

FINE AT SCHOOL
FIELD RESEARCH ON PUPILS WELLNESS AT SCHOOL
REPORT
NATIONAL LEVEL
COUNTRY: SPAIN

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1. Introduction

1.1. Short information about the institution/institutions involved in the survey.

The following institutions and schools in Murcia, were involved in the implementation of the study:

1. **CEIP. Los Rosales.**
2. **Secondary Educational School Poeta Julián Andugar.**
3. **CEIP. Santa Rosa de Lima.**
4. **IES. Eduardo Linares.**

About EUROACCION

ASOCIACION CULTURAL EUROACCION is a non-governmental, independent organisation for the support of youth and adult learning, professional and personal development of people with fewer opportunities. Euroaccion is an active member of UNIQUE Network (<http://www.unique-network.org/>) and HREYN (www.hreyn.org).

Our vision is the personal change for social change.

Our mission is to inspire and stimulate the human potential through experiential learning, volunteering and social inclusion projects.

More than 70 volunteers at local level form Euroaccion and it has partners over the whole national territory in Spain as well as in more than 20 EU countries, as well as in Asia and South America. Our paid staff is composed by 7 people, managers, trainers, therapists and researchers. Not paid we have about 20 members in Euroaccion.

Euroaccion realises annually around 8 – 9 European projects mostly about training and education as well as projects in the field of capacity building and social inclusion

of people with fewer opportunities through humanistic approaches and Gestalt therapy.

In terms of long-term project and multilateral cooperation projects, Euroaccion has been partner in LdV, Grundtvig and Daphne Multilateral projects.

Short description of the situation in Spain according to Early School Leaving.

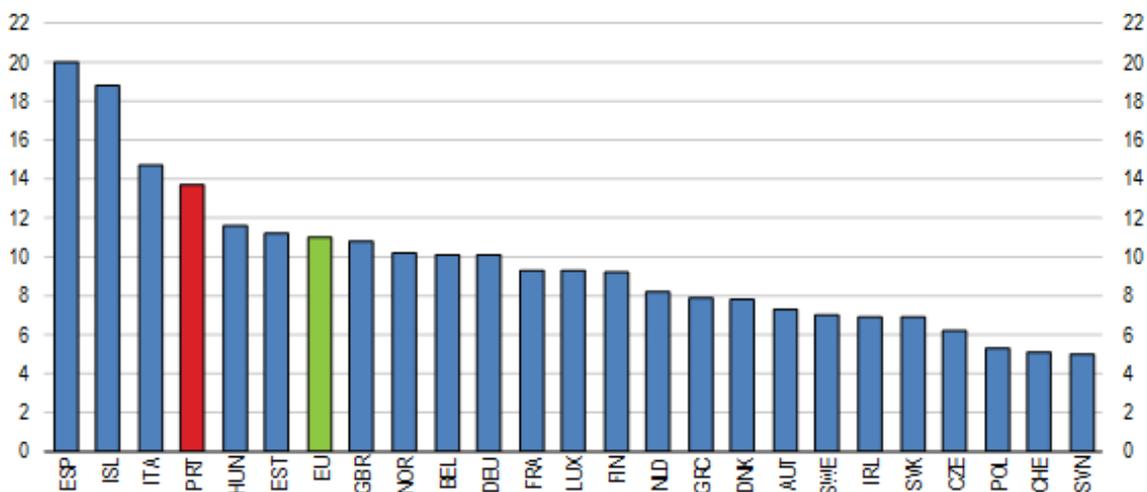
Spain is the second country of the European Union in school failure, with a rate of 19% of young people between 18 and 24 years old who have left the educational system prematurely having completed at the very least the first cycle of Secondary Education (ESO) and not having received any other type of training in the last month. This rate is only surpassed by Malta (19.6%) and is above the European average (10.7%), according to Eurostat data. The last day of the Ministry of Education, Culture and Sports, on January 26, 2017, this figure appears at 18.98%. The proportion of school failure is much higher among boys (22.7%) than among girls (15.1%), according to Eurostat data. However, Spain has managed to reduce the school dropout rate in the last decade from 30.3% in 2006 to 19% in 2016, although it is still far from reaching the national goal of reducing it by 15% in 2020, five points less than the goal for the entire EU.

Spain is not among the best in the EU in any of the categories analyzed and is only in a more favourable situation than the European average in the rate of children under three years going to day care centres (39.7% compared to 30.3 % in the Union) and in the percentage of the population that has chosen not to resort to health care due to not being able to cover this expense (0.6% in Spain, compared to 3.2%).

Spain has improved a lot since 2013. However, more measures have to be taken to reduce youth and long-term unemployment and reduce the school dropout rate. The commissioner called in particular measures "to improve the effectiveness" of the guarantee of youth employment, public employment services and their cooperation

with other social services to ensure the return of the unemployed to the labour market and the drop in early school leaving .

Figure 2. Student early school leaving rate is high
 Percentage of the population aged 18 to 24 having attained at most lower secondary education and not being involved in further education or training¹



1. The early school leaving rate for Spain covers "school drop outs".

Source : Eurostat (2016), "Youth education and training", *Eurostat Database* and European Commission (2014), "Overview of Europe 2020 Targets", http://ec.europa.eu/europe2020/targets/national-targets/index_en.htm.

In the diagram above, we can find information picture of Spanish situation in 2016 in comparison with other European countries in the field of ESL.

Early leavers from education/ training differentiated by gender in Spain from 2011 to 2016:

Males						Females					
2011	2012	2013	2014	2015	2016	2011	2012	2013	2014	2015	2016
31,01	29,09	27,02	25,06	24,00	22,70	21,50	20,50	19,8	18,01	15,8	15,1

Source: Eurostat (LFS) in Europe 2020 Target: Early Leavers From Education And Training

In Spain there is a higher rate of early school leaving in men than in women. What confirms the trend prevailing throughout most European countries.

We can begin by pointing out that early school leaving is a more predominant in male. Dropout rates are permanently higher for men than for women. It is a common pattern in the European Union as a whole, but in the Spanish case it is more pronounced. Thus, in the first quarter of 2013, the dropout rate is 27.02% among men and 19,80% among women (in the case of the European Union the difference by sex does not reach four points) . This has as a consequence that at present men represent 58.7% of the total early school leaving.

At present, while the dropout rate is 20.6% for Spanish, it rises to 42.8% in the case of foreigners that live in Spain. As a result, although foreigners represent only 15.2% of the population aged 18 to 24, their weight in the total early leaving currently exceeds 27%, the maximum of the period considered.

The characteristics of the family, also allows to appreciate different patterns of ESL. The EPA reports the level of education completed by the parents. For young people with mothers with lack compulsory education, the dropout rate exceeds 30%, while it is only 4.6% when the mother has higher education. Something similar happens according to the studies of the father, although in this case to higher education corresponds a slightly higher rate, 8.4% .As a result, only 3.6% of total dropouts would currently correspond to young people whose mothers have higher education and 85% to the group whose mothers have compulsory education at most.

The ESL is also related to the age of the individual. For ages closer to the end of compulsory schooling the ESL is less intense, but that changes later. As time goes by, people who initially tried to study additional studies but who left them without completing them successfully are added to the dropout group. This flow seems to dominate that of those who left previously and then consider resuming studies.

The abandonment is also related to the age of the individual. For ages closer to the end of compulsory schooling the abandonment is less intense, but that changes later. As time goes by, people who initially tried to study additional studies but who left them without completing them successfully are added to the dropout group. This flow seems to dominate that of those who left previously and then consider resuming studies.

To summarize, the dropout rates since the crisis began in 2008 has been more intense among males, nationals, children of parents with basic education (up to ESO), and children under 20 years of age and those who do not obtain the ESO title.

Questionnaire studies

1.2. General information about studies

1.2.1. Respondents' group

The study was conducted in 4 research groups:

1. Students over 10 years old: 151
2. Students under 10 years old: 197 (15 teachers)
3. Teachers: 127.
4. Parents / caregivers: 142.

STUDENTS OVER 10 YEARS OLD

The study was conducted in 2 secondary schools in Murcia Region:

IES Eduardo Linares

IES Poeta Julian Andúgar

In total the study covered 151 students aged between 12 and 16 years old.

There were 94 boys (62,25%) and 57 girls (37,75%).

STUDENTS UNDER 10 YEARS OLD

The study was conducted in 2 primary schools in Murcia Region:

Public School Los Rosales.

CEIP. Santa Rosa de Lima.

In total, the study covered: 72 boys and 125 girls (197 students in total).

TEACHERS

127 teachers aged from 24 to 63 participated in the study.

In the group of teachers there were 48 men (38%) and 79 women (62%).

The study was conducted in 4 schools in Murcia Region:

CEIP. Los Rosales. Murcia

Secondary Educational School Poeta Julián Andugar. Murcia

CEIP. Santa Rosa de Lima. Murcia

IES. Eduardo Linares. Murcia

PARENTS

142 parents / caregivers of students took part in the study. Respondents were aged 25 to 60. In the parents' group there were 65 men (45.77%) and 77 women (54.23%).

The study was conducted in 4 schools in Murcia Region:

CEIP. Los Rosales.

Secondary Educational School Poeta Julián Andugar.

CEIP. Santa Rosa de Lima.

IES. Eduardo Linares.

1.2.2. Realization of the survey

In accordance to the methodology agreed with the rest of the partners of this project, we delivered the study in the 4 of the different schools we normally work with during the whole scholar year implementing other European educational projects and also in local intervention with mainly Non Formal Education, to help students improve in an emotional level.

We committed and selected for our study 4 schools located in different parts of Murcia, in Spain. We selected these schools to achieve a wide, diverse and rich group of students, teachers and parents as we needed professionals from primary and from secondary junior schools.

We informed the school about the purpose of the survey and they agreed to participate in it.

To achieve honest results we guaranteed anonymity in the questionnaire, so that everyone involved could feel free to answer, and as a consequence get for the research the most reliable results.

- The survey was conducted by a person of the project that coordinated de survey wit one person in each school that would act as a link to the classes of students, teachers and parents.
- Respondents gave back the completed questionnaire in the common box so that it was kept in anonymity.

All the questionnaire were given to the school in Spanish, as national language.

The survey was realized though questionnaires that were given to the school in a paper version. There was one person in charge of coordinating the survey in each school. After we had la the answers we forwarded the questionnaires in an online

digital version that gave us all the graphics of the answers, and that we have use to explain the actual situation and make all the conclusions of our research though this report.

1.3. Statistical data

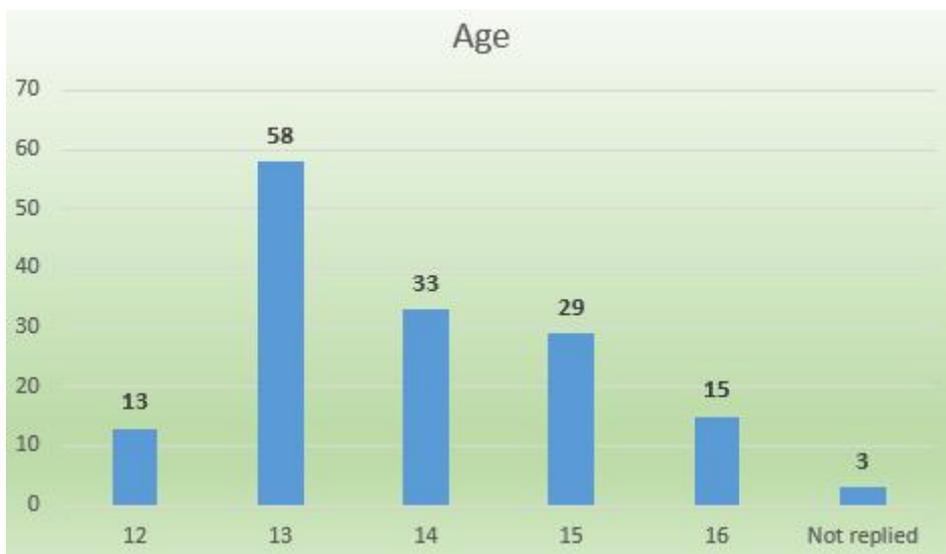
1.3.1. Students (over 10 years old)

1.3.1.1. Class Data

1.3.1.2. Information about students

1.1. Age

12 years - 13 students; 13 years - 58 students; 14 years - 33 students, 15 years - 29 students, 16 years - 15 students; 3 not replied answers.



1.2. Gender

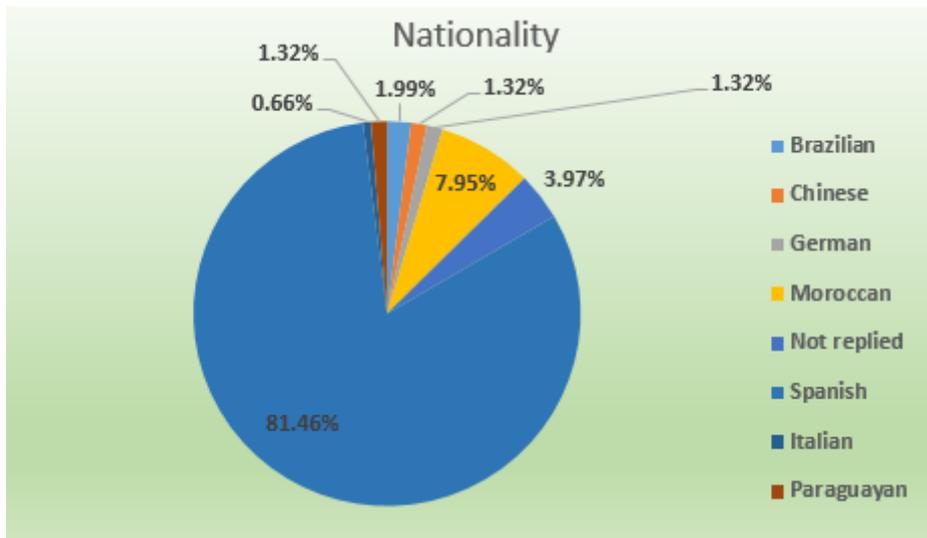
Boys - 94 students (62,25%)

Girls – 57 students (37,75%).

