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A Case Study on the Impact of Digital Relationships on Unaccompanied Minors during the COVID-19 Lockdown

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Abstract. The exploratory study investigates how unaccompanied minors (UAMs) in Italy dealt with social isolation at the time of the outbreak of the COVID-19 pandemic. Have they suffered from the effects of the lockdown? How did their relationships change? What feelings characterised their experience? What factors helped them? Did ICT help them, or did it increase their social and economic marginalisation? Very little research has investigated the issues of UAMs, socialisation, technologies, and pandemics together. The data were collected through a purpose-built questionnaire that obtained an excellent Cronbach Alpha index (0.91) for internal consistency, which was administered to the migrant students of a school in North-East Italy. The answers indicated that they perceived the change in their social relations; but they coped with it, thanks to their internal resources, such as resilience and self-efficacy, and external ones, including digital devices and social support from family and teachers. Their friendship networks are regrettably fragile, and the youths do not rely much on them. On the other hand, the results show the crucial role of adults for the UAMs' well-being: everyone, from the developers of policies to teachers, should take this aspect into account. Providing teenagers with appropriate communication technologies, ensuring the support of caregivers and teachers, and organising activities that strengthen peer networks are the actions of paramount importance, to ensure their welfare.

Keywords: Unaccompanied minors (UAMs); COVID-19; Impact ICT; digital relationship; C.P.I.A.

1. Introduction

The social restrictions and the stress that we all experienced during the COVID-19 pandemic have put a strain on everyone's well-being (Cianfarani & Pampanini,

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2021). However, as is often the case, the most fragile and defenceless groups of people suffered the greatest damage. Among them are children, adolescents (Soest et al., 2020) and foreigners (Pieh et al., 2022). A special case is represented by unaccompanied minors, who faced the pandemic in a foreign country far from their families.

The definition by the Italian Council of Ministers in 1999 states that a UAM is a:

"Minor who is not a citizen of Italy or of other States of the European Union and who, having not applied for asylum, is for any reason in the territory of the State without assistance and representation by their parents or other adults that are legally responsible for them under the laws in force in the Italian legal system."

These are young people, usually between 14 and 17 years old, who leave their country, their relatives and their friends when attempting to build a better future for themselves and their families (Giordano & Blanchard, 2009).

Their personal history and condition expose them to the risks of psychological and social distress; therefore, they need to be adequately supported in the construction of their life projects.

"At the centre of the self-definition process, in fact, there is the adolescent who, with the help of the adult, begins to plan a life path, not only aimed at developing skills and social integration, but also at finding a new existential dimension of his own" (Mancaniello, 2020, p. 24).

The separation from family, friends and the land of origin all contribute to the difficulties of integration in a new country: they do not speak the language; and they know little about the culture. These conditions make unaccompanied minors an easy prey to closure, introversion, and loneliness. In addition,

"They have no right of choice from the very beginning of their painful journey; and for a long time, they will continue to have no word, not only because they do not yet know the language of the country that welcomes them, but because they are deprived of an educational and care context" (Castiglioni et al., 2020, p. 2).

Their young age and language difficulties cause a lack of speech and choice that can undermine their self-efficacy and resilience. Satisfactory social relationships are, especially in adolescence, at the basis of the construction of their idea of themselves, of social and cultural identity, and of personal and professional self-realisation and self-efficacy. The resulting difficulties in establishing meaningful new relationships could severely weaken their resilience, and consequently the future, of these young people and their ability to integrate effectively into their new context. Their isolation, due to the pandemic, has increased these risks considerably.

2. The literature review

Having ascertained the importance of maintaining active relationships, many scholars how wondered how the period of social distancing imposed by the prevention regulations for COVID-19 have affected the well-being of adolescents. Some authors focused on their physical health (Nogueira-de-Almeida et al., 2020);

while others have focused on the psychological aspects (Hussong et al., 2021) and, specifically, on social issues (Andrews et al., 2020; Bernasco et al., 2021).

A few researchers focused their studies on the immigrant adolescents during the lockdown (Pieh et al., 2022; Wagaman et al., 2022; You et al., 2020); but very few have paid attention to UAMs (Corona Maioli et al., 2021; Siegel, 2022). Some of those studies were conducted in North America (Foppiano Palacios et al., 2022); and a few were conducted in Europe (Gautier & Quesnel-Vallé, 2020), but only one was conducted in Italy (Isernia et al., 2021).

