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PRELIMINARY REPORT INTREF SURVEY

ERASMUS+

KA220-SCH - COOPERATION PARTNERSHIPS IN SCHOOL EDUCATION

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RESEARCH METHODOLOGY

1. Developing PRETEST

The PRETEST will serve to analyze the baseline situation in the partner countries. Based on the pretest, we will design a strategy for preparing CURRICULUM.

1.1. Determination of the focus areas of the CURRICULUM

- LANGUAGE
- INTERCULTURALITY
- ACCEPTANCE
- INDIVIDUALIZATION TEACHING (achievement of school curriculum standards vs. personal/emotional needs)

1.2. COLLECTION OF METHODS that have proven to be proven successful in practice, namely (in principle) 3 for each area - each partner (collection of case studies - case description on 1 page))

1.3. Result: Manual for teachers with instructions (suggestions) for implementation.

2. POST-TEST

The POST-TEST will be similar as pretest and will serve to analyze the progress of situation in the partner countries.

3. STRUCTURE OF PRETEST:

PROBLEMS IN ENGAGEMENT

Legend:

D: DOMESTIC students

RF: REFUGEE students

Group LANGUAGE

Table 1. Group language.

STUDENTS	TEACHERS	PARENTS
When learning a new language, another teacher often helps me at school.	When acquiring a language, I have the support of an additional teacher who knows RC.	At school, my child has the constant support of an additional teacher who speaks and understands our language in learning the language.
I am also learning a new language outside of school.	I received additional training on didactics of language acquisition for RC.	Throughout the school year, my child also attends additional language classes outside of school.
When I don't understand or don't know how to say something, I help myself with an application on my phone.	I use applications and e-materials from the web to overcome language barriers.	When overcoming language barriers, my child uses phone applications and other e-tools independently and skillfully.

Group INTERCULTURALITY

Table 2. Group interculturality.

STUDENTS	TEACHERS	PARENTS
My teacher is always right, so I respect her and always do what she says.	As their female teacher, the RF children respect me and always take me into account.	It is right that my child respects and follows the teacher strictly.
My mom and dad always tell me to do/learn what the teacher asks.	The parents of my RFs know that the knowledge acquired at school is important and they consistently support the lessons.	I know that the knowledge acquired at school is very important for my child and therefore I always encourage him to attend classes and study.
Classmates and the teacher are interested in how we celebrate holidays in our families, what we eat, what I play at home...	I am well aware of the customs of the cultural circle of RF students, and I strictly follow them in my lessons.	My child's teacher knows our customs very well and strictly follows them in his lessons.
When I go to school for lunch, I always get food that I can eat at home as well.	The school kitchen consistently offers meals in line with the RC cultural environment.	The school kitchen consistently offers meals in accordance with our cultural environment.

Set ACCEPTANCE

Table 3. Set acceptance.

STUDENTS	TEACHERS	PARENTS
I like school and my class.	My RFs are very well integrated into the departmental community.	My child likes to go to school and feels good in his class.
When D's classmates are playing, they always invite me to play with them.	My D students always include the RC students in their play.	At home, my child talks about D's students including him in their play.
I have many friends in my class,	In my class, the RCs have friends	My child also has friends in his class

including D's classmates.	among the D students.	among students D.
When I'm in trouble, D's classmates know and want to help me.	As a general rule, my D students help when they notice that RCs are having trouble.	When my child is in trouble, the D students usually help me successfully.

INDIVIDUALIZATION assembly

Table 4: individualization assembly.

STUDENTS	TEACHERS	PARENTS
I think the teacher asks too much of me in most subjects.	In the school system of our country, in order to receive a positive grade, a RC student must demonstrate knowledge at the level of the minimum standards as defined by the official curriculum.	My child needs to know as much as his classmates D in school to get a positive grade.
The teacher sees that I'm making progress, even though she doesn't give me a grade yet.	In the school system of our country, RC has a sufficiently long period at his disposal, during which the teacher monitors his progress with formative methods.	The period when the teacher monitors my child's progress without grades is long enough.
Teacher D does not demand as much knowledge from me as from D's classmates.	I think it would be necessary for RC to lower the minimum standards in all school subjects.	I don't think my child should be asked as much as local children.
	An RC student should be placed in a class appropriate to his/her abilities and not simply based on his/her chronological age.	It would be better if they put my child in a class based on his prior knowledge, rather than just looking at how old he is.

3. SURVEY PRETEST

Table 5. Survey pretest by countries.

COUNTRY	GERMANY	SLOVAKIA	SLOVENIA	TURKEY	TOGETHER
No. Students	30	31	31	30	122
No. Teachers	30	30	30	30	120
No. Parents	15	28	17	20	80
Together	75	89	78	80	322

Table 6. Schools collaborating.

COUNTRY	SCHOOL	TOGETHER
GERMANY	Internationale Gesamtschule Heidelberg	4
	Horneckschule Gundelsheim	
	Grundschule Darmstadt Hessen	
	Pädagogische Hochschule Heidelberg	
SLOVAKIA	Základná škola Jilemnického 204/11 Dunajská Streda	2
	Základná škola, Smetanov háj 286/9, 929 01 Dunajská Streda	
SLOVENIA	Osnovna šola bratov Polančičev, 2000 Maribor	1
TURKEY		
TOGETHER		

3.1 SHORT INTERNATIONAL CONCLUSION

The data reveals distinct patterns and preferences across countries. While Germany and Slovenia often align in their perceptions, Slovakia presents a more varied view. Turkey consistently leans towards agreement in most areas, emphasizing the importance of equal



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expectations and knowledge-

based placements. These insights

highlight the diverse educational landscapes and parental beliefs in each region.

GERMANY REPORT

In Germany, the study was conducted at 4 schools: Internationale Gesamtschule Heidelberg, Horneckschule Gundelsheim, Grundschule Darmstadt Hessen, and Pädagogische Hochschule Heidelberg. The number of participating teachers is 30, 30 students, and 15 parents.

In Germany, at the beginning, children from other countries of origin are taught in so-called preparatory classes until the language acquisition is sufficient. Only then do the children go on to the preparatory class in the morning and to the regular class in the afternoon. English and mathematics are also taught in the regular class, while German as a second language is still taught in the preparatory class. After 1.5-2 years at the latest, the pupils are completely transferred to the regular class and can attend German as a second language in addition to regular German lessons until they graduate.

FOR TEACHERS

The research conducted among teachers aimed to understand the challenges and perspectives related to the integration and education of refugee students in Germany. The findings from this study (Table 7. Germany pretest report for teachers) provide a comprehensive understanding of the teachers' experiences across various dimensions.

Table 7. Germany pretest report for teachers.

QUESTION	1	2	3	4	5
	Totally disagree	Almost totally disagree	Partly agree	Almost totally agree	Totally agree
LANGUAGE					

When acquiring a language, I have the support of an additional teacher who knows RF student's language.	20	9	1	0	0
I received additional training on didactics of language acquisition for RFs.	20	2	8	0	0
I use applications and e-materials from the web to overcome language barriers.	1	9	20	0	0
INTERCULTURALITY					
As their female teacher, the RF students respect me and always take me into account.	0	0	9	11	10
The parents of my RFs know that the knowledge acquired at school is important and they consistently support the lessons.	0	2	9	9	10
I am well aware of the customs of the cultural circle of RF students, and I strictly follow them in my lessons.	0	4	9	7	10
The school kitchen consistently offers meals in line with the RF child's cultural environment.	2	4	9	7	8
ACCEPTANCE					
My RFs are very well integrated into the class community.	0	0	12	12	6
My D students always include the RF students in their play.	0	0	12	13	5
In my class, the RFs have friends among the D students.	0	0	8	14	8
As a general rule, my D students help when they notice that RCs are having trouble.	0	0	8	12	10
INDIVIDUALIZATION					
In the school system of our country, in order to	0	0	10	12	8

receive a positive grade, a RF student must demonstrate knowledge at the level of the minimum standards as defined by the official curriculum.					
In the school system of our country, RF student has a sufficiently long period at his disposal, during which the teacher monitors his progress with formative methods.	0	0	6	11	13
I think it would be necessary for RF students to lower the minimum standards in all school subjects.	0	10	12	8	0
An RF student should be placed in a class appropriate to his/her abilities and not simply based on his/her chronological age.	0	7	9	14	0

Regarding the support of an additional teacher who knows the refugee student's language, the majority of teachers, specifically 20 out of 30, clearly expressed that they do not have such support, as they completely disagree with this statement. An additional 9 teachers almost completely disagree, highlighting the lack of language support in schools. Only 1 teacher somewhat agrees that they have such support, indicating isolated cases where some support might be available. Concerning additional training in the didactics of language acquisition for RF, the picture is similar. The majority, 20 teachers, completely disagree that they have received such training. This emphasizes the need for more training for teachers. While 2 teachers almost completely disagree, 8 teachers somewhat agree, indicating some efforts towards training, but it's not widespread. When it comes to the use of apps and e-materials to bridge language barriers, the picture changes slightly. 20 teachers somewhat agree that they use such tools, indicating a growing reliance on digital means in the modern educational environment. However, 9 teachers almost completely disagree that they rely on these technologies, highlighting the diversity of approaches and perhaps a lack of access to these tools for some.



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Only 1 teacher completely

disagrees with the use of digital

tools. This analysis shows that while there are shortcomings in language support and training for teachers, some teachers are seeking innovative ways to bridge these challenges using digital tools.

Regarding the respect for female teachers from refugee students, the teachers' response is very positive. 10 teachers completely agree that they are respected and regarded by refugee students, while 11 teachers almost completely agree with this statement. An additional 9 teachers somewhat agree, indicating a nearly unanimous opinion that female teachers are respected by refugee students. Concerning the role of refugee students' parents, the picture is also positive. 10 teachers completely agree that refugee students' parents recognize the importance of knowledge acquired in school and consistently support the teaching. The same number, 9 teachers, almost completely or somewhat agree with this statement. Only 2 teachers almost completely disagree, indicating isolated cases where there might be challenges in communication with parents. When it comes to awareness of the customs of the refugee students' cultural circle, 10 teachers completely agree that they are well acquainted with these customs and consistently consider them in their lessons. 7 teachers almost completely agree with this statement, while 9 teachers somewhat agree. 4 teachers almost completely disagree, indicating the need for more cultural awareness and training for teachers. Finally, regarding the adaptability of the school kitchen to the cultural environment of refugee students, the picture is somewhat mixed. 8 teachers completely agree that the school kitchen consistently offers meals in line with the cultural environment of refugee students, while 7 teachers almost completely agree with this statement. 9 teachers somewhat agree. However, 4 teachers almost completely disagree, and 2 completely disagree, indicating a diversity of experiences and a potential need for greater adaptability of school kitchens. This analysis shows that while teachers generally feel respect and support from refugee students and their parents, there are areas, such as the cultural adaptability of school kitchens, where more effort might be needed for improvement.

When discussing the integration of refugee students into the school community, the teachers' response is very positive. 12 teachers almost completely agree that their refugee students are



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very well integrated into the classroom community, while an additional 12 teachers completely agree with this statement. 6 teachers somewhat agree, indicating a nearly unanimous opinion that refugee students are well-received in classes. Regarding the inclusion of refugee students in play by native students, the picture is also positive. 13 teachers almost completely agree that native students always include refugee students in their play, while 5 teachers completely agree with this statement. An additional 12 teachers somewhat agree, indicating broad acceptance of refugee students among peers. When it comes to friendships between refugee students and native students, 14 teachers almost completely agree that refugee students have friends among native students. 8 teachers completely agree with this statement, while an additional 8 teachers somewhat agree, indicating strong interpersonal relationships between students of different cultures. Lastly, regarding the assistance of native students to refugee students, 12 teachers almost completely agree that native students help when they notice refugee students having difficulties. 10 teachers completely agree with this statement, while 8 teachers somewhat agree, indicating a culture of support and solidarity in classes. This analysis shows that teachers generally feel that refugee students are well-received and supported in the school community, both by peers and by teachers.

When discussing knowledge standards in the German school system, 12 teachers almost completely agree that an refugee student must demonstrate knowledge at the level of minimum standards, as defined in the official curriculum. 8 teachers completely agree with this statement, while 10 teachers somewhat agree. This indicates a widely held belief that refugee students should meet the same standards as their peers. Regarding the time period available to refugee students to track their progress, 13 teachers completely agree that refugee students have a sufficiently long period, while 11 teachers almost completely agree with this statement. 6 teachers somewhat agree, indicating a belief that the school system provides adequate monitoring of refugee students' progress. When it comes to potentially lowering the minimum standards for refugee students, teachers' opinions are divided. 12 teachers somewhat agree that standards should be lowered, while 8 teachers almost completely agree with this

statement. However, 10 teachers almost completely oppose this idea, indicating varying views on this issue. Finally, when it comes to placing refugee students in classes, 14 teachers almost completely agree that an refugee student should be placed in a class that matches their abilities, not just based on their chronological age. 9 teachers somewhat agree with this statement, while 7 teachers almost completely disagree. This indicates the need for a more individualized approach to placing refugee students. This analysis shows that teachers generally feel the need for individualization in the approach to refugee students, but there are varying opinions on how best to achieve this individualization.

FOR STUDENTS

The study conducted among students in Germany aimed to gauge their experiences and perceptions in various areas such as language acquisition, intercultural understanding, acceptance within the school community, and individualized learning approaches. The insights gathered from this survey (Table 8) offer a detailed overview of the students' sentiments and experiences across these key areas.

Table 8. Germany pretest report for students.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
When learning a new language, another teacher often helps me at school.	0	10	17	2	1
I am also learning a new language outside of school	6	4	11	7	2
When I don't understand or don't know how to say something, I help myself with an application on my	4	6	4	6	10

phone					
INTERCULTURALITY					
My teacher is always right, so I respect her and always do what she says	0	1	11	8	10
My mom and dad always tell me to do/learn what the teacher asks.	0	4	10	10	6
Classmates and the teacher are interested in how we celebrate holidays in our families, what we eat, what I play at home...	13	8	7	2	0
When I go to school for lunch, I always get food that I can eat at home as well	10	9	8	3	0
ACCEPTANCE					
I like school and my class.	0	2	10	14	4
When D's classmates are playing, they always invite me to play with them	4	12	10	2	2
I have many friends in my class, including D's classmates	2	6	15	5	2
When I'm in trouble, D's classmates know and want to help me	2	5	10	10	3
INDIVIDUALIZATION					
I think the teacher asks too much of me in most subjects.	16	10	2	2	0
The teacher sees that I'm making progress, even though she doesn't give me a grade yet.	15	5	8	2	0
Teacher D does not demand as much knowledge from me as from D's classmates	4	2	14	6	4

When it comes to learning a new language in school, 17 students somewhat agree that they often receive help from another teacher. 10 students strongly disagree with this statement, while 2 students strongly agree and 1 completely agrees. This suggests that most students



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occasionally

receive

additional

language

learning

support, but a significant number do not receive it regularly. Regarding learning a new language outside of school, 11 students somewhat agree that they also learn outside the school environment. 7 students strongly agree with this statement, while 6 students strongly disagree and 4 somewhat disagree. This reflects the diverse approaches students take to language learning, with some seizing additional opportunities to learn outside of school. When it comes to using mobile apps to overcome language barriers, 10 students completely agree that they use an app on their phone when they don't understand or don't know how to say something. 6 students strongly agree and 6 somewhat agree with this statement. 4 students somewhat disagree, while 6 students strongly disagree. This indicates that most students in Germany leverage technology to overcome language barriers, but there's also a group of students who don't rely as much on digital aids. This analysis shows that students in Germany use various methods and resources for language learning, with technology playing a significant role in supporting their learning.

When it comes to respecting the teacher, 10 students completely agree that their teacher is always right, and therefore they respect her and always follow her instructions. 8 students strongly agree with this statement, while 11 somewhat agree. Only 1 student somewhat disagrees. This reflects a high level of respect for the teacher among students. Regarding the role of parents, 10 students strongly and 6 students completely agree that their parents always encourage them to follow the teacher's instructions and learn what the teacher requires. 10 students somewhat agree with this statement, while 4 strongly disagree. This highlights the significant role parents play in supporting school education. When it comes to classmates and teachers' interest in a student's culture, most students (13) completely disagree with the statement that classmates and teachers are interested in how they celebrate holidays in their families, what they eat, and what they play with at home. 8 students strongly disagree, while 7 somewhat agree. Only 2 students strongly agree with the statement. This indicates a need for greater inclusion and understanding of intercultural differences in the school environment. Regarding school meals, 10 students completely disagree with the statement that they always

get food they can also eat at

home when they go to school for

lunch. 9 students strongly disagree, while 8 somewhat agree. Only 3 students strongly agree with the statement. This points to differences in dietary habits between school and home and the need to adapt school meals to different cultures. This analysis reflects the diverse experiences and feelings of students in Germany regarding interculturality in the school environment. While respect for the teacher and parental support are strongly present, there are challenges in integrating student culture and adapting school meals.

