



Intake Interview (EN)

ISCP: step 1 – Intake interview

Objectives

- ☁ The organization gets to know the school and their objectives
- ☁ The school is introduced to the program.
- ☁ The organization is aware of the expectations of the school
- ☁ The organization will know whether there is enough support in the school to start a program.

Duration

90 minutes

Requested attendees

School

- ☁ Delegation of Teachers
- ☁ Delegation of Directors
- ☁ Student counsellor
- ☁ Delegation of student council (optional)
- ☁ Delegation of support staff (optional)
- ☁ Delegation of Student Guidance Centre (optional)
- ☁ Delegation of pedagogical guidance service (optional)

LGBTI-rights organisation

- ☁ Moderator
- ☁ Notetaker



Introduction

The intake questions below are divided into three sections which aim to provide an answer to the objectives described above. The goal is to get acquainted with each other, and to have an understanding of the context of the school and why the school wants to participate in the program. The intake interview will also be used to gauge the enthusiasm and expectations of the school. Please note that these questions are suggested and can be used when relevant.

1). Framework. Why are we all here?

- ☁ Short introductions (name, job and pronouns)
- ☁ The organisation presents the program and the different steps
- ☁ Who is the organisation? Why does the organisation work in education?
- ☁ Who is the school?
 - How many students?
 - How many teachers? How many other school staff?
 - What kind of education? What disciplines are offered?
- ☁ How would you describe the school in one sentence?
- ☁ What are your expectations of the intake interview?
- ☁ Is there a specific reason why you want to participate in the program?
- ☁ Do you think students are bullied at school because of identity characteristics (e.g., ethnicity, skin colour, sexual orientation, gender expression)?
- ☁ What are the needs of your school team and students regarding the topics of identity-based bullying, mental wellbeing, gender and sexuality?
- ☁ Have, and if yes, what actions been taken to work on a safe school climate? (e.g. anti-bullying, LGBTI inclusion, etc.)
 - What are you proud of? What worked? Which actions are now a part of your school climate?
 - What did not work or proved to be less effective?
- ☁ Are there any protocols and/or policy documents that you currently use regarding the topics of identity-based bullying, mental wellbeing, gender and sexuality? If so, request to have these documents forwarded.
 - Do you have specific guidelines or a framework for students transitioning?
 - Do you have specific guidelines or a framework for staff transitioning?

2). Support & enthusiasm. Are these conditions there?

- ☁ How would you ensure the continuation of the program throughout the school year?
- ☁ Is everybody present going to participate in the program?
- ☁ In what ways will the project team communicate relevant information to the rest of the staff (teachers, support staff, and students)?



- ☁ Are there people who are not present now, **but should part of the project team?**
- ☁ What do you need to make the implementation of the program a success?
- ☁ What are you afraid of or what are possible obstacles?
- ☁ Is there anyone on the project team with the authority to make decisions, specifically in terms of scheduling training sessions, adapting policy documents, etc.)?
 - If there is no one on the project team with this authority, who could join or have that mandate?
- ☁ Who within the school is concerned about this topic? Approximately how many people?
- ☁ Who within the school is not concerned with these topics?
- ☁ Are there any parent-associations or member groups and how do they feel about the school's participation in the program?
- ☁ Are there any student councils or associations within the school and how do they feel about the school's participation in the program?
- ☁ Do you think there is enough support and enthusiasm to start the process?
 - If no, what steps can we take to create more support?

3). (Pre)requisites. What does a successful program look like at this school?

- ☁ When is the program successful? Please note: it is important to check for realistic expectations and adjust the expectations if they are unrealistic
- ☁ What role does the project team have in the process?
- ☁ What role does the school have in the process?
- ☁ What role does the organisation have in the process?
- ☁ What is a feasible timeline for this school to implement the different steps of the program?
- ☁ How will we mark the end of the program?