Total: 151 students

1.3. Nationality

The main nationality is Spanish with a 81,46% -, followed by a 7,95% of Moroccan. There are other nationalities but indeed with a very small % of people and just 1 or two individuals. 3,97% of pupils did not answered.



1.4. Which school do you currently go to?

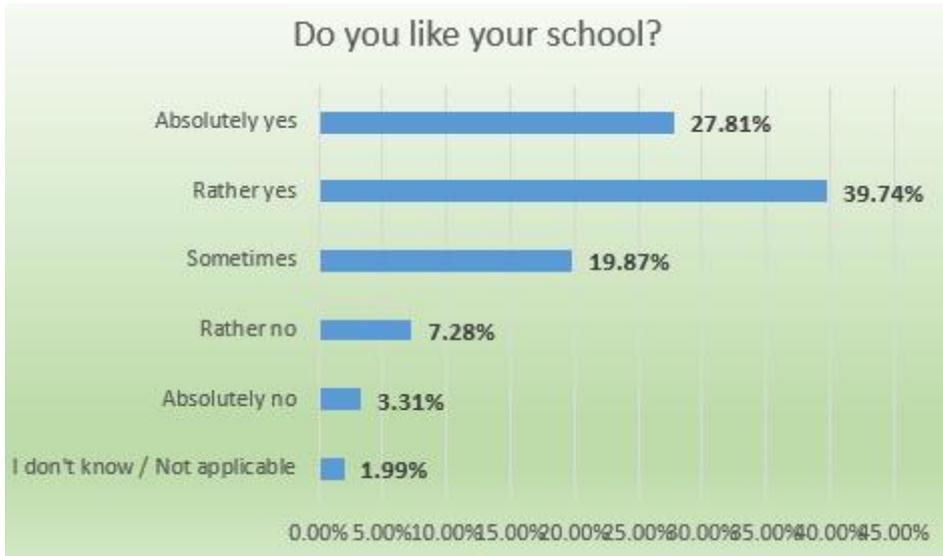
100% of respondents replied Junior High School.

1.3.1.3 School and its surroundings

2.1. Do you like your school?

The 39,74% replied “rather yes”, followed by a 27,81% of respondents that said “absolutely yes”. The 19,87% said “sometimes”, and the 7,28% replied “rather not” while a 3,31% said “absolutely no”. The 1,99% said “I don’t know/not applicable”.

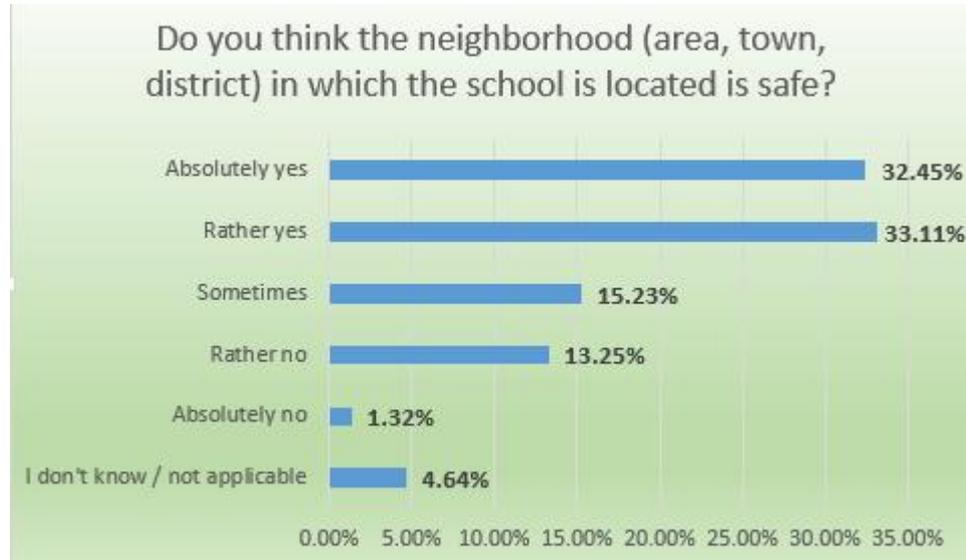
In general we can say that more than 50% of the group are positive about their school and they like it. Additional comments: no



2.2. Do you think the neighbourhood (area, town, district) in which the school is located is safe?

32,4% says that it's absolutely safe, 33,11% replied that it's "rather" safe. Around 15,23% doubts about its safety and replied "sometimes". And 13,25% consider it to be not the safest place, while 1,32% says that this area is absolutely not safe. Another 4,64% can't measure safety of the area.

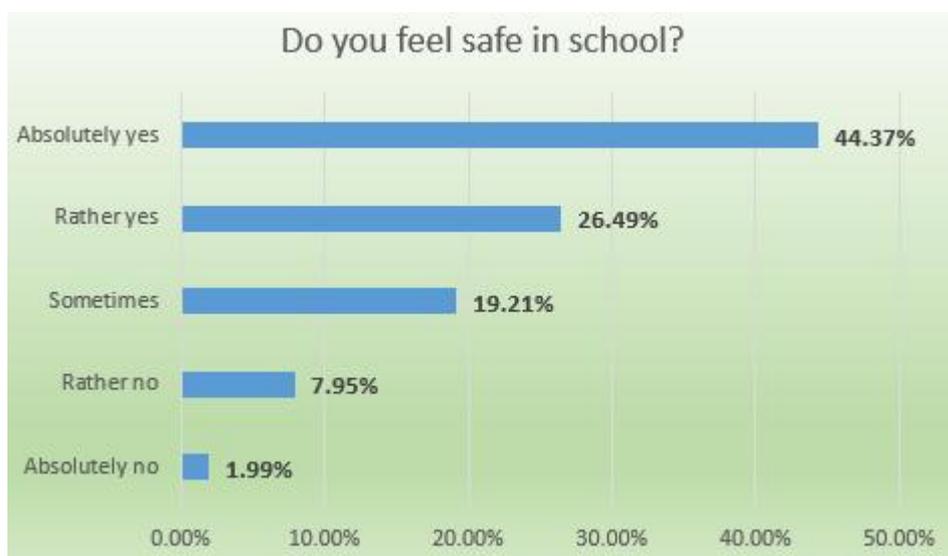
More than a half of respondents consider their school location as a safe one (65,56%), while 14,57% consider area as not the safest one or absolutely not safe. Additional comments: no



2.3. Do you feel safe in school?

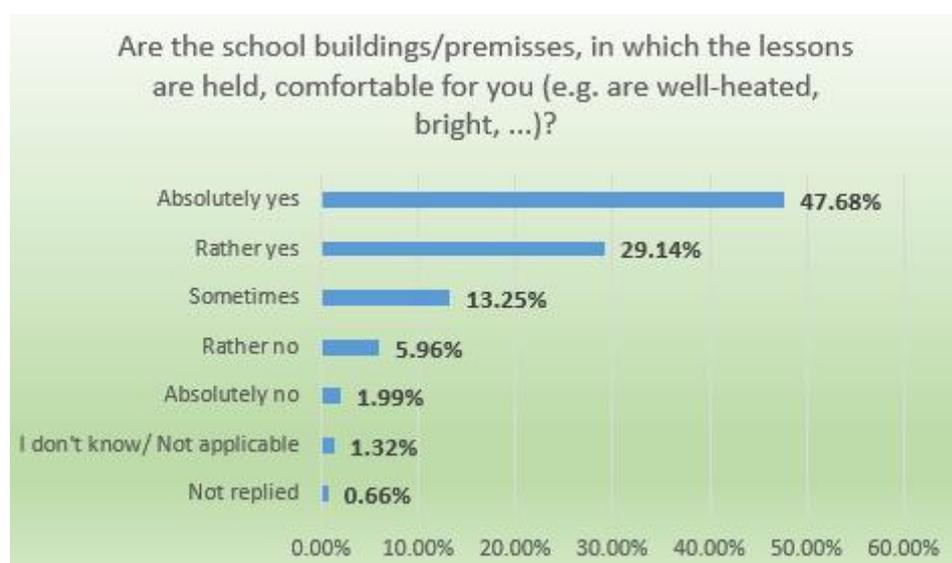
44,37% of respondents said that they feel absolutely safe in their school. "Rather yes" got 26,49% of responds. Meanwhile 19,21% of responds are having an answer "sometimes". Around 7,95% of people replied that they feel rather not safe in school. And 1,99% says that they feel "absolutely not safe" in the school they attend.

According to the graphics, biggest half of respondents (70,86%) feel absolutely safe or rather safe in their school, while 19,21% answered "sometimes". Other 9,94% of people feel rather not safe or absolutely not safe. Additional comments: no



2.4. Are the school buildings/premises, in which the lessons are held, comfortable for you (e.g. are well-heated, bright, ...)?

Majority of the answers (47,68%) are following “absolutely yes” option. Around 29,14% replied “rather yes”. 13,25% of respondents chosen “sometimes” option. While 5,96% chosen “rather no” and 1,99% said that they consider places to be absolutely not comfortable. 1,32% answered “I don’t know”. And 0,66% didn’t reply on the question.



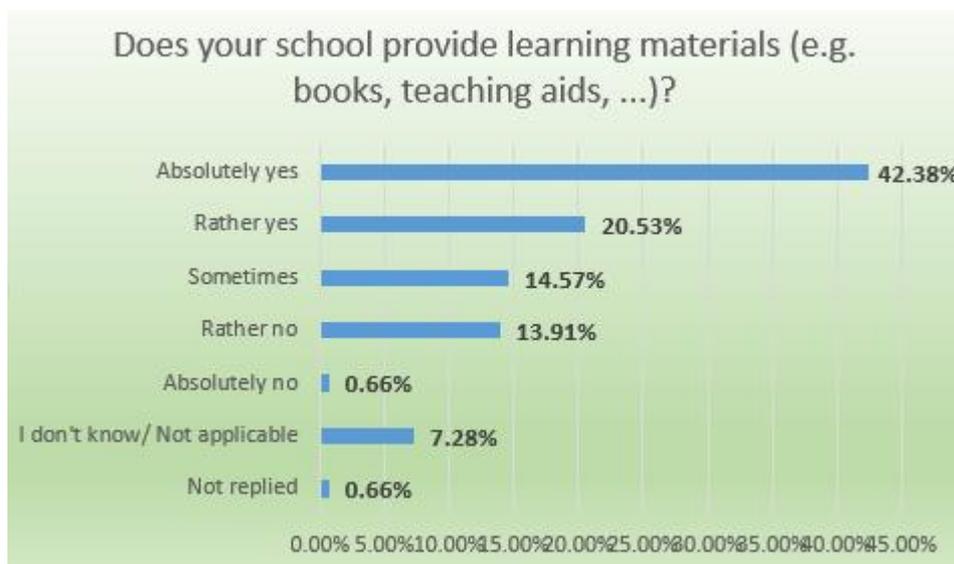
According to the graphics-biggest half of the respondents (around 76,82%) consider their school buildings/premises to be comfortable, while other part of respondents doubts comfort of their school conditions.

Additional comments: 0.

2.5. Does your school provide learning materials (e.g. books, teaching aids, ...)?

“Absolutely yes” got 42,38% of all the replies. While “rather yes” takes 20,53% of all the responds, “sometimes” 14,57%. 13,91% of respondents said “rather no”, while 0,66% replied “absolutely no”. Around 7,28% of people said “I don’t know”. And 0,66% didn’t reply to the question.

Absolute majority of responds are considering that their school provides all the learning materials (around 62,91%). And 14,57% says that it's "rather no" or "absolutely no". Additional comments: no

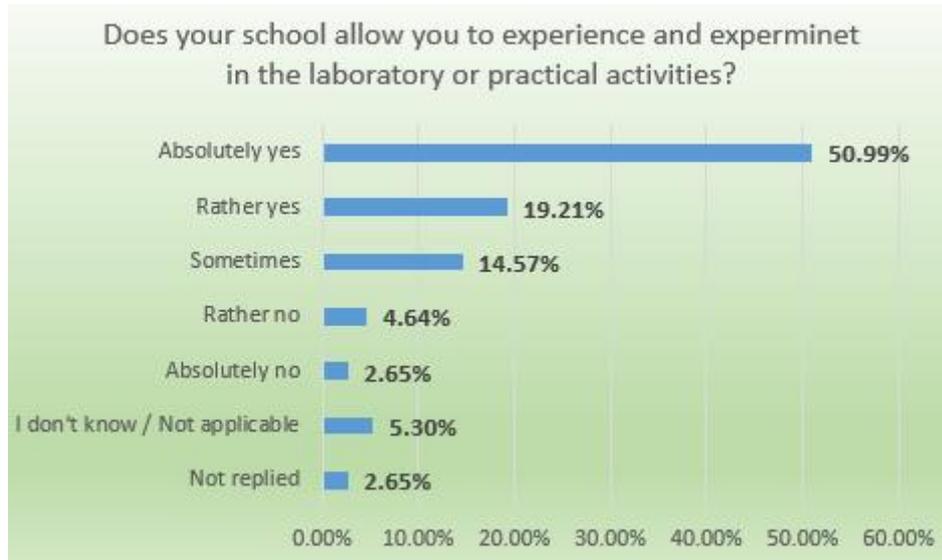


2.6. Does your school allow you to experience and experiment in the laboratory or practical activities?

"Absolutely yes" option obtains 50,99% or all the replies. "Rather yes" has 19,21% of responds, "sometimes" has 14,57%, "rather no" takes 4,64%. "Absolutely no" received 2,65% of the all the responds. 5,30% of the respondents chosen "I don't know" option and 2,65% didn't give an answer.

