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Bachelor's Degree Final Project  
June call

**FAMILY, SCHOOL AND EDUCATION:**  
**Analyzing The Use Of Information Channels For  
School Choice In Granollers**

Anna Larruy Guitart  
Bachelor's Degree in Primary Education (English)  
[anna.larruy@autonoma.cat](mailto:anna.larruy@autonoma.cat)

**Tutor:** Ricard Benito Pérez  
Department of Sociology

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## RESUM

El procés de tria escolar és complex i implica nombrosos passos per a les famílies, des de la recollida d'informació sobre possibles centres educatius fins a l'admissió a un. Aquesta investigació pretén identificar quines fonts d'informació utilitzen les famílies de Granollers en aquest procés i com afecten en les seves decisions, donat que la ciutat es caracteritza per la seva històrica segregació urbana i escolar. Aquest treball considera la classificació dels canals d'informació feta per Alegre et al. (2010) que distingeix entre "vies calentes" i "vies fredes" i explora les lògiques familiars d'elecció de centre. Amb aquesta finalitat, s'entrevisten famílies i membres de l'equip directiu de diferents escoles de Granollers amb perfils diferenciats. Els resultats obtinguts s'alineen en gran mesura amb les hipòtesis plantejades. Es demostra una creixent preferència de les xarxes socials com a font d'informació i la importància continuada que es dona a les experiències personals i dels iguals en la configuració dels patrons de presa de decisions. Aquestes troballes posen de manifest la necessitat d'implementar mesures i recursos per garantir l'accés equitatiu i segur a les fonts d'informació, especialment a les relacionades amb les xarxes socials i les plataformes digitals. A més, es recomana el disseny de programes per a centres educatius i òrgans de govern per facilitar-los el posicionament efectiu en línia i l'oferta d'informació contrastada.

**Paraules clau:** tria escolar, canals d'informació, famílies, plataformes digitals, Granollers, vies fredes, vies calentes, entrevistes

## RESUMEN

El proceso de elección de centro escolar es complejo, ya que implica numerosos pasos que deben seguir las familias, desde la recopilación de información sobre los centros hasta la admisión en uno de ellos. Esta investigación pretende identificar qué fuentes de información utilizan las familias de Granollers y cómo influyen estos canales en sus decisiones, dado que la ciudad se caracteriza por su histórica segregación urbana y escolar. Este trabajo considera la clasificación de canales de información realizada por Alegre et al. (2010), que distingue entre «vías calientes» y «vías frías» y explora las lógicas familiares de elección. Para ello, se entrevista a familias y directores de colegios diferenciados de Granollers. Los resultados obtenidos coinciden en gran medida con las hipótesis planteadas. Se demuestra una mayor preferencia de las redes sociales como fuente de información y la importancia que se sigue dando a las experiencias personales y de los iguales en la configuración de los comportamientos de toma de decisiones. Estos resultados ponen de manifiesto la necesidad de implementar medidas y recursos que garanticen un acceso equitativo y seguro a las fuentes de información, en particular las relacionadas con los medios sociales y las plataformas digitales. Además, se recomienda el diseño de programas dirigidos a los centros educativos y a los órganos de gobierno para facilitar su posicionamiento efectivo en la red y la provisión de información contrastada.

**Palabras clave:** elección escolar, canales de información, familias, plataformas digitales, Granollers, vías frías, vías calientes, entrevistas

## ABSTRACT

The process of school choice is complex, involving numerous steps for families to undergo, from gathering information about schools to being admitted to one. This research aims to identify which information sources families in Granollers employ and how these channels impact their decisions given that the city is characterized by its historical urban and school segregation. This work considers the classification of information channels made by Alegre et al. (2010), which distinguishes between "hot" and "cold" channels. Furthermore, the research explores family logics of choice. To this end, families, and management team members from different profiled schools in Granollers are interviewed. The results obtained largely align with the hypotheses raised. An increased reliance on social media as an informational source is demonstrated, alongside the continued importance given to personal and peer experiences in shaping decision-making behaviors. These findings highlight the necessity of implementing measures and resources to guarantee equitable and secure access to information sources, particularly those related to social media and digital platforms. Furthermore, the design of programmes for schools and governing bodies is recommended to facilitate their effective online positioning and the provision of contrasted information.

**Key words:** school choice, information channels, families, digital platforms, Granollers, cold channels, hot channels, interviews

## 1. INTRODUCTION

Every year a large number of families face the choice of a school to which entrust their children's education. For many it is a moment of great concern and doubt since the decision they make will have a direct effect on their academic and social life. But beyond that, this process reflects patterns of social behavior and access to information. In the current context, characterized by the rapid technological evolution and a growing offer of school and educational options, it is crucial for parents to familiarize with them and realize what their own preferences and priorities are. Information is easily accessible, and families are likely to be exposed to a vast amount of it, which can either guide or confuse their decision-making process. Therefore, it depends on every family's circumstance and knowledge about how the process works what might bring differences to the school choice journey.

These differences can be particularly notable in Granollers, the city where this study is focused on due to proximity and personal interest reasons. Granollers is characterized by historical school segregation, as evidenced by the "Status and evolution of school segregation in Catalonia" report by Joan Cuevas (2020), where this city is labelled as one with very high segregation rates. A fact that contributes to this situation not improving is the uneven geographical distribution of schools. The wide variety of pedagogical proposals and socio-cultural profiles frame a reality where the school choice experience is approached in very different ways.

This research aims to explore the diverse information sources that families in Granollers use to get informed about school options and registration procedures, with a particular focus on family profiles and how these sources influence school choice. The investigation includes an analysis of the relevance of school reputation, peer recommendations, attendance at open days, and the impact of social media and digital platforms. The data gathered can be valuable for institutions and educational centers to recognize patterns and possible inequalities in terms of access to information and so rethink or reassure the measures to take in the families' school choice process.

## 2. GOALS AND HYPOTHESIS

The central research question guiding this study is as follows: "How do families in Granollers obtain information during the school choice process, and how does this information influence their decision-making?" The process in question refers to the entire course of action families take with the goal of enrolling their children in the most suitable school for them. This encompasses the period from the moment that parents first start asking their relatives and friends for advice to when they attend open days and parents' meetings, and finally, the bureaucratic process and their children being accepted in a school.

The research objectives are to identify the different information sources utilized by families in Granollers, to assess the extent to which the use of information and

communication technologies enhances equitable access to unbiased information, and to identify potential inequalities that may influence access to information about schools and the registration and admission process.

The next step is to present the hypotheses that serve as the foundation for the research. These hypotheses outline the specific aim of the research, which is to either prove or disprove the following assertions.

