

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school

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Abstract

It has been observed that a proper and coherent common Transitional Plan for rural schools and urban secondary schools needs to be designed and applied in order to give a response to the anguish presented by the educative agents and to the specific characteristics of rural schools. This paper focuses on the possibility to design a common Transitional Plan between stages for one independent rural school, one rural school belonging to a ZER and one secondary school located in the Alt Penedès region, by getting to know their relationship, the actual activities they do to deal with the transition process difficulties, and the anguish levels presented by students, families, tutors and principals towards different changes they can experience, through the use of questionnaires and interviews. This Transitional Plan has the aim of suggesting several activities to carry out in order to help with the process and adaptation of the students to the new educative stage. The results show that the changes where the educative agents present higher anguish are the ones related to the change of methodology, but mainly the different working rhythm, the difference of the number of exams and the difference of help received by teachers. The study also shows the complexity of designing a common Transitional Plan for the educative centres taking into account the limitations they have. These findings raise consciousness about the importance of designing a Transitional Plan which responds to the actual needs of the educative agents in order to ensure a better transition process and adaptation for the students.

Keywords: transition, primary education, secondary education, rural school, coordination, educational agents.

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Resum

S'ha observat que és imprescindible el disseny i aplicació d'un Pla de Transició adequat i coherent, comú per a les escoles rurals i l'institut, per tal de poder donar resposta als sentiments d'angoixa presentats pels agents educatius, i a les característiques específiques de l'escola rural.

Aquest article se centra en la possibilitat de dissenyar un Pla de Transició entre etapes comú per a una escola rural independent, una escola rural que pertany a una ZER i un institut de la comarca de l'Alt Penedès, mitjançant el coneixement de la relació que hi ha entre els centres educatius, les activitats que actualment duen a terme els centres per fer front a les dificultats sorgides durant el procés de transició, i els nivells d'angoixa presentats pels estudiants, famílies, tutors i directors envers els diferents canvis que poden experimentar a través de l'ús de qüestionaris i entrevistes. Aquest Pla de Transició té com a objectiu poder suggerir diverses activitats per dur a terme amb la finalitat de poder ajudar als estudiants i famílies en el procés i adaptació a la nova etapa educativa.

Els resultats mostren que els canvis on els agents educatius mostren una angoixa més elevada són aquells relacionats amb els canvis de metodologia, però més específicament en la diferència de ritme de treball, la diferència de quantitat d'exàmens i la diferència d'ajuda rebuda per part dels professors.

Alhora, l'estudi mostra la complexitat que comporta dissenyar un Pla de Transició comú per als centres educatius, tenint en compte les limitacions imposades.

Aquests resultats fan que augmenti la consciència sobre la gran importància de dissenyar un Pla de Transició que respongui a les necessitats actuals dels agents educatius per tal d'assegurar un millor procés de transició i adaptació dels alumnes.

Paraules clau: transició, educació primària, educació secundària, escola rural, coordinació, agents educatius.

1. Introduction

The transition process from primary education to secondary education is a topic that has been studied by an important number of pedagogues, psychologists and education specialists for the last forty years. With their research, investigators not only put a lot of interest in discovering which are the factors that make students be anxious about starting secondary education, but they also studied and designed diverse activities for the schools and secondary schools to do together in order to get rid of the gap located between both stages. Nevertheless, the numerous studies have not been able to remove this gap since there is still a considerable number of students who suffer before, during and after the transition to secondary education. Any type of change during life can be difficult, but when the change takes place during a period of changing from one human development stage to another, as in this case from childhood to adolescence, dealing with any sort of change is harder. This is why a change like the transition from primary to secondary education requires the attention, support, participation and implication of teachers from both education centres and families. The collaboration from both agents can prepare students for the transition while they are still in primary education and, once they are already in secondary education, they can help by transforming the anxiety towards the process into a positive moment with no difficulties to face with secondary education changes. In this sense, Ascensio (2007) states that students have the right to have an appropriate transition between stages which enables them to start secondary education with all the guarantees, highlighting the fact that society cannot forget that students should be the centre of this process, and of education. That is why, as primary education teachers, we should not conceive that our professional task only goes from the first grade of primary education to its sixth grade; we should consider the last grades of primary education and the first ones of secondary education within our teachers' duties too.

The variables which make students have this anxiety towards the start of a new stage in the school can be encompassed inside the change of educational culture from one centre to the other. First, as their methodology is very different, schools and secondary schools give reasons to students to really perceive and live the transition as if from one stage to the other there was no continuity, and that is what needs to be changed. Schools need to reduce the differences and gaps between the teaching and learning process of one centre and the other by creating an interdependent and cooperative relationship between primary and secondary education, and as López (2008) states, they must be considered as one part of the same educational system. This relationship should ensure a continuous, gradual and slow process of adaptation to the new stage by using similar ways of teaching, plus coordination of all the agents, in order to be efficient.

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Numerous researchers have based their investigation on getting to know which are the variables that produce anxiety to students before starting secondary education. However, there are no studies about the transitional process from primary education to secondary education based on rural primary schools, a type of school where there are students that after having studied there for seven years, they need to change to a completely different methodology and structured school when starting secondary education.

Bearing in mind that in Catalonia we can find 400 rural schools, 350 belonging to different ZERs and 50 being independent rural schools, it is also important to get to know how these students perceive and experience the transitional process from primary to secondary education, and what teachers and specialists of education can do in order to ensure students from rural schools a more peacefully and coordinated transition.

The three main characteristics of the rural school are that they are small, public and situated in small villages. In Catalonia, there are two types of rural schools. On one hand, we find the independent rural schools, which consist of rural schools that have their own educative project and don't rely on other rural schools. On the other hand, we can find the rural schools belonging to a Zona Escolar Rural (ZER), which are institutions set up of two or more rural schools located in a close surrounding that have a common leadership team and the same educative project for all the schools in the ZER, but at the same time, each school of the ZER has his own leadership team and can make decisions on its own.

Rural schools are characterised by the fact that they have multilevel classrooms due to a few students studying in the school. This means each classroom is heterogeneous not only on the rhythm of learning, like any school but also on the age. As they are few students in each class, the teacher can give more personalised attention to each student, which ends creating a very close relationship between them and teachers. Other good points of not being large class sizes are that it enables to work in cooperative groups, to meet the needs of diversity and to respect the learning rhythm of the students in an easier way. Nonetheless, rural schools are constantly dealing with limited resources, both economic and facilities.

During my second Practicum, done in a rural school belonging to a ZER, I realised students from not only 6th grade but also from 5th grade, felt disoriented, worried and anxious about the start of secondary education because of the multiple and drastic changes they would experience. That called my attention, and since then I realised education should make a change by proposing a way of linking both institutions in order to guarantee more confidence in students before, during and after the change by bridging or getting rid of the gap between both stages.

For all these reasons, I am going to do an action plan which will consist in getting to know which are the factors that make this transition be unstable from the point of view of all the

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agents implicated: students, families, teachers and principals. After that, I am going to design a Transitional Plan between stages made of diverse activities with the principal aim of making the schools and secondary school work cooperatively in order to get rid of the gap which separates them, ensuring the pass from 6th grade to secondary school is lived as a mere change of grade. The Transitional Plan is going to be based on one independent rural school, one rural school belonging to a ZER and one secondary school; all of them located in a close area in the Alt Penedès.

2. Theoretical Framework

The transition between stages has been a widely studied topic for the past four decades due to its relevance and its impact on students' welfare. Among the research that has been done, there are some disagreements, but most of it believes the transition is one of the hardest moments of all the educational stage since it affects students in many different ways and levels (Gimeno, 1996; Ames and Rojas, 2011).

This idea aligns with Midgley and Maehr's (2000) and Sacristán's (1997) idea of changing to another human development stage. They stated that when students pass from primary to secondary education, they experience changes not only related to the transition from one school to the other, but also to the personal development stage where they are at and to the one they are changing to; adolescence. Furthermore, their idea was in keeping with three of the classic development stages theories developed by Erikson (Psychosocial Development Theory), Piaget (Cognitive Development Theory) and Kohlberg (Moral Development Theory). According to the Psychosocial Development Theory, students experiencing the transition pass from the stage of industry versus inferiority, to the stage of identity versus role confusion, where they can experience some difficulties on developing their ego identity.

In the case of the Cognitive Development Stage, the students pass from the concrete operational stage to the formal operational stage, where they acquire a more logical thought. In reference to the Moral Development Theory, students pass from the interpersonal concordance stage to the law and order stage, the moment when they stop doing what is right for the majority to be good children, and they start doing what is right because it is their duty and helps society.

Also, there have been some researchers who have had a big interest in which are the emotions and feelings students encounter during the transition process, focussing more on those happening already in secondary school. One of the most studied changes has been how the students' self-concept is affected by several aspects such as the difference between the rules, the pressure, the work, the group of friends, the teachers, and the number of people and size from the primary school to the secondary school.

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Motivation and self-esteem are two other factors that have been studied by the researchers since they have proven those factors affect negatively a big percentage of students. However, they also state that most of the times, the period where those factors are affected is limited and after this time, students recover. (Adayemo, 2010; Berlinger cited by Tonkin and Watt, 2003; Murdoch, 1966). Nonetheless, there are researchers who affirm that as the school years pass by, the students' motivation and self-esteem are affected negatively and even decline (Psaltis, 2002).

Social agents play an important role in the emotional and social affections students experience since student's opinions and worries towards the transition are influenced by the viewpoints and fears of relevant people for them: parents, older brothers and sisters, teachers and groups of friends (Gimeno, 1997; McGee, 1987; Smith, 2004).

A balance between better parent education and their involvement in the education of their children is needed in order to accomplish a calm and successful transition, reducing the anxious feeling suffered mainly by students (Ako and Galassi, 2004; Fielding, 2006). Indeed, parents' involvement in the education and their attendance to secondary school's meetings and visits to get to know the process their children are going to go through, help to foster a positive attitude towards the transition and the new secondary school, and to create a comfortable and confidential environment (Smith, 2004). Moreover, it is important to take into account that students from upper grades of primary education are in a period of life where they are used to having their families close to them, helping them whenever they need it. Passing from primary school to secondary school doesn't mean they don't need their parents to help them anymore, quite the opposite, they need their parents to give them support in order to be able to face all the drastic changes they will experience, even if it is moral support (Castro, Díaz, Fonseca, León, Ruíz, and Umaña, 2011; Musitu and Cava, 2003). Families are an essential factor of the education of their sons and daughters, which needs to be included in all the transition process from primary education to secondary education (McGee, Ward, Gibbons, and Harlow, 2003). However, families cannot deal with this situation without the help and coordination with teachers from both primary and secondary education (Sebastián, 2015). Therefore, the coordination between school agents is essentially relevant if a successful transition between primary education and secondary education is wanted to be achieved. Moreover, the school has the responsibility to encourage families' implication in not only the transitional process, but also throughout the school stage, making them know how the school works and that they are a necessary part of the educational process (Hawk and Hill, 2001). In fact, the most effective approach to ensure an easier transition from rural primary school to secondary school, is to maintain families well informed about what the secondary school is designing and applying in order to do the best welcoming to the new students at the school,

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and to guarantee a sense of motivation and a positive attitude and perception towards the new stage they are going to enter to (Hawk and Hill, 2004; McGee, 1987).

Primary education and secondary education have two divergent cultures according to Antúnez (2005), Rapport and Sandoval (2013) and Sacristán (1997). Primary education has an educational culture more centred on the student and on the process and progress of him or her. Conversely, secondary education is more focussed on the subject and on the final product. The educational culture that is typically used in secondary education, not only affects the self-concept of students and their academic success in evaluations, but also their social relationships due to the fact that participation and working in groups is heavily reduced (Gimeno, 1996; San Fabián, 2003). For all these reasons, every student should be able to experience education as a continuous process (González, 1996).

