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IHAVET: A Toolkit



**“Integrated Holistic
Approach to a Validated
European Tool”**

ECEPAA (Belgium) lead partner, Agrupamento de Escolas de Silves (Portugal), CIEP ASBL (Belgium), CONNGI (Italy), Eurocircle Association (France), First Private School Leonardo da Vinci (Bulgaria), Caritas (Norway) and the 2nd Vocational High School of Katerini (Greece).

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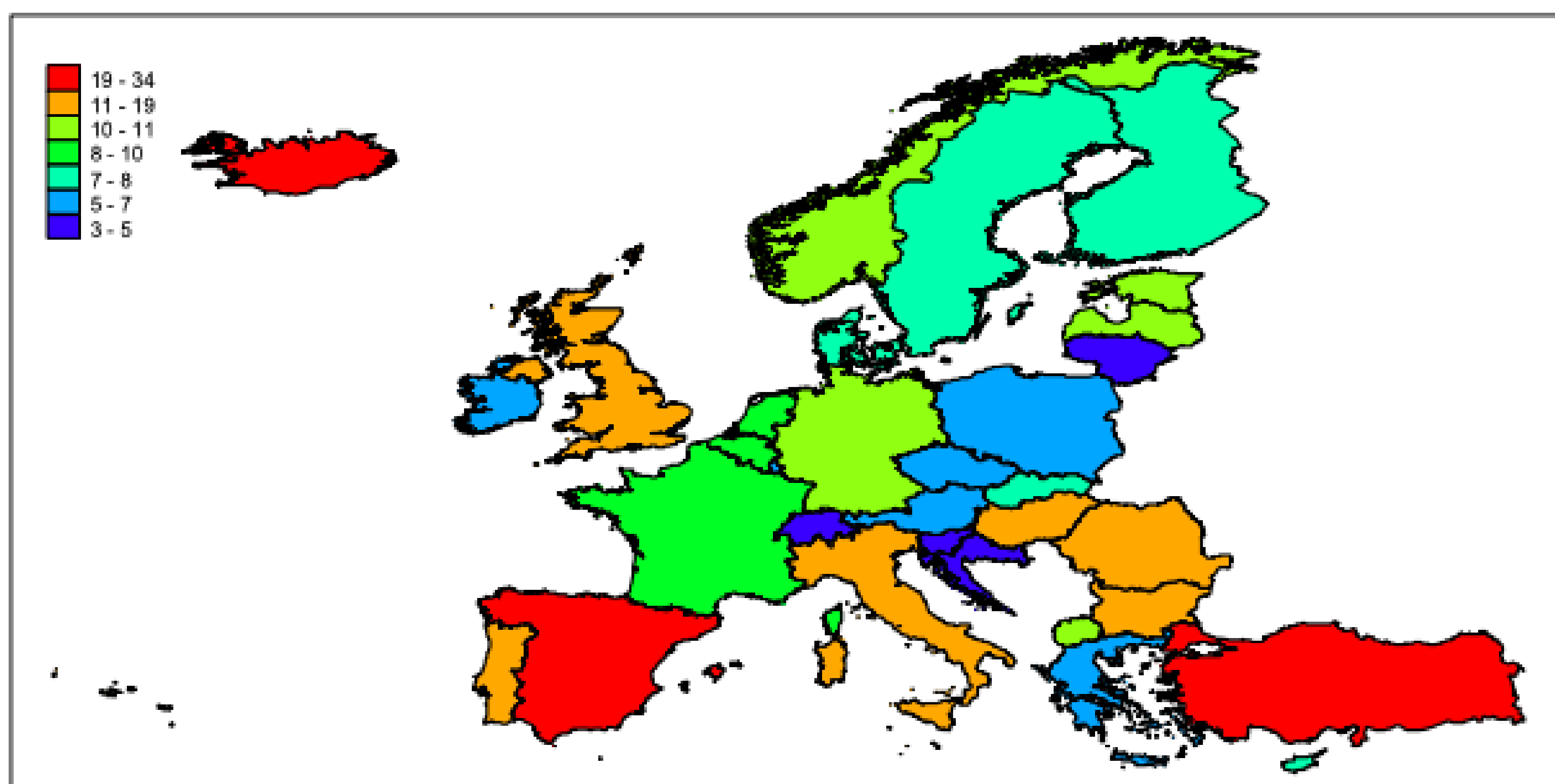
Premise

We have decided to focus on one of the most impelling social problems European societies have to deal with: social inclusion. Particularly the social inclusion of disadvantaged people like migrants. IHAVET focuses on education; often considered the first step towards general social inclusion.

Data on migrant youth school dropout rates is dramatic. By youth here, we are focusing on individuals up to age twenty four, whose parents or they themselves were born outside their country of current residence. However, early school leaver (ESL) rates vary substantially among Member States (MS) (see Figure 1). In the EU, Malta had the highest ESL rate (20 %) in 2016, while Croatia had the lowest (3 %).

The European Commission (2016) indicates that early school leavers are more likely to come from immigrant student groups, as their “early school leaving rates are nearly twice as high as for the native population”. Recently, the European Commission has also suggested to lower the latter benchmark for early school leaving to 5 % by 2025 (European Commission, 2017).

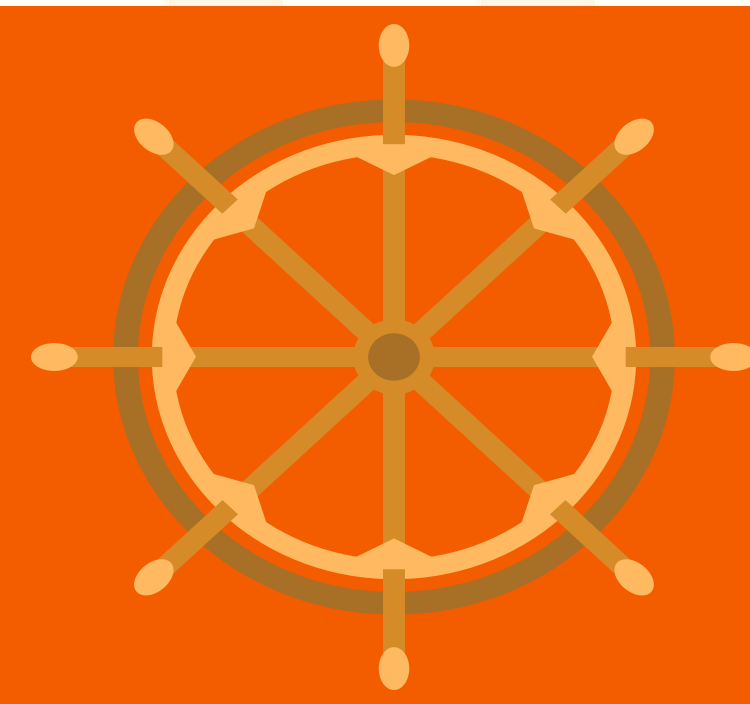
Figure 1. Shares of ESL in Europe, 2016



Note: 7 classes automatically defined. Shares given in percent. Only those European (i.e., EU and non-EU) countries for which Eurostat provides data are shown in the map.

Source: Eurostat (2017b). Background map: © EuroGeographics for the administrative boundaries.

