
Primary education	10,53%	9,40%
Secondary Education	28,95%	47,65%
Higher Education	57,89%	39,60%

Table 12. Parents' level of education

There is a 18,3% different between local and immigrant parents with higher education.

There are 18,7% more immigrant parents than local ones with secondary education.

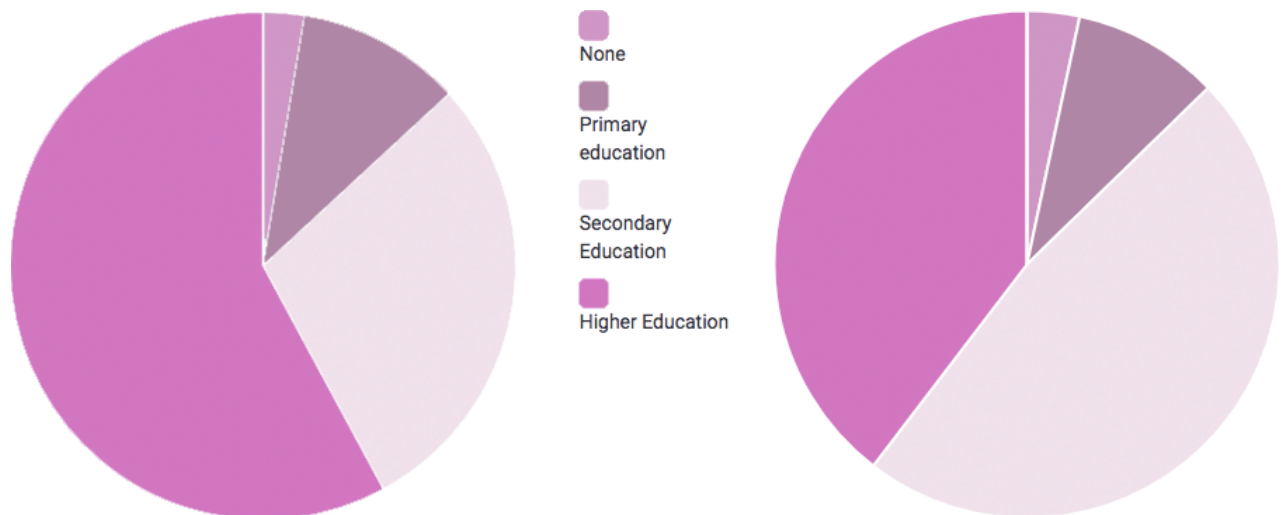


Figure 20. Local vs immigrant parents level of schooling

In regarding to the professional occupation, 24% of parents are unqualified workers, following by 15% of catering, personnel, protection and commercial vendors workers and 15,6% of management of companies and public administrations