Coordination and collaboration between primary and secondary education are limited or even non-existent (Sebastián, 2015). That is the main reason why it is very difficult to find out strategies carried out by schools and secondary schools as a team, which its principal aim and focus is reducing the most changes the better from the transition to secondary education.

Most part of the research done about transitions from one stage to another, but more precisely the ones who have put a lot of interest in discovering if a real continuity and coordination between educational centres from both stages will improve the transition process and help students' welfare, assert that primary schools and secondary schools need to create the same or a similar educational culture. This shared culture should ensure continuity and take into account all that has been done and the methodology used during primary education (Fielding, 2006; Gràcia, 2003; Johnstone, 2001; Iniesta, 1974; Martínez and Pinya, 2015; Sebastián, 2015).

Cocklin (1999) goes beyond the idea of having a shared culture. He states that apart from trying to create a partnership between primary schools and secondary schools to ensure a more positive transition, the secondary school could change the educative plan established for first and second grades. The aim of changing it would be to elaborate it by reproducing the primary school pedagogy in order to give students a sense of no change and continuity from one school stage to another. However, as school years pass by, the secondary school needs to start making a progression from primary school pedagogy to secondary school pedagogy, but always in a slow and gradual way.

According to all the changes students experience and to the most important agents which can help on their transition process by working cooperatively and having a continuity, designing transitional plans adapted to each sociocultural background of the school and secondary school is extremely needed.

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Coletto (2009), Gairín (2005) and García Orcajo (2011), propose the creation of sources such as transitional and welcoming programs, coexistence programs, attention to the diversity programs and tutorial action programs to enable primary and secondary schools to work cooperatively and to maintain a coherence between the pedagogy of both education centres. Moreover, some other authors have researched about existent practices which have been carried out in schools in order to minimise the negative effects of a transitional process.

Fielding's (2006) study discovered several ideas of support systems to be used in order to try to get a better transition process from one school stage to the other.

One of the most interesting ideas was given by one of his respondents in the study, who suggested to create a buddy system between students from sixth grade in primary school and students in secondary school.

The respondent highlighted the idea of starting this buddy system while sixth graders were still in the last grade of primary education, so that during the physical existential gap between one stage and the other, which is just three months of summer holidays, primary students could not be stressed either feel lost because of the lack of knowledge towards the new stage they were going to start.

This opinion is closely related to the statement Graham and Hill (2003), Mizelle and Irvin (2000), and Schumacher (1998) made about the fact that if a transitional program is underway to ensure a better transition while students are in primary education, they won't present the high levels of stress they would have if they were not doing a transitional program.

Sellman (2000) had an experience in a school from Stafford where teachers were very conscious about the crucial period their students would enter to, some months before ending primary education. That is why the school created a training programme where teachers helped students to know how to work on their self-esteem and on their resolution skills. But this training programme was not carried out only by the primary school; the school invited secondary schools which were disposed to be part of this training programme.

A lot of studies about the transition from ordinary primary schools to secondary schools have been developed and they have proven that transitional plans between both stages ensure an improvement on the welfare of the educative agents during the transition. However, there are no researches which aim is to find out if the changes students from a rural primary school experience during the transition are similar to the ones experienced by students from ordinary primary schools, which are the ones in which researches have based their studies. Furthermore, it will be interesting to get to know if it is possible to find out if rural primary schools and urban secondary schools can work cooperatively in order to deal with the fears and anxieties students encounter because of the transition process, and if the anguish towards

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these changes can be minimised by designing and applying specific activities provided in a specific transitional plan for the schools.

From the eighties, rural schools started to be treated as relevant schools, a feeling that never before was experienced, since they were considered less important than the ordinary schools. During this decade was created *El Pla de Suport a l'Escola Rural*, which arose from the revolution conducted by rural school teachers, who fought for the rights of rural schools and to defend its methodology after doing the first *Jornades d'Escola Rural* in 1979. This new action, *Pla de Suport a l'Escola Rural*, had the aims to integrate the child within society, to make the school be linked with what really happens outside of the school; with reality. It also had the aims to have better facilities and to have more prepared teachers. After the design of this new educational action, *Secreteriat d'Escola Rural* was created in order to unify the different ideas of a pedagogical renovation coming from the rural schools in Catalunya (Soler, 2018). In 1987 *Secreteriat d'Escola Rural* approve a proposal which had the objective to create a relationship between rural schools located at a close geographic place and with a similar economic and cultural background. The group of these schools would be called ZER, and even though each rural school would conserve its identity characteristics, the pedagogical and organizational part of the schools would be the same (Soler, 2018).

Nowadays there are 400 rural schools in Catalonia. Rural schools grouped in ZERs represent the 87,5% of rural schools in Catalonia, and the 12,5% remaining represents the percentage of independent rural schools in Catalonia. Not all rural schools are following the same path. However, there is one characteristic that all of the rural schools have which is the fact that there are multigrade classes, meaning students are not divided per ages; class groups are heterogeneous according to the age of the students.

After getting to know how the transition between these two stages is currently seen nowadays, it is also important to know the current legislation¹ about the transition.

There are two laws which highlight the great importance of ensuring coherence and coordination between stages to provide an appropriate transition to students, which should be defined by the schools in a Transitional Plan. The first one is the educational law 12/2009, article 57 *Basic education*, point 2: “L'educació bàsica ha de mantenir coherència amb l'educació infantil i amb l'educació postobligatòria i ha de garantir la coordinació entre les etapes que la componen per tal de facilitar la continuïtat del procés educatiu i assegurar als alumnes una transició adequada d'una etapa a l'altra.”

¹ *Current legislation*. In this part, the contents of the different law articles are written in Catalan, the language in which those documents are published, since I have assumed that everybody understands the language.

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The second one is the decree 150/2017 of the educative attention towards students in the inclusive education system's framework, article 16 *Educational transitions*, point 1 and 2: "En les transicions entre cursos, etapes i centres educatius, els centres han d'assegurar els mecanismes de coordinació i traspàs d'informació que facilitin i assegurin la coherència educativa i la continuïtat formativa."

"Els centres educatius han de disposar de protocols específics de transició entre ensenyaments o etapes educatives amb la finalitat d'establir col·laboracions entre els diferents professionals dels centres d'origen i destinació, especialment pel que fa a l'alumnat amb necessitats específiques de suport educatiu. Aquest protocol ha de tenir les finalitats següents:

a) Facilitar la informació i l'orientació als equips docents d'ensenyaments o etapes educatives consecutives que afavoreixin la continuïtat de les mesures i els suports que han contribuït a l'èxit educatiu dels alumnes, tenint en compte el seu expedient acadèmic, el pla de suport individualitzat, les valoracions psicopedagògiques i, si escau, el consell orientador en els cursos que correspongui.

b) Proporcionar a l'alumnat acompanyament i suport en el seu itinerari formatiu."

Moreover, the decree 150/2017 of the educative attention towards students in the inclusive education system's framework, article 6 *Duties of schools*, point g. points out the fact that the educative centres are the ones in charge of adjusting the supports to each student, stressing on the transitional processes: "Correspon als centres educatius: Adequar les mesures i els suports a les característiques dels alumnes i del context, promovent el compromís de cada alumne amb el seu procés d'aprenentatge, el desenvolupament personal i social i l'avenç en l'assoliment de les competències al llarg de tota l'escolarització obligatòria i postobligatòria, i posant una especial atenció en les transicions entre etapes i en la continuïtat formativa."

3. Research questions and objectives

The questions this study wants to answer are the following ones:

- RQ1. How do students, families, teachers and principals perceive the change of methodologies and educative strategies from primary education stage to secondary education stage?
- RQ2. How can we prevent the difficulties students experience when starting secondary education while they are still in primary education in order to make them be less fearful about the change?

In order to explore the answers to these questions, here follow the aims of the study:

1. To explore which are the changes students experience during this transitional process.

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2. To get to know how the educative community perceives the change of methodologies and strategies from primary education in a rural school to secondary education.
3. To get to know which is the actual relationship between the primary schools and the secondary school selected and if they do any activities or dynamics together in order to facilitate this transitional process.
4. To design an educational plan of action, which consists of a common *Transitional Plan between stages* for two rural schools located in the Alt Penedès and for the secondary school they are going to attend when they start 1st of *Educació Secundària Obligatòria* (ESO).

4. Methodology

The methodology used in the study is framed within the interpretative paradigm, which has the aim to analyse the anguish towards the transition between primary education and secondary education of the different educative agents. The paradigm selected enables to understand and comprehend the reality of a situation and the perceptions and actions of the participants.

The typology of the study is exploratory since its objective is to analyse and explore a specific topic. Moreover, the research method can be described as a cross-sectional study and as a field research, since the subjects have been studied in a specific moment and the study has been conducted in a natural situation.

In order to develop the study and get to know the perceptions of the different educative agents, a mixed-method has been used to collect both, quantitative and qualitative data. On one hand, the use of quantitative instruments has been used with the aim of obtaining a general view of several aspects which can affect the transition. On the other hand, the qualitative instruments have been used to obtain individual perceptions about the transitional processes and the possible anguish towards some of the changes. That is the reason why using this methodology has allowed obtaining objective results and different perceptions.

4.1. Sociocultural context

The study has been conducted in two rural schools and one urban secondary school from the region of Alt Penedès.

One of the primary schools belongs to a ZER, the other one is an independent rural school, and the secondary school is an intermunicipal educative centre, which means that it belongs to a municipal association: the *Mancomunitat de municipis de l'Alt Penedès*. That is to say that the secondary school does not depend on the Generalitat de Catalunya, but from the municipal association.

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4.2. Participants and function

In order to carry out the study, the principal agents that take part in the transitional process from the rural primary school to the urban secondary school, have been chosen to get to know their perception and anguish towards the transitional process.

The participants have been:

- 14 students from 5th and 6th grade of the independent rural school (S1).
- 20 students from 5th and 6th grade of the rural school belonging to a ZER (S2).
- 13 secondary school students from 1st grade coming from the rural school (S3).
- 14 families from the students in 5th and 6th grade of the independent rural school (F1).
- 15 families from the students in 5th and 6th grade of the rural school belonging to a ZER (F2).
- 12 secondary school families from students in 1st grade coming from the rural school (F3).
- 2 rural school principals.
- 1 secondary school principal.
- 2 rural school tutors from 5th and 6th grade.
- 1 rural school former tutor from 5th and 6th grades of the independent rural school.

All the participants that have been chosen are educative agents from public centres where not all the educative stages can be found in the same school, so that the students have no option to decide whether if they want or not to go through this transitional process.

4.3. Instruments and necessities detection

Three different instruments have been designed: non-structured personal interviews², one non-structured dual interview and multiple-choice questionnaires³ with one open question.

All these instruments search the level of anguish all the participants have towards 13 dimensions: the different working rhythm, the different help received from the teachers, the different way of grouping, the different distribution of the class, the different amount of homework, the different type and amount of subjects, the different amount of exams, the different rules and punishments, the different number of teachers, the different relationship with teachers, the relationship with classmates, the different communication between families and the school, and the different participation of families in the school.

Moreover, the interviews and questionnaires have also studied the effectiveness of the activities done in the school to prepare the students for the educative transition, the amount of

² *Non-structured personal interviews*. In order to observe the questions from the interviews, see annex 1.

³ *Multiple-choice questionnaires*. In order to observe the questionnaire template, see annex 2.