Problem Statement



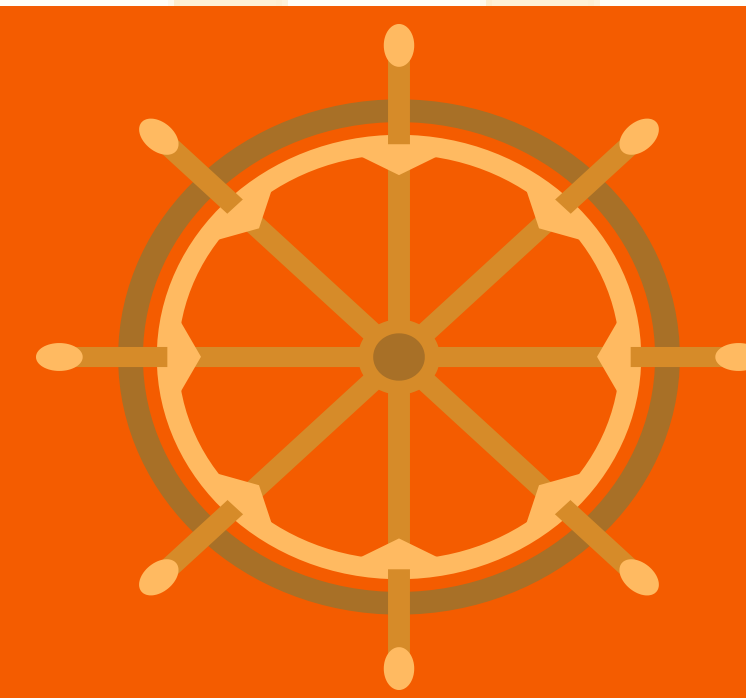
Research, studies and our direct experience have highlighted key issues in the above-mentioned specific problem:

- a)** Students with migrant background are not sufficiently involved in the education process. They feel more like an object rather than a subject.
- b)** Busy migrant parents, especially those coming from disadvantaged contexts and countries, see their children's education as another problem (and therefore delegate everything to teachers and trainers/youth workers). Parents rarely consider how a proactive attitude can help their children's academic performance.
- c)** When it comes to organisations' needs, teachers and trainers/youth workers have their own methodology and working methods which prevent them from having a more mixed teaching/training approach to students with a migrant background.

As for the target groups, IHAVET identified: Parents, vocational school teachers and youth workers/trainers are a “natural” target as well as youth with migrant background organisation. Policy makers committed to social inclusion are inherently interested in this project as well.

Therefore IHAVET's general objective was: To reduce the high education "drop out" rate in youth with a migrant background.

While its specific objective was; To develop a toolkit that supports students with a migrant background, as well as their parents, teachers, trainers, and youth workers.



The project was designed to achieve a total of 4 goals, three achieved during project implementation, and the final goal upon its completion.

- 1) To involve students with a migrant background more in the education process by giving them the power to make their own decisions.
- 2) Secondly, to encourage a more proactive attitude in migrant parents (especially those coming from disadvantaged contexts and countries) in order for them to engage with the educational performance of their children.
- 3) Finally, to provide teachers (in schools) and trainers/youth workers (in training and youth centres) with a more mixed teaching/training approach to students with migrant background.

The achievement of these results encompasses the specific objective of this project proposal; having developed an Integrated Holistic Approach to a Validated European Tool (IHAVET).

To conduct the research for this project, IHAVET ran focus groups in Norway, Belgium, France, Bulgaria, Italy, Portugal and Greece.

10 questionnaires were given to each group (students, parents and teachers/trainers/youth workers) in each country making up a total of 210 questionnaires.

IHAVET focused on three different types of challenges facing migrant youth in education:

1. Those related to the migration process (e.g. leaving the home country, having to acquire a new language, adapting to new rules and routines in schools)

2. Those related to the general socio-economic and political context (e.g. policies affecting the availability of resources to education systems and schools for promoting integration as well as policies promoting inclusion and equality more generally) (Sinkkonen 2014,

3. Those related to student participation in education, including the limited scope of initial assessment, which does not always take account of both academic and non-academic aspects.

Problems facing Early School Leavers (ESL)



b) Busy migrant parents, especially those coming from disadvantaged contexts and countries, see their children's education as another's problem (and therefore delegate everything to teachers and trainers/youth workers).

Parents rarely consider how a proactive attitude can help their children's academic performance.

a) Students with migrant background are not sufficiently involved in the educational process. They feel more an object rather than a subject.



c) When it comes to organisations' needs, teachers and trainers/youth workers have their own methodology and working methods which prevent them, from having a more mixed teaching/training approach to students with migrant background





IHAVET's general objective was; To reduce the high education "drop out" rate amongst youth with a migrant background.

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METHODOLOGY

The first part of the project has foreseen a research that was carried out in two steps:

1) each partner has collected about 45 questionnaires administered to teachers, parents and students from a migrant background, for a total of 342 questionnaires: 134 students, 90 parents, 118 teachers. After the outcomes of questionnaires has been elaborated by the lead and shared with the partners, so following the issues to face in the focus groups have been decided.

2) each partner has carried out a focus group.
Therefore the partners have sent the draft of focus group to the sociologists of ECEPAA, who have drafted the first version of the toolkit, that it has been shared with the partnership

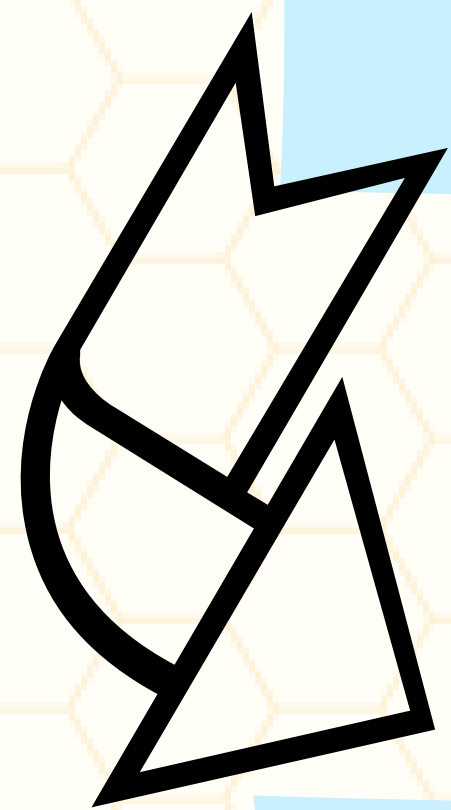
To conduct the research for this project, IHAVET ran focus groups in Norway, Belgium, France, Bulgaria, Italy, Portugal and Greece. Each were given a total of 210 questionnaires.

All the seven Countries studied in this project share the problem of lack of parents' languages skills. In fact, in the countries where the migration phenomenon has been present for many decades, the Third Sector and NGOs intervene to cover this shortage.

Solutions for learning construction by Deborah Walker and Linda Lambert (1995):

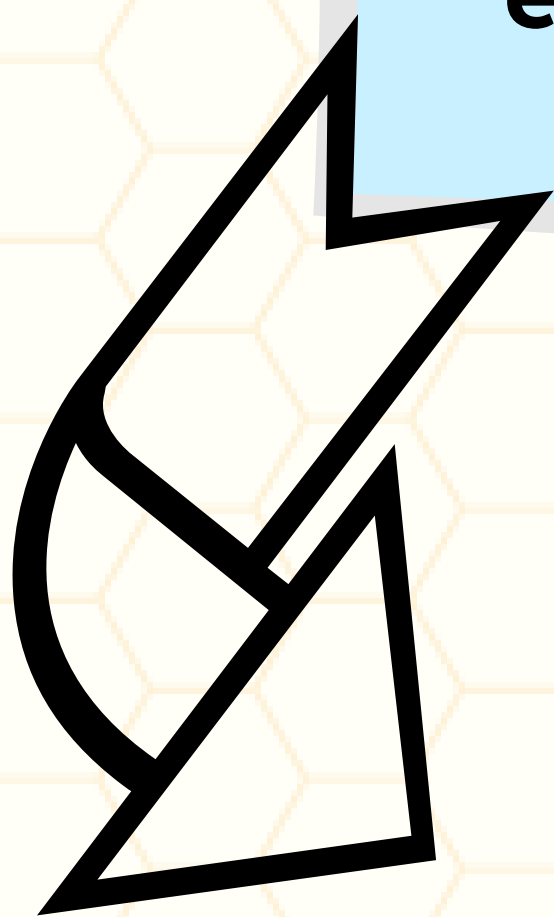
- Knowledge and beliefs are formed within the learner
- Learners personally imbue experiences with meaning. The values and beliefs they have already formed help learners to interpret and assign meaning, as do their interactions with other students
- Learning is a social activity that is enhanced by sharing inquiry.
- Learners play a critical role in assessing their own learning.

Equipping immigrants with the necessary skills to achieve successful integration should be a central preoccupation of policymakers in the EU and beyond.



3 main components of education are: access, participation and performance.

In general, students with a poorer knowledge of the host country language are either downgraded to a lower level or sent to a special needs school. Students with more flexible learning environments perform better than those in traditionally structured classrooms.