In a context in which technology is pervasive in all aspects of life, *families rely on social networks of educational institutions as a primary source of information during the school selection process*. The recent exponential development of technology and social networks has compelled educational institutions to enhance their visibility on these platforms. Furthermore, new families are formed of parents from increasingly technologically oriented generations, which affects the growing use of digital platforms as a source of information.

The sociocultural diversity of Granollers is considerable. In addition, some authors have identified the strategic capital of families regarding their tendencies and practices in school choice as an axis of inequalities (Alegre, Benito, González & Chela, 2010). In other words, the access to information and the understanding of the school selection process are influenced by the sociocultural background of families. Nevertheless, *the widespread use of information and communication technologies has the potential to facilitate more equitable access to unbiased information*.

As has been demonstrated in previous studies, middle-class families seek, indirectly, the approval of their peers and relate their children to other children with a similar socioeconomic level (Rambla, 2003). Consequently, the second hypothesis postulates that, despite the pervasive use of information and communication technologies, *families with a higher socioeconomic and cultural status continue to prioritize the acquisition of knowledge about educational institutions that have been recommended to them or where their peers or relatives send their children*.

### 3. THEORETICAL FRAMEWORK

#### 3.1. School choice

The school choice process has been studied numerous times; from the reasons why families choose one school and not another to school segregation processes. Both topics are very much related, and many authors have carried out investigations on the incidence of a school's characteristic for it being chosen or not. Although the right of families to choose a school center is a fundamental aspect of educational freedom, the number of students that each school can admit is limited by the available resources. According to Alegre, Rambla, and Valiente (2009) this causes the choice options of families to directly affect the choice options of other families. Consequently, the authors conclude that the

choice of center cannot be considered an absolute right, but rather a guiding principle of the system (p. 9).

However, it has been proven by Alegre et al. (2010) that one of the main selection factors that families consider is the social composition of the school, and it turns out to be one of the most common dismissing reasons among families (51,1%), together with low quality teacher teams (60,8%) and educational projects (58,8%) (Alegre & Benito, 2012). This fact is reported to promote a “socially segregated school network”, which at the same time pushes the wealthiest families to “run away from those centers with a more disadvantaged composition” (Alegre et al., 2010, p. 249). In fewer words, it is a process that feeds back itself in this sense.

Continuing with the reasons why families chose a school or another, the same authors, Alegre et al. (2010) have specified the main topics that influence school choice. Apart from the social composition of the school, the educational project is also to focus on. In the mentioned study, it is stated that “the most educated families are the ones who talk about it the most [...] having greater cultural resources to decipher it” (Alegre et al., 2010, p. 251). This fact is crucial for this research, as it builds inequalities related to the access to information. Moving on, proximity also seems to be a main criterion by which families draw up their “short list” of selectable schools, and their ownership does also. About this last point, it is relevant to mention that foreign families have a much higher tendency than the natives to prefer public schools (Alegre et al., 2010).

Moreover, Sanchez (2007) had already concluded with evidence that Catalan families avoid schools with a high presence of immigrants for the simple fact that they prefer not to interact with them. This segregation behavior is known as *native flight* (Betts and Fairlie, 2003; Fairlie and Resch, 2002). In addition, the author also added that newly arrived families have strong preferences for interacting with others of their same condition, which constitutes a segregation behavior as well, called *self-selection* (Borjas, 1999; Clapp & Ross, 2004). Sanchez (2007) also found that foreign families prioritized the high presence of immigrants over the quality of the school. Other authors add to this phenomenon, such as Ball, Bowe & Gewirtz (1996), who describe a similar concept: *child-matching*. It alludes to the process families go through that is driven by their concerns and aspirations related to their child and by which families look for a school that matches those (Ball et al., 1996).

### **3.2. Information channels**

Regarding the way in which families obtain information to make their choices, some authors have explained the tendency of middle and upper-class families to attribute considerable relevance to what their peers rumor and talk about, while working class families show a reifying mindset and have difficulty interpreting educational reality (Alegre et al., 2010; Rambla, 2003). Rambla (2003) also distinguishes two dimensions of inequality in school access. In his words, the first is the “dispersion of resource distribution” (p. 96), which refers to cultural and socio-economic capital and provokes



the unequal possibilities of choosing a school. The second is the "collective damage of dispersion" (p. 96) mentioned above, that is, the avoidance and silencing of all social issues behind reifying reasoning, according to Rambla (2003).

Deepening into the access to information and going back to the study by Alegre et al. (2010), not only they consider the factors that influence the choice of school, but also distinguish two ways of accessing information. On the one hand, Alegre et al. (2010) identify "hot channels", from which information is obtained in informal contexts through personal opinions and interactions, in fewer words, it refers to the social capital (p. 259). The knowledge acquired through this type of channels is usually conditioned by the social profile of the informers families have access to, so it is frequently "socially marked" (Alegre et al., 2010, p. 259), and it includes both families with a certain and close bound to school life and families with more distant relation to it who rely on the attributions and rumors that circulate in their frequent relation spaces (Alegre et al., 2010). On the other hand, the authors also distinguish the so called "cold channels" which are the ones managed by institutions and offer objective knowledge (Alegre et al., 2010, p. 260). A clear inequality emerges when it comes to the usage of this kind of information channels, which lays on the cognitive and social skills required to access them and directly effects on the use of Internet and the decoding of information, the authors state.

Bowe, Ball, and Gewirtz (1994) also address this phenomenon by adding that the capacity to make informed decisions is subject to parents' ability to navigate information. This is directly related to the cultural capital they possess. The authors state that this is because, during the school choice process, families encounter a large amount of confusing information and marketing strategies from schools, which requires superior skills to manage and interpret all this information.

### **3.3. Families' approach to school choice**

Another classification presented by Alegre (2013) is based on the logics of choice, which aims to divide families into three types considering the discard reasons, the degree of anticipation of concern for the choice of center and the degree of knowledge of the grading criteria. The first profile identified presents high anticipation, in other words, their concern and interest arise prior to the school year and the pre-registration process, which they are already very familiar with, as well as with their closest schools. It is the most educated profile, and they are mainly concerned about the social composition and the teachers' quality of the schools. The second profile shows less anticipation; they get familiar with the process and their closest schools during the pre-registration period. Unlike the first profile, they are most concerned about the schools' proximity and educational project, and they make up a heterogeneous group regarding education levels. Last, the third profile lacks anticipation, that is, their concern for school choice arises when the process is initiated, and they also get to know it during it. Their main concern is the distance from the household, and it is the less educated profile. The study by Alegre et al. (2010) found out that almost half of the families that belong to this group are foreign.

