



***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 of four members: father, mother and two daughters aged 16 and 18.  
Both parents work and have university studies.  
They live in a town of 4000 inhabitants (rural environment)

**2. Safe relationships in the close circle**

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

- One of the daughters is introverted and likes to be at home. She is very constant and studious.
- The other daughter is outgoing and sociable. She is also a very good student.

The two daughters wait to leave town and move to a city.

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

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

Although they usually talk at home and tell what happens to both parents, they have more confidence with the mother.

They also have a stable group of friends. Away from home, it's their core of support.

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

- They are different but both have their friend groups to hang out with.
- They use technologies and tutoring on academic aspects to self-regulate their learning

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

They want to continue studying after high school.

They seek further training outside the town in which they reside.

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

### 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 level of satisfaction of the daughters with their schools is not very high.

They are not very motivated as they have higher expectations.

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

The interviewee has no answer to this question.

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

According to the interviewee, emotional aspects are attended to at school, but in a very general way.

There is no systematicity at work. For example, the ability to manage your own emotions and behave appropriately is not worked on.

7 - Describe the relationship between the teacher and the child

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

They do not feel involved beyond formal communications and scheduled meetings.

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

The interviewee refers that as long as the methodologies are attractive and participatory, the students will be less averse to possible changes.

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

Both daughters are very good students.

However, the family seeks external support to strengthen some areas.

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<p>10 - Describe the extent of the child's absenteeism</p> <p>They do not usually miss class except for illness. There are no significant absences.</p>
<p>11- Describe the child's relationship with peers at school and the child's behavioural problem <i>(for early childhood education)</i></p> <p>(They are high school students)</p>
<p>12- Describe the extent of the child's interest in classroom activities and new learning <i>(for early childhood education)</i></p> <p>(They are high school students)</p> <p>They are not very motivated even though they are good students.</p> <p>There is a great demand towards the work of the students. This can affect their self-esteem if they have limitations or find it difficult to respond to those demands.</p>
<p>13 - Describe the activities that the family carries out with the school and the family's feelings about these activities.</p> <p>- Describe ideas for improving the relationship between families and the school.</p> <p>Strengthen the school's educational guidance department so that the needs of students and families can be better met.</p>
<p>Provide here at least 1-2 exemplary direct quotations used by the interviewees (please report them in national language and English).</p>

<p><b>4. Closing</b></p>
<p>Summarise any additional comments by participants.</p> <p>The interviewee would like the methodologies used in the education of her</p>

daughters to be more attractive to them. That way they would be more motivated.

**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.

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#### **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: Mérida
Location of interview (School name): CEYE
On-site or online? On-site
number of participants and family status: One (father of the family)
Language of interview: Spanish
Interview recorded? Yes
Name of interviewer: Miguel Méndez- Juan Francisco Fuella
Organisation: Junta de Extremadura
<b>Comments on the interview</b> , taking into account atmosphere, level of trust and openness, interruptions, etc.:
The interview has been carried out completely normally.



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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	50	
Number of children and their ages	Two daughters 16 and 18 years old	
Source	Family	
Vulnerability circumstances	Rurality	
Gender of participant	Male	X
	Female	
	Not reported	
	Other	
Educational level of children	Pre-school	
	Primary	
	Secondary (general)	X
	Secondary (vocational)	