Proposed measures: Fostering the integration of migrant young people

Overview

In addition to a pre- and post-intervention questionnaire measuring any changes in the young people's psycho-physical welfare three measures will be used to 1) assess any changes in the young people's attitudes towards migration and migrants; 2) ongoing measurement of the young people's emotional and mental well-being, confidence in interacting with others, teamwork and learning achieved during the workshops and 3) young people's views on learning achieved, understanding of self and others at the end of each workshop.

In addition the staff involved in facilitating the workshops will be asked to provide their views (measure provided by University of Pisa).

Measure 1

Pre and post workshop measure of views towards migrants and non-migrants (25 people aged 12/18)

The aim is to measure any change in views of the migrant and non-migrant children's attitudes toward each other as a result of the learning achieved in the workshop. It consists of items to measure general views on migration, empathy, perceived out-group variability, social awareness, communication across difference and taking action.

Measure 1

Pre-and post-workshop questionnaire for non-migrant young people

Views on Migration

We are interested in your views of migration and people who migrate to another country. To enable us to capture this please give your responses to the statements below.

Please read each statement carefully. What answer comes to your mind first? Choose the answer that fits your view best and put a cross on it.

Remember this is not a test so there is no right and wrong answers and nobody you know will see your answers. It is important that you answer all the questions and we can see your marks clearly.
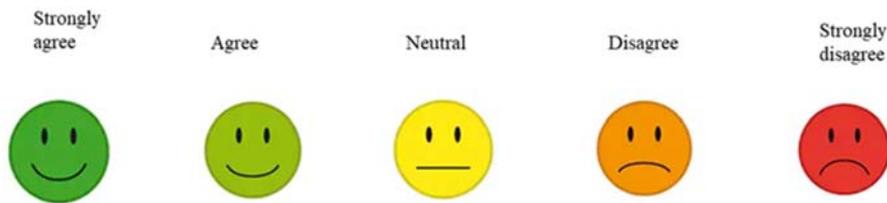
How do you see yourself? (Please circle one of the descriptions below)

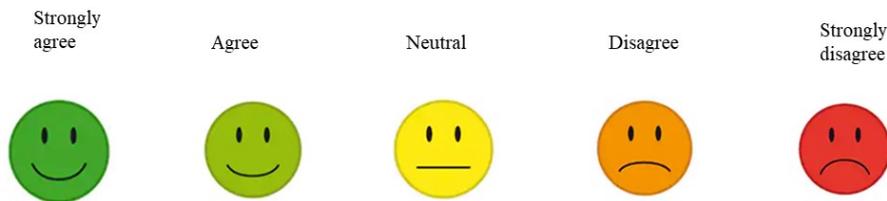Irish (or change with your nationality)

Irish and another nationality (idem)
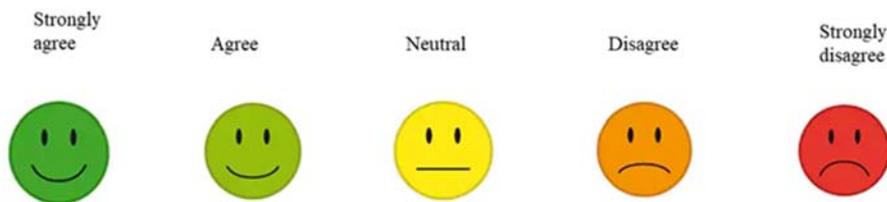
Another nationality

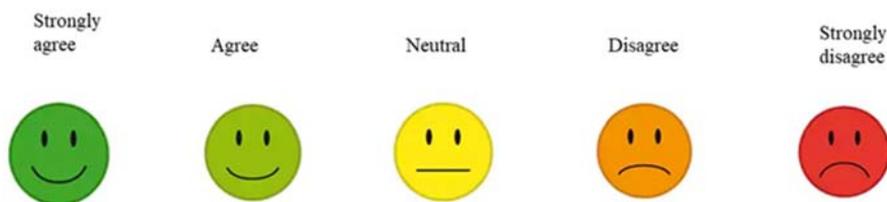People migrate to another country to make a better life for themselves.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Migrants should have the same rights as anyone else living in a country.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Migrants make important contributions to the community.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