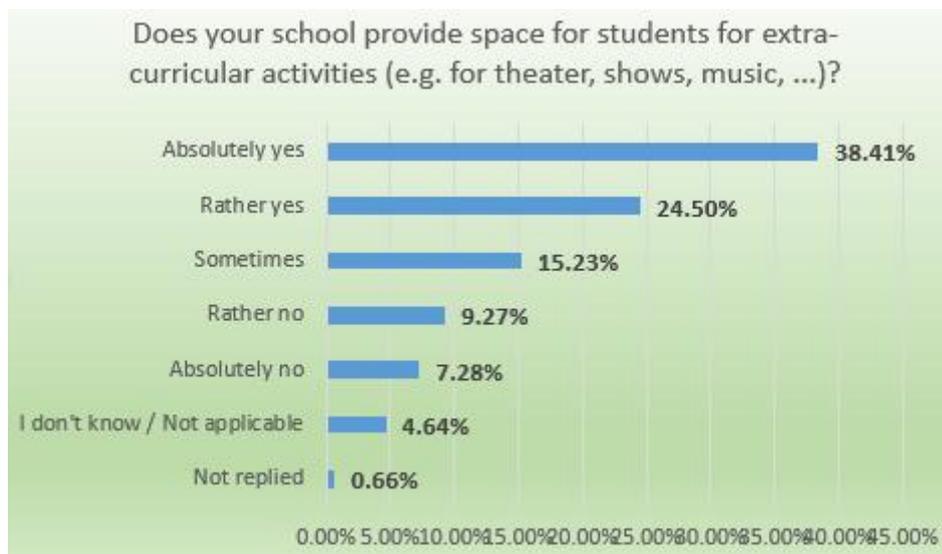
More than a half of all the responds (50,99%) says that their school allows them to experience and experiment in the laboratory or practical activities. And a minority of the answers (around 7,29%) says "absolutely no" or "rather no".

Additional comments: 0.



2.7. Does your school provide space for students for extra-curricular activities (e.g. for theatre, shows, music, ...)?

From all the responds “absolutely yes” received 38,41%, “rather yes” 24,50%, “sometimes” 15,23%. Respond “sometimes” obtains 15,23% of all the answers.



Around 9,27% of respondents said “rather no” and 7,28% “absolutely no”. 4,64% replied “I don’t know”, while 0,66% left the answer empty.

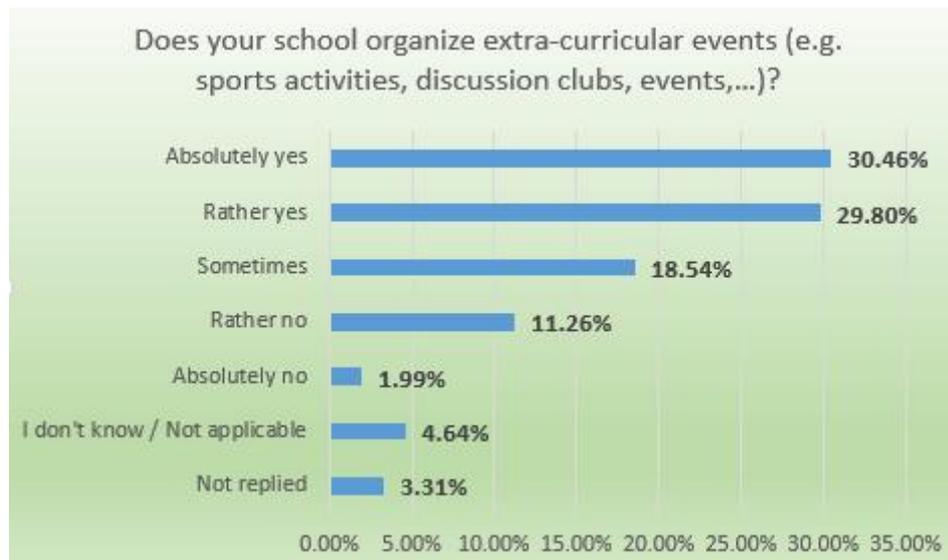
Around 62,91% of respondents confirm that school provides space for students for extracurricular activities. Additional comments: no

2.8. Does your school organise extra-curricular events (e.g. sports activities, discussion clubs, events,...)?

30,46% of respondents have an answer “absolutely yes”, 29,80% have “rather yes” reply, 18,54% answered “sometimes” . 11,26% replied “rather no” and 1,99% said “absolutely no”. From all the replies 4,64% said “I don’t know’ and 3,31% didn’t reply at all.

In general-positive or rather positive reply takes over 60,26% of the replies, while 13,25% have negative or rather negative answer to the question.

Additional comments: no

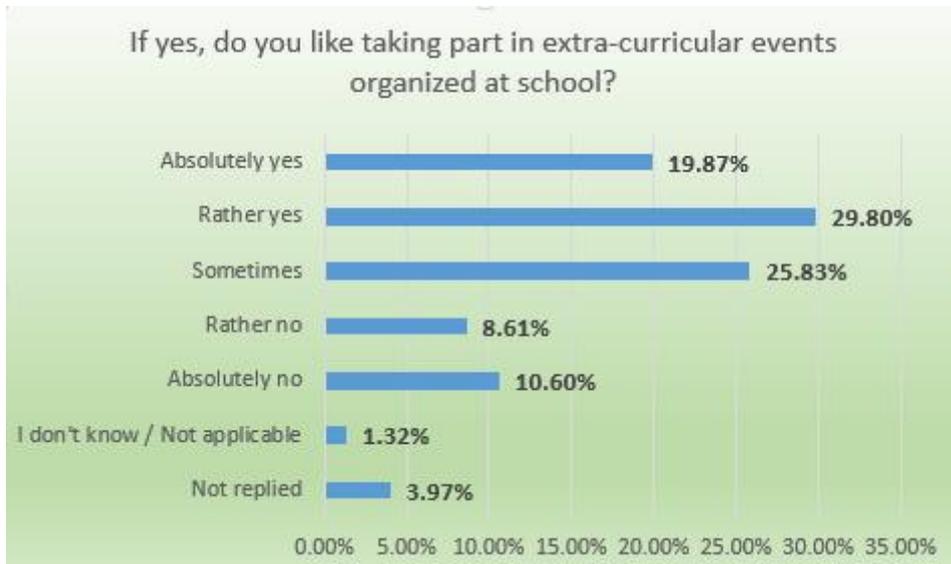


2.9. If yes, do you like taking part in extra-curricular events organized at school?

The highest response was “rather yes” and takes 29,80%. “Sometimes” got over 25,83%, “absolutely yes” has 19,87% of answers. Following them goes “absolutely no” with 10,60% of replies, “rather no” with 8,61%. 1,32% replied “I don’t know” and 3,97% didn’t give a reply to the question.

49,67% of the students said that they sometimes or rather participate in extracurricular events organised at school, just around 20% are always participating.

Additional comments: no

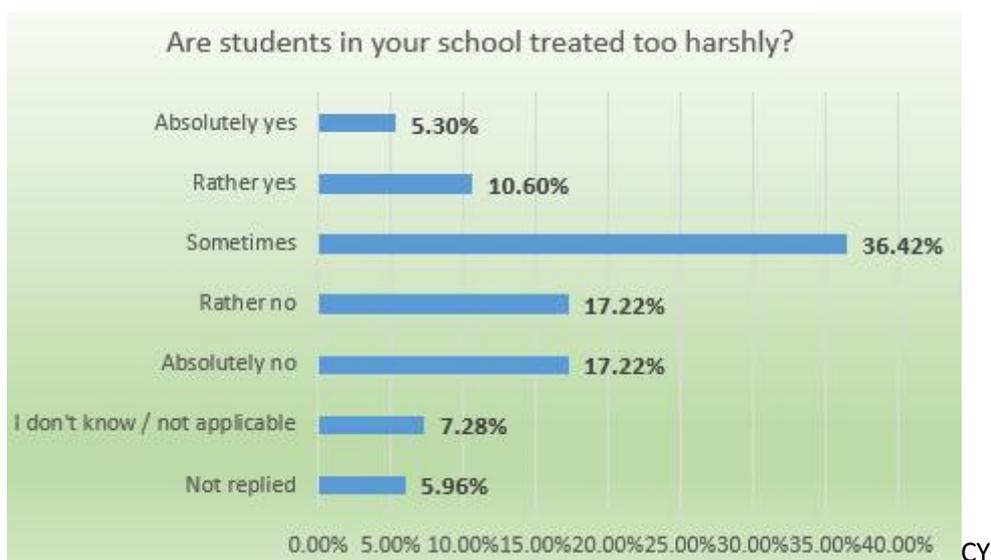


2.10. Are students in your school treated too harshly?

The most trending answer is “sometimes” that obtains 36,42% of replies. “Rather no” and “absolutely no” both have 17,22% of replies that in general makes around 33,44% of negative answers. Less trending are “rather yes” that got 10,60% of answers, “absolutely yes” with 5,30%. 7,28% of people replied that they “don’t know” and 5,96% skipped the question.

Biggest majority of responds are split between “sometimes” with 36,42% and “rather no”, “absolutely no” (33,44%).

Additional comments: no

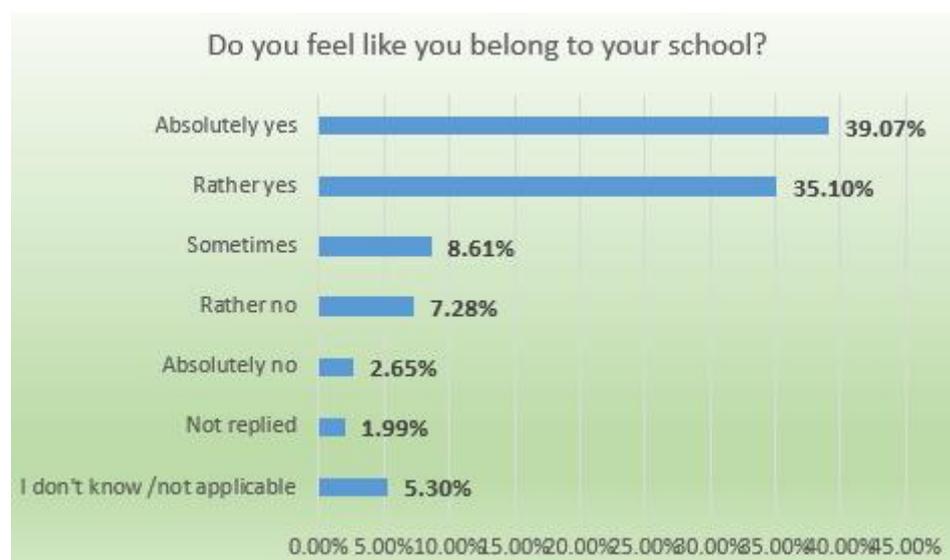


2.11. Do you feel like you belong to your school?

“Absolutely yes” takes over 39,07% of all the answers. “Rather yes” obtains 35,10%. “Sometimes” received 8,61% of the responds. 7,28% answered “Rather no” and 2,65% said “absolutely no”. Around 5,30% replied “I don’t know” and 1,99% didn’t reply to the question at all.

According to the graphics around 74,17% feel belonging to their school and around 9,93% replied that they feel rather apart from the school or absolutely not belonging.

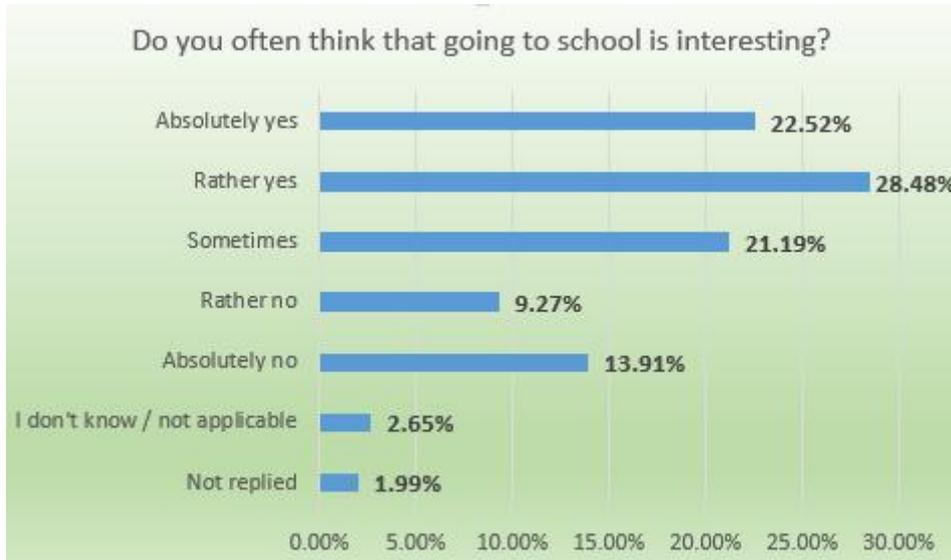
Additional comments: no



2.12. Do you often think that going to school is interesting?

28,48% of people replied that going to the school is rather interesting. 22,52% said they that it’s absolutely interesting to go to the school. 21,19% answered “sometimes”, while 13,91% obtains “absolutely no”. “Rather no” received 9,27% of all the answers. 2,65% is “I don’t know” and 1,99% didn’t reply at all.

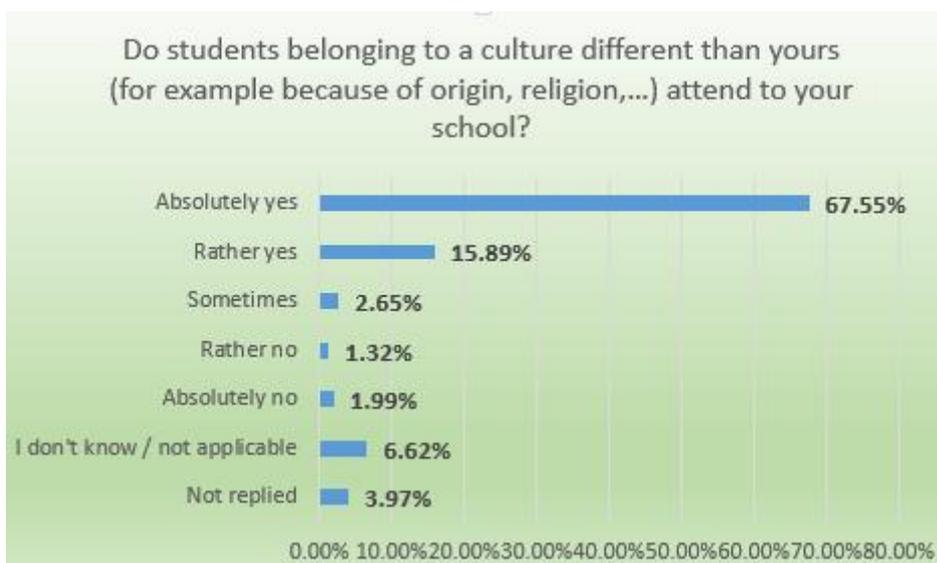
According to the graphics more than 50% of respondents think that going to school is interesting. Additional comments: no



2.13. Do students belonging to a culture different than yours (for example because of origin, religion,...) attend to your school?

