Antirumours Diagnosis in Educational Centres

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Anti Rumours GLOBAL

Antirumours Diagnosis in Educational Centres

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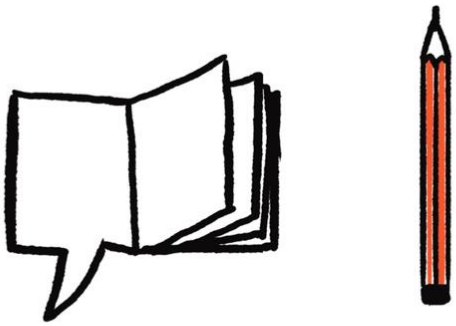
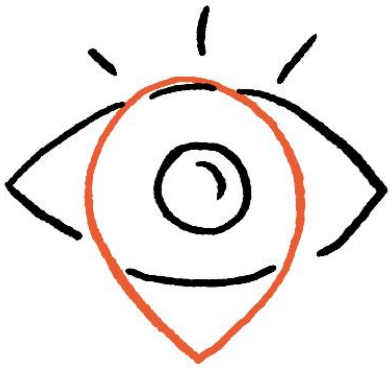


#01 Introduction

The Antirumours Guide for the Educational Field was published in June 2020. The aim of the guide was to adapt the Antirumours Strategy to the educational field in particular. Drawing from a range of experiences and projects, content from the Council of Europe's Antirumours Handbook, and an analysis of various research studies, the guide aims to set out guidelines for intervention and other criteria to inspire actors working in the educational field.

The testing stage of the Antirumours Guide for the Educational Field made it clear that further efforts were required in the definition of shared criteria to use when making an effective diagnosis of the centre (or centres). This could be at the start of planning an Antirumours Strategy (ARS), or when carrying out antirumours actions. Cities that have prioritised this task under their ARS framework - often working with social enterprises - have expressed the need for resources to help with the diagnostic process.



#02 Why is a diagnosis needed?

What is the starting point? What are the challenges related to prejudices and rumours in the educational centre? What is already being done to tackle them, and is it approached? Which actors should be involved and play a key role in the centre's Antirumours Strategy and therefore, the diagnosis?

The diagnosis should be seen as an ongoing process, which can be updated and enriched over the course of implementing the strategy. It should be seen as an opportunity to stop, take a step back, and listen to the many voices in the setting. The results and conclusions of the diagnosis can also be used for purposes beyond designing and implementing an ARS.

The following four points summarise the objectives of the diagnosis:

- It is important to understand the reality of the centre, taking a multi-dimensional perspective and identifying the challenges that need to be honed in on, listening to a broad range of actors. Firstly, this reality encompasses the school's **context and setting**: the neighbourhood or district, the educational community, families, government agencies, etc.

- Secondly, the diagnosis will create awareness of the situation in terms of **existing prejudices and rumours circulating around the school**. It is important to emphasise that detecting the main rumours relating to diversity (and those affecting the most stigmatised groups) should be seen as an opportunity to create spaces of active listening. The perceptions, emotions and preoccupations of the various actors should be heard without resorting to an approach based on culpability, and instead encouraging reflection, open debate and critical thinking. Rumours are the starting point for tackling more complex themes related to the causes and consequences of prejudices such as discrimination or inequalities.

- On rare occasions, educational centres will be starting to combat discrimination or prejudices from scratch. Here, an antirumours approach can be used to build on existing work, thus avoiding the need to design new actions. This is why it is important **to know what is being done,** both in the school itself and the wider context. That way, it can be established whether any of the work done already can be harnessed, and see how the antirumours perspective can be used to improve on existing work. This mapping should aim to gain an understanding of the initiatives the school

is already involved in, as well as the actors working in the educational field who can become key allies in the ARS.

- This knowledge will allow the **definition of specific objectives and priorities** of interventions with an antirumours approach; which actors should be involved; with which organisations collaborations can be formed; which fields should be involved, etc.

#03 How to make a diagnosis

Proposed structure

There are a number of ways of presenting and organising information for a diagnosis. Next, a simple structure is proposed, to be used as a reference when working out which information is necessary.

One alternative structure is to use the logic of intercultural principles: equality, recognition of diversity and positive interaction/participation. The educational field presents the opportunity to put this exercise into practice, given that to an extent, it functions as a small-scale municipality.

