



## Project Questionnaire

### Project Summary:

This eTwinning project is part of the Erasmus+ project "AID Refugees and Immigrants" where AID stands for **A**ctive citizenship, **I**nclusion and **D**evelopment. Seven countries across the EU (Spain, Portugal, Sweden, Cyprus, Greece, Germany and Romania) participate in this project with the aim to aid refugee and immigrant students and their families to easily adapt to their new environment, either in the school or the society. The project has developed a variety of different approaches and tools in order to achieve the above goal. For more information, our website is available to anyone who would like to further explore the issue (<http://www.refugees-immigrants.com/>)

One of the tools developed to achieve our aim, is to investigate the good policies and practices applied in each school in their effort to assist the inclusion of refugee and immigrant students. With this questionnaire we hope to explore this issue and we would appreciate if you could help us by filling it in. The study will provide answers that we will share 1. among all the participants, 2. on our website, 3. at an international conference that will be held in Lisbon in May 2018, 4. by publication. It will also help us create an educational material bank that we can all use to improve our work and help these students in a more efficient way.

Thank you for your time and effort!  
Our team of "AID Refugees and Immigrants"

### 1: General data/information:

- a) Country: \_\_\_\_\_
- b) City: \_\_\_\_\_
- c) Name of the school/organisation: \_\_\_\_\_
- d) Web site/mail: \_\_\_\_\_

### 2: Your school is ...

- a) Kindergarden      b) Primary      c) Secondary      d) College/University



**PART A: PROTOCOL BEFORE THE REFUGEE/IMMIGRANT STUDENT'S ADMISSION TO SCHOOL**

3: Upon arrival and in order to register an immigrant/refugee student to the school, his/her family should first contact with:

- a) The school      b) The Municipality      c) The Ministry of Education      d) Others

4: If your answer to the previous question is '**d) Others**', please explain to whom you refer to:

---



---



---

5: Does the school organise a meeting with the student and the family before he/she starts school?

- a) YES      b) NO

6: If the answer is YES, please answer the following questions:

- Who participates in the meeting on behalf of the school?

- a) Principal      b) Tutor      c) Psychologist/Consultant      d) Others

- If your answer to the previous question is '**d) Others**', please explain to whom you refer to:

---



---



---



- Which are the basic issues that are discussed during the meeting?

---

---

---

8: If the family has special economic issues, who covers the costs of school material, books etc?

- a) The school                      b) The Municipality                      c) The Ministry of Education  
d) Parents' Association              e) NGO (Non Governmental Organisations)              f) Others

9: If your answer to the previous question is '**f Others**', please explain to whom you refer to:

---

---

---



**PART B: PROTOCOL WHEN THE REFUGEE/IMMIGRANT STUDENT STARTS SCHOOL**

10: How many hours and periods do the refugee/immigrant students attend the school during the week? (including break periods)

Hours:

Periods:

11: Choose an answer: when a student first starts school, he/she attends...

- a) All the periods with a special group for refugee/immigrant students
- b) All the periods in a standard classroom
- c)  Periods with a special group and  in a standard classroom
- d) Depends on the student

12: If your answer is **d) Depends on the student** in the previous question, please explain:

---

---

---

13: If the newly-arrived refugee/immigrant students' curriculum needs to be modified, which subjects are obligatory for them to attend?

---

---

---



14: If the newly-arrived refugee/immigrant students' curriculum needs to be modified, from which subjects are they exempted and for how long? (Months/quarters/school years)

---

---

---

15: Explain how the "native" students help/collaborate with the newly-arrived refugee/immigrant students in order to facilitate their inclusion.

---

---

---

16: With the experience that the school has, how many months is the average that a newly-arrived refugee/immigrant student will need in order to follow the normal rhythm of a standard classroom?