If I saw a migrant being treated unfairly, I think I would feel angry at the way they were being treated.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

If I heard that a migrant person was upset, and suffering in some way, I would also feel upset.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
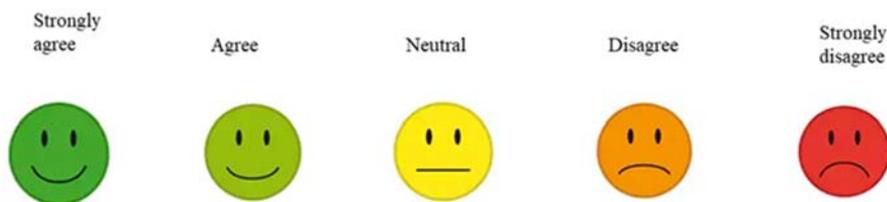
All migrant people have similar views and opinions on things.
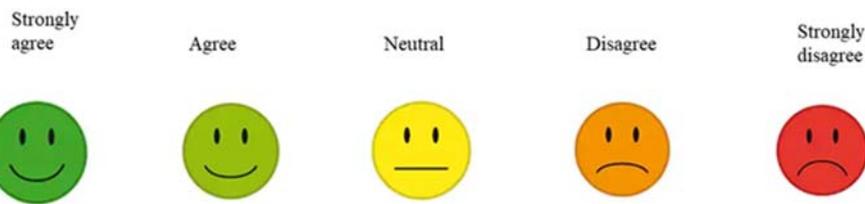
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

I am concerned about how society mistreats people who are migrants.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

I am confident to refuse to participate in jokes that are insulting to other groups.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
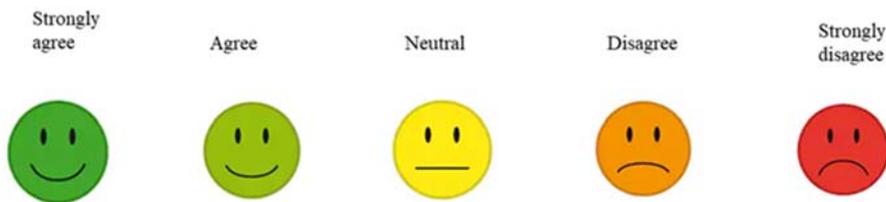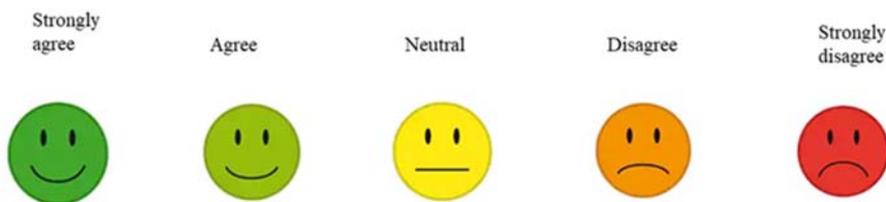
I think all migrant people behave in the same way.
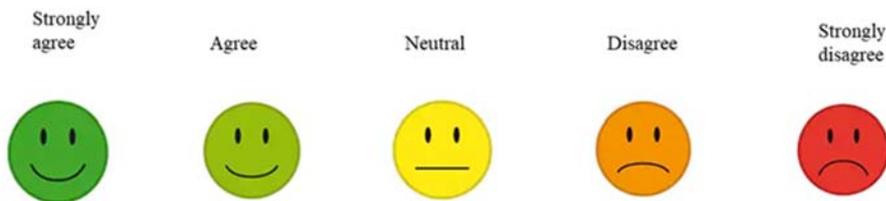
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