How to approach students with a migrant background:

- Try to include the students in different activities whilst being patient with them
- Empower students by (for example) organising special clean-up days to clean the classroom, paint, decorate.
- Frequently consult students when it comes to important decisions through a “participation council” or their “class delegates”.
 - Encourage students’ self expression

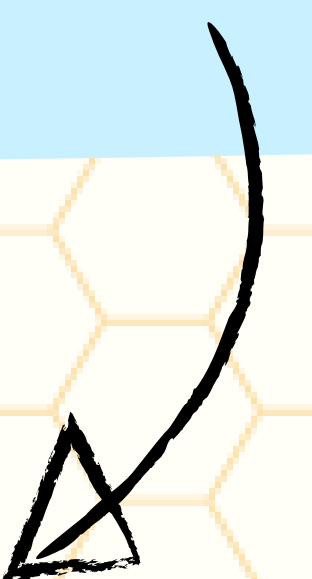
Schools should provide more comprehensive explanations about how their educational system works and support parents with bureaucratic procedures, even in informal meetings, or in workshops.



To achieve a collaboration among teachers, parents and students:
The first step should be a holistic approach (a collaborative approach which involves teachers, head teachers, other education professionals, parents as well as the local community).



Building an educative community: creating a dialogue with families. Students should have the possibility to discover the trades, the associations, the civil society. The school should invite third party intercultural mediators as well as communication facilitators during "counselling" meetings who can "triangulate" the discussions and can facilitate communication and avoid misunderstandings.



Organise meetings where the school's working system is explained

Invite parents to "open days" to present their children's masterpieces/productions;

To organise a participation council, with the parents' committee, local elected representatives, management and the teaching staff (their functions are the review of the educational project and to take common decisions);

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Unit 3: How to better train and encourage school staff to promote integration paths for students and families with migratory backgrounds

Teacher training should include how to teach when communication problems arise

Cultural orientation courses for teachers:

Teachers and school leaders should be offered specific, formal training on diversity, intercultural pedagogy and language development, in both initial and in-service training programs.



Teachers should be able to integrate language and subject learning from the earliest grades. Integrating migrant children into mainstream classes from the beginning of their schooling is associated with better outcomes than enrolling them first in preparatory language classes and delaying entry into mainstream courses.



Suggestions for parents on how to deal with children before they enroll in high school:

- 1) Try not to transmit further fears and anxieties by loading the decision with your own expectations and emotions.**
- 2) Try to understand the child's point of view by listening to them, so that they can express their opinions, concerns and fears.**
- 3) Make them feel like they have an active/participatory role in the decision. The child is responsible for their choices and to do so they must be adequately informed.**



The Toolkit

Unit 4: How to better involve students with migrant backgrounds in schools



Young migrants need to be quickly included in the regular classes, extracurricular forms and clubs.

- To educate students to participate in a debate through a workshop, in which they learn what a motion is, what an argument is, what a sentence is, so that they learn to speak when it is their turn, and to be able to actively listen and answer in a smart and calm way.
- To ask students to organise events (conferences, collect donations for a good cause) and prepare questions for speakers and make presentations and summaries from these debates.



- Immigrant students should be given the right to study for free and at a lower cost (in a European country), specifically if they are economic immigrants.
- Schools should have special programs in which local businesses will offer internship positions for immigrants.

Governments should hire and prepare teachers who have previously studied fields such as sociology, psychology, international businesses etc. and give them the tools to help them understand the culture of the migrant students' country (and their needs) .

The Toolkit

Unit 5: How to better involve parents of students with migrant background in schools (with the aim to reduce their children's want to drop-out.)

An URBACT project called PREVENT, based on the well-known 'Problem Tree' approach, but applied in the field of education.

The first step for using this methodology is to carry out a “[Stakeholders Interest Analysis Matrix](#)”, in which it is set out factors such as the extent of interest of the stakeholders and how they are affected by early school leaving; its capacity and motivation to bring about change; and possible actions to address stakeholders. This matrix also helps to identify the primary and secondary stakeholders, and how they were affected. In the case of Gijón city, key stakeholders were students, parents, educational sector, local government, etc.; secondary stakeholders were the third sector organizations.

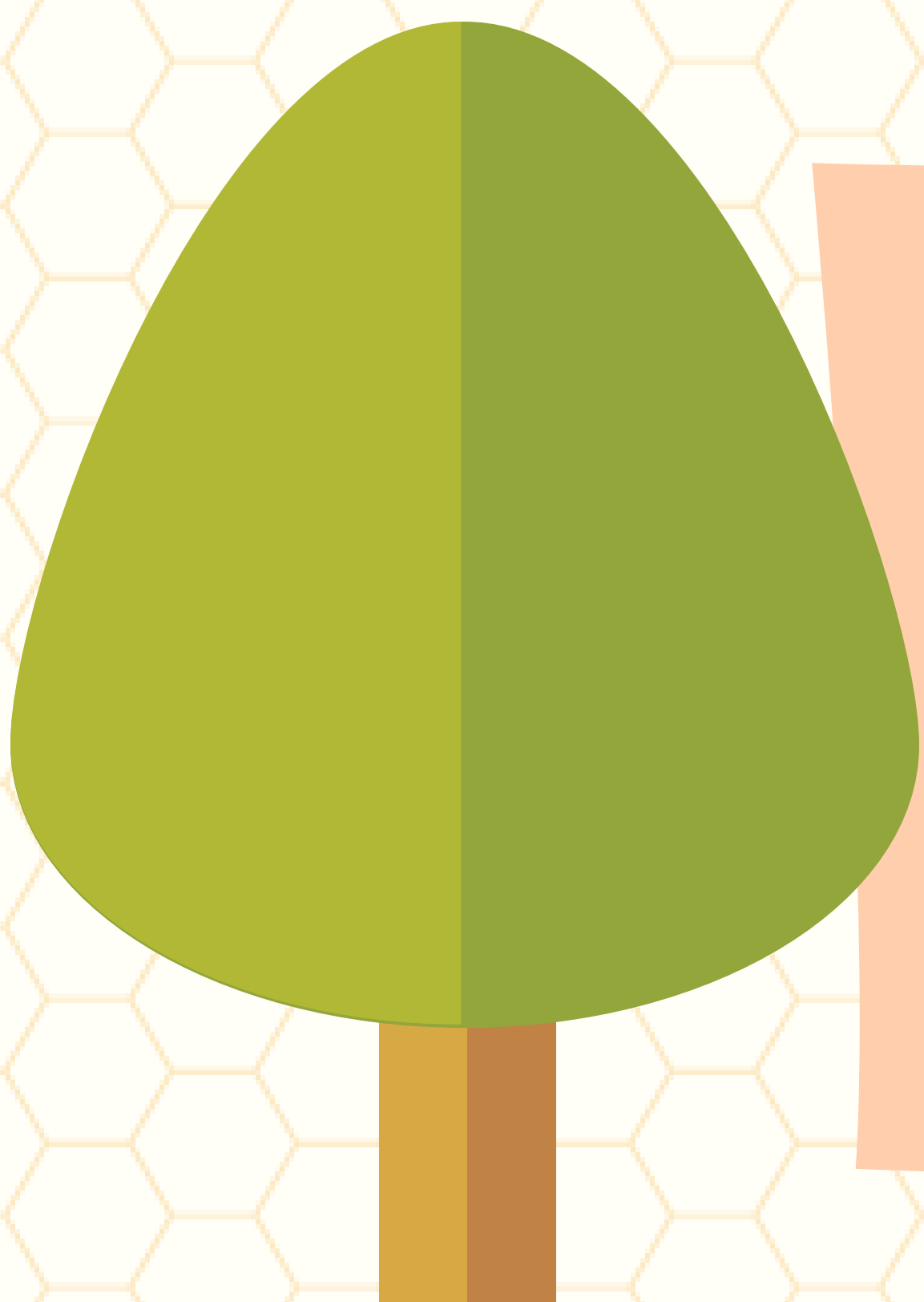


The next step is “[to define the problems](#)” which are resulting in drop-out rates, with the participation of the stakeholders, as well as to determine the causes of them. Some of the problems were related to the lack of family involvement in school centres, a relationship lacking trust between parents-school or the students’ lack of interest. The causes aimed at the deficiency of teacher training, lack of social expectations and the absence of answers to family demands.