Even so, a fourth profile of families can be distinguished in relation to how they face the choice of school. Bell et al. (1996) identify them as *the disconnected*, those who choose out of necessity. They share some characteristics with the previous profile described, such as low cultural capital and that the decisive factor in their choice is the proximity of the school. In any case, some elements that characterize this profile are that they don't account for a process of choosing, they decide out of necessity. An example the authors provide is that they often visit the school to “take a look” at the one they have already chosen, not as part of a choice process (Bell et al., 1996).

#### 4. METHODOLOGY

The methodology used is qualitative, in this case semi-structured interviews have been carried out. Two models have been designed, which target two different interviewee positions and seek to obtain answers on similar topics but from different perspectives.

The first is addressed to families from Granollers who have their children in the first years of schooling (I3, I4, I5 and 1<sup>st</sup> grade) or who their child does not yet attend school and will start next school year, as they are the ones who have experienced the school choice more recently. The aim of this initial group of interviews is to gain insight into the experiences of these families throughout the process of school choice. To this end, each interview is structured around four topics: the degree of anticipation of the concern for choosing a school, the main sources of information they have used and those that were most useful to them, the main aspects for which they discarded or opted for a school, and their degree of knowledge of the pre-registration requirements, scoring criteria, and allocation of places. The families interviewed were selected at random, with the only requirement being that they were from Granollers and that the sample was diverse in terms of profile.

*Table I. Profile of interviewed families.*

	Parents age		Educational level	Neighborhood of residence	School's ownership	Child's level
<b>Family 1</b>	P1	35	University studies	Can Bassa	Public	Non-schooled yet
	P2	35	Post-compulsory studies			
<b>Family 2</b>	P1	35	University studies	Can Bassa	Public	I4
	P2	35	University studies			
<b>Family 3</b>	P1	38	University studies	Tres Torres	Public	I5
	P2	39	Post-compulsory studies			
<b>Family 4</b>	P1	36	University studies	Granollers centre	Charter	Non-schooled yet
	P2	37	Post-compulsory studies			
<b>Family 5</b>	P1	40	University studies	Font Verda	Charter	Non-schooled yet
	P2	40	Compulsory studies			
<b>Family 6</b>	P1	44	University studies	L'Hostal	Public	1 <sup>st</sup> grade
	P2	45	University studies			

Source: Own elaboration based on interviews with families.

Besides, a second block of interviews was held to three school management team members who acceded to participate in the study: School A, which is public and located in a working-class neighborhood in the outskirts of the city; School B, a public one located in a culturally diverse neighborhood; and School C, a charter school located in the city center of Granollers. The aim was to explore the communication strategy of their schools, which differ from each other in terms of location, ownership, and student profile to establish connections with families' choice patterns. The questions raised in these interviews sought answers to four main topics: information channels, information technologies in school choice, relevant information for families and inequalities in access to information.

*Table II. Profile of interviewed schools.*

	Ownership	Neighborhood	Families' socio-economic level
<b>School A</b>	Public	Can Gili	Working class
<b>School B</b>	Public	Can Bassa	Lower-medium class
<b>School C</b>	Charter	Sota el Camí Ral	Medium-high class

Source: Own elaboration based on interviews with school management team members.

## 5. RESULTS

Once the interview data had been collected and made available in Annexes III and IV, it became evident that the responses of the families were diverse, although they exhibited similar patterns of choice and concerns. The results are presented in accordance with the themes addressed in the interviews.

### 5.1. Families

#### *About the degree of anticipation of their concern for choosing a school:*

The level of anticipation to the election process was substantially similar among the five families. All of them initiated it during the academic year preceding their child's enrollment in school. During the previous school year, three families (Family 1, Family 4, and Family 5) initiated their search for information at the beginning of the school year, between September and October. The other two families (Family 2 and Family 3) did so a little later, around January. This finding is consistent with the fact that the families who initiated the process later had a preferred school in mind already. Related to this, the main concern of Families 1, 2, and 3 at the beginning of the process was not being admitted to the school of their choice. Besides, the main concern of Families 4, 5 and 6 pertained to academic and methodological aspects, such as not finding a school that matched their quality of education standards. Specifically, Family 5 were worried about not finding a school that met their academic requirements, including educational excellence and language proficiency. Furthermore, both families expressed a preference for charter schools from the beginning and resided in neighborhoods with a higher socioeconomic status.

### ***About the main information sources they used and their usefulness:***

A commonality among families is the diverse range of information sources they consulted during the school choice process. Most of them used consulted four different sources, except for Family 2 (only tree sources) and Family 5 (five sources). Among the options, open day stands out as the most common one. The five families interviewed indicated that visiting the school in person was a highly useful experience. School websites were also used by most of them (all but Family 4) and are followed by social networks such as Instagram (Families 2, 3 and 4). This shows that the two most frequently utilized information sources were those provided directly by the schools. Other common channels were the official website of the Generalitat (Families 1, 5 and 6), personal interviews (Families 4, 5 and 6) and peer recommendations (Families 2, 4 and 6). Finally, some families also indicated that they had accessed information from other sources that the others had not considered, such as personal experiences of the parents (Family 3) and other websites specialized in the topic (Family 5).

*Table III. Information channels used by interviewed families for school choice.*

	<b>Family 1</b>	<b>Family 2</b>	<b>Family 3</b>	<b>Family 4</b>	<b>Family 5</b>	<b>Family 6</b>
School websites	x	x	x		x	x
Generalitat's website	x				x	
Social networks		x	x	x		
Open Days	x	x	x	x	x	x
Personal interview				x	x	x
Peer experiences/ recommendations	x			x		x
Personal experiences			x			
Other sources					x	

Source: Own elaboration based on interviews with families.

The source that each family considers the most useful shows fewer matches between the families. Family 1 stated that the most relevant was learning about peer experiences. But despite spending a considerable amount of time on this, they claim that they considered the information obtained, yet it did not influence their decision. Family 2 used school websites and social media, but they gave more importance to first-hand experiences over digital resources. Similarly, family 3 considers the open day to have been influential and emphasizes the practicality of the virtual tour offered. However, the father's own experience as a former student was the most influential factor in their decision. Family 4 and Family 6 also used many channels, and both highlighted personal interviews as a highly useful and the opinions and experiences of their friends as the most influential in their decision. Finally, Family 5 is the one that resorted to a higher number of different sources of information. Unlike the rest, they include school rankings from specialized

websites as a useful source in the choice process. They found personal interviews and Internet resources most reliable and highlighted the lack of detail and reliability of the publications on the Generalitat's website.