I really enjoy finding out about the reasons or causes for people's opinions and behaviours.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
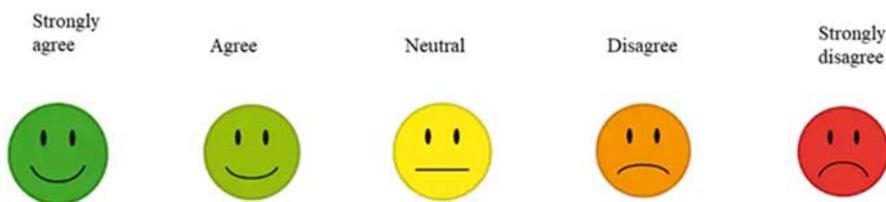
I am comfortable talking with people of other religions and cultures.

Strongly agree   Agree   Neutral   Disagree   Strongly disagree

I am confident to challenge others when they make insulting comments about particular groups of people.

Strongly agree   Agree   Neutral   Disagree   Strongly disagree

Thank you

Measure 2

Pre- and post-workshop questionnaire for migrant young people

Views on Migration

We are interested in your views of migration and people who migrate to another country. To enable us to capture this please give your responses to the statements below.

Please read each statement carefully. What answer comes to your mind first? Choose the answer that fits your view best and put a cross on it.

Remember this is not a test so there is no right and wrong answers and nobody you know will see your answers. It is important that you answer all the questions and we can see your marks clearly.
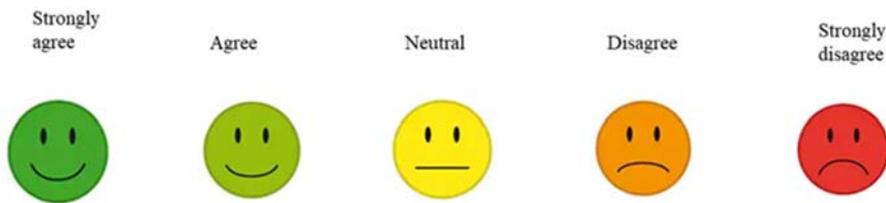
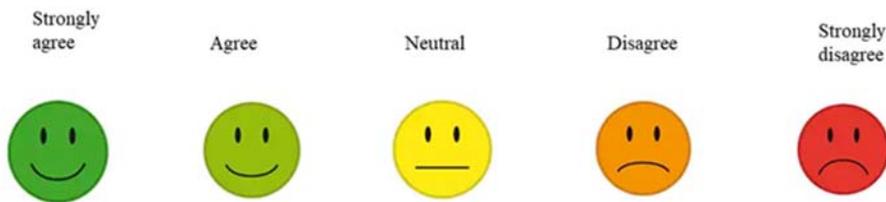How do you see yourself? (Please circle one of the descriptions below)