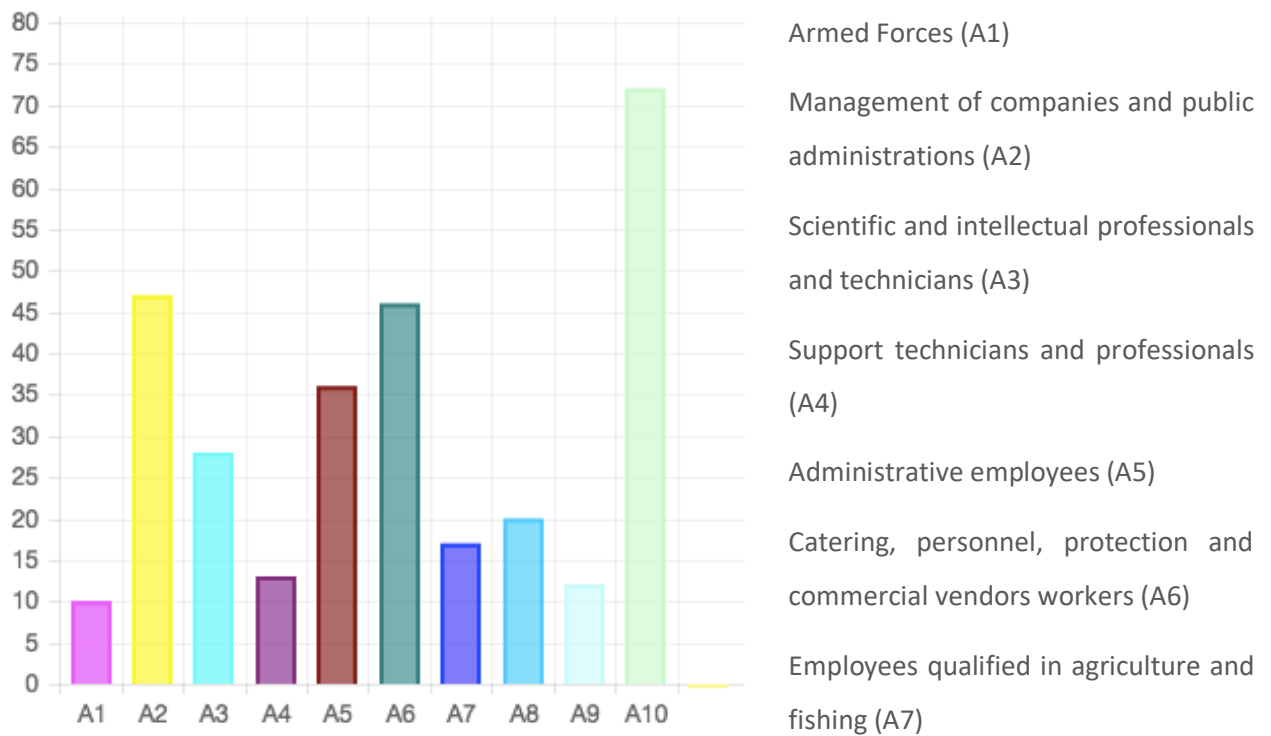


Figure 21. Parents' professional occupation

As Table 12 shows, the main difference about professional occupation between immigrant and local parents is:

- 25,66% of local parents are unqualified workers, following by 19% of management of companies and public administrations and 13,16% of administrative employees, and in fourth place catering, personnel, protection and commercial vendors workers with 12,50%.
- 22,15% of immigrant parents are unqualified workers, following by 18,12% of catering, personnel, protection and commercial vendors workers and 12,08% of management of companies and public administrations.