***About their reasons for discarding or opting for a school:***

Once families had enough information about the available schools in their area, they could narrow their shortlist by eliminating those that did not meet their needs. Regarding the discard criteria, the most common among the families interviewed were the traditionality of the methods (Families 1, 2, 3 and 6) and distance (Families 1, 3, and 4). Other reasons that were mentioned included the negative work experience of one of the parents at the school (Family 2), the high number of students due to there being many classes per year (Family 4), and the low level of academic demand, especially in languages (Family 5).

*Table IV. Discard criteria.*

	Family 1	Family 2	Family 3	Family 4	Family 5	Family 6
Distance	x		x	x		
Traditional methods	x	x	x			x
Negative experiences		x				
High number of groups per level				x		
Low exigence					x	

Source: Own elaboration based on interviews with families.

In contrast, the aspects that made families choose their main option are more diverse. It is first necessary to emphasize the common factor shared by all families: the importance of an innovative and unique educational project. For instance, Family 1 selected a school that prioritizes music education and considers it a primary focus. Family 2 indicated that the commitment to change and innovation appeared to be a fundamental aspect. Additionally, families 3 and 5 valued the distinctiveness and appeal of the educational project. The educational project for Family 4 was notable for its emphasis on emotional education, and Family 6 was appealed by a school that mixes Project Based Learning and more “academic methods”, along with peer recommendations. In addition to these factors, proximity was a significant factor for Family 1, positive experiences were a key consideration for Family 3, the support provided to families was a crucial aspect for Family 4 and Family 5, and the high level of English, high scores on diagnostic tests, and personalized monitoring of students were also important considerations for Family 5.

Table V. Reason for opting for a school.

	Family 1	Family 2	Family 3	Family 4	Family 5	Family 6
Proximity	x					
Appealing educational project	x	x	x	x	x	x
Positive experiences			x			x
Support to families				x		
Close relationship school – family				x	x	
High English level					x	
Academic excellence					x	
Student monitoring					x	

Source: Own elaboration based on interviews with families.

### ***About the pre-registration requirements, scoring criteria, and allocation of places:***

The families showed different levels of knowledge and experience regarding preregistration, scoring criteria, and the school assignment process. All participants were informed about these topics on the official website of the Generalitat. Family 1, Family 2, Family 3, and Family 4 positively highlighted the clarity of the information offered there. Family 5 presents a contrary perspective to the others, as they perceived it as complex and unclear. Family 6 emphasized the value of attending information meetings to facilitate inquiries. The way they experienced this bureaucratic process was also different. Family 1 and Family 6 demonstrated a reduced level of concern as soon as they became familiar with the requirements and criteria. On the contrary, Families 2 and 3 were distress due to the lack of points to access the desired school, which was situated outside their municipality, Granollers. The difference between these two cases is that Family 3 had already anticipated that this outcome would happen, whereas for Family 2, it was unexpected. Moving on, Family 4 maintained communication with the desired school throughout the process and indicated that the scoring criteria facilitated their decision-making. Finally, Family 5 is the one that was less satisfied with this process. Despite understanding the requirements and criteria, the lack of points and the uncertainty of the allocation led to their disappointment and frustration.

## **5.2. Schools**

### ***About their most effective information channels:***

The three educational institutions participating in this study use similar channels to ma, which they have adapted to accommodate changes in social and technological contexts. School A primarily relies on word of mouth, mainly due to the origins of the families. Over 90% of students are foreign and from similar cultural and ethnic backgrounds, and they tend to choose this school to be in contact with families of the same culture and

origins, according to the school's principal. Additionally, they organize an Open Day, yet attendance remains low despite their efforts. School B also highlights word of mouth as a highly effective channel, along with the school's website and Instagram page, which are used to share school activities and maintain up-to-date content. School C's primary channel is also word of mouth, followed by its favorable reputation, as affirmed by the head of studies. Additionally, the institution enhances the website and social media platforms, such as Instagram, to provide a closer look to their daily activities and events. Furthermore, they prioritize individual tours and open days to provide an authentic experience of the school's environment. Recently, they have introduced virtual tours on their website, which offer a more convenient and accessible option for interested families.

*Table VI. Information channels promoted by interviewed schools.*

	School A	School B	School C
Word of mouth	x	x	x
Banners	x		
Open Day	x	x	x
Social networks	x	x	x
Website	x	x	x
Personal interviews / visits			x
Virtual tours			x

Source: Own elaboration based on interviews with school management team members.

The three educational institutions collaborate to organize the Open Day, although the specific focus of the event varies between them. When organizing the Open Day, School A aims to demonstrate to families the spacious facilities, privileged location and the diversity existing in the school. Furthermore, the institution offers a SIEI unit (intensive support for inclusive schooling). School B aims to provide interested families with an opportunity to gain firsthand experience of the school and interact with teachers and members of the management team to address any queries they may have. Finally, attendance at School C's Open Day is high. The goal is to show the educational project and its long-term effectiveness, as well as the tutorial action that characterizes the school. In particular, the school's commitment to catering to the diverse educational needs of its students is noteworthy.

#### ***About the advantages and disadvantages of information technologies for school communication:***

The role of information technologies is significant across the three schools. For instance, School A benefits from it by using broadcasting channels. The main reason is related to the immediate communication and closer relation with families it facilitates. However, the principal believes they could take more profit of it by keeping their Instagram page and website more updated. School B also values broadcasting channels and social



networks for their immediacy and opportunity to showcase daily school activities, projects, and outings. The school's principal highlights the need for careful content selection to avoid privacy issues. School C has embraced information technologies by offering virtual tours and high-quality, useful content for families on their social networks and digital platforms. They believe that, when used wisely, these technologies can effectively enhance their outreach without significant drawbacks.

#### ***About the relevant information for families:***

Depending on the school and the family profile interested on each one of them, the type of information families seek varies. School A reported that the information most sought by families is related to logistical and economic aspects, such as class schedules, available services, fees, and textbooks. Only a few of them are interested in the educational project and other aspects of a more academic nature. School B has observed that in recent years, there has been a shift in the types of information that families are seeking. Rather than asking about the percentage of immigrant students at the school, they are now interested in the educational project and the methodologies used. Similarly, the information that families request most from School C is related to the effectiveness of the educational project, the school's atmosphere, and school-family communication.

#### ***About the inequalities in access to information:***

The perceptions of existing inequalities in access to information are quite similar. School A does not perceive any inequalities in this regard; rather, it attributes any potential differences to the priorities of individual families and other social factors. Both School B and C agree that information is widely accessible today, which mitigates inequalities. Nevertheless, they highlight the differences at the level of social circle, given that families receive different information depending on the people with whom they relate.