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information received from the school about the transition process, and the relationship between the rural primary school and the secondary school.

Apart from that, the interviews also enabled to get to know more general information about the school and the role of tutors or principals during the transition, their conception about the concepts *rural school* and *transition*, the Transitional Plan of the school and the relationship between schools.

4.4. Process

The agents participating in this study were informed in different ways about the aims of the study, their participation and the proper treatment of the information obtained before doing the questionnaires or interviews.

The principals and teachers were informed by doing a prior meeting and families through the informed consent, where all the information was explained.

Indeed, their permission of participation was given through the fulfilment of this informed consent⁴.

The data collection was done between February and April 2019 using different ways depending on the necessities and requirements of each educative centre.

On one hand, all the interviews were done in the corresponding educative center and they were voice recorded with the authorisation of the participants while the most important information was written down.

On the other hand, all the questionnaires were provided to the educative centres in the format they required. The independent rural school decided to print and give both questionnaires, families' and students', to the 5th and 6th grades students in order to fulfil them at home.

The rural school belonging to a ZER decided to allow me to pass the students questionnaires in the class and the teacher gave the families their questionnaires to fulfil them at home.

The secondary school decided to print and pass the students questionnaires in the class and gave the families' questionnaires to the parents of 1st graders.

Firstly, as all the questionnaires results were obtained in a paper format, they were organised in a double entry table in order to create the corresponding graphics to see and comprehend the information about the different agents' perception about the transition in a more clear and visual way.

Moreover, the data was categorised in different groups in order to more easily compare, analyse and obtain conclusions about the perception of the different agents about the same descriptor.

⁴ *Informed consent*. In order to observe the informed consent used for obtaining the permission of the participants to participate in this project, see annex 3.

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4.5. Ethical conditions

This study guarantees the principle of autonomy in the data collection by asking the fulfilling of the informed consent to the people interviewed and to the families or legal representatives of the minors answering the questionnaires.

The study also ensures the three other ethical principles in the data collection, the principle of beneficence, the principle of nonmaleficence and the principle of justice, by acting in the beneficence of others with no harming and treating each participant as it is required.

5. Results

The first objective, exploring which are the changes students experience during the transitional process from primary education in a rural school to secondary education in an urban school, has been reached through the research of the published literature about the educational transitional processes, which provided the descriptors used in the different instruments used in this study.

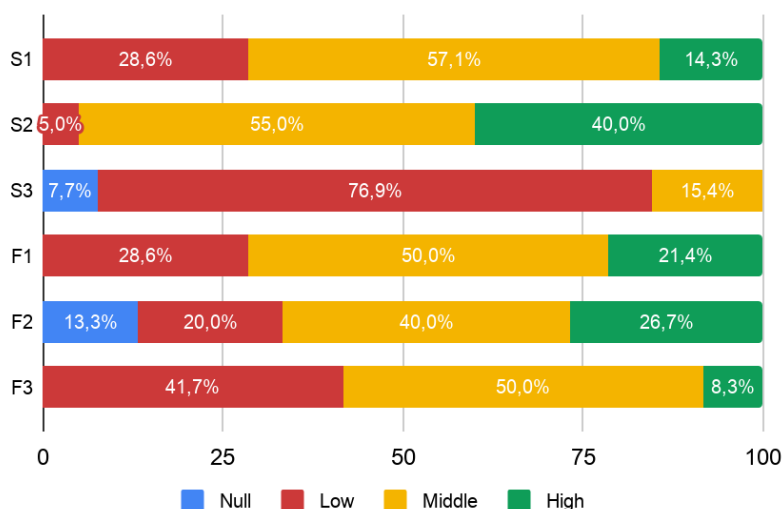
According to the data obtained, the students and families from the primary rural schools are the ones who present higher anguish towards the changes studied. In contrast, families and students from the secondary school coming from a primary rural school show to have had less anguish to the changes studied. Nonetheless, between them two, families and students from the secondary school, also present different levels of anguish; only in one of the changes, the different way of grouping, more than half of the students present a middle or high anguish level. In contrast, their families appear to have middle or high levels of anguish in five more changes apart from the grouping.

This study has focused on 13 changes students can experience when starting secondary education.

The most relevant results from each question are described below. (See annex 4 for the complete grids).

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Anguish towards the different working rhythm between the primary rural school and the secondary school



As the graphic shows, the students from the secondary school are the only ones who appear to have had low anguish towards the difference of the working rhythm, since 76,9% of them chose the *low* option.

In contrast, the majority of the students from the primary schools and families chose the *middle* option to describe their anguish towards the working rhythm change, as 57,1% of S1, 55% of S2, 50% of F1, 40% of F2 and 50% of F3 chose this option.

Moreover, the tutors and principal from the independent school and the principal from the secondary school stated that anguish towards this change is common, and they all share that the change of school hours is the main factor causing this constant and fast working rhythm. Conversely, the principal and tutor from the rural school belonging to a ZER believe it is not a significant change for the students, a very different opinion from their school students, who show the higher percentage of all the agents.

Anguish towards the difference of help received from teachers between the primary rural school and the secondary school

The majority of students from the rural primary schools and families present middle and high levels of anguish towards this change since between 64,3% and 90% of them chose the two higher options, *middle* or *high*, to describe their concern about the teachers' help received by students. In contrast, the students from the secondary school are the only ones whose majority felt the anguish towards this change was *null* (23,1%) or *low* (46,2%).

This general high anguish towards this change is supported by the opinion of all tutors and principals unless for the principal from the rural school belonging to a ZER. The first ones agree on the fact that students don't have enough confidence or closeness with the teachers because

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

of the short time they spend together. However, the principal from the secondary school, who is plenty conscious about this anguish, explained the school is trying to reduce the number of teachers the students have in order to enable more individualized attention to them.

In contrast, the principal from the rural school belonging to a ZER stated the help received by students at the secondary school is enough and more specifically, that the attention the students receive at primary school is excessive, a fact that doesn't relate with most of the results from the rest of the agents.

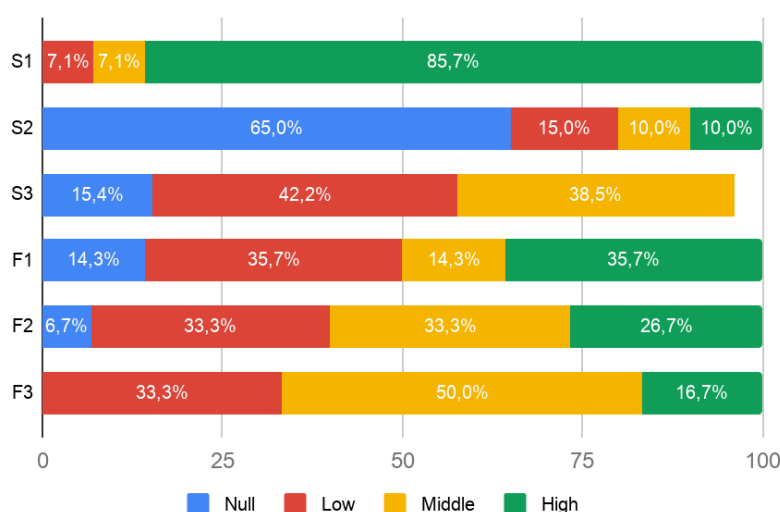
Anguish towards the grouping way to do activities in class

The majority of students from the independent rural primary school and from the secondary school, and families, present middle and high levels of anguish towards this change since between 57,1% and 71,4% of them chose the two higher options, *middle* or *high*, to describe their concern about the way of grouping to make the activities or works. These results are also supported by the opinion of the principal from the independent school, who stated that she perceives that this change is the one who produces higher levels of anguish to the students in her school.

In contrast, the students from the rural primary school belonging to a ZER are the only ones whose majority felt the anguish towards this change was *null* (30%) or *low* (55%). This opinion is supported by their school principal and tutor, who believe that the school prepares them with enough autonomy and confidence to be able to work in any type of grouping.

In this case, the tutors from the independent school and the principal from the secondary school stated not knowing whether students have anguish towards this change.

Anguish towards the change of the class distribution



Students from the independent rural primary school presented the highest percentage of students selecting the *high* option in this question above all the questions they were asked, being an 85,7% of them perceiving this change with high anguish. This significant percentage

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of the students' anguish towards the change of distribution of the class is related to the opinion of their principal, tutor and former tutor, who stated that as the distribution of the class is related to the methodology of the school, and the methodology changes from one stage to the other, it is expected for them that students present high levels of anguish.

In contrast, only 10% of the students from the other rural school present a high level of anguish and 65% of them show a null anguish level towards this change. Moreover, their principal and tutor believe this is not a relevant change for the students.

In the case of the students from the secondary school, 15,4% of them chose the *null* option, 46,2% chose the *low* option and 38,5% chose the *middle* option. In addition, the principal of the secondary school stated the change of distribution is not usually a change that condition the welfare of the students at secondary school.

The two higher levels were chosen by 60%-66,7% of F2 and F3. Meanwhile, 50% of the families from the independent school chose the two lower options, *null* or *low*, and the other 50% chose the two higher options, *middle* or *high*.

Anguish towards the difference in the amount of homework

Students from the rural primary schools and their families present middle and high levels of anguish towards this change since between 64,3% and 92,9% of them chose the two higher options, *middle* or *high*, to describe their concern about the amount of homework in the secondary school. In contrast, the students and families from the secondary school are the ones whose majority felt the anguished feeling towards this change was null or low (69,3%-75%).

Moreover, the tutors from both rural primary schools stated that one of the changes in which not only students, but also they as tutors show higher anguish, is in the different amount of homework since students are not used to them at school. Nonetheless, the former tutor from the independent rural school clarifies that over the past couple years, the complaints received from former students about the difference of homework amount have decreased as the secondary school decided to reduce the amount of homework given.

Furthermore, all the principals share the opinion that the different amount of homework is not something easy for them, but it is just a matter of getting used to it.

Anguish towards the different type and number of subjects

Students and families from the independent rural school show similar anguish, since 50% of the S1 and 42,9% of F1 describe their anguish as middle, and 21,4% of S1 and 28,6% of F1 describe it as high. Moreover, the principal and tutors from the school stated that any methodologic change is hard for families and students since it is not easy to adapt to a different way of working.

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In contrast, the majority of students from the rural school belonging to a ZER (75%) and all the students from the secondary school show null or low levels of anguish towards this change. These results go along with the principals of the rural school belonging to a ZER and the one from the secondary school, who shared the opinion that the different number of subjects don't condition the welfare of students.

However, a 66,7% of the families from this rural school present *middle* (60%) and *high* (6,7%) levels of anguish, and this result coincide with the opinion of the tutor of this school, who states that families are the ones who present higher levels of anguish towards this change, as their sons and daughters are not used to the wide diversity of subjects they are going to have at secondary school.

Families from the secondary school show that 50% of them had a low level of anguish and 33,3% of them had a middle level of anguish towards this change.

Anguish towards the number of exams

The students from both primary rural schools show to have mainly middle and high levels of anguish towards this change since 42,9%-30% of them chose *middle* and 57,1%-60% chose *high*. Indeed, the number of exams is the change where the greatest number of S2 chose the *high* option.

However, in the case of the students from the secondary school, 23,1% described the change as *null*, a 46,2% as *low*, and only a 30,8% as *middle*.

The families from both rural schools also present that 57,1% of F1 and 33,3% of F2 have middle anguish and 21,4% of F1 and 33,3% of F2 have high levels of anguish towards the change of exams amount.

In contrast, families from the secondary school are divided into two different groups; 50% of them chose the two lower options, *null* or *low*, and 50% of them chose the two higher options, *middle* or *high*.