Many studies were conducted on the use of digital devices for communication during the pandemic; while some focused on the adults in the school context (Karakose et al., 2022; Karakose et al., 2021); and yet others concentrated on adolescent customs (Kolyvas & Nikiforos, 2021; Montag & Elhai, 2020), especially in Italy (Limone & Toto, 2021; Salzano et al., 2021); but the numbers drastically decrease when we search for work on immigrant adolescents (Endale et al., 2020). Only one outcome concerns UAMs; and it records a study conducted in the USA (Afzal, 2021).

Regarding psychological constructs, such as self-efficacy and resilience in UAMs, the research works of Olmedo-Moreno and Exposito Lopez (2021) and Olmedo-Moreno et al. (2020) are famous for investigating academic self-efficacy, but almost nothing is found about UAMs' social self-efficacy.

Much more has been written about the resilience of UAMs (Carlson et al., 2016; Mitra & Hodes, 2019), but nothing specifically refers to the COVID-19 period.

3. The study

Since there is a gap in the literature investigating how UAMs coped with the pandemic – with a focus on the use of ICT – we designed a simple exploratory study, to collect the opinions of some foreign teenagers in Italy. They were students attending courses in a C.P.I.A. (*Centro Professionale di Istruzione per gli Adulti*; the provincial centre for adult education is a public-school providing courses and activities for adults and young adults aged 16 and over) in north-east Italy, where we were conducting the third edition of the workshop "*Guarda... mi racconto*" ("Look...I tell you about myself"). The project has the aim of supporting and strengthening the ability to express emotions in UAMs of various nationalities. It is based on photo-language and photo-voice techniques directed towards developing students' communication skills and the sharing of personal experiences.

The workshop usually ends with a final exhibition of the students' products, in which external guests also participate. During the lockdown period, the activities were carried out from a distance, through online video lectures.

The activities are usually accompanied by a final questionnaire, which helps us to go into different aspects of their identity: personal, cultural, relational, and communicative. That year, our research attention focused on how these young people communicate, to understand how social isolation had affected their relationships. We were interested in understanding whether technologies

represented an opportunity for them to maintain contact with friends, school, and family; or rather whether it was a source of discomfort due to the possible inadequacy of their devices and the economic difficulties involved with their UAM status.

3.1 The research questions

The research questions that guided the work were:

- Have they suffered from the effects of the lockdown?
- How did their relationships change?
- What feelings characterised their experiences?
- What factors helped them?
- Did ICT help them, or did it increase their social and economic marginalisation?

3.2 The methods

At the end of the digital educational activities, after having reached a fair degree of confidence with the students and having received their consent from the teachers and headmaster, we administered the questionnaire.

The decision to use the questionnaire was because not all the participants had a good level of fluency in Italian. This could have made them uncomfortable during an interview conducted orally. The written mode, which was administered online, allowed them more time to answer. If anyone required it, explanations of the questions could be given. Participation, although encouraged by the schoolteachers, was entirely optional and at any time they could in cease the need to comply.

After a careful study of the literature concerning factors influencing pro-sociality in adolescents (a summary is presented in section 4), it was decided that Caprara's questionnaire (Caprara et al., 2005a) was the most suitable for the purpose. However, it was not designed for a context like ours, neither was it calibrated for foreign adolescents. It was therefore necessary to adapt it (see section 5), selecting only some of the categories presented, simplifying the form of some questions, and adding others concerning the pandemic, the use of ICT and relationships with the reference adults.

4. Relations, resilience, and social self-efficacy in UAMs

Adolescence represents a period of crisis for all youths, as it involves an inevitable loss of personal equilibrium (from biological, psychological, and social points of view) that requires young people to start a long, and not at all linear, process of separation from their parents. This process leads them to make choices that significantly shape their adult identity and the whole course of their lives (Caprara et al., 2005b). If this is true for any teenager, it would be more complicated for UAMs, who find themselves facing much more radical changes and choices, often in solitude, without the support of friends and family.

