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Grant Agreement number: 809784 — MISTO — REC-AG-2017/REC-RDIS-DISC-AG-2017

DATA COLLECTION METHODOLOGY

**for identifying obstacles
related to the school integration of Romanian Roma children
migrating in France and Spain**

elaborated within the project

**„MISTO AVILEAN! (in Romani, Welcome)
Migration = Integration: Service Transfer Optimisation”**

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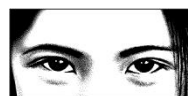
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(Deliverable D.2.4. - D.13

Wp.2. Transnational cooperation for non-disruptive compulsory education)

DATA COLLECTION METHODOLOGY (INTRODUCTION)

for identifying:

- Structural obstacles (legislative, institutional, administrative, procedural, practice) WP 2.1.
- Cultural obstacles (prejudices, rejection, discrimination in classes) WP 2.1.
- Professionals needs (lack of experience, training) WP 3.1.
- Success / failure stories (conditions, causes) WP 4.1.

Project objective: To promote the integration of Roma children in education by:

1. Creating a mechanism for transnational cooperation by providing education to Roma children on the move in 3 EU MS
2. Strengthening the capacity of education professionals to provide non-discriminatory education to Roma children on the move in 3 EU MS
3. Combating negative representations of Roma by means of a child-led campaign

Project activities:

A **transnational cooperation mechanism** will be created to support education professionals and institutions in cities of **origin** and **destination** of Roma families on the move to ensure non-disruptive education for Roma children.

Education professionals will be provided with concrete tools and methods for ensuring non-discriminatory quality education to these children through a comprehensive training programme, stimulating mutual learning and cooperation through a transnational community of practice.

Prejudice-related difficulties in ensuring non-discriminatory education for Roma children on the move will be tackled in through a **child-led campaign**.

Project beneficiaries:

- 570 education professionals and
- 200 Roma children

Project results:

- A transnational cooperation mechanism linking **40 schools**
- Increased capacity of **570 education professionals** to deliver non-disruptive, non-discriminatory education to migrating Roma children
- Increased awareness among education professionals on Roma rights and success stories in education
- Successful integration in non-disruptive education for **200 Roma children**



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General Deliverables:

The study is the main base for:

- 3 national reports on structural obstacles to non-disruptive compulsory education
- 3 sets of recommendations
- 1 EU report and 1 EU set of recommendations

... which is the base for:

- o 1 transnational cooperation mechanism

The study provides information for needs assessment useful for:

- o 1 capacity building programme for education professionals
- o 1 community of practice of education professionals
- o 1 set of Guidelines for non-disruptive and non-discriminatory education

The study can provide information regarding success stories to be followed:

- 1 transnational child-led anti-discrimination campaign

Specific deliverables:

Activity	Quantitative indicators	Target
2.1	Nr of common research methodologies elaborated	1
	Nr of participants in focus groups , disaggregated by gender	60
	Nr of country reports	3
	Nr of comparative reports (EU level)	1
	Nr of policy recommendations	4
2.2	Nr of schools working with Roma migrants identified	80
	Nr of schools involved in mechanism	40
	Nr of transnational cooperation mechanisms created	1



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I. THE ACTIVITIES AND DELIVERABLES – SUMMARY

Wp.2. Transnational cooperation for non-disruptive compulsory education

1. Identifying structural obstacles

P4 will provide a **methodology** for the identification of structural obstacles in the provision of non-disruptive education to Roma children on the move, which will be made available to other NGOs and policy makers, comprising of data collection instruments (questionnaires to schools and other relevant bodies, guides for focus groups with Roma parents and teachers).

The methodology and data collection instruments will be made available to other NGOs and policy makers aiming to undertake the same research in other EU countries.

Subsequently, P1, P2 and P4 will apply the instruments in order to collect data.

In each country,

- at least **1 focus group with migrating Roma parents** and
- **1 focus group with teachers** will be organised;

Data will also be collected from **relevant bodies** (Ministry of Education, local authorities, NGOs involved in working with Roma groups).

The data thus gathered will be analysed and the findings summarised in short **national reports (in English and the local language)** on structural obstacles to the provision of non-disruptive education for Roma children on the move, each containing a **set of recommendations** to improve transnational cooperation.

A **common report in English** summarising the findings comparatively and underlining transnational similarities will be elaborated by LP.

The report will include a **set of recommendations** to establish a transnational mechanism of cooperation between schools.



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Wp. 2.1. Deliverables

1	1 Common methodology	Electronic document	Project team, NGOs, policy makers
2	Data collection instruments	Electronic documents	Project team, NGOs, policy makers
3	6 focus groups	Transcribed, electronic documents, Romanian, Spanish and French, 60 participants	Project team
4	3 national reports	Electronic documents, Romanian, Spanish and French, 20 pages	Education professionals, policy makers, NGOs, national level stakeholders in Roma integration
5	3 sets of recommendations to improve access to non-disruptive education	Electronic documents, Romanian, Spanish, French and English	Education professionals, policy makers, NGOs, national level stakeholders in Roma integration
6	1 summary report	Electronic document, English, 50 pages	EU level stakeholders in Roma integration
7	1 set of recommendations for transnational cooperation	Electronic document, English	Project team, EU level stakeholders in Roma integration

Wp. 2.2. Deliverables

8	1 list of schools working with Roma migrants	80 schools from Romania (40), Spain (20), France (20)	Project team
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WP.3. Strengthening the capacity of education professionals

1. Assessing needs

In activity 2.1 of the previous WP, the guides for focus groups with education professionals will also include a section on their difficulties in working with Roma children in providing quality education to this target group.

The data thus collected will be analysed and P1, P2 and P4 will crystallise the needs for capacity building of education professionals in working with Roma children in order to ensure non-discriminatory, quality education to this target group, identifying the areas which the capacity building programme will tackle.

Thus, 3 national levels need assessments which will elaborate on strengthening the capacity of education professionals to ensure non-discriminatory education through adapted, culturally sensitive methods for Roma children.

Also, the involved organisations will identify prejudicial patterns in the representation of Roma (such as low expectations of educational achievement) which hamper the provision of quality education for Roma children.

The **national levels needing assessment** will be publicised by the authorities supporting the project, in order to foster debate on these needs within the education system.

The common elements will be summed up in a common needs assessment document which will be further used in WS4 for advocacy purposes.

Wp. 3.1. Deliverables

1	3 national level needs assessments	Electronic documents, Romanian, Spanish, French and English	Policy makers at national level, NGOs, stakeholders in Roma integration
2	1 common needs	Electronic document, English	EU level policy



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II. STUDY OBJECTIVES

Identifying:

- Structural obstacles (legislative, institutional, administrative, procedural, practice) WP 2.1.
- Cultural obstacles (prejudices, rejection, discrimination, self-selection) WP 2.1.
- Professionals' needs (lack of experience, training) WP 3.1.
- Success / failure stories (conditions, causes) WP 4.1.

III. TARGET GROUPS and INSTRUMENTS

Beside the minimum actions described in the project, namely 3 focus groups with migrating Roma parents and the 3 focus groups with teachers (60 participants), the study will target other professionals in the field using a variety of data collection instruments (adapted to each country's specific context).

