

The present-day societies are characterised by an increasing both linguistic and cultural plurality: this multiculturalism involves also early childhood education services by raising the need of new expertise and tools for educational personnel so as to be able to welcome and guide the growth of all children and their parents. In the light of this, the Department of Education and Psychology, University of Florence, is conducting a research in the frame of the European MECEC+ (Multicultural Early Childhood Education) Project with the goal of getting a better knowledge on training needs that educators, teachers, pedagogical coordinators, and auxiliary personnel may have with respect to intercultural issues*.

Thereby, while kindly asking you to fill out the following questionnaire, please be assured that your answers will remain completely anonymous. Thank you in advance for your kind cooperation.

* In relation to educational services for children aged 0-6, “*intercultural*” is used for an educational approach based on recognition and valorisation of individual specificities of both children and their parents, which simultaneously cultivates common and shareable values while envisaging the creation of a peaceful and harmonious society.

** CIRRF acronym comprising Children from Immigrant, Refugee and Roma Families is being used in the present questionnaire.

1. Specify your role inside the service

2. Length of service (years)

- 0-5
- 6-10
- 11-16
- 17-20
- 20+

3. Age (years)

- 18-30
- 31-40
- 41-50
- 50+

4. Sex

- Female
- Male

5. Marital status

- Married
- Cohabitant
- Single
- Divorced
- Separated
- Widowed

6. Qualification¹

- diploma in management of early childhood services
- diploma in primary education (primary school teachers)
- diploma in social psycho-pedagogical education
- another secondary school diploma (_____)
- degree in Pedagogy, Educational Sciences, Childhood Studies, or equivalent
- degree in Primary Education Studies
- degree in Psychology
- other degree (_____)

7. Are you familiar with the condition of immigrant, refugee and/or Roma families present in the territory you are working in?

- Yes, I am well-aware of it
- I am quite aware of it
- Not much
- Not at all

8. Do you feel like having the necessary intercultural and educational tools for receiving CIRRF2 and their families?

- Yes
- Yes, but not sufficiently
- No
- Other (_____)

9. Are you aware of the CIRRF parents' needs?

- Yes
- Yes, but not sufficiently
- No
- Other (_____)

10. Do you think that CIRRF and their families are victims of prejudices?

- Yes, a lot
- Quite enough
- Not much
- No

11. In your opinion, do CIRRF come willingly to the nursery?

- Yes, a lot
- Quite enough
- Not much
- Not at all

12. How do you feel about a strong presence of CIRRF? (More answers allowed)

- I feel good about it
- I feel involved professionally
- I feel involved humanly
- I feel uncomfortable

¹ Regarding the qualifications, each country may include the options in conformity with its own education system.

² CIRRF acronym comprises: Children from Immigrant, Refugee and Roma Families.

- It is indifferent to me
- I feel inadequate (incompetent)
- Other (_____)

13. The present-day societies are characterised by an increasing both linguistic and cultural plurality. In your opinion, is educational services personnel aware of this "plurality"?

- Yes
- Yes, but not sufficiently
- No
- Other (_____)

14. In your opinion, does this pluralism create organisational and management problems with regard to care and education of children?

- Yes, a lot
- Yes, quite enough
- Not much
- Not at all

14.1 If yes, what would be – in your opinion – the most critical issues from an intercultural point of view? (More answers allowed)

- Language difficulties
- Cultural difficulties
- Religious difficulties
- Economic difficulties
- Integration difficulties
- Other (_____)

15. Have you had any opportunities to enhance your intercultural knowledge during your initial training?

- Yes
- Yes, but only partially
- No, not at all
- Other (_____)

16. Have you had any opportunities to enhance your intercultural knowledge during your in-service training?

- Yes
- Yes, but only partially
- No, not at all
- Other (_____)

17. Do you feel like having the necessary intercultural skills to interact effectively with CIRRF and their families?

- Yes
- Yes, although I do not think it is necessary to have specific skills in this regard
- No, but I feel the need of
- No, and I do not feel the need of