Framework

- Institutional and social context
- Educational project

Overview

- Socio-demographic data for the neighbourhood/district/city
- Educational centre data (teaching staff, student profile)
- Identifying rumours, prejudices
- Coexistence in diversity within the centre

Mapping

- Who's who: key actors for the ARS
- Initiatives, projects, existing actions inside and outside of the educational centre

Analysis: spaces of improvement and opportunities

Action plan: designing an ARS

It should be pointed out that the content of this guide does not follow that of the proposed structure. Rather, the content is organised according to key actors in the educational field: the institution itself (teaching staff, management team and other non-teaching staff), students and the school community. Nevertheless, it offers tools and guidelines for compiling the information for each section of the proposed structure: framework, overview, mapping and analysis.

Methodology

Using a combination of methods and tools is recommended for making the diagnosis. These include individual interviews with key actors, online surveys, focus groups, and more informal meetings with various actors such as the management team, teaching staff, families, local organisations, etc. A number of territories have used the standard questionnaire design or survey provided by experts to identify challenges and rumours linked to diversity. These include closed questions, rating scale questions and more open, qualitative questions. They can be carried out online to reach more people, but face-to-face interviews with key actors are also useful, offering a space for debate and analysis.

Work with students may focus on participatory, fun activities, adapted to the various target age groups and objectives. This may require the support (or direct involvement) of teaching staff or experts in facilitating such activities.

The diagnosis will also require desk research: educational project, coexistence plan (if such a plan exists), training plan, programmes, evaluations, reports and studies that affect the centre, local and regional policy, projects and initiatives in which the school participates, etc. Having said that, it is unlikely that a school will be starting from scratch; as explained later, a prior diagnosis from the centre is required when drafting educational projects and coexistence plans. Furthermore, a number of universities investigating themes related to school segregation, early school leaving, and Departments of Education release reports in this regard.

The following section proposes methodologies for gathering information. These proposals are referenced in the appendix, which includes examples of questionnaires and exercises.

#04 Diagnosis content

Reducing prejudices is a shared responsibility, and interventions taking the antirumours approach should target not only students, but the centre's teaching staff, parents, and even the local community. This section will therefore be organised according to the various actors active in the educational field.

1. The educational centre

a. The educational project is the starting point

An essential component of an effective response to diversity is to obtain consensus and agreement from the entire school community. These agreements will be reflected in several of the centre's documents such as the Educational Project (CEP) or Coexistence Plan[1].

The CEP is a reference framework that pulls together the educational centre's identity, objectives and organisation. It sets out the curriculums approved by the education authorities, as well as how values are taught. Ideally, the centre will analyse the social and cultural context when drafting the CEP, and draw on these characteristics to identify specific needs and how to tackle them, also outlining a **Coexistence Plan** and how student diversity will be addressed. At the same time, this plan will draw on an analysis of the state of coexistence in the centre. Having evaluated areas for improvement, a series of objectives and actions will be suggested to improve coexistence. Likewise, the plans will look into strategies for coordination between other members of the school community.

The CEP may contain other elements such as a teaching staff training plan, criteria for organising and dividing the school day (and extra-curricular time) or other plans the school has in place to promote specific skills among students.

In this regard, the first step to making an antirumours diagnosis should be based on an analysis of the CEP itself, including the Coexistence Plan (if there is one) and the analyses of the situation used when

[1] A Coexistence Plan is a mandatory requirement of some regional governments (such as Catalonia). Others, such as the Basque Country, have developed a Diversity Response Plan which must be aligned with the Coexistence Plan.

establishing these frameworks. Next we will look at some questions that can facilitate the centre's analysis of strategies and plans.

- Is there a body or interdepartmental structure responsible for intercultural or living together strategy/plans?
- Has the centre analysed the social and cultural context when drafting educational plans? Have the centre's sociodemographic changes over the years been identified and analysed?
- What information is included about living together both inside and outside of the school setting? What challenges are identified in the scope of coexistence, in the district and in the centre?
- What specific initiatives or actions have been determined to improve issues related to equality, recognising diversity and coexistence, and positive interaction?
- How does the centre ensure that representing and valuing diversity (through teaching methods, decision-making, codes of conduct, the curriculum, etc.) goes further than conflict resolution?
- Does it include an intercultural competences training plan for teaching staff?
- Which specific diversity/interculturality-related skills does it suggest encouraging among students?