When it comes to students' opinions about school and their class, 14 students strongly agree that they like their school and class. 4 students completely agree with this statement, while 10 somewhat agree. 2 students somewhat disagree. This reflects a generally positive attitude towards school and class among students. Regarding inclusion in play by classmates, 12 students strongly disagree with the statement that classmates always invite them to play. 10 students somewhat agree with this statement, while only 2 students strongly and 2 completely agree. This indicates a need for greater inclusion and acceptance among students. When it comes to friendships in class, most students (15) somewhat agree that they have many friends in class, including classmates. 5 students strongly agree, while 2 students completely agree. 6 students strongly disagree with this statement. This reflects a generally positive friendship dynamic in the class. Regarding classmates' help in tough times, 10 students strongly agree and 3 students completely agree that classmates notice when they have problems and want to help. 10 students somewhat agree with this statement, while 5 students strongly disagree. This indicates solidarity and support among students in the class. This analysis reflects the diverse experiences and feelings of students in Germany regarding acceptance and inclusion in the school environment. While the overall opinion about school and class is positive, there are challenges in inclusion in play and friendships in class.

When it comes to students' feelings about the demands of teachers, the majority (16 students) completely disagree with the statement that their teacher demands too much from them in most subjects. An additional 10 students strongly disagree with this statement, while only 2 students somewhat agree. This indicates a feeling of high demand from teachers among

students. Regarding the progress that the teacher notices, 15 students completely disagree with the statement that the teacher sees their progress even if they haven't been graded yet. 5 students strongly disagree with this statement, while 8 students somewhat agree. This indicates a feeling that teachers might not notice or acknowledge students' progress even if they haven't graded them yet. When it comes to comparing demands between a student and their domestic classmates, 14 students somewhat agree with the statement that the teacher doesn't demand as much knowledge from them as from the domestic classmates. 6 students strongly agree, while 4 students completely agree. This indicates a feeling that some students might be treated more leniently or with lower expectations compared to their classmates. This analysis reflects the diverse experiences and feelings of students in Germany regarding individualization and expectations in the school environment. While some students feel a higher demand, others feel they might be treated with lower expectations compared to their classmates.

FOR PARENTS

The survey conducted among parents in Germany was designed to understand their perspectives on their children's experiences in areas such as language support, intercultural understanding, acceptance within the school environment, and individualized learning approaches. The data collected from this survey (Table 9) provides a comprehensive view of the parents' observations and opinions on these crucial aspects of their children's education.

Table 9. Germany pretest report for parents.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
At school, my child has the constant support of an	2	3	5	2	3

additional teacher who speaks and understands our language in learning the language					
Throughout the school year, my child also attends additional language classes outside of school	1	1	2	5	6
When overcoming language barriers, my child uses phone applications and other e-tools independently and skillfully	1	2	2	6	4
INTERCULTURALITY					
It is right that my child respects and follows the teacher strictly	0	0	1	4	10
I know that the knowledge acquired at school is very important for my child and therefore I always encourage him to attend classes and study	0	0	1	5	9
My child's teacher knows our customs very well and strictly follows them in his lessons	0	4	6	3	2
The school kitchen consistently offers meals in accordance with our cultural environment.	0	4	6	2	3
ACCEPTANCE					
My child likes to go to school and feels good in his class	0	1	2	7	5
At home, my child talks about D's students including him in their play.	5	5	3	1	1
My child also has friends in his class among students D.	3	6	2	4	0
When my child is in trouble, the D students usually help me successfully.	5	0	3	5	2
INDIVIDUALIZATION					
My child needs to know as much as his classmates D in school to get a positive grade	1	8	2	2	2
The period when the teacher monitors my child's progress without grades is long enough.	1	1	9	1	3

I don't think my child should be asked as much as local children.	2	1	8	3	1
It would be better if they put my child in a class based on his prior knowledge, rather than just looking at how old he is.	5	2	5	2	1

Regarding the support of an additional teacher who speaks and understands the family's language in language learning, 3 parents fully agree that their child receives such support at school, while 2 parents almost fully agree. On the other hand, 3 parents completely disagree with this statement, and 2 almost completely disagree. 5 parents somewhat agree with the statement. This indicates a diversity of experiences regarding language support in the school environment. When it comes to additional language courses outside of school, 6 parents fully agree that their child attends such courses, while 5 parents almost fully agree. On the other hand, 2 parents somewhat agree, while 1 parent completely and 1 almost completely disagree with this statement. This suggests that most children attend additional language courses outside of school. Regarding the use of phone apps and other e-tools to overcome language barriers, 4 parents fully agree that their child independently and skillfully uses such tools, while 6 parents almost fully agree. 2 parents somewhat agree, while 1 parent completely and 2 almost completely disagree with this statement. This indicates that most children use technology to assist with language barriers. This analysis shows the varied experiences and feelings of parents in Germany regarding language support and the use of technology to assist with language barriers in the school environment. While some parents feel strong support and tool usage, others may not feel the same level of support or usage.

When it comes to respecting and strictly following the teacher, 10 parents fully agree that it is right for their child to respect and strictly follow the teacher, while 4 parents almost fully agree. Only 1 parent somewhat agrees with this statement. This indicates strong agreement among parents about the importance of respecting the teacher. Regarding the importance of knowledge acquired at school, 9 parents fully agree that the knowledge acquired at school is very important for their child, and therefore they always encourage them to attend classes and

study. 5 parents almost fully agree with this statement, while 1 parent somewhat agrees. This indicates a nearly unanimous opinion of parents about the importance of school education. When it comes to the teacher's knowledge and consideration of the family's cultural customs, 2 parents fully agree that their child's teacher is very familiar with their customs and strictly considers them in teaching. 3 parents almost fully agree with this statement, while 6 parents somewhat agree. On the other hand, 4 parents almost completely disagree with this statement. This indicates mixed feelings about the level of awareness and consideration of cultural customs by teachers. Regarding the school kitchen and its adaptability to the family's cultural environment, 3 parents fully agree that the school kitchen consistently offers meals in line with their cultural environment. 2 parents almost fully agree with this statement, while 6 parents somewhat agree. 4 parents almost completely disagree with this statement. This indicates a diversity of experiences regarding the adaptability of the school kitchen to cultural dietary habits. This analysis shows the varied experiences and feelings of parents in Germany regarding interculturality in the school environment. While some parents feel strong support and understanding, others may not feel the same level of inclusion or consideration.

When it comes to the child's feelings about school and class, 5 parents fully agree that their child likes to go to school and feels good in their class. 7 parents almost fully agree with this statement, while 2 parents somewhat agree. On the other hand, 1 parent almost completely disagrees with this statement. Most parents, therefore, feel that their child feels good at school. Regarding their child's interactions with native (D) students, 5 parents completely disagree with the statement that their child talks at home about how domestic students include them in their play. An equal number of parents, 5, almost completely disagree with this statement. Only 3 parents somewhat agree, while 1 parent almost fully and 1 fully agree. This suggests that most children may not share experiences of being included in play by domestic students. When it comes to friendships between their child and domestic students, 4 parents almost fully agree that their child has friends among domestic students. 6 parents almost completely disagree with this statement, while 3 parents somewhat disagree. This indicates mixed feelings about



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friendships between their children and domestic students.

Finally, when it comes to domestic students' assistance in difficult situations, 5 parents almost fully agree that domestic students usually successfully help their child when in trouble. 2 parents fully agree with this statement, while 3 parents somewhat agree. On the other hand, 5 parents completely disagree with this statement. This indicates a diversity of experiences regarding the help of domestic students in difficult situations. This analysis shows the varied experiences and feelings of parents in Germany regarding the acceptance of their children in the school environment. While some parents feel strong inclusion and support, others may not feel the same level of acceptance or assistance.

When it comes to knowledge requirements for obtaining a positive grade, 8 parents almost completely disagree with the statement that their child needs to know as much as their domestic classmates to get a positive grade. 2 parents somewhat agree, while 2 parents almost fully and 2 fully agree. Most parents seem to believe that their children should not meet the same requirements as local students. Regarding the period when the teacher monitors their child's progress without grades, 9 parents somewhat agree that this period is long enough. 3 parents fully agree with this statement, while 1 parent almost completely disagrees and 1 almost fully agrees. Most parents seem satisfied with the length of this period. When it comes to knowledge requirements compared to local children, 8 parents somewhat agree that their child should not be required as much as local children. 3 parents almost fully agree with this statement, while 2 parents completely disagree and 1 almost completely disagrees. Most parents seem to believe that their children should have somewhat lower knowledge requirements. Lastly, when it comes to placing a child in a class based on their prior knowledge, 5 parents completely disagree with the statement that it would be better if their child was placed in a class based on their prior knowledge and not just based on their age. 5 parents somewhat agree with this statement, while 2 parents almost completely disagree and 2 almost completely agree. Parents' opinions on this issue are divided. This analysis shows the varied feelings and opinions of parents in Germany regarding the individualization of their children in the school environment. While some parents believe that their children should meet the same



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requirements as local students, others believe that the special conditions and circumstances of their children should be considered.

SUMMARY OF RESULTS

As part of the research conducted in Germany, we gathered feedback from teachers, students, and parents regarding the integration and education of refugee students. The data analysis reveals several key findings that are crucial for shaping effective pedagogical approaches and strategies.

Teachers in Germany often report a lack of support in terms of additional teachers who understand the language of refugee students. However, they appear to be proactive in using digital tools to overcome language barriers. This indicates a need for greater institutional support while also highlighting the adaptability and innovativeness of teachers in addressing language challenges.

Students feel that they are not always included by their domestic peers, pointing to a potential area for improvement in terms of integration. Additionally, they sense that their cultural customs are not always of interest to their peers and teachers. This underscores the need for greater cultural awareness and inclusion in the school environment.

Parents emphasize the importance of respecting teachers and the value of school education. However, they are divided on several issues, including the level of knowledge their child should possess compared to domestic students and the understanding of their customs by teachers. This suggests a need for improved communication between schools and parents and a greater understanding and respect for cultural differences.

In summary, while there are positive aspects of the integration of refugee students in Germany, there are areas that require attention, especially in terms of cultural integration and understanding. These findings can serve as a foundation for further research and the development of strategies that will enhance the experiences and educational outcomes for refugees in the German school system.

COUNTRY REPORT

SLOVAKIA REPORT

In Slovakia, the study was conducted at 2 schools: Základná škola Jilemnického 204/11 Dunajská Streda, and Základná škola, Smetanov háj 286/9, 929 01 Dunajská Streda. The number of participating teachers is 30, 31 students, and 28 parents.

PRETEST FOR TEACHERS

The research conducted among teachers aimed to understand the challenges and perspectives related to the integration and education of refugee students in Slovakia. The findings from this study (Table 7. Germany pretest report for teachers) provide a comprehensive understanding of the teachers' experiences across various dimensions.

Table 10. Slovakia pretest report for teachers.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
When acquiring a language, I have the support of an additional teacher who knows RF student's language.	9	3	4	5	9
I received additional training on didactics of language acquisition for RFs.	15	7	6	0	2
I use applications and e-materials from the web to overcome language barriers.	4	3	8	10	5

INTERCULTURALITY					
As their female teacher, the RF students respect me and always take me into account.	0	0	4	15	11
The parents of my RFs know that the knowledge acquired at school is important and they consistently support the lessons.	0	4	8	7	11
I am well aware of the customs of the cultural circle of RF students, and I strictly follow them in my lessons.	3	5	9	9	4
The school kitchen consistently offers meals in line with the RF child's cultural environment.	5	5	14	5	1
ACCEPTANCE					
My RFs are very well integrated into the class community.	0	1	11	12	6
My D students always include the RF students in their play.	0	1	9	12	8
In my class, the RFs have friends among the D students.	0	2	7	11	10
As a general rule, my D students help when they notice that RCs are having trouble.	0	1	7	13	9
INDIVIDUALIZATION					
In the school system of our country, in order to receive a positive grade, a RF student must demonstrate knowledge at the level of the minimum standards as defined by the official curriculum.	0	2	9	12	7
In the school system of our country, RF student has a sufficiently long period at his disposal, during which the teacher monitors his progress	0	0	6	11	13

with formative methods.					
I think it would be necessary for RF students to lower the minimum standards in all school subjects.	2	10	7	7	4
An RF student should be placed in a class appropriate to his/her abilities and not simply based on his/her chronological age.	2	2	4	13	9

Regarding the support of an additional teacher in language acquisition, 9 teachers fully agree that they have the support of an additional teacher who knows the language of the refugee student. 5 teachers almost fully agree with this statement, while 4 somewhat agree, 3 almost completely disagree, and 9 completely disagree. This indicates divided opinions among teachers regarding the support they receive in teaching the language. Concerning additional training in the didactics of language acquisition for RF, 15 teachers completely disagree with the claim that they received additional training. 7 teachers almost completely disagree, while 6 somewhat agree. Only 2 teachers fully agree. The majority of teachers in Slovakia seem to have not received additional training in this area. When it comes to using apps and e-materials from the internet to overcome language barriers, 10 teachers almost fully agree that they use these tools. 5 teachers fully agree, while 8 somewhat agree, 4 completely disagree, and 3 almost completely disagree. The majority of teachers in Slovakia seem to rely on digital tools to overcome language barriers. This analysis suggests that teachers in Slovakia have varied experiences and opinions regarding the support and tools available to them in teaching the language. While some teachers feel strong support and rely on digital tools, others feel they lack the necessary resources or training for effective language teaching.

When it comes to respect from refugee students, 11 teachers fully agree that they, as female teachers, are respected and always heeded by refugee students. 15 teachers almost fully agree with this statement, while 4 somewhat agree. This indicates a strong positive sentiment among teachers regarding respect from refugee students. Concerning parental involvement, 11 teachers fully agree that parents of refugee students recognize the importance of knowledge



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acquired in school and consistently support the lessons. 7 teachers almost fully agree, 8 somewhat agree, while 4 almost completely disagree. The majority of teachers feel that parents of refugee students support the educational process. When it comes to awareness of the cultural customs of refugee students, 9 teachers almost fully agree that they are well-acquainted with the customs of the refugee students' cultural circle and strictly consider them in teaching. 4 teachers fully agree, while 9 somewhat agree, 5 almost completely disagree, and 3 completely disagree. This indicates a diversity of opinions among teachers regarding their awareness and consideration of cultural customs. When it comes to the school kitchen, 14 teachers somewhat agree that the school kitchen consistently offers meals in line with the refugee student's cultural environment. 5 teachers almost fully agree, while 5 almost completely disagree, 5 completely disagree, and only 1 fully agrees. The majority of teachers seem to feel that the school kitchen does not always meet the cultural dietary needs of refugee students. This analysis suggests that teachers have varied experiences and opinions regarding interculturality in the school environment. While most teachers feel respect and support from refugee students and their parents, there are areas, such as cultural awareness and dietary needs, where there are differences in opinions and experiences. Speaking of the integration of refugee students into class communities, 6 teachers fully agree that their refugee students are very well integrated. 12 teachers almost fully agree with this statement, while 11 somewhat agree. Only 1 teacher almost completely disagrees. The majority of teachers feel that refugee students are well integrated into the class. Regarding the inclusion of refugee students in play by domestic students, 8 teachers fully agree that domestic students always include refugee students in their play. 12 teachers almost fully agree, while 9 somewhat agree. Only 1 teacher almost completely disagrees. The majority of teachers observe that native students are inclusive and involve refugee students in their activities. When it comes to friendships between students, 10 teachers fully agree that refugee students in their class have friends among domestic students. 11 teachers almost fully agree, while 7 somewhat agree, and 2 almost completely disagree. The majority of teachers observe that refugee students and native students are able to establish strong friendships. When it comes to assisting refugee



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students, 9 teachers fully

agree that their native students

assist when they notice refugee students facing difficulties. 13 teachers almost fully agree, while 7 somewhat agree. Only 1 teacher almost completely disagrees. The majority of teachers have observed that native students are willing to step in and assist their refugee classmates when they face challenges. This analysis suggests that the majority of teachers in Slovakia observe a high level of inclusion and acceptance of refugee students by native students. Teachers feel that refugee students are well integrated into class communities and have strong relationships with their classmates.

Speaking of knowledge standards for refugee students, 7 teachers fully agree that a refugee student must demonstrate knowledge at the level of minimum standards, as defined in the official curriculum, to obtain a positive grade. 12 teachers almost fully agree with this statement, while 9 somewhat agree. 2 teachers almost completely disagree. Regarding the period of monitoring the progress of refugee students, 13 teachers fully agree that a refugee student in our country's school system has a sufficiently long period available in which the teacher monitors their progress with formative methods. 11 teachers almost fully agree, while 6 somewhat agree. When it comes to knowledge requirements, 4 teachers fully agree that there should be a reduction in minimum standards in all school subjects for refugee students. 7 teachers almost fully agree, while 7 somewhat agree. On the other hand, 10 teachers almost completely disagree with this idea. Regarding the placement of refugee students in classes, 9 teachers fully agree that a refugee student should be placed in a class that matches their abilities, not just based on their chronological age. 13 teachers almost fully agree with this statement, while 4 somewhat agree. 2 teachers almost completely disagree. This analysis suggests that the majority of teachers in Slovakia believe that refugee students should be assessed and placed based on their abilities and not just based on their age. They also feel that the school system provides adequate support and time to monitor the progress of refugee students. However, opinions on whether the standard requirements for refugee students should be lowered are more divided.

The study conducted among students in Slovakia aimed to gauge their experiences and perceptions in various areas such as language acquisition, intercultural understanding, acceptance within the school community, and individualized learning approaches. The insights gathered from this survey (Table 11) offer a detailed overview of the students' sentiments and experiences across these key areas.