According to the interviews, all the principals and tutors unless for the principal of the rural school belonging to a ZER, stated that the different amount of exams is one of the factors that worries them the most since they are not used to them and they affect the academic level and progress of students.

In contrast, the principal of the rural school belonging to a ZER considered this change doesn't determine the students' welfare.

Anguish towards the different type of rules and punishments

Students from the secondary school and families from the three educative centres present similar levels of anguish towards the rules and punishments established in the secondary school. Between 40%-58,3% of them described their anguish as low, 21,4%-26,7% of them as

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

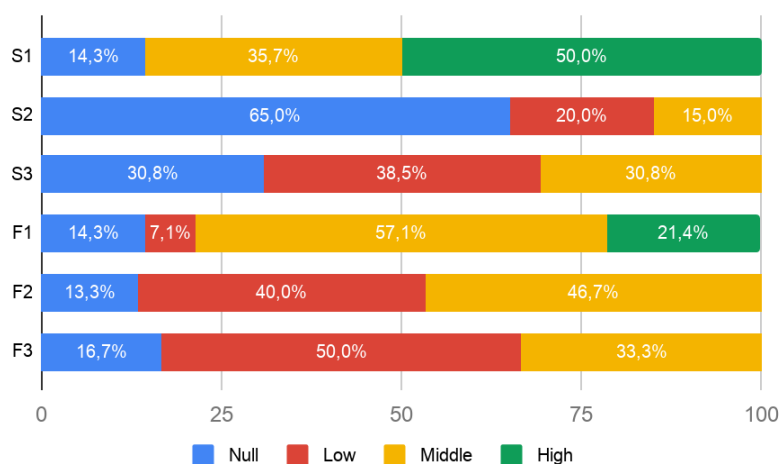
middle anguish and between a 6,7%-15,4% described it as high. Families from the primary school present a similar percentage of a null anguish level (21,4%-26,7%). In contrast, a higher percentage of families from the secondary school chose the *null* option (8,3%).

The students from the rural primary school belonging to a ZER present diverse opinions, since 30% of them describe it as null, 5% as low, 30% as middle, and 35% as high.

Conversely, more than half of the students from the independent rural school (57,1%) define their anguish as high, 21,4% as middle, and 21,4% as low.

The interviewees don't believe this change is something the students, families and themselves as tutors or principles should worry about, because as they all express, it is just a change of rules and dialogue they need to adapt to.

Anguish towards the different number of teachers



Students and families from the independent rural school are the only ones who present high levels of anguish towards this change; 50% of S1 and 21,4% of F1 chose this option. The other half of the S1 chose *null* (14,3%) and *middle* (35,7%). Moreover, the principal, tutor and former tutor expressed that the increase in the number of teachers at secondary school doesn't allow students to create a bond with teachers, hence the non-confidence with them.

Furthermore, the same percentage of their families describe their anguish as null (14,3%), and 7,1% of them as low.

The students from the rural primary school belonging to a ZER are the ones who present a higher amount of people (65%) choosing the null option in this question, and the rest of them chose low (20%) and middle (15%).

The students from the secondary school present divided opinions in this question; 30,8% of S3 describe their anguish as *null*, 38,5% as *low*, and 30,8% as *middle*.

Families from the rural primary school belonging to a ZER and families from the secondary school present similar levels of anguish towards the number of teachers: 13,3% of F2 and

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16,7% of F3 described as null, 40% of F2 and 50% of F3 as low, and 46,7% of F2 and 33,3% of F3 as middle.

Moreover, the principal and tutor from the rural school belonging to a ZER and the principal from the secondary school stated that students, families and themselves usually don't present high levels of anguish towards this change.

Anguish towards the relationship between students and teachers

Students and families from the secondary school show to be the group with lower anguish towards this change since 15,4% of S3 and 8,3% of F3 chose the *null* option, and 61,5% of S3 and 66,7% describe their anguish as low. However, 15,4% of S3 appears to have had high levels of anguish and 7,7% of them and 25% of their families a middle one. Nonetheless, the principal of the school stated that they are doing changes in their centre in order to promote a closer and more confident relationship between students and teachers.

Families from both rural primary schools show similar percentages on the description of the families' anguish towards the change; 35,7% of F1 and 33,3% of F2 described it as low, and 42,9% of F1 and 40% of F2 as middle. Nonetheless, 13,3% of the families from the rural school belonging to a ZER present high levels of anguish, and the 8,3% of them and the 13,3% of the F1 describe the anguish as null.

The 35,7% of the students from the independent rural school describe their anguish as low, the same amount of their families. The rest of the students from this school mainly considered it as middle (57,1%) and 7,1% describe it as high.

In addition, the tutors from both rural schools and the principals from the independent rural school and the secondary school stated that the change of relationship between them and teachers can condition their welfare, as they have said in numerous times during the interviews, in the secondary school there is a lack of proximity between teachers and students due to the fact that secondary school teachers don't spend as much time doing lessons in the same class as primary teachers do.

In contrast, the students from the rural primary school belonging to a ZER present a wide diversity of opinions, since 35% of them considered their anguish to be null, 30% to be low, 30% to be middle, and 5% to be high.

Anguish towards the relationship between students and their peers

Students and families from the independent rural school present similar opinions, since 28,6% of S1 and 21,4% of F1 describe their anguish as high, 35,7 of S1 and 35,7% of F2 as middle, 35,7% of S1 and 35,7% of F1 as low.

Families from the rural primary school belonging to a ZER and from the secondary school present similar and higher levels of anguish than the rest of the participating groups, since the

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

53,3% of F2 and the 50% of F3 describe their anguish as middle, and the 20% of F2 and the 25% of F3 as high.

The majority of students from the rural primary school belonging to a ZER (60%) and from the secondary school (61,6%) present the two lower levels of anguish. However, 25% of S2 and 7,7% of S3 considered it to be high and 15% of S2 and 30,8% of S3 middle.

The principals and tutors interviewed agree on the fact that students from the rural schools usually have the need to change the group of friends since as they are little class groups, the relationships are consumed.

Moreover, both tutors stated that at secondary school it is easier for the students to meet someone with the same interests and personality.

Anguish towards the communication and participation between families and the secondary school

The only group which more than half of them presented the two higher levels of anguish towards the communication between families and the secondary school was the group of families from the rural primary school belonging to a ZER, being a 26,7% of them middle anguished and 26,7% of them high anguished.

In contrast, the only group which more than half of them presented the two higher levels of anguish towards the participation of families in the secondary school was the group of students from the independent school, being 50% of them middle anguished and 7,1% high anguished. Moreover, the agents interviewed stated that the decrease in communication between families and school is lived as a liberation for the students. Instead, they state that families could worry about this decrease and the different way of communicating, which pass from being direct to be digital and not easy to access.

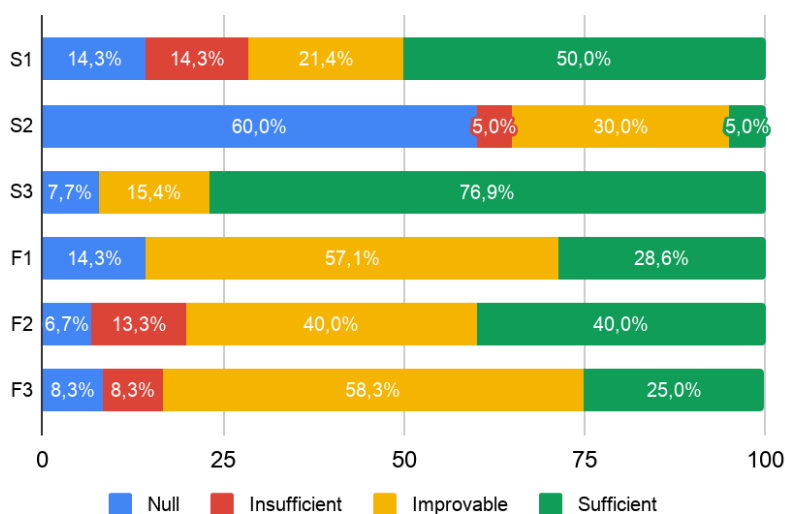
In the case of the participation of families, the principals and tutors coincided on the fact of stating that sometimes, students can be more confident at the secondary school if they see their parents participate in any type of activity organised at the educative centre.

The results show students from 1st secondary grade and their families were the ones with lower anguish for the transition process. Moreover, in the case of the students, anguish has decreased in a 53,8% of them, it has remained in a 38,5% of them and it has increased in a 7,7% of them. Meanwhile, families' anguish has decreased in a 66,7% of them and it has remained in 33,3% of the cases.

The third objective, getting to know which is the actual relationship between the rural schools and the secondary school selected, and the presence of any activities or dynamics they do in order to facilitate this transitional process, is approached in the following three questions.

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Perception towards the activities done in the school to prepare the adolescents for the transition



A clear tendency of families perceiving the activities improvable can be seen in the results since a 57,10% of F1, a 40% of F2 and a 58,3% of F3 chose this option. Nonetheless, a 29% of F1, a 40% of F2 and a 25% of F3 believe the activities done in the school are sufficient to prepare the students for the transition.

Otherwise, not all the students agree on the perception of the activities done by the schools neither with their families'. S1 and S3 show a majority of students (50%-77%) recognising the activities done in the school are sufficient. In contrast, a 60% of S2 consider the activities done in the school are null and only a 5% agrees with the 50% of S1 and 77% of S3 perceiving the activities as sufficient.

Thus, according to the interviews, the principal of the rural school belonging to a ZER has an opposite opinion to the majority of the students from her school, since she stated that the activities done in the school are sufficient and effective. Nonetheless, the tutor of this students wonders whether students have enough information and resources for facing this transition process.

In addition, the tutors and the principal from the independent rural school, and the principal from the secondary school consider that even though the activities done are positive, more activities could be done in order to do a better transition. However, they point out the fact of the lack of extra time they have to do more activities.

Moreover, the former tutor from the independent rural school considers it would be a positive experience to let students have the chance to meet other third key stage students that are going to go to the same secondary school, in order to give them the opportunity to start establishing bonds with other students.

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

Perception of the information received from the school about the transition

The results show that students from both rural primary schools aren't aware of the coordination existing between their school and the secondary school during the first trimester of secondary education, as the tutors from both centres expected in the interviews, since an 85,7% of S1 and a 50% of S2 consider the information they have received about this coordination is null and a relevant 30% of S2 believes it is insufficient.

In contrast, their families seem to perceive the information they have received about this coordination mainly improvable (13,3%-14,3%) and sufficient (33,3%-42,9%).

Moreover, we can see a clear difference between the students and families which are already in the secondary school, and the ones still in the primary schools, since 30,8% of S3 and 41,7% of F3 chose the *improvable* option, and 46,2% of S3 and 41,7% of F3 chose the *sufficient* option.

Furthermore, all the agents interviewed stated that as they expected students to receive information from their older siblings and sometimes, they don't plan activities because the majority of students already know the information. However, as they assert, there is always a minority group of students with no older references that are usually not taken into account.

Perception of the existent relationship between the rural school and the secondary school

The majority (60%-91,7%) of all groups consider there is a good relationship between the school and the secondary school.

The families and students from the secondary school are the ones who perceive the relationship between both educative centres in a better way, since 46,2% of the S3 and 50% of F3 chose the *sufficient* option and 23,1% of S3 and 41,7% of F3 considered there is a relationship, but that it can improve.

By contrast, a higher percentage of families and students from the independent rural primary school and students from the rural school belonging to a ZER, show the *improvable* option was the most chosen by them giving a 71,4% of S1, a 45% of S2 and a 42,9% of F1.