Highest rate of reply received answer “absolutely yes” with 67,55% of all the reponds. Following trending answer is “rather yes” with 15,89%, “I don’t know” with 6,62% of the answers “sometimes” that has 2,65%, “absolutely no” with 1,99% and “rather no” with 1,32%. Around 3,97% didn’t reply to the question.

High rate of the positive replies (around 83,44%) show that there are students belonging to a different cultures attending school of respondents.

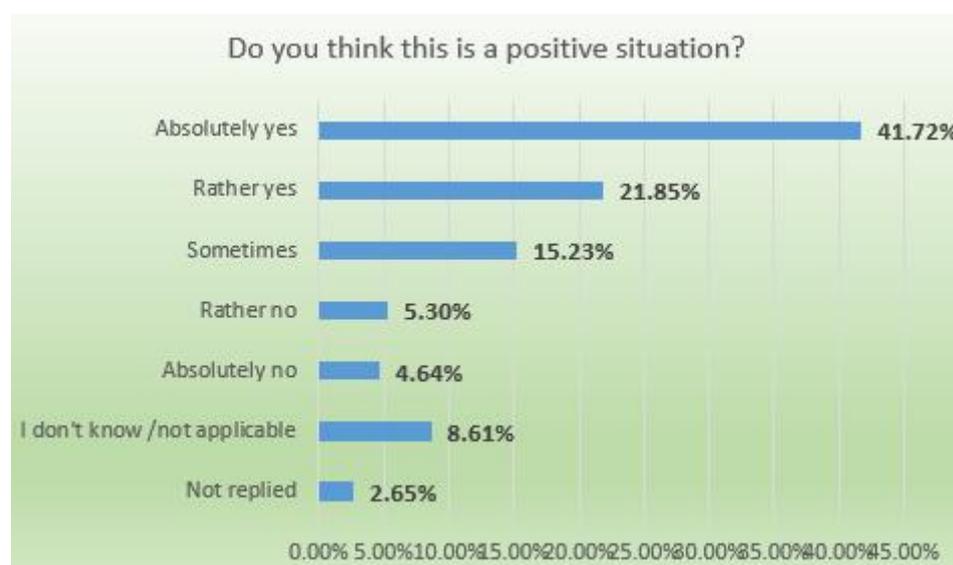


2.14. Do you think this is a positive situation?

The highest percentage is obtained by the answer “Absolutely yes” (41,72%), “rather yes” with 21,85% of the answers and “sometimes” with 15,23%. From another side, “rather no” got 5,30%, “absolutely no” got 4,64% of replies, Answer “I don’t know” maintains 8,61% of all the replies. Around 2,65% didn’t give the reply.

According to the graphics, majority of all the respondents describes situation in school as a positive one (around 63,57% in total).

Additional comments: no

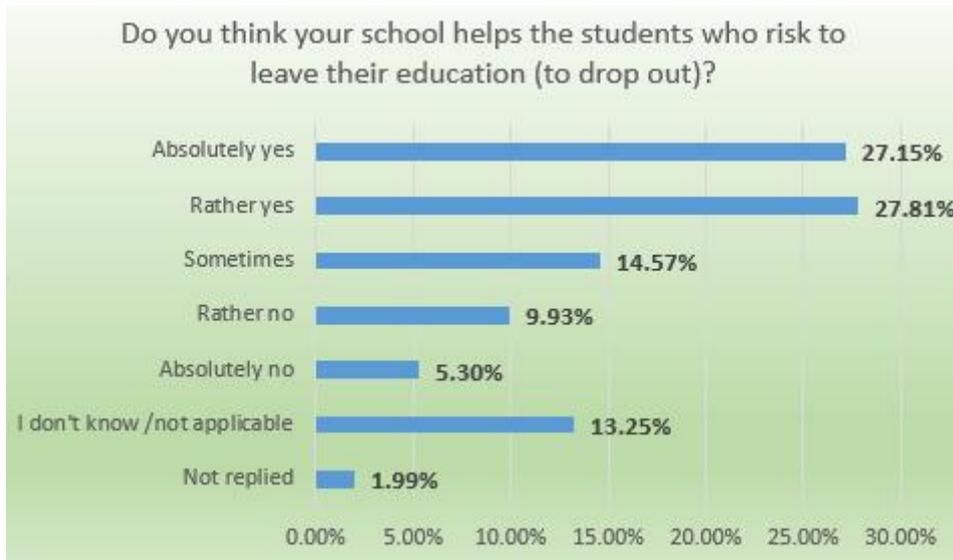


2.15. Do you think your school helps the students who risk to leave their education (to drop out)?

The highest response rate is obtained by “rather yes” with 27,81% of responds, next trending answer is “absolutely yes” with 27,15%. Around 14,57% replied “sometimes” and 13,25% chosen “I don’t know”. “Rather no” obtained 9,93% and “absolutely no” got around 5,30%. 1,99% didn’t give any reply.

More than 50% of all the respondents said that they agree that their school helps students who risks to leave their education.

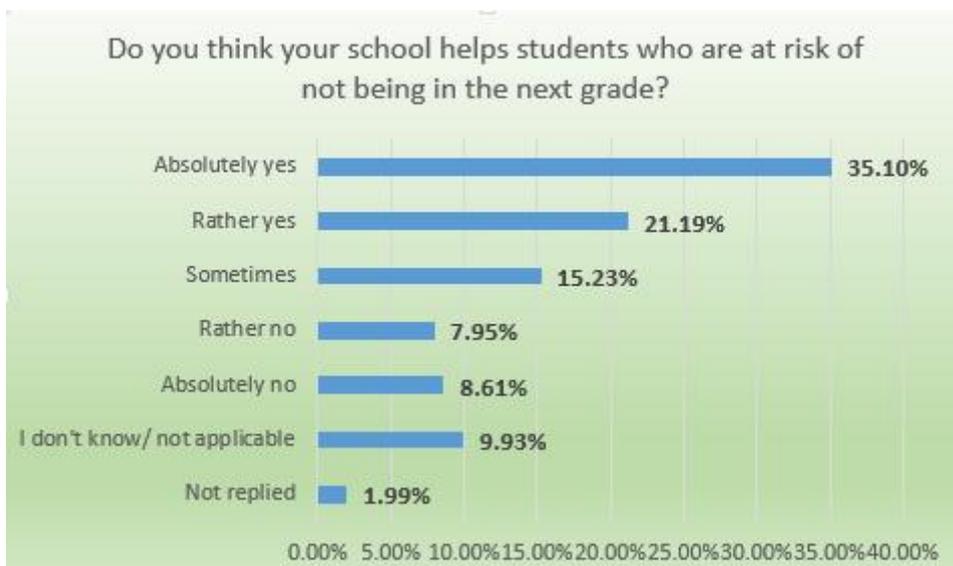
Additional comments:0.



2.16. Do you think your school helps students who are at risk of not being in the next grade?

Around 35,10% of respondents replied “absolutely yes”. 21,19% of responds has answer “rather yes”. “Sometimes” obtains 15,23, “absolutely no” received 8,61% and “rather no” has 7,95% response rate. Around 9,93% said “I Don’t know”. 1,99% didn't reply to the question.

More than 56,29% of all the respondents think that their school helps students who are at risk of not being in the next grade. Additional comments: no

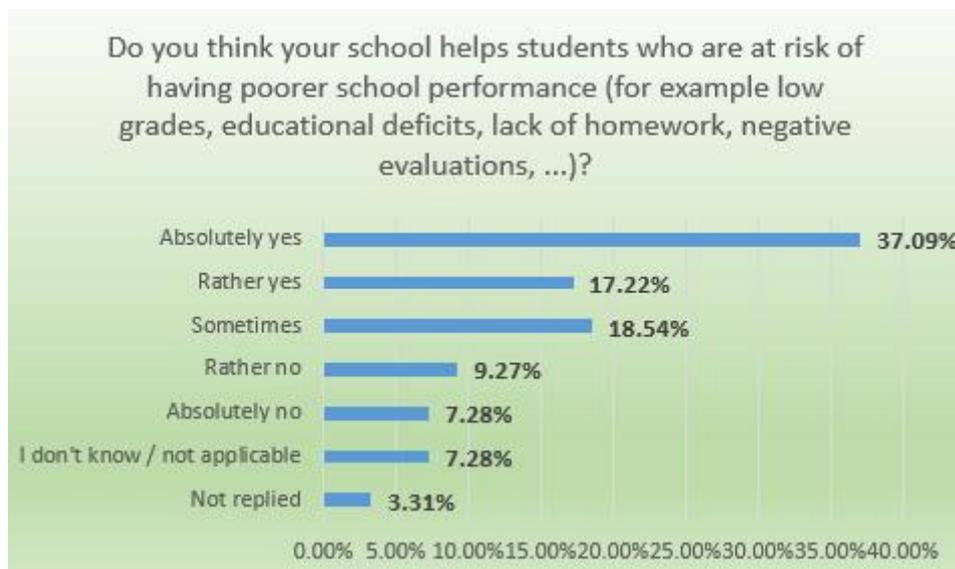


2.17. Do you think your school helps students who are at risk of having poorer school performance (for example low grades, educational deficits, lack of homework, negative evaluations, ...)?

37,09% of respondents replied “Absolutely yes”, 18,54% responded “Sometimes” and option “rather yes” received 17,22% of all the answers. “Rather no” received 9,27%, while “absolutely no” and “i don’t know” both received 7,28% of all the replies. 3,32% preferred not to reply.

Overall,54,31% of respondents have had a positive answer, that states their opinion that their school helps students who are at risk of having poorer school performance. And around 23,83% have doubts about it.

Additional comments: no



2.18. Do you think your school helps the students who show risky behaviours like drinking alcohol, using of drugs, smoking, ...?

The highest response received option “Absolutely yes” (31,79%), next trending one is “Sometimes” (19,21%), and next one is “Rather no” with 13,91%. Following them, option “Rather yes” received 9,27%, “I don’t know” has 7,28%. 1,99% didn’t reply.

According to the graphics, most respondents' opinions split between opinion that school surely helps students who show risky behaviours and that their school may help only sometimes or even rather can't. Additional comments: 0



2.19. Does it happen in your school that boys or girls belonging to a minority (ethnic, religious, sexual,..) are discriminated or ridiculed?

Highest percentage received an option "Sometimes" with 25,17%, next most chosen option is "absolutely yes" (21,19%). Then goes "Rather yes" with 17,88%, "Rather no" with 13,91%, "Absolutely no" with 11,92%. Around 5,96% chosen option "I don't know" and 3,97% didn't reply to the question.

The most common opinion, according to the graphics is that sometimes boys and girls belonging to a minority are discriminated or ridiculed, and some respondents are sure that it absolutely surely happening.

Additional comments: no

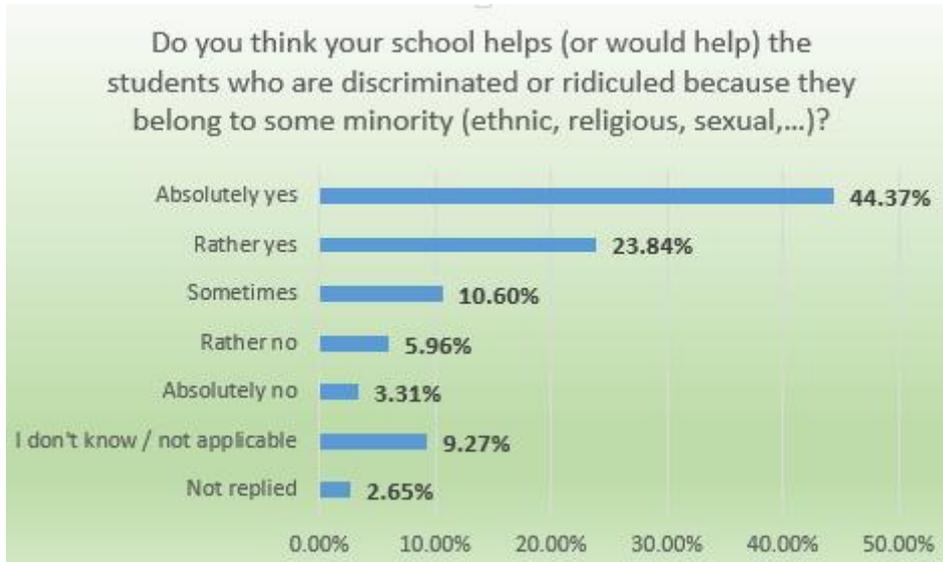


2.20. Do you think your school helps (or would help) the students who are discriminated or ridiculed because they belong to some minority (ethnic, religious, sexual,...)?

Option “Absolutely yes” has 44,37% of response, “Rather yes” has 23,84%, next trending option is “Sometimes (10,60%). 9,27% of all respondents answered “ I don’t know” and 5,96% received option “Rather no”. Meanwhile “Absolutely no” has 3,31% of answers. 2,65% of all respondents didn’t reply at all.

More than half of all the respondents think that their school helps and may help students who are discriminated or ridiculed because of belonging to some minority, or that their school sometimes helps these type of students.