Table 11. Slovakia pretest report for students.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
When learning a new language, another teacher often helps me at school.	0	2	17	11	1
I am also learning a new language outside of school	0	5	9	4	13
When I don't understand or don't know how to say something, I help myself with an application on my phone	4	10	7	6	4
INTERCULTURALITY					
My teacher is always right, so I respect her and always do what she says	0	1	19	7	4
My mom and dad always tell me to do/learn what the teacher asks.	0	2	10	11	8
Classmates and the teacher are interested in how we celebrate holidays in our families, what we eat, what I play at home...	3	9	15	4	0

When I go to school for lunch, I always get food that I can eat at home as well	10	7	10	4	0
ACCEPTANCE					
I like school and my class.	0	0	16	13	2
When D's classmates are playing, they always invite me to play with them	4	7	12	6	2
I have many friends in my class, including D's classmates	1	10	13	5	2
When I'm in trouble, D's classmates know and want to help me	2	5	12	11	1
INDIVIDUALIZATION					
I think the teacher asks too much of me in most subjects.	2	15	9	4	1
The teacher sees that I'm making progress, even though she doesn't give me a grade yet.	2	7	13	4	5
Teacher D does not demand as much knowledge from me as from D's classmates	3	3	14	6	5

When it comes to learning a new language in school, 17 students somewhat agree that they often receive assistance from another teacher during their learning process. 11 students largely agree with this statement, while 1 fully agrees. On the contrary, 2 students largely disagree. In relation to learning a new language outside of school, 13 students fully agree that they continue their language studies outside the school environment. 4 students largely agree, and 9 somewhat agree. However, 5 students largely disagree with this statement. When students are unsure or don't know how to express something, 4 students fully agree that they resort to using an app on their phone for assistance. 6 students largely agree, while 7 somewhat agree. On the other hand, 10 students largely disagree with the use of apps to overcome language barriers, with 4 students completely opposing this approach. This analysis indicates that a majority of students in Slovakia feel they receive additional support when learning a new language in school. Many students also engage in language learning outside of school. However, opinions on



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the use of apps to overcome

language barriers are more divided,

with some students strongly opposing this practice.

Concerning respect for the teacher based on the belief that the teacher is always right, 19 students somewhat agree with this statement, 7 largely agree, while 4 fully agree. Only 1 student largely disagrees with this statement. Discussing parental encouragement to follow the teacher's instructions, 8 students fully agree that their parents consistently encourage them to do so. 11 students largely agree, and 10 somewhat agree. However, 2 students largely disagree with this statement. Touching upon the interest of classmates and teachers in how they celebrate holidays in their families, what they eat, and what they play with at home, 15 students somewhat agree that classmates and teachers are interested in their culture. 4 students largely agree, while 3 students largely disagree and 9 completely disagree with this statement. When it comes to school meals, 10 students completely disagree with the statement that they always receive meals similar to what they eat at home. 7 students largely disagree, 10 somewhat agree, and 4 students largely agree with this statement. This analysis indicates that a majority of students in Slovakia feel respect from their teacher and follow the guidance of their parents regarding school obligations. However, opinions on the interest of classmates and teachers in their culture and on school meals are more divided.

When discussing the integration of students into classroom communities, 6 students fully agree that they are well-integrated. 12 students largely agree with this statement, and 11 somewhat agree. Only 1 student largely disagrees. In terms of inclusion in play by classmates, 12 students somewhat agree that they are always invited to join in games, while 6 largely agree. On the other hand, 7 students largely disagree with this statement, indicating some feelings of exclusion. When it comes to friendships in the classroom, the majority (13) somewhat agree that they have many friends, including local students. 5 students largely agree with this statement. However, 10 students largely disagree, indicating feelings of loneliness or isolation among some students. When discussing assistance from local students during challenging times, the majority (12) somewhat agree that local students notice and want to help, while 11 largely agree. This indicates a general sense of support among students. This analysis suggests that

most students in Slovakia feel a certain level of acceptance and inclusion in the school community, although there are areas where improvements could be made.

When discussing the perception that the teacher demands too much in most subjects, the majority of students (15) largely agree with this statement, followed by 9 who somewhat agree. On the other hand, 4 students largely disagree with this statement, while only 1 completely disagrees. This indicates a feeling that the workload is too high for many students. Concerning the progress recognized by the teacher even if the student hasn't been graded yet, the majority (13) somewhat agree that the teacher sees their progress. 5 students fully agree with this statement, while 7 largely disagree. This indicates a feeling that most students feel their progress is recognized, even if they haven't been graded yet. When discussing the comparison of requirements between the student and their local classmates, the majority (14) somewhat agree that the teacher doesn't demand as much knowledge from them as from local students. 6 students largely agree, while 5 fully agree with this statement. This indicates a feeling that some students might be treated more leniently compared to their peers. This analysis suggests that most students in Slovakia feel a certain level of individualization in their education, although there are areas where improvements could be made.

PRETEST FOR PARENTS

The survey conducted among parents in Slovakia was designed to understand their perspectives on their children's experiences in areas such as language support, intercultural understanding, acceptance within the school environment, and individualized learning approaches. The data collected from this survey (Table 12) provides a comprehensive view of the parents' observations and opinions on these crucial aspects of their children's education.

Table 12. Slovakia pretest report for parents.

QUESTION	1	2	3	4	5
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	Totally disagree	Almost totally disagree	Partly agree	Almost totally agree	Totally agree
LANGUAGE					
At school, my child has the constant support of an additional teacher who speaks and understands our language in learning the language.	5	4	2	7	10
Throughout the school year, my child also attends additional language classes outside of school.	3	1	2	7	15
When overcoming language barriers, my child uses phone applications and other e-tools independently and skillfully.	3	8	3	7	7
INTERCULTURALITY					
It is right that my child respects and follows the teacher strictly.	0	0	1	8	18
I know that the knowledge acquired at school is very important for my child and therefore I always encourage him to attend classes and study.	0	0	2	6	20
My child's teacher knows our customs very well and strictly follows them in his lessons.	0	8	10	8	2
The school kitchen consistently offers meals in accordance with our cultural environment.	2	8	8	6	4
ACCEPTANCE					
My child likes to go to school and feels good in his class.	0	1	7	9	11
At home, my child talks about D's students including him in their play.	3	9	5	6	5
My child also has friends in his class among students D.	4	9	6	5	4
When my child is in trouble, the D students usually help me successfully.	2	1	8	10	7
INDIVIDUALIZATION					

My child needs to know as much as his classmates D in school to get a positive grade.	8	10	6	1	3
The period when the teacher monitors my child's progress without grades is long enough.	4	6	12	1	5
I don't think my child should be asked as much as local children.	3	4	9	9	3
It would be better if they put my child in a class based on his prior knowledge, rather than just looking at how old he is.	8	7	6	5	2

Regarding the support of an additional teacher who speaks and understands the language of their child in language learning, the majority of parents (10) fully agreed that their child receives such support in school. An additional 7 parents mostly agreed with this statement, while 5 parents completely disagreed. This indicates that most parents feel their children receive appropriate language support in school. Concerning additional language courses outside of school, the majority of parents (15) fully agreed that their child attends these courses throughout the school year. 7 parents mostly agreed, while 3 parents completely disagreed. This emphasizes that most parents see the value in additional language education outside the regular school environment. In relation to the use of apps and other e-tools to overcome language barriers, parents' opinions were divided. 7 parents mostly agreed, and an additional 7 fully agreed that their children independently and skillfully use these technologies. On the other hand, 8 parents mostly disagreed with this statement, indicating a diversity in technology usage habits among children. The findings highlight the importance of integrated language support in the school system and the need for additional resources to assist in language learning, while also emphasizing the need for further training and awareness about the benefits and use of technological tools in the educational process.

On the topic of respecting and following the teacher's instructions, the majority of parents (18) fully agreed that it is right for their child to respect the teacher and strictly follow their instructions. An additional 8 parents mostly agreed with this statement, indicating a high level of trust from parents in the authority and leadership of teachers in the school environment.

Concerning the importance of knowledge acquired in school, the majority of parents (20) fully agreed that the knowledge gained in school is very important for their child, and they always encourage them to attend classes and study. An additional 6 parents mostly agreed with this statement, emphasizing the universal belief in the importance of formal education. In relation to teachers' awareness of families' cultural customs, parents' opinions were divided. 8 parents mostly agreed, and an additional 2 fully agreed that their child's teacher is very familiar with their customs and strictly considers them during lessons. However, 8 parents mostly disagreed with this statement, indicating a need for greater cultural awareness and inclusion in the school environment. Regarding school meals and their adaptability to the cultural environment of families, 4 parents fully agreed, and an additional 6 mostly agreed that the school canteen consistently offers meals in line with their cultural environment. On the other hand, 8 parents mostly disagreed, and 2 completely disagreed with this statement, indicating a diversity of experiences and the need for greater adaptability of school meals. The findings emphasize the importance of culture and its impact on children's educational experience and the need for greater awareness and inclusion of cultural differences in the school environment.

In relation to how their child feels at school and in the classroom, the majority of parents (11) fully agreed that their child enjoys going to school and feels good in their class. An additional 9 parents mostly agreed with this statement, indicating a generally positive experience for children in the school environment. Concerning the inclusion of their child in play by domestic students, parents' opinions were more divided. 6 parents mostly agreed, and an additional 5 fully agreed that their child talks at home about how domestic students include them in their play. However, 9 parents mostly disagreed with this statement, indicating varying experiences of children in interactions with peers. Regarding friendships of their child in the class among domestic students, 5 parents mostly agreed, and an additional 4 fully agreed that their child has friends among domestic students. On the other hand, 9 parents mostly disagreed with this statement, emphasizing the need for greater efforts to promote social integration and inclusion. Concerning the assistance of domestic students when their child is in trouble, the majority (12)



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mostly agreed, and an additional 7 fully agreed that domestic students usually successfully help when they notice their child is in trouble. This indicates a generally positive dynamic among students and peer support in the school environment. The findings highlight the importance of social integration and inclusion in the school environment and the need for further efforts to promote mutual understanding and collaboration among students from different cultural backgrounds.

Regarding the requirements to obtain a positive grade, the majority of parents (10) mostly agreed that their child needs to know as much as their domestic classmates to get a positive grade. An additional 8 parents fully agreed with this statement, indicating a perceived need for equal knowledge standards for all students, regardless of their cultural background. Concerning the period in which the teacher monitors their child's progress without grading, the majority of parents (12) mostly agreed that this period is long enough. An additional 5 parents fully agreed with this statement, indicating general satisfaction with this approach. In relation to the demands on their child compared to local children, 9 parents mostly agreed, and an additional 9 fully agreed that they don't believe their child should be held to the same standards as local children. This emphasizes the need for adjusting educational standards and expectations based on individual needs and backgrounds. Regarding the placement of their child in a class based on prior knowledge and not just age, 8 parents fully agreed, and an additional 7 mostly agreed with this statement. This indicates a need for a more tailored approach to student class placement. The findings emphasize the importance of individualization in the educational process and the need to adjust educational standards and expectations based on the diverse needs and backgrounds of students. They also indicate the need for greater flexibility in student class placements to better match their individual knowledge and abilities.

SUMMARY OF RESULTS

As part of the research conducted in Slovakia, feedback was collected from teachers, students, and parents to understand the integration and education of refugee students. The analysis of



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the data reveals several key insights that can guide the development of effective educational strategies and practices.

Teachers in Slovakia frequently highlight the absence of support from additional teachers who are proficient in the language of refugee students. Despite this challenge, many teachers have taken the initiative to use digital tools and resources to bridge language barriers. This points to a pressing need for more institutional backing, while also showcasing the resilience and resourcefulness of teachers in navigating language-related hurdles.

Students in Slovakia often express feelings of exclusion by their domestic peers, indicating a potential area that warrants focused attention in terms of fostering integration. Moreover, they perceive a lack of interest from their classmates and teachers regarding their cultural traditions and practices. This emphasizes the importance of cultivating a more inclusive and culturally sensitive school environment.

Parents in Slovakia place a high premium on the respect and adherence to teachers' directives and recognize the pivotal role of school education for their children's future. However, they exhibit divided opinions on various facets, including the academic expectations set for their child in comparison to domestic students and the teacher's familiarity with their cultural customs. This highlights the necessity for enhanced dialogue between schools and parents, coupled with a deeper appreciation and acknowledgment of cultural diversities.

In conclusion, while there are commendable aspects in the integration of refugee students in Slovakia, certain areas necessitate attention, particularly in the realms of cultural integration and mutual understanding. These insights can act as a cornerstone for subsequent research and the formulation of strategies aimed at enriching the experiences and academic outcomes of refugees in the Slovak school system.



SLOVENIA REPORT

The Republic of Slovenia has compiled basic information for foreigners on the website <https://infotujci.si/>, which addresses third-country nationals, beneficiaries of international protection and the information necessary for integration into Slovenian society. The website is linked to Google Translate, which covers a large range of languages. Citizens of other EU Member States, Slovenians without Slovenian citizenship and persons with international protection can study under the same conditions as Slovenian citizens, while other foreign nationals can study under the principle of reciprocity.

Primary school is free for children and young people. Primary education in Slovenia is compulsory and lasts for 9 years. It is divided into three three-year periods. Parents enroll their children in the first year of primary school if they will be six years old in the calendar year in which they start school. It is run by public and private primary schools, institutions for the education of children with special needs and, for adults, adult education organizations.

The Primary School Act deals with immigrant pupils in Articles 8., 10., 64. and 69. These articles provide that:

Slovenian language and culture classes are organized for them (Article 8):

- have the right to compulsory primary education under equal conditions, (Article 10)
- at the end of grades 6 and 9, they take the national knowledge test on a voluntary basis (Article 64),
- in the school year in which they are first enrolled, the teaching staff may, on the proposal of the class teacher, authorize them to be promoted to the next grade even if they have failed in individual subjects (Art. 69) i.e., in Grade 9, positive grades in all subjects in the curriculum are required.

The Regulations on the examination and assessment of pupils and their promotion in primary education stipulate that immigrant pupils have the possibility of adjusting their assessment during the school year for a maximum period of two years after their enrolment in the school



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(Art. 15). In addition, at the end of the school year in which they are enrolled for the first time, immigrant pupils may be promoted to the next grade even if they are ungraded in the individual subjects, which is decided by the school's teaching staff on the basis of a proposal from the head of school (Art. 69.). At the end of primary education, i.e., in the ninth year, the pupil must have obtained positive grades in all the subjects in the curriculum.

In Slovenia, the study was conducted at 1 school: Osnovna šola bratov Polančičev, 2000 Maribor. The number of participating teachers is 30, 31 students, and 17 parents.

The questionnaires designed for the students were translated into a language they could comprehend to such an extent that they were able to independently complete the questionnaire competently and with understanding. For 7 students, this was in Slovenian, 8 questionnaires were translated into Ukrainian, 6 into Albanian, 6 into Serbian, 1 into English, and 2 into Russian.

The parents of the refugee students completed the questionnaire independently. Most of them had acquired the Slovenian language to a degree that allowed them to complete it on their own. In cases where they couldn't, their children or other individuals proficient in Slovenian assisted them, or translation tools assisted them. Some parents had the entire questionnaire translated for them. 13 parents completed the questionnaire in Slovenian, 1 parent in Albanian, 5 parents in English, and 1 parent in Russian.

PRETEST FOR TEACHERS

The research conducted among teachers aimed to understand the challenges and perspectives related to the integration and education of refugee students in Slovenia. The findings from this

study (Table 7. Germany

pretest report for teachers.provide

a comprehensive understanding of the teachers' experiences across various dimensions.

Table 13. Slovenia pretest results for teachers.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
When acquiring a language, I have the support of an additional teacher who knows RF student's language.	21	3	3	3	0
I received additional training on didactics of language acquisition for RFs.	23	3	2	2	0
I use applications and e-materials from the web to overcome language barriers.	2	1	10	14	3
INTERCULTURALITY					
As their female teacher, the RF students respect me and always take me into account.	0	1	5	11	13
The parents of my RFs know that the knowledge acquired at school is important and they consistently support the lessons.	0	1	13	10	6
I am well aware of the customs of the cultural circle of RF students, and I strictly follow them in my lessons.	0	3	20	6	1
The school kitchen consistently offers meals in line with the RF child's cultural environment.	1	1	4	13	11
ACCEPTANCE					
My RFs are very well integrated into the class community.	0	4	11	11	4

My D students always include the RF students in their play.	0	1	15	9	5
In my class, the RFs have friends among the D students.	0	3	11	0	4
As a general rule, my D students help when they notice that RCs are having trouble.	0	0	11	13	6
INDIVIDUALIZATION					
In the school system of our country, in order to receive a positive grade, a RF student must demonstrate knowledge at the level of the minimum standards as defined by the official curriculum.	1	0	9	10	10
In the school system of our country, RF student has a sufficiently long period at his disposal, during which the teacher monitors his progress with formative methods.	6	5	6	7	6
I think it would be necessary for RF students to lower the minimum standards in all school subjects.	11	7	7	3	2
An RF student should be placed in a class appropriate to his/her abilities and not simply based on his/her chronological age.	0	1	8	6	15

Regarding the support of an additional teacher in language acquisition, 21 teachers totally disagree that they have the support of an additional teacher who knows the refugee student's language. 3 teachers almost totally disagree, 3 partly agree, and 3 almost totally agree. This indicates that a significant number of teachers in Slovenia feel they lack the support of an additional teacher familiar with the refugee student's language. Concerning additional training on the didactics of language acquisition for refugee students, 23 teachers totally disagree that

they received such training. 3

teachers almost totally disagree, 2

partly agree, and 2 almost totally agree. This suggests that a majority of teachers in Slovenia have not received additional training in this area. When it comes to using applications and e-materials from the web to overcome language barriers, 14 teachers almost totally agree, 3 teachers totally agree, 10 partly agree, 2 totally disagree, and 1 almost totally disagrees. This indicates that many teachers in Slovenia utilize digital tools to address language barriers.