F2 is the group of families whose opinion splits into mainly three groups; one is the group of parents that state the relationship is sufficient, representing a 26,7% of the student's families, the other big group is the one who perceives that the relationship between the educative centres is improvable (33,3%), and the group perceiving this relationship as insufficient (33,3%).

Concerning this topic, the agents interviewed stated the relationship between the primary school and the secondary school is how it is established to be by the law and they all would also qualify it as positive. However, the three principals mentioned the fact that communication between them needs to be improved in order to be able to discuss pedagogical topics deeply.

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The fourth objective was to design an educational plan of action, which consists of a Transitional Plan between stages for two rural schools located in the Alt Penedès and for the secondary school the students are going to attend when they start 1st of ESO.

The interviews are the instruments which have enabled to design this Transitional Plan since they gave the answer to the questions about their schools, their roles during the transition and the conception they have about this process, and the existing Transitional Plan and the possibility of creating new activities.

One of the questions the interviewees were asked was about the actual Transitional Plan of the school.

All the schools share some activities, as they are working on the transition process between their centres, and the activities are the open day of the secondary schools, where families and students are welcome to visit the centre, the presentation for families about the pedagogical project of the secondary school at the rural schools, the visit of the secondary school with the school, the transfer of the information about each student, and the monitoring of the students that are in 1st of ESO.

The secondary school is the only centre that prepares other activities to deal with transition difficulties, and they are doing a personal interview with each family and student, meetings with families and dividing the playground into key stages, so that students from 1st and 2nd grade are not together with older students, a measure created to avoid conflict problems between students.

Another question the principals and tutors were asked was about the possibility to create new activities for the Transitional Plan already existing.

To this question all the interviewees show a clear answer; it is very difficult to establish other activities because of the limited time they have and all the organization they require.

Nonetheless, three of the participants made some suggestions, for example, the former tutor of the independent school make the proposal of creating an activity with students from other schools so that students could start creating some bonds with other adolescents that were in the same situation. Furthermore, the principal of the rural school belonging to a ZER stated that it would be interesting to design an activity where the secondary school could be approached to the primary school.

Finally, the tutor of the rural school belonging to a ZER suggested proposing former students the possibility to come to the school and explain their experience as students in secondary education.

The interviewees were also asked about indispensable measures for the transition process, and their answers were very varied.

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The principal of the independent rural school asks for more secondary schools to do secondary education, the tutors from this school ask for the student's information transfer to be done face to face and not by mail, the principal and tutor of the rural school belonging to a ZER consider an indispensable measure is to reach an agreement between the school and the secondary school in order to reduce the methodologic differences, and finally, the principal of the secondary school asks for a wide information transfer and coordination with the cases of students with special needs.

Moreover, the participants answer a question related to the indispensable measures; they answered about how to improve the relationship between the school and the secondary school. At this question, all of them share the same points: more coordination and communication, and more meetings about pedagogy.

The tutors and principals also responded to the question asking about their role during the transition process, in which their answers were the same between them: guide, accompaniment, emotional preparation and attention to their doubts.

Finally, they were asked about their conception of the concept of *rural* school and the concept of *transition*.

Their description of a rural school in all the interviewees was very similar since all of them describe it as a small, familiar, open and inclusive school located in a natural environment. And their conception of transition is a natural change, is to pass from one place to another with a feeling of insecurity that means a period of adaptation is requested.

6. Educative action plan

The results obtained through the research process have enabled to design a common Transitional Plan⁵ for both rural primary schools and the secondary school.

This Transition Plan consists of nine different activities⁶ that would be carried out taking into account the necessities observed in the questionnaires and interviews results.

Activity 1. A first approach to the transition and a presentation of the activities prepared for the rest of the third key stage to 5th and 6th graders in order to prepare them for the transition. This activity is relevant for the students since the interviews and questionnaires show a big percentage of the participants consider the activities done at the school and the information received by the school can be improved.

⁵ *Transitional Plan*. In order to observe the period, participants, objectives and description of the nine activities, see annex 5.

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

Activity 2. Creation and use of a doubts' notebook and vlog in the three educative centres (each centre has its own) with the students of 5th and 6th grade of primary education and with 1st graders in secondary education.

This activity has been designed in order to offer a better help and attention to the students' doubts and anguishes, as in the data collected from the instruments it appears to be a lack of knowledge of their anguishes.

Activity 3. Establishment of two meetings in the rural school with the former students that are now studying in the secondary school in order to share their doubts in a dialogue between equals, as the data collected show the anguish from most of the students from the secondary school has decreased.

Activity 4. Organization of a meeting with some schools of the same geographical area and typology with the students of 5th and 6th grade with the aim of letting them have the opportunity to start making bonds with future peers. This activity has been created in order to enable students to reduce their general anguishes through an informal dialogue with other students in the same situation.

Activity 5. Conducting an assembly with students, families and teachers from 5th and 6th grades of the primary school in order to share doubts, anguishes and tips collectively. The importance of this activity mainly remains in the fact that as interviews and questionnaires show, sometimes families are more anguished than students, and according to the theoretical framework, families' anguishes can affect their sons and daughters' levels of anguish.

Activity 6. The realisation of a self-esteem activity for students in both educative stages to work in an independent way.

Activity 7. Organization of a volunteering day between the primary school students and the first graders of secondary school in order to get to know older students, introduce to the way the students work at secondary school and develop the cooperation and community service values.

Activity 8. Creation of godfathers and godmothers' program when students are starting 5th grade of primary education in order to establish a bond between students from 6th grade of primary education and 2nd graders of secondary education

Activity 9. Implementation of a welcoming strategy in the secondary school for the new students in 1st grade by respecting the adaptation process of the students, doing a gradual change between both educative stages.

The last three activities are relevant because of the fact that students would have the opportunity to start doing an introduction to the secondary school in a slowly way.

7. Discussion

According to the data collected, the perception of the methodological and strategic changes between both stages, is the dimension where more students, families, tutors and principals present higher levels of anguish, mainly to the difference of the working rhythm, the number of exams and the help received from teachers. These results can be related to the fact that primary schools and secondary schools have different cultures (Antúnez, 2005; Rapport and Sandoval, 2013; Sacristán, 1997). At primary education, teachers are used to centring the education on the student. However, secondary schools focus on the final product and not on the student's singularity, which means that the attention they may need from teachers is not always attended as they are used at primary school.

In reference to the relationships dimension, the results show students don't worry about the fact of relating with new peers, which can be also related to the opinion of the tutors and principals, who believe students from 3rd key stage really need a change of friends, since as the schools are very little and they live in small towns, they are always with the same people, and this originates a large number of conflicts between them. Moreover, students from this age are going through an important personal change during the transition process, the adolescence (Midgley and Maehr, 2000; Sacristán, 1997), and according to the psychosocial development theory from Erikson, students are entering the stage where they need to construct their own ego identity, which implies looking for relationships to help them construct their identity.

Moreover, the results of the questionnaires and interviews show anguish towards the relationship and help received from teachers, which can also affect students regarding the psychological stage they are at, as they may need some guidance from an adult reference in order to construct their identity.

Regarding the relationship between families and school, the results indicate that the difference of participation of families at the secondary school, and their communication with the teachers is not something where they present high levels of anguish, quite the opposite. This fact can lead us to believe that maybe the relationship and participation of parents don't vary from primary to secondary, or maybe that families feel released about their task in the secondary school, as some interviewees declared.

Finally, concerning the preparation done for the transition process, the results from the instruments used for this study show that there are not enough activities to deal with students' doubts and their anguish, because the activities are only done occasionally and they do not promote dialogue between the different educative agents.

Furthermore, according to the interviews, students are usually informed about secondary education by their older siblings or families, and as the results show, families are also worried about some changes from the ones studied. That is the reason why these results can be

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

related to the fact Gimeno (1997), McGee (1987) and Smith (2004) described in their studies about the influence of families. According to them, students' fears can be influenced or originated by their close ones' fears or anguishes.

This is the reason why it is important to introduce activities to do with all the educative agents in the Transitional Plan so that the influence of fears and anguishes can be reduced (Fielding, 2006; McGee, Ward, Gibbons and Harlow, 2003). Moreover, according to Graham and Hill (2003), Mizelle and Irvin (2000) and Schumacher (1998), students under a Transitional Plan present lower levels of stress in comparison to those students not following a Transitional Plan. As the interviewees and some students and families believe, the activities done are not enough for the transition, or they can be improved, that is why the creation of a Transitional Plan with their interests has more sense, since it can approach both educative stages as some tutors requested for.

This suggestion of the tutors is also related to the theory of Fielding (2006), González (1996), Gràcia (2003), Johnstone (2001), Iniesta (1974), Martínez and Pinya (2015) and Sebastián (2015), which defended the creation of a continuous process between both stages so the anguishes reduce.

8. Conclusions

This dissertation has answered the two research questions, as the first question was looking for finding an answer to how the educative agents perceive the changes encountered during the transition evaluating their anguish level towards them, and the second question wanted to find a way of preventing the difficulties encountered to reduce the anguish levels.

The study carried out has enabled to achieve the objectives established through the data collected. We can state the first objective which consisted of exploring which are the changes students experience during the transition process was achieved by consulting scientific articles about this topic.

The data collected has enabled to achieve the second and third objective of this dissertation since the current anguish levels from the different educative agents towards the transition have been discovered. Moreover, it also has been possible to get to know not only the existing relationship between the three educative centres, but also the activities they do to prepare students and families for the transition.

The last objective consisted of creating a common Transitional Plan for both rural primary schools and the secondary school, which has been accomplished. This objective has not been achieved as it was planned at the beginning of the dissertation, since most of the activities created are done in an independent way, without depending on the other two educative centres. Nonetheless, there are some activities to do together, as it is a way of reducing all

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agents anguish. The way of approaching this objective changed after doing the interviews with the principals, tutors and foster tutor, since all of them argued they don't have extra time to prepare any type of activity with another school. However, because of the lack of time, we can't guarantee the Transitional Plan is going to prevent and reduce the difficulties and anguish encountered.

These results obtained in this dissertation are relevant for the research field of transitions between primary education and secondary education, from a rural school to an urban secondary school, since there is a big number of researches about the most common transition, that is the one between urban educative centres. However, there is no published research about the concrete topic treated in this dissertation, which means it can be a first step towards the act of consciousness the educative agents need to make in order to realise that there is a minority of people who also encounter difficulties during transition, and need to be attended in a specific way, according to the differences urban and rural school present.

9. Limitations and future research

The objectives and the way of conducting this study have been conditioned by the limitations encountered during all the process.

On the one hand, the dissertation was planned to collect data from students, families and tutors from 5th and 6th grade of primary education, and all the grades of ESO. Apart from them, it was also planned to collect data from the principals. However, when the project and the instruments were already designed, the secondary school informed about the fact that the agents from 2nd to 4th of ESO couldn't participate for a manner of time. Moreover, only one month before ending this project, the secondary school informed the tutors could not participate in a focus group that was already prepared and non-alternatives were accepted. Thus, the study is focused in all the educative centres, but it has not been possible to get to know the opinion of the relevant group of the tutors of 1st graders, which are the ones still in the transitional process.

Even though the rest of the school agents from the three educative centres participated in the questionnaires or interviews, at the rural primary school belonging to a ZER, five families didn't answer the questionnaire because they state their knowledge about the dimensions asked were null or insufficient. Apart from them, one family from the secondary school neither returned the questionnaire.

The process of passing the instruments was also limited because of the ways in which the schools were willing to do it.