It is common that some of the causes exceed the scope of the project, but many of the problems may have a solution; this is the next step, to define solutions by the main stakeholders to the stated problems. The solutions suggested were aimed at the involvement of parents in school dynamics, to inform them about the issues of the school, to strengthen relationships between school, parents and staff, etc.

The last step is to define the main and the specific objectives of the program, as well as to determine the resources to meet the objectives, such as teachers’ guide, agreement between partners, meeting planning, etc. With the above in mind, it is possible to assign duties and responsibilities, establish activities, deadlines and define performance indicators for the intervention.

The “problem tree” methodology is a good instrument to involve numerous stakeholders and also to engage families, educational staff and community to determine problems and to define solutions and actions, with the aim to prevent early school leaving in local or regional levels (Downes, 2015).



The Chicago Child-Parent Center (CPC) Program

15 year longitudinal study of the effects of early childhood interventions on educational achievement and juvenile arrest



Reynolds, Temple Robertson and Mann, JAMA, May 9, 2001

Chicago Child-Parent Centres (CPC) Program is one of the first public programs designed to increase family and community engagement with educational institutions (it was first implemented in the 1960's).

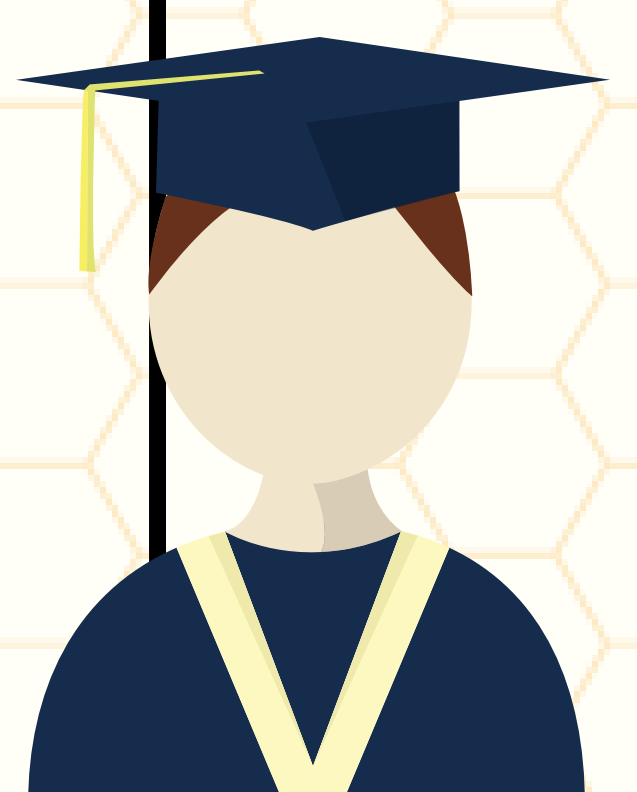
The CPC Program consists of 3 elements (Chicago Public Schools, 2016):


- 1) The Creative Curriculum for Preschool is based on 38 objectives for development and learning, it enables children to develop confidence, creativity, and lifelong critical thinking skills;
- 2) School-Home Agreement: parents agree to participate at least 2½ hours each week at home or school activities;
- 3) The Collaborative Team: works together to ensure the needs of all students, families and teachers are met to promote the success of each child in the CPC. It consists of the Head Teacher, responsible for coaching teachers and to coordinate curriculum implementation; Parent Resource Teacher, who conducts parent workshops in subjects like child development, health and nutrition, school engagement, language, math and science notions, etc.; and School Community Representative, in charge of attendance initiatives, home visits and connections with community resources and services.

To promote regular contact between parents and the school, both must be kept updated of the student's progress and school results, as well as the extracurricular offer.

But the first step to achieve this outcome is to organise language courses during non-working hours for the parents. If the school does not have the necessary resources, the municipality and the Third Sector (volunteering) could be involved.

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Voluntary interpreters can be used to interpret in the main languages of migrants during parent teacher meetings or information meetings. These same interpreters can be used to translate status letters in different languages that can be sent to parents by post.

The status letters will contain simple vocabulary that is easy for parents to understand in their native language. It will include information about the students' progress, suggestions for the parents, as well as any other information regarding upcoming meetings or conferences. Once a volunteer network is established, possible language training/classes can be discussed.

The educational institution should be able to provide the physical infrastructure to be able to start the classes. These courses can be held by volunteers with previous teaching experience or can be given basic training by other teachers already working in the school. These volunteers should be proficient in both the host country's language as well as a foreign language spoken by the migrants in question. If this idea is not feasible, the school can aid in providing/sending information about other institutions or organizations that provide language training.

[Suggestions for parents on how to deal with children before they enrol in high school](#)

It is important for parents to give their children the freedom to make their own decisions

- 1) Try not to transfer your own fears or anxieties by projecting your own expectations and emotions.
- 2) Try to understand the child's point of view by listening to them so that they can express their opinions, concerns and fears.
- 3) Make them feel an active part in the choice: it is important they are informed and understand the situation.
- 4) Try to understand if some factors are influencing their decision. The students must choose the school regardless of the decisions of others, especially friends and romantic partners. When they are very undecided, following what others do can sometimes reassure them and make the transition less traumatic. However, this decision can backfire: if the choice is not based on another deeper motivation, the risk of early school leaving is higher.
- 5) Listen to teachers' recommendations, as they have spent much time with the child, therefore having a meeting with them can be useful to get a more complete picture of the child's skills, inclinations and resources. It can be very useful to have an open constructive dialogue between parents, teachers and students.
- 6) Help the child to understand that the choice must be weighed and thought about, but it is not immutable. It is obvious that children must not take the choice of school under the radar because it has an important role in their growth, but it's important that they know this is not a permanent decision. If they happen to realise that what they are doing does not correspond to their ideas and expectations, they can always reevaluate the situation.

Unit 6: Enrolment

To increase a higher rate of students attending high schools, it is necessary to provide information to migrant students' parents about the secondary school system (available courses, professional possibilities), and fundamental counselling /guidance.