In terms of respect from refugee students, 13 teachers totally agree that as their female teacher, the refugee students respect them and always take them into account. 11 teachers almost totally agree, 5 partly agree, and 1 almost totally disagrees. This suggests a strong sense of respect felt by teachers from refugee students. Regarding the importance of school knowledge, 6 teachers totally agree that the parents of their refugee student's understand the significance of the knowledge acquired at school and consistently support the lessons. 10 teachers almost totally agree, 13 partly agree, and 1 almost totally disagrees. This indicates that most teachers feel that parents of refugee students value formal education. When discussing cultural customs, 20 teachers partly agree that they are well aware of the customs of the refugee students' cultural circle and strictly adhere to them in their lessons. 6 teachers almost totally agree, 3 almost totally disagree, and 1 totally agrees. This suggests varied levels of familiarity with cultural customs among teachers. On the topic of school meals, 11 teachers totally agree, and 13 teachers almost totally agree that the school kitchen consistently offers meals in line with the refugee child's cultural environment. 4 teachers partly agree, 1 totally disagrees, and 1 almost totally disagrees. This indicates a general satisfaction with the cultural adaptability of school meals.

Regarding the integration of refugee students, 4 teachers totally agree that their refugee students are very well integrated into the class community. 11 teachers almost totally agree, 11 partly agree, and 4 almost totally disagree. This suggests a generally positive integration experience for refugee students. Concerning inclusion in play, 5 teachers totally agree, and 9 teachers almost totally agree that their domestic students always include the refugee students in their play. 15 teachers partly agree, and 1 almost totally disagrees. This indicates that most



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teachers observe inclusive

behavior from domestic students.

In terms of friendships, 4 teachers totally agree, and 12 teachers almost totally agree that in their class, the refugee students have friends among the domestic students. 11 teachers partly agree, and 3 almost totally disagree. This suggests that refugee students generally form friendships with domestic students. When discussing assistance, 6 teachers totally agree, and 13 teachers almost totally agree that as a general rule, their domestic students help when they notice that RCs are having trouble. 11 teachers partly agree. This indicates a supportive classroom environment.

On the topic of knowledge standards, 10 teachers totally agree, and 10 teachers almost totally agree that in the school system of Slovenia, a refugee student must demonstrate knowledge at the level of the minimum standards as defined by the official curriculum to receive a positive grade. 9 teachers partly agree, and 1 totally disagrees. This suggests a general consensus on maintaining standard knowledge requirements. Regarding monitoring progress, 6 teachers totally agree, and 7 teachers almost totally agree that an refugee student has a sufficiently long period during which the teacher monitors his progress with formative methods. 6 teachers partly agree, 6 almost totally disagree, and 5 totally disagree. This indicates varied opinions on the adequacy of the monitoring period. When discussing minimum standards, 2 teachers totally agree, and 3 teachers almost totally agree that it would be necessary to lower the minimum standards for refugee students in all school subjects. 7 teachers partly agree, 11 totally disagree, and 7 almost totally disagree. This suggests a divided opinion on adjusting standards. On the topic of class placement, 15 teachers totally agree, and 6 teachers almost totally agree that an refugee student should be placed in a class appropriate to his/her abilities and not simply based on his/her chronological age. 7 teachers partly agree, 1 totally disagrees, and 1 almost totally disagrees. This indicates a strong belief in ability-based class placements.

The study conducted among students in Slovenia aimed to gauge their experiences and perceptions in various areas such as language acquisition, intercultural understanding, acceptance within the school community, and individualized learning approaches. The insights gathered from this survey (Table 14) offer a detailed overview of the students' sentiments and experiences across these key areas.

Table 14. Slovenia pretest results for students.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
When learning a new language, another teacher often helps me at school.	0	3	5	3	19
I am also learning a new language outside of school	10	2	2	4	12
When I don't understand or don't know how to say something, I help myself with an application on my phone	12	4	2	4	8
INTERCULTURALITY					
My teacher is always right, so I respect her and always do what she says	0	0	3	6	21
My mom and dad always tell me to do/learn what the teacher asks.	2	4	4	7	13
Classmates and the teacher are interested in how we celebrate holidays in our families, what we eat, what I play at home...	7	7	7	2	7

When I go to school for lunch, I always get food that I can eat at home as well	3	2	10	5	10
ACCEPTANCE					
I like school and my class.	0	2	10	14	4
When D's classmates are playing, they always invite me to play with them	9	2	6	7	6
I have many friends in my class, including D's classmates	5	4	6	4	11
When I'm in trouble, D's classmates know and want to help me	2	6	2	6	14
INDIVIDUALIZATION					
I think the teacher asks too much of me in most subjects	8	6	7	2	7
The teacher sees that I'm making progress, even though she doesn't give me a grade yet	5	1	13	3	8
Teacher D does not demand as much knowledge from me as from D's classmates	7	1	10	3	9

Regarding the support of an additional teacher in language learning, 19 students totally agree that when learning a new language, another teacher often assists them at school. 3 students almost totally agree, 5 partly agree, and 3 almost totally disagree. This indicates that a significant number of students in Slovenia feel they receive additional support when learning a new language at school. When discussing language learning outside of school, 12 students totally agree that they are also learning a new language outside of school. 4 students almost totally agree, 2 partly agree, 10 totally disagree, and 2 almost totally disagree. This suggests that a majority of students in Slovenia are proactive in their language learning endeavors outside the school environment. On the topic of using applications for language assistance, 8 students totally agree, 4 students almost totally agree, 2 partly agree, 12 totally disagree, and 4 almost totally disagree that they use an application on their phone when they don't understand or



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don't know how to say

something. This indicates a mixed

reliance on digital tools among students for language assistance.

In terms of respecting the teacher, 21 students totally agree that their teacher is always right, and they respect her and always do what she says. 6 students almost totally agree, and 3 partly agree. This suggests a strong sense of respect and trust in the teacher among students. Regarding parental guidance, 13 students totally agree that their parents always tell them to do/learn what the teacher asks. 7 students almost totally agree, 4 partly agree, 2 totally disagree, and 4 almost totally disagree. This indicates that most students feel a strong parental emphasis on adhering to the teacher's instructions. When discussing cultural interest, 7 students totally agree, 2 students almost totally agree, 7 partly agree, 7 totally disagree, and 7 almost totally disagree that classmates and the teacher are interested in their cultural celebrations, food, and home activities. This suggests varied experiences among students regarding cultural interest from peers and teachers. On the topic of school meals, 10 students totally agree, 5 students almost totally agree, 10 partly agree, 3 totally disagree, and 2 almost totally disagree that when they go to school for lunch, they always receive food that they can eat at home as well. This indicates a general satisfaction with the cultural adaptability of school meals among students.

Regarding school and class sentiment, 4 students totally agree, 14 students almost totally agree, 10 partly agree, 2 totally disagree, and 0 almost totally disagree that they like school and their class. This suggests a generally positive sentiment towards school and class among students. Concerning inclusion in play, 6 students totally agree, 7 students almost totally agree, 6 partly agree, 9 totally disagree, and 2 almost totally disagree that when domestic classmates are playing, they always invite them to play. This indicates varied experiences of inclusion in play activities. In terms of friendships, 11 students totally agree, 4 students almost totally agree, 6 partly agree, 5 totally disagree, and 4 almost totally disagree that they have many friends in their class, including domestic classmates. This suggests that many students feel they have established strong friendships in class. When discussing assistance, 14 students totally agree, 6 students almost totally agree, 2 partly agree, 2 totally disagree, and 6 almost totally disagree

that when they're in trouble, domestic classmates are aware and want to help. This indicates a supportive classroom environment among peers.

On the topic of teacher expectations, 7 students totally agree, 2 students almost totally agree, 7 partly agree, 8 totally disagree, and 6 almost totally disagree that they feel the teacher asks too much of them in most subjects. This suggests varied opinions on teacher expectations among students. Regarding progress acknowledgment, 8 students totally agree, 3 students almost totally agree, 13 partly agree, 5 totally disagree, and 1 almost totally disagree that the teacher recognizes their progress, even if they haven't received a grade yet. This indicates that many students feel their progress is acknowledged by the teacher. When discussing knowledge demands, 9 students totally agree, 3 students almost totally agree, 10 partly agree, 7 totally disagree, and 1 almost totally disagree that Teacher D does not demand as much knowledge from them as from domestic classmates. This suggests varied perceptions among students regarding the teacher's knowledge expectations.

PRETEST FOR PARENTS

The survey conducted among parents in Slovenia was designed to understand their perspectives on their children's experiences in areas such as language support, intercultural understanding, acceptance within the school environment, and individualized learning approaches. The data collected from this survey (Table 15) provides a comprehensive view of the parents' observations and opinions on these crucial aspects of their children's education.

Table 15. Slovenia pretest results for parents.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
At school, my child has the constant support of an	11	0	2	1	3

additional teacher who speaks and understands our language in learning the language					
Throughout the school year, my child also attends additional language classes outside of school	12	3	0	0	2
When overcoming language barriers, my child uses phone applications and other e-tools independently and skillfully	8	0	4	3	2
INTERCULTURALITY					
It is right that my child respects and follows the teacher strictly	0	0	0	4	13
I know that the knowledge acquired at school is very important for my child and therefore I always encourage him to attend classes and study	0	0	0	2	15
My child's teacher knows our customs very well and strictly follows them in his lessons	1	0	2	7	7
The school kitchen consistently offers meals in accordance with our cultural environment.	0	1	2	7	7
ACCEPTANCE					
My child likes to go to school and feels good in his class	0	0	3	4	10
At home, my child talks about D's students including him in their play.	0	0	4	4	9
My child also has friends in his class among students D.	0	0	4	4	9
When my child is in trouble, the D students usually help me successfully.	0	1	4	4	8
INDIVIDUALIZATION					
My child needs to know as much as his classmates D in school to get a positive grade	0	0	0	8	9
The period when the teacher monitors my child's progress without grades is long enough.	0	1	3	6	7

I don't think my child should be asked as much as local children.	7	0	2	4	4
It would be better if they put my child in a class based on his prior knowledge, rather than just looking at how old he is.	8	1	3	4	1

Regarding the support of an additional teacher, 2 parents totally agree that at school, their child receives constant support from an additional teacher who understands their language. 1 parent almost totally agrees, 1 partly agrees, and 11 totally disagree. This suggests that a significant number of parents in Slovenia feel their child lacks additional language support at school. When discussing language classes outside of school, 2 parents totally agree, and 11 totally disagree that their child attends additional language classes throughout the school year. This indicates that most children do not attend additional language classes outside of school. On the topic of using applications for language assistance, 1 parent totally agrees, 3 parents almost totally agree, 3 partly agree, and 8 totally disagree that their child uses phone applications and other e-tools independently and skillfully to overcome language barriers. This suggests a varied reliance on digital tools among students for language assistance, as perceived by their parents.

In terms of respecting the teacher, 12 parents totally agree that it's right for their child to respect and strictly follow the teacher. 3 parents almost totally agree. This indicates a strong sentiment among parents about the importance of respecting the teacher. Regarding the importance of school knowledge, 13 parents totally agree, and 2 parents almost totally agree that the knowledge acquired at school is very important for their child, and they always encourage them to attend classes and study. This suggests a unanimous belief in the importance of school education among parents. When discussing cultural awareness, 6 parents totally agree, 6 parents almost totally agree, 2 partly agree, and 1 totally disagrees that their child's teacher knows their customs very well and strictly follows them in lessons. This indicates a general satisfaction among parents regarding the teacher's cultural awareness. On the topic of school meals, 6 parents totally agree, 7 parents almost totally agree, 1 partly agrees, and 1



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almost totally disagrees that the school kitchen consistently offers meals in accordance with their cultural environment. This suggests that most parents are satisfied with the cultural adaptability of school meals.

Regarding school sentiment, 9 parents totally agree, 3 parents almost totally agree, and 3 partly agree that their child likes to go to school and feels good in their class. This indicates a generally positive sentiment towards school among students, as perceived by their parents. Concerning inclusion in play, 8 parents totally agree, 4 parents almost totally agree, and 3 partly agree that at home, their child talks about domestic students including them in their play. This suggests that most children feel included in play activities with their peers. In terms of friendships, 8 parents totally agree, 3 parents almost totally agree, and 4 partly agree that their child has friends in their class among domestic students. This indicates that many children have established strong friendships in class. When discussing assistance, 7 parents totally agree, 4 parents almost totally agree, and 3 partly agree that when their child is in trouble, the domestic students usually help successfully. This suggests a supportive classroom environment among peers.

On the topic of knowledge standards, 8 parents totally agree, and 7 parents almost totally agree that their child needs to know as much as their domestic classmates in school to receive a positive grade. This suggests a unanimous belief among parents that their child should meet the same standards as their peers. Regarding progress monitoring, 6 parents totally agree, 6 parents almost totally agree, 2 partly agree, and 1 almost totally disagrees that the period when the teacher monitors their child's progress without grades is long enough. This indicates that most parents feel the monitoring period is adequate. When discussing knowledge demands, 4 parents totally agree, 3 parents almost totally agree, 2 partly agree, and 6 totally disagree that they don't think their child should be asked as much as local children. This suggests varied opinions among parents regarding knowledge demands on their child. On the topic of class placement, 1 parent totally agrees, 4 parents almost totally agree, 2 partly agree, 7 totally disagree, and 1 almost totally disagrees that it would be better to place their child in a class



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based on prior knowledge

rather than age. This indicates

mixed feelings among parents regarding the criteria for class placement.

SUMMARY OF RESULTS

As part of the research conducted in Slovenia, we gathered feedback from teachers, students, and parents regarding the integration and education of students from diverse backgrounds. The data analysis reveals several key findings that are essential for shaping effective pedagogical approaches and strategies.

Teachers in Slovenia frequently report a lack of support in terms of additional teachers who understand the language of the students. This is evident from the significant number of teachers who feel they lack the support of an additional teacher familiar with the student's language. Additionally, while many teachers utilize digital tools to address language barriers, a majority have not received additional training in this area, highlighting a potential gap in teacher training and resources.

Students in Slovenia generally express a positive sentiment towards school and class. They feel a sense of inclusion, especially in play activities with their peers. However, there are varied experiences regarding cultural interest from peers and teachers, suggesting a need for increased cultural awareness and integration initiatives within schools.

Parents in Slovenia emphasize the importance of school education and the value of respecting teachers. They generally believe that their child should meet the same knowledge standards as their peers. However, there are mixed feelings regarding class placement based on prior knowledge versus age, indicating a potential area for discussion and policy review.

In terms of cultural integration, while many parents feel that the school kitchen offers meals in line with their cultural environment, there are varied opinions on the teacher's cultural awareness and the inclusion of their child in play activities. This underscores the importance of fostering a culturally inclusive environment in schools.



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In summary, while there are many positive aspects of the integration of students from diverse backgrounds in Slovenia, there are areas that warrant attention, especially in terms of language support and cultural understanding. These findings can serve as a foundation for further research and the development of strategies that will enhance the experiences and educational outcomes for students in the Slovenian school system.

TURKEY REPORT

In Turkey, the study was conducted at Mecidiye Primary school: The number of participating teachers is 30, 30 students, and 20 parents.

There is an integration program for foreign students in our country. Children in 3rd grade are identified through a test and Piktet teachers provide language instruction throughout the year. The language course, although not part of our school, is a process where 2nd and 4th grade students receive an additional 3 hours of lessons to make up for their missing language learning.

PRETEST FOR TEACHERS

The research conducted among teachers aimed to understand the challenges and perspectives related to the integration and education of refugee students in Turkey. The findings from this study (Table 7. Germany pretest report for teachers) provide a comprehensive understanding of the teachers' experiences across various dimensions.

Table 16. Turkey pretest results for teachers.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
When acquiring a language, I have the support of an additional teacher who knows RF student's language.	18	5	3	0	4
I received additional training on didactics of language acquisition for RFs.	18	5	4	0	3

I use applications and e-materials from the web to overcome language barriers.	13	3	7	0	7
INTERCULTURALITY					
As their female teacher, the RF students respect me and always take me into account.	4	4	5	12	5
The parents of my RFs know that the knowledge acquired at school is important and they consistently support the lessons.	0	4	10	10	6
I am well aware of the customs of the cultural circle of RF students, and I strictly follow them in my lessons.	2	0	10	12	6
The school kitchen consistently offers meals in line with the RF child's cultural environment.	6	3	8	9	4
ACCEPTANCE					
My RFs are very well integrated into the class community.	3	6	6	10	5
My D students always include the RF students in their play.	0	4	12	10	4
In my class, the RFs have friends among the D students.	2	0	10	12	6
As a general rule, my D students help when they notice that RCs are having trouble.	0	8	10	10	2
INDIVIDUALIZATION					
In the school system of our country, in order to receive a positive grade, a RF student must demonstrate knowledge at the level of the minimum standards as defined by the official curriculum.	2	1	9	8	10
In the school system of our country, RF student	2	0	12	8	8

has a sufficiently long period at his disposal, during which the teacher monitors his progress with formative methods.					
I think it would be necessary for RF students to lower the minimum standards in all school subjects.	2	3	12	7	6
An RF student should be placed in a class appropriate to his/her abilities and not simply based on his/her chronological age.	1	2	9	10	8

In relation to the support from an additional teacher proficient in the refugee student's language for language acquisition, a majority of teachers from Turkey (18) fully concurred that they receive such support. Another 5 teachers largely agreed with this sentiment, while 4 teachers were in complete disagreement. This suggests that most teachers in Turkey feel they are provided with adequate language assistance in school. When it comes to further training in language acquisition didactics for refugee students, most teachers (18) were in full agreement that they had undergone such training. Another 5 teachers largely concurred, underscoring the notion that a majority of teachers in Turkey are well-equipped to teach refugee students. On the topic of using online applications and e-materials to tackle language barriers, 13 teachers were in complete agreement about their usage of these technologies. An additional 7 teachers fully concurred, while 3 more largely did. This points to a prevalent use of technology among Turkish teachers to bolster language learning. The findings emphasize that Turkish teachers are well-supported and adept at teaching refugee students, often leaning on technological tools for language instruction assistance.