In the rural primary school belonging to a ZER, the way of fulfilling the students' questionnaires was with their tutor and me in the class, with all the students together. These two factors

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weren't the best method to follow, since they could be conditioned by the tutors' opinion and also by their classmates responds, as there was not a silence environment.

At the independent rural primary school, the students' questionnaires were filled at home, a way that makes it harder to control the non-influence from adults in the answers.

Finally, the secondary school questionnaires for the students were passed in the class with the tutor, which is also a manner that doesn't allow the researcher to control the method of carrying out the fulfilment due to the fact of not being present.

On the other hand, the Transitional Plan which was planned to be common for the three educative centres, sharing most of the activities, only has two activities where they all participate together and in only one of the activities both rural primary schools participate together because of the limited time extra time of the schools.

Firstly, the way of ending this dissertation enables to continue the project by sharing the Transitional Plan designed to the participating educative centres and apply it with the changes considered in order to be able to do a longitudinal study where the progress of the anguish from the educative agents towards the transition could be known through the use of different questionnaires, interviews and focus groups since the group of students were in 5th grade of primary education till they finished 4th grade of secondary education.

However, it may also be a good opportunity to try to obtain the information about the transition from the tutors of the secondary school in order to do a better adaptation to their educative centre.

Secondly, this research could continue by finding the way in which all the educative centres can work cooperatively in a class project, designing a project for them which could fit with their time disposal and which followed the curriculum.

Thirdly, as the data sample is little because we are dealing with rural schools, it would be a good opportunity to extend the research to the rest of the rural schools from this geographical area and to the state secondary schools where the students can continue their secondary studies.

Finally, a network resources for the different rural schools and secondary schools could be designed and created in order to be a place where the dynamics created and some tips are shared, and where the schools could also have a place to share their own experiences and methods to deal with the transition process and the subsequent adaptation.

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ANNEXES

Annex 1. Non-structured personal interviews

Principals and tutors from rural schools:

1. Podria compartir la seva trajectòria com a professional de l'educació incidint en la seva experiència com a directora/tutor del centre?
2. Com definiria el concepte d'*escola rural*?
3. Podria compartir informació de caràcter general sobre l'escola, com ara el context socioeconòmic en el qual es troba, la seva metodologia, la filosofia d'escola/institut i dades més numèriques com el nombre d'alumnes i professors de l'escola?
4. Quins considera que són els trets més identitaris d'aquesta escola?
5. Què entén per *Transició*?
6. Quina és la seva funció com a directora/tutor en el procés de transició dels alumnes de l'Educació Primària a la Secundària?
7. A l'escola existeix algun Pla de Transició per preparar als alumnes davant la transició que experimentaran en finalitzar l'Educació Primària a l'escola?
En cas de ser afirmatiu, podria explicar en què consisteix, tot destacant si hi ha aspectes que consideren que cal millorar, mantenir i/o eliminar?
En cas de ser negatiu, es fan algun tipus de dinàmiques o es prenen algun tipus de mesures amb la finalitat de preparar-los per a aquesta transició?
8. Com definiria la relació actual entre la seva escola i l'institut? Considera que la relació actual de la seva escola amb l'institut condiciona significativament la transició dels alumnes de l'Educació Primària a la Secundària?
9. Existeix una relació amb alguna o algunes escoles rurals de la zona de l'Alt Penedès?
10. Quines considera que són les situacions més freqüentment viscudes pels alumnes de Cicle Superior en visualitzar la seva nova etapa a l'institut?
11. Quins factors creu que angoixen més als seus alumnes en iniciar l'Educació Secundària a l'institut?

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12. Com d'efectives considera que són les activitats que fan a l'escola per preparar als alumnes pel canvi?
13. En l'àmbit metodològic hi ha diversos factors que poden provocar un major nivell d'angoixa abans, durant i després de la transició. Els principals factors són el ritme de treball, l'ajuda rebuda pel professor, la tipologia de treball (individual, grupal, parelles,...), la distribució de l'aula, els deures, nombre d'assignatures, nombre i tipus d'exàmens i les normes i conseqüències establertes per l'institut. Considera que tots aquests factors condicionen el seu benestar un cop són a l'institut?
14. En l'àmbit d'entorn educatiu, hi ha principalment tres factors que poden condicionar el nivell d'angoixa dels alumnes: el nombre de professors, la relació entre alumnes i professors i la relació amb els companys. Considera que tots aquests factors condicionen el seu benestar un cop són a l'institut?
15. En l'àmbit de relació entre l'institut i la família, hi ha principalment dos factors que poden condicionar el nivell d'angoixa dels alumnes: la comunicació i la participació de les famílies a l'institut. Considera que tots aquests factors condicionen el seu benestar un cop són a l'institut?
16. Creu que els nivells d'angoixa envers els canvis que els alumnes poden experimentar en el moment de la transició, són majors en alumnes provinents d'escoles rurals?
17. Vostè, com a directora/tutor d'alumnes de l'escola, com qualificaria el seu nivell d'angoixa respecte als canvis metodològics, d'entorn educatiu i de relació família-institut que poden experimentar els alumnes durant la transició? D'entre tots ells, hi ha algun aspecte que la preocupi o que consideri més rellevant a tenir en compte en el moment en què els alumnes iniciïn aquesta nova etapa?
18. Tenint en compte la seva experiència, quines mesures determinaria com a indispensables en un Pla de Transició entre la seva escola i l'institut per tal de poder disminuir els nivells d'angoixa dels alumnes?
19. Se li acut alguna/es activitats o dinàmiques que es podrien crear per fer conjuntament escola i institut, i així poder millorar el vincle entre les diferents institucions, tot promovent una millor transició?
20. Considera viable i comparteix l'opinió sobre el fet que la realització d'una modificació en la metodologia emprada a l'institut per fer-la més semblant a la usada a l'escola, podria garantir una millor continuïtat en els alumnes?

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21. Quin creu que hauria de ser el rol d'una directora/tutor d'escola rural, i quina hauria de ser la relació entre ambdues institucions educatives (escola i institut) per tal de garantir una bona transició?

Principal from secondary school:

1. Podria compartir la seva trajectòria com a professional de l'educació incidint en la seva experiència com a directora del centre?
2. Com definiria el concepte d'escola rural?
3. Com definiria el concepte *institut*?
4. Podria compartir informació de caràcter general sobre l'institut, com ara el context socioeconòmic en el qual es troba, la seva metodologia, la filosofia d'escola i dades més numèriques com el nombre d'alumnes i professors de l'escola?
5. Quins considera que són els trets més identitàris d'aquest institut?
6. Què entén per *transició*?
7. Quina és la seva funció com a director en el procés de transició dels alumnes de l'Educació Primària a la Secundària?
8. A l'institut existeix algun Pla de Transició específic pels alumnes provinents de les escoles rurals?
En cas de ser afirmatiu, podria explicar en què consisteix, tot destacant si hi ha aspectes que consideren que cal millorar, mantenir i/o eliminar?
En cas de ser negatiu, existeix algun Pla de Transició pels nous alumnes, independentment de l'escola de la qual provenen? En què consisteix?
9. Com definiria la relació actual entre el seu institut i les escoles *number 1*⁷ i *number 2*? Considera que la relació actual del seu institut amb aquests dos centres educatius condiciona significativament la transició dels alumnes de l'Educació Primària a la Secundària?
10. Quines considera que són les situacions més freqüentment viscudes pels alumnes de 1r d'ESO provinents d'escoles rurals?

⁷ In order to preserve the privacy rights of the three educative centres, the name of the schools has been changed to *number 1 (independent rural school)* and *number 2 (rural school belonging to a ZER)*.

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11. Quins factors creu que angoixen més als alumnes provinents d'escoles rurals en iniciar l'Educació Secundària al seu institut?
12. Com d'efectives considera que són les activitats que fan les escoles rurals amb els alumnes per a preparar-los pel canvi, tot tenint en compte les situacions i comentaris que vostès reben d'ells un cop ja són a l'institut?
13. Durant el primer trimestre de 1r d'ESO segueixen i utilitzen algunes mesures i eines específiques pels alumnes provinents d'escoles rurals?
14. En l'àmbit metodològic hi ha diversos factors que poden provocar un major nivell d'angoixa abans, durant i després de la transició. Els principals factors són el ritme de treball, l'ajuda rebuda pel professor, la tipologia de treball (individual, grupal, parelles,...), la distribució de l'aula, els deures, nombre d'assignatures, nombre i tipus d'exàmens i les normes i conseqüències establertes per l'institut. Considera que tots aquests factors condicionen el seu benestar un cop són a l'institut?
15. En l'àmbit d'entorn educatiu, hi ha principalment tres factors que poden condicionar el nivell d'angoixa dels alumnes: el nombre de professors, la relació entre alumnes i professors i la relació amb els companys. Considera que tots aquests factors condicionen el seu benestar un cop són a l'institut?
16. En l'àmbit de relació entre l'institut i la família, hi ha principalment dos factors que poden condicionar el nivell d'angoixa dels alumnes: la comunicació i la participació de les famílies a l'institut. Considera que tots aquests factors condicionen el seu benestar un cop són a l'institut?
17. Creu que els nivells d'angoixa envers els canvis que els alumnes poden experimentar en el moment de la transició, són majors en alumnes provinents d'escoles rurals?
18. Vostè, com a director d'alumnes provinents d'escoles rurals, com qualificaria el seu nivell d'angoixa respecte als canvis metodològics, d'entorn educatiu i de relació família-institut que poden experimentar els alumnes?
D'entre tots ells, hi ha algun aspecte que el preocupi o que consideri més rellevant a tenir en compte en el moment en què els alumnes inicien aquesta nova etapa?
19. Tenint en compte la seva experiència, quines mesures determinaria com a indispensables en un Pla de Transició entre una escola rural i el seu institut per tal de poder disminuir els nivells d'angoixa dels alumnes?

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20. Se li acut alguna/es activitats o dinàmiques que es podrien crear per fer conjuntament escola i institut, i així poder millorar el vincle entre les diferents institucions, tot promovent una millor transició?
21. Considera viable i comparteix l'opinió sobre el fet que la realització d'una modificació en la metodologia emprada a l'institut per fer-la més semblant a la usada a l'escola, podria garantir una millor continuïtat en els alumnes?
22. Quin creu que hauria de ser el rol d'un director d'institut que rep alumnes d'escoles rurals, i quina hauria de ser la relació entre ambdues institucions educatives (escola i institut) per tal de garantir una bona transició?

Annex 2. Multiple-choice questionnaire

The questionnaires present questions with multiple-choice answer.

The first three questions had the options: null, insufficient, improvable or sufficient.

The rest of the questions had the options: null, low, medium or high.

The question from the *nivell de l'estat d'angoixa*, which was only asked to the students and families from the secondary school, had the options: decreased, remained or increased.

Questionnaire for rural school students⁸

1. Com valoraries es activitats que es fan a l'escola per preparar-te pel canvi de l'escola a l'institut?
2. Com valoraries la informació que has rebut per part de l'escola sobre com t'ajudaran els professors de l'escola i de l'institut durant el primer trimestre de l'Educació Secundària?
3. Com valoraries la relació actual entre l'escola i l'institut?

Metodologia

1. Quin és el teu nivell d'angoixa respecte al canvi de ritme de treball de l'escola a l'institut?
2. Quin és el teu nivell d'angoixa respecte a la diferència d'ajuda rebuda entre els professors de l'escola i els de l'institut?

⁸ *Questionnaire for rural school students*. This questionnaire template has been adapted to each educative centre, modifying the way of addressing the participants, the complexity of the vocabulary and the verb tense. Nonetheless, all the instruments formulate questions about the same descriptors in order to be able to make relations and comparisons between the information all of them gather.