Immigration involves not only the loss of all those concrete and daily references, but also the acquisition of new and different ones, so that young immigrants

experience loneliness with different characteristics than do native adolescents (Madsen et al., 2021).

An extensive psychological literature has dealt with dysphoric forms of loneliness and shyness, different phenomena, but both marked by feelings of dissatisfaction with oneself and with others. Symptoms of reluctance and distrust, concern, and mistrust, are both correlated and accompanied by a sequence of missed opportunities; and these are fundamental factors for a correct integration in a new country and the possibility of satisfying one's desire for self-realization.

Loneliness is a subjective experience of discomfort deriving from the perception of not having social relationships that come up to one's expectations. Among its consequences are the tendency to attribute failures to oneself and successes to external causes, a lower tendency to affiliation, sociability, intimacy, and openness, and to sharing one's feelings and hopes with others, low self-esteem, and insufficient social skills. Among the antecedents to this condition, family, and peer experiences, were highlighted, and situations of estrangement and separation (Madsen et al. 2021).

It has been demonstrated that in adolescence, convictions of effectiveness are related to the degree to which the individual is considered capable of achieving good school, or work performance (professional self-efficacy), of establishing and maintaining satisfactory social relations (social self-efficacy) and handling peer pressure against transgressive behaviour (regulatory self-efficacy). These are distinct, but moderately correlated beliefs. All these beliefs, to varying degrees, determine well-being, good adaptation, and prosocial behaviour.

According to the model of Caprara et al. (2005b), the process begins with a belief in being able to adequately express one's emotions, which has positive effects on one's perceived ability to establish and maintain gratifying and constructive interpersonal relationships. This factor is related to the ability to implement appropriate behaviours, which leads to a greater probability of success and satisfaction.

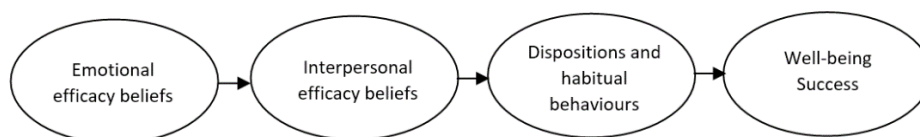


Figure 1: Conceptual model of relationships between personal efficacy beliefs and behaviour (Caprara et al., 2005b)

Many UAMs, although they suffered traumas or micro-traumas due to their experiences, seem to develop personal characteristics that allow them to improve their emotional and behavioural skills and abilities that support positive chains of perceived effectiveness. Tensions leads to resilience: it is as if they can overcome difficult challenges; and this makes them stronger in the face of new challenges. The themes of strength (understood as the ability to practise self-determination and to face adversity) and of responsibility appear as the first elements in the

research of the authors; they are acknowledged by a representation of UAMs as being resilient subjects.

5. The tool: the questionnaire

Based on the information above, we designed a questionnaire that could investigate, through questions expressed in simple form, the main constructs indicated in the literature, as being sensitive for these teenagers. The questionnaire was administered in online format; and it is mainly composed of closed questions expressed in positive form, to facilitate the compilation of the data from those who have not yet mastered the Italian language. Some questions require a short answer, others a multiple choice, and others indicate the degree of agreement on a 6-point Likert scale.

This consists of 30 questions divided into four parts:

1. Personal details: gender, age, country of origin, mother tongue, date of arrival in Italy, attendance at a CPIA school, state of residence (family, community, etc.).
2. Technologies: tools used to communicate with friends, partners, family members, teachers and any related difficulties encountered.
3. Sociability: this section is the heart of the questionnaire; and it contains several questions related to the questionnaires of Caprara (Caprara, Gerbino et al., 2005; Caprara et al., 2005). We considered the following categories: prosocial behaviour, communicative openness, empathy, resilience, self-efficacy (emotional, social, and communicative), loneliness, as well as perceived support.
4. Changes: the nature of the changes introduced by the lockdown due to COVID-19 in daily life and the modes of communication with others.

The sociability scale was also tested for internal consistency, resulting in an excellent Cronbach Alpha index of 0.91.

5.1 The data analysis

The first two categories of questions – Personal details and Technologies – were examined only by means of descriptive statistics in the form of percentages, as these indicate only the frequencies of use. For the other two categories – Sociability and Changes – in addition to the descriptive statistics, the Kolmogorov-Smirnov test was applied, to verify the normality of small samples. With a positive outcome (Sig. 0.093), the data of some groups of participants (males and females, adults and minors, living in families and in communities, residing in Italy for years or months) were compared by means of t-tests of independent samples.