This document review should be complemented by interviews or a focus group with the school management team. Appendix 1 proposes sets of questions.

b. Teaching staff: profile, training and perceptions

Often, the workforce of an educational setting does not reflect the diversity of the city's residents. This lack of representation is a concern for all educational centres. In centres with a high concentration of students with a foreign background or those of a particular ethnicity, the imbalance is even more stark. In this sense, it would be interesting to **take a snapshot of the profile of the centre's teaching staff**. It is important to think beyond background or nationality, and recognise the fact that diversity encompasses other aspects such as mother tongue languages, official language proficiency, belonging to ethnic minorities, sexual orientation, etc.

Working with teaching staff is key to achieving our objective of increasing and improving intercultural competences, and consequently reducing prejudices. Staff should be equipped with self-awareness and intercultural knowledge. This should encourage critical thinking and identify the emotions surrounding intercultural encounters, from the perspective of both majority and minority groups. It will also play a role in mediating any concerns or misunderstandings that may arise in classrooms.

The school's management team should be tasked with providing training to develop intercultural competences among all staff. This training may take the form of official training programmes or ad-

hoc training sessions. Below are a series of questions intended to **find out about training** on subjects such as intercultural education, discrimination, diversity etc. offered at the centre.

- What intercultural training does the school offer?
- Is the training a Department of Education initiative, organised regionally, or by a social enterprise?
- What is the frequency, length and format of the training?
- Is training assessed? (in terms of expectations, results, etc.)?
- What percentage of teaching staff have received such training?
- Have teaching staff received any antirumours training? If yes, was this under the framework of a council's ARS or a social enterprise initiative?

As well as finding out about any training teaching staff receive, carrying out an online survey or focus groups with teaching staff is proposed in order to examine their perceptions of the reality of the school, coexistence, rumours and prejudices, challenges and personal or pedagogical needs, the methodologies used, etc. A sample questionnaire is included in Appendix 2.

c. Management and non-teaching staff

It is crucial to recognise that a lack of representation in school settings extends to **management staff and non-teaching staff** (examples include administrative staff, cleaning and canteen services, IT and library staff, break time supervisors, etc.). Generally speaking, these actors are not factored into diversity-related strategies and plans. This is why it would also be interesting to take a snapshot of the various profiles making up the centre's staff.

Just as with teaching staff, the centre should provide training to develop intercultural competences to non-teaching staff and even the management team, to ensure their overall vision of the centre's fight against prejudice and discrimination is aligned.

As such, posing the same training questions to these staff members, and gathering data on their perceptions and any rumours or prejudices detected via focus groups, interviews or surveys are all recommended.

Meetings, interviews and focus groups with management and teaching staff can be used to measure their level of commitment to the antirumours approach, and to assess how well-equipped the centre is to launch an ARS. That way, we can begin to profile potential members of the core team. It is therefore important to stay up to date and identify the profiles with the highest level of motivation and competence.

2. STUDENTS

a. Students profile

Taking a snapshot of the centre's students is recommended, in the same way as with teaching and non-teaching staff. The following sample list includes details that may be of interest:

- Percentage of foreign-national students. Broken down by sex. Main countries of origin.
- Percentage of students with a foreign background. Broken down by sex.[2]
- Percentage of Roma students. Broken down by sex.
- Students' mother tongue languages.
- Official language proficiency.

Exploring data related to academic success and school leaving is recommended, cross-referencing this information with the students' sociocultural background. In this regard, regional Department of Education reports[3] and research carried out by universities and other research centres could be consulted.

b. Intercultural competences

It is hoped that educational centres will contribute to equipping students with the cognitive and emotional skills they need for positive intercultural encounters, as well as positive attitudes to sociocultural diversity in society. Following on from this, and based on the Council of Europe Framework for Intercultural Competences and criteria set out in the Antirumours Guide to Reducing Prejudices in Educational Centres, we have included a table below which can be used to assess the extent to which (and how) the centre is incorporating these criteria into its teaching and interventions:

Cognitive skills: promoting knowledge and encouraging critical thinking	- Teach and raise awareness of the existence of different cultures and world-views, and raise awareness of different cultures' historical background. - History of discrimination and racism. - Understand the concept of culture. - Explain how we represent cultural diversity in elements of our culture, and people who belong to other cultural contexts. And how these elements determine our relationships with these people. - Reinforce more global and inclusive identities. - Encourage critical thinking through the assumption that we are all biased in some way.
Emotional component: work on empathy	- Encourage the skill to empathise with the experience of being "different".