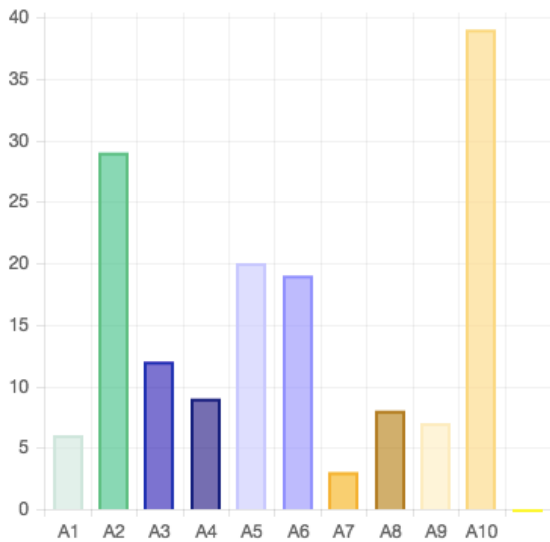


Figure 22. Local parents' professional occupation

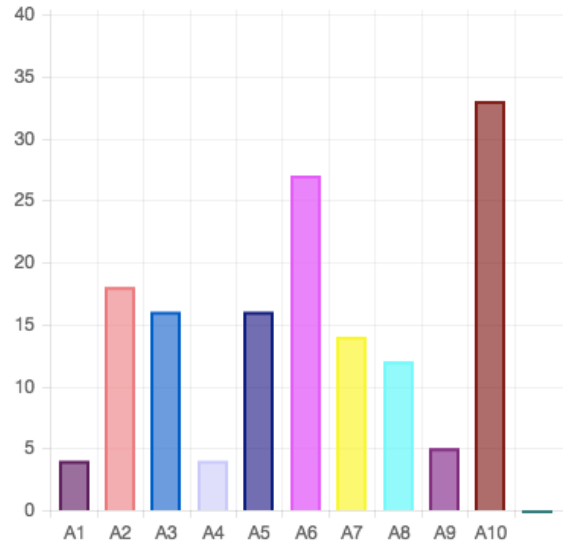


Figure 23. Immigrant parents' professional occupation

## 5.2. Section A. An overview of your family

- Immigrant parents have an average of 4 children. Most of them have born in their origin countries. Local parents have an average of 2-3 children
- An average of 2 of their immigrant children are actually enrolled at school. Most of the many of the children who are the eldest child (first child) are enrolled in the sixth year of school with 18,79%, following with 15,44% in the first year and 14,77% in the second. Regarding the second child, follow the same trend with 13,42% at the sixth year, 7,38% in the transition year and at least 6,71% in first, second and third year. The third child (only 29 parents have it) is enrolled almost equally in all groups. The same situation happens with the fourth child (22 parents have it).
- The average of local children enrolled at school is 2. Regarding the first child, 24,34% are enrolled in the sixth year, 21,05% at the second year and at least 17,11% in the first year. For the second child most of them are in the sixth year (13,82%) and first year (11,84%). For the rest of their children the data are not too much relevant because only 11 have a third child and only two parents have four children.

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

- 80,40% indicates that teachers try to do what's best for all students. This percentage is more or less equal for local parents (81,60%) than immigrant parents (79,19%)
- About 66% of parents think that addressing the academic needs of students, teachers help their children to have more opportunities for the future. 64% of the local parents and 68,49% of immigrant parents agree.
- 57,14% of parents think that meeting students' social needs, school helps their children to develop a good level of social inclusion (55,26% of local parents against 59,06% of immigrant parents).

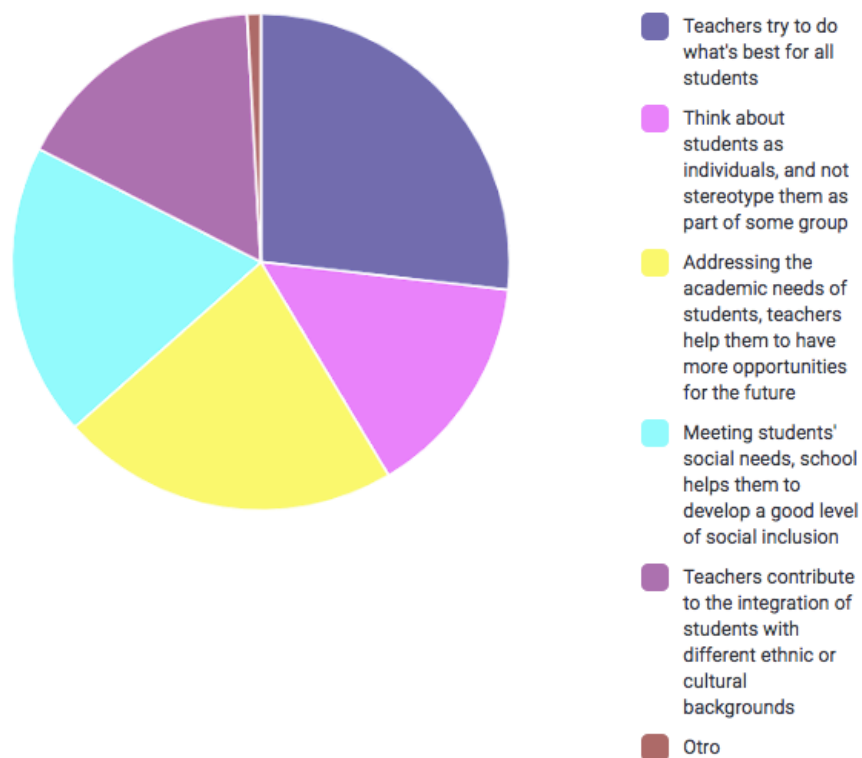


Figure 24. The impact of school in your children / family

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

- The main problem regarding the inclusion according to immigrant parents is: "Difficulties with the schooling language" (45%). There is a big difference with local parents' answers, with only 11,18%.

- The same percentage of local and immigrant parents agree that the learning difficulties (30%) and the lack of support in the school integration (25,50% immigrant parents, 21,50% local parents) are problems regarding the inclusion.