Irish

Irish and another nationality

Another nationality

People migrate to another country to make a better life for themselves.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Migrants should have the same rights as anyone else living in a country.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Migrants make important contributions to the community.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
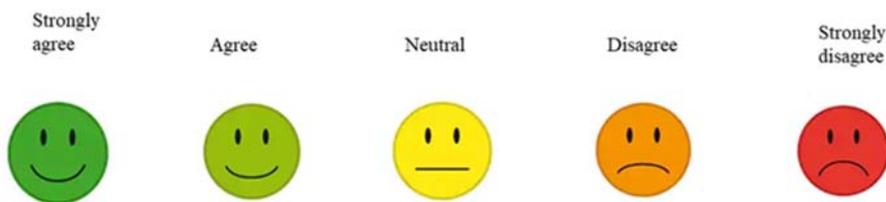
If I saw an Irish person being treated unfairly, I think I would feel angry at the way they were being treated.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
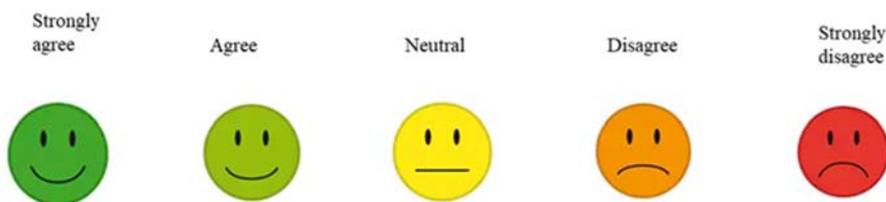
If I heard that an Irish person was upset, and suffering in some way, I would also feel upset.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
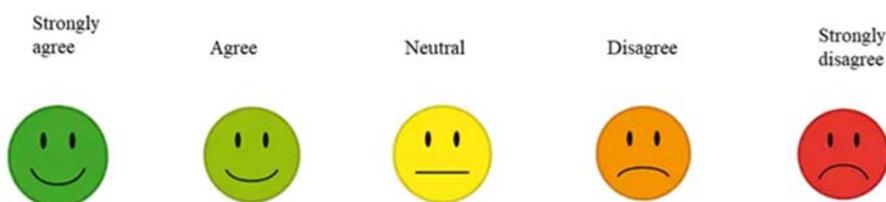
All Irish people have similar views and opinions on things.
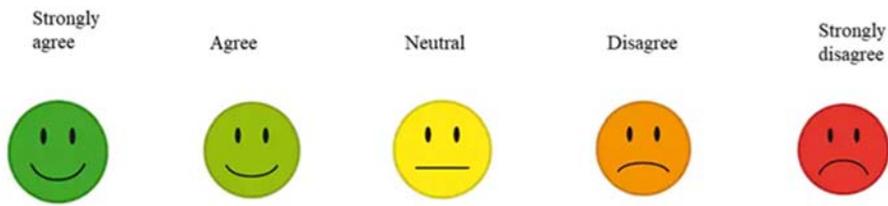
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

I am concerned about how society mistreats people who are migrants.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

I am confident to refuse to participate in jokes that are insulting to other groups.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
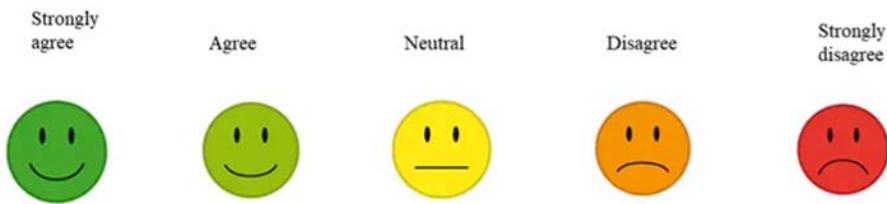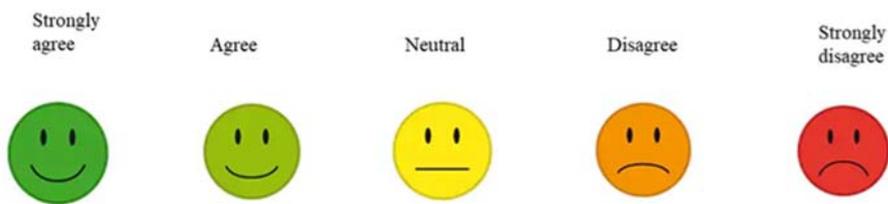
I think all Irish people behave in the same way.
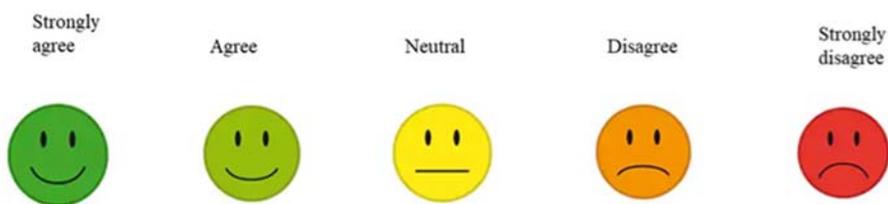
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