[2] If possible, disaggregate the data as follows: a) foreign-born student who arrived in Spain aged 7 or older, who has therefore not been through the country's education system from the start; b) foreign-born student who arrived Spain aged under 7 who has therefore attended mandatory education from the start; c) student born in Spain with foreign-born parents (or one parent, where we only have data on one parent); d) student born in Spain with one of two parents being foreign born.

[3] As an example, the Barcelona Education Department took the vulnerability of students as a variable, rather than their background.

Dynamics and spaces for positive interaction	- Cooperative learning, where students work together to achieve a common goal. - Strategies for collaborative debate or dialogue in pursuit of consensus.

When analysing whether the centre is incorporating criteria (and how they are doing so) to reduce prejudices and negative stereotypes, existing initiatives and projects may crop up which can be entered into the mapping.

c. Perceptions

Listening to students is equally as important as listening to teaching staff, management and non-teaching staff. This will involve finding out their perceptions of diversity in the centre, coexistence, relationships between the students themselves, and student/teacher relationships; as well as the main rumours circulating around the centre and underlying prejudices.

A series of questions are proposed in Appendix 3 which are suitable for secondary and Baccalaureate students. For younger age groups, exercises or games are recommended to gauge their perceptions on stereotypes and rumours among students (Appendix 4).

It is advisable to dedicate fewer resources to identifying rumours, and place more of an emphasis on negative narratives relating to diversity and certain more stigmatised groups who are vulnerable to discrimination.

3. The community

a. Institutional and social context

Firstly, an awareness of the **socio-demographic context** of the school neighbourhood or district is key. This may include more generic data such as population, GDP, percentage of the population with a foreign background, unemployment rates, etc. It may also include a comparison with the wider territory. The context could also include **more specific educational data**, such as segregation in schools (and wider society) or the number of private/public schools in the district or neighbourhood.

Secondly, the analysis could extend to **local or regional education policies**: action plans to combat segregation in schools, early school leaving policies, initiatives for vulnerable students, etc.

Lastly, any educational issues that have an impact on the everyday running of the school should also be compiled. Populist, demagogic and xenophobic discourse is on the rise, which reinforces prejudices and hostile attitudes towards 'the other'.

b. Families and parents' associations

Families have a considerable influence on their children's construction of prejudices and behaviour. Therefore, parents and teachers - as socialising agents - must complement each other and work together if they want to reduce prejudices and stereotypes, and improve coexistence both inside and outside of the school. If the ARS is implemented by the management team, getting buy-in from families is key, given the influence parents have on their children.

First, it is necessary to understand how much families **know** about diversity-related issues and their level of participation in activities within the educational centre. Second, it is necessary to **listen to perceptions** of coexistence in the centre. Examining relationships between families is another exercise that will provide information relevant to the diagnosis.

In this regard, activities such as carrying out an online survey or focus groups (in an informal coffee morning or similar setting) with families are proposed. Taking advantage of any parents' association meetings or events with parental participation is also recommended (end of year parties, spring fairs or similar) as they could provide an arena for participatory activities. Once again, this exercise can be used to gauge families' predisposition and commitment to launching an ARS.

A series of questions are proposed in Appendix 5.

c. Mapping actors

One of the fundamental aspects of designing and launching an ARS is having a wide variety of allies and key actors on board. In schools, this starts with families, but engaging the wider community in the school district gradually over time is definitely worthwhile. Communicating with public administrations and other educational centres is also crucial. Cooperating and networking with other centres is driven by the desire to provide a coherent and coordinated response to educational challenges, establishing shared objectives which can be used to design actions.

The first step is to map not only the actors who already work with the educational centre (to a greater or lesser degree), but also any potential allies in the surrounding area where interactions take place. Spaces where we may find such actors are:

1. Public administrations and local facilities: council, youth centres, libraries, civic centres, sports centres, cultural centres, etc.
2. Social or cultural bodies, youth associations, organisations representing minorities or other specialist groups.
3. Other educational centres.
4. Older people's centres (i.e. day centres).
5. Other spaces of interaction: local businesses, health centres, open spaces (parks, squares).

d. Mapping initiatives and projects

As previously mentioned, mapping initiatives and projects can be used to identify what is being done already, and to assess whether any work carried out by other initiatives or similar projects can be built upon, creating synergies and working towards shared objectives. Having compiled any activities in the school itself - whether by the management team, teaching staff or students, other initiatives might be gathered from families or parents' associations, local cultural organisations or perhaps the city already has an ARS in place and works with the youth or educational sector.

The following tool can be used to gather information on internal or external initiatives relating to reducing prejudices, which can be filled with responses from surveys and interviews, or be explored together with actors from the school community.

