



Let's care

BUILDING SAFE AND CARING SCHOOLS
TO FOSTER EDUCATIONAL INCLUSION
AND SCHOOL ACHIEVEMENT

WP3. Data collection and analysis

T3.3. In-depth interviews with families

Qualitative and collaborative data collection with families

DOSSIER B in-depth interviews

Based on the European Union Agency for Fundamental Rights
recommendations

FAMILY INTERVIEW REPORTING TEMPLATE (filled in by the interviewer)

Safe Education

Identification code for Interview Country/In/No. (i.e. '1' or '2'):

ES/IN/1

Instructions:

Follow these steps to fill in the family interview report templates.

- 1) Conduct the interview and then make notes in each thematic section of the interview report template. The notes should reflect the content of the families' speech as well as any salient observations on non-verbal behaviour.
- 2) Listen to the audio recordings of each interview and transcribe them.
- 3) Fill in this template based on the transcripts and integrate the notes you took into the interview report template after the interview took place.

When filling in the report templates, please:

- **Identify the key themes** and summarise the content of the speech in each section.
- **Provide (at the end of each section) common quotes from participants** to illustrate the results of each section, bearing in mind that:
 - All quotations should be **preceded by an introduction**, and should be an exemplary illustration of a research finding/statement.
 - Some **quotations** should also be included **that are useful** to reach an understanding of the research objectives: for example, to identify the factors that facilitate and hinder the development of safe teaching, what difficulties teachers have in establishing links with their students....
 - Each citation must be in both the **original language and in English**.
 - Direct quotes from informants are often not analysed grammatically, or not taken completely out of context. It is up to the researcher to **edit them for clarity**.
 - Please clarify **who is the author of each quote** (in case more than one person speaks during the interview).
- Please note the research objectives of:

- 1) Identify factors that promote and facilitate safe learning.

2) Identify barriers and difficulties to safe learning.

- In this regard, be sure to reflect these issues in the templates.
- Indicate whether the answers are mainly based on participants' direct experience (i.e. their own experience), indirect experience (stories/situations they know) or whether their answers are mainly opinions (not based on their own experiences or the experiences of others).
- Use as much space as you need to give a comprehensive response; do not limit yourself to the space provided in the template.

1. Introduction and life history

Comment on any issues that have arisen that you think are relevant to this part.

Family made up of two mothers (separated) and two daughters aged 10 and 12. Although they are divorced, they have a good relationship. One of the mothers is from Cuba.

2. Safe relationships in the close circle

1- Summarise the main emotional or attachment needs that families have expressed regarding their children

Girls are very different and express themselves differently on an emotional level. The absence of a family network close to them has defined their character and has caused their mothers to expand their network of friends to support their needs.

The girls have attended psychological therapy to manage the separation from their mothers.

The family attaches great importance to communication.
The girls talk about their circumstances, seek moments for reflection...
They are able to express what bothers them.

2- Describe the main actions and/or behaviours that children have when seeking help and self-regulating emotionally

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Artistic/manipulative activities in the absence of outings outside the home.

They also do physical activity.

They have a kind of refuge, a place where they are comfortable.

The mothers would like them to seek moments of solitude but they are small and fearful.

State who are the child's main points of reference for safety and security.

Their main supports are their mothers but also their network of friends.

They express themselves, they seek communication.

3 - Describe the child's level of participation and autonomy, as well as his or her forms of participation in the immediate social environment

The girls are less autonomous with their mothers, but little by little they are making progress.

When there has been a problem at the school, they immediately notify their mothers.

One of the girls has a harder time making friends.

The school and the environment favour participation, autonomy...

The family looks for moments, places and extracurricular activities so that their daughters can interact and develop greater autonomy.

4 - Describe the expectations in relation to children's academic future

The girls are too young to be aware of what they want their academic future to be like.

However, they are excited to learn and study to have a profession in the future.

Mothers are aware of the limitations of their daughters. They would like them to study and be independent.

Provide here at least 1-2 exemplary direct quotations used by the interviewees (please report them in national language and English)

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3. Centre level, actions that promote or hinder safe learning

5 – Describe the child's level of satisfaction with his or her school, and the reasons the family gives for it

The school the girls attend is really liked by their mothers.

One of the girls had some episode of fear in the transition between stages.