1. **Schools** sending / hosting Roma pupils – schools' professionals
 - a. school directors: 4 interviews / RO + 2 interviews / ES + 2 interviews / FR
 - b. secretaries (administrative function)
 - i. 4 interviews / RO + 2 interviews / ES + 2 interviews / FR
 - ii. 40 questionnaires / RO + 20 questionnaires / ES + 20 questionnaires / FR
 - c. teachers + directors + secretaries – focus-group – 10 persons / focus group.
 - i. 1 focus-group / RO / ES / FR
 - ii. for teachers: 40 questionnaires / RO + 20 questionnaires / ES + 20 questionnaires / FR

2. **Other institutions** /organisations involved with migrants / Roma (educational / cultural) integration
 - a. school Inspectorates (the first institution coordinating the schools' activity at county level)
persons involved in diploma / study recognition / equivalence / evaluation
2 interviews / RO + 1 interview / ES + 1 interview / FR
(in the case of Romania, at each County School Inspectorate, it is mandatory to approach 2 persons: the person specialised in Roma education and the person working in diploma delivery office)
 - b. other institutions - to be determined for each country (function of access, direct contacts)
2 interviews / RO + 1 interview / ES + 1 interview / FR
 - c. NGOs involved in migrants / Roma (educational / cultural) integration
Social workers: 2 interviews / RO + 1 interview / ES + 1 interview / FR

3. **Roma families** – departed from RO / returned from FR / ES
 - a. Departed families from RO to FR / ES – 1 focus group / ES + 1 focus group / FR
 - b. Returned families in RO from FR / ES – 2 focus groups / RO



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IV. MAIN RESEARCH QUESTIONS

1. What are the main **structural obstacles** (legislative, institutional, administrative, procedural, practice) in Roma pupils' integration / reintegration in hosting / sending schools?
2. What are the main **cultural obstacles** (prejudices, rejection, discrimination, self-selection) in Roma pupils' integration / reintegration in hosting / sending schools?
3. What are the **professionals' needs** in addressing these obstacles (lack of experience, training)
4. Collection of **success / failure stories** (conditions, causes) with educative dimension.
Collection of **good / bad practices**.

V. TOPICS TO BE APPROACHED

1. Structural obstacles – general obstacles for migrants

- communication obstacles between parents and school administration / other institutions involved
- communication obstacles between parents and teachers
- communication obstacles between sending / hosting schools / other institutions involved
- procedural obstacles: to determine all steps needed to be followed by an immigrant in inserting / reinserting pupils to sending / hosting schools
- forms / documentation issues (compatibility, translation, certification needed, higher institutions involved)
- language obstacles (interpersonal written / oral communication)
- cases typology (one or both parents unemployed; lack of formal residency; lack of documents; parents' low education level, absence of communication means with sending schools – phone, e-mail, post address; etc.)
- lack of trust from migrants' side in relation with school administration / teachers / local authorities
- success / failure stories (causes / conditions met for success / failure)

2. Cultural obstacles – specific obstacles for Roma families

- communication obstacles between parents and school administration / other institutions involved (possible excuse for delay / rejection / obstruction of child school registration)
- communication obstacles between parents and teachers (possible excuse for rejection / obstruction)
- teachers' perception of Roma specificities (economic, social, cultural condition)
- other pupils' perception of Roma specificities (economic, social, cultural condition)
- other pupils' relation with Roma new-comers (assessed by teachers / parents)
- group solidarity / interpersonal support / social isolation in school and/or class (assessed by teachers / parents)
- self-selection / personal motivation / “glass ceiling” effect



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- parents' perception over the others' perceptions, discouraging the process of pupils (re)integration
- success / failure stories (causes / conditions met for success / failure)

3. Professionals needs – dealing with structural and cultural obstacles

Directors + Administrative staff:

- difficulties encountered with migrants (in general) / Roma (in particular) formal registration / cultural integration in schools (professionals' view)
- communication chains between sending / hosting schools / other institutions involved (phone, e-mail, post); possible incongruence between different views on the paths to be followed
- procedural chains: steps to be followed by an immigrant in (re)inserting to sending / hosting schools
- forms / documents correspondence (equivalence, compatibility, translation, certification needed, higher institutions involved)
- language (in)compatibility (documents translation, forms translation, verification, interpersonal written / oral communication)
- success / failure stories (causes / conditions met for success / failure)

Teachers

- difficulties encountered with migrants (in general) / Roma (in particular) formal registration / cultural integration in schools (professionals' view)
- migrants' specificities; case studies
- Roma specificities; cultural particularities
- challenges in disadvantaged groups' integration
- migrants' pupils' integration obstacles
- Roma pupils' integration obstacles
- (re)insertion of educative methods already used (good / already used practice)
- specific methods of specific school education already available (their effects / their limits)
- specific methods of social integration already available (their effects / their limits)
- adapted methods of evaluation / education level formal recognition
- list of courses that are useful in treating Roma pupils (re)integration available in lifelong learning packages already on the market (already provided by higher institutions / CCD in Romania)
- success / failure stories (causes / conditions met for success / failure)



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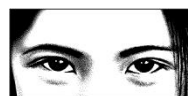
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VI. DATA ANALISYS PREVIEW

Data analysis has to preview the results and deliverables intended in the project:

1 Country report + recommendation / RO / ES / FR

1 EU report + recommendation

Country report / EU report - main lines

STRUCTURAL OBSTACLES for migrants / Roma migrants school (re)integration

Obstacles at macro-level

- Legislative obstacles (legislation involved) – countries specificities
- Formal policies openly assumed by the states' institutions
- Institutions involved (regulations, procedures, conditionalities)

Obstacles at mezo-level

- Institutional obstacles (protocols in place, protocols missing)
- The standard or types of registration processes in each country - Various cases / various paths
- Variations by county / department and variations by school

Obstacles at micro-level

- Communication obstacles between sending / hosting schools / other institutions involved
- Forms / documents issues (compatibility, translation, certification needed, higher institutions involved)
- Language obstacles (institutional written / oral communication)

CULTURAL OBSTACLES for migrants / Roma migrants integration

Obstacles at macro-level

- general perception of migrants / Roma migrants – secondary sources
- politicians' projections on migrants / Roma migrants – secondary sources
- media coverage of migrants / Roma migrants – secondary source

Obstacles at mezo-level

- language and cultural specificities – potential sources of masked rejection, discrimination, self-selection
- school image and reputation in relation with migrants / Roma integration – viewed by school representatives in relation with local community

Obstacles at micro-level

- class / teacher image and reputation in relation with migrants / Roma integration – viewed by teachers
- teachers' perception over Roma specificities (economic, social, cultural condition)
- other parents' perception over Roma specificities (economic, social, cultural condition)
- other pupils' relation with Roma new-comers (assessed by teachers / parents)
- self-selection / personal motivation / “glass ceiling” effect (assessed by Roma parents / children)



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RECOMMENDATION AT MACRO / MEZO / MICRO LEVELS

Recommendation at macro-level

- What can be improved at the legislative / institutional level? (first steps – medium and long term targets)?
- What can be improved in the image of migrants / Roma migrants relation with local communities?