6. The participants

Twenty-three young people participated in the research project. They attended the course for the middle-school diploma at the CPIA. Among them, there were five females and 18 males. 17 were between 15 and 18 years old (six people aged 16 and eight people aged 17), while six were already of adult age, between 19 and 25 years old. The majority came from the Balkan countries: eight from Albania, and four from Kosovo. Three were from Nigeria, two from Moldova and two from Pakistan. The other four came from Gambia, Guinea, Macedonia, and the Philippines. Most of them had already been in Italy for a few months at the time of compilation for between five and eight months (average 6.2 months). Others

had been resident in the country for several years, from one to seven, with an average of three years. They had all been attending school for about seven months, although some had arrived when the school year had already started.

Fifteen of them lived in residential communities, one was in temporary foster care with a local family, six lived with family members; and one had recently formed a new household with her partner. Twelve of them have Albanian as their mother-tongue, four speak English and two speak Romanian-Moldovan. The others speak in dialects typical of their area: Mandinka, Pular, Urdu, Punjabi and Turkish. The level of skill in Italian is variable: generally, with good comprehension; medium-good oral pronunciation with sufficient suitable for informal conversations; written production is mostly possible with the help of dictionaries and translators.

In agreement with their teachers, the questionnaire was offered to the two whole classes present in the school; participation was on a voluntary basis; therefore, we can call it a convenient sample. We decided to include in the data analysis also the six people over the age of 18, to better understand what happens after they have reached a certain degree of independence at their majority.

7. The results

7.1 The changes

The change caused by the preventive social isolation for COVID-19 was perceived, albeit with a different impact, by practically all the youths (15 out of 21), with an average score of 3.85 (the horizontal line in Fig. 2).

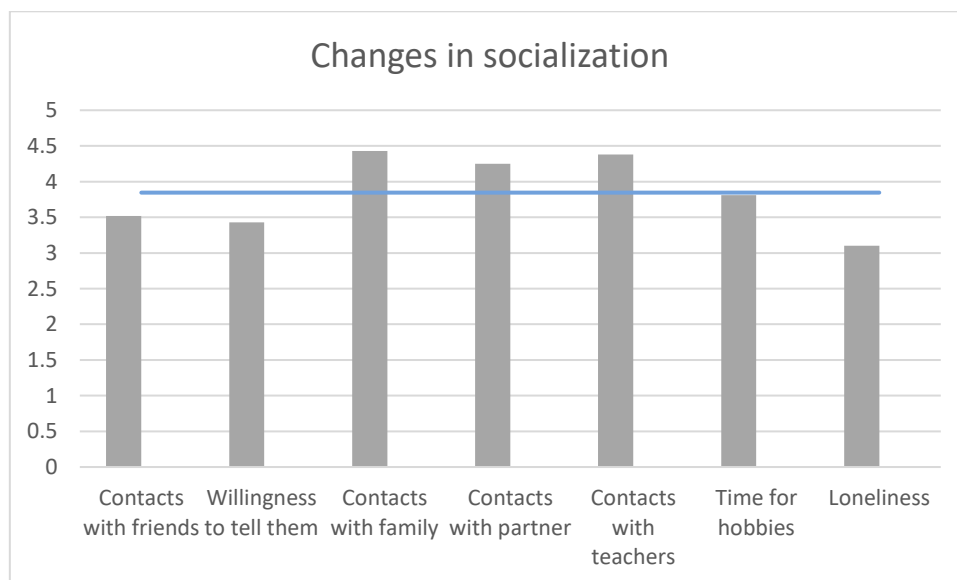


Figure 2: The average scores of changes in contact and socialisation

This concerned the decreased frequency in communication with friends (3.52) and in the willingness to tell them about their experiences (3.43), probably due to the decrease in novelty during the lockdown. On the other hand, contacts with family (4.43), partners (4.25) and teachers (4.38) increased. The increased family contacts were probably related to anxiety over the risks to health, while contacts with professors increased, thanks to the activation of distance learning and the

suspension of some work activities. The youths had the opportunity to devote more time to their hobbies (3.81) and felt only slightly more alone (3.10).