Unit 7: The Job Market



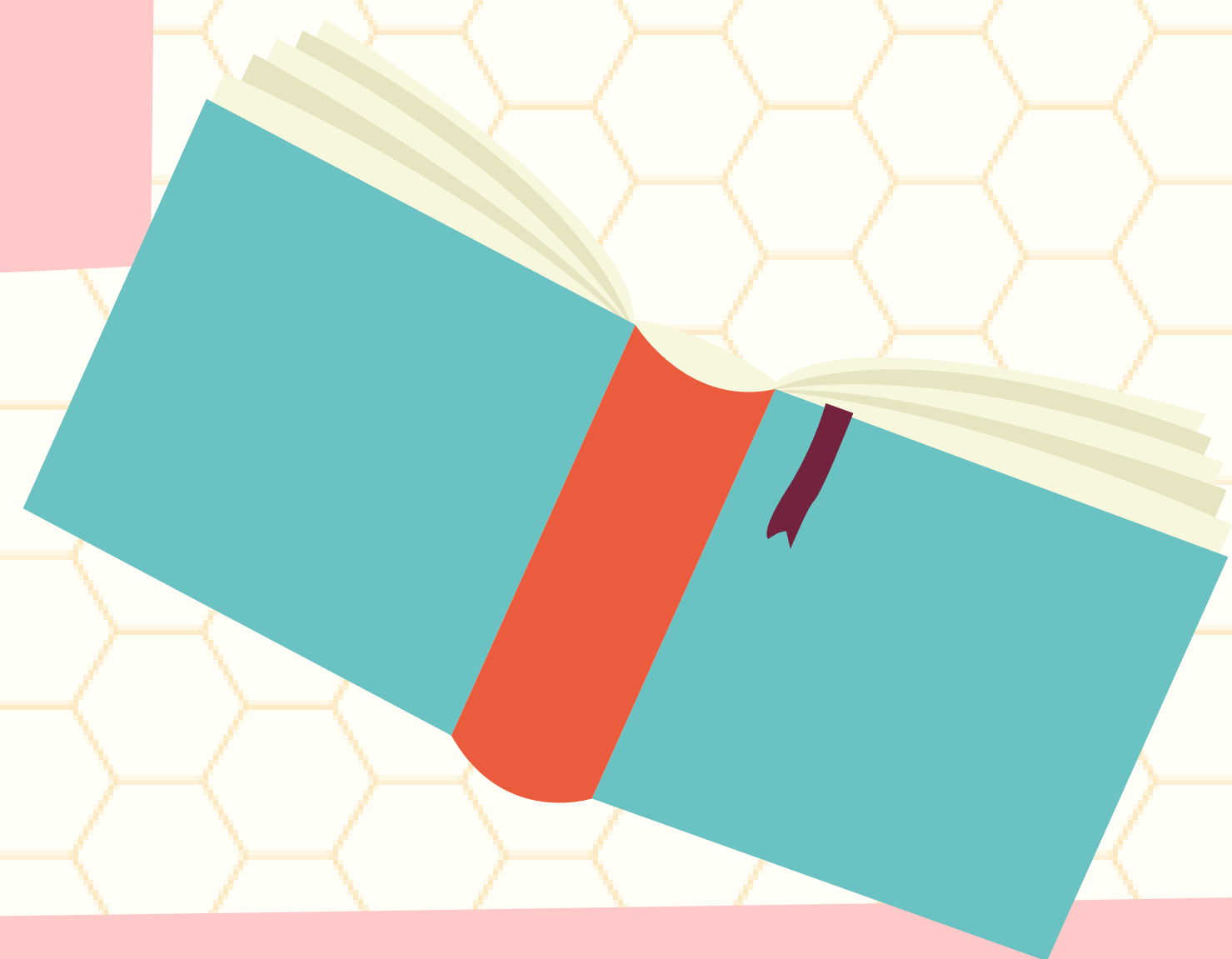
- 1) Focus on the first years of school: to reinvent education we need to start from elementary school, with a focus on alphabetization and literacy, while providing support for working parents;
- 2) Continuous updating: training programs must adapt to market demand;
- 3) Innovative educational methods: adopt new teaching methodology that is open to new technologies;
- 4) Continuous training for teachers, to bring the school closer to the job market.
- 5) Students approaching work, throughout internships and traineeships, to help them evaluate their attitude toward a job and skills required;
- 6) Reevaluate and enhance vocational training: fundamental for the world economy as well as important for education and training for students approaching the job market by proactively promoting professional and technical diplomas and relaunch the quality of the offer;
- 7) Developing digital: digital skills will increase in importance for finding work. The schools need to pay greater attention to new technologies both in teacher and students training and by promoting traineeships for students;
- 8) Education and training: given the rapid evolution of the labor market, workers can no longer rely only on sectoral qualifications to support long-term careers, but students need to develop transversal and soft skills.

Education is a matter that concerns not only the school and teachers; it has a political, public and collective dimension, which concerns both families and the wider community.

However, these actors are not always clear about their roles, both parents and teachers often ignore the possibilities that offer some approaches to facilitate the relationship between families, educators and the community, and lack of communication channels or structured forms of collaboration among them are very common.

These are the six types of parent involvement according to Epstein (2001) - five are shown here:

1) Parenting: the aim of this process is to help all families establish home environments to support children as students. The challenges are to provide information to all families who need it, to enable them to share information with schools and to make sure that all the information given to parents is clear, usable and linked to children's needs. Sample practices refer to courses and training for parents. The results for students are linked to increasing the family supervision and improving attendance; for parents, to increase their understanding of parenting and adolescent development; and for teachers, to understanding families' background, cultures and diversity, and to respect parent's efforts.



2) Communicating: this kind of participation is essential to design effective forms of school-to-home and home-to-school communication about school programs and children's progress. Communicating helps teachers to strengthen communication channels with parents and to understand parent's views; parents, to understand school programs and to monitor child's progress; and students, to be aware of their own progress and its responsibilities. Sample practices refer to the establishment of regular communication tools (newsletters, phone calls, students' reviews, meetings between teachers and parents, etc.).

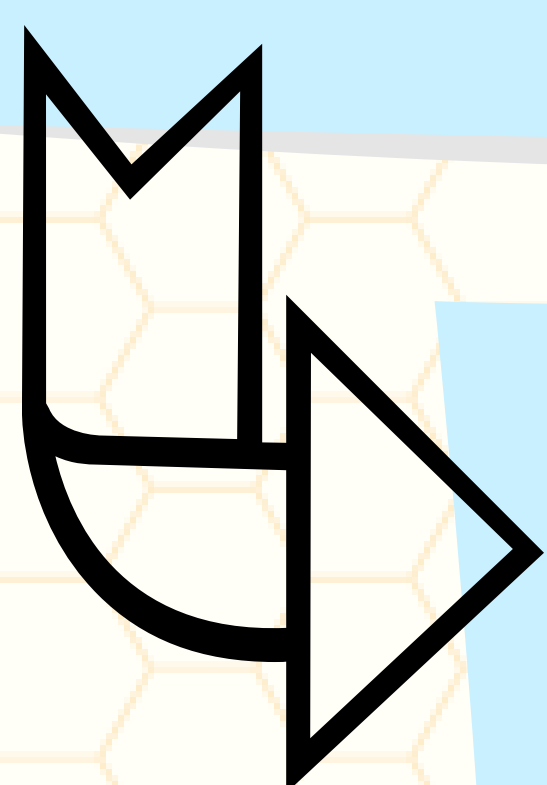
3) Learning at home: this contribution is very helpful for providing information and ideas to families about how to help students at home with homework, decisions and planning, by setting student goals each year with participation of the families or defining calendars with activities for parents and students at home. This is also helpful for teachers, in the sense of a better design of homework assignments and to increase their satisfaction with family involvement and support.

4) Decision making: it is very important and positive to include parents in some school decisions, i.e. advisory councils or committees. This helps teachers be aware of parent's points of view and to better modulate the curricula and planning. Parents feel that their voice is considered and they develop a feeling of ownership of the school; and students understand that student rights are protected.

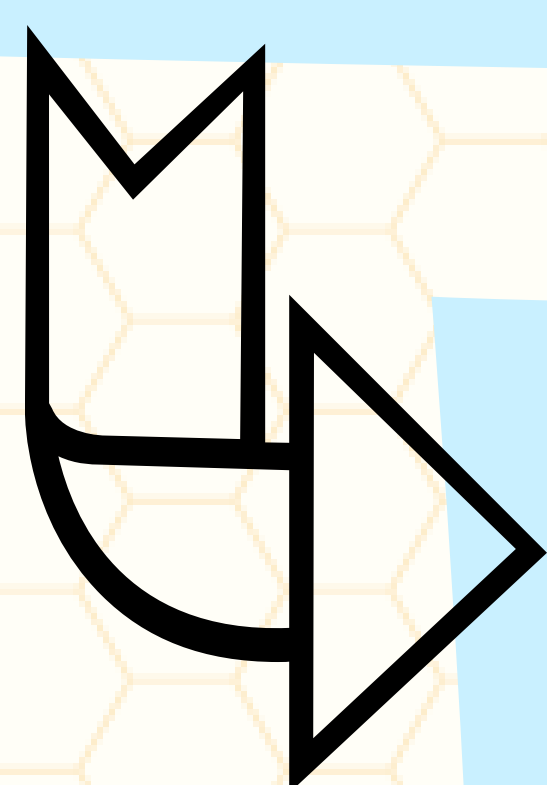
5) Collaborating with community: this process is very useful to integrate resources and services from the community (i.e. health, cultural, recreational, social services) into the school programs and activities. This integration is helpful for all the actors: teachers know more resources to help children; parent's knowledge of local resources for their children are increased; and students are benefited from extracurricular services.



One solution could be the co-teaching of parents and children, which may at first be the language of the host country and, subsequently, additional courses to integrate them into the environment. This will allow parents and children to understand the real perspective of the dynamic learner-learner relationship in the host education system.