In terms of respect received from refugee students, 12 teachers largely felt that they are respected and always heeded by refugee students. Another 5 teachers fully agreed, and 5 teachers somewhat concurred. This suggests that a majority of teachers in Turkey experience respect from their refugee students. On the matter of refugee students' parents supporting the significance of school-acquired knowledge, 10 teachers largely agreed, with an additional 6



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teachers in full agreement, suggesting that refugee students' parents recognize the value of formal education and consistently back the teaching process. As for familiarity with the cultural customs of refugee students, 12 teachers largely agreed, with another 6 in full agreement, indicating a pronounced level of cultural awareness and respect among teachers in Turkey. Discussing the adaptability of school kitchens to refugee students' cultural dietary preferences, 9 teachers largely felt that meals are consistently aligned with refugee students' cultural backgrounds. Four more teachers fully agreed, while 6 somewhat did, highlighting that while many teachers believe school kitchens cater to refugee students' dietary needs, there's room for improvement. Collectively, these insights suggest that teachers in Turkey demonstrate significant cultural awareness and respect towards refugee students and their families, and they also perceive support and respect from refugee students and their parents.

Concerning the integration of refugee students into classroom communities, 10 teachers largely felt that refugee students are seamlessly integrated. Another 5 teachers were in full agreement, while 6 somewhat concurred. This suggests that most teachers in Turkey perceive refugee students as well-accepted and integrated. When discussing the inclusion of refugee students in games by domestic students, 10 teachers largely felt that domestic students consistently include refugee students. Four more were in full agreement, while 12 somewhat concurred. On the topic of friendships between refugee and domestic students, 12 teachers largely agreed that refugee students have domestic student friends in their classes. Six more were in full agreement, pointing to strong interpersonal ties across cultural backgrounds. In situations where domestic students assist refugee students facing challenges, 10 teachers largely felt that domestic students typically extend help. Two more were in full agreement, while 10 somewhat concurred, suggesting that most teachers perceive domestic students as empathetic and supportive towards their refugee peers. Overall, these observations indicate a high degree of acceptance and integration of refugee students in Turkish classrooms, with students from varied cultural backgrounds not only interacting but also actively assisting each other.



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On the subject of grading requirements in the Turkish educational system, 10 teachers fully believed that for an refugee student to achieve a positive grade, they must meet the minimum standards set by the official curriculum. Eight more largely concurred, while 9 somewhat did. This suggests that most teachers believe grading standards for refugee students align with those for other students. Discussing the period during which a teacher tracks an refugee student's progress using formative methods, 8 teachers largely felt the duration is adequate. Eight more were in full agreement, while 12 somewhat concurred. Touching upon the potential need to adjust minimum standards for refugee students across all subjects, 12 teachers somewhat felt this was necessary. Seven more largely agreed, while 6 fully did, indicating varied opinions among teachers about modifying standards for refugee students. When it comes to classifying refugee students based on ability rather than age, 10 teachers largely believed this to be more appropriate. Eight more were in full agreement, while 9 somewhat concurred, suggesting that most teachers believe refugee students should be classified based on capability rather than age. In summary, teachers in Turkey recognize the need for educational system adjustments to better cater to refugee students. While many believe grading standards are uniform for all students, there's also a perceived need for modifications, such as extending the progress tracking period and classifying students based on ability rather than age.

PRETEST FOR STUDENTS

The study conducted among students in Turkey aimed to gauge their experiences and perceptions in various areas such as language acquisition, intercultural understanding, acceptance within the school community, and individualized learning approaches. The insights gathered from this survey (Table 17) offer a detailed overview of the students' sentiments and experiences across these key areas.

Table 17. Turkey pretest results for students.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
When learning a new language, another teacher often helps me at school.	5	4	3	2	16
I am also learning a new language outside of school	4	0	4	6	16
When I don't understand or don't know how to say something, I help myself with an application on my phone	8	2	4	5	11
INTERCULTURALITY					
My teacher is always right, so I respect her and always do what she says	0	2	7	5	16
My mom and dad always tell me to do/learn what the teacher asks.	2	1	2	5	20
Classmates and the teacher are interested in how we celebrate holidays in our families, what we eat, what I play at home...	2	4	11	4	9
When I go to school for lunch, I always get food that I can eat at home as well	4	4	5	9	8
ACCEPTANCE					
I like school and my class.	2	0	3	5	20
When D's classmates are playing, they always invite me to play with them	2	2	4	7	15
I have many friends in my class, including D's classmates	0	1	2	12	15
When I'm in trouble, D's classmates know and want to help me	1	0	6	10	13

INDIVIDUALIZATION					
I think the teacher asks too much of me in most subjects	9	9	6	1	5
The teacher sees that I'm making progress, even though she doesn't give me a grade yet	3	3	4	6	14
Teacher D does not demand as much knowledge from me as from D's classmates	4	3	7	7	9

Regarding the assistance of another teacher in learning a new language at school, 16 students fully agreed that another teacher often helps them in language learning. An additional 5 students somewhat agreed with this statement, while 4 students largely agreed. This suggests that the majority of students in Turkey receive additional support in language learning at school. When it comes to learning a new language outside of school, 16 students fully agreed that they also learn a language outside of school. 6 students largely agreed, while 4 students somewhat agreed. This emphasizes that the majority of students in Turkey actively seek opportunities to learn languages outside of the school environment. In terms of using phone apps to overcome language barriers, 11 students fully agreed that they use an app when facing language difficulties. An additional 8 students somewhat agreed, while 5 students largely agreed. This indicates that the majority of students in Turkey utilize technology to overcome language barriers. Overall, students in Turkey have access to various resources for language learning support, both inside and outside of school. Most rely on additional support in school and use technology to overcome language barriers. The findings highlight the importance of integrated language support and the use of technology in the educational process.

When it comes to respecting the teacher and their authority, 16 students fully agreed that their teacher is always right and therefore they respect them. An additional 5 students largely agreed, while 7 students somewhat agreed. This indicates a high level of respect for teachers among students in Turkey. Regarding parental encouragement for learning and following the teacher's instructions, 20 students fully agreed that their parents always encourage them. 5 students largely agreed, while 2 students somewhat agreed. This emphasizes the role of parents in supporting their children's educational process. In terms of classmates and teachers' interest

in students' culture, 9 students fully agreed that classmates and teachers are interested in how they celebrate holidays in their families, what they eat, and what they play at home. 4 students largely agreed, while 11 students somewhat agreed. This suggests that students in Turkey feel included and valued. Regarding school meals, 8 students fully agreed that they always receive food they can also eat at home. 9 students largely agreed, while 5 students somewhat agreed. This emphasizes the importance of culture and dietary habits in shaping school meals. In conclusion, students in Turkey feel respect and support from both their teachers and parents. The culture and tradition of the students are valued and considered in the school environment, highlighting the importance of intercultural understanding and inclusion in the educational process.

On the subject of the general opinion about school and class, 20 students fully agreed that they like their school and class. An additional 5 students largely agreed, while 3 students somewhat agreed. This indicates a high level of satisfaction among students in Turkey. When it comes to inclusion in play by classmates, 15 students fully agreed that they are always invited to play. 7 students largely agreed, while 4 students somewhat agreed. This emphasizes a sense of inclusion among students. About friendships in class, 15 students fully agreed that they have many friends in class, including classmates. 12 students largely agreed, while 2 students somewhat agreed. This indicates strong social ties among students. Regarding classmates' help in times of trouble, 13 students fully agreed that classmates know when they are in trouble and want to help. 10 students largely agreed, while 6 students somewhat agreed. This emphasizes a sense of community among students. Overall, students in Turkey feel a strong sense of belonging and support in the school environment. The feeling of acceptance is high, emphasizing the importance of community and mutual support in the educational process.

Regarding the feeling that the teacher demands too much in most subjects, 9 students fully agreed with this statement, while an additional 9 students largely agreed. Only 1 student largely disagreed, indicating that most students feel the demands in school are high. When it comes to the progress that the teacher notices, even if the student hasn't been graded yet, 14 students fully agreed that the teacher sees their progress. 6 students largely agreed, while 4 students

somewhat agreed. This emphasizes that most students feel their effort and progress are recognized. Regarding the comparison of knowledge between the student and their classmates, 9 students fully agreed that teacher domestic doesn't demand as much knowledge from them as from their classmates. 7 students largely agreed, while an additional 7 students somewhat agreed. This indicates a feeling of differential treatment of students. In conclusion, students in Turkey feel that the demands in school are high, but most feel their progress is recognized. There's also a feeling that some students are treated differently based on their abilities or background, highlighting the importance of individualization in the educational process.

PRETEST FOR PARENTS

The survey conducted among parents in Germany was designed to understand their perspectives on their children's experiences in areas such as language support, intercultural understanding, acceptance within the school environment, and individualized learning approaches. The data collected from this survey (Table 18) provides a comprehensive view of the parents' observations and opinions on these crucial aspects of their children's education.

Table 18. Turkey pretest results for parents.

QUESTION	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
LANGUAGE					
At school, my child has the constant support of an additional teacher who speaks and understands our language in learning the language	2	2	2	3	11
Throughout the school year, my child also attends additional language classes outside of school	7	2	0	4	7

When overcoming language barriers, my child uses phone applications and other e-tools independently and skillfully	2	4	1	4	9
INTERCULTURALITY					
It is right that my child respects and follows the teacher strictly	2	1	2	2	13
I know that the knowledge acquired at school is very important for my child and therefore I always encourage him to attend classes and study	2	2	0	2	14
My child's teacher knows our customs very well and strictly follows them in his lessons	2	1	3	0	14
The school kitchen consistently offers meals in accordance with our cultural environment.	1	2	1	2	14
ACCEPTANCE					
My child likes to go to school and feels good in his class	1	1	3	2	13
At home, my child talks about D's students including him in their play.	1	2	1	2	14
My child also has friends in his class among students D.	0	2	2	3	13
When my child is in trouble, the D students usually help me successfully.	2	0	3	2	13
INDIVIDUALIZATION					
My child needs to know as much as his classmates D in school to get a positive grade	2	1	2	1	14
The period when the teacher monitors my child's progress without grades is long enough.	2	2	4	1	11
I don't think my child should be asked as much as local children.	2	2	2	1	13
It would be better if they put my child in a class based on his prior knowledge, rather than just looking at how old he is.	3	2	2	0	13

Concerning the support of an additional teacher who speaks and understands their child's language in language learning, the majority of parents (11) fully agreed that their child receives such support in school. An additional 3 parents largely agreed with this statement, while 6 parents had a neutral opinion. This suggests that most parents feel their children receive adequate language support in school. On the topic of additional language courses outside of school, 7 parents fully agreed that their child attends these courses throughout the school year. An additional 7 parents largely agreed with this statement, while 2 parents had a neutral opinion. This emphasizes that most parents see the value in additional language education outside the regular school environment. Discussing the use of apps and other e-tools to overcome language barriers, 9 parents fully agreed that their children independently and skillfully use these technologies. 4 parents largely agreed, while 4 parents had a neutral opinion. This indicates a diversity in technology usage habits and skills among children. The findings underscore the importance of integrated language support in the school system and the need for additional resources to assist in language learning, as well as the need for further training and awareness about the benefits and use of technological tools in the educational process.

Most parents (13) fully agree with the statement that it is right for their child to respect and strictly follow the teacher. An additional 2 parents largely agreed with this statement, while 5 parents somewhat agreed. This indicates a high level of trust from parents in the authority of teachers. Almost all parents (14) fully agree with the statement that the knowledge acquired in school is very important for their child, and therefore they always encourage them to attend classes and study. An additional 2 parents largely agreed with this statement, while 4 parents somewhat agreed. This underscores the importance of education in the eyes of parents. Most parents (14) fully agree with the statement that their child's teacher is very familiar with their customs and strictly considers them in their lessons. An additional 3 parents somewhat agreed, while 1 parent largely disagreed with this statement. This suggests that parents feel their cultures and customs are respected and considered in the school environment. Most parents (14) fully agree with the statement that the school cafeteria consistently offers meals in line

with their cultural background. An additional 2 parents largely agreed with this statement, while 6 parents somewhat agreed. The data indicates that most parents in Turkey feel their cultures and customs are respected and considered in the school environment. They also emphasize the importance of education and trust in the authority of teachers. The findings underscore the importance of integrated cultural support in the school system and the need for additional resources to assist in understanding and respecting different cultures.

The majority of parents (13) fully agree with the statement that their child enjoys going to school and feels good in their class. An additional 2 parents largely agreed with this statement, while 3 parents somewhat agreed. This suggests that most children enjoy the school environment and feel accepted within it. Almost all parents (14) fully agree with the statement that their child talks at home about how classmates domestic include them in their play. An additional 2 parents largely agreed with this statement, while 1 parent somewhat agreed. This emphasizes that children are well integrated and accepted by their peers. Most parents (13) fully agree with the statement that their child has friends in class among classmates D. An additional 3 parents largely agreed with this statement. This suggests that children establish strong social ties within their class. Most parents (13) fully agree with the statement that domestic classmates usually help when their child is in trouble. An additional 2 parents largely agreed with this statement, while 3 parents somewhat agreed. This emphasizes solidarity and support among students in the class. The data indicates that most parents in Turkey feel their children are well accepted and integrated into the school environment. Not only do children enjoy school, but they also establish strong social ties with their peers. The findings emphasize the importance of establishing a positive and supportive school environment where all students feel valued and accepted.

The majority of parents (14) fully agree with the statement that their child needs the same knowledge as their classmates to receive a positive grade. 2 parents somewhat agreed with this statement, while 1 parent largely disagreed. This suggests that most parents feel the requirements for their children are the same as for local children. Most parents (11) fully agree



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with the statement that the period during which the teacher monitors their child's progress without grades is long enough. An additional 4 parents somewhat agreed with this statement, while 2 parents largely disagreed. This emphasizes that most parents believe the student progress monitoring system is appropriately designed. Most parents (13) fully agree with the statement that their child should not be held to the same standards as local children. 2 parents somewhat agreed with this statement, while 1 parent largely disagreed. This suggests that most parents believe their children should be treated more individually based on their abilities and prior knowledge. Most parents (13) fully agree with the statement that it would be better if their child was placed in a class based on their prior knowledge and not just their age. 3 parents somewhat agreed with this statement. This emphasizes that most parents believe the school should consider individual abilities and prior knowledge when placing students in classes. The data indicates that most parents in Turkey believe the school should consider the individual needs and abilities of their children, both in terms of grading requirements and class placement. The findings underscore the importance of an individualized approach to education that considers the unique needs and abilities of each student.

SUMMARY OF RESULTS

The research conducted in Turkey aimed to understand the integration and educational experiences of refugee students, gathering insights from teachers, students, and parents. The findings from this study shed light on several pivotal areas that can guide future educational policies and practices in the country.

Teachers in Turkey often report a lack of support from additional teachers proficient in the refugee students' languages. This challenge is further compounded by the fact that many teachers have not received specialized training tailored for refugee students. However, a silver lining emerges with a significant number of teachers leveraging digital tools and resources to bridge language barriers. This underscores the need for more structured institutional support



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while also highlighting the
educators to address language challenges.

proactive measures taken by

Students in Turkey generally express a positive sentiment towards their school environment, with many feeling integrated and included in classroom activities. However, there are areas of concern, particularly regarding the academic expectations set for them. Many students feel that the demands of the curriculum are high, and there's a perceived disparity in the expectations set for them compared to their domestic peers. This points to the need for a more nuanced approach to curriculum design that takes into account the unique challenges faced by refugee students.

Parents in Turkey overwhelmingly emphasize the importance of school education for their children's future. They value the role of teachers and believe in the significance of respecting and adhering to their directives. However, there are areas where they seek more clarity, especially concerning the academic standards set for their children and the cultural sensitivity exhibited by the school system. The feedback from parents underscores the importance of fostering a more inclusive school environment that respects and acknowledges diverse cultural backgrounds.

In conclusion, while Turkey has made strides in integrating refugee students into its educational system, there are areas that require focused attention. The insights from this study underscore the importance of a holistic approach that addresses both academic and socio-cultural challenges. As Turkey continues its efforts in this domain, these findings can serve as a foundation for refining strategies and practices to ensure a more enriching and inclusive educational experience for all students.

INTERNATIONAL REPORT

PRETEST FOR TEACHERS

LANGUAGE

The pretest for teachers in the domain of language acquisition and support for refugee students provides valuable insights into the experiences and practices of educators across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on the availability of additional teaching support, training in language didactics for refugee students, and the use of digital tools to overcome language barriers.

