



Tools and guidelines for needs- assessment analysis

Questionnaire & Focus group guide
with key educational stakeholders

Project Title: SWPBS

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Activity Leading Organisation:	CARDET

Task Description

The aim of this task is to identify current school needs in regards to efforts made in each country to establish schoolwide discipline prevention and create positive learning school environments. For this purpose, each country partner is asked to invite 4-5 educational stakeholders for a group interview and collect **qualitative data** for needs assessment.

Below, you will find the following information to help you conduct the activity:

1. Instructions for administering the focus group interview (p.2)
2. The focus group interview protocol (Appendix 1, p.4)
3. Instructions for reporting your data entry (Appendix 2, p.11)

Instructions for Conducting A Focus Group Interview

The guide below will be used to facilitate structuring the focus group interview (FGI) by highlighting the topics that need to be covered. The FGI will be conducted to collect qualitative data from each country to identify educational stakeholders' needs around schoolwide discipline prevention and existing student socio-emotional supports. Though it is not to be used rigidly, like a questionnaire. At the focus group discussion, the facilitator encourages participants to explore topics in depth, to reflect, to raise their own issues, etc.

Facilitators: 1 facilitator and 1 note taker

Participants (sample size): At least 4-5 key educational stakeholders (e.g. school principals of primary schools, school inspectors, and school trainers, school psychologists) involved in decision-making bodies on schoolwide discipline prevention and student socio-emotional well-being can be selected as participants in the focus group. Ideally participants should reflect a range of levels and experience.

Sampling: The sampling method to be used for data collection will be purposive. We choose a purposive sampling method because our aim is to capture the existing system challenges and needs evident in each partner's educational system.

Participant Consent: Participants will sign a consent form to participate in the focus group discussion. One copy of the informed consent form should be given to participants and a second copy should be kept by the focus group facilitator. Participants should be informed if any video/audio-recording will be used for data collection.

Demographic data: It is important to collect anonymous demographic data from focus group participants. Simple questionnaires for this purpose could be handed out as participants arrive, then collected at the end of the focus group and kept with the recordings of the focus group.

Data collection: The discussions can be video/audio-recorded if agreed by participants, and transcribed verbatim for analysis. The recordings need to be securely stored until transcribed and then destroyed. The transcription shall not contain information that would allow individuals to be linked to specific statements. Confidentiality will be strictly preserved, except where disclosure is mandated by local policies, laws and regulations.

Time and Place for Focus Group: The focus group can last about two hours, and can have breaks in between for refreshments. Participants need to receive clear details of where and when the focus group will take place and how long it will last.

Focus Group Interview Protocol: protocol is provided in English. You are asked to customize this in your native language and adjust it to the needs of you target population.

Supplies required:

- A few large piece of paper, pens
- Paper and pen for note taker
- Video/ Audio recorder (minimum 2)
- Focus Group Interview protocol (informed consent forms, demographic form, questions

Appendix 1

Focus Group Interview Protocol

PART A- Welcome and Instructions

Facilitator:

1. **Welcome:** *'Welcome and thank you for agreeing to participate in this focus group. You have been asked to participate as your point of view is important. I realize you are busy and I appreciate your time.'*
2. **Brief Introduction:** *'This focus group discussion is designed to assess your current thoughts and feelings about the needs around schoolwide discipline prevention and existing student socio-emotional supports. The focus group discussion will take no more than two hours. I am going to ask you some questions about your experiences and views on this topic. I hope these questions will stimulate discussion amongst you. I will not be contributing to the discussion, but I'm here to moderate the session by keeping track of time and making sure that all of the issues in which we are interested are discussed. You can ask me to repeat a question if you need to, but apart from that, I will contribute as little as possible.'*
3. **Anonymity/ Confidentiality:** *As part of our aim in collecting data of high quality, we have found it helpful to make recordings of session. Review of recordings usually furnishes us with more information that might be helpful for identifying key challenges and problems that you face. Despite being taped, I would like to assure you that the discussion will be anonymous. The tapes will be kept safely in a locked facility until they are transcribed word for word, then they will be destroyed. The transcribed notes of the focus group will contain no information that would allow individual subjects to be linked to specific statements. May I tape the discussion to facilitate its recollection? If you are in agreement, you will need to sign where indicated in the consent form.'*
4. **Ground rules:**
 - *'The most important rule is that only one person speaks at a time. There may be a temptation to jump in when someone is talking but please wait until they have finished. However you do not have to speak in any particular order.'*
 - *'You should try to answer and comment as accurately and truthfully as possible. I and the other focus group participants would appreciate it if you would refrain from discussing the comments of other group members outside the focus group. If there are any questions or discussions that you do not wish to answer or participate in, you do not have to do so; however please try to answer and be as involved as possible.'*

- *'There is no right or wrong answer. When you do have something to say, please do so. You do not have to agree with the views of other people in the group. There are many of you in the group and it is important that I obtain the views of each of you.'*
5. **The facilitator hands in the Consent form:** *'According to research ethics guidelines all focus group participants must give their consent before participating in the discussion. Please read the details of the procedure to make sure you understand the essence of the focus group and what participation requires. By signing the consent form you certify that you have read and understood the information in the consent form and you give your consent to the following procedure.'*
- *'Does anyone have any questions?' the facilitator answers questions that may arise).*
6. **The facilitator hands in the demographics form:** *'Now please take a few minutes to fill this demographic questionnaire. Please do not write your name on it.'*
7. **Then the facilitator switches on the recorder:** *'OK, let's begin'.*