The column on the left is for indicative purposes, and is based on the type of antirumours actions a centre may design based on their own objectives. A specific initiative may meet several objectives, and as such it should be viewed with flexibility. As well as helping to identify the various interventions and projects, this classification can help to identify the type of actions that are lacking, and consequently which objectives the centre should prioritise.

Initiative (description)	Leader/Organisation	Incorporate an intercultural perspective and/or antirumours approach
▪ Promoting knowledge and awareness of culture, cultural diversity, the historical elements of inequality and discrimination (i.e. invite leaders). ▪ Encourage critical thought and self-reflection (i.e. ethnographic tasks). ▪ Work on empathy (i.e. role play, virtual reality). ▪ Promote dynamics and spaces of positive interaction (i.e. direct contact, webinars, social media, cooperative tasks/puzzles), discussions and debates in pursuit of consensus, indirect contact. ▪ ARS at a city level (i.e. actions in the educational and youth field). ▪ Actions promoted by the City Council or Regional Government (centre networks, lecture series, etc.). ▪ Involve families. ▪ Directly confront prejudices and rumours.	Centre Entity /neighbourhood association Parents' association Public administration	Yes/In what way? No/How it could be incorporated?

▪ Make the school's commitment to respecting and recognising diversity more prominent (international days, awareness and communications campaigns).		

Initiative mapping should also be used to evaluate whether the initiatives are effective in promoting interculturality, questioning prejudices and encouraging critical thinking. This should not be reduced to a check-list exercise; rather, there should be a critical review of all that is being implemented.

4. Challenges and opportunities

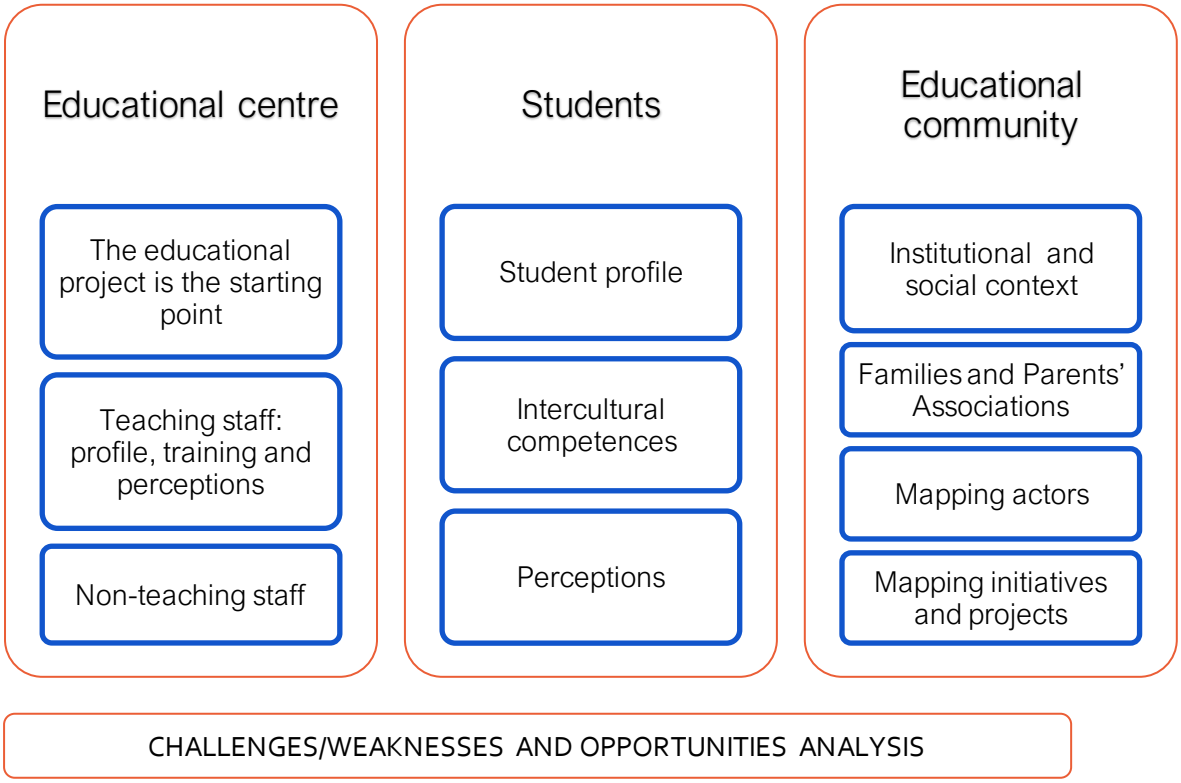
The information gathered from interviews, surveys and other documents may also be analysed by following the check-list proposed below. Each area of activity can be assessed in terms of the challenges and opportunities presented, which can later be used to decide how to proceed:

Elements of designing an ARS	Challenges/weaknesses	Opportunities
Commitment from management. Technical and political will and support at a local or regional level.	*e.g. no existing ARS at a local level*	*e.g. decision consistent with the centre's policies and principles*
Representativeness of teaching and non-teaching staff.	*e.g. little diversity among teaching staff, staff with a foreign background working in services*	*e.g. existing intercultural strategy in the city with a plan in place to diversify the workforce*
Structural issues at the educational centre.	*e.g. lack of resources*	*e.g. low staff turnover*
Parents' association involvement and commitment. Families' willingness and participation.	*e.g. low level of family participation*	*e.g. a committed parent group*

Identifying key actors to: - create a core team made up of different profiles and actors (this may be students, teachers, management, parents' associations or representatives of other organisations). - create an Antirumours Network in the future or join an existing network. *Evaluate: diverse profile, belief in the project, prior skills and knowledge, motivation, capacity to create alliances, flexibility, creativity, etc.	*e.g. language or timetable issues*	*e.g. existing spaces within the school with committed parents and teaching staff (choir, sports teams)*
Methodologies/initiatives with an intercultural/antirumours approach	*e.g. create a cross-cutting antirumours approach that goes beyond ad-hoc activities in arts, culture and history*	*e.g. existing initiatives and actions aligned with the antirumours approach; be part of a project or schools' network providing opportunities to exchange best practice*
Training teaching staff, families and management	*e.g. limited resources*	*e.g. teaching staff with prior training on the subject; training courses offered by the Dept. of Education*
Socio-economic and cultural context	*e.g. high levels of segregation in the city's schools, concentration of vulnerable students*	*e.g. cultural facilities and public services in the vicinity*
The reality of the school in terms of relations, coexistence, interactions, prejudices and rumours.	*e.g. bullying, limited interaction between students of different sociocultural backgrounds*	*e.g. teaching staff with diverse sociocultural backgrounds*

This analysis may on occasion be used to organise work being done, and to give positive recognition to activities which are working well and have a positive impact on students, teaching staff and/or the wider school community.

Summary of diagnosis content:



This analysis will lead to the design of a concrete action plan, prioritising the scope, actors and types of interventions the school will undertake in order to implement an Antirumours Strategy. Alternatively, it will be used to adapt initiatives to the antirumours approach based on the school's objectives.

#05 Appendix

Appendix 1. Questions for the management team[4]

EDUCATIONAL CENTRE

1. Does the school have specific policies in place to encourage inclusion among people from diverse sociocultural backgrounds? Provide further information

2. Does the school have standards in place to deal with discrimination cases? (educational/disciplinary processes, etc.) Is there a department dedicated to discrimination cases? Are records kept of discrimination cases in the school community, including the technical and teaching staff?

3. Does the school promote cultural and/or social activities that help to raise awareness of the centre/surrounding area's diversity? Give examples or relate experiences.

4. Does the school offer mother tongue language learning as part of its curricular/extra-curricular activities programme?

5. Are the needs of all students/staff catered to in the canteen? If yes, how?

6. Does the school offer extra-curricular activities that facilitate awareness of other sociocultural realities? Give examples or relate experiences.

    a. Are student, teaching and other staff's diverse backgrounds taken into account when designing, contracting or promoting extra-curricular activities?
    b. Are the diverse backgrounds of supervisors, trainers and providers of extra-curricular activities taken into account?

7. Are specific measures being taken to ensure a lack of segregation in the school setting?

8. Is diversity taken into account when planning spaces of interaction or general facilities (bathrooms, changing rooms, lockers, canteen, etc.)?

9. Does the centre develop or take part in international programmes for students and/or staff?

10. Do the school's governing/representative bodies have equal representation from different groups? Are there specific strategies in place to encourage people from diverse sociocultural backgrounds to participate in the school's governing/representative bodies?

TEACHING AND NON-TEACHING STAFF

11. Do the school's NON-teaching staff reflect the diversity of the school? And the surrounding area? Do the school's teaching staff reflect the diversity of the school? And the surrounding area?