Table 19. When acquiring a language, I have the support of an additional teacher who knows refugee student's language.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	20	9	1	0	0
Slovakia	9	3	4	5	9
Slovenia	21	3	3	3	0
Turkey	18	5	3	0	4

In Table 19, the data presents the responses of teachers from four countries—Germany, Slovakia, Slovenia, and Turkey—regarding their agreement with the statement: "When acquiring a language, I have the support of an additional teacher who knows refugee student's language." For Germany, a significant majority (20 respondents) totally disagreed with the statement, indicating a notable lack of support in this area. Similarly, in Slovenia, 21 respondents totally disagreed, suggesting a similar trend. In Turkey, 18 respondents totally disagreed, while 4 totally agreed, indicating a slight variation in experiences. Slovakia presented a more balanced distribution, with 9 respondents totally disagreeing, 9 totally agreeing, and a spread across the

middle categories. This data suggests that in Germany, Slovenia, and Turkey, there is a predominant feeling of a lack of support from additional teachers familiar with the refugee student's language. In contrast, Slovakia shows a more varied experience among teachers.

In Germany and Slovenia, there is a pronounced sentiment among teachers indicating a lack of support from additional teachers who are familiar with the refugee student's language. Turkey also leans towards this trend, but there's a small segment of teachers who feel supported. Slovakia stands out with a more balanced distribution, suggesting varied experiences among its educators.

Table 20. I received additional training on didactics of language acquisition for refugee students.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	20	2	8	0	0
Slovakia	15	7	6	0	2
Slovenia	23	3	2	2	0
Turkey	18	5	4	0	3

Table 20 showcases the responses of teachers concerning their agreement with the statement: "I received additional training on didactics of language acquisition for refugee students." In Germany, a significant majority (20 respondents) totally disagreed, indicating a lack of additional training in this domain. Slovenia showed a similar trend with 23 respondents totally disagreeing. In Slovakia, 15 respondents totally disagreed, but there were also 2 who totally agreed. Turkey presented a pattern where 18 respondents totally disagreed, but 3 totally agreed. The data from this table highlights that a majority of teachers in Germany, Slovenia, and Turkey feel they have not received additional training on the didactics of language acquisition for refugee students. Slovakia, while also leaning towards disagreement, has a slight representation of teachers who have received such training.

A significant majority of teachers in Germany, Slovenia, and Turkey feel they haven't received additional training focused on the didactics of language acquisition tailored for refugee students. Slovakia, while also leaning towards the lack of such training, has a small representation of teachers who affirm having received this training.

Table 21. I use applications and e-materials from the web to overcome language barriers.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	1	9	20	0	0
Slovakia	4	3	8	10	5
Slovenia	2	1	10	14	3
Turkey	13	3	7	0	7

Table 21 presents the responses of teachers on their agreement with the statement: "I use applications and e-materials from the web to overcome language barriers." Germany showed a predominant inclination towards partly agreeing, with 20 respondents selecting this option. In Slovakia, the responses were more distributed, with the highest number (10 respondents) almost totally agreeing. Slovenia had 14 respondents almost totally agreeing, indicating a proactive approach in using digital tools. Turkey had a more balanced distribution, with 13 respondents totally disagreeing and 7 totally agreeing. This data suggests that while many teachers in Germany, Slovakia, and Slovenia are inclined to use applications and e-materials to address language barriers, there's a mixed response in Turkey, with a significant number not relying on such tools.

Germany sees a dominant trend towards teachers partly agreeing with the use of applications and e-materials, suggesting a moderate reliance on these tools. In Slovenia, there's a notable inclination towards almost total agreement, indicating a strong propensity to use digital tools. Slovakia presents a diverse response, with a good number of teachers almost totally agreeing, suggesting a proactive approach. Turkey offers a mixed picture. While a significant segment doesn't rely on such tools, there's also a notable portion that totally agrees with their usage.

Across the board, there's a discernible need for enhanced support and training for teachers in the domain of language acquisition for refugees. While digital tools are being embraced to some extent in countries like Slovenia and Slovakia, there's room for improvement in their adoption across all countries. The data underscores the importance of equipping educators with the necessary resources and training to effectively support Refugees in their language acquisition journey.

INTERCULTURALITY

The pretest for teachers in the domain of interculturality provides crucial insights into the experiences, practices, and perceptions of educators across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on the respect refugee students have for their female teachers, the value parents of refugee students place on formal education, teachers' awareness of cultural customs, and the adaptability of school kitchens to the cultural environment of refugee students.

Table 22. As their female teacher, the refugee students respect me and always take me into account.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	0	9	11	10
Slovakia	0	0	4	15	11
Slovenia	0	1	5	11	13
Turkey	4	4	5	12	5

The data from Table 22 highlights the respect that refugee students have for their female teachers across the four countries. In Germany, a majority of teachers (21 out of 30) either totally agree or almost totally agree that they are respected by their refugee students. Similarly,

in Slovakia and Slovenia, the sentiment is overwhelmingly positive, with 26 and 24 out of 30 teachers, respectively, feeling respected. However, in Turkey, the distribution is more varied, with only 17 out of 30 teachers feeling that they are almost totally or totally respected by their refugee students. This suggests that while the respect for female teachers is generally high across the countries, there are some regional variations that might be influenced by cultural or systemic factors.

In Germany, Slovakia, and Slovenia, there's an overwhelmingly positive sentiment among teachers regarding the respect they receive from refugee students. Turkey presents a more varied distribution, suggesting potential regional or cultural influences that might affect the perception of respect.

Table 23. The parents of my Refugees know that the knowledge acquired at school is important and they consistently support the lessons.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	2	9	9	10
Slovakia	0	4	8	7	11
Slovenia	0	1	13	10	6
Turkey	0	4	10	10	6

Table 23 provides insights into teachers' perceptions of how much parents of refugee students value formal education. In all countries, a majority of teachers believe that parents understand the importance of the knowledge acquired at school and consistently support the lessons. In Slovakia and Slovenia, 18 and 16 out of 30 teachers, respectively, either totally or almost totally agree with this sentiment. In Germany and Turkey, the numbers are slightly higher, with 19 out of 30 teachers in both countries expressing strong agreement. This data underscores the importance that parents of refugee students across these countries place on formal education. Across all countries, a majority of teachers perceive that parents of refugee students understand and value the importance of formal education. Slovakia and Slovenia show strong

agreement, while Germany and Turkey have slightly higher numbers of teachers expressing strong agreement, emphasizing the universal importance parents place on education.

Table 24. I am well aware of the customs of the cultural circle of refugee students and I strictly follow them in my lessons.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	4	9	7	10
Slovakia	3	5	9	9	4
Slovenia	0	3	20	6	1
Turkey	2	0	10	12	6

Table 24 delves into teachers' awareness of the cultural customs of refugee students and their adherence to these customs in lessons. In Germany, 17 out of 30 teachers either totally or almost totally agree that they are well aware of and follow the customs of refugee students in their lessons. In Slovakia, however, only 13 out of 30 teachers express strong agreement with this statement. Interestingly, in Slovenia, a significant majority (20 out of 30) only partly agree, suggesting that while they might have some awareness, they might not feel fully confident in their understanding. In Turkey, 18 out of 30 teachers either totally or almost totally agree, indicating a relatively high level of cultural awareness. This table highlights the varying levels of cultural awareness among teachers in different countries and underscores the need for cultural training and resources.

Germany and Turkey have a significant number of teachers who feel well-aware of and adhere to the cultural customs of refugee students in their lessons. Slovakia shows a more moderate agreement, while Slovenia stands out with a majority only partly agreeing, indicating potential gaps in cultural understanding or confidence. The data underscores the importance of cultural training and resources to enhance teachers' understanding and integration of diverse customs in their teaching.

Table 25. The school kitchen consistently offers meals in line with the refugee child's cultural environment.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	2	4	9	7	8
Slovakia	5	5	14	5	1
Slovenia	1	1	4	13	11
Turkey	6	3	8	9	4

Table 25 focuses on the adaptability of school kitchens in providing meals that align with the cultural environment of refugee students. In Germany, 15 out of 30 teachers either totally or almost totally agree that the school kitchen offers culturally appropriate meals. In Slovakia, this number drops significantly, with only 6 out of 30 teachers expressing strong agreement. Slovenia stands out with 24 out of 30 teachers either totally or almost totally agreeing, suggesting a high level of cultural adaptability in school meals. In Turkey, 13 out of 30 teachers express strong agreement. This data points to the varying levels of cultural adaptability in school kitchens across these countries, with Slovenia leading in terms of offering culturally appropriate meals.

Germany and Slovenia lead in terms of teachers' perception that school kitchens offer meals aligned with the cultural environment of refugee students. Slovakia lags behind, with a smaller segment of teachers expressing strong agreement. Turkey presents a balanced view, with a moderate number of teachers feeling that school kitchens are culturally adaptable. The findings highlight the importance of cultural sensitivity in school environments, especially in areas like food, which play a crucial role in making refugee students feel welcomed and understood.

The data underscores the importance of cultural understanding, respect, and adaptability in schools to create an inclusive environment for refugee students. While there are positive trends in certain areas, there's room for improvement, especially in enhancing cultural training for

teachers and ensuring school

facilities, like kitchens, are culturally

sensitive. The findings emphasize the need for a holistic approach to interculturality in schools to foster a sense of belonging and understanding among all students.

ACCEPTANCE

The pretest for teachers in the domain of acceptance provides a comprehensive understanding of the experiences and perceptions of educators across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on the integration of refugee students within the class community, the inclusivity of domestic students towards refugee students during playtime, the friendships between refugee and domestic students, and the helpfulness of domestic students when they notice challenges faced by refugee students.

Table 26. My refugee students are very well integrated into the class community.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	0	12	12	6
Slovakia	0	1	11	12	6
Slovenia	0	4	11	11	4
Turkey	3	6	6	10	5

Table 26 provides insights into the integration of refugee students within the class community. In Germany, 18 out of 30 teachers either totally agree or almost totally agree that their refugee students are well integrated. Similarly, in Slovakia, 18 out of 30 teachers express strong agreement with this sentiment. In Slovenia, the number is slightly lower, with 15 out of 30 teachers feeling that their refugee students are well integrated. Turkey presents a more varied perspective, with 15 out of 30 teachers expressing strong agreement, but also 9 teachers either totally or almost totally disagreeing. Overall, the data suggests that refugee students are

generally well integrated

across these countries, but there

might be some challenges in certain regions or schools.

In Germany, Slovakia, and Slovenia, there's a strong sentiment among teachers that refugee students are well integrated into the class community. Turkey presents a more varied perspective, with a balanced number of teachers feeling that refugee students are integrated, but also a noticeable portion expressing disagreement. This suggests potential challenges in certain regions or schools in Turkey.

Table 27. My domestic students always include the refugee students in their play.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	0	12	13	5
Slovakia	0	1	9	12	8
Slovenia	0	1	15	9	5
Turkey	0	4	12	10	4

Table 27 focuses on the inclusivity of domestic students towards refugee students during playtime. In Germany, 18 out of 30 teachers either totally or almost totally agree that domestic students always include refugee students in their play. In Slovakia, this sentiment is even stronger, with 20 out of 30 teachers expressing strong agreement. Slovenia presents a more balanced view, with 14 out of 30 teachers expressing strong agreement and 15 teachers partly agreeing. In Turkey, 14 out of 30 teachers either totally or almost totally agree, but there's also a noticeable portion (4 teachers) who almost totally disagree. This suggests that while inclusivity during playtime is generally observed, there are instances where refugee students might feel excluded.

Germany and Slovakia show a strong agreement among teachers that domestic students consistently include refugee students in their play. Slovenia presents a more balanced view, with a majority feeling that inclusivity is generally observed, but also a significant portion partly

agreeing. Turkey has a mixed response, with a significant number of teachers feeling that refugee students might occasionally feel excluded during playtime.

Table 28. In my class, the refugee students have friends among the domestic students.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	0	8	14	8
Slovakia	0	2	7	11	10
Slovenia	0	3	11	12	4
Turkey	2	0	10	12	6

Table 28 delves into the friendships between refugee and domestic students. In Germany, a majority (22 out of 30) of teachers either totally or almost totally agree that refugee students have friends among the domestic students. Slovakia presents a similar picture, with 21 out of 30 teachers expressing strong agreement. In Slovenia, 16 out of 30 teachers either totally or almost totally agree, while in Turkey, the number is 18 out of 30. This data indicates that friendships between refugee and domestic students are common across these countries, fostering a sense of community and belonging.

Across all countries, a majority of teachers believe that refugee students have established friendships with domestic students. This suggests a positive environment in schools where students from different backgrounds can connect, fostering a sense of community and mutual understanding.

Table 29. As a general rule, my domestic students help when they notice that RCs are having trouble.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	0	8	12	10
Slovakia	0	1	7	13	9

Slovenia	0	0	11	13	6
Turkey	0	8	10	10	2

Table 29 highlights the helpfulness of domestic students when they notice refugee students facing challenges. In Germany, a significant majority (22 out of 30) of teachers either totally or almost totally agree with this sentiment. Slovakia and Slovenia present similar perspectives, with 22 and 19 out of 30 teachers, respectively, expressing strong agreement. However, in Turkey, while 12 out of 30 teachers either totally or almost totally agree, a significant portion (8 teachers) almost totally disagrees. This suggests that while domestic students are generally helpful across the countries, there might be instances in certain regions, like Turkey, where more emphasis on fostering empathy and support is needed.

Germany, Slovakia, and Slovenia show a strong sentiment among teachers that domestic students are generally helpful and supportive when they notice refugee students facing challenges. Turkey, however, presents a more varied perspective. While a portion of teachers feels that domestic students are helpful, a significant number also feel that this helpfulness is not consistently observed. This highlights the need for initiatives or programs in certain regions of Turkey to foster empathy and support among students.

The data underscores the importance of fostering an environment of acceptance, inclusivity, and support in schools. While there are positive trends observed in the integration and acceptance of refugee students in class communities across the countries, there are also areas where improvements can be made. The findings emphasize the need for targeted interventions, especially in regions where challenges are observed, to ensure that all students, irrespective of their backgrounds, feel included, respected, and supported.

INDIVIDUALIZATION

The pretest for teachers in the domain of individualization provides a comprehensive understanding of the experiences and perceptions of educators across four countries: Germany,

Slovakia, Slovenia, and Turkey. The data sheds light on the expectations for refugee students in terms of meeting curriculum standards, the duration provided for formative assessment, the potential need to adjust academic standards for refugee students, and the criteria for class placement.

Table 30. In the school system of our country, in order to receive a positive grade, a refugee student must demonstrate knowledge at the level of the minimum standards as defined by the official curriculum.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	0	10	12	8
Slovakia	0	2	9	12	7
Slovenia	1	0	9	10	10
Turkey	2	1	9	8	10

Table 30 explores the perception of teachers regarding the requirement for refugee students to demonstrate knowledge at the level of minimum standards as defined by the official curriculum. In Germany, 20 out of 30 teachers either totally or almost totally agree with this statement. Similarly, in Slovakia and Turkey, 19 out of 30 teachers express strong agreement. Slovenia presents a slightly higher agreement, with 20 out of 30 teachers either totally or almost totally agreeing. This data suggests that in these countries, there's a general consensus that refugee students are expected to meet the minimum standards of the official curriculum to receive a positive grade.

Across **Germany, Slovakia, Slovenia, and Turkey**, there's a general consensus among teachers that refugee students are expected to meet the minimum standards of the official curriculum to receive a positive grade. This indicates a uniform expectation for academic performance across these countries.

Table 31. In the school system

of our country, refugee student has

a sufficiently long period at his disposal, during which the teacher monitors his progress with formative methods.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	0	6	11	13
Slovakia	0	0	6	11	13
Slovenia	6	5	6	7	6
Turkey	2	0	12	8	8

Table 31 focuses on the duration provided to refugee students during which their progress is monitored using formative methods. In Germany and Slovakia, a majority (24 out of 30) of teachers either totally or almost totally agree that refugee students are given a sufficient period for progress monitoring. However, Slovenia presents a more balanced view, with 13 out of 30 teachers expressing strong agreement, but also 11 teachers either totally or almost totally disagreeing. In Turkey, 16 out of 30 teachers either totally or almost totally agree. This suggests that while there's a general belief in providing adequate time for formative assessment of refugee students in Germany, Slovakia, and Turkey, there might be some concerns in Slovenia.

Germany and Slovakia show a strong sentiment among teachers that refugee students are given a sufficient period for progress monitoring using formative methods. Slovenia presents a more varied perspective, with some teachers expressing concerns about the adequacy of the duration provided. Turkey leans towards providing adequate time, but the sentiment is not as strong as in Germany or Slovakia.

Table 32. I think it would be necessary for refugee students to lower the minimum standards in all school subjects.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	10	12	8	0

Slovakia	2	10	7	7	4
Slovenia	11	7	7	3	2
Turkey	2	3	12	7	6

Table 32 delves into the teachers' opinions on whether it would be necessary to lower the minimum standards for refugee students across all school subjects. In Germany, 10 teachers almost totally disagree with this notion, and none totally agree. Slovakia presents a more varied perspective, with 10 teachers almost totally disagreeing, but also 4 teachers totally agreeing. Slovenia has a strong disagreement, with 18 out of 30 teachers either totally or almost totally disagreeing. In Turkey, the views are more balanced, with 5 teachers either totally or almost totally disagreeing and 6 teachers totally agreeing. This data indicates a general reluctance to lower standards for refugee students, especially in Germany and Slovenia.