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3. Quin és el teu nivell d'angoixa respecte a la diferència d'agrupament de treball (treball grupal o individual) de l'escola a l'institut?
4. Quin és el teu nivell d'angoixa respecte a la diferència de distribució de l'aula de l'escola a l'institut?
5. Quin és el teu nivell d'angoixa respecte a la diferència de quantitat de deures de l'escola a l'institut?
6. Quin és el teu nivell d'angoixa respecte a la diferència del tipus i nombre d'assignatures de l'escola a l'institut?
7. Quin és el teu nivell d'angoixa respecte a la diferència de nombre d'exàmens de l'escola a l'institut?
8. Quin és el teu nivell d'angoixa respecte a la diferència de tipus de normes de

Ambient escolar⁹

1. Quin és el teu nivell d'angoixa respecte al nombre de professors que tindràs a l'institut?
2. Quin és el teu nivell d'angoixa respecte a la teva relació amb els professors de l'institut?
3. Quin és el teu nivell d'angoixa respecte a la teva relació amb els nous companys de l'institut?
4. Tens ganes de fer noves amistats? Per què?

Família-Escola

1. Quin és el teu nivell d'angoixa respecte a la comunicació entre els teus pares i l'institut?
2. Quin és el teu nivell d'angoixa respecte a la participació dels teus pares a l'institut?

Estat del nivell d'angoixa¹⁰

1. Consideres que la teva angoixa respecte als canvis existents entre l'escola i l'institut ha disminuït, s'ha mantingut o ha augmentat amb el pas del temps?

⁹ *Ambient escolar*. The fourth question of this topic was the only one from all the questionnaire asked in an open way.

¹⁰ *Estat del nivell d'angoixa*. The question from this topic was only asked to the students and families from the secondary school due to the fact that they have already passed through the transition process.

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Annex 3. Informed consent

CONSENTIMENT INFORMAT PER LA PERSONA PARTICIPANT EN L'ENTREVISTA

Títol del Treball de Recerca: *Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.*

Investigadora responsable: Núria Rosell Rebulà **e-mail:** nuriarr4@blanquerna.url.edu

INFORMACIÓ BÀSICA DEL TREBALL DE RECERCA

El tema del Treball de Recerca és la transició de l'escola rural a l'institut.

L'objectiu del treball és crear un Pla de Transició, de l'etapa d'Educació Primària en escoles rurals a l'etapa de Secundària, comú per a les escoles rurals *number 1 and number 2, i number 3.*

Aquest Pla de Transició proposarà una sèrie d'activitats i dinàmiques que les escoles rurals i l'institut puguin fer de forma cooperativa per a promoure un vincle més fort entre els diferents centres educatius i una major ajuda en el pas de l'etapa d'Educació Primària cursada en una escola rural a l'etapa d'Educació Secundària.

Per tal que les activitats puguin ser centralitzades en les necessitats concretes dels alumnes, és necessari descobrir com els estudiants, famílies i professors de les diferents institucions educatives perceben el canvi de metodologies i estratègies educatives utilitzades en els diferents centres educatius mitjançant l'ús de qüestionaris.

La recollida i interpretació de les dades d'aquests qüestionaris serà un dels punts claus per crear aquest Pla de Transició.

El material i/o les dades obtingudes gràcies a la seva participació en aquest Treball de Recerca seran d'ús exclusiu intern de la Facultat de Psicologia, Ciències de l'Educació i l'Esport - Blanquerna. En el cas que fossin incloses en una publicació dins de l'àmbit acadèmic i científic, complirien estrictament les condicions ètiques de confidencialitat exigides en una recerca d'aquestes característiques.

Per validar la seva participació és necessari que llegeixi i contesti les següents preguntes amb atenció i que signeu el document.

- Ha llegit tota informació que li ha estat facilitada sobre aquest projecte? SÍ/NO
- Ha tingut l'oportunitat de preguntar i comentar qüestions sobre el projecte? SÍ/NO
- Ha rebut suficient informació sobre aquest projecte? SÍ/NO
- Ha rebut respostes satisfactòries a totes les preguntes? SÍ / NO
- Està d'acord en participar-hi? SÍ/NO
- Autoritza la seva participació en el projecte? SÍ/NO

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- Autoritza la participació de les persones de les quals és responsable (en el cas d'una representació institucional)? SÍ/NO

Nom de la persona participant: _____

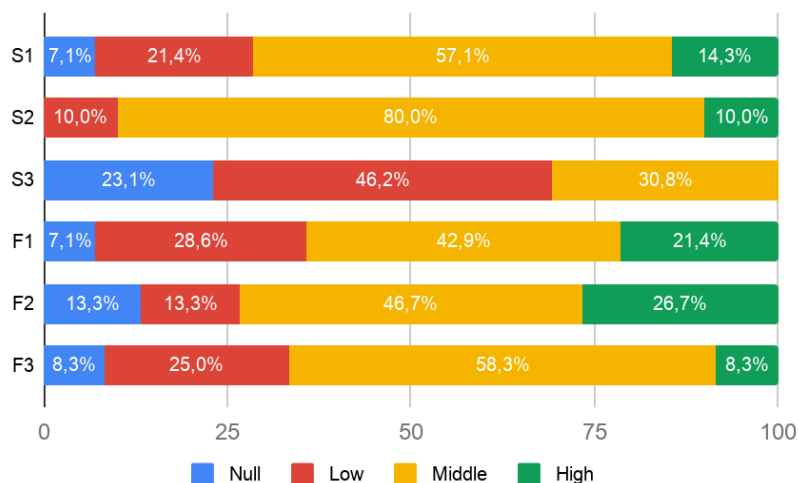
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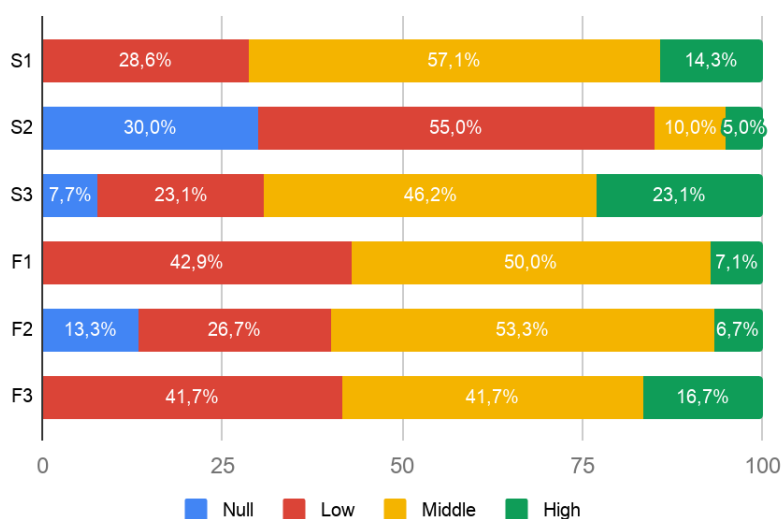
Moltes gràcies per la seva col·laboració.

Annex 4. Grids

Anguish towards the difference of help received from teachers between the primary rural school and the secondary school

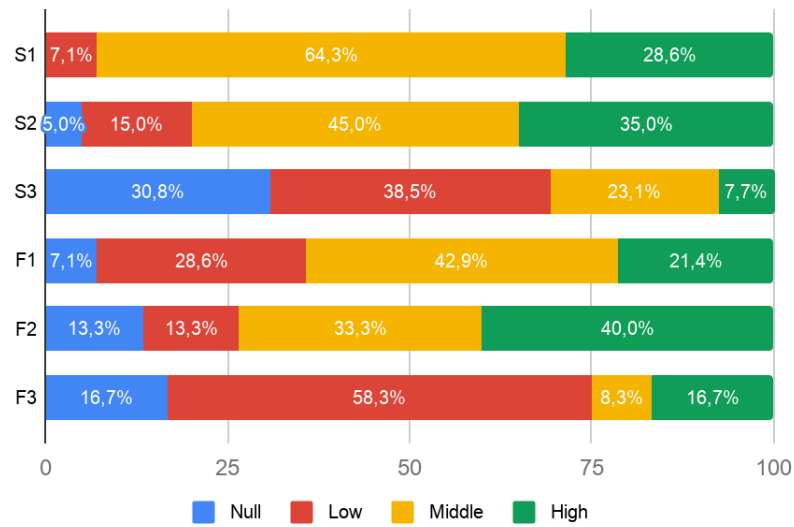


Anguish towards the grouping way to do activities

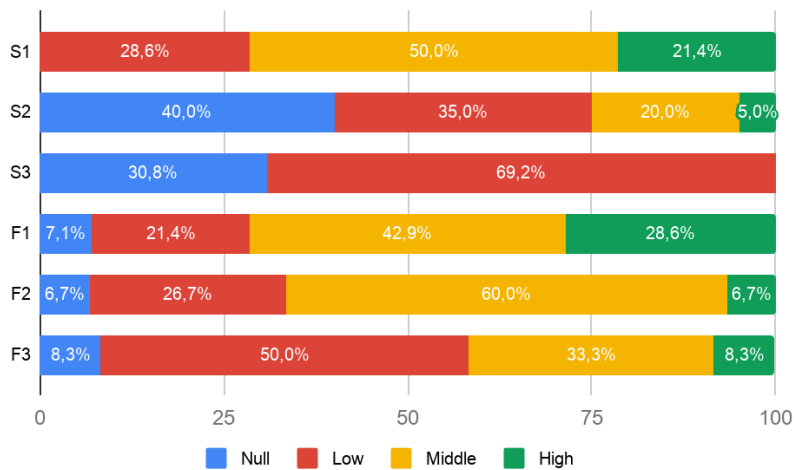


Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

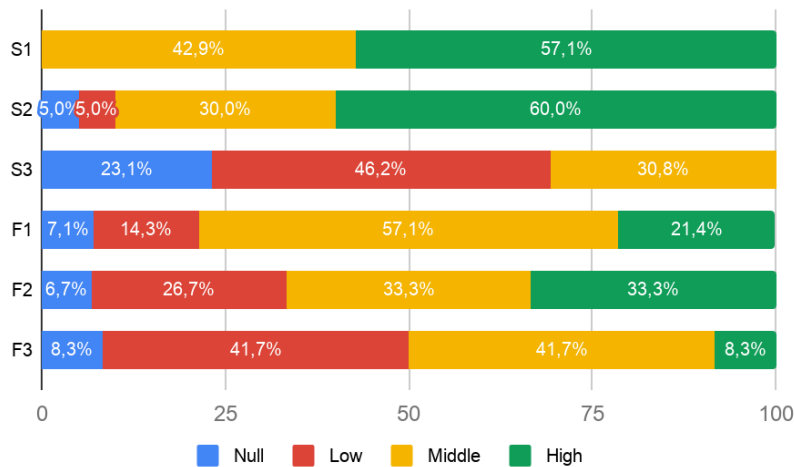
Anguish towards the different amount of homework