## **6. DISCUSSION**

The findings of this research offer insights into the experiences of Granollers families in obtaining the information they need to select an appropriate educational institution for their children. Additionally, the study identifies how schools employ communication strategies to enhance their visibility. All families participating in this research are middle-class and majorly educated, and they engaged in the school choice process in major advance, which classifies them in the "high anticipation" profile described by Alegre (2013). This suggests that families with greater educational resources tend to engage in the school choice process at an earlier stage. It is important to note that, as previously demonstrated by Bowe et al. (1994), all families are exposed to a considerable volume of information from the beginning of the process, which is confusing for some of them.

Regarding the differentiation of information channels according to Alegre et al. (2010), the results indicate that Granollers families rely on "hot channels" such as peer recommendations and personal interviews. Despite consulting a greater number of "cold" channels" such as school websites, social networks, and Open Days, the participants



agreed on the greater relevance and usefulness of the information obtained from personal and informal interactions. This finding demonstrates that social capital plays a crucial role in school choice, as families end up using "socially marked" information (Alegre et al., 2010, p. 259), and aligns with the tendency of middle-class families to attribute considerable relevance to what their peers rumor and talk about (Alegre et al., 2010; Rambla, 2003). Consequently, the first hypothesis proposed in this study, which postulated that families primarily rely on schools' social networks as a source of information during the school choice process, is disproven, although a considerable number of families do utilize these networks to gain insight into the daily activities and events of the schools. Moreover, the findings related to information sources partially support the third hypothesis that was previously proposed. Families with greater social and cultural capital continue to prioritize information obtained from peer recommendations. However, this is not simply about school recommendations, but rather advice for the school selection process in general.

With the information obtained by the means described above, families can begin shortening their list of potential schools to create their short list. The findings of the present study are consistent with those of Alegre et al. (2010). The participating families, all middle-class, are mainly interested in the educational project of the schools, given that they are the ones with the greatest resources to decipher and interpret it, given their cultural and educational level. One family displays a behavioral pattern consistent with the child-matching attitude described by Bell et al. (1996). This family was seeking a school with a high academic standard to align with their aspirations and concerns regarding their child.

The distance of the school from the family home appears to be a significant factor influencing the decision-making process for families. In fact, it has been identified as a primary reason for rejection. The participating schools have reiterated families concern for conciliation due to the distance, including families of a lower socio-economic and cultural level.

Contrary to expectations, this research did not find a significant worry about the social composition and ownership of the schools, only few of them had initial predisposition to choose a specific type of school. This contrasts with the findings of Alegre and Benito (2012), which established that the main factors of choice include social composition. These data must be interpreted with caution due to the limited size of the study sample, which would be necessary to expand to obtain more reliable results.

Nevertheless, one of the schools participating identified a segregation behavior among foreign families, which some authors, such as Borjas (1999) and Clapp and Ross (2004), have identified as "self-selection". In this case, it can be argued that families do have an interest in the social composition of the school. Through word of mouth, they prioritize schools where their children interact with people from similar backgrounds. These schools are mostly public, as previously stated by Alegre et al. (2010).

The findings from school interviews also suggest the importance of targeted communication due to the differences in family interests and priorities. All schools have benefitted from new information technologies to offer more varied information and, most importantly, to bring the school closer to families. Social networks and broadcasting channels have facilitated schools to communicate directly and immediately with families, since they are easily accessible to everyone who has an electronic device with internet access. Inequalities in access to information are non-existent in this sense since they have been mitigated by the ease of accessing schools' digital networks and platforms, which supports the second and last hypothesis of this research.

## 7. CONCLUSION

This research has investigated the usefulness of the main information sources for the school choice process, along with the reasons for selection and rejection and shedding light on the crucial role of social interactions and first-hand experiences. The research objectives were met through the conduct of interviews with families and school management teams in Granollers, which allowed the identification of the primary channels of information and the discard of any inequalities in access to these channels due to their availability to all family profiles. This finding give rise to the expansion of the the sample and scope of this research to identify realistic implications on a larger scale and to design and implement information security and objectivity measures.

The primary limitation of this research is the sample size, which is insufficient to represent the diversity of family profiles in Granollers. The strategy employed to contact families and schools has resulted in some challenges in the process of developing the study due to the difficulty of obtaining responses to arrange the interviews. The creation of a straightforward questionnaire would have facilitated the acquisition of a more diverse range of profiles and a higher number of responses.

This research project aroused from personal interest in the logics of school choice and the intention to investigate the reality that surrounds oneself. The preparation process has allowed the management of information related to this professional field and taking account of its social, economic, and cultural impacts. The investigation of apparently irrelevant aspects, such as how people get informed, allows for a more detailed analysis of the reality and the identification of more specific areas for improvement. This work makes a significant contribution to teachers' career by providing insights that can be used to develop more effective communication strategies in schools. These strategies can be used to create a model for school choice that provides families with objective and verified information, enabling them to make informed decisions regardless of their background or status.

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## 9. ANNEXES

### 9.1. Annex I. Interview questions for the families

#### **Presentació, agraïments, objectius i consentiment**

Bon dia/ bona tarda, abans de començar em voldria presentar i donar-vos les gràcies per accedir a participar en aquesta entrevista. Soc l'Anna i actualment soc estudiant de 4t curs del grau en Educació Primària per la Universitat Autònoma de Barcelona. Aquesta entrevista forma part de la meva recerca per a elaborar el Treball de Final de Grau i el motiu pel qual m'interessa entrevistar-vos és que recentment heu passat pel procés de tria de centre escolar per al vostre fill/a i voldria conèixer certs aspectes sobre el procediment previ a l'elecció definitiva, concretament sobre com heu obtingut la informació necessària i quins han sigut els canals més útils per a vosaltres.

A més, voldria demanar-vos el vostre consentiment per a utilitzar aquesta entrevista amb finalitats acadèmiques i per a enregistrar-ne la veu amb l'objectiu de fer-ne la transcripció [firma de la cessió de drets d'entrevista]. També vull recordar que sou lliures d'explicar o no el que creieu convenient i que en qualsevol moment podeu afegir qualsevol cosa que se us acudeixi durant l'entrevista.

#### **Dades**

Curs del fill/a:

Escola del fill/a:

Edat dels progenitors:

Nivell educatiu del progenitors:

Categoria professional del progenitors:

Població i barri de residència de la família:

#### **Qüestions a tractar**

*Sobre el grau d'anticipació de la inquietud de la tria d'escola:*

1. Quan va sorgir la vostra preocupació per a la tria d'escola per al vostre fill/a? És a dir, quan hi vau començar a pensar? Hi va haver algun factor que us portés a iniciar el procés?
2. Com descriuríeu el vostre grau de preocupació a l'inici del procés? Hi havia algun factor que us generava inquietud?