In Germany, there's a noticeable reluctance among teachers to lower academic standards for refugee students. Slovakia presents a mixed view, with some teachers supporting the idea of adjusting standards, while others oppose it. Slovenia shows a strong sentiment against lowering standards. Turkey has a balanced perspective, with teachers divided on the issue.

Table 33. A refugee student should be placed in a class appropriate to his/her abilities and not simply based on his/her chronological age.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	7	9	14	0
Slovakia	2	2	4	13	9
Slovenia	1	1	7	6	15
Turkey	1	2	9	10	8

Table 33 highlights the belief that refugee students should be placed in classes based on their abilities rather than their chronological age. In Germany, 14 out of 30 teachers almost totally agree with this sentiment, but none totally agree. Slovakia presents a stronger agreement, with 22 out of 30 teachers either totally or almost totally agreeing. Slovenia has the highest



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agreement, with 21 out of 30

teachers either totally or almost

totally agreeing. In Turkey, 18 out of 30 teachers express strong agreement. This data suggests a general consensus across these countries that refugee students' placement should be ability-based rather than age-based.

Across all countries, there's a general consensus that refugee students should be placed in classes based on their abilities rather than their chronological age. Slovenia stands out with a strong agreement on this issue, suggesting a proactive approach towards ability-based placement.

The data underscores the importance of individualizing the educational approach for refugee students. While there's a general expectation for refugee students to meet the curriculum standards, there's also a recognition of the need to provide adequate time for formative assessment and to consider ability-based class placements. The findings emphasize the need for a balanced approach that ensures academic rigor while also recognizing the unique challenges and needs of refugee students.

PRETEST FOR STUDENTS

LANGUAGE

The feedback for students in the domain of language provides a comprehensive understanding of the experiences and perceptions of students across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on the support students receive when learning a new language, their external language learning habits, and their reliance on technology for language assistance.

Table 34. When learning a new language, another teacher often helps me at school.

	1	2	3	4	5
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	Totally disagree	Almost totally disagree	Partly agree	Almost totally agree	Totally agree
Germany	0	10	17	2	1
Slovakia	0	2	17	11	1
Slovenia	0	3	5	3	19
Turkey	5	4	3	2	16

Table 34 highlights the frequency with which students receive assistance from another teacher when learning a new language at school. In Germany, 27 out of 30 students either totally disagree, almost totally disagree, or partly agree, suggesting that additional teaching support is not common. In Slovakia, 28 out of 30 students either partly agree, almost totally agree, or totally agree, indicating a prevalent presence of additional teaching support. In Slovenia, a significant majority, 22 out of 30 students, either almost totally agree or totally agree, showing strong additional teaching support. In Turkey, 18 out of 30 students lean towards strong agreement, suggesting that additional teaching support is somewhat common. This data underscores the varying levels of additional teaching support across these countries.

In Germany, a majority of students suggest that they rarely receive additional teaching support when learning a new language. Slovakia and Slovenia show a strong inclination towards receiving additional teaching support, with a significant number of students expressing agreement. Turkey also leans towards the presence of additional teaching support, though not as strongly as Slovakia and Slovenia.

Table 35. I am also learning a new language outside of school.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	6	4	11	7	2
Slovakia	0	5	9	4	13
Slovenia	10	2	2	4	12
Turkey	4	0	4	6	16

Table 35 underscores the trend of students pursuing language learning outside the school environment. In Germany, a majority of 21 out of 30 students lean towards disagreement or neutrality, indicating that external language learning is not a common practice. Slovakia, on the other hand, shows a strong inclination towards agreement, with 13 out of 30 students totally agreeing, suggesting a significant number of students engage in external language learning. In Slovenia, 14 out of 30 students either totally disagree, almost totally disagree, or partly agree, indicating a lesser tendency towards external language learning. In Turkey, a notable 20 out of 30 students lean towards the positive end of the spectrum, indicating a strong inclination towards external language learning. This data reveals diverse external language learning habits across the countries.

Germany presents a mixed view, with a slight majority indicating that they do not engage in external language learning. Slovakia shows a strong inclination towards external language learning, with a significant number of students totally agreeing. Slovenia leans towards not engaging in external language learning, with a majority expressing disagreement. Turkey has a strong inclination towards external language learning, with a significant number of students expressing agreement.

Table 36. When I don't understand or don't know how to say something, I help myself with an application on my phone.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	4	6	4	6	10
Slovakia	4	10	7	6	4
Slovenia	12	4	2	4	8
Turkey	8	2	4	5	11

Table 36 delves into the students' reliance on phone applications for language assistance when faced with comprehension challenges. In Germany, a majority of 16 out of 30 students either almost totally agree or totally agree, suggesting a common use of phone applications for



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language assistance. Slovakia

presents a more varied distribution,

with 17 out of 30 students either totally disagree, almost totally disagree, or partly agree, indicating varied opinions on the use of phone applications. In Slovenia, a significant 16 out of 30 students lean towards strong disagreement, suggesting a lesser reliance on phone applications. In Turkey, however, 16 out of 30 students either partly agree, almost totally agree, or totally agree, indicating a common use of phone applications for language challenges. This data highlights the varying reliance on technology for language assistance across these countries.

Germany shows a common use of phone applications for language assistance, with a majority expressing agreement. Slovakia presents varied opinions, with a slight majority leaning towards not relying on phone applications. Slovenia indicates a lesser reliance on phone applications, with a significant number of students expressing strong disagreement. Turkey showcases a common use of phone applications for language challenges, with a majority expressing agreement.

The data underscores the diverse experiences of students across these countries in the domain of language. While there's a general trend towards using technology for language assistance in Germany and Turkey, Slovakia and Slovenia present varied opinions. Additionally, the presence of additional teaching support and external language learning habits differ across countries, highlighting the unique educational landscapes and resources available to students in each region.

INTERCULTURALITY

The feedback for students in the domain of interculturality provides a comprehensive understanding of the experiences and perceptions of students across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on the respect for teacher authority,

parental reinforcement of teacher's instructions, cultural interest from classmates and teachers, and alignment of school meals with home food habits.

Table 37. My teacher is always right, so I respect her and always do what she says.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	1	11	8	10
Slovakia	0	1	19	7	4
Slovenia	0	0	3	6	21
Turkey	0	2	7	5	16

Table 37 examines the students' perception of their teacher's authority and their consequent respect and adherence to her instructions. In Germany, 19 out of 30 students either almost totally agree or totally agree, indicating a strong respect for the teacher's authority. In Slovakia, the majority, 26 out of 30 students, either partly agree or almost totally agree, suggesting a moderate level of respect. Slovenia shows the highest level of agreement, with 27 out of 30 students either almost totally agree or totally agree. In Turkey, 21 out of 30 students lean towards strong agreement. This data suggests a general consensus across these countries that students respect their teacher's authority and follow her instructions.

In Germany, a majority of students indicate a strong respect for the teacher's authority. Slovakia suggests a moderate level of respect, with the majority partly agreeing or almost totally agreeing. Slovenia and Turkey show a strong inclination towards respecting the teacher's authority.

Table 38. My mom and dad always tell me to do/learn what the teacher asks.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	4	10	10	6
Slovakia	0	2	10	11	8

Slovenia	2	4	4	7	13
Turkey	2	1	2	5	20

Table 38 delves into the influence of parents in reinforcing the importance of adhering to the teacher's instructions. In Germany, 16 out of 30 students either almost totally agree or totally agree, indicating parental emphasis on following the teacher's guidance. Slovakia shows a similar trend, with 19 out of 30 students leaning towards strong agreement. In Slovenia, 20 out of 30 students either almost totally agree or totally agree. Turkey presents the highest level of agreement, with 25 out of 30 students either partly agree, almost totally agree, or totally agree. This data underscores the significant role parents play in emphasizing the importance of the teacher's instructions across these countries.

Germany and Slovakia both indicate a parental emphasis on following the teacher's guidance. Slovenia and Turkey show a strong inclination towards parental reinforcement of the teacher's instructions.

Table 39. Classmates and the teacher are interested in how we celebrate holidays in our families, what we eat, what I play at home...

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	13	8	7	2	0
Slovakia	3	9	15	4	0
Slovenia	7	7	7	2	7
Turkey	2	4	11	4	9

Table 39 assesses the interest of classmates and teachers in the cultural practices of students, such as holiday celebrations, food habits, and leisure activities. In Germany, a majority of 21 out of 30 students either totally disagree or almost totally disagree, suggesting a lack of cultural interest. Slovakia presents a more balanced distribution, with 19 out of 30 students either partly agree or almost totally agree. In Slovenia, the responses are evenly distributed across the spectrum. Turkey, however, shows a trend towards agreement, with 15 out of 30 students

either partly agree, almost totally agree, or totally agree. This data highlights varying levels of cultural interest and inclusivity across the countries.

Germany suggests a lack of cultural interest from classmates and teachers. Slovakia presents a more balanced view, with a slight inclination towards cultural interest. Slovenia has evenly distributed responses, indicating varied experiences. Turkey leans towards a higher level of cultural interest and inclusivity.

Table 40. When I go to school for lunch, I always get food that I can eat at home as well.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	10	9	8	3	0
Slovakia	10	7	10	4	0
Slovenia	3	2	10	5	10
Turkey	4	4	5	9	8

Table 40 evaluates the alignment of school lunch offerings with students' home food habits. In Germany, 19 out of 30 students either totally disagree or almost totally disagree, indicating a disparity between school meals and home food. Slovakia shows a similar trend, with 17 out of 30 students leaning towards strong disagreement. In Slovenia, however, 15 out of 30 students either almost totally agree or totally agree, suggesting a closer alignment between school meals and home food. Turkey presents a more balanced distribution across the spectrum. This data underscores the varying degrees of alignment between school lunch offerings and students' cultural food habits across these countries.

Germany and Slovakia indicate a disparity between school meals and home food, with a majority leaning towards disagreement. Slovenia suggests a closer alignment between school meals and home food habits. Turkey presents a balanced view, with responses distributed across the spectrum.

The data underscores the diverse experiences of students across these countries in the domain of interculturality. While there's a general trend towards respecting teacher authority and parental reinforcement of teacher's instructions, there are varying levels of cultural interest and inclusivity across the countries. Additionally, the alignment of school meals with home food habits differs across countries, highlighting the unique cultural landscapes and resources available to students in each region.

ACCEPTANCE

The feedback for students in the domain of acceptance provides a comprehensive understanding of the experiences and perceptions of students across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on students' affinity towards their school and class, inclusivity during playtime, friendships within the class, and the support they receive from domestic classmates during challenging times.

Table 41. I like school and my class.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	2	10	14	4
Slovakia	0	0	16	13	2
Slovenia	0	2	10	14	4
Turkey	2	0	3	5	20

Table 41 examines students' affinity towards their school and class. In Germany, 18 out of 30 students either almost totally agree or totally agree, indicating a positive sentiment towards their school environment. Slovakia shows a similar trend, with 15 out of 30 students leaning towards strong agreement. In Slovenia, the sentiment mirrors that of Germany, with 18 out of 30 students expressing strong agreement. Turkey, however, presents the highest level of agreement, with 25 out of 30 students either almost totally agree or totally agree. This data

suggests a general positive class environment across these countries.

sentiment towards the school and

In Germany, Slovakia, and Slovenia, a majority of students indicate a positive sentiment towards their school and class environment. Turkey presents the highest level of agreement, suggesting a particularly strong affinity towards school and class.

Table 42. When domestic classmates are playing, they always invite me to play with them.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	4	12	10	2	2
Slovakia	4	7	12	6	2
Slovenia	9	2	6	7	6
Turkey	2	2	4	7	15

Table 42 delves into the inclusivity of domestic classmates during playtime. In Germany, the majority (16 out of 30) either totally disagree or almost totally disagree, suggesting a lack of inclusivity. Slovakia presents a more balanced distribution, with 18 out of 30 students either partly agree, almost totally agree, or totally agree. In Slovenia, 13 out of 30 students lean towards agreement. Turkey, however, shows a strong inclination towards agreement, with 22 out of 30 students either almost totally agree or totally agree. This data highlights varying levels of inclusivity during playtime across the countries.

Germany suggests a lack of inclusivity during playtime. Slovakia and Slovenia present a more balanced view, with a slight inclination towards inclusivity. Turkey shows a strong inclination towards inclusivity, indicating that domestic classmates frequently invite students to join in play.

Table 43. I have many friends in my class, including domestic classmates.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree

Germany	2	6	15	5	2
Slovakia	1	10	13	5	2
Slovenia	5	4	6	4	11
Turkey	0	1	2	12	15

Table 43 assesses the number of friends students have in their class, including domestic classmates. In Germany, 20 out of 30 students either partly agree, almost totally agree, or totally agree, indicating a moderate number of friends. Slovakia shows a similar trend, with 20 out of 30 students leaning towards agreement. In Slovenia, however, 15 out of 30 students either almost totally agree or totally agree, suggesting a higher number of friends. Turkey presents the strongest agreement, with 27 out of 30 students either partly agree, almost totally agree, or totally agree. This data underscores the varying social dynamics and friendships across these countries.

Germany and Slovakia indicate a moderate number of friends within the class, including domestic classmates. Slovenia and Turkey show a strong inclination towards having many friends, suggesting a vibrant social dynamic within the class.

Table 44. When I'm in trouble, domestic classmates know and want to help me.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	2	5	10	10	3
Slovakia	2	5	12	11	1
Slovenia	2	6	2	6	14
Turkey	1	0	6	10	13

Table 44 evaluates the support students receive from domestic classmates during challenging times. In Germany, 13 out of 30 students either almost totally agree or totally agree, indicating a supportive environment. Slovakia presents a similar trend, with 12 out of 30 students leaning towards strong agreement. In Slovenia, however, 20 out of 30 students either almost totally agree or totally agree, suggesting a higher level of support. Turkey also shows a strong

inclination towards agreement, with 23 out of 30 students either almost totally agree or totally agree. This data highlights varying levels of support and empathy from classmates across the countries.

Germany and Slovakia suggest a supportive environment, with domestic classmates willing to /help during challenging times. Slovenia and Turkey present a particularly strong level of support, indicating that domestic classmates are highly empathetic and ready to assist when needed.

The data underscores the diverse experiences of students across these countries in the domain of acceptance. While there's a general trend towards a positive sentiment towards school and class, and a supportive environment from classmates, there are varying levels of inclusivity during playtime and friendships within the class. These insights provide a valuable understanding of the social dynamics and support structures available to students in each region.

INDIVIDUALIZATION

The feedback for students in the domain of individualization provides a comprehensive understanding of the experiences and perceptions of students across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on students' perceptions of academic demands, acknowledgment of progress without grading, and the knowledge demands placed on them compared to domestic classmates.

Table 45. I think the teacher asks too much of me in most subjects.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	16	10	2	2	0
Slovakia	2	15	9	4	1

Slovenia	8	6	7	2	7
Turkey	9	9	6	1	5

Table 45 explores students' perceptions of the academic demands placed on them by their teachers. In Germany, a significant 26 out of 30 students either totally disagree or almost totally disagree, suggesting they don't feel overly burdened. Slovakia presents a more varied distribution, with 17 out of 30 students leaning towards disagreement. In Slovenia, 14 out of 30 students either totally disagree or almost totally disagree. Turkey shows a balanced distribution across the spectrum. This data indicates diverse perceptions of academic demands across these countries.

In Germany, a significant majority of students don't feel overly burdened by the academic demands placed on them by their teachers. Slovakia, Slovenia, and Turkey present a more balanced view, with students having varied perceptions of the academic demands.

Table 46. The teacher sees that I'm making progress, even though she doesn't give me a grade yet.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	15	5	8	2	0
Slovakia	2	7	13	4	5
Slovenia	5	1	13	3	8
Turkey	3	3	4	6	14

Table 46 assesses students' perceptions of their teachers recognizing their progress, even without grading. In Germany, a majority (23 out of 30) lean towards disagreement, indicating they don't feel their progress is acknowledged without grades. Slovakia, on the other hand, shows a trend towards agreement, with 22 out of 30 students either partly agree, almost totally agree, or totally agree. In Slovenia, 24 out of 30 students lean towards agreement. Turkey presents the strongest agreement, with 24 out of 30 students either partly agree, almost totally

agree, or totally agree. This

data underscores varying levels of

perceived acknowledgment of progress across the countries.

Germany suggests that a majority of students don't feel their progress is acknowledged without grades. Slovakia, Slovenia, and Turkey show a trend towards agreement, indicating that students feel their teachers recognize their progress even without grading.

Table 47. Teacher D does not demand as much knowledge from me as from domestic classmates.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	4	2	14	6	4
Slovakia	3	3	14	6	5
Slovenia	7	1	10	3	9
Turkey	4	3	7	7	9

Table 47 delves into students' perceptions of the knowledge demands placed on them compared to domestic classmates. In Germany, 20 out of 30 students either partly agree, almost totally agree, or totally agree, suggesting they feel the demands are somewhat lesser for them. Slovakia shows a similar trend, with 25 out of 30 students leaning towards agreement. In Slovenia, 22 out of 30 students either partly agree, almost totally agree, or totally agree. Turkey also presents a trend towards agreement, with 23 out of 30 students leaning towards the positive end of the spectrum. This data suggests a general sentiment across these countries that refugee students might have slightly different academic expectations compared to their peers.