12. Does the school promote and facilitate additional intercultural training for the teaching team? If yes, what kind of training?

[4] These questions have been adapted from the AFS Intercultura y Travesías intercultural health tool

13. Does the school evaluate the teaching and technical staff's intercultural competences? How?

14. Does the school have a specialist in intercultural mediation? Does it have the support of organisations or external experts in mediation and/or conflict resolution? Who/which and when?

15. Does the school have members of teaching or technical staff with diverse language skills?

STUDENTS

16. Do the students reflect the diversity of the surrounding area or region?

17. Does the school offer support with welcoming new people, with an awareness of the needs specific to each case? Explain the type of support.

18. Does the school promote and facilitate intercultural training for students? If yes, what kind of training? Does the school evaluate students' intercultural competences?

19. Does the school encourage social or cultural activities that promote knowledge, awareness and intercultural competences among students? How?

SCHOOL COMMUNITY

20. Does the make-up of the parents' association reflect the diversity of the area? And the school itself? Does the school have any strategies in place to encourage parents from diverse sociocultural backgrounds to participate in the parents' association?

21. Does the school have a relationship with its council's interculturality/coexistence/migration department? What does this consist of?

22. Does the school have a relationship with organisations or associations for immigrants that promote interculturality in the region/surrounding areas? If yes, what kind of organisations? Note the type of activity.

23. Does the school facilitate the involvement of associations and other organisations in its cultural/extra-curricular activities etc.?

Appendix 2. Questions for teaching staff

We propose a semi-open questionnaire. Some questions can be modified to make them more open, which could be used for individual interviews or in small focus groups (maximum 5 people).

1. What does interculturality mean to you?

2. What do you understand by the term intercultural education?

3. Have you received any training in intercultural education, reducing prejudices, discrimination, hate speech, the antirumours approach, etc.?

4. If yes,
   - What did this consist of?
   - Was it on your own initiative, or organised by the school?

5. Do you have the necessary instruments (materials and resources etc.) to attend to and manage diversity within the school?

6. Outline the instruments in place or any other tools required:

7. Have you witnessed any situations that have provoked a conflict based on cultural differences?

8. How was it handled?

9. Do you have activities or workshops in the classroom to encourage knowledge or critical thinking on sociocultural diversity? If yes, what kind of activities?

10. Are sensitive issues taken into account when planning classes and content, etc.? In what way? And similarly, when choosing text books, reading and other materials?

11. How would you describe relationships between students from diverse backgrounds, cultures and belief systems and the 'native' students?
    - VERY GOOD
    - CORDIAL
    - INDIFFERENT
    - DISTANT
    - NON-EXISTENT

12. Where/when do these interactions take place?

13. Does the school involve actors from the educational community when organising activities?
    - YES, ALMOST ALWAYS
    - FREQUENTLY
    - SOMETIMES
    - RARELY
    - NO, ALMOST NEVER

    Give examples or relate experiences

14. Does the school collaborate with other schools on joint actions?
    - YES, ALMOST ALWAYS
    - FREQUENTLY
    - SOMETIMES
    - RARELY
    - NO, ALMOST NEVER

    Give examples or relate experiences

Appendix 3. Questions for non-teaching staff

We propose a semi-open questionnaire, almost identical to the teaching staff questionnaire but with some changes, and shorter. Some questions can be modified to make them more open, which could be used for individual interviews or in small focus groups (maximum 5 people).

1. What does interculturality mean to you?

2. What do you understand by the term intercultural education?

3. Have you received any training in intercultural education, reducing prejudices, discrimination, hate speech, antirumours approach, etc.?

4. If yes,
   - what did this consist of?
   - Was it on your own initiative, or that of the school?

5. Do you have instruments (materials and resources etc.) to attend to and manage diversity within the school?

6. Outline the instruments in place or any other tools required:

7. Have you witnessed any situations that have provoked a conflict based on cultural differences?

8. How was it handled?

9. How would you describe relationships between students from diverse backgrounds, cultures and belief systems and the 'native' students?
   - VERY GOOD
   - CORDIAL
   - INDIFFERENT
   - DISTANT
   - NON-EXISTENT

10. Where/when do these interactions take place?

Appendix 4. Questions for students

Cities with Antirumours Strategies have employed a range of methodologies to identify rumours. Experience has shown that it is sometimes more beneficial to combine more traditional approaches (interviews, questionnaires, focus groups) with more participatory, creative methods.