Recommendation at mezo-level

- What can be improved at the institutional level? (small but effective changes (ex: bilingual forms / entry exams) and measures on medium and long term (counselling / assistance services; motivation services))
- What can be improved in sending / hosting school relation / communication?

Recommendation at micro-level

- Alternative methods of education, specific to migrants / Roma migrants (re)integration in schools
- Recommendations for the forms and content of trainings for teachers and other school professionals
- Recommendations for the methods to be used for social integration of pupils among pupils.

For the **EU Report**, beside the synthesis of the **3 Country report**, a separate chapter will be added for the European context, Legislation, Strategies, Statistics, Programmes dedicated to migrants / Roma migrants integration (school integration specially) based mainly on secondary sources.



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VII. INSTRUMENTS TO BE USED

A. DOCUMENTATION

- **1 EU documentation** (online): Legislation, Strategies, Statistics, Programmes at EU level
- **3 country documentation** (online) **RO/ES/FR**: studies, research, reports, legislation, case studies, regarding structural and cultural obstacles in migrant / Roma, social/cultural/school integration etc.

B. INTERVIEWS

- **24 interviews** with the administrative body:
 - o 8 interviews with school directors (4 RO + 2 ES + 2 FR)
 - o 8 interviews with school secretaries (administrative staff) (4 RO + 2 ES + 2 FR)
 - o 8 interviews with representatives of other institutions/organisations involved in diploma recognition / educational / social / cultural integration (4 RO + 2 ES + 2 FR)

C. FOCUS GROUPS

- **4 focus groups** with 40 persons: school directors' / school secretaries / teachers (2 RO + 1 ES + 1 FR)
- **4 focus groups** with 40 persons: Roma families departed and returned (2 RO + 1 ES + 1 FR)

D. QUESTIONNAIRES (optional)

- **160 questionnaires** with school secretaries (80) and school teachers (80):
 - o 80 questionnaires with school secretaries (40 RO + 20 ES + 20 FR)
 - o 80 questionnaires with school teachers (40 RO + 20 ES + 20 FR)



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ANNEXES

A. DOCUMENTATION

- **Documentation guide at EU level**
- **Documentation guide at national level**
- **Documentation guide at regional/local level**

B. INTERVIEWS

- **Methodology guide for interviews**
 - **Guide for semi-directive interviews**
 - **Guides for directive interviews**
1. **Interview guide with school directors in hosting schools FR / ES**
 2. **Interview guide with secretaries in hosting schools FR / ES**
 3. **Interview guide with school directors in sending schools RO**
 4. **Interview guide with secretaries in sending schools RO**
 5. **Interview guide with other institutions / organisations in FR / ES**
 6. **Interview guide with other institutions / organisations in RO**

C. FOCUS GROUP

- **Methodology for focus groups**
- **Interview guide for focus groups – with professionals / families**

D. QUESTIONNAIRES (optional)

(to be developed based on interviews and focus groups results in each country)

1. **Questionnaires for secretaries in FR / ES**
2. **Questionnaires for secretaries in RO**
3. **Questionnaires for teachers in FR / ES**
4. **Questionnaires for teachers in RO**



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MISTO AVILEAN! (Wellcome)

Grant Agreement number: 809784 — MISTO — REC-AG-2017/REC-RDIS-DISC-AG-2017

A. DOCUMENTATION

Bogdan Paul ROMANICĂ
Project Manager
MISTO AVILEAN project

DOCUMENTATION GUIDE AT EU LEVEL

As for the topic of migrants / Roma in general / educational (re)integration, the study will search and collect:

- International legislation, agreements, protocols,
- European legislation, agreements,
- European dedicated programmes,
- European specialised institutions (organisation, area of competence, impact, staff, intervention mechanisms, active / passive etc.)

Sources: Studies, researches on the topic of migrants / Roma general / educational integration in EU Documents will be searched and downloaded from internet.

Documents will be organised according to the level of relevance for the project topic.

Documents will be analysed according to their relevance for school integration of Roma / migrants.

Mechanisms / institutions responsible / facilitating or obstructing integration will be listed and prioritised.

DOCUMENTATION GUIDE AT NATIONAL LEVEL

As for the topic of migrants / Roma general / educational (re)integration, the study will search and collect:

- National legislation, strategies, programs,
- National directives and special programs,
- Regional / local institutions responsible with migrant / Roma (re)integration

Sources: Studies and researches on the topic of migrants / Roma general / educational integration Documents will be searched and downloaded from internet.

Documents will be organised according to the level of relevance for the project topic.

Documents will be analysed according to their relevance for school integration of Roma / migrants.

Mechanisms / conditions / procedures / facilitating or obstructing integration will be listed and prioritised.

DOCUMENTATION GUIDE AT REGIONAL/LOCAL LEVEL

As for the topic of migrants / Roma general / educational (re)integration, the study will search and collect:

- Regional / local institution relevant regulations and competencies,
- Dedicated functions and specialised personnel,
- Their attributions and responsibilities,
- Procedures and formal / informal practices

Sources: Documents will be collected directly from the regional / local institutions (County school inspectorate, CJRAE – in RO, other institutions and organisations concerned / involved)

Documents will be searched and downloaded from internet – if available.

Documents will be organised according to the level of relevance for the project topic.

Documents will be analysed according to their relevance for school integration of Roma / migrants.

Mechanisms / conditions / procedures / facilitating or obstructing integration will be listed and prioritised.



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B. INTERVIEWS

METHODOLOGY FOR INTERVIEWS

Camille DUGRAND
Researcher officer,
MISTO AVILEAN project

The study aims at collecting data by combining focus groups, interviews and any other data collection tools useful for reaching project objectives.

The interviews follow several objectives:

- To identify the **administrative and structural obstacles** to non-disruptive compulsory education of Roma children on the move.
- To identify **the needs of education professionals** in order to adapt the transnational cooperation mechanism and the training program to their concrete experiences.
- To identify and document **the experiences** implemented in the three countries of the project in order to provide quality education for Roma children.
- To reveal **individual success stories**, positive experiences, ways stakeholders have managed to get around initial obstacles.

Interview method recommended: the semi-directive interview

The semi-directive interview's purpose is to gather from a person the most complete information possible about previously defined topics. Opposite to the directive interview, the semi-directive method doesn't enclose the interviewee's discourse in a strict framework. It's not an interrogation but a discussion guided by the interviewer. Thanks to a flexible interview guide, the interviewee has a large freedom of speech while being guided by the interviewer.

Identification and number of interviews

- **Regarding the identification of interviewees:** the project proposal recommends collecting data from schools and other relevant bodies. It is not possible to list the interlocutors in this guide because the interviewees will vary according to the specificities of each national context. Each organisation will have to identify the interlocutors considered as the most relevant to provide the desired information.
- **Some tips to identify the « right » interlocutors:**
 - Consider their position in the community: given their position, some may tend to minimize problems (local authorities or school directors for example). Obviously, it's interesting to interview these actors, but one should also identify those who can show behind the scenes action.