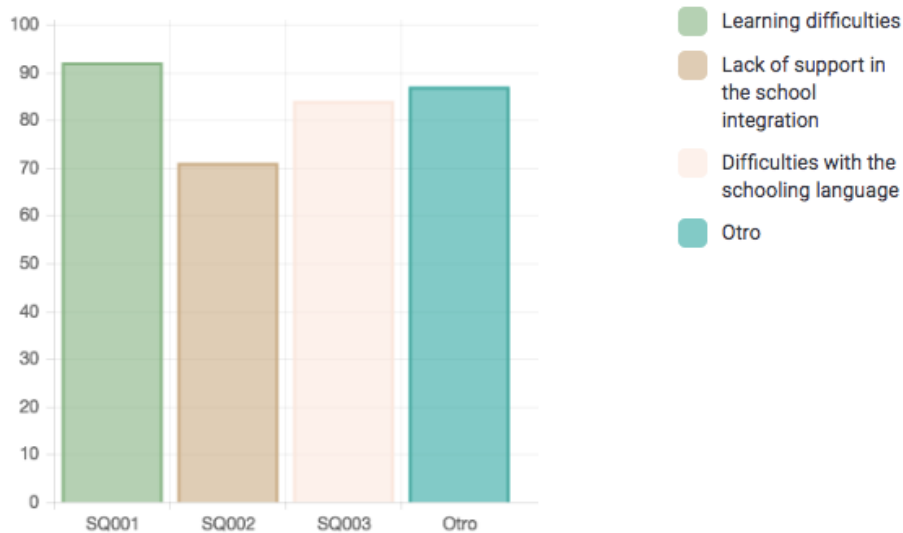


Figure 25. Problems of inclusion in the school

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

The three measures taken by the school to solve the problems of inclusion are:

- Building trust and respect with students (76,08%).
- Having control of the classroom by teachers (61,13%).
- Believing in all students' abilities to learn (50,17%).



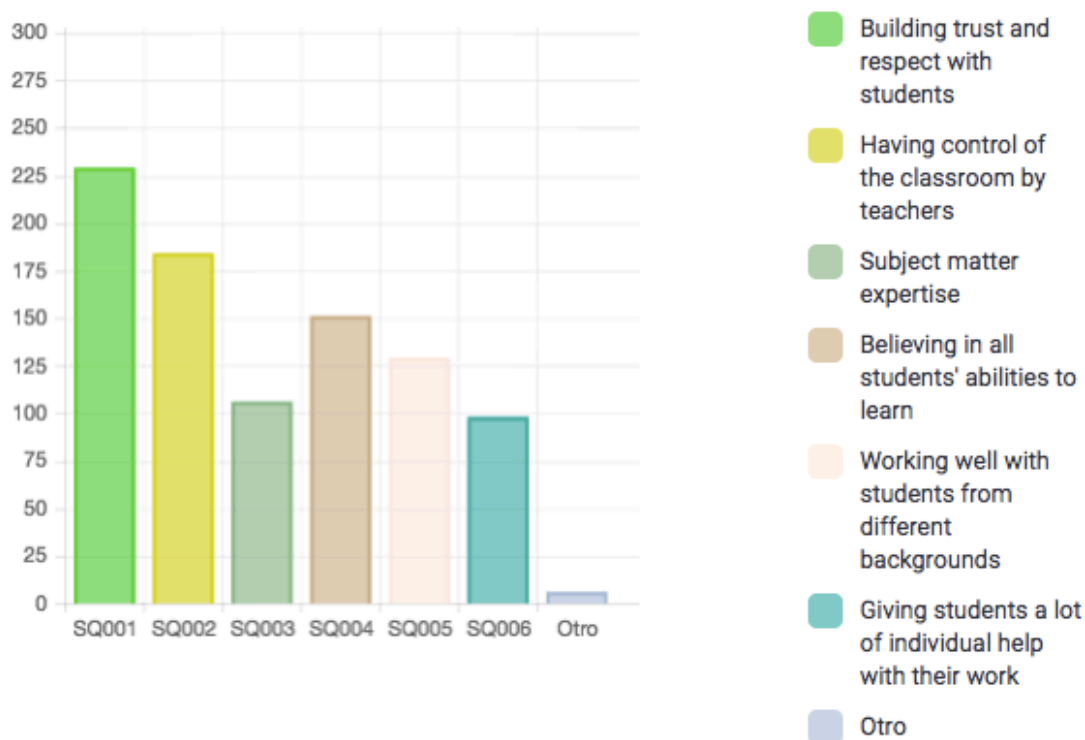


Figure 26. Measures taken by the school to solve the problems of inclusion

First, regarding the local and immigrant parents, individual results of the global ones are a little different between them:

- About 84% of locals select the first measure “building trust and respect with students”, against 67,79% of immigrant parents.
- Having control of the classroom by teachers, 57,05% of the local parents against about 65% of immigrant parents.
- 55,70% of local parents “Believing in all students' abilities to learn” and 44,74% of immigrant parents.