*Sobre les principals fonts d'informació utilitzades i les més útils:*

3. Quines van ser els canals d'informació principals que vau utilitzar per conèixer les opcions d'escoles? I per informar-vos sobre el procés d'elecció escolar en general?
4. Vau rebre consells o experiències personals que van influir en la decisió? Com van impactar aquestes experiències en la vostra elecció?
5. Hi va haver alguna font d'informació que vau considerar especialment útil durant el procés d'elecció? Per què vau trobar aquesta font més valuosa que altres?
6. Com creieu que ha impactat l'ús de les noves tecnologies i, específicament, d'Internet, en la informació que heu pogut obtenir?

*Sobre els criteris de tria i descart d'escoles:*

7. Quins van ser els aspectes que us van fer descartar alguna escola en relació a la informació que en vàreu trobar?
8. Hi va haver algun aspecte que buscàveu explícitament a l'hora de conèixer les diferents escoles?
9. La qualitat de la informació o la facilitat d'accedir a aquesta varen influir positivament en la vostra elecció?

*Sobre el grau de coneixement dels requeriments, criteris de puntuació i procés d'adjudicació de places:*

10. Com us vau informar sobre els requisits per a la preinscripció? Vau trobar alguna dificultat en aquest procés?
11. Estàveu al corrent dels criteris de puntuació utilitzats en el procés d'elecció escolar? Com va influir aquest coneixement a la seva estratègia d'elecció?
12. Com us vau informar sobre el procés d'assignació de places? Hi va haver algun aspecte sorprenent o que no van anticipar en aquest procés?

## **Tancament**

Hi ha alguna cosa que us agradaria afegir sobre el procés d'accés a la informació per a la tria escolar?

Gràcies de nou per compartir la vostra experiència.

## 9.2. Annex II. Interview questions for school management team members

### Presentació, agraïments, objectius i consentiment

Bon dia/ bona tarda, abans de començar em voldria presentar i donar-vos les gràcies per accedir a participar en aquesta entrevista. Soc l'Anna i actualment soc estudiant de 4t curs del grau en Educació Primària per la Universitat Autònoma de Barcelona. Aquesta entrevista forma part de la meua recerca per a elaborar el Treball de Final de Grau i el motiu pel qual m'interessa entrevistar-vos és per conèixer alguns aspectes de la vostra gestió dels canals d'informació sobre l'escola i la vostra experiència en general com a escola.

A més, voldria demanar-vos el vostre consentiment per a utilitzar aquesta entrevista amb finalitats acadèmiques i per a enregistrar-ne la veu amb l'objectiu de fer-ne la transcripció [firma de la cessió de drets d'entrevista]. També vull recordar que sou lliures d'explicar o no el que creieu convenient i que en qualsevol moment podeu afegir qualsevol cosa que se us acudeixi durant l'entrevista.

### Dades

Escola:

Posició:

Escola pública o concertada?

Barri:

### Qüestions a tractar

*Sobre els canals d'informació:*

1. Quins canals d'informació considereu més eficaços per donar a conèixer l'escola? Heu notat alguna preferència de les famílies cap a determinats canals? (portes obertes, entrevistes, pàgina web, xarxes socials, etc.)
2. Heu experimentat canvis en la tendència de les famílies mitjançant l'ús de determinats canals d'informació en els darrers anys? Heu d'adaptar la vostra estratègia de comunicació en resposta a aquests canvis?

*Sobre les tecnologies de la informació en el procés d'elecció escolar:*

3. Quins creus que són els aspectes positius de l'ús de les tecnologies de la informació per donar a conèixer l'escola? Quins reptes o aspectes negatius han trobat quan s'utilitzen tecnologies de la informació en el procés d'elecció de l'escola?

4. Quins son els punts clau a l'hora d'organitzar les portes obertes? És a dir, què és allò fonamental que voleu transmetre a les famílies?
5. Pel que fa a xarxes socials i web d'escola, seguiu algun criteri a l'hora de publicitar l'escola? Quines son les vostres prioritats en aquest aspecte?

*Sobre la informació rellevant per a les famílies:*

6. Quin tipus d'informació sobre l'escola solen sol·licitar més les famílies durant el procés d'elecció de l'escola? Des de l'escola heu notat alguna tendència o canvi en les preguntes i inquietuds de les famílies?

*Sobre les desigualtats en l'accés a la informació:*

7. Quines són les principals causes que creuen que poden generar desigualtat en l'accés a la informació escolar? Heu pres accions per mitigar aquestes disparitats?

### **Tancament**

Hi ha alguna cosa més que vulgueu afegir sobre l'estratègia de comunicació de l'escola o el procés d'elecció de l'escola?

Gràcies de nou per compartir la vostra experiència.



### **9.3. Annex III. Notes taken from family interviews**

#### **Family 1**

##### **PROFILE:**

The parents are both 35 years old. Both have higher education studies and work as a computer scientist and as a secondary school academic counselor.

Their child will start school next school year, specifically in a public one in Granollers' city center.

##### **NOTES:**

Their worry for school choice appeared naturally, approximately last October (2023). Their main concern during the beginning of the process was that they would not be assigned the school they wanted.

The most useful information channels they used were the school's and education department's website and the open day. Although they shared their experience with relatives and friends, they didn't have an impact on their decision, as it was already made.

In the process of considering the available school options, they quickly dismissed some because of distance and others because of their traditional methods. What they were explicitly looking for was a school close to their home with an interesting educational project and its own identity. So, the school they chose meets these requirements, proximity, and an educational project with music as the backbone. The quality of information they came across facilitated their choice.

Regarding pre-registration, they were easily informed on the Internet, specifically on the Granollers town hall website. They explain that they didn't encounter any difficulties thanks to the clarity of the information provided there. In addition, they were already familiar with the scoring criteria and how the allocation process worked, so it wasn't an excessive concern for them in their choice strategy. They found no difficulty or anything unexpected.

#### **Family 2**

##### **PROFILE:**

Both parents are 35 years old and have a university degree in social education. They are social educators. They live in Can Bassa neighborhood, on the outskirts of Granollers.

Their daughter is already in I4 level in a public school.

## NOTES:

Their concern about choosing a school appeared in January of the same year her daughter started school. They describe their experience as very overwhelming and with a lot of pressure to make the right decision. Their main worry was related to the educational project, they wanted her to not disconnect from the neighborhood.

The information channels they used were school websites, social media, and open days. Moreover, they highlight the importance of listening and asking friends and relatives who had already gone through this process. They got advice and got to know their experiences, but they consider those didn't condition their final decision. What did was joining open day, as it provided them the opportunity of feeling the real environment, the distribution of spaces and checking out the functionality of the facilities. They also point out that the use of new technologies didn't have a great impact on the information they received, although it provided them with useful resources such as virtual school tours the school held during Covid.