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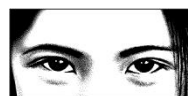
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- The interlocutors will vary according to the contexts but it is advisable to cross the approaches and points of view of various stakeholders: education professionals, local authorities, ministries, NGOs, eventually researchers, etc.
- **Regarding the number of interviewees:** the study does not rely on quantitative data. The important thing is not the representativeness but the interest of what is said. Therefore, the number does not really matter. However, it's especially important to diversify the interviews to collect rich data and to cross the approach of various stakeholders.

How to solicit and negotiate an interview

- **Tips for requesting an interview:**
 - Introduce yourself and present the study objectives. Be clear and direct in the introduction of the study - avoid jargon and complicated explanations.
 - Explain the course of the interview. For the interviewees, what is important is often that it doesn't require a lot of time or involvement. Specify you are not going to do a survey or have them complete a questionnaire. Rather, you want to discuss some issues he / she is familiar with.
 - Explain to the person why it is especially important for you to meet him / her.
- **Tips for negotiating the conditions to conduct the interview:**
 - Regarding date: set a relatively close date. If the date of the interview is distant, agree you'll make a phone call the day before the appointment to avoid oversights.
 - Regarding duration: to achieve a good interview, it is better to have time. Negotiate at least one hour for the interview. Indeed, it will take time to get into the subject, but do not press the interviewee and give them the confidence.
 - Regarding the place: obviously, you are not entirely master of the situation. The objectives are: a quiet place without too much noise to make an audible recording. It is important that the interviewee feels comfortable to speak freely without being heard by indiscreet ears.

The interview guide

The interview guide is not a list of questions. It is a tool that must be adapted to the context of the interview. Due to the specificities of the project, the interviewees will vary according to the different national contexts. In addition, they'll come from several areas of intervention. In these conditions, it will be necessary to know how to adapt the interview guide to each interviewee.

The interview guide is composed of topics to be addressed. Each theme corresponds to an objective of understanding or precise knowledge. The interview guide is not an interrogation: the interviewee can answer quite freely. The reflections of the interviewee will help to reengage them, to dig into a topic, etc. You can



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punctually get away from the guide to bounce onto new topics or to ask more focused questions. The most important thing is that all the themes in the guide are addressed in each interview: this approach will allow crossing and comparing the points of view according to the national contexts and the interlocutors.

Tips for using the interview guide:

- Adapt the guide to the person in front of you. Dig into the themes according to the interviewee's position.
- Try to memorize the interview guide and be familiar with the topics to be addressed. Indeed, avoid reading the guide during the interview because you will not be fully attentive to the interviewee. One must follow the interviewee's eye, listen carefully to their words to reengage them.
- Don't try to constantly reframe the interview to adjust to your questions. Allow the interviewee time to follow their ideas, to give some examples, some digressions, etc.

The recording of the interview

Recording is necessary for a successful interview. Recording offers many advantages:

- Recording avoids the need to take notes. Indeed, it is always difficult to follow all the interviewee's remarks while taking notes.
- Recording is a condition of the interviewer's listening quality. Indeed, when the interviewer is taking notes, their attention is monopolized by the writing, it prevents them from being fully available in the interaction.
- Recording is a valuable work material for keeping track of the discussion.

Some tips about recording:

- Always ask for the interviewee's permission.
- Specify to the interviewee that you'll respect their anonymity if they want to.
- Do not ask the interviewee immediately if you can record. Take some time to present your approach, goals, etc. First, get to know each other like you would during a first meeting. Then, ask to record, so that it is as natural as possible: « Do you mind if I record? That will allow me not to lose track and to remain faithful to your remarks », or « It avoids the need to take too many notes, so I'll be able to listen to you better ».

Conduct the interview

The general objective of the semi-directive interview is to intervene as little as possible in the interviewee's speech. But beware: the semi-directive interview is not anarchic. The interviewee must be guided. That's why the interview guide is important: it allows you to stay close to the previously defined themes.

In addition, the interviewer's attitude influences the quality of the talks and the data collected. Two types of skills are needed: listening skills and reengaging abilities.

Some tips for quality listening:



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- Listening doesn't mean being passive: during the interview, you encourage the interviewee, you follow them, you guide the conversation. Obviously, this requires listening carefully.
- Show the interviewee your will to listen and learn from them. Show that you are curious and unprejudiced: the interviewee's words interest you, they mustn't have the feeling that there are « good » or « bad » answers. Encourage the interviewee to explain what you don't know, put them in the position of someone who is teaching you something.
- Do not interrupt the interviewee, stay open to changes and digressions.
- Mark your listening: look at the interviewee, show your understanding and your interest: approve, nod, etc.
- Above all, try to feed the discussion: never interrupt the interviewee to express your personal opinions. On the contrary, show your empathy with the interviewee's words.

Some tips and tools for reenergizing:

- Taking notes: quickly write down the points which need to be clarified.
- Asking clear, precise and open questions. Examples: « Can you explain to me... ? », « How does it work? », « What does this mean to you? »
- Be careful to the wording of the questions: the interviewee must express himself without feeling constrained. The interview should look like a conversation: « Can you tell me / explain how...? »
- Asking the interviewee about their practices rather than their opinions: inviting her / him to talk about what she / he does (or what they did). You will collect facts, real stories. Do not hesitate to ask some anecdotes from the interviewees. This approach avoids collecting vague answers.
- Avoid flying over a topic and moving too quickly from one topic to another: the risk is destabilizing the interviewee.
- Reformulation: « You told me earlier that ... could you clarify what you mean by that? »
- Refocus the discussion if it is getting too far away from the interview guide scope: return to the original question or reengage on an interesting development to limit the digressions.
- Asking for clarification: « I don't understand, could you explain? », or « Could you give me a concrete example? »

Analysis of the results

The analysis involves several steps:

- It first requires a full transcript of the interviews.
- Then, one could carry out a thematic analysis: each theme is the subject of a descriptive analysis.
- The same process is carried out for each interview in order to compare the data.
- The collected data will feed the content and the recommendations presented in the final report.



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GUIDE FOR SEMI-DIRECTIVE INTERVIEWS

Camille DUGRAND
Researcher officer,
MISTO AVILEAN project

(As a reminder, the interviews aim at collecting data from schools and other relevant bodies concerned with the schooling of Roma children question. There is no mandatory number of interviewees but it's important to diversify the interviews to cross the approach of various stakeholders.)

This guide consists of a list of topics to be addressed during interviews. This tool must be adapted to the context of each interview. You can punctually get away from the guide to bounce on to new topics or to ask more specific questions according to each interviewee. Feel free to change the topic order during the interview. However, it's important that all topics in the guide are addressed in each interview. The objective is to compare the points of view according to the national contexts and the stakeholders.

Duration of interviews recommended: one hour, minimum.

Necessary material: an audio recorder.

Deadline to conduct the interviews: June 30th.

Conduct of the interview and proposal of topics to be addressed:

1. Introduction of the interviewer:

- Introduce yourself and present the study objectives.
- Explain to the person why it's especially important for you to meet him / her.
- Explain the course of the interview: it's a discussion. The goal is to discuss with the person some issues he / she is familiar with.
- Ask the person's permission to record. Commit yourself to respect anonymity if expressed.