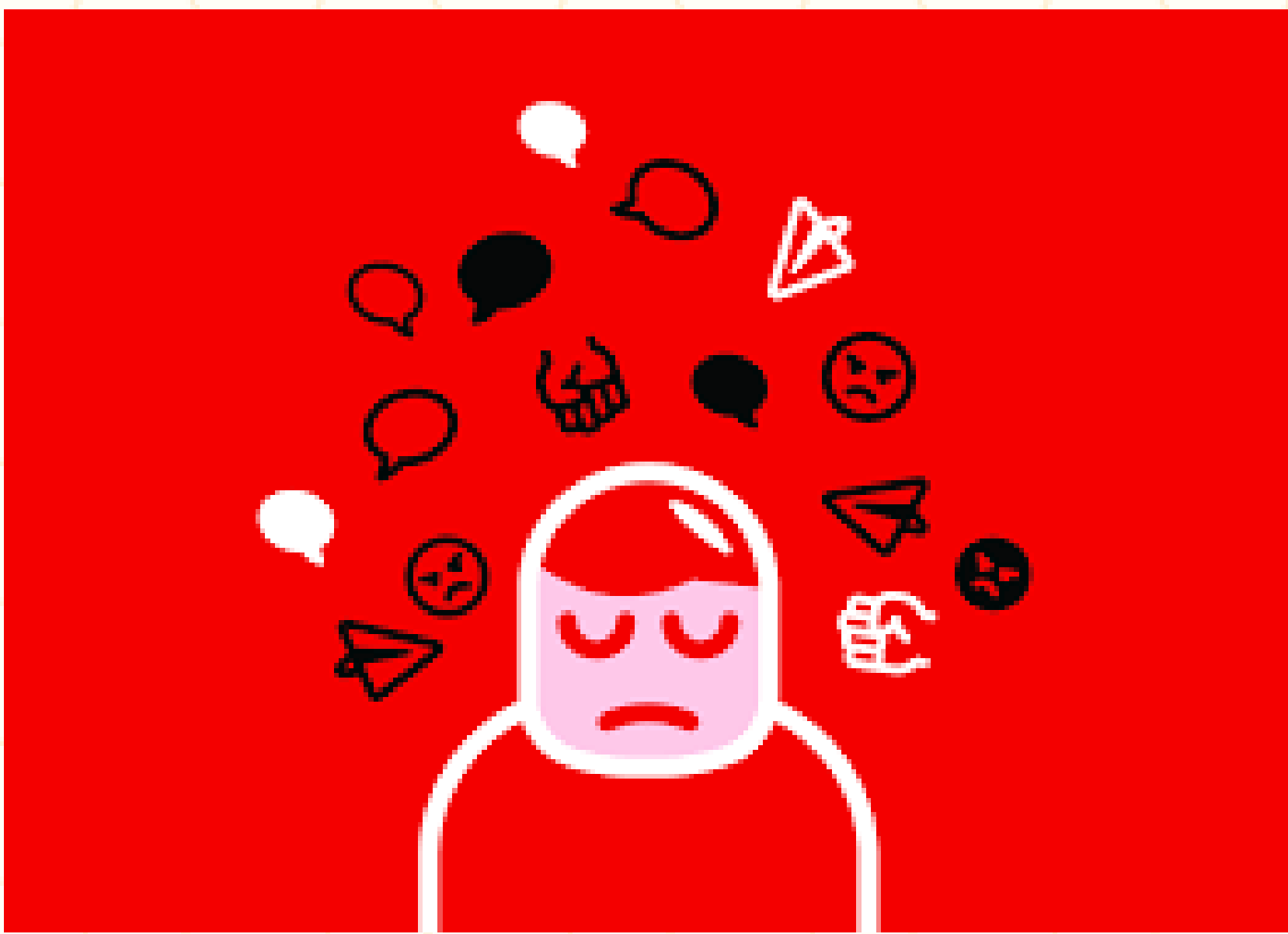


Non-formal teaching allows students to approach the communicational perspective of the language, helping to deal with day-to-day situations and finding solutions according to problems. It could include traditional dances and exercising in the gym for the purpose of working in teams and socialising with each other.



In this way students may not feel foreign. It could be used after school activities too. The formal one is necessary for a more solid learning of linguistic rules and cultural knowledge because it allows an involvement in speaking and writing correctly.





Although cases of bullying towards students with a migrant background are few, some suggestive solutions are:

- A zero-tolerance stance is enforced;
- Students should receive consequences;
- Bullies must not just be penalised but also be fully aware of the negative effects bullying has on the student environment, so they should have time to reflect and be heard. In case of underlying issues, they can be referred to specialist such as social workers, or a psychologist;
- Teachers/educators should focus on celebrating the school's different cultures, acceptance and integration of others;
- It is important that the classroom is a safe learning environment where students can express themselves and be heard without being disrespected;
- Children of migrant backgrounds should not be isolated even though they are different, confused or do not speak the language so well;
- Schools must have trained psychologists who are able to intervene immediately in conflict situations, working in partnership with teachers;
- Identify the warning signs that indicate the development of bullying (skipping classes, low self-esteem, reluctance to socialise, fear and shame);

- Promote meetings to discuss this topic fostering solidarity, diversity, respect and empathy, in which parents and students should be involved to avoid the discrimination of students from other countries;

- Classmates should support those who are bullied and report it

The teacher must always intervene, take the appropriate measures and alert / raise the awareness of the class to the seriousness of the situation.



Summary and overview of each country studied

- In **Norway**: several high schools offer languages courses for youth between 15 and 18 years old who have recently arrived in Norway. The courses last for 6 months to 1 year depending on the student's level of Norwegian skills. Upon completion the student can continue his or her education with normal progression at any Norwegian high school. High school in **Norway** is not mandatory. Norway has a notably low rate of early high school dropouts among young people with a migrant background as compared to other European countries. This lower rate can be explained because of three factors: 1) A comprehensive municipality funded fast track language course 2) Financial assistance 3) Positive job opportunities after completion of high school.
- In **Belgium**, generally, those who underperform in the education system and who eventually leave it without a proper qualification, have trouble to undertake integration paths in the society and find a job. According to PISA studies the children of immigrant origin – who represent about 10-12% of a typical Belgian school cohort – are doing very poorly at school. In **Belgium** the factors that drive education, underachievement and drop-out are: + Lack of long-term financial incentives to stay on in education, some youngsters believe that “education does not pay” ; At risk pupils do not receive enough support; Less access to training and other remedial programs targeting young adults; One of the real problems rests with the social context in which schools operate – namely, the family, neighborhood and peer environments that low-income children experience, or excessive school segregation.
- In **Bulgaria** the process of integration is not obligatory, it is only recommended. The migrant family has the complete freedom to adapt and the education system has no right to refuse it. If the migrant family applies for papers of citizenship or temporary stay in the country, it must accept the Bulgarian rules and laws, to be a part of it. So, if the family does not wish to be integrated, then it is seen, as one that does not wish to be a part of this society and they have the freedom to leave it. **In Bulgaria**, the number of migrants is not so great, and it is not decisive regarding early school leaving. This country has other factors that determine early school leaving.
- In **Portugal** integration of students with a migrant background is a common practice. The teacher is a support who welcomes and helps parents and students to know Portuguese education system. The first step is the teaching of Portuguese, then Portuguese culture, uses and traditions. Afterwards, it is considered very important to value the culture of the migrant student, through intercultural moments such as gastronomy week, exhibition with images of different countries. Many students still choose career paths, related specifically to some countries, where personal investment in education is low and partly associated with cultural problems. **Portugal**: One of the main problems is the lack of an appropriate monitoring of students and their parents in the years preceding secondary education. Moreover, some parents do not promote their children's education and in some cases they even make it difficult which affects the school path and professional opportunities.
- In **France**, the national curriculum (under the authority of the Ministry of Education, Ministry of Higher Education or Ministry of Agriculture - for the Vocational and Educational training) states specifically that every teacher should be a language model for all students. Furthermore, top-level education authorities have defined competence levels for the purpose of the continuous assessment of migrant students' language skills in French language. In addition, the framework of the education curriculum (from primary school to university and VET) is very deeply structured and hardly changeable. **France**: On average, 63% of first-generation immigrant students and 38% of second-generation immigrant students speak a language at home that is different from the French. Until 15-16 years old it is compulsory to follow a general education path to be able to “master” French and calculation basics, so the students don't have options to prepare for a specific job.
- In **Greek Education System** one of main problems is the lack of knowledge of the language, culture, traditions, customs and in general the daily life of the country among the students with a migrant background. A major issue that is happening more and more in schools is bullying. Moreover, this issue could be bigger when we speak about students with a migrant background. They usually get bullied, but not only from locals, but from other students with migrant background as well. **The Greek Education System** and the situation in Greek schools at the moment, we notice some important issues that are probably contributing to the direction of early school dropout. Issues mainly related to the lack of knowledge of the language, culture, traditions, customs and in general the daily life of the country. There are also issues related to the recent economic and migrant crisis in the country and the enlargement of the number of people who have come to the country.
- **Italian schools** do not provide the right skills for the labor market. This issue is highly connected with a low rate enrollment of students with a migrant background in lyceums and universities. At the end of the eighth year of school, the teachers give students a recommendation about the kind of high school that they should attend. Equal of school results, teachers recommend high school less often to those who come from families with lower education and that belong to the poor social classes, above all because these families have lower cultural and economic resources, therefore they could not provide a good support to the student who would choose a lyceum-university path. **Italy**: An important issue is the perception of secondary school as not very useful to provide the right skills for the labor market, accordingly many students with a migrant background leave school early.