18. Do you feel the need for an intercultural training that could help you better meet the needs of CIRRF?

- Yes, a lot
- Quite enough
- Not much
- Not at all

18.1 If yes, in which area do you feel a particular lack of it?

- In managing daily routines (change, sleep, lunch, etc.)
- In structured activities
- In free play
- Other (_____)

19. Does your educational service promote and implement specific projects aimed at fostering interculturality?

- Yes, it takes intercultural dimension into account throughout its activities
- Yes, it has implemented intercultural programmes and activities, but only occasionally
- No, it has not introduced anything new
- Other (_____)

20. Has the presence of CIRRF implied changes in organising and managing your way of working?

- Yes, I had to review my programme and educational methods completely
- Yes, I had to review my programme and educational methods partially
- No
- Other (_____)

21. In your opinion, what are the relationships between autochthonous children and CIRRF?

- Excellent
- Good
- Fairly good
- Indifferent
- Other (_____)

22. In your opinion, what are the relationships between autochthonous and CIRRF families?

- Excellent
- Good
- Fairly good
- Indifferent
- Other (_____)

23. Do you believe there are difficulties in the relationship between educators and CIRRF families?

- Yes, on both sides
- Yes, difficulties are mainly felt by educators
- Yes, difficulties are mainly felt by families
- No

23.1 If yes, what kind of actions could improve the relationship between educational services and these families?

- Organising reflection meetings on the most significant educational issues
- Arranging systematically individual parent-teacher talks
- Organising meetings aimed at facing specific problems of each class
- Arranging meetings among parents
- Other (_____)

24. Does your service organise meetings and intercultural training courses for families?

- Yes, often
- Yes, sometimes
- No

25. According to your experience, to what extent do CIRRF parents attend meetings organised by childhood services and schools? (Select one answer per row)

	Always	Usually	Rarely	Never
Meetings				
Parties & festivities				

25.1 In your opinion, what are the reasons why parents do not attend or attend such events only rarely?

- They do not understand the language well
- They do not consider it important to participate
- Parental involvement in this kind of events is not a common practice in the respective countries of origin
- They would like to, but their work prevents them from participating
- They feel uncomfortable in the presence of other parents
- They feel uncomfortable in the presence of educators
- Other (_____)

26. What is the position of your educational service on specific diets required by some parents for their children (for religious or other reasons)?

- Our service accepts the request being it a right of both children and their families
- Our service accepts the request so as to allow all children to learn about different tastes and traditions
- Our service refuses the request as children should all be treated equally even at mealtime
- Other (_____)

27. Regarding the documentation and information sent by educational services to families: in your opinion, should it be translated into the languages of CIRRF parents?

- Yes, it has already been translated in our service
- Yes, it would be important, but we have no resources to do it
- No, there is no need of translation
- Other (_____)

28. Do you think there is a need for a linguistic-cultural mediation service?

- Yes, always
- Yes, it is sometimes necessary
- No, never

29. Have you ever had children of same-sex parents in your section/class?

- Yes, in several cases
- Yes, but in very few cases
- No, never

29.1 If yes, how did you feel in those cases?

- I felt good about it
- I felt professionally and humanly involved
- I felt uncomfortable
- It was indifferent to me
- I felt inadequate (incompetent)
- Other (_____)

30. Do you feel the need for a specific training on diversity in general that could help you better meet the needs of children and their parents?

- Yes, a lot
- Yes, quite enough
- Not much
- No, not at all

31. Do you believe you are a go-to person for families? (also for CIRRF families)?

- Yes
- No
- Other (_____)

OPEN QUESTIONS

32. In your opinion, what does "intercultural education" mean?

33. How (tools and methods) are the training needs of educators being identified?

34. Describe briefly how do CIRRF families perceive early childhood education services (in your opinion)?