Gender was the only factor reporting significant differences, in fact females felt the changed circumstances more strongly (4.2 vs 3.7; t-test $F=5.92$, Sig. $p<.05$); there was no relation related to age, living environment or period of residence in Italy.

The changes regarding face-to-face contact mainly concerned the school (80%), where distance learning provided by video lessons was the most significant innovation, acting as a novelty to four students and an irritation to four others, who felt the lack of face-to-face meetings. Secondly, friendships were deeply affected (56%) and the greatest suffering came from the impossibility of meeting. There were no changes in their manner of communicating with their families.

7.2 Socialising

The 15 questions in this category were divided into five scales, and then analysed individually. The range of scores for the answers varies from one to six points; and the overall average obtained was 3.45. The questionnaire was created *ad hoc* for the exploratory survey; and the answers to these kinds of questions were found to be strongly influenced by the past experiences and current living conditions of the students. For these reasons, it is not possible to compare the data with any control groups (e.g., minors who are not UAMs). The average scores of the categories are therefore compared with the general average obtained by the group itself (the horizontal line in Fig 3).

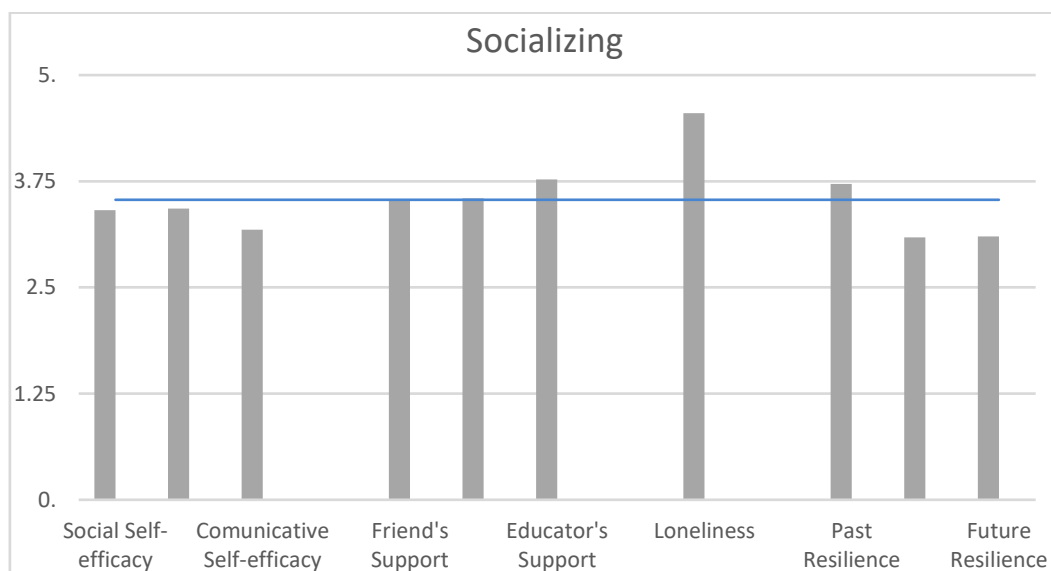


Figure 3: Average scores of the 5 Socialising scales

Regarding self-efficacy, the average score was 3.34, slightly lower than the global average of 3.45, obtained by the five categories. Emotional self-efficacy 3.43 and social self-efficacy 3.41 were closer to the average, while communicated self-efficacy 3.18 was lower.

Communication openness is one of the lowest scores at 2.72. The students displayed greater closure towards their friends (at 2.62 and slightly less towards their family members, which obtained a score of 2.82}.

Social support was found to be very present, as it scored above the average of 3.62, and it came mainly from the educators, who take care of the youths at a score of 3.77, followed by the family at 3.57, and finally by friends at 3.52.

The loneliness index, in fact, obtained one of the highest scores of 4.55 (since it was a negative question, high scores indicate a low loneliness level); they also indicate that isolation does not seem to be a problem from which these teenagers suffer.

Generally, their resilience seemed to be good at 3.30. It seems to come mainly from the force transmitted by past events 3.72, rather than from confidence in the future at 3.10 or confidence in the present at 3.09.