Conclusion and Summary.

If the student is more comfortable in the classroom, he or she will be more eager to communicate with the teacher. If teachers are better aware about cultural factors that could hinder communication, they are able to adapt their methodology. It is for this reason that we strongly believe that successful implementation of the mentioned practices will ease the integration process and benefit all parties.

Generally, factors that account for the success of a country's educational system, so that it creates a sense of belonging that is needed to ensure that students become meaningful and productive members of society, are:

- fostering students' capabilities,
- giving them needed knowledge and skills to be able to succeed in an ever so changing world,
- promoting critical thinking skills,
- identifying their strengths.

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Appendix

IHAVET FOCUS GROUP QUESTIONNAIRE

Main questions (the framework)

1. How to involve students with a migration background more in the education process?
2. How to strengthen the tie between teachers and parents?
3. How is it possible to intensify the involvement of parents in the education performance of their children?

a) Question background:

From an institutional point of view, many students with a migrant background feel to be discriminated in the society in which they live in, because of the lackness of acknowledgment of citizenship, therefore many feel with difficulty the sense of belonging to the Country in which they live.

Question:

How do you think to help the students who do not have citizenship of the country in which they live and would like to obtain it, to make feel them part of the nation in which they live and strengthen their sense of belonging?

b) Question background:

Too many students with a migrant background enroll to VET or technical schools and few of them go to lyceums and to the universities, so, generally speaking, they have lower possibilities to get high skills jobs.

Questions:

How to encourage a higher incidence of enrollment in lyceum?

Can you provide some ideas how the educational system and the teachers should ease the enrollment to the university of students with migrant background?

c) Question background:

Many students with a migrant background said that the school that they attend has been chosen by the parents.

Question:

How could students increase the level of decision in choosing the school they will attend?

d) Question background:

Many parents and students complained about the fact, according to them, that the educational system of the arriving Countries does not provide the students with good skills useful for the labor market.

Question:

Do you have an idea about how the educational system should prepare the students to face the labor market?

e) Question background:

In various cases in the survey the difficulties of relationship among teachers and students with a migrant background emerged, because of many reasons.

Questions:

How do you think that the relationship among teachers and students with a migrant background could improve?

Would you provide some examples of what kind of skills teachers should acquire in order to work better with students with migrant background?

f) Question background:

Over the last years, in several EU Member States many cases of bullying and ethno-cultural discrimination are increased, so they are two of main challenges of the education system in order to avoid high levels of social conflict and problem of mental health.

Question:

How do you think it is possible to reduce the cases of bullying and discrimination inside the classrooms?

g) Question background:

In the survey it came out the low involvement of parents in the elections of the school bodies of their children's school.

Question:

How do you think it is possible to increase the involvement of parents in the elections of the school bodies of their children's school? (please provide some examples)

h) Question background:

The teaching methodology is changing in many education systems, because the students are less inclined to attend a frontal/formal lesson.

Question:

What is the best teaching methodology to teach to students with migrant background: formal, informal, non-formal?

Would you, please, make some example?

i) Question background:

Many students with a migrant background (newcomers) have problem in their educational paths because of their lack of languages skills and that of their parents.

Questions:

Do you have an idea about how to increase the L2 skills among the students with migrant background (for those newcomers)?

Do you think that if parents learned the language of the country in which they live they could better follow their children in their homework and have a more constant relationship with their teachers or should they need more information about the school institutional system? (please explain your answer)

Questionnaire given to participants of the study

Questionnaire for Students

1. Socio-Personal Data

Gender

Female

Male

Other

Prefer not to answer

Country of birth drop down menu

Country of residence (currently living in) drop down menu

Your citizenship drop down menu

Are you a citizen of the country you are residing?

Yes

No

If No: Would you like to acquire citizenship of the country you are living in?

Yes

No

If No: What is your current status?

Refugee

Asylum Seeker

Long-Term Resident

Holding a residence permit for: familiar reunification, study, etc.
other _____(please specify)

Age?

13 – 15

16 – 19

20 – 22

What sort of house do you live in?

In a flat

In shelters/family-home, therapeutic communities

With whom do you live?

Family

Friends

Educators

If you live in family: do both your parents live with you?

Yes

No

If no: With which of them do you live?

- Mother
- Father
- Nobody

Do you have siblings older than you?

- Yes
- No

Is there any uncle, aunt, or cousin of yours living with you?

- Yes
- No

Do you work?

- Yes
- No

If yes: how many hours a week?

- 1 – 5
- 6 – 10
- 11 – 15
- 16 - 20

2. School Paths

What kind of studies are you attending?

- High school
- Technical school
- Vocational school
- Preparatory school

Who chose the school you are attending?

- Me
- Parents
- My parents and I

If you attend a vocational school chosen by the parents: why?

- They are not able to send me to the university
- They want me to start working soon
- They think I am not able to achieve the degree
- They want to be sure I will have professional skills so that I am able to choose between working and/or attending university

How many years of school did you attend up until now in the country you live in?

- 1 – 3
- 4 – 6
- 7 – 9
- 10 - 12

Have you ever failed at school?

Yes

No

If Yes: how many times?

1

2

3

4

5

Have you achieved any certification attesting that you have specific skills useful for the professional market?

Yes

No

Do you think that your professional goals are compatible with the preparation the school is giving you?

Yes

No

3. Professional goals

Do your actual professional goals and desired job fit?

Yes

No

Do you intend to attend university?

Yes

No

Do you think that time spent at school is useful?

Yes

No

If not, why?

Teachers don't teach me anything useful

I don't like what they teach me

If you weren't obliged to stay in school, what would you do?

Spend time with girlfriend/boyfriend and friends

Spend time walking around the city

Spend time trying to get job

What don't teachers teach that you would like to learn?

Having a job interview

More professional skills

Knowing the labor market

Knowing the typologies of job contracts

Knowing the jobs that will be more requested in the future

4. Education Difficulties

How did you learn the language of the country you live in?

I was born here

I learned it thanks to:

- Classmates;

- Parents;

- Older brother(s)/sister(s);

- Friends/Neighbors;

- A third sector association.

5. Relationship Dynamics with Parents/Relatives

Educational Qualification of Parents

Mother:

- no education
- elementary school
- secondary school
- high school
- undergraduate school (college)
- graduate school (master’s or Ph.D.)

Father:

- no education
- elementary School
- secondary school
- high school
- undergraduate school (college)
- graduate school (master’s or Ph.D.)

Typology of parents' work:

Mother:

- unskilled work (worker, farmer, waiter, etc.)
- technical/specialized
- office clerk
- care/household
- intellectual/highly specialized (high-skilled)
- management/entrepreneur/trade agent
- logistics

Father:

- unskilled work (worker, farmer, waiter, etc.)
- technical/specialized
- office clerk
- care/household
- intellectual/highly specialized (high-skilled)
- management/entrepreneur/trade agent
- logistics

How do you think your family climate is?