Anguish towards the different type and number of subjects

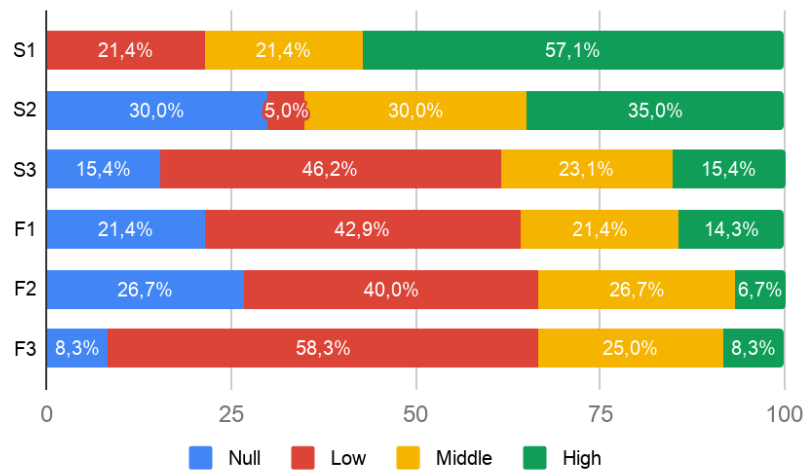


Anguish towards the number of exams

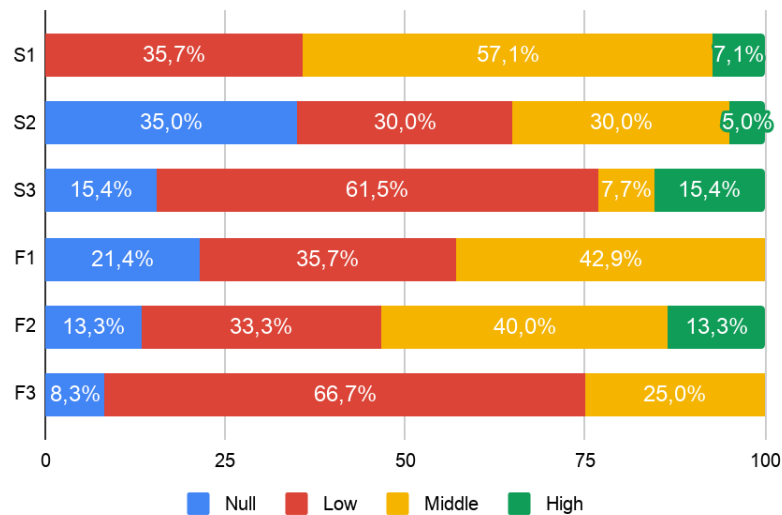


Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

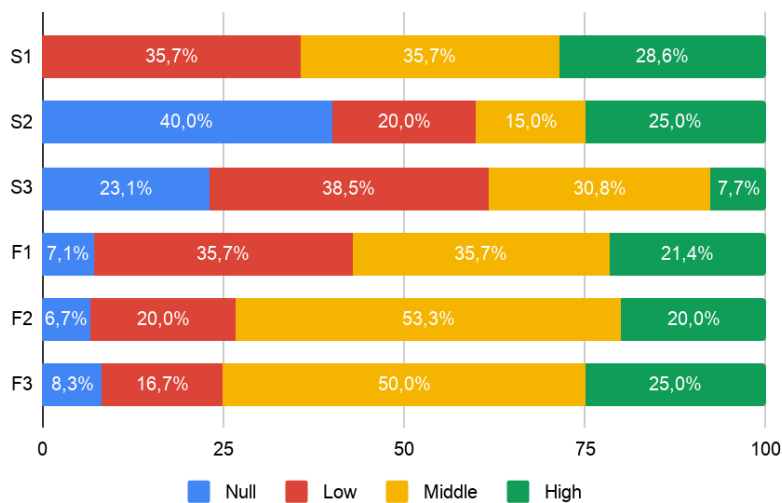
Anguish towards the different type of rules and punishments



Anguish towards the relationship between students and teachers

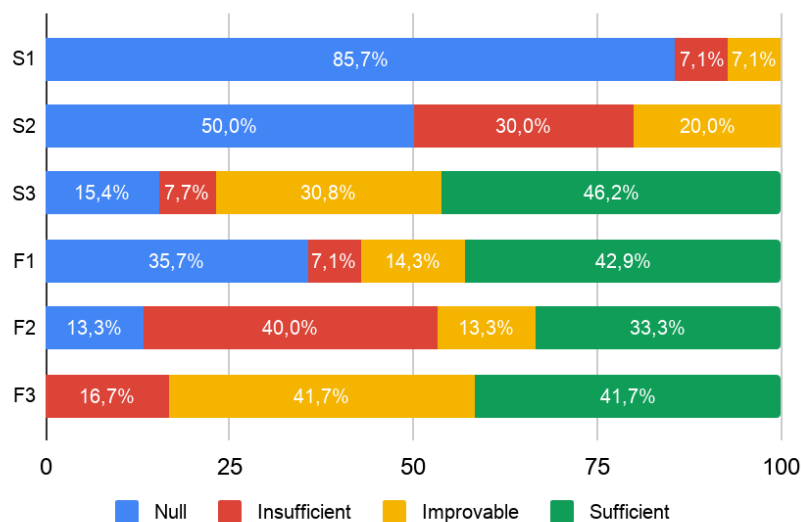


Anguish towards the relationship between students and their peers

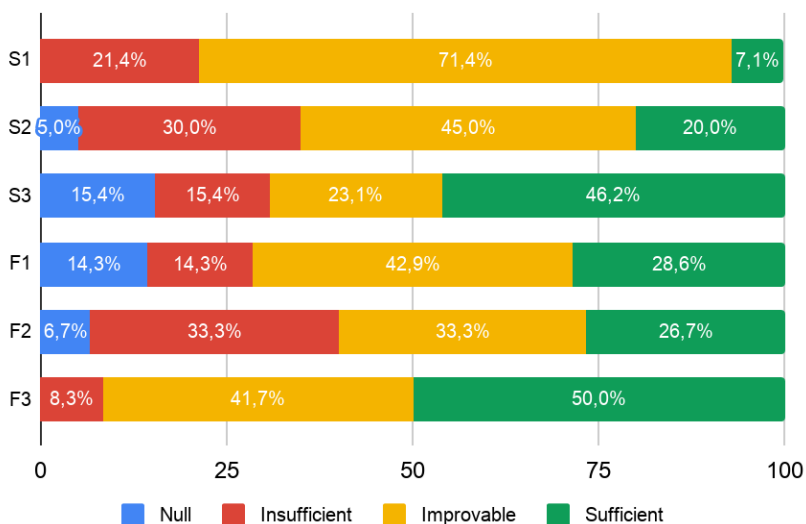


Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

Perception of the information received from the school about the transition process



Perception towards the existing relationship between the rural primary school and the secondary school



Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

Annex 5. Action plan

ACTIVITY 1. FIRST APPROACH TO TRANSITION AND INTRODUCTION OF THE ACTIVITIES

Period: first month of primary school

Participants: 5th and 6th graders and their tutor

Objectives:

1. To do a first approach to the change students are going to experience in one or two years.
2. To present the activities organised by the school planned to be carried out during the school year in order to prepare students for the transition.

Description:

The tutor is going to introduce the topic of the transition and what it supposes. After that, he or she is going to explain the different activities they are going to do during the year so that they can be more prepared for this transition and reduce their anguishes.

ACTIVITY 2. DOUBTS' NOTEBOOK AND VLOG

Period: second month of primary education - end of first grade in secondary school

Participants: 5th and 6th graders, 1st graders from secondary school and tutors

Objective: To be able to address and give an answer to any doubt students can have during this period of time regarding the transition process and the start of secondary education.

Description:

The doubts notebook is always at the students' disposal in the class. Anytime they have a doubt or a concern, they can write it down in this notebook in an anonymous way.

Each week these concerns are going to be posted in a vlog that all students can access and comment to help their classmates.

Moreover, two weeks per month the tutor is going to spend half an hour to share these concerns and reflect about them.

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

ACTIVITY 3. MEETINGS WITH FORMER STUDENTS

Periods:

- 1st meeting: end of the first trimester
- 2nd meeting: third trimester

Participants: 5th and 6th graders, former students currently in the secondary school, 5th and 6th grade tutor

Objective: To address the possible doubts and concerns students may have about secondary school with the presentation of some former students' experiences in the secondary education stage, creating a space of dialogue between students and former students.

Description:

The session is going to be divided into two parts: presentations of their experiences and discussion.

During the presentation and half of the discussion, the tutor is not going to be inside of the class; the tutor would join the activity at the second half of the discussion in order to let students establish a real dialogue between equals without the pressure of any adult.

ACTIVITY 4. MEETINGS WITH OTHER SCHOOLS

Period: third trimester

Participants: 5th and 6th graders and tutors

Objective: To meet students from other schools with whom they may coincide in the secondary school so they can start establishing some contact.

Description:

The activity would be a sports day done in the sports area of one of the main towns in this geographical area, Sant Sadurní d'Anoia.

The students from the different rural schools are going to be mixed in different groups, so the establishment of a contact between them can be possible.

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

ACTIVITY 5. ASSEMBLY

Periods:

- 1st assembly: first trimester
- 2nd assembly: second trimester
- 3rd assembly: beginning of the third trimester
- 4th assembly: end of the third trimester

Participants: 5th and 6th graders, tutor, teachers and families

Objective: To address the concerns and anguishes of any educative agent, and to give tools to reduce or solve them.

Description:

This assembly would be the place where they can all share their concerns and doubts, and the place where they can also offer their help and advice or tips.

During this activity, the concerns of the students from the doubts notebook and vlog would be also used to share them and discuss them in order to ensure all the educative agents have consciousness about students concerns. This discussion could be done by first detecting the negative element of the situation described and after that, to suggest a positive solution or element to address the situation.

ACTIVITY 6. SELF-ESTEEM

Periods:

- 1st session: first trimester
- 2nd session: second trimester
- 3rd session: third trimester

This activity could be done more times, but the minimum would be one per trimester.

Participants: 5th and 6th graders, 1st grade-students from secondary education and tutors

Objective: To give students enough tools to construct or maintain a positive self-esteem by expressing their emotions and feelings.

Description:

The activity would consist of reading books or watching videos or movies about education in values that treat issues that students encounter during the transition such as difficulties with their relationships, emotions, conflicts or coexistence.

Apart from that, a discussion about what seen or watched would be organized to reflect on the possible difficulties they can encounter and how can they face them.

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

ACTIVITY 7. VOLUNTEERING DAY

Period: second trimester

Participants: 5th and 6th graders, 1st grade-students from secondary education, tutors and the community

Objective: To have the opportunity to share an experience between the primary students and the secondary students in order to get along with each other.

Description:

This activity would consist of preparing a voluntary day or activity to do in the nearby of the schools to help people from their community and carry it out.

ACTIVITY 8. GODFATHERS AND GODMOTHERS PROGRAM

Period: second trimester

Participants: 6th graders and 2nd grade-students from secondary education

Objective: To let the younger students have someone older and with more experience from the secondary school who can be a help in certain points.

Description:

This activity would consist of creating godfathers and godmothers for the students that are going to arrive next year at the secondary school.

Doing it when the younger students are still in primary education would be helpful for them to enter the secondary school with more confidence, and the mentoring would last until the younger students finish 2nd grade. However, during their second grade in the secondary school, they are also going to start being the godfathers and godmothers of students from 6th primary graders.

The relationship between them would start by mailing, as it is the option that fits better the availability of the three educative centres.

Transitional Plan between stages: from primary education in a rural school to secondary education in an urban secondary school.

ACTIVITY 9. WELCOMING STRATEGY

Period: first year of secondary education

Participants: 1st grade-students from secondary education

Objective: To adapt to the students in order to make them feel comfortable and secure in the secondary school.

Description:

This welcoming strategy would consist of developing all the activities done in the school (belonging to a subject or not) respecting the adaptation process of the students, doing a gradual change between the way the students are treated and work in primary schools and the way the secondary school considered the students need to be treated and the way they need or are expected to work.