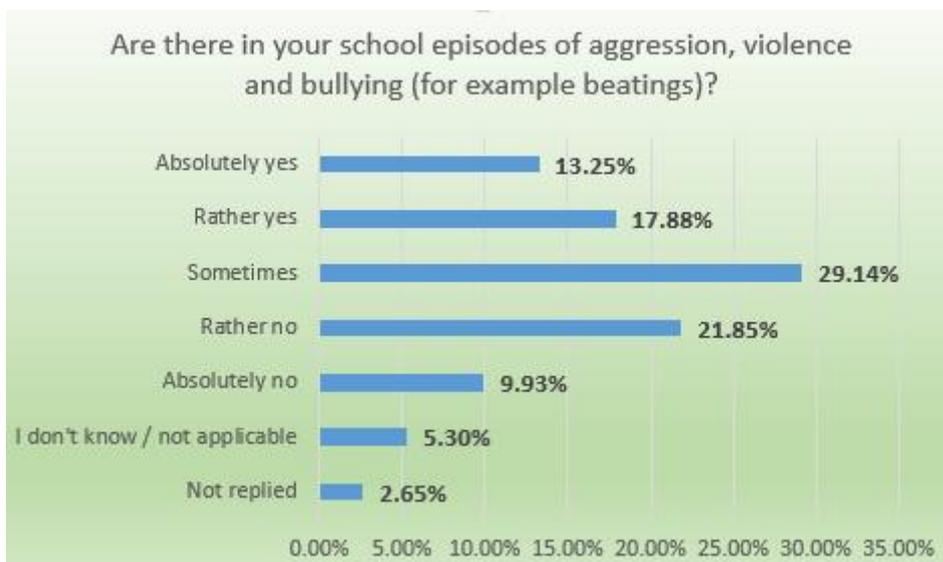
Additional comments: no



2.21. Are there in your school episodes of aggression, violence and bullying (for example beatings)?

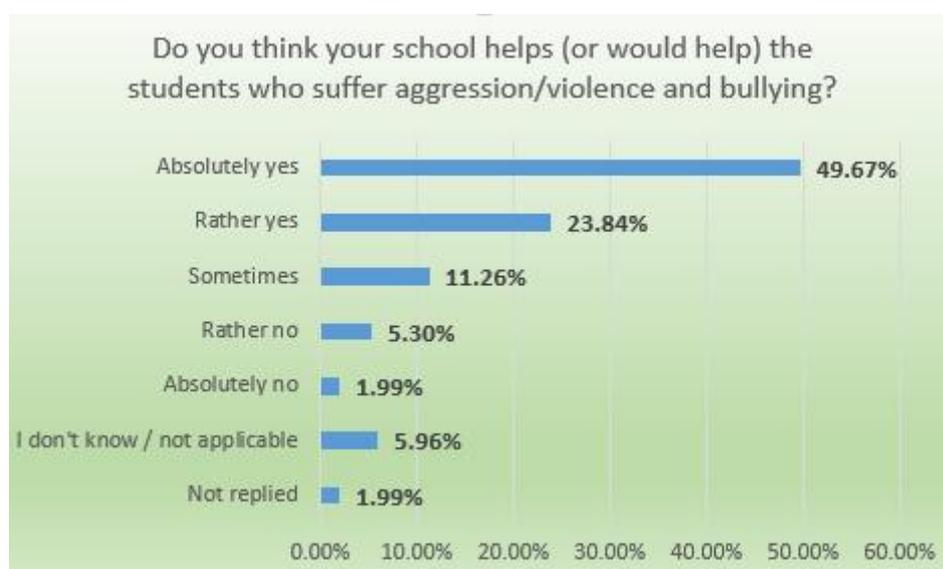
The 29,14% replied “sometimes” followed by a 21,85% replied “rather no” and a 17,88% that replied “rather yes”. The 13,25% replied “absolutely yes” while the 9,93% “absolutely no”, and there is a 5,30% that replied “I don’t know/ Not applicable”.

We could say that the majority of our sample is positive about the existence of episodes of aggression, violence and bullying in the school, even though they are not ordinary. Additional comments: The 2,65% did not reply at all to this question.



2.22. Do you think your school helps (or would help) the students who suffer aggression/violence and bullying?

The 49,67% replied “Absolutely yes” followed by “Rather yes” with a 23,84% and “Sometimes” with a 11,26%. The 5,96% replied “I do not know/ Not applicable” followed by “Rather No” with a 5,30% and “Absolutely No” with 1,99%. From the above information, we could say that more than 50% of the respondents are positive that school helps (or would help) the students who suffer aggression/violence and bullying. Additional comments: 1,99% of the sample did not replied the question.

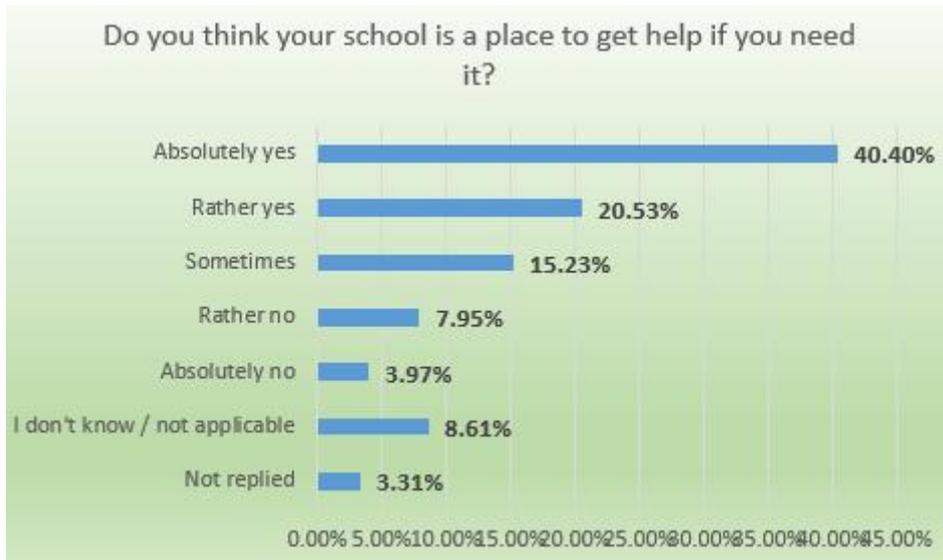


2.23. Do you think your school is a place to get help if you need it?

The 40,40% replied “Absolutely Yes” followed by “Rather Yes” with a 20,53% and “Sometimes” with a 15,23%. The 8,61% replied “I don’t know”, the 7,95% “Rather No” and the 3,97% “Absolutely No”.

Given that, we could say that the majority of the sample is positive on their school being a place to get help if need be.

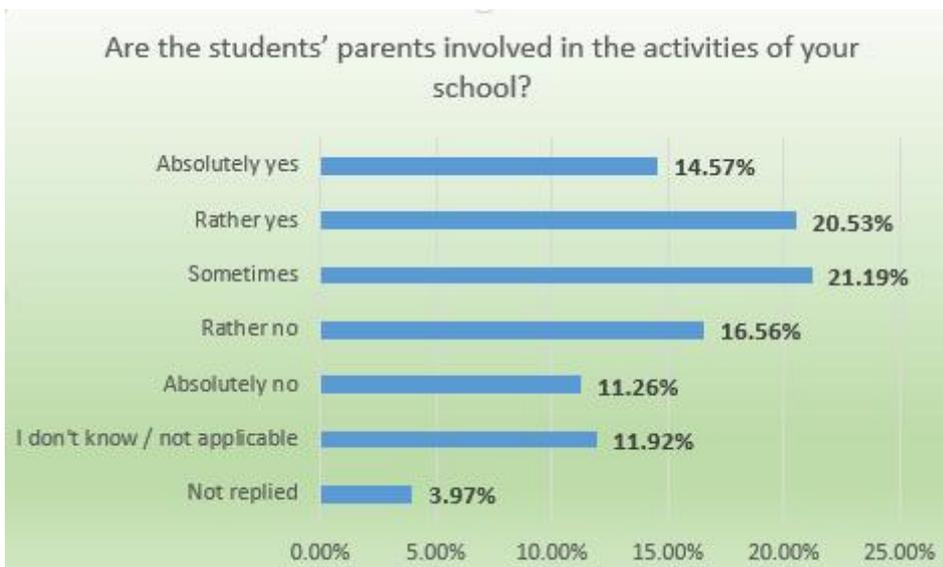
Additional comments: The 3,31% did not reply.



2.24. Are the students' parents involved in the activities of your school?

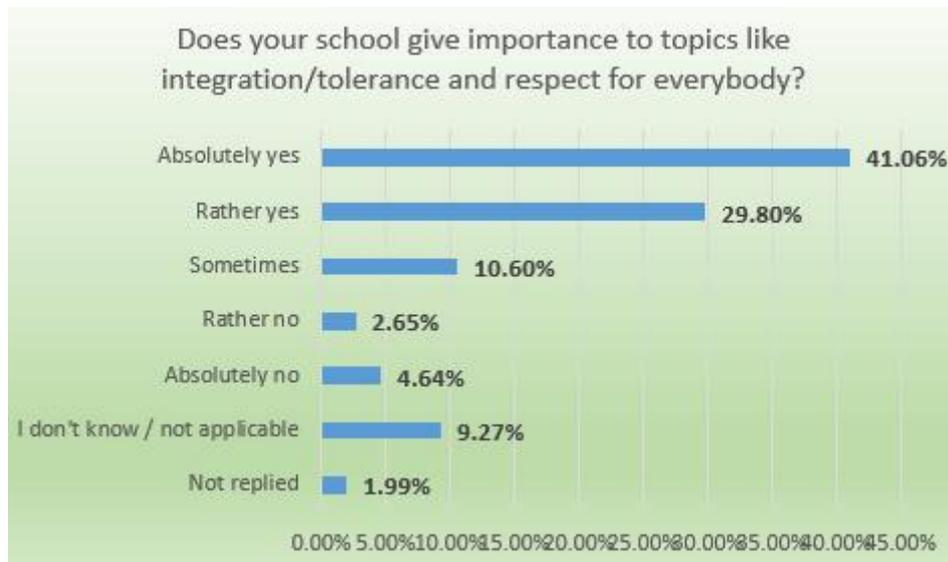
The 21,19% replied "Sometimes" followed by "Rather Yes" with a 20,53% and "Rather No" with 16,56%. The 14,57% replied "Absolutely Yes" while the 11,92% replied "I don't know" and the 11,26% "Absolutely No". We could say that the majority of sample is positive about the existence of parents involvement in school's activities, even though it is not ordinary.

Additional comments: The 3,97% did not reply.



2.25. Does your school give importance to topics like integration/tolerance and respect for everybody?

The 41,06% replied “Absolutely Yes” followed by “Rather Yes” with a 29,80%. The 10,60% replied “Sometimes” and the 9,27% replied “I do not know”, followed by “Absolutely No” with a 4,64% and “Rather No” with a 2,65%. We could say that more than the 50% of the sample is positive about their school giving importance to integration/tolerance, respect for everybody and relevant topics. Additional comments: There is a 1,99% that did not replied the question.



1.3.1.3. School relations

3.1. Do you have a good contact with your school's headmaster/director/manager?

The 29,14% replied “Absolutely Yes” followed by “Rather Yes” with a 27,81% and “Sometimes” with a 19,87%. The 11,92% replied “Rather No”, followed by “I don't know” with a 8,61% and “Absolutely No” with a 2,65%.

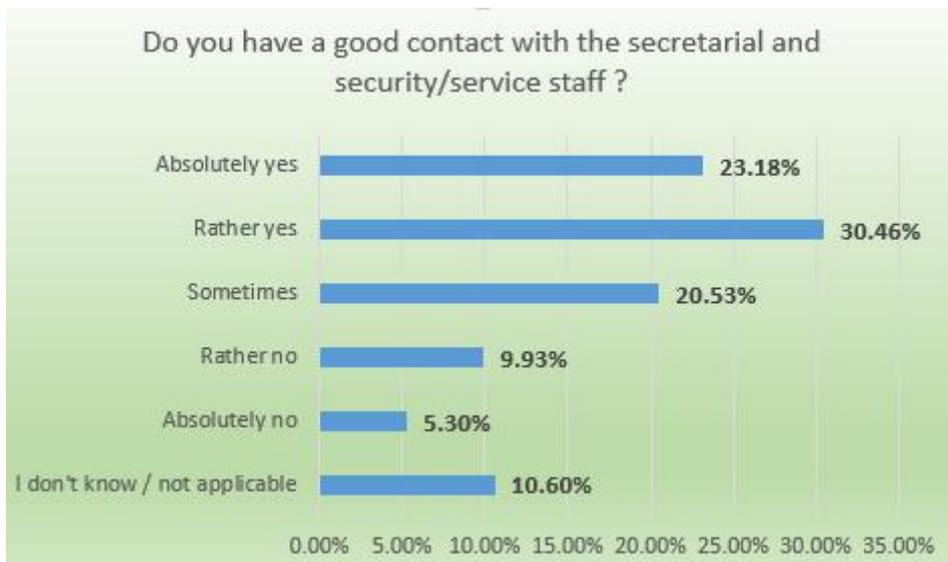
We could say that more than the 50% of the sample consider having a good contact with their school's headmaster/director/manager.



3.2. Do you have a good contact with the secretarial and security/service staff ?

The 30,46% replied "Rather Yes" followed by "Absolutely Yes" with 23,18% and "Sometimes" with a 20,53%. The 10,60% replied "I don't know" followed by "Rather No" with 9,93% and "Absolutely No" with 5,30%.

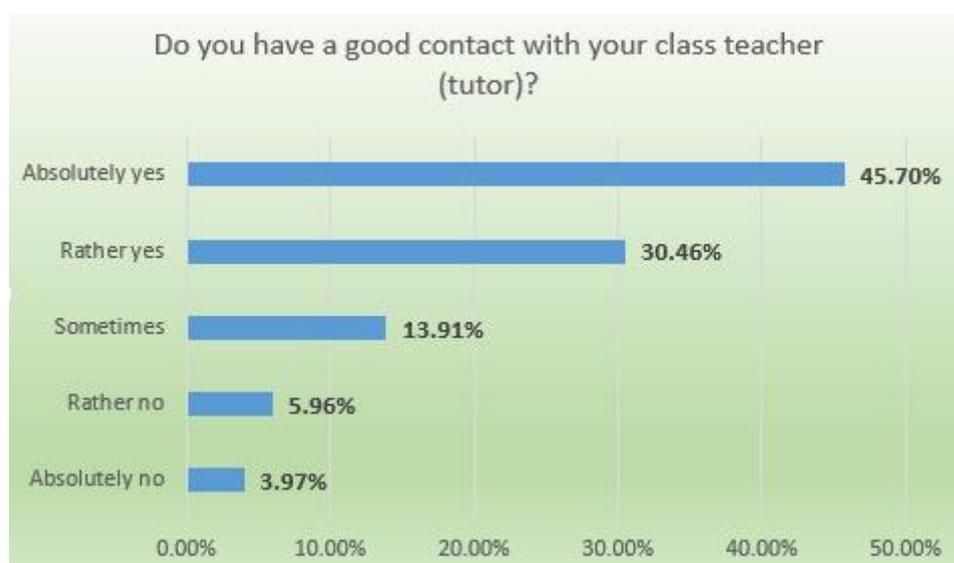
We could say that more than the 50% of the sample considers having a good contact with the secretarial and security/service staff.