In the first place, they dismissed the school in their neighborhood because the mother had worked there, and she wasn't convinced in any way to take her daughter there. The only positive aspect was that her daughter would not leave the neighborhood and could go to school alone when she was older. But beyond this, they were more interested in finding an innovative educational project, and they were fascinated by the one in a school in Les Franqueses, for which they had no points. They were admitted to their fourth option, which they had little information about and hadn't visited. Therefore, they believe the process of getting informed and finding the reasons to choose a school or another make no sense as allocation is done based on how many points each family has. But although they hadn't considered the school they were admitted to as an option, what they like most about it is the school's desire for change and innovation. They realized that the playground and the early childhood education classes had been renovated, and they appreciated that a lot. Even so, they believe that the team of teachers is what determines the quality of a school beyond the educational project.

They became familiar with the pre-registration process online, especially through the official website, and they found it simple and clear, without further complications. The same with the scoring criteria, but they could not base their strategy on them because the school they were interested in was in another municipality, so they didn't have any points to get into. The school allocation process was the one that surprised them the most and caused them the most distress. Even though they had very few points, they didn't anticipate not being admitted to any of their three main options. It caught them by surprise, and they felt disappointed after the entire process of looking for information to make the best decision. After all, they feel that the final decision is not subject to the parents' preferences or criteria, but to the points they have for each school.

### **Family 3**

#### **PROFILE:**

The mother is 38 years old, has a university degree in Medicine and is a doctor. The father is 39, has an FP (Formació Professional) diploma and works with construction machinery. The family lives in Tres Torres neighborhood.

Their son is currently in I5 level in a public school in Cardedeu.

#### **NOTES:**

They started thinking about school choice during their son's last year in kindergarten, although they already had an idea of which school was their pick. Their biggest concern during the beginning of the process was not getting their son admitted into the public school they wanted because of living in a different municipality.

The main information channels they used were the schools' websites and open days. They highlight open day as the most useful, which offered them the opportunity to know the school's project more in depth. Moreover, they indicate as a positive aspect of new technologies that they could visit the school virtually, which gave them an important first impression. The personal experiences that influenced the final decision were their own, as the father is a former student of the school.

The ease they had for getting informed helped them make the decision. What they were explicitly looking for was a training plan and a methodology that caught their attention, and that was what convinced them to choose the school along with the father's personal experience. In addition, the location favored family conciliation. The reasons why they rejected certain schools were distance and very traditional methodologies.

Regarding the requirements for pre-registration, they did not encounter any difficulties. They were informed by the website and made the whole process there easily. They knew the scoring criteria, but in their case, they didn't have any points because the school is located outside Granollers, and this made them doubt and worry in case they didn't manage to be admitted.

### **Family 4**

#### **PROFILE:**

The parents are 36 and 37 years old and are university graduates, one in Education and the other in Audiovisual Communication. The family lives in Granollers city center.

Their child will start formal school next school year and has already been admitted in a charter school in Granollers.

## NOTES:

Their worry for choosing a school aroused during the previous school year before their child started school. Specifically, when schools organized open day. They describe their concern level as high, especially for the mother. She is a teacher and had very high expectations. She was looking for a very idyllic type of school, following the lines of free and experiential education, but there was none near their home. When they thought about logistics, they focused their attention on the closest schools and from there they made a ranking out of their priorities.

The information channels they used were open doors, social networks and talking to families whose children were already in school. The opinions and personal experiences of friends and acquaintances clearly influenced the final decision. Another channel that they found particularly useful was the personal interview with the chosen school to resolve more specific questions. They believe that it is always positive to have as much information as possible and through networks they were able to see a lot of what they do at school, which also had an impact on the final decision.

Some reasons why some schools were ruled out were the distance and the number of groups per level. The daughter came from a very small nursery school, and they didn't want big contrast in the number of students in the school. What they were explicitly looking for was to have close contact with the school. Finally, they chose the definitive one because of the good support they offer to families and the importance they give to emotional education, which enhanced their confidence.

They believe that the quality of the information they found did not influence their decision, as most schools have a lot of information available. They found the quality of information through the professional team during the open day.

In relation to the pre-registration requirements, they received a letter from the town hall informing of the deadlines and they were also talking to families who were in the same situation. As for the scoring criteria, they knew them and had a positive impact on their choice, as there were schools in their area that they liked and had enough points to get into. For the final assignment, they were in contact with the school they had chosen to resolve some doubts.

## **Family 5**

### PROFILE:

Parents are both 40 years old, are graduates in Pharmacy and work in the pharmaceutical field in intermediate positions. The family lives in Font Verda neighborhood.

Their child will start formal school next school year and has already been admitted in a charter school in Granollers.

#### NOTES:

They started looking for possible schools for their child a year in advance. Their degree of concern was high, especially for the level achieved in, at least, Catalan, Spanish and English. They were also very concerned about the percentage of immigration in the classrooms, as it interferes with the results.

The information channels they used in the selection process were open days, personal interviews, school websites, publications from the Generalitat, rankings of the best schools and other specialized websites. They asked friends for advice, but they didn't help much because everyone had very different criteria and priorities. They valued more the information obtained from personal interviews and from the Internet (rankings, official publications, etc.). They believe most sources are not reliable because it is very difficult to find objective information about schools, and therefore families must do deep research themselves. They also believe that the studies carried out by the Department of Education through diagnostic tests are too general and do not offer detailed information. They would like the details to be accessible to everyone to really know what level students are achieving in each school. However, new information technologies made a lot of information available to them, although it was difficult for them to find useful information and they needed to supplement it.

What they were explicitly looking for in schools was a high level in all skills and especially in English, the option to study other languages, the possibility to study the International Baccalaureate, the offer of extracurricular activities, an interesting methodology and an affordable price for them. They ruled out all the schools where the demand for a good level was low. The school they chose stands out for its academic excellence, for the personalized monitoring of each student and the close relationship between families and the school, as many parent meetings are held there. It was not easy for them to access the information they were looking for, so they were forced to search a lot and know a lot about the subject.

They found out about the pre-registration requirements on the Generalitat's website and saw that the whole process was explained but it was hard to understand and know at which point in the process they were in every moment. They were not admitted to the first option, and the process seemed long, not transparent, and uncertain. They were familiar with the scoring criteria, but they had no points for the schools in their short list. In the interviews with charter schools, they had been told that this was not a problem because they never get full, but it wasn't the case for them. They believe that is because parents have changed the way they choose schools and the birth rate peak. Regarding the allocation of places, they really don't know yet if they have been admitted to any of their school choices, they are on the waiting list and disappointed with how the process is organized.