PART B- Focus Group Interview

Warm up: *'First, I'd like everyone to introduce themselves. Can you tell us your name?'*

Introductory question: *'I am just going to give you a couple of minutes to think about your experience around schoolwide discipline prevention and existing student socio-emotional supports. Is anyone happy to share their experience?'*

Guiding questions:

1. What is the most pressing need in schools to promote the socio-emotional and behavioral needs of all students?
2. What school practices are in place for supporting schoolwide discipline prevention and positive learning environments? Are these practices effective or not?
3. What are the biggest barriers to promoting schoolwide prevention and stronger student socio-emotional support?
4. What teacher training topics are important for promoting schoolwide prevention and stronger socio-emotional supports?
5. What other factors not included in this discussion do you believe may affect school discipline prevention practices and student socio-emotional support?
6. **Concluding question:** *'Of all the things we've discussed today, what would you say are the most important issues you consider important about creating positive and preventative learning environments?'*
7. **Conclusion:** *'Thank you for participating. This has been a very productive discussion. Your opinions will be a valuable asset to the project. We hope you have found the discussion interesting. If there is anything you are unhappy with or wish to complain about, please contact the XXXXX. I would like to remind you that any comments featuring in this report will be anonymous. Before you leave, please hand in your completed demographic questionnaire.'*

Participant Consent Form

Principal Investigator: XXXXXXXXXXX

INFORMATION SHEET:

The [Name of the Organisation], participates in a KA3 Erasmus program: School-wide Positive Behaviour Supports (SWPBS) which aims to establish an inclusive non-discriminatory social culture and necessary socio-emotional and behavioural supports for all children in a school, across four EU countries (Cyprus, Finland, Greece, Romania). Part of the project is to conduct a needs analysis on the existing national policy and practice affairs regarding school discipline prevention and student socio-emotional supports. This needs analysis aims to identify educational stakeholders' needs around schoolwide discipline prevention and existing student socio-emotional supports. As part of this needs assessment you will be asked to participate in a focus group and answer structured and open-ended questions. This focus group will take approximately 2 hours.

What does taking part involve?

- Participate in a discussion group that we will be asking you to describe your experiences regarding school discipline prevention and student socio-emotional supports. We are interested in both what worked well or not. This group is made up of key educational stakeholders (e.g. school leaders, inspectors and policy-makers).
- We will then ask the group to draw on those experiences to identify some key issues that should be addressed in the project implementation. This might include suggestions for improving services or examples of good practice that could be built on in the future.
- The group will be run to provide everyone with the opportunity to speak on the different issues raised. However, if you don't feel like speaking at any point you can just sit and listen. Most people find the experience of taking part in a discussion group interesting and stimulating. However, you are free to take a break at any time, or to withdraw from the discussion altogether, should you wish to do so.

- Your responses will be kept in the strictest of confidence and will be available only to the researcher. No one will be able to identify you when the results are reported and your name will not appear anywhere in the written report. Please do not share other people's identities or responses from the focus group with others to maintain the anonymity of the participants outside of the focus group.
- If everyone who volunteers to take part agrees, we would like to record the discussion. The recording will only be used by the guideline group and their research staff (for example to check the detail of specific issues discussed) and will not be heard by or made available to any third party.

What should you do now?

- If you need more details about the discussion before you decide, please feel free to ask the principal investigator who can answer any queries you have.
- If you are happy with the description of the project and want to take part, please sign the consent form and return it to the principal investigator.
- If you do not, after all, wish to take part, please tick the appropriate section of the reply form to let us know.

Consent to Participate

Please tick the following boxes if you agree

I acknowledge that I am at least eighteen years old, and that I understand my rights as a participant as outlined above.

I acknowledge that my participation is fully voluntary.

I agree, the principal investigator to record the discussion.

If I am uncomfortable with any part of this study, I may contact XXXXXXXX at XXXXXXXX.

Name: _____

Signature: _____ Date: _____

DEMOGRAPHIC DETAILS QUESTIONNAIRE

Please answer the following questions in the spaces provided, circle or tick the most appropriate options.

1. **Age:**

2. **Gender**

Please mark one choice.

- Male Female Other

3. **What is your professional background?**

Please mark one choice.

- School leader
 Inspector
 Policy-maker
 Other: (please describe) _____

4. **How many years of experience have you had in this current job?**

Please mark one choice.

- <1 Year 1-2 Years
 2-5 Years 5-10 Years
 >10 Years

5. Work experience in Education (optional):

Please mark one choice.

- <1 Year 1-2 Years
 2-5 Years 5-10 Years
 >10 Years

6. What is the highest level of formal education you have completed?

Please mark one choice.

- Bachelor degree

 Masters degree

 Doctoral degree

 Other _____ (please specify)

7. Which of the following best describes the community in which your job is located?

Please mark one choice.

- Village, hamlet or rural area (fewer than 3 000 people)
 Small town (3 000 to about 15 000 people)
 Town (15 000 to about 100 000 people)
 City (100 000 to about 1 000 000 people)

Large city with over 1 000 000 people

Thank you for taking the time to complete this questionnaire

Appendix 2

Interview Summary Findings Report

(up to 4 pages)

1. Describe the demographics of your target group.

2. Describe main priority school needs for promoting positive and preventative learning environments.

3. Identify current practices for supporting schoolwide discipline prevention and positive learning environments.

4. Identify important teacher training topics for promoting schoolwide prevention and stronger socio-emotional supports.

5. Describe main interview findings about school discipline prevention practices and student socio-emotional support.