3.3. Do you have a good contact with your class teacher (tutor)?

The 45,70% replied “Absolutely Yes” followed by “Rather Yes” with a 30,46% and “Sometimes” with a 13,91%. The 5,96% replied “Rather No” while the 3,97% replied “Absolutely No”.

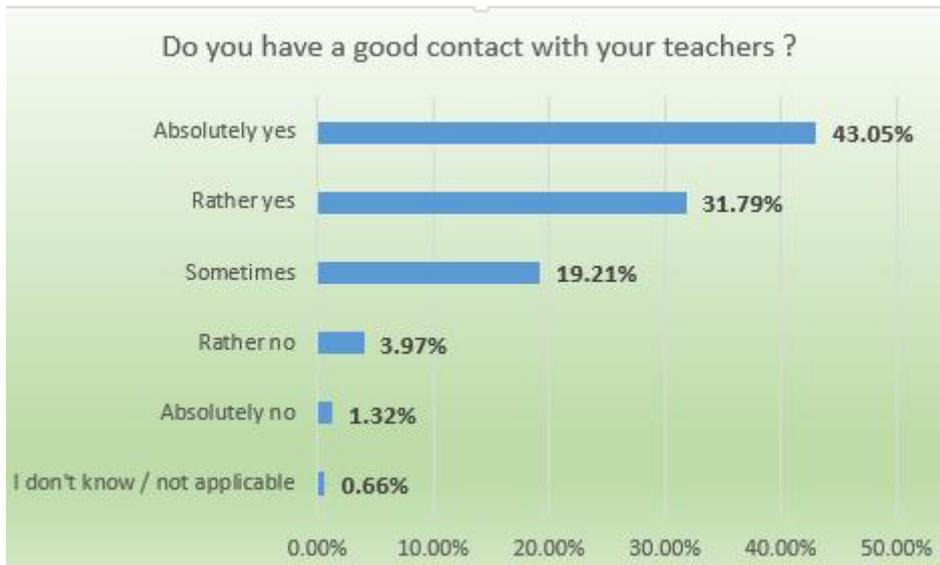
Taking the above into consideration, it seems that more than the 50% of the sample considers having a good contact with their class teachers (tutors).



3.4. Do you have a good contact with your teachers ?

The 43,05% replied “Absolutely Yes” followed by “Rather Yes” with a 31,79% and “Sometimes” with a 19,21%. The 3,97% replied “Rather No” and the 1,32% “Absolutely No”, while there is a 0,66% that replied “I don’t know”.

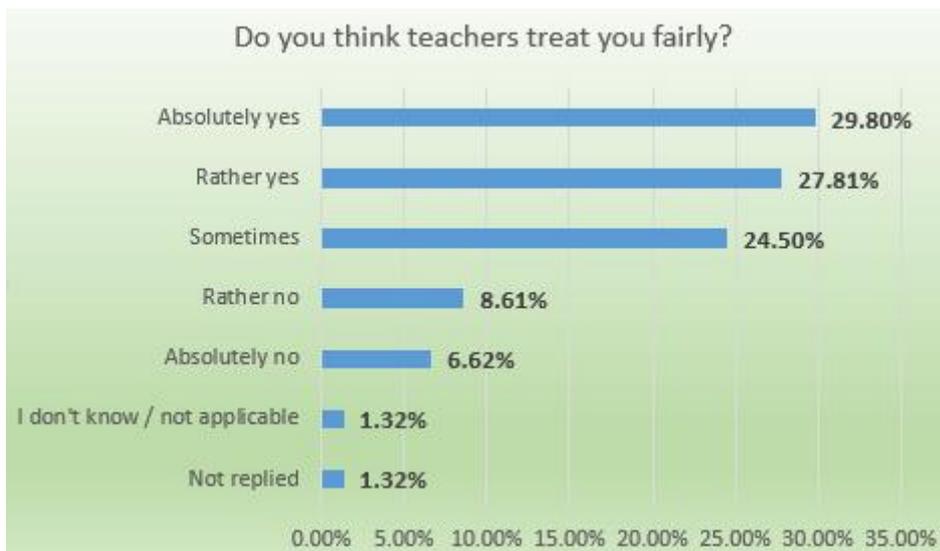
Given the above information, we could say that the majority of the sample considers having a good contact with their teachers.



3.5. Do you think teachers treat you fairly?

The 29,80% replied “Absolutely Yes”, followed by a 27,81% of “Rather Yes” and a 24,50% of “Sometimes”. The 8,61% replied “Rather No” and the 6,62% replied “Absolutely No”, while there is a 1,32% that replied “I don’t know”. We could say that in general more than the 50% of the sample thinks that teachers treat them fairly.

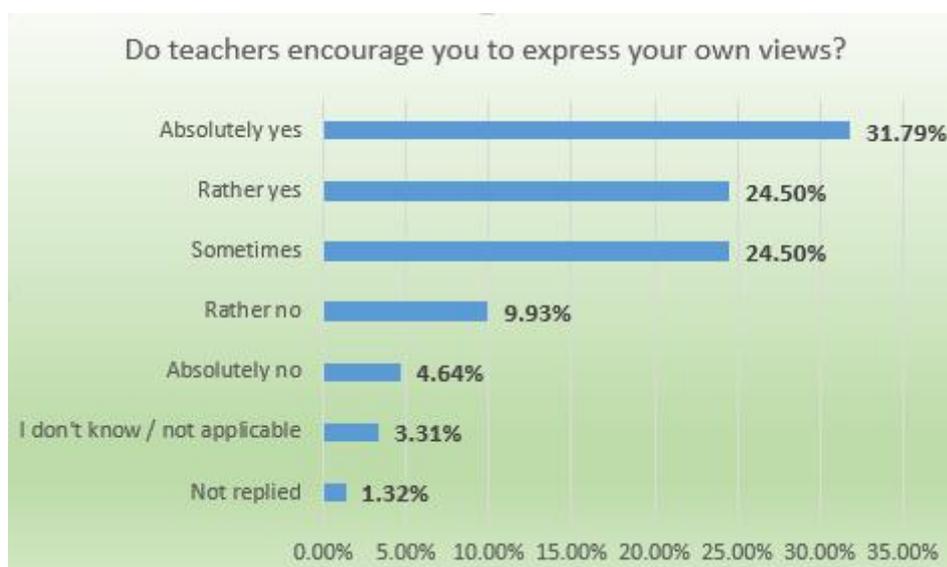
Additional comments: A 1,32% did not reply the question.



3.6. Do teachers encourage you to express your own views?

The 31,79% replied “Absolutely yes” followed equally by “Rather yes” and “Sometimes” with a 24,50% each. The 9,93% replied “Rather no” and the 4,64% replied “Absolutely no”, while there is a 3,31% that replied “I don’t know”. The above given, we could say that in general students think that their teachers encourage them to express their own views.

Additional comments: The 1,32% did not reply the question.

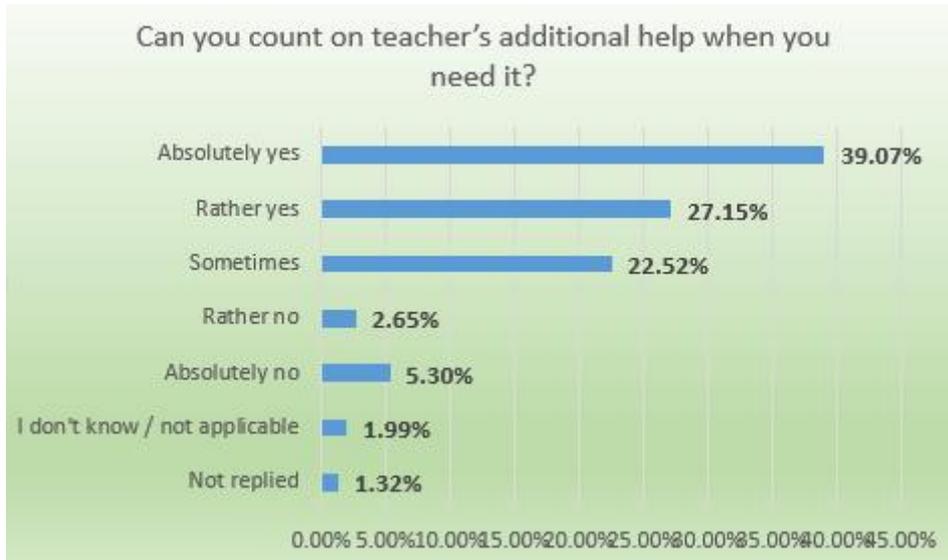


3.7. Can you count on teacher's additional help when you need it?

The 39,07% replied “Absolutely yes” followed by “Rather yes” with a 27,15% and “Sometimes” with a 22,52%. The 5,30% replied “Absolutely no” and the 2,65% replied “Rather no”, while there is a 1,99% that replied “I don’t know”.

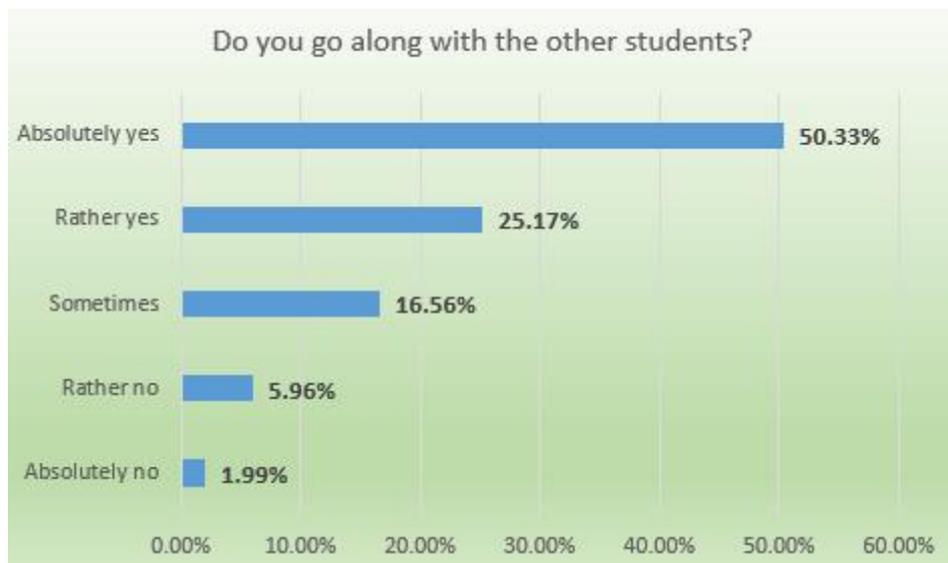
Taking into consideration the above, we could say that in general students can count on their teacher’s additional help when they need it.

Additional comments: 1,32% did not reply to this question.



3.8. Do you go along with the other students?

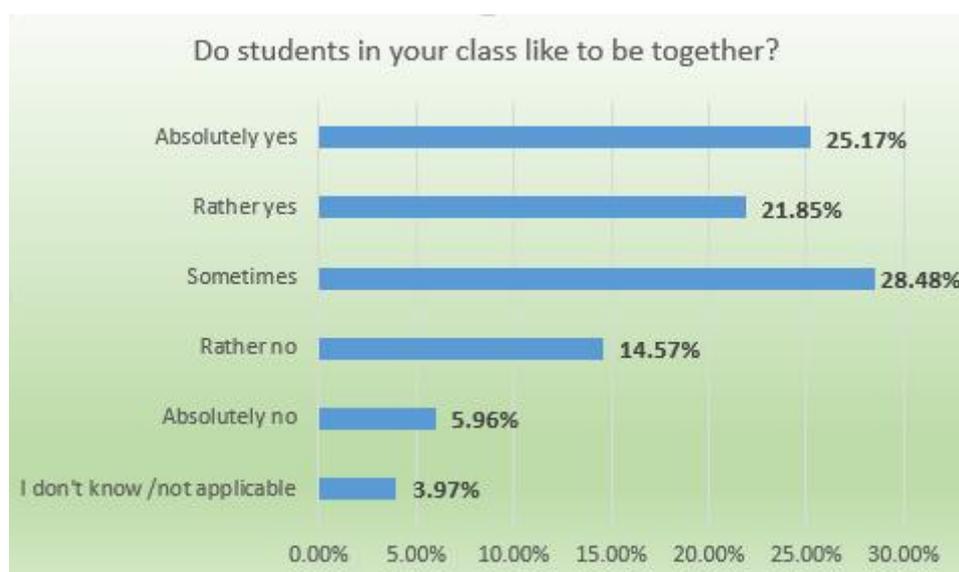
The 50,33% replied “Absolutely yes”, followed by “Rather yes” with a 25,17% and “Sometimes” with a 16,56%. The 5,96% replied “Rather no” and the 1,99% “Absolutely no”. Taking into consideration the above, we could say that students in general go along with the other students.



3.9. Do students in your class like to be together?

The 28,48% replied “Sometimes”, which has been followed by “Absolutely yes” with 25,17% and “Rather yes” with 21,85%. The 14,57% replied “Rather no” and the 5,96% “Absolutely no”, while there has been a 3,97% that replied “I don’t know”.