2. Topics to be addressed:

- **What are the difficulties in the school paths / trajectories of Roma children?**

Encourage the interviewee to develop this topic according his professional experience.

- **Factors that disrupt the school paths of Roma children.**

Encourage the interviewee to express what are the various factors according to his opinion.

Several sub-theme could be dug depending the interviewee position:



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- Factors related to schools and working conditions of teachers: lack of the welcome means, lack of teachers training, refusal of registration, negative stereotypes, etc.
- Institutional constraints related factors: heavy administrative burden, budget restrictions, lengthy waiting time before obtaining a place, etc.
- Local authorities' policy related factors: expulsions, electoral issues, refusal of school registration, refusal of material and financial assistance, etc.
- Factors related to the precarious living conditions of families: transportation, health, housing, canteen and clothing costs, children participating in household resources, fears about school institution, fear of confronting teachers and other parents, etc.
- Factors related to the geographical mobility of families: changes in schools, lack of coordination between schools, truancy, low school investment, language issue, etc.
- Obstacles faced by associations: lack of human and financial resources to support the children's schooling in the long term, etc.

– **The solutions that should be put in place to the improve the situation.**

Encourage the interviewee to formulate concrete solutions. If necessary, return to the various factors mentioned above. Emphasize the two elements which interest the project particularly: the coordination mechanism between schools and the teachers training.

– **Success stories, positive experiences of schooling.**

Encourage the interviewee to tell some anecdotes, to provide some concrete examples of success according her/his personal experience.

3. End of the interview:

Collect some general information to contextualize the interviewee's answers: age, gender, occupation, number of years working in this position, etc.



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GUIDES FOR DIRECTIVE INTERVIEWS

Bogdan Paul ROMANICĂ
Project Manager,
MISTO AVILEAN project

1. INTERVIEW GUIDE WITH SCHOOL DIRECTORS IN HOSTING SCHOOLS FR / ES

2. INTERVIEW GUIDE WITH SECRETARIES IN HOSTING SCHOOLS FR / ES

Dear Madame / Dear Sir,

We are running this interview within the Project MISTO AVILEAN!, funded by the European Union through the Programme Rights, Equality and Citizenship (2014-2020).

The project seeks to identify structural and cultural, institutional and personal, formal or informal obstacles for Roma pupils' integration or reintegration in schools in the context of their parents' permanent or temporary migration in various countries of the EU, especially in France and Spain.

The project seeks to find small / medium or large scale solutions to overcome these obstacles.

In order to better define the problems encountered by the migrant Roma families and their children, as well as by the schools' representatives, please provide us with some essential information based on your view, knowledge and experience.

1. As far as you know, do you have many migrants' pupils in your school (coming from other countries)?
2. As far as you know, do you have many pupils in your school with Roma ethnicity?
3. Are they born in SP / FR / RO?
4. Please estimate the number of pupils from migrants' families coming from Romania?
(warming questions; we are not looking for precise information but for introducing the theme)
5. Please tell us what **difficulties** your school has in registering migrants' children in general.
6. What about the **difficulties** encountered in registering Roma migrants' children in particular?
7. Do you remember cases of Roma families trying to register their children and **abandoning** the process?
If yes, which could be the reasons of abandoning, in your opinion?
8. Do you remember cases of Roma families trying to register their children and having **difficulties**?
If yes, which were the difficulties encountered?

Possible administrative reasons of abandoning the registration process (please provide us with details):

- leaving the country; switching to other towns / schools
- difficulties in ensuring **transportation / housing / clothing / school supplies**
- difficulties in **oral / written communication** with parents
- difficulties in proving documents proving **local residence** of the family
- difficulties in presenting / obtaining **documents** and written proofs of previous education level reached
- difficulties in communication with the **sending school** in Romania (cooperation, delays, language)



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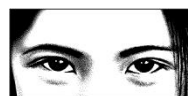
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- difficulties in the **evaluation of the educational level** of the newcomers
- difficulties in **diploma equivalence and recognition**
- difficulties in finding “**the right**” class / “**the right**” teacher to accept the children
- difficulties in **oral / written communication** with the children
- difficulties in **educational integration** of children (reaching grades, passing exams)
- difficulties in ensuring the **transition curricula** for the children, if any available

Socio-cultural reasons of abandoning school education (please provide us with details):

- difficulties in maintaining the **communication** with the parents, regarding the administrative and educational trajectory of their children
- difficulties in convincing the local community / the school administrative body **to accept** Roma children / Roma migrant children
- difficulties in convincing the teachers / the parents / the other pupils **to accept** Roma children / Roma migrant children in school / in class
- difficulties in reaching the material / social / psychological **well-being** of Roma children in schools / classes

9. How did your school **overcome** these difficulties? Please provide us with examples if possible.

10. What **advices** would you give to your pairs in other schools facing the same difficulties:

- from an administrative point of view / from a cultural point of view
- lessons learned / blockage point still to be treated

11. How do you think that the school personnel could be better **prepared / trained** to deal with migrants' children in general and Roma migrant children in particular?

12. Can you please mention some possible **fields of competence** to be approached in a training for the administrative body and / or for teachers in dealing with migrant / Roma migrant children' educational / social / cultural integration?

13. As far as you remember, can you please share with us possible **success / failure stories** of migrant (Roma) children as to their educational / social / cultural integration?

In the end, do you have **anything else** to share with us and with other directors / secretaries / teachers as to the challenges and possible solutions for administrative, educational, social and cultural integration of (Roma) migrant children in schools?

Thank you for your support in developing this study and in identifying solutions for these problems.



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3. INTERVIEW GUIDE WITH SCHOOL DIRECTORS IN SENDING SCHOOLS RO

4. INTERVIEW GUIDE WITH SECRETARIES IN SENDING SCHOOLS RO

Dear Madame / Dear Sir,

We are running this interview within the Project MISTO AVILEAN!, funded by the European Union through the Programme Rights, Equality and Citizenship (2014-2020).

The project seeks to identify structural and cultural, institutional and personal, formal or informal obstacles for Roma pupils' integration or reintegration in schools in the context of their parents' permanent or temporary migration in various countries of the EU, especially in France and Spain.

The project seeks to find small / medium or large scale solutions to overcome these obstacles.

In order to better define the problems encountered by the migrant Roma families and their children, as well as by the schools' representatives, please provide us with some essential information based on your view, knowledge and experience.

1. As far as you know, do you have many pupils in your school with the experience of temporary external migration, following their families at work in other EU countries, especially France or Spain?
2. As far as you know, do you have many pupils in your school with Roma ethnicity?
3. As far as you know, how many of these Roma children have the experience of temporary external migration following their families at work in other EU countries, especially France or Spain?
(warming questions; we are not looking for precise information but for introducing the theme)
4. Please tell us what **difficulties** your school has in reintegrating migrants' children in school in general (returned from other countries where they followed their parents at work).
5. What about the **difficulties** encountered in reintegrating Roma migrants' children in school in particular? (returned from other countries where they followed their parents at work)
6. Do you remember cases of Roma families trying to reintegrate their children in school and **abandoning** the process? If yes, which could be the **reasons** of abandoning, in your opinion?
7. Do you remember cases of Roma families trying to reintegrate their children in school and having **difficulties**? If yes, **which** were the difficulties encountered?