I really enjoy finding out about the reasons or causes for people's opinions and behaviours.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree

I am comfortable talking with people of other religions and cultures.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
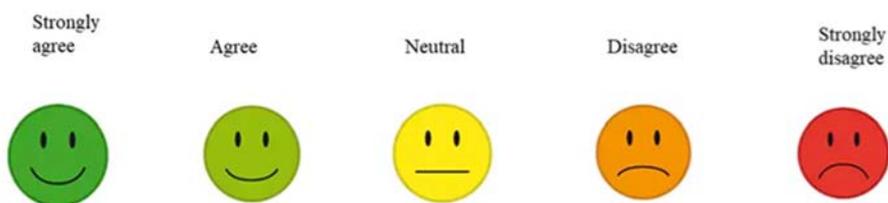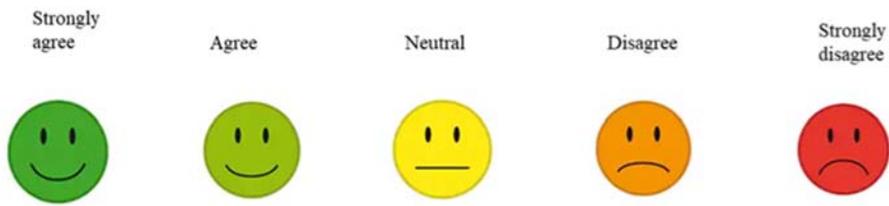
I am confident to challenge others when they make derogatory/insulting comments about particular groups of people.

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
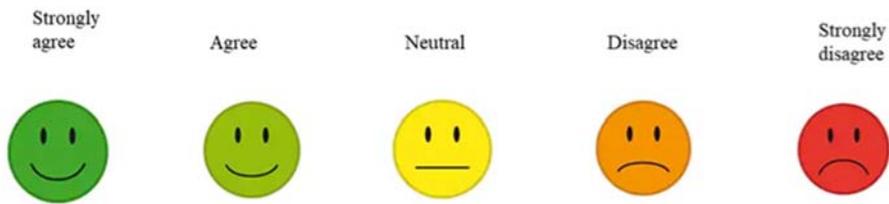
Thank you

Measure 2

Observation and recording of group processes

As a fundamental principle of art projects with young people is that the "process is as important as any final outcome or product" (National Youth Council of Ireland, 2013, p.17) the group processes will be monitored and recorded. This will allow the facilitator to constantly review the workshops and introduce any changes that are required to ensure that the young people are assisted to actively participate in a meaningful way throughout the process. This will also allow for the ongoing measurement of the young people's emotional and mental well-being, confidence in interacting with others, teamwork and learning achieved.

The facilitator will record the patterns of behaviour within the group based on the elements outlined below (National Youth Council of Ireland, 2017), as well as noting other relevant observations.

Elements to be monitored and recorded

Creative Ability	Artistic confidence	Technical skills	Expression/ performance	Creative thinking		
Emotional and Mental Wellbeing	Personal confidence and self-belief	Self-discipline and concentration	Responsibility	Contribution and participation	Willingness to lead	Emotional intelligence
Social Confidence and Team Working	Mixing and making friends	Empathy	Embracing difference	Collaboration		

Measure 2

Recording sheets to be completed

Instructions for facilitator

These scales are designed to provide a series of observable behaviours seen amongst the individuals in a group of young people taking part in a project. The behaviours in turn reflect underlying aspects of a young person's attitudes, confidence and commitment to the goals and possibilities of the project, the artform and the creative process they experience. By selecting some of these scales you are identifying what differences your project might be able to make for young people. The scales will help you to see if the project is having an effect. Being honest about the effect your project is having will help you think about any improvements you might make or things you want to keep the same.

1.1 Artistic confidence

This is not so much about skills and knowledge as the confidence to embrace the artform. Success is that young people feel confident to engage with the artform and to consider themselves as artists; they value their artistic talents and take responsibility for their own artistic development.