### 5.6. Section E. An overview of possible measures to adopt

The three measures that the school should adopt are:

- One-on-one support from teachers (56,15%).
- Linguistic support (52,82%).
- Opportunities to pursue extracurricular interests and to develop talents (50,17%).

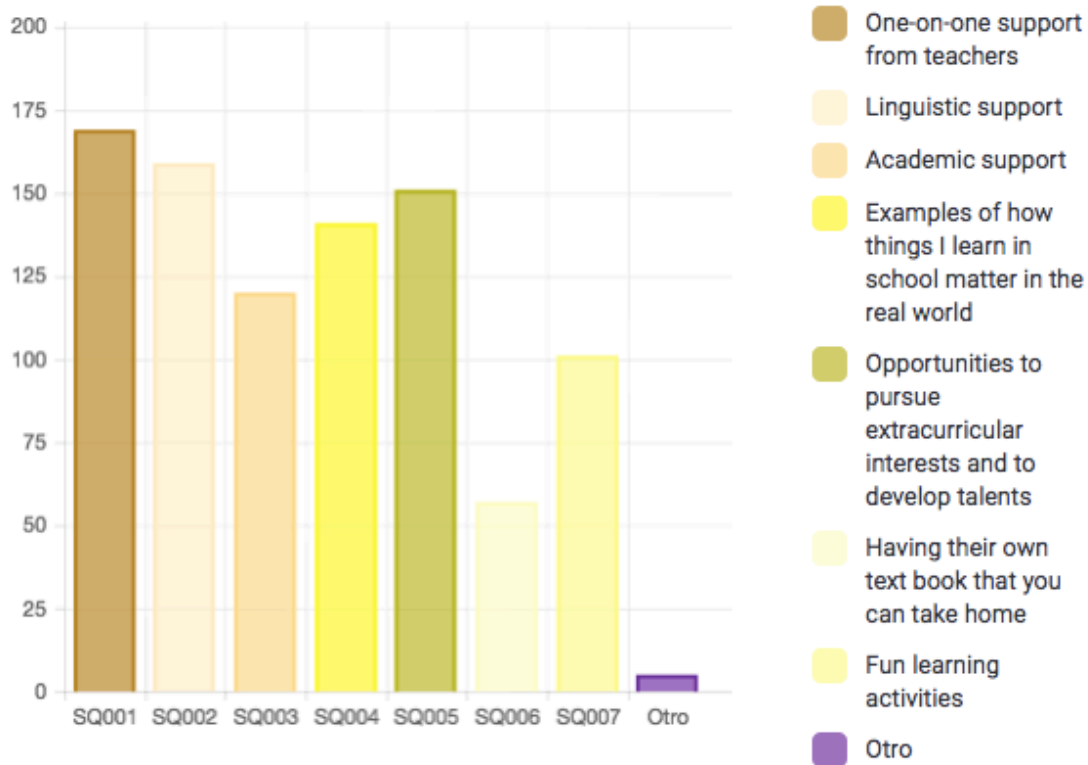


Figure 27. Measures that the school should adopt

Regarding to the local parents, their opinions are different from the global results:

- Local parents indicate “Examples of how things I learn in school matter in the real world” as one of the most important measures (46,84%).
- One-on-one support from teachers with 57,89%.
- Academic support with 54,61%.
- Local parents indicate with 42,11% “linguistic support” like a measure.

Following with the answers of immigrant parents, there are differences from the three measures chosen by local parents:

- The most important measure is “Linguistic support” (63,76%).
- Opportunities to pursue extracurricular interests and to develop talents are the second one with 51,68%.
- At least 54,36% is according to “One-on-one support from teachers”.



### **5.7. Section F. An overview of possible ways to collaborate**

- 75,75% of parents (81,88% immigrants versus 70% locals) want to collaborate with the school in the development of activities that improve the inclusion of the schools' students.
- About 55% want to collaborate in multicultural events at school. Similar answer between local and immigrants' parents (55,03% immigrants versus 53,95% locals).
- Only 30% want to have regular meetings with teachers (24,83% immigrants versus 38,16% locals) and 37% collaborate in multilingual activities (42,95% immigrants versus 30,26% locals).

### **5.8. Conclusions about parents' results**

The conclusions related to the parents' results are similar to the conclusions obtained in the students' analysis; there are an equal percentage of local and immigrant parents responses.

Once again as shown in the surveys they give more importance to linguistic support as a possible measure to adopt.