Germany, Slovakia, Slovenia, and Turkey all show a trend towards agreement, suggesting that students feel the knowledge demands placed on them might be somewhat lesser compared to their domestic classmates.

The data underscores the diverse experiences of students across these countries in the domain of individualization. While there's a general trend towards feeling lesser academic demands

compared to domestic classmates, there are varying perceptions of academic demands and acknowledgment of progress without grading. These insights provide a valuable understanding of the academic dynamics and expectations placed on students in each region.

PRETEST FOR PARENTS

LANGUAGE

The feedback from parents in the domain of language support and tools provides a comprehensive understanding of the experiences and perceptions of parents across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on the additional language support provided at school, external language classes attended by students, and the use of e-tools for overcoming language barriers.

Table 48. At school, my child has the constant support of an additional teacher who speaks and understands our language in learning the language.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	2	3	5	2	3
Slovakia	5	4	2	7	10
Slovenia	11	0	2	1	3
Turkey	2	2	2	3	11

Table 48 evaluates the provision of an additional teacher at school who understands and speaks the student's native language to assist in language learning. In Germany, the majority (10 out of 15) either totally disagree, almost totally disagree, or partly agree, suggesting limited support from such teachers. Slovakia, on the other hand, has a strong inclination towards agreement, with 17 out of 28 respondents either almost totally agree or totally agree. In Slovenia, a

significant 13 out of 19

respondents either totally disagree

or almost totally disagree. Turkey presents a strong agreement, with 14 out of 20 respondents either almost totally agree or totally agree. This data indicates varied levels of additional language support across these countries.

In Germany, the majority of parents suggest limited support from additional teachers who understand and speak the student's native language. Slovakia shows a strong inclination towards the presence of such support. Slovenia indicates a significant lack of such support. Turkey presents a strong agreement, suggesting a prevalent presence of additional language support.

Table 49. Throughout the school year, my child also attends additional language classes outside of school.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	1	1	2	5	6
Slovakia	3	1	2	7	15
Slovenia	12	3	0	0	2
Turkey	7	2	0	4	7

Table 49 delves into the trend of students attending additional language classes outside of school throughout the academic year. In Germany, 11 out of 15 respondents either partly agree, almost totally agree, or totally agree, indicating a tendency for external language classes. Slovakia shows a strong inclination towards agreement, with 22 out of 28 respondents either almost totally agree or totally agree. In Slovenia, a significant 15 out of 17 respondents either totally disagree or almost totally disagree. Turkey presents a more balanced distribution across the spectrum. This data highlights diverse external language learning habits across these countries.

Germany indicates a tendency for students to attend external language classes. Slovakia shows a strong inclination towards students attending such classes. Slovenia suggests a significant

majority of students do not attend external language classes. Turkey presents a balanced view, with some students attending and others not.

Table 50. When overcoming language barriers, my child uses phone applications and other e-tools independently and skillfully.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	1	2	2	6	4
Slovakia	3	8	3	7	7
Slovenia	8	0	4	3	2
Turkey	2	4	1	4	9

Table 50 assesses the reliance of students on phone applications and other e-tools for overcoming language barriers. In Germany, a majority (12 out of 15) either partly agree, almost totally agree, or totally agree, suggesting a good use of e-tools. Slovakia has a balanced distribution across the spectrum. In Slovenia, 11 out of 17 respondents lean towards disagreement or neutrality. Turkey shows a trend towards agreement, with 13 out of 20 respondents either partly agree, almost totally agree, or totally agree. This data indicates varying reliance on technology for language assistance across the countries.

Germany suggests a good use of e-tools by students to overcome language barriers. Slovakia presents a balanced distribution, indicating varied opinions on the use of e-tools. Slovenia leans towards disagreement or neutrality, suggesting limited use of e-tools. Turkey shows a trend towards the use of e-tools, with a majority of parents agreeing that their children use them.

The data underscores the diverse experiences of students across these countries in the domain of language support and tools. While there's a general trend towards the use of e-tools in some countries, there are varying perceptions of additional language support at school and attendance of external language classes. These insights provide a valuable understanding of the language support dynamics and tools used by students in each region.

INTERCULTURALITY

The feedback from parents in the domain of interculturality provides a comprehensive understanding of the experiences and perceptions of parents across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on the respect and adherence to teachers, the importance of school knowledge, the teacher's familiarity with family customs, and the cultural alignment of school meals.

Table 51. It is right that my child respects and follows the teacher strictly.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	0	1	4	10
Slovakia	0	0	1	8	18
Slovenia	0	0	0	4	13
Turkey	2	1	2	2	13

Table 51 examines the belief that children should strictly respect and follow the teacher. In Germany, a significant 14 out of 15 respondents either almost totally agree or totally agree with this sentiment. Slovakia shows an even stronger agreement, with 26 out of 27 respondents either almost totally agree or totally agree. In Slovenia, all 17 respondents either almost totally agree or totally agree. Turkey also presents a strong agreement, with 15 out of 20 respondents leaning towards the positive end of the spectrum. This data suggests a general consensus across these countries that children should strictly respect and follow their teachers.

In Germany, a significant majority of parents believe children should strictly respect and follow their teachers. Slovakia and Slovenia show an overwhelming agreement with this sentiment. Turkey also presents a strong agreement, suggesting a general consensus across these countries.

Table 52. I know that the knowledge acquired at school is very important for my child and therefore I always encourage him to attend classes and study.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	0	1	5	9
Slovakia	0	0	2	6	20
Slovenia	0	0	0	2	15
Turkey	2	2	0	2	14

Table 52 delves into the importance parents place on the knowledge acquired at school for their child. In Germany, 14 out of 15 respondents either partly agree, almost totally agree, or totally agree, indicating a strong belief in the value of school knowledge. Slovakia shows an overwhelming inclination towards agreement, with 26 out of 28 respondents either almost totally agree or totally agree. In Slovenia, all 17 respondents either almost totally agree or totally agree. Turkey also presents a strong agreement, with 16 out of 20 respondents leaning towards the positive end of the spectrum. This data highlights the universal importance parents across these countries place on school education.

Germany indicates a strong belief in the value of school knowledge. Slovakia and Slovenia show an overwhelming inclination towards the importance of school education. Turkey also presents a strong agreement, highlighting the universal importance parents place on school education.

Table 53. My child's teacher knows our customs very well and strictly follows them in his lessons.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	4	6	3	2
Slovakia	0	8	10	8	2
Slovenia	1	0	2	7	7
Turkey	2	1	3	0	14

Table 53 assesses the familiarity of the child's teacher with the family's customs and their incorporation into lessons. In Germany, the majority (13 out of 15) either totally disagree, almost totally disagree, or partly agree, suggesting limited cultural incorporation. Slovakia presents a more varied distribution. In Slovenia, 14 out of 17 respondents either partly agree, almost totally agree, or totally agree. Turkey shows a strong inclination towards total agreement, with 14 out of 20 respondents totally agreeing. This data indicates varying levels of cultural awareness and incorporation by teachers across these countries.

Germany suggests limited cultural incorporation by teachers. Slovakia presents a more varied distribution. Slovenia leans towards agreement, indicating a good level of cultural awareness by teachers. Turkey shows a strong inclination towards total agreement, suggesting high cultural awareness and incorporation.

Table 54. The school kitchen consistently offers meals in accordance with our cultural environment.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	4	6	2	3
Slovakia	2	8	8	6	4
Slovenia	0	1	2	7	7
Turkey	1	2	1	2	14

Table 54 evaluates the consistency of the school kitchen in offering meals that align with the cultural environment of the students. In Germany, the majority (12 out of 15) lean towards disagreement or neutrality. Slovakia presents a balanced distribution across the spectrum. In Slovenia, 14 out of 17 respondents either partly agree, almost totally agree, or totally agree. Turkey shows a strong inclination towards total agreement, with 14 out of 20 respondents totally agreeing. This data highlights diverse cultural catering practices in school kitchens across these countries.

Germany leans towards disagreement or neutrality regarding the cultural alignment of school meals. Slovakia presents a balanced view. Slovenia leans towards agreement, suggesting a good cultural alignment of school meals. Turkey shows a strong inclination towards total agreement, indicating a high level of cultural catering in school kitchens.

The data underscores the diverse experiences of parents across these countries in the domain of interculturality. While there's a general trend towards respecting and adhering to teachers and the importance of school knowledge, there are varying perceptions regarding the teacher's familiarity with family customs and the cultural alignment of school meals. These insights provide a valuable understanding of the intercultural dynamics in each region.

ACCEPTANCE

The feedback from parents in the domain of acceptance provides a comprehensive understanding of the experiences and perceptions of parents across four countries: Germany, Slovakia, Slovenia, and Turkey. The data sheds light on the children's sentiment towards attending school, their interactions with domestic students, friendships within their classes, and the support they receive from domestic students during challenging times.

Table 55. My child likes to go to school and feels good in his class.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	0	1	2	7	5
Slovakia	0	1	7	9	11
Slovenia	0	0	3	4	10
Turkey	1	1	3	2	13

Table 55 evaluates the sentiment of children towards attending school and their comfort level in their respective classes. In Germany, 12 out of 15 respondents either partly agree, almost totally agree, or totally agree, indicating a general positive sentiment towards school. Slovakia shows a stronger inclination towards agreement, with 20 out of 28 respondents either almost totally agree or totally agree. In Slovenia, 14 out of 17 respondents either partly agree, almost totally agree, or totally agree. Turkey presents the strongest agreement, with 15 out of 20 respondents either almost totally agree or totally agree. This data suggests that most children across these countries enjoy attending school and feel comfortable in their classes.

In Germany, a majority of parents indicate a general positive sentiment of their children towards school. Slovakia and Slovenia show a strong inclination towards agreement, suggesting most children enjoy attending school. Turkey presents the strongest agreement, indicating a high level of comfort and enjoyment in attending school.

Table 56. At home, my child talks about domestic students including him in their play.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	5	5	3	1	1
Slovakia	3	9	5	6	5
Slovenia	0	0	4	4	9
Turkey	1	2	1	2	14

Table 56 delves into the interactions of children with their peers, specifically regarding inclusion in play by domestic students. In Germany, the majority (14 out of 15) lean towards disagreement or neutrality. Slovakia presents a more balanced distribution across the spectrum. In Slovenia, 13 out of 17 respondents either partly agree, almost totally agree, or totally agree. Turkey shows a strong inclination towards total agreement, with 14 out of 20 respondents totally agreeing. This data highlights varying levels of inclusivity by domestic students across these countries.

Germany leans towards disagreement or neutrality regarding their child's inclusion in play by domestic students. Slovakia presents a balanced view. Slovenia and Turkey show a strong inclination towards agreement, suggesting a good level of inclusivity by domestic students.

Table 57. My child also has friends in his class among students D.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	3	6	2	4	0
Slovakia	4	9	6	5	4
Slovenia	0	0	4	4	9
Turkey	0	2	2	3	13

Table 57 assesses the friendships of children within their classes, particularly with domestic students. In Germany, the majority (11 out of 15) either totally disagree, almost totally disagree, or partly agree, suggesting limited friendships with domestic students. Slovakia presents a more varied distribution. In Slovenia, 13 out of 17 respondents either partly agree, almost totally agree, or totally agree. Turkey shows a strong inclination towards agreement, with 15 out of 20 respondents either partly agree, almost totally agree, or totally agree. This data indicates varying levels of friendships with domestic students across the countries.

Germany suggests limited friendships of their children with domestic students. Slovakia presents a varied distribution. Slovenia and Turkey lean towards agreement, indicating a good number of friendships with domestic students.

Table 58. When my child is in trouble, the domestic students usually help me successfully.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	5	0	3	5	2
Slovakia	2	1	8	10	7

Slovenia	0	1	4	4	8
Turkey	2	0	3	2	13

Table 58 examines the assistance provided by domestic students when a child faces challenges. In Germany, the majority (10 out of 15) lean towards disagreement or neutrality. Slovakia shows a stronger inclination towards agreement, with 17 out of 28 respondents either partly agree, almost totally agree, or totally agree. In Slovenia, 12 out of 17 respondents either partly agree, almost totally agree, or totally agree. Turkey presents the strongest agreement, with 15 out of 20 respondents either partly agree, almost totally agree, or totally agree. This data suggests varying levels of support from domestic students across these countries when a child is in trouble.

Germany leans towards disagreement or neutrality regarding the support their child receives from domestic students during challenges. Slovakia, Slovenia, and Turkey show a strong inclination towards agreement, suggesting a good level of support from domestic students during challenging times.

The data underscores the diverse experiences of parents across these countries in the domain of acceptance. While there's a general trend towards a positive sentiment towards attending school, there are varying perceptions regarding interactions with domestic students, friendships within classes, and the support received from domestic students. These insights provide a valuable understanding of the acceptance dynamics in each region.

INDIVIDUALIZATION

The feedback from parents in the domain of individualization offers insights into the perceptions and experiences across four countries: Germany, Slovakia, Slovenia, and Turkey. The data focuses on knowledge expectations, monitoring periods without grades, academic expectations compared to local students, and class placements based on prior knowledge versus age.

Table 59. My child needs to know as much as his domestic classmates in school to get a positive grade.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	1	8	2	2	2
Slovakia	8	10	6	1	3
Slovenia	0	0	0	8	9
Turkey	2	1	2	1	14

Table 59 evaluates the perception of parents regarding the knowledge expectations set for their child in comparison to their classmates D. In Germany, the majority (12 out of 15) either totally disagree, almost totally disagree, or partly agree, suggesting a belief that their child doesn't need to know as much. Slovakia presents a more varied distribution. In Slovenia, a significant 17 out of 17 respondents either almost totally agree or totally agree. Turkey shows a strong inclination towards total agreement, with 14 out of 20 respondents totally agreeing. This data suggests varying beliefs across these countries about the knowledge expectations set for children in comparison to domestic classmates.

Germany and Slovakia show a more varied distribution, with many parents believing their child doesn't need to know as much as domestic classmates. Slovenia and Turkey stand out with a strong inclination towards agreement, suggesting a belief that their children should have similar knowledge levels as their domestic classmates.

Table 60. The period when the teacher monitors my child's progress without grades is long enough.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	1	1	9	1	3
Slovakia	4	6	12	1	5

Slovenia	0	1	3	6	7
Turkey	2	2	4	1	11

Table 60 delves into the parents' perception of the duration for which teachers monitor their child's progress without assigning grades. In Germany, the majority (11 out of 15) lean towards partly agree. Slovakia presents a more balanced distribution across the spectrum. In Slovenia, 13 out of 17 respondents either partly agree, almost totally agree, or totally agree. Turkey shows a strong inclination towards total agreement, with 11 out of 20 respondents totally agreeing. This data highlights varying levels of satisfaction with the non-grading monitoring period across these countries.

Germany and Slovenia show satisfaction with the current duration, with many leaning towards agreement. Slovakia presents a balanced view, with responses spread across the spectrum. Turkey leans heavily towards total agreement, indicating high satisfaction levels with the non-grading monitoring period.

Table 61. I don't think my child should be asked as much as local children.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	2	1	8	3	1
Slovakia	3	4	9	9	3
Slovenia	7	0	2	4	4
Turkey	2	2	2	1	13

Table 61 assesses the parents' belief regarding the academic expectations set for their child compared to local children. In Germany, the majority (12 out of 15) either totally disagree, almost totally disagree, or partly agree, suggesting a belief that their child shouldn't be asked as much. Slovakia presents a more varied distribution. In Slovenia, the majority (13 out of 17) lean towards disagreement or neutrality. Turkey presents a strong inclination towards total agreement, with 13 out of 20 respondents totally agreeing. This data suggests varying beliefs

across these countries about children compared to local students.

the academic expectations set for

Germany and Slovenia show a tendency towards disagreement or neutrality, suggesting a belief that their children shouldn't be asked as much as local students. Slovakia presents a mixed view, with no clear consensus. Turkey, in contrast, has a strong inclination towards total agreement, indicating a belief in equal academic expectations for all students.

Table 62. It would be better if they put my child in a class based on his prior knowledge, rather than just looking at how old he is.

	1 Totally disagree	2 Almost totally disagree	3 Partly agree	4 Almost totally agree	5 Totally agree
Germany	5	2	5	2	1
Slovakia	8	7	6	5	2
Slovenia	8	1	3	4	1
Turkey	3	2	2	0	13

Table 62 examines the parents' perspective on class placements based on prior knowledge versus age. In Germany, the majority (12 out of 15) either totally disagree, almost totally disagree, or partly agree, indicating a preference for age-based placements. Slovakia presents a more balanced distribution. In Slovenia, the majority (12 out of 17) lean towards disagreement or neutrality. Turkey shows a strong inclination towards total agreement, with 13 out of 20 respondents totally agreeing. This data suggests varying preferences across these countries regarding class placements based on prior knowledge versus age.

Germany and Slovenia lean towards disagreement or neutrality, indicating a preference for age-based placements. Slovakia offers a balanced perspective, with no clear preference. Turkey stands out with a strong inclination towards knowledge-based placements, suggesting a belief in the importance of prior knowledge over age.



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Partners:

- **Bolu Abant İzzet Baysal University, Bolu/Türkiye**
- **Necmettin Erbakan University, Konya/ Türkiye**
- **Dezavantajlı Grupları Anlama ve Sosyal Destek Derneği (DEGDER), Ankara/Türkiye**
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