Possible administrative difficulties in reintegration process (please provide us with details):

- difficulties in ensuring **transportation / housing / clothing / school supplies**
- difficulties in presenting / obtaining **documents** and written proofs of previous education level reached in other countries of migration
- difficulties in communication with the **hosting schools** in other countries FR / ES (cooperation, delays)
- difficulties in the **evaluation of the educational level** of the returned (Roma) migrant children
- difficulties in **diploma equivalence and recognition** (obtained in other countries)
- difficulties in finding **“the right” class / “the right” teacher** to accept returned (Roma) migrant children
- difficulties in **educational integration** of pupils (reaching grades, passing exams)
- difficulties in ensuring the **transition curricula** for the returned (Roma) pupils, if any available



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Socio-cultural difficulties in reintegration process (please provide us with details):

- difficulties in maintaining the **communication** with the parents, regarding the administrative and educational trajectory of their returned children
- difficulties in convincing the local community / the school administrative body **to accept** returned (Roma) migrant children
- difficulties in convincing the teachers / the parents / the other pupils **to accept** returned (Roma) migrant children in school / in class
- difficulties in reaching the material / social / psychological **well-being** of returned (Roma) migrant children in schools / classes

8. How did your school **overcome** these difficulties? Please provide us with examples if possible.

9. What **advices** would you give to your pairs in other schools facing the same difficulties:

- from an administrative point of view / from a cultural point of view
- lessons learned / blockage point still to be treated

10. How do you think that the school personnel could be better **prepared / trained** to deal with returned migrant pupils in general and Roma migrant pupils in particular?

11. Can you please mention some possible **fields of competence** to be approached in a training for administrative body and / or for teachers in dealing with returned (Roma) migrant children educational / social / cultural integration?

12. As far as you remember, can you please share with us possible **success / failure stories** of returned migrant (Roma) children as to their educational / social / cultural integration?

In the end, do you have **anything else** to share with us and with other directors / secretaries / teachers as to the challenges and possible solutions for administrative, educational, social and cultural reintegration of (Roma) migrant children in schools?

Thank you for your support in developing this study and in identifying solutions for these problems.



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5. INTERVIEW GUIDE WITH OTHER INSTITUTIONS / ORGANISATIONS IN FR / ES

Dear Madame / Dear Sir,

We are running this interview within the Project MISTO AVILEAN!, funded by the European Union through the Programme Rights, Equality and Citizenship (2014-2020).

The project seeks to identify structural and cultural, institutional and personal, formal or informal obstacles for Roma pupils' integration or reintegration in schools in the context of their parents' permanent or temporary migration in various countries of the EU, especially in France and Spain.

The project seeks to find small / medium or large scale solutions to overcome these obstacles.

In order to better define the problems encountered by the migrant Roma families and their children, as well as by the schools' representatives, please provide us with some essential information based on your view, knowledge and experience.

1. Giving your profession and function, in what way are you familiar with **migrant children in general**?
2. In what way are you familiar with **school education of Roma children**?
3. In what way you are familiar with **school integration of migrant Roma children**, especially of those coming from Romania? Please provide us with details of your **interaction with these topics**.

(warming questions; we are not looking for precise information but for introducing the theme)

4. What kind of **information** can you provide regarding school integration of migrant (Roma) children?
 - statistics, quantitative / qualitative data, specific studies and reports,
 - list of schools hosting migrant (Roma) children,
 - formal procedures for integrating migrant (Roma) children in school
 - contacts with other professionals specialised in this topic,
 - detailed information regarding specific cases, specific schools,
 - working / training methodologies treating these cases,

(if he/she can provide information, documents, we try to obtain them during or after the interview, or through further correspondence, encounters – very useful for the study, as secondary sources)
5. Based on your experience, please indicate **the main obstacles in school integration** of (Roma) migrant children, especially of those coming from Romania?

Possible administrative obstacles in the registration process (please provide us with details):

- difficulties in ensuring **transportation / housing / clothing / school supplies**
- difficulties in **oral / written communication** with parents
- difficulties in proving documents proving **local residence** of the family
- difficulties in presenting / obtaining **documents** and written proofs of previous education level reached
- difficulties in communication with the **sending school** in Romania (cooperation, delays, language)
- difficulties in the **evaluation of the educational level** of the newcomers
- difficulties in **diploma equivalence and recognition**
- difficulties in finding **“the right” class / “the right” teacher** to accept the children
- difficulties in **oral / written communication** with the children
- difficulties in **educational integration** of children (reaching grades, passing exams)
- difficulties in ensuring the **transition curricula** for the children, if any available



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Socio-cultural obstacles in school education integration (please provide us with details):

- difficulties in maintaining the **communication** with the parents, regarding the administrative and educational trajectory of their children
- difficulties in convincing the local community / the school administrative body **to accept** Roma children / Roma migrant children
- difficulties in convincing the teachers / the parents / the other pupils **to accept** Roma children / Roma migrant children in school / in class
- difficulties in reaching the material / social / psychological **well-being** of Roma children in schools / classes

13. Based on your experience and knowledge, **what measures have been taken in schools** or other specialised institutions / organisation in order to respond to such obstacles?

Please provide us with examples if possible.

14. What **advices** would you give to schools' professionals in order to diminish the impact of these obstacles faced by migrant (Roma) children, especially of those coming from Romania:

- from an administrative point of view / from a cultural point of view
- lessons learned / blockage point still to be treated

6. How do you think that the schools' personnel could be better **prepared / trained** to deal with migrants' children in general and Roma migrant children in particular?

7. Can you please mention some possible **fields of competence** to be approached in a training for administrative body and / or for teachers in dealing with migrant / Roma migrant children' educational / social / cultural integration?

8. As far as you remember, can you please share with us possible **success / failure stories** of migrant (Roma) children as to their educational / social / cultural integration?

In the end, do you have **anything else** to share with us and with other directors / secretaries / teachers as to the challenges and possible solutions for administrative, educational, social and cultural integration of (Roma) migrant children in schools?

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In order to better define the problems encountered by the migrant Roma families and their children, as well as by the schools' representatives, please provide us with some essential information based on your view, knowledge and experience.

1. Giving your profession and function, in what way are you familiar with **migrant children in general**?
2. In what way are you familiar with **school education of Roma children**?
3. In what way you are familiar with **school integration of migrant Roma children**, especially of those returned from other countries, after following their families abroad for work?

Please provide us with details of your **interaction with these topics**.

(warming questions; we are not looking for precise information but for introducing the theme)

4. What kind of **information** can you provide regarding school (re)integration of migrant (Roma) children?
 - statistics, quantitative / qualitative data, specific studies and reports,
 - list of schools hosting migrant (Roma) children,
 - formal procedures for integrating migrant (Roma) children in school
 - contacts with other professionals specialised in this topic,
 - detailed information regarding specific cases, specific schools,
 - working / training methodologies treating these cases,

(if he/she can provide information, documents, we try to obtain them during or after the interview, or through further correspondence, encounters – very useful for the study, as secondary sources)

5. Based on your experience, please indicate **the main obstacles in school (re)integration** of (Roma) migrant children, especially of those returning from other countries after periods of migration?