---

---

---



## **PART C: OFFICIAL LINKS – GOOD PRACTICES AND RESOURCES**

17: Please, add official websites (from Ministries, NGOs, charity/international organisation etc.) with useful materials that you use in class with success:

- 
- 
- 
- 
- 
- 
- 
- 

18: Please, add links connected with special recourses (e.g., a book used by your school with success). If the material is not online, because it is produced by the school, please name it and send it by pdf to [erasmusrefugees@gmail.com](mailto:erasmusrefugees@gmail.com)

- 
- 
- 
- 

19: Which special activities in the afternoons /weekends /special school periods or meetings), does the school organise, targeting immigrant and refugee students?

---

---

---

---

**"For an Active citizenship, Inclusion and Development: AID refugees and immigrants" Reference 2016-1-ES01-KA219-025022.**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is licensed under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 International.

Permissions beyond the scope of this license may be available at [erasmusrefugees@gmail.com](mailto:erasmusrefugees@gmail.com)



20: Please send to [erasmusrefugees@gmail.com](mailto:erasmusrefugees@gmail.com) an example of a successful teaching activity. Write a short description in English (you can add lines). If a worksheet is needed to complete the activity, please attach it:

---

---

---

21: Please send to [erasmusrefugees@gmail.com](mailto:erasmusrefugees@gmail.com) an example of a success game that helped you with the inclusion of immigrant and refugee students. Write a short description in English (you can add lines):

---

---

---

22: Please add anything else that you can think that can be useful to work with newly-arrived refugee/immigrant students in order to better understand the work of your school for these students.

---

---

---

---

---

---

---

---

---

---



23. Please describe briefly any limitations/difficulties or problems that you have experienced during your attempt towards an active citizenship, inclusion and development of refugees and immigrants at your school.

---

---

---

---

24. Describe briefly any other practices and/or policies that you believe would be beneficial towards an active citizenship, inclusion and development of refugees and immigrants at your school.

---

---

---

---

---

**"For an Active citizenship, Inclusion and Development: AID refugees and immigrants" Reference 2016-1-ES01-KA219-025022.**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This work is licensed under a Creative Commons Attribution-Non Commercial-No Derivatives 4.0 International.

Permissions beyond the scope of this license may be available at [erasmusrefugees@gmail.com](mailto:erasmusrefugees@gmail.com)





**PART D: SUPPLEMENTARY QUESTIONS, ACCORDING WITH YOUR EXPERIENCE**

25.- According to your experience, which is the average time needed (**in months**) for a student with migrant background **to learn the language** efficiently in order to participate in all activities of a standard classroom?

Months

26.- According to your experience, which is the average time needed (**in months**) for a student with migrant background **to be able to follow efficiently the context of all school subjects** as a native student of his/her age?

Months

27.- Prioritize from 1–7 the factors that, in your opinion, affect the language acquisition and the students' ability to follow efficiently the context of all school subjects (1 being the most important factor and 7 the least important).

- Students' prior experiences \_\_\_\_\_
- Country of origin \_\_\_\_\_
- Age \_\_\_\_\_
- Socio-economical background \_\_\_\_\_
- Family ethics and values \_\_\_\_\_
- Students' cognitive level \_\_\_\_\_
- Other ( to make local friends/integration local community) \_\_\_\_\_



28.- To which degree do you believe that the following practices/activities **are successfully applied** to your school context or **are successfully promoted** in your school context so as to improve the collaboration between native students and students with migrant background?

Practices/activities	Extremely Successful	Very Successful	Not Sure	Slightly Successful	Not at all Successful
Team-working during classes					
Using social media					
Team games during school breaks					
Team-working for school projects after school hours					
Following teachers' instructions					
'secret friend' (a native student who is assigned to help the newly arrived student to adapt)					



29.- According to your experience, to which degree the following factors make it difficult for schools to promote the successful collaboration between native students and students with migrant background?

Difficulties	Extremely Difficult	Very Difficult	Not Sure	Slightly Difficult	Not at all Difficult
Language					
Incompatibility of students' time-tables					
Lack of official structured programs					
Insufficient teachers' training					
Financial restrictions that limit schools ability to correspond to students' actual needs					
Unwillingness for collaboration					
Gender					
Ethnicity					
Religion					
Other .....					

Thank you very much for your participation.