Prosocial behaviour has above average scores, 3.65, in detail: the willingness to help others is high at 3.86, slightly less was the willingness to share personal facts at 3.73 and a little lower than empathy at 3.36.

Regarding integration in Italy, most of the students said they did not encounter any problems; since they immediately met people who spoke their own language (48%). A good percentage (35%) did not have the same luck; and they attributed the complications faced to language difficulties. Social factors did not seem to be relevant in the lives of these young people; and they represented sources of difficulties for only two of them, and an advantage for two others (8.5%).

The difference in scores in these scales is significant for gender (t-test $F=5.93$, $p>.05$) as females seem to function better from a social point of view (average 4.2) than do the males (3.7). Age did not seem to affect their social well-being, as it does not present any statistically significant variations (average 3.9 for minors and 3.5 for adults). Living in a family or in a community does not seem to be significant either (averages 3.8 and 3.9), nor does the time spent in Italy (a few months 4.0, at least one year 3.6).

The lowest score was given by a 17-year-old Kosovar student who, despite living in his family, felt that he could not count on his parents (2) and did not want to confide in them. He has very low levels of resilience (1) and only slightly higher levels of self-efficacy (2). He relies only on the help and confidence of friends (3), which helps him not to feel particularly lonely (4).

A 22-year-old student from Guinea, living in the community, achieved the highest score. He considered himself to be a sociable, empathetic, and open-minded person, (6) who could rely on his family (5), but also on his friends and educators (4), as well as on his communication skills (4.5) and resilience (6 for adaptability and 4 for resilience) despite his past experiences (3).

7.3 Technologies

All the participants owned and regularly used a smartphone (100%). Three stated that they have their own computers: two have lap-tops and one has a desk-top computer.

Table 1: Digital Ways of Maintaining UAMs' Relationships, in Percentage

To speak with.../ I use...	My Italian friends	My country's friends	My boy/girl friend	My family	My teachers
Speech	47.8 %	4.3%	21.7%	21.7%	26.1%
SMS	34.8%	34.8%	30.4%	34.8%	30.4%
Chat	47.8%	30.4%	34.8%	34.8%	4.3%
Phone	47.8%	46.5%	43.8%	65.2%	34.8%
Voice msg	17.4%	21.7%	21.7%	13%	0%
Video call	8.7%	30.4%	17.4%	30.4%	34.8%
E-mail	8.7%	0%	8.7%	0%	47.8%

The most common ways (reported in Tab. 1) to contact Italian friends are face-to-face meetings, telephone calls and chat rooms (48%). For friends staying in the country of origin, the order is phone calls (56%), SMS (35%), then chat (30%) and video calls (30%); while for partners the order is phone calls (43%), chat (35%) and SMS (30%), namely the same used to contact family members, except for video calls, which are more frequent with parents (30%). With teachers, they use more formal channels, such as email (48%), followed by phone calls (35%), and in the lately by video calls (30%).

The main difficulties in staying wired were due to insufficient wireless connection (48%) and insufficient money (26%), followed by the inability to find help in case of problems (22%) or the inability to use the device (17%), as well as the inconvenience of using shared devices (17%). Complaints about old or broken devices were uncommon (13% and 8%).

8. Discussion

The group of UAMs we met corresponds to the profile described in the literature: most of them were 15 to 18 years old, had arrived in Italy a few months ago, without family; and therefore, they hosted in residential communities. Many of them came from Balkan countries with a clear life project, involving family reunification; while others came from distant countries, such as Africa and Pakistan, and had experienced traumatic and complex experiences

The students' answers permitted us to reply to the research questions: most of the adolescents had felt the changes that were implemented for the preventive social isolation for COVID-19 caused in their social habits; and only two of them said they had not been affected. These changes influenced both the quantitative sphere, i.e., the frequency of contacts with other people, and the qualitative sphere, in the manner and satisfaction perceived by these contacts. Contact with family members had increased, due to concerns about their health and the increased time available. Contact with teachers had also increased, thanks to distance learning and the augmented use of digital technologies for school. By

contrast, contact with peers seemed to have decreased, a possible sign of fragile and unreliable relationships.