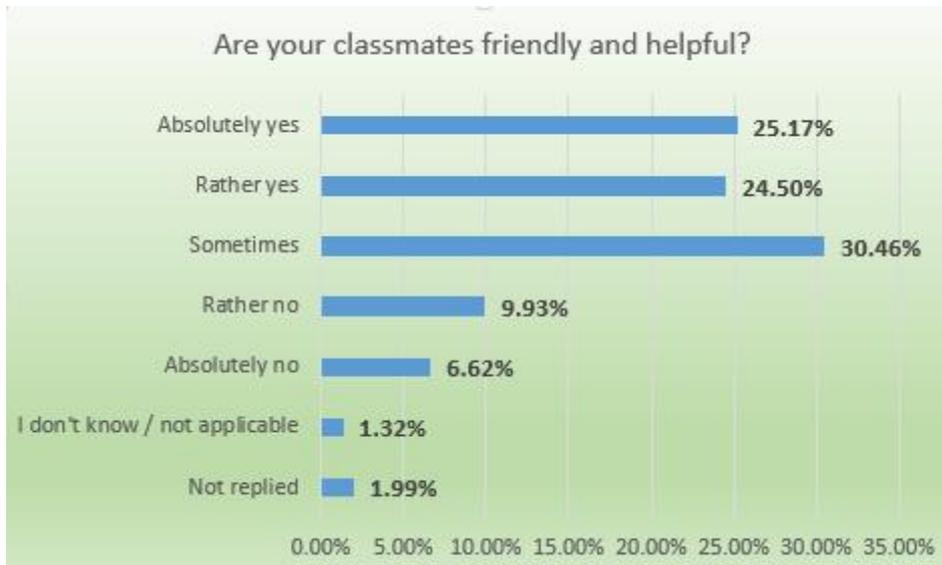
From the above, we could say that in general students like to be together in the classroom.



3.10. Are your classmates friendly and helpful?

The 30,46% replied “Sometimes” to this question, followed by “Absolutely yes” with a 25,17%, just a bit higher than “Rather yes” which has been replied by the 24,50%. The 9,93% replied “Rather no” and the 6,62% “Absolutely no”, while there has been a 1,32% that replied “I don’t know”.

According to this, we could say that students are positive on their classmates being friendly and helpful. Additional comments: The 1,99% did not reply to this question.

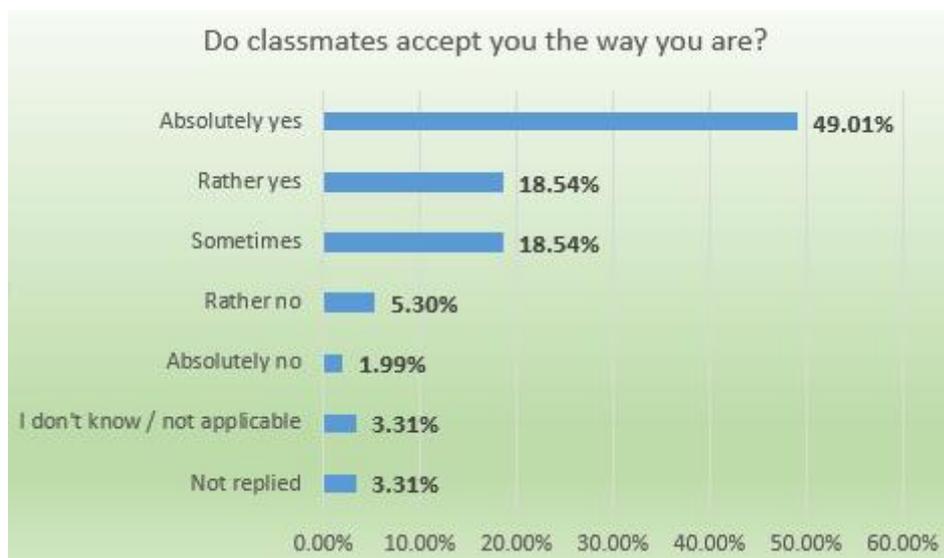


3.11. Do classmates accept you the way you are?

The 49,01% replied “Absolutely yes”, followed equally by “Rather yes” and “Sometimes” with 18,54% each. “Rather no” received a 5,30% of the replies and “Absolutely no” a 1,99%, while a 3,31% replied “I don’t know”.

We could say that more than 50% of the sample thinks that their classmates accept them the way they are.

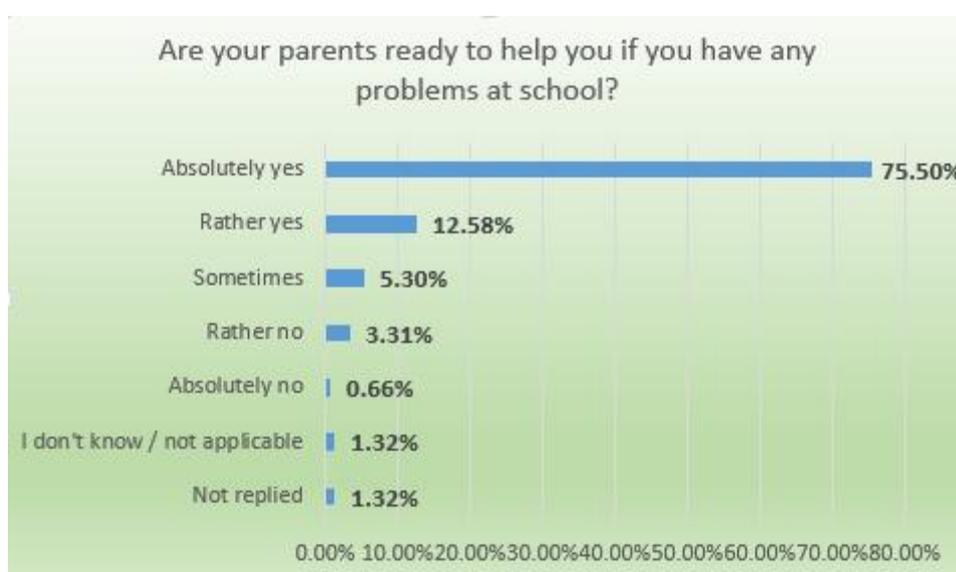
Additional comments: There has been a 3,31% that didn’t reply to the question.



3.12. Are your parents ready to help you if you have any problems at school?

The 75,50% replied “Absolutely yes”, while a 12,58% replied “Rather yes”, a 5,30% replied “Sometimes”, a 3,31% replied “Rather no”, and only a 0,66% replied “Absolutely no”. There has been a 1,32% that replied “I don’t know”.

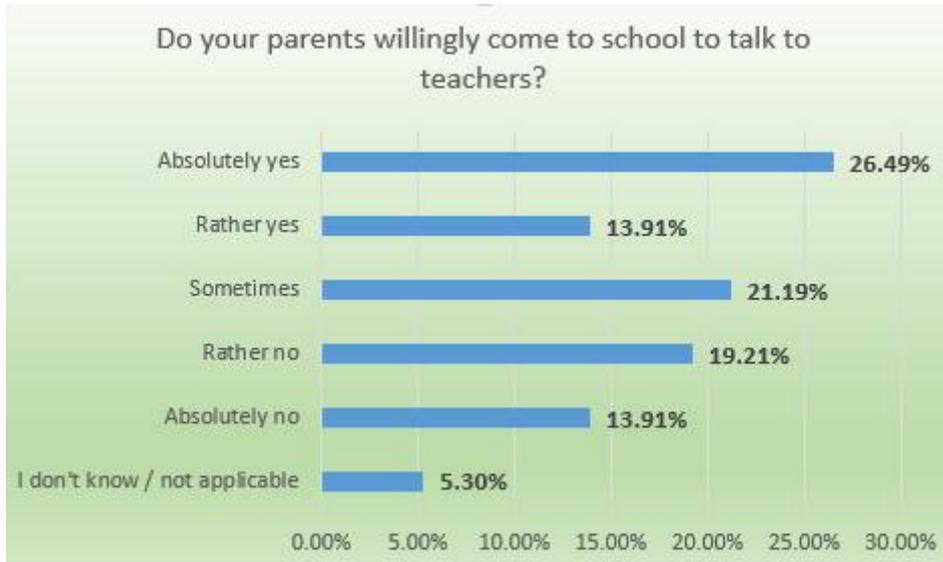
Taking into account this information, we could say that the vast majority of our sample thinks that their parents are ready to help them in case they have any problems at school. Additional comments: A 1,32% did not reply to this question.



3.13. Do your parents willingly come to school to talk to teachers?

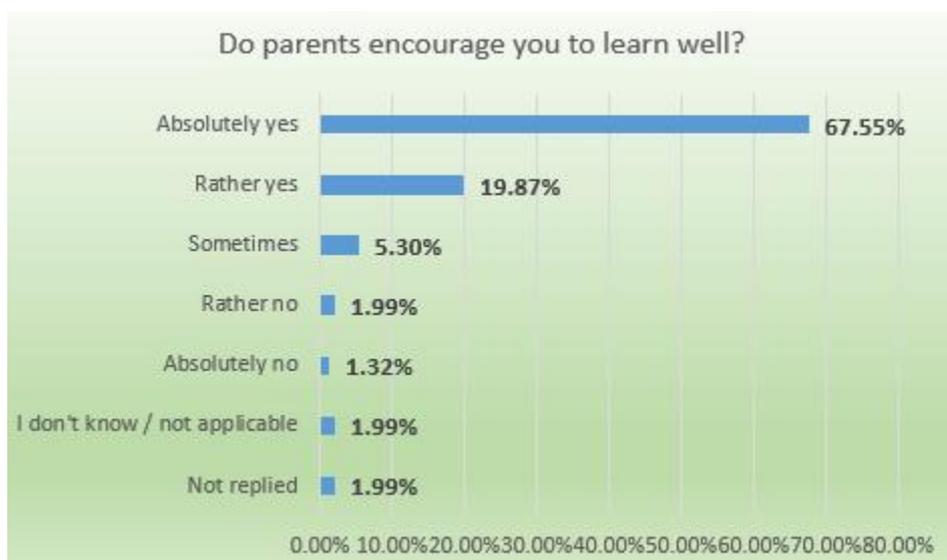
The 26,49% replied “Absolutely yes”, followed by “Sometimes” with a 21,19% and “Rather no” with a 19,21%. “Rather yes” and “absolutely no” received 13,91% of the replies each, while there is a 5,30% that replied “I don’t know”.

Given that, we could say that in general students think their parents are positive about going to school to talk to teachers, although they do not do it often.



3.14. Do parents encourage you to learn well?

The 67,55% replied “Absolutely yes” to this question, followed by “Rather yes” with a 19,87% and “Sometimes” with a 5,30%. Only 1,99% replied “Rather no” and 1,32% “Absolutely no”, while there is a 1,99% that replied “I don’t know”. According to the results, it seems that the majority of parents encourage their children to learn well. Additional comments: There is a 1,99% that did not reply to this question.

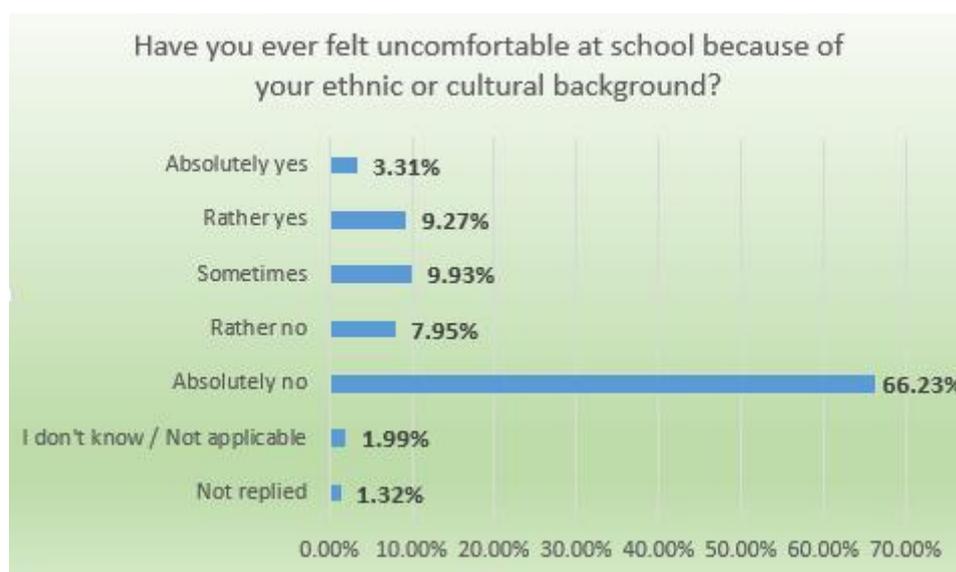


1.3.1.4. Well – being at school

4.1. *Have you ever felt uncomfortable at school because of your ethnic or cultural background?*

Absolutely no: 66,23%; Rather no: 9,75%; Sometimes: 9,93%; Rather yes: 9,27%; Absolutely yes: 3,31%; I don't know/not applicable: 1,99%, Not replied: 1,99%

Almost three quarters of students don't feel any problems because their ethnic or cultural background at all. 12,6% (divided on 3,3 definitely and almost 9,3 mostly) feel some problems caused by this. A little less than 10% thinks that rather no. A little more than 3% didn't gave required answers.