## **Family 6**

### **PROFILE:**

The parents are 44 and 45 years old. Both are university graduates and are dedicated to banking and language teaching. The family lives in the L'Hostal neighborhood, towards the outskirts of the city.

Their eldest child is in 1st grade at a public school near the center of Granollers.

### **NOTES:**

Information about schools and the admissions process began a few months before school pre-registration for the following year begins, around January. They describe their degree of concern as moderate, what worried them the most was finding a school with an educational project and a way of teaching that somehow coincided with the education they wanted their daughter to receive, as well as that receive a quality education.

The information channels they used during the process were web pages, word of mouth with other parents who already had children at school and above all, open houses, although they could not attend all the ones they wanted due to the sudden confinement for Covid-19. But what was most useful for them were the informative meetings held at the open doors of the schools. They received advice from other family members with school-age children. They were not decisive, but they took them into account. In his case, the use of information technology was key to getting to know the schools that we could not visit in person due to the pandemic.

Some reasons why they ruled out a school were the educational project and the spaces. They were looking for a school where not everything was about projects. Although experimentation seems a very suitable method to them, they also wanted it to include more academic methods. They also wanted foreign languages to be relevant. Finally, the reasons why they chose their first option were the educational project, which they found interesting, and they also knew other families who had already taken their children there and were satisfied. They claim that the quality of information they received greatly influenced their decision.

Thanks to the information meetings they attended, they were able to learn about the requirements for pre-registration and the scoring criteria, although they did not use them as a strategy. Finally, the allocation of places was done electronically. They were informed about the whole process through the media and the web.

#### **9.4. Annex IV. Notes taken from school management team members' interviews**

##### **School A**

###### **PROFILE:**

- Interviewee's position: Principal
- Ownership: Public school
- Neighborhood: Can Gili

###### **NOTES:**

This is a relatively new school because it merged with another a few years ago. The school appears triptych that Granollers town hall makes every year and they have also made banners to announce the open day, although the attendance is very low. The information channel that works best for them is word of mouth. More than 90% of the families are immigrants, and most of them are not so interested in the educational project but choose this school because people they know have talked positively about it. They also chose it because there is a very direct attention to families, due to proximity and to be in contact with families of the same culture and origins.

In relation to information technology, what they use the most are broadcasting channels and WhatsApp groups. Those facilitate direct and immediate communication with families. They also use the school's website and Instagram page to share the projects and activities they do. Although they try to have these channels well updated, the principal believes that the school has little visibility in these channels and that it would be positive to promote them more.

When they organize open days, the school's aim is for families to see the amazing facilities. They have very large spaces, both inside and outside, and the location of the school is privileged. They also seek to convey confidence to families and to make them aware of the great cultural diversity and educational needs that exist in the school. They have SIEI and therefore master the universal design of learning (UDA). In fewer words, that it is a very inclusive school in every way.

They have noticed a trend in the information that most families are interested in. It is information related to family conciliation, organizational and economic issues. They ask about the class schedule, the services the school offers, the textbooks they must buy, the fees, etc. Only some are interested in the educational project, it is not a concern for the type of families in the school.

The principal doesn't believe there are inequalities in access to information, but rather that families have different priorities and interests when choosing a school. The social factor is relevant, because families at the school receive the information through their social circle, for the most part.

## **School B**

### PROFILE:

- Interviewee's position: Principal
- Ownership: Public school
- Neighborhood: Can Bassa

### NOTES:

The school's most effective information channels are its website, Instagram page, and word of mouth. On their social media they share pictures of any activity, event, or school trip the school organizes. It is an opportunity for families to see the day-to-day reality. During the Covid confinement they realized that Instagram and WhatsApp offered them an immediacy in communication that they couldn't get through the website, for example. Interested families also join open day to see the school first-hand and talk to teachers and staff.

They serve as a window to the school, and you can control the content to keep it up to date. A negative aspect he finds is that having a public profile on a social network means having no control or knowledge of where the photographs can end up. That's why they are always careful about what they publish.

The information families are most interested in about this school has changed in recent years. Before, the main question was related to immigration, to know what kind of classmates their children would share 9 years with. Currently, they are more interested in the school's way of doing things and in issues related to pre-registration and other bureaucratic processes. This kind of information is very well explained in the Education Department's website, but the school offers support to digitally illiterate families.

The principal believes that there really are no inequalities in access to information for school choice. Information can be found everywhere, and help is offered to those who need it. It is for this reason that the school must have a good communication plan to decide what is informed about, to whom, in what way and in what medium.

## **School C**

### PROFILE:

- Interviewee's position: Head of studies
- Ownership: Charter school
- Neighborhood: Sota el Camí Ral



## NOTES:

The school is known through different information channels. The main one is word of mouth and the reputation that the school has in Granollers and its surroundings. People know that it is a Catalan, secular school that stands out in the area for its academic excellence and the personalized support they offer to students. Many families take their children there because they are former students. Families show interest in joining open day to get to know the school firsthand, see the facilities and meet the teachers. What also works very well for them is to offer interviews and individual tours of the school on regular school days, this way families can see how the school really works daily. Families are very interested in doing this. In recent years, the school's communication strategy has shifted towards the use of Instagram and the constant updating of the school's blogs and website. They have focused on improving the quality of the content they publish and on making it useful for families who want to see the projects and school trips. The interviewee believes that this is essential for the school to preserve its image and its essence in the new media platforms.

Information technologies have offered them the opportunity to reinvent and update their communication strategy and bring the school closer to families. For example, on the school's website you can access a virtual tour of the facilities, similar to Google Maps. They already created this a few years before Covid, when all schools were forced to do so. They believe that there aren't too many negative aspects of using new technologies to make the school known if they are used wisely and taking care of what is published to not expose anyone to dangers.

Every year they organize the open day and attendance is always high. The type of families who are interested in this school want to make sure that the environment is welcoming and safe for their children. The aim of the school on this day is for these families to see the organization of the school and its facilities, which are gradually being renovated, to get to know the educational project and check its long-term effectiveness, and that they know the tutorial action that characterizes the school. Especially, the great support they offer to the diversity of educational needs.

Families who are interested in this school are usually interested in academic quality, that is, that a high academic level is offered and that they have good results in external assessments, such as university admission exams. They are also interested in the facilities, the atmosphere, and the school climate. Family-school communication also worries them, they want to be in contact with their children's tutor to know and actively participate in their learning process.

they do not believe that there are inequalities in access to information about schools, nowadays everyone has devices with Internet access, and there the information is the same for everyone. Yes, the information that families get from their close circles can vary. The school has made available to all families a section on the website dedicated

exclusively to the pre-registration process, where all the important deadlines and scoring scales appear.