That change made her have some difficulty on an emotional level.

The school helped a lot in this regard.

The adaptation was favoured and they gave the necessary support to the girl.

6- Describe the teacher's actions that promote safety or try to resolve conflict situations

- Explain the main situations in which the child feels insecure, and their protection strategies

- State the main ideas that exemplify the climate that the interviewees recognise in the school

Teachers have continuous training. They attach great importance to dialogue, active listening... Do not work in a traditional way, they do it through projects.

The school provides a lot of information to families. Takes into account what families say.

The school addresses work on emotional intelligence but the family believes that it is not enough.

Conflict resolution, active listening, expression of emotions, etc. are worked on.

Student attention is personalized.

7 - Describe the relationship between the teacher and the child

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- State the main ideas about the degree of satisfaction with the school (both parents and children)

The school the girls attend is liked by their mothers. Girls like it too. They go to school very happy.

Both have a very good relationship with their teachers.

8 - Explain how the child receives possible changes in learning methodologies

The girls feel highly motivated by the work that is done at school.

Don't work in a traditional way, they do it through projects, and that favors their interest in learning.

9- State the main results, in terms of academic performance in reading, mathematics and science.

- Describe the strategies deployed by the family in cases of underachievement

One of the girls has more difficulties, especially in reading.

The mothers show themselves as guides and give all the support they can.

They sit down to do their homework with them, they look for moments to read, etc.

10 - Describe the extent of the child's absenteeism

They are not absentees. When they do not attend school it is for a justified reason.

11- Describe the child's relationship with peers at school and the child's behavioural problem (for early childhood education)

One of the girls has a stable group of friends.

The other girl finds it more difficult to relate to her peers but she has a friend who is her support at school.

None of the girls have behavior problems.

12- Describe the extent of the child's interest in classroom activities and new learning (for early childhood education)

The girls are very motivated at school.

They don't work in a traditional way, they do it through projects, and that favors their interest in learning.

They feel safe and are part of a group that supports and protects them.

13 - Describe the activities that the family carries out with the school and the family's feelings about these activities.

- Describe ideas for improving the relationship between families and the school.

The family has a very good relationship with the school.

The mothers have the possibility to go to the teachers whenever they have a question.

Both participate in all the activities that are proposed in the school.

The mothers are calm because they know that they can count on the teachers and that their daughters are in a pleasant environment.

Provide here at least 1-2 exemplary direct quotations used by the interviewees (please report them in national language and English).

4. Closing

Summarise any additional comments by participants.

The family wants the girls to feel at school as if they were at home.
May they feel safe, loved and happy.
All this will have a positive impact on academic performance.

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Facilitator's observations and general assessments of interview
Briefly highlight what you consider the major key points brought up in the interview and the 3-4 recurring themes, if any.

Information about interviewer and participants

At the end of the interview, the interviewer should comment on his/her impressions and notes and provisionally fill in the interview report template and each thematic section (the following will be part of the report template, i.e. there is a separate template for this).

Information about interview facilitator and setting
Please fill in the information about the interviewer. Tick all boxes that apply.
Date: 14th July 2023
Country: Spain
City/area: Torrevieja (Alicante)
Location of interview (School name): Online interview
On-site or online? Online
Number of participants and family status: One (one of the two mothers)
Language of interview: Spanish
Interview recorded? Yes
Name of interviewer: Carmen Murillo-Miguel Méndez
Organisation: Junta de Extremadura
<p>Comments on the interview, taking into account atmosphere, level of trust and openness, interruptions, etc.:</p> <p>Interview developed with total normality. On some occasion the questions have had to be repeated because the audio failed.</p>

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Socio-demographic information of the persons interviewed

Fill in as much information as possible about the persons interviewed. Reproduce this template in case there is more than one person, including children. You can print several copies of this template and give it to each participant together with the consent form for them to fill in.

You must send CIDALIA the summary tables with the information of all participants.

Interviewee 1		
Age of the interviewee	45	
Number of children and their ages	Two daughters 6 and 10 years old	
Source	Family	
Vulnerability circumstances	Divorced mothers	
Gender of participant	Male	
	Female	X
	Not reported	
	Other	
Educational level of children	Pre-school	
	Primary	X
	Secondary (general)	
	Secondary (vocational)	

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