Possible administrative difficulties in reintegration process (please provide us with details):

- difficulties in ensuring **transportation / housing / clothing / school supplies**
- difficulties in presenting / obtaining **documents** and written proofs of previous education level reached in other countries of migration
- difficulties in communication with the **hosting schools** in other countries FR / ES (cooperation, delays)
- difficulties in the **evaluation of the educational level** of the returned (Roma) migrant children
- difficulties in **diploma equivalence and recognition** (obtained in other countries)
- difficulties in finding **“the right” class / “the right” teacher** to accept returned (Roma) migrant children
- difficulties in **educational integration** of pupils (reaching grades, passing exams)
- difficulties in ensuring the **transition curricula** for the returned (Roma) pupils, if any available



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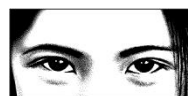
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Socio-cultural difficulties in reintegration process (please provide us with details):

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- difficulties in convincing the local community / the school administrative body **to accept** returned (Roma) migrant children
- difficulties in convincing the teachers / the parents / the other pupils **to accept** returned (Roma) migrant children in school / in class
- difficulties in reaching the material / social / psychological **well-being** of returned (Roma) migrant children in schools / classes

15. Based on your experience and knowledge, **what measures have been taken in schools** or other specialised institutions / organisation in order to respond to such obstacles?

Please provide us with examples if possible.

16. What **advices** would you give to schools' professionals in order to diminish the impact of these obstacles faced by migrant (Roma) children, especially of those returning in Romania from other European countries after periods of migration with their families:

- from an administrative point of view / from a cultural point of view
- lessons learned / blockage point still to be treated

6. How do you think that the schools' personnel could be better **prepared / trained** to deal with migrants' children in general and Roma migrant children in particular?

7. Can you please mention some possible **fields of competence** to be approached in a training for administrative body and / or for teachers in dealing with migrant / Roma migrant children' educational / social / cultural integration?

8. As far as you remember, can you please share with us possible **success / failure stories** of migrant (Roma) children as to their educational / social / cultural integration?

In the end, do you have **anything else** to share with us and with other directors / secretaries / teachers as to the challenges and possible solutions for administrative, educational, social and cultural integration of (Roma) migrant children in schools?

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C. FOCUS GROUP

METHODOLOGY FOR FOCUS GROUPS

Camille DUGRAND
Researcher officer
MISTO AVILEAN project

To follow some good practices to conduct the focus groups in order to help gather data of quality.

Participants recruitment

The quality of the participants' recruitment is a decisive factor in survey reliability. It is necessary to select participants in the community who are considered the most able to provide desired information.

Two tips to make it easier for everyone to speak:

- Selecting **participants who know each other** may be beneficial as it promotes a more natural discussion. The participants are often more comfortable expressing themselves when they know each other than if they were to speak with perfect strangers. However, **the moderator** should be aware of self-censorship's risks: the participants may be reluctant to disclose experiences, individual opinions that could weigh on their relationship when the focus group will be over.
- It is better to build **homogeneous focus groups** so that everyone feels comfortable and legitimate to speak. Indeed, sometimes some participants' domination leads to the exclusion of other points of views. For example, it may be beneficial to organize non-mixed groups to avoid gender domination. Regarding focus groups gathering education professionals, the moderator should be aware that hierarchical relationships between the participants will impact everyone's discourse. The moderator should then strive to encourage everyone's participation and promote the development of balanced exchanges.

Focus groups size

Focus groups should include between 6 and 12 participants. Indeed, it is difficult to hear all points of view in groups that are too large. Groups of less than 6 people tend to be less rich and more intimidating for the participants.

Duration and location

Focus groups should last between **1h30 to 2h**.

The participants must feel comfortable in the focus group's setting. Here are several advices:

- The more neutral the setting, the more the participants' answers will be spontaneous and free. Places affiliated with institutions should be avoided if possible. There is a risk of influencing the participants and only gathering responses that fit what they think one wants to hear.
- Choose a nice, quiet and spacious room.



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- Concerning the participant's layout: opt for a layout in a circle to encourage everyone to speak. With a circle, the participants are on a basis of equality. Interactions are promoted as all participants see each other. Also, it's better if the participants choose their seat in order reduce any feeling of hierarchy.

Material things

- An audio recorder in order not to lose information. Of course, inform and ask participants' permission and guarantee their anonymity.
- An interview guide to animate the focus groups.
- Something to drink or eat for the participants.

Human resources

Ideally, two people should lead the focus group:

- **An observer takes notes and observes the group.** Exchange transcription requires long and tedious work. Thanks to the observer, this phase will be lightened. The observer takes over two main missions:
 - He / She produces a discussions report as exhaustive as possible.
 - He / She provides a general description of the group's dynamic: leader dominating the conversation, level of interest to one question, outbursts, embarrassment, laughs, etc.
- **A moderator animates the debates.** The moderator's identity is important because it may affect the participants' responses. Obviously, there is a gap between the interviewee and interviewer positions, especially with minorities and culturally or socially dominated people.

It is better to opt for a person who does not have any hierarchical relationship with the participants to mitigate the gap. In the same way, if the participants are living in a shelter or welcome centre, opting for management staff is not recommended as it risks generating a feeling of pressure for participants. In conclusion, the moderator must be as neutral as possible.

Language

An interpreter is required if the participants speak a different language than the moderator. The interpreter must have been informed of the focus group rules so that the communication will not be too disturbed between the moderator and the participants.

The interview guide

The interview guide should be consulted before the discussion in order to prepare exchange animation, but also to understand the questions, to provide additional questions, etc. The interview guide is a major theme list one wants to address. It's content is flexible to allow the discussion to take place at the participants' pace. The participants' reactions will help to stimulate engagement, to explore new themes, etc. Scrupulously following the interview guide is not mandatory. The questions list is mainly used as a support to refocus the discussion around the theme one wants to address.

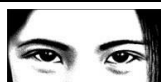
Focus group process and moderator tools

The focus group follows several **steps**:

- Welcoming the participants



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- A short presentation of the session
- The exchanges animation through the interview guide

The moderator's role is to promote and stimulate the discussion. He / She has to help the participants feel comfortable and watch out for the group dynamics. The moderator has several tools to feed the exchange:

- **Taking notes:** as the conversation runs, the moderator writes in the margin the follow up thoughts that come to his / her mind, the questions he / she wants to ask, his / her requests for clarification, and so on. This approach allows him / her to come back on specific issues while not interrupting the debates.
- **Reformulation:** repeating what has been said with other words to ask for confirmation that you have correctly understood.
- **Soliciting other opinions:** « Are there other opinions? », « Does anyone consider this differently? »
- **Deepen and clarify ambiguous answers:** « Could you explain a little more ... ? », « Could you give us a concrete example ? », « I don't understand what you mean by... could you tell me more ? »
- **Promote each person's personal participation:** moderator should help each participant feel free to express what they think. The goal is indeed to gather diverse ideas and opinions, not to reach consensus. The moderator has to restrain those who tend to talk too much and solicit those who speak the least, regularly specifying there is no right or wrong answer.
- **Give a voice to everyone** around the circle if no one speaks out spontaneously.
- **Refocus the discussion** if it's getting too far away from the interview guide scope: « Someone said that ... what do you think ? »
- **Be interested in group's ideas** while remaining neutral in debates. The moderator must never share his own opinion.