- relaxed
- normal
- conflictual

Do you need someone's help to do your homework?

Yes

No

If yes, does anyone help you?

Yes

No

If yes, who?

- relatives
- classmates
- acquaintances/neighbors
- educators/youth workers/teachers
- volunteers of the third sector

How many hours a day are you alone at home on average?

Never

1 – 3

4 – 7

With which means of transport do you go to school?

- scooter
- bicycle
- bus
- train
- car
- on foot

Do you think that the upbringing (care and training) your parents are giving to you is:

- rigid/traditional
- liberal/permissive
- a right equilibrium among rigid and liberal

6. Relationship Dynamics with Teachers

How is the relationship with your teachers?

- relaxed
- normal
- conflictual

Is there any teacher you are in conflict with?

Yes

No

If yes, why?

- because of my behavior
- because I don't study
- because of his/her attitude

Is there any teacher with whom you are in tune?

Yes

No

If yes, why?

- because he/she understands me
- because he/she helped when I was in trouble
- because he/she helped me develop some important skills

During the lessons, do you have the possibility of using the phone, Ipad etc., for non-didactic purposes?

Yes

No

If yes, do you use them?

Yes

No

If yes, why?

- because I don't care about the lesson
- the teacher explains badly
- I want to communicate with friends and/or boyfriend/girlfriend

How do you feel in your class?

- at ease
- in difficulty
- sometimes at ease, sometimes in difficulty

Are you aware of having acquired professional skills at school?

Yes

No

7. Relationship Difficulties with Classmates

Have you ever been bullied?

Yes
No

If yes, who helped you?

- nobody
- teachers
- classmates
- parents
- others

Did you suffer ethno-cultural discriminations?

Yes
No

If yes, who helped you?

- nobody
- teachers
- classmates
- parents
- others

Do you carry out extracurricular activities with your classmates?

Yes
No

Do you do homework with classmates both at home and their homes?

Yes
No

8. Education system of the country

Is there anything you would like to change about the education system of your country?

Yes
No

If yes, it mainly concerns:

- the teachers
- the teaching methodology
- subjects
- greater collaboration between teachers, children, and parents

Do you think the education system provides adequate skills for the labor market?

Yes
No

Questionnaire for parents

1. Socio-Personal data

Gender

Female

Male

Other

Prefer not to answer

Country of birth drop down menu

Country of residence (currently living in) drop down menu

If you were born in another country, how long (in years) has it been since your arrival?

1 - 5

6 - 10

11 - 15

16 - 20

21 - 25

26 - 30

Over 30

Your citizenship drop down menu

Are you a citizen of the country you are residing?

Yes

No

If no: What is your current status?

Refugee

Asylum Seeker

Long-Term Resident

Holding a residence permit for: familiar reunification, study, etc.

other_____ (specify)

Age:

30 – 35

36 – 40

41 – 45

46 – 50

51 – 55

56 - 60

Where do you live?

In a apartment

In a shelter

In a family-home

In a therapeutic community

With whom do you live?

Family

Friends

2. Education

Educational Qualification

- no education
- elementary school
- secondary school
- high school
- undergraduate school (college)
- graduate school (master’s and Ph.D.)

Have you ever failed at school?

Yes
No

3. Work

Do you work?

Yes
No

If yes, what kind of job?

- unskilled work (worker, farmer, waiter, etc.)
- technical/specialized
- office clerk
- care/household
- intellectual/highly specialized (high-skilled)
- management/entrepreneur/trade agent
- logistics

If yes, do you work:

- Full-time
- Part-time

4. Cultural Issues about the Child’s Upbringing

Does the culture of origin favor or prevent from being with children doing homework / spending time with them?

Yes
No

How many hours a day do you spend with your children on average?

Nothing
1 - 2
3 - 4
5 - 6

What types of activities do you do with your children?

- playing / leisure
- homework
- work

How do you evaluate the relationship with your children?

- relaxed
- conflictual
- normal

5. Level of Knowledge of Language of the Host Country

Do you want to have a good proficiency of the language of the country in which you live?

Yes
No

If no, in which skills do you have more difficulties?

- writing
- listening
- speaking
- reading

6. Involvement in the Child' Education

Do you know your child's teachers?

Yes
No

Did you participate in the elections of the collegiate bodies of your child's school?

Yes
no

Do you speak with teachers about your child’s school performance?

Yes
No

If no, why?

- I don't have time
- My wife/my husband speaks with them
- I think it is useless
- I think they are always right

Are you aware of your child's academic performance?

Yes
No

Do you consult your child's electronic register?

Yes
No

Did your child have any academic difficulties?

Yes
No

If yes, how did you solve them?

asking for help to:

- neighbors/acquaintances
- third sector
- private lessons
- remedial courses

Are you aware of your child's potential problems (performance, behavior, and relationships)?

Yes
No

7. Relationships with teachers

What role does the teacher play in your culture?

- person to be respected
- person to put in discussion
- a person with whom to collaborate / discuss the education of the child
- he/she is always right
- can make mistakes

What is the teacher for you?

- person to be respected
- person to put in discussion
- a person with whom to collaborate / discuss the education of the child
- he/she is always right
- can make mistakes

8. Relationships with other parents

Do you acquaint other children's parents?

Yes

No

If yes: they are above all:

- autochthonous (native)
- migrants
- both migrants and autochthonous

If yes, do you discuss with them about school issues (attitudes of teachers, relationships between children, educational field trips or cultural or extracurricular activities)?

Yes

No

9. Professional Ambitions for the Child

Where would you like your son/daughter to go after graduating?

- to work
- to university

Are you able to send you child to the university?

Yes

No

10. Education System of the Country

Is there anything you would like to change about the education system of your country?

Yes

No

If yes, it mainly concerns:

- the teachers
- the teaching methodology
- subjects/courses
- greater collaboration between teachers, children and parents

Do you think the education system provides adequate skills for the labor market?

Yes

No

Questionnaire for teachers

1. Socio-Personal Data

Gender

Female

Male

Other

Prefer not to answer

Do you have a migrant background?

Yes

No

If yes: Country of birth drop down menu

If you were born in another country, how long (in years) has it been since your arrival?

1 - 5

6 - 10

11 - 15

16 - 20

21 - 25

26 - 30

Over 30

Your citizenship drop down menu

Age:

30 – 35

36 – 40

41 – 45

46 – 50

51 – 55

56 - 60

In what kind of school do you teach?

High school

Technical school

Vocational school

Preparatory school

Do you have specific skills in order to teach students with migrant background?

Yes

No

Who are you?

- teacher

- trainer

- youth worker

2. Main teaching methodologies

What kind of teaching methodology do you use?

- formal
- non formal
- informal

Do you take into consideration past experiences and/or skills of the children?

Yes

No

If yes, how do you use them?

- to increase the level of interculturality
- to give a better evaluation of the scholastic results of the child

How many students with migrant background are there in your classroom?

Nobody

1 - 5

6 - 10

11 - 15

How many students with migrant background have failed?

1 - 5

6 - 10

11 - 15

3. Education Difficulties of Students with Migrant Background

What kind of difficulties do immigrant students generally have?

- DSA
- related to the language
- linked to school performance (ability to carry out tasks independently)

The ICT in the relationship with the boys/girls are:

- a resource
- an obstacle

4. Main Relationship Dynamics Inside the Classroom

Do migrant children actively participate in educational activities?

Yes

No

Are migrant children integrated into the class?

Yes

No

5. Attempts and Main Difficulties of Parents' Involvement

How is the relationship with parents of students with migrant background?

- consistent
- scarce
- nothing

If it is scarce or nothing, do you try to engage them?

Yes

No

Which other bodies / institutions help you involve parents?

- nobody
- school
- local school authorities
- local authorities
- third sector
- the church

Do you communicate with parents of skills acquired by children?

Yes

No

Do you update the parents about the goals achieved by their children?

Yes

No

6. Education System of the Country

Is there anything you would like to change about the education system of your country?

Yes

No

If yes, it mainly concerns:

- the teachers
- the teaching methodology
- subjects
- greater collaboration between teachers, children and parents

Do you think the education system provides adequate skills for the labor market?

Yes

No

Credits

Belgium: ECEPAA

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