	There is a reluctance to try any exercise, technique or routine associated with the artform being used for the project.	There is a growing willingness to try simple exercises/techniques/ routines, if self consciously/awkwardly.	There is no hesitation in trying a growing number of different techniques/ tools/routines.	Individuals are practising techniques in between sessions in their own time and intend to continue doing so after the project has finished.
Pattern in group (no. of participants)				

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1.2 Technical skills

This scale describes the way young people use tools and techniques as an indication of how familiar they are with them and therefore how skilled we can say they have become. Success is that young people demonstrate a fluid use of the techniques and tools of the artform, and may have formed a longer term plan for personal artistic development.

	Techniques/routines are conducted mechanically.	Techniques/routines are conducted with some thought and involvement but depend on the instruction of the artist.	Participants show an understanding of how to use tools and techniques of the artform to achieve a desired effect or outcome. They often discuss approaches to using techniques to achieve different ideas and effects.	Participants sometimes lose themselves in the flow of using techniques/ tools.
Pattern in group (no. of participants)				

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1.3 Expression and performance

This scale explores how willing a young person is to be clearly associated with their own work publicly. Success is that young people are willing to perform or exhibit work to a wider public including friends and family and/or including in solo performances.

	Participants are not willing to go on stage or show/ be identified with their individual work publicly.	Participants are willing to go on stage/show work publicly but mostly as a group not as a solo artist.	Participants are willing to perform individually or show work that is more unusual. The piece includes their original ideas.	Participants are willing to perform or exhibit a piece they have developed in large part by themselves and/or that can be considered challenging; for example in terms of message or level of emotional expression.
Pattern in group (no. of participants)				

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1.4 Creative thinking

This indicator explores how far the young people are thinking creatively for themselves rather than looking only to the artist for creative guidance. Success is that young people make suggestions for creative ideas frequently that are imaginative and engaging, and/or that young people's ideas show interesting connections or a new take on accepted ways of doing things.

	Suggestions/ideas are small/simple	Participants offer more ideas, ideas can include some experimentation with materials, routines and tools.	Suggestions for ideas are more frequent and are increasingly bold, and/or spontaneous, show fresh thinking or a new take on things.	Participants take the lead in creating their own work demonstrating their own personal artistic journey.
Pattern in group (no. of participants)				

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2.1 Personal confidence and self-belief

This scale explores how confident a young person is in who they are as a unique individual; in their beliefs, likes and abilities. Success is found in young people expressing themselves and who they are fully and confidently.

	There is a reluctance to make eye contact, head is often down when talking, general closed/protective body language.	There is occasional eye contact and sometimes a more open, expressive body language.	There is steady and consistent eye contact and a confidence in self-expression and self-esteem.	Personal expression and self-confidence is consistent and unique.
Pattern in group (no. of participants)				

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2.2 Self-discipline and concentration

Success would be young people being able to maintain their engagement in the work for extended periods, listening to and considering/trying what the session leader is suggesting, or being lost in the flow of a creative process.

	Participants are often distracted and can be disruptive. It requires effort to get participants to listen to and apply what the session leader suggests or ask for	Participants are attentive and engaged some of the time. They tend to listen to what the session leader is suggesting/ asking for and sometimes seek clarification if unsure.	Participants are attentive and engaged most of the time. They listen to and reflect on what the session leader is suggesting, asking questions that indicate they are thinking about what is being suggested.	Participants are fully engaged and can be completely immersed in what they are doing for extended periods of time (otherwise known as 'flow').
Pattern in group (no. of participants)				

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2.3 Responsibility

This scale explores indications that a sense of ownership has been successfully developed with young people, demonstrated in their willingness to show care and consideration for the resources they use or in taking an active part in the planning and organising of workshops or events.