Analysis of the results

The analysis is based on the observer's notes and the recordings. Without the notes taken during the exchanges, the transcript will take longer. The discussion analysis helps to focus on the key issues that the participants value. The goal is to identify convergence and divergence points between the participants and between the various focus groups.

Tips for a two-stage debate transcript

- Start with a first read of the notes in order to capture the whole conversation and identify general themes and impressions.
- Listen to the recordings to clarify different ideas, to identify the main opinions and attitudes expressed by the groups. The transcript should stay as close as possible to the participants' comments and reactions (belief, irony, anger, hesitation, laughter, silence, etc.)

Concerning the analysis and synthesis work: one can build a **tree of concepts** representing the results of the work so that the rendering of the discussions is clear and quickly decipherable. The tree should consist of categories and subcategories tracing the discussed themes during focus group. Each category is then the subject of a descriptive synthesis. This same process must be broken down for each focus group in order to compare the data.

The collected data will feed the content and the recommendations presented in the final report.



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Two types of focus groups should be organized. They should gather:

- 1) Education professionals
- 2) Roma families

The two focus groups must rely on the same interview guide.

Objective: to be able to compare the representations of both categories on similar questions. Obviously, the wording of the questions can be modified to suit the interlocutors.

Number of participants recommended: between 6 and 12 people.

Duration of focus group recommended: between 1h30 and 2h.

Necessary material: an audio recorder.

Conduct of the focus group:

- Welcoming the participants: warm welcome to dispel feelings of worry and establish a relaxed atmosphere. Participants choose their seat. Proposal of snacks and drinks.
- **Presentation of the session:**
 - The moderator and the observer introduce themselves.
 - The moderator encourages each participant to introduce themselves.
 - The moderator presents the objectives of the discussions.

For example: « We wanted to organize this discussion group because [name of the association] is seeking to improve and facilitate access to school and academic success for Roma children. In this process [name of the association] is working with organisations in Spain and Romania, who also organize similar discussion groups. [Name of the association] knows it's necessary to focus on the opinions, the experiences, the concrete needs of the group concerned in order to develop effective actions. That's why we offered you to participate in this discussion group. The aim is to have you discussing freely your experiences and opinions about your children's schooling [or Roma children's schooling for the focus group with professionals]. The results of the discussion will enable [Name of the association] to work with its partners on useful actions and concrete solutions to improve the current situation ».

- The moderator reminds the group of the confidential nature of the discussions and asks permission to record the focus group.
- The moderator promotes everyone's personal participation. He or She insists that there are no « right answers »: the purpose of the discussion is to gather a range of ideas and opinions, not to reach consensus or make judgments. The moderator invites participants to express themselves freely.



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GUIDE FOR FOCUS GROUPS – WITH PROFESSIONALS / FAMILIES

Camille DUGRAND
Researcher officer,
MISTO AVILEAN project

1. « Several studies about the schooling of Roma children concluded that many of them experience difficulties in their school paths. What do you think? What are your own experiences about this? »

Let the discussion unfold from these questions.

Expected elements: to be able to define the characteristics of a disturbed schooling according to the participants, reveal some scenarios, paths, concrete experiences.

Possible relaunches:

- « Have you yourself encountered any obstacles in getting your children into school?(for families).
- « What disruptions have you observed in the educational trajectories of Roma children in your professional practice ? (for professionals).
- « In your opinion, are there ages when it's more common for schooling to stop ? (This question is intended to document what happens during teenage years, and when schooling is no longer compulsory: do young people then go on?)

2. In your opinion, what are the different reasons that disrupt the schooling of Roma children?

Let the discussion unfold from this question.

Objective: highlight the most important reasons for the various participants.

Possible relaunches to obtain details on specific factors:

- Educational establishment related factors (refusal of registration, insufficiency of the welcome means, lack of teacher training, negative stereotypes, etc.)
- Institutional constraints related factors (heavy administrative burden, budget restrictions, lengthy waiting time before obtaining a place, etc.)
- Local authorities' policy related factors (expulsions, refusal of school registration, heavy administrative burden, refusal of material and financial assistance, etc.)
- Impact of the precarious living conditions of families on schooling (transportation, health, housing, canteen and clothing costs, children participating to household resources, fears about school institution, fear of confronting teachers and other parents, etc.)
- Impact of geographical mobility chosen or undergone (changes in schools, lack of coordination between schools, absenteeism, low school investment, language issue, etc.)
- Obstacles faced by associations (lack of human and financial resources to support children's schooling in the long term.)



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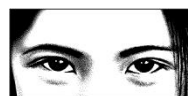
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3. There is often a tendency to present the events based on gaps, negative experiences. However, there are obviously successes, positive experiences of schooling. Do you know of any? Could you develop some examples?

Let the discussion unfold from these question.

Objectives: obtain concrete examples, understand how the initial obstacles could be bypassed.

4. In your opinion, what should be put in place to improve the current situation?

Let the discussion unfold from this question. If necessary, go back to the variety of themes explored in question 2 to obtain more opinions and suggestions.

Based on your experience and knowledge, **what measures have been taken in schools** or other specialised institutions / organisation in order to respond to such obstacles?

Please provide us with examples if possible.

What **advices** would you give to schools' professionals in order to diminish the impact of these obstacles faced by migrant (Roma) children, especially of those coming from Romania:

- from an administrative point of view / from a cultural point of view
- lessons learned / blockage point still to be treated

How do you think that the schools' personnel could be better **prepared / trained** to deal with migrants' children in general and Roma migrant children in particular?

– **End of session. Please complete the monitoring sheet before the participants leave.**



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MISTO AVILEAN! (Wellcome)

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D. QUESTIONNAIRES (optional)

Bogdan Paul ROMANICĂ
Project Manager,
MISTO AVILEAN project

Each organisation will decide if, the qualitative data collected through interviews and focus group can be standardised and multiplied through a questionnaire.

The availability of interlocutors, the logistics and the time needed is also to be considered for each country.

In case one organisation decides that a questionnaire can be administrated, he will receive support in drafting the form according to specific themes adapted to each country context.

1. QUESTIONNAIRES FOR SECRETARIES IN FR / ES (optional)

2. QUESTIONNAIRES FOR SECRETARIES IN RO (optional)

To be drafted based on interviews and focus groups conclusions.

(administrative point of view)

3. QUESTIONNAIRES FOR TEACHERS IN FR / ES (optional)

4. QUESTIONNAIRES FOR TEACHERS IN RO (optional)

To be drafted based on interviews and focus groups conclusions.

(socio-cultural-educational point of view)



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