However, the students stated that they did not feel much loneliness; but rather, they experienced the support of those close to them and confidence in the future, despite concerns for the health of distant relatives. Investigating the different responses, we can recognise several protective factors for their well-being and pro-sociality.

First, Technologies played a great role in maintaining relations with family and school, from which they had benefited in terms of frequency and the level of interest. All the students reported that they had a device, usually a smartphone, that allowed them to stay in contact with their reference persons and that helped them to live through the lockdown period with greater peace of mind, although situations of economic disadvantage such as old or poorly functioning devices, sharing or inadequate money came to the fore.

The second protective factor was resilience: they were young people, able to interpret their life experiences by transforming them into resilience resources; and they did not give up, did not feel alone, and showed high rates of prosocial behaviour. The positive approach to social life depends exclusively on internal personal predispositions and gender (the only variable that showed significant differences).

The third factor was self-efficacy, particularly high in emotional and social aspects. This factor is closely linked to resilience, and both form the basis for a positive attitude towards the future and the difficulties to be faced.

However, the students' strength does not come only from inner factors, such as perceived self-efficacy. It comes rather from the perception of external support, especially from the family, which remains even at a distance a nodal point of contact with their origins, unlike how it is described in the literature. Educators and teachers met in Italy also, they represent an important point of support and security, while friendly relationships appear weak, not very reassuring, and subject to changes from external conditions. These young people declared that they were part of a vast and satisfying friendly network in their home country, and that in Italy they found it difficult to count on their friends (Italians or compatriots) as a solid base of support for their new life.

The difficulties are mainly due to speaking a foreign language and are only partially overcome if they meet compatriots who were already integrated into the local community. This fact is also confirmed by the low level of communicative self-efficacy. The inability to use the new language fluently prevents new encounters from deepening; and it also weakens previous ones.

The fragility of friendship networks resulted in a drop in the frequency of contacts and in suffering, due to the lack of personal meetings. Relationships proved to be, as hypothesised, a decisive aspect in the life of all teenagers and even more for UAMs. They are fragile adolescents, often with traumatic experiences, who face

the challenges of peer inclusion with additional disadvantages: language, limited local knowledge and an initial emotional/communicative closure.

9. Conclusion

The young people who participated in the research displayed a demographic and psychological profile very similar to that described in the literature. They have a strong character, beyond the fragility associated with being UAMs, which protects them from further hardships during their period of adjustment. Their experiences, especially those of distance from loved ones, made them more sensitive in prosocial behaviour; but at the same time, it made them more fragile, subject to closure, introversion and the risk of social discomfort. Women especially seemed to be more sensitive to context variations.

In the context of the pandemic, external protective factors tend to take on a new importance. Technological devices, essential for maintaining contact with others and the school through distance learning, become a much more relevant point-of-reference than previously.

Much of the strength of these youths comes from the support they feel from the families and the caregivers who welcome them. We can understand the importance of providing them with suitable media devices for maintaining contact and continuous availability to the adults of reference.

Ours was only a small exploratory study, conducted with just a few youths from one class. From comparisons with the literature, it seems that their starting conditions, their strengths, and weaknesses, were like those of many other teenagers in their situation. We cannot, however, guarantee that the results can be generalised to a wider population, as context changes.

The level of integration and the helpfulness of the host setting make a big difference. The students in this school rediscovered in their teachers a new point-of-reference, but elsewhere it might happen differently. Further studies could provide more precise indications on this matter. Certainly, the adults in contact with these youths are crucial for their well-being and this is something everybody should consider, from policymakers to teachers.

Authors' Contributions

All the authors contributed to the design, development, analysis and writing of this research work. For reasons of national evaluation of the Italian university research, the authors must declare in which each one has written in, although the work is all the result of a continuous and intense collaboration. Sections 2, 4, 7, 8 and 9 are by Francesca Coin. Sections 1, 3, 5 and 6 are by Monica Banzato.

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Appendix 1

Questionario: "Guarda... mi racconto"

Gentili studenti,

come accennato durante la scorsa lezione, richiediamo la vostra cortese collaborazione per la messa a punto del questionario proposto nell'ambito del progetto "Guarda... mi racconto" realizzato con gli studenti del C.P.I.A. di Venezia.