	Participants show little respect/consideration for venue and equipment or facilitators – they may misuse equipment or leave a mess for example.	Participants show some respect for venue and equipment – using the bin, using equipment properly for example.	Participants actively help in setting up/tidying and the general smooth running of the session. They take responsibility for any instances of poor behaviour amongst the group.	Participants are willing to take on lead responsibilities for setting up/tidying/organising sessions or events – they may be key holders to the room used for sessions.
Pattern in group (no. of participants)				

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2.4 Contribution and participation

An important indicator of confidence and of positive social skills lies in the frequency and way in which young people contribute ideas into their group. Making contributions is an indication of confidence. How the young person deals with the response to their idea is also instructive; do they constructively explain and try to sell their idea rather than simply let it go (indicating a lack of assertiveness) or force it upon the group? (being over dominant). Success would be where young people are being supportive of each other to make suggestions and are able to constructively discuss/develop the ideas collectively to a shared decision. This is both a quality of each individual but also the way the group as a whole is working. The scale below therefore provides both an individual and group level perspective to assist assessment.

Pattern among individuals	Participants do not contribute to group discussions.	There is a mix of participants: those who make occasional suggestions which are often not heard or are forgotten in discussions and those who are more assertive in putting their own ideas first.	There are a number of participants making periodic suggestions for the group to consider. These are listened to more often and discussed, but decisions do not always have consensus and/or a clear conclusion.	The majority of participants are making regular contributions. Individuals in the group assist the contribution of others, reflect back what the ideas are and help to achieve a clear decision.
Group as a whole	The group as a whole is passive.	The group as a whole tends to be dominated by one or two individuals.	The group is working together more but lacks ability to achieve a clear decision.	The group is working together very well and is able to make clear decisions which are broadly shared.
Pattern in group				

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2.5 Willingness to lead

Success would be indicated by young people being willing to take a lead in developing, planning or delivering an idea. The following scale might be used to assess the group as a whole rather than the pattern amongst individuals in the group.

	Participants wait to be told what to do and when. If invited to consider options they do not readily express a clear preference.	Participants largely wait to be told what to do. One or two individuals speak on behalf of the group in considering options but the facilitator still tends to lead the decision-making.	When invited, participants are more engaged and thoughtful in considering options. They will arrive at decisions without need for further prompting from the facilitator.	The group proactively seeks to take on responsibilities for planning and developing parts of the project and can express clear views on preferred options.
Position of group				

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2.6 Emotional intelligence

This scale helps explore the emotional confidence of a young person. Also referred to as emotional intelligence, a competence now increasingly recognised as important to personal resilience and effectiveness and which an arts process can help cultivate. Success is when young people are able to recognise the emotions they experience as they arise and can communicate/express their feelings and emotions fluently.

	Participants hide their feelings and try to avoid talking about them.	Participants are willing to explore some of their feelings. They may be willing to share a feeling but not necessarily perform/ express it artistically.	Participants look for and try to make sense of emotions they are experiencing. They are willing to share and use their emotions in their work.	Participants can quickly recognise what emotions they are experiencing. They are able to draw freely upon and express emotional experiences in their work.
Pattern in group				

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3.1 Mixing and making friends

If working with a newly formed group, if some of the participants in the project are new to the group, or if two or more existing groups are coming together, the project offers a chance for young people to meet new people and make new friends. Success in enabling new friendships would be indicated by participants mixing freely and confidently with each other and not sticking to cliques or spending large parts of the session keeping to themselves.

	When arriving in the room participants stand apart on their own or stick with the friends they arrived with or joined the group with.	When arriving in the room participants recognise and acknowledge one or two more of the others. They occasionally converse with individuals other than those they arrived with or joined the group with.	When arriving in the room participants mix quite easily with others, and spend time with different people during a session or from session to session, not sticking to the same clique.	Participants are inclusive and ensure no one is left standing on their own.
Pattern in the group				

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3.2 Empathy

There is growing concern that extended time spent on social networking sites, mobile phones and computer games is reducing the opportunity for young people to develop empathy – the ability to understand how others might be feeling. This has implications for the ability of young people to be fair, supportive, collaborative, and to form lasting positive relationships. Arts projects can make a significant contribution to helping young people explore and understand the viewpoints and experiences of others and appreciate how others may be feeling. Success would see young people seeking to understand the views of others as part of a project, or supporting each other to share how they are feeling.