In the case of questionnaires/interviews, it is best to start with more general, open questions, so that people can express their perceptions more freely:

- In your opinion, what are the main challenges related to coexistence in your school?
- Are any of these challenges related to specific groups? Can you give specific examples?

We also advise avoiding any reference to specific groups or rumours in questions. More neutral questions are more objective, for example:

- What are the main rumours you have heard in your school about diversity?
- Do these rumours refer to specific groups? (immigrants, refugees, ethnic minorities, majority groups, Gypsy or Muslim people etc.).

Rather than just identifying the rumours, we want to find out what they think of them and how they are acting, so if the answer is: "I've heard rumours that immigrants abuse the welfare system", you could go on to say:

- Do you think these rumours are true, false, or exaggerated/distorted versions of reality, and why do you think that could be?
- Do specific groups defend this opinion (politicians, local population, foreign nationals, social welfare users, the media, etc.)?
- Through which channels/messages/spaces are these comments being spread? (friends, social media, the media, family, workplace)
- Have you ever tried to argue against this opinion? What argument did you use? What had the biggest impact?

Appendix 5. Exercises / activities for students

As stated in the Antirumours Guide, an important means of identifying rumours and simultaneously promoting debate and awareness-raising is to organise 2-3 hour workshops on 'collecting rumours'. One such method consists of dividing students into groups of four to six people and asking the following questions:

- Have you been the object of rumours or stereotypes (linked with gender, age, profession, physical appearance, etc.)? And if yes, how did it make you feel?
- What are the main rumours you have heard in your school?

From here, you can continue with rumours related to diversity and different social groups:

- What are the main rumours you have heard in your school about diversity? Do these rumours refer to specific groups?
- Do you think these rumours are true, false, or exaggerated/distorted versions of reality? Why do you think this?

Once groups have presented their results, the facilitators can prompt a debate and highlight the main findings.

Many cities have found creative and original ways of identifying rumours with a significant impact.

- A rubbish bin for prejudices: invite students to throw away their prejudices. Each student takes a sheet of paper and writes a rumour or prejudice said about themself on one side, and on the other, one of their own prejudices. Later, these are all thrown in the rubbish bin.
- Certain territories have found anonymity works well here. One option is to create a box where students can respond to either a general question on coexistence in the school or collecting rumours.

Antirumours actions and games go beyond promoting knowledge and critical thinking, empathy and positive interaction. They can also be used to find out about perceptions of stereotypes and rumours among students. Games like 'guess who', 'crossed arms' or 'theatre/statue' can all contribute to these goals. This guide promoted by the Bilbao Antirumours Strategy compiles a list of games for dealing with stereotypes and prejudices. The Antirumours Guide for the Educational Field also contains activities of this type.

Lastly, antirumours **training** sessions also present an ideal setting for identifying perceptions, attitudes and stereotypes surrounding cultural diversity. These can subsequently be used to promote analysis, self-reflection and critical thinking.

Appendix 6. Questions for families.

1. What challenges and advantages do you think a school with diverse students has (background, ethnicity, languages spoken, sexual orientation or gender identity, etc.)?

2. Have you witnessed any situations that have provoked a conflict based on socio-cultural differences in the school? If yes, how was it dealt with?

3. Do school families take part in activities or workshops that encourage knowledge or critical thinking on sociocultural diversity? If yes, what kind of activities?
   - Have you ever taken part in any such activities? Such as?
   - Do you think these activities are adequate/sufficient?

4. How would you describe the relationships between parents of diverse sociocultural backgrounds and 'native' parents?

   - VERY GOOD
   - CORDIAL
   - INDIFFERENT
   - DISTANT
   - NON-EXISTENT

5. Where/when do these interactions/relationships take place?

6. Do you think that the school's decision-making bodies (school council, Parents' association, etc.) are representative of the diversity of the school's students?

7. Does the school involve actors from the educational community when organising activities or does the school participate in community activities?
   - ALMOST ALWAYS
   - FREQUENTLY
   - SOMETIMES
   - RARELY
   - ALMOST NEVER

   Give examples or relate experiences

8. Do you collaborate on or take part in these local community activities?

   - ALMOST ALWAYS
   - FREQUENTLY
   - SOMETIMES
   - RARELY
   - ALMOST NEVER

We can also work on workshops or training sessions with families, or use antirumours actions to find out about perceptions of stereotypes, prejudices and rumours circulating in the school. It is important to identify spaces of interaction between families (whether spontaneous or not) during the mapping stage.