Dopo una breve parte di informazioni anagrafiche, verranno presentate le domande del questionario, poste in forma di affermazioni, a cui è richiesto di dichiarare il proprio grado di accordo su una scala da 1 a 4.

Poiché si tratta di opinioni personali non ci sono risposte corrette o errate. Vi chiediamo, pertanto, di compilarlo in ogni sua parte con sincerità. Grazie.

PRIVACY E TRATTAMENTO DEI DATI:

Il questionario è anonimo e i dati verranno trattati esclusivamente per finalità didattiche e di ricerca, nel pieno rispetto della privacy, come previsto dal D.lgs 163/2017, Ex art. 13 D.L. 196/2003 ed ex art. 13 Regolamento Europeo 2016/679.

Qualche informazione su di te...

- Sei maschio o femmina?
- Quanti anni hai?
- Da dove vieni?
- Da quanto tempo sei in Italia?
- Qual è la tua prima lingua?
- Da quanto tempo frequenti il CPIA?
- Con chi vivi ora?

I tuoi strumenti per comunicare

- Quali dispositivi utilizzi per tenerti in contatto online con famiglia, amici e scuola?
 - Smartphone
 - Tablet
 - Computer portatile
 - Computer fisso
 - Altro:

- Per parlare con queste persone di solito cosa usi?

	Li incontro di persona	telefonata	Messaggi (SMS, MMS)	Chat (WhatsApp)	Messaggi vocali	Video chiamate	E-mail
Gli amici in Italia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gli amici del mio Paese	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Il/la mio/a ragazzo/a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I miei familiari	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I miei professori	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- Se hai avuto difficoltà a mantenerti connesso è stato perché...
 - Il dispositivo era vecchio
 - Il dispositivo era rotto
 - Dovevo condividere il dispositivo con qualcuno (ad es., un amico o un familiare)
 - Non ho un dispositivo e dovevo chiederne uno in prestito a qualcuno
 - La connessione alla rete non era buona
 - Erano finiti i soldi
 - Non c'era spazio in casa
 - Non ero capace di usare il dispositivo
 - Non c'era nessuno a cui chiedere aiuto
 - Altro

- La modalità che meglio esprime le tue emozioni è:
 - Parlare
 - Scrivere
 - Disegnare
 - Dipingere
 - Fotografare
 - Cucinare
 - Scolpire
 - Ballare
 - Cantare
 - Altro:

Sei una persona socievole?

Indica da 1 a 6 quanto sei d'accordo con le seguenti affermazioni

- Penso di essere una persona socievole
- Quando mi succede qualcosa lo racconto subito a un familiare
- Faccio volentieri compagnia agli amici che si sentono soli
- Mi adatto facilmente ai cambiamenti
- Condivido con gli amici le cose che mi piacciono
- Sono bravo a trovare le parole giuste per raccontare i fatti
- A volte mi sento un po' solo
- Mi emoziono quando un amico mi racconta qualcosa di personale

- Quando le cose sembrano senza speranza, non mi arrendo
- Quando mi succede qualcosa lo racconto subito ad un amico
- Ho amici pronti ad aiutarmi
- Sono bravo a trovare le parole giuste per raccontare le emozioni
- Ho una famiglia su cui posso contare
- Il passato mi dà fiducia per le nuove sfide
- So a chi chiedere aiuto quando ho bisogno

Quando sei arrivato in Italia è stato facile farti degli amici?

- No, perché non parlavo bene la lingua
- No, perché non conoscevo nessuno

- Sì, perché ho incontrato persone che parlavano la mia lingua
- Sì, perché sono una persona socievole
- Altro:

È cambiata la frequenza con cui fai queste cose? Indica la tua risposta da 1 a 6

- sento i miei amici
- sento i miei familiari
- sento il/la mio/a ragazzo/a
- sento i miei professori
- ho cose da raccontare ai miei amici
- mi dedico ai miei hobby
- mi sono sentito un po' solo

Da quando c'è la quarantena hai cambiato modo di comunicare con:

- i miei amici
- i miei familiari
- i miei professori
- Altro:
- Perché? In che modo?

Pensi che questo progetto ti abbia permesso di esprimere qualcosa di ciò che provi?

- Sì
- No
- Forse
- Altro:

Grazie per aver partecipato al nostro sondaggio.