	Participants tend not to recognise the feelings of others. For example, they use insensitive remarks or do not take time to understand the viewpoints of others.	Participants take time to understand the viewpoints or feelings of others, for example in discussing ideas but mostly only if encouraged to do so by the facilitator.	Participants often take time to explore and understand the views and feelings of others without being asked to by the facilitator. They may notice when another individual is unhappy or uncomfortable and seek to support them.	Participants are able to help each other to recognise and express how they are feeling (as a peer mentor for example). They will quickly recognise when an individual needs support.
Position of group				

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3.3 Embracing difference

Embracing difference is partly about making friends with other young people from different cultural backgrounds including different preferences within youth culture. But it could go further to recognise the strengths that can come from diversity and difference as a resource for creativity or learning. Success might be indicated by young people appreciating and actively using the different cultural perspectives of people in their group in a project or in developing their own worldview.

	Participants avoid acknowledging differences in appearance or background that they can see or are aware exist within the group.	Participants are willing to explore difference if supported and encouraged by the facilitator, but not otherwise.	Participants actively explore and appreciate difference without the help of a facilitator; for example by comparing views, lives and ideas in conversation.	Participants actively draw on differences in developing creative ideas and appreciate the benefits in new thinking. They will defend/explain the difference of group members to others as a 'difference advocate'.
Pattern in group				

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3.4 Teamwork and collaboration

Arts projects provide rich opportunities for young people to work in teams and to learn from those experiences. This will include learning to negotiate and plan, work together towards shared goals and overcome differences of opinion. Success might be indicated through a shared plan for a task and a commitment to the smooth running of the group and a respect for other members' contributions.

	The team have difficulty defining the task and planning their work. Few members participate actively and there isn't a clear sense of a 'group'. There are many disagreements.	Team can define the tasks but not all members understand the plan or their contribution and so are not actively participating. The follow-up is sporadic. There are still some disagreements and complaints about others' working style/ contribution.	Team can clearly define the tasks to be accomplished, discuss their approach and share the work. The team engages in follow-up activities. Team members are treated with respect, listen to each other and acknowledge each other's work. Members feel free to seek assistance from others or to ask questions. There is an open productive atmosphere. When working to achieve goals, the team is able to adjust plans as needs arise. There is shared ownership of the goals and vision.	Team has an extensive plan that outlines the tasks to be accomplished, resources, dates, assigned aspects to various members and anticipated future needs. The team engages in regular follow-up activities between meetings/sessions. All team members contribute personal strengths and ideas and can negotiate a balance between their views and the views of the group. They build on each other's ideas and acknowledge that each member has a significant role to play and personal responsibility in decision-making. Team members are flexible and creative and can adapt to difficulties or changes of plan in the face of challenging problems and changing situations. They have built experience from these challenges.
Pattern in group				

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Measure 3

Feedback from young people

At the end of each workshop the participating young people will be asked to provide their feedback in a way that they are comfortable with. This may be orally, to be audio recorded by the facilitator, in words, through a sketch or through completion of a short questionnaire.

To facilitate giving feedback the young people will be asked:

1. What did you learn today?
2. Have you learned anything about yourself? What?
3. Have you learned anything about the experiences and views of other people? What?
4. How do you feel about yourself today?

Questionnaire

After today's workshop I feel.

Very good about myself   Good about myself   Just okay   Not good

I have learned something new about myself today.
Yes   No

I have learned a new skill today.
Yes   No

I have improved on a skill today.
Yes   No

I have learned something about the experiences of other people today.

Yes   No

How do you feel in the group?

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |

Do you feel as a member of the group?

| Strongly agree | Agree | Neutral | Disagree | Strongly disagree |