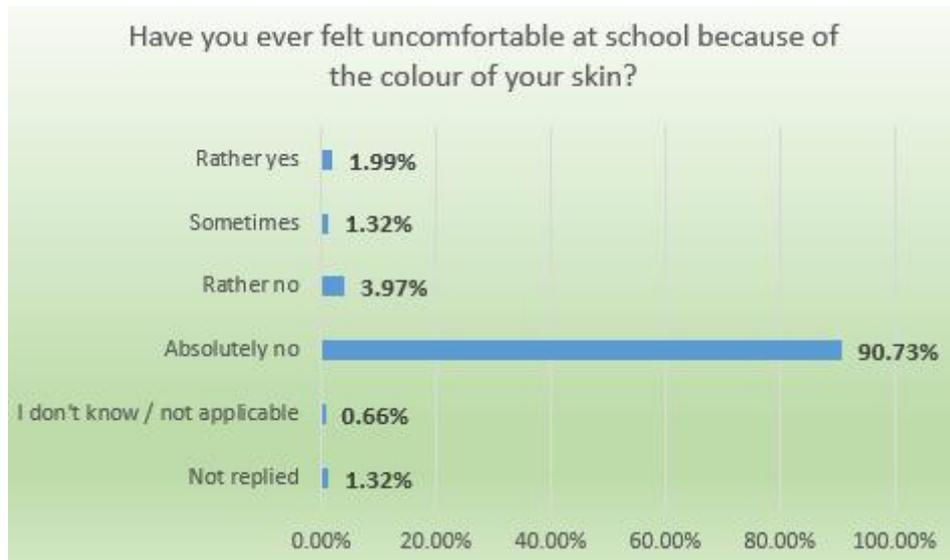
4.2. *Have you ever felt uncomfortable at school because of the colour of your skin?*

Absolutely no: 90,73; Rather no: 3,97%; Sometimes: 1,32%; Rather yes: 1,99%; I don't know/ Not applicable: 0,66%; Not replied: 1,32%

Additional comments: 1; „Everyone has the same colour”

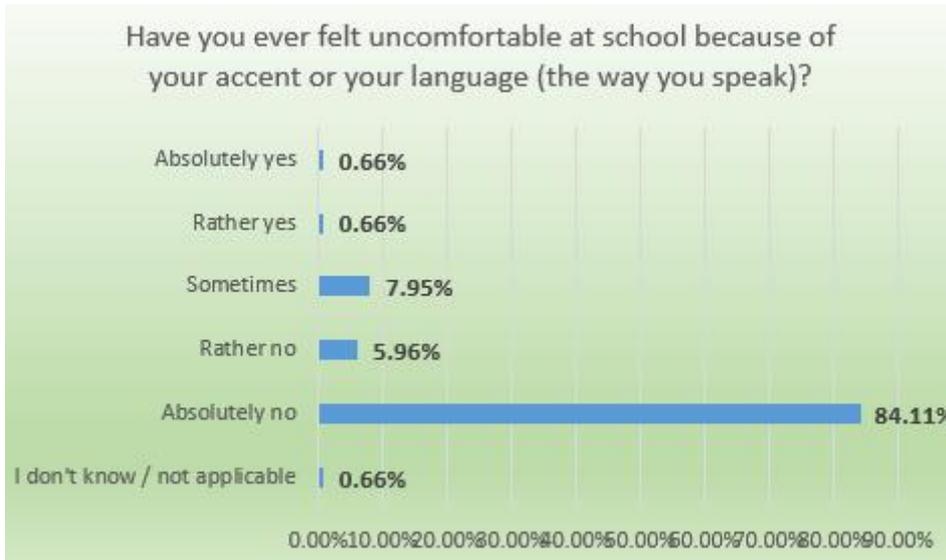
Color of skin seems not to be problem for almost all students. Remaining 10 percents leads share of those who fell rather not feel uncomfortable. Little less than 2% didn't

provide required answer.



4.3. Have you ever felt uncomfortable at school because of your accent or your language (the way you speak)?

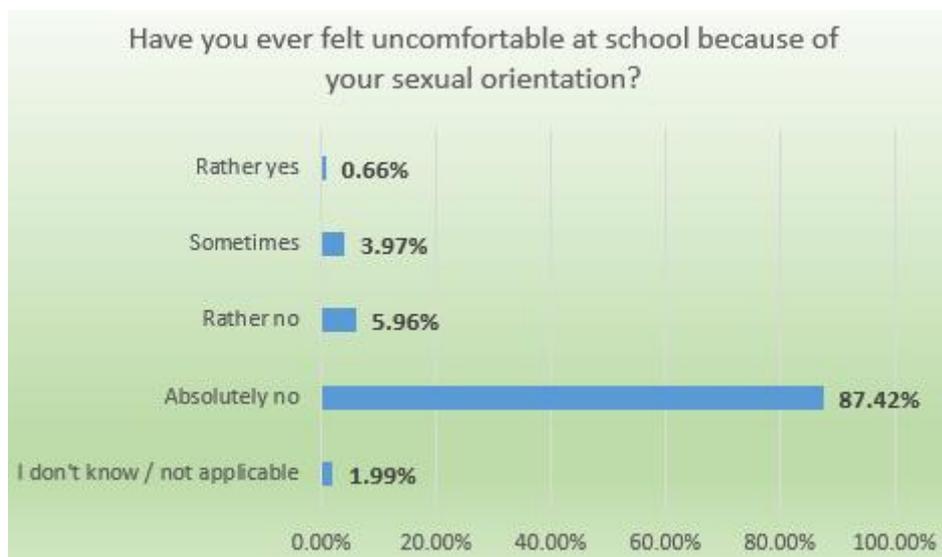
Absolutely no: 84,11%; Rather no:5,96%); Sometimes: 7,95%; Rather yes: 0,66%; Absolutely yes: 0,66%; I don't know/ Not applicable: 0,66%. Additional comments: no Share of people who don't feel any problems because of their accent seems to be quite similar as in case of skin colour (6,62% difference). In summary with answer rather no it's even 90%. From the rest most people feels problems just sometimes. Remaining share is basically insignificant.



4.4. *Have you ever felt uncomfortable at school because of your sexual orientation?*

Absolutely no: 87,42%; Rather no: 5,96%; Sometimes: 3,97%; Rather yes: 0,66%;
I don't know/ Not applicable: 1,99%;

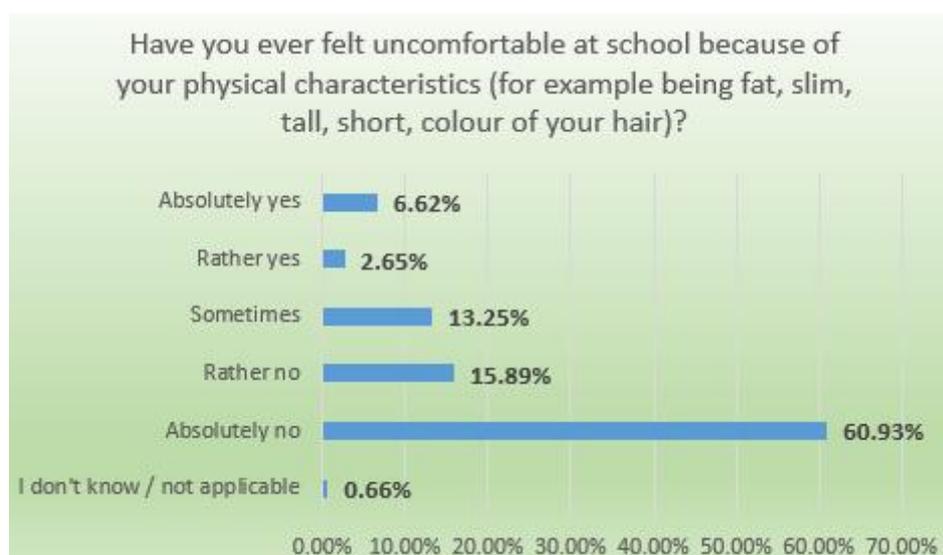
Sexual orientation seems to be a problem for 4,63% (at least sometimes) There are no responses of absolutely yes and little less than 2 percents didn't gave accurate answer.



4.5. Have you ever felt uncomfortable at school because of your physical characteristics (for example being fat, slim, tall, short, colour of your hair)?

Absolutely no: 60,93%; Rather no: 15,89%; Sometimes: 13,25%; Rather yes: 2,65%; Absolutely yes: 6,62%; I don't know/ Not applicable: 0,66%; Additional comments: no

More than 60% don't feel any problems because of their appearance, followed by little less than 16% of those who rather no. Amount of people who feel discomfort sometimes or rather yes is little less than 16% in total. There is little more than 6,5% of those who are sure about feeling problems because of their physical dispositions. Only 0,66% didn't gave applicable answer.

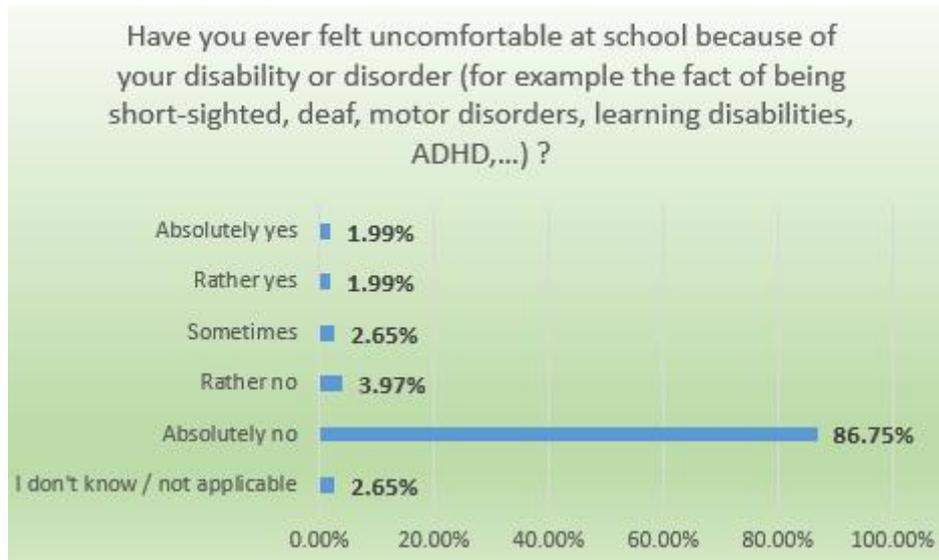


4.6. Have you ever felt uncomfortable at school because of your disability or disorder (for example the fact of being short-sighted, deaf, motor disorders, learning disabilities, ADHD...)?

Absolutely no: 86,75%; Rather no: 3,97%; Sometimes: 2,65%; Rather yes:1,99%; Absolutely yes: 1,99%; I don't know/ Not applicable: 2,65%;

Additional comments: 2; „I don't have such problems”, „I don't have ADHD”.

There is 10,6% of people in summary, who feel uncomfortable of their health disadvantages at least a little bit. 2,65% of respondents didn't gave applicable answer and the remaining 86,75% don't feel it like a problem.



4.7. Have you ever felt uncomfortable at school because of the way you study (for example the other students tell you that you are too slow, that you learn by heart, they tag you as a nerd,...) ?

Absolutely no: 69,54%; **Rather no:** 16,56%; **Sometimes:** 10,6%;
Absolutely yes: 1,99%; **I don't know/ Not applicable:**1,32%;

Additional comments: no

Lack of answer: 1

Little less than 70% don't feel their way of studying as a problem. Those who absolutely do is there just little less than 2% Share of non applicable answers is 1,32%.

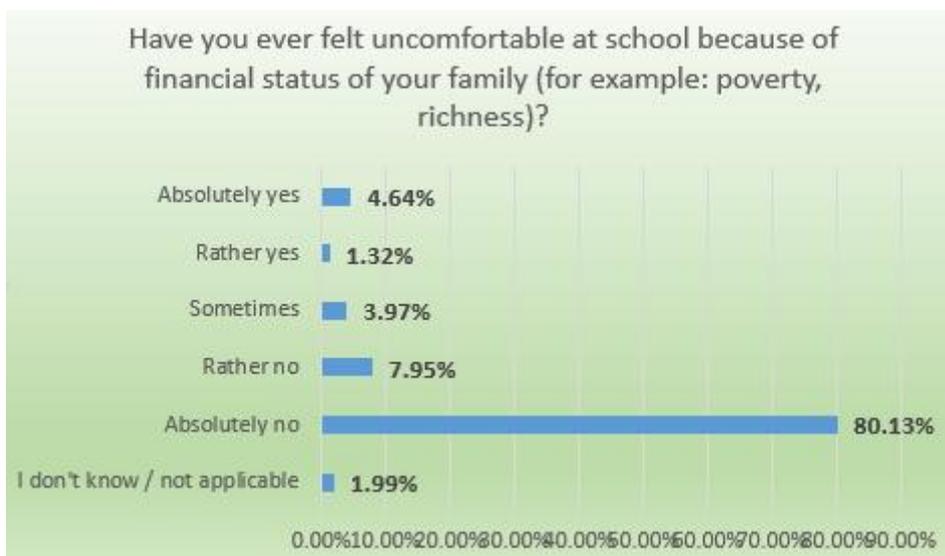


4.8. Have you ever felt uncomfortable at school because of financial status of your family (for example: poverty, richness)?

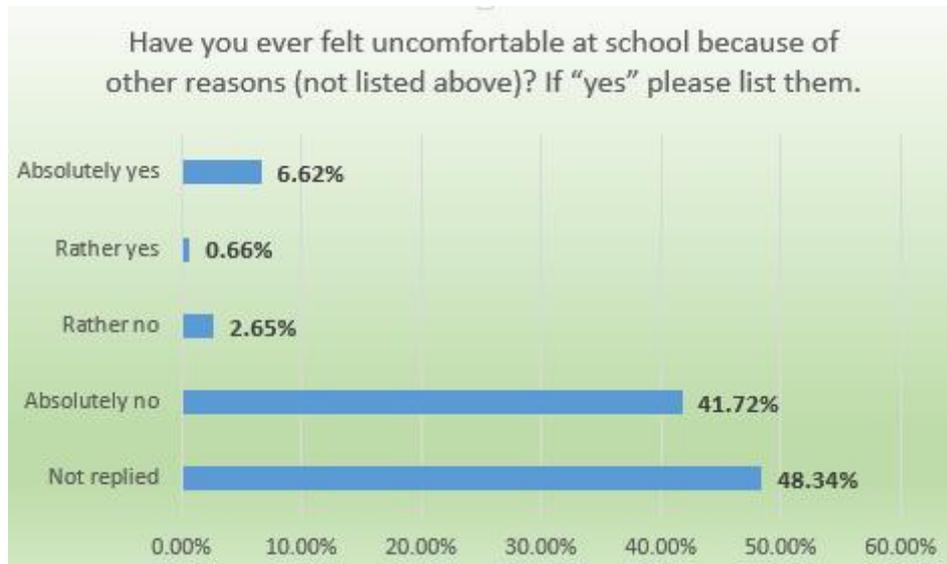
Absolutely no: 80,13%; Rather no: 9,75%; Sometimes 3,97%; Rather yes: 1,32%; Absolutely yes: 4,64%; I don't know/ Not applicable: 1,99%;

Additional comments: no

More than three quarters of respondents don't feel their financial status of family as a problem at all. those of sometimes do or rather yes are 5,29 percents in summary. As a real problem feels it only 1,32 percent of respondents. Not applicable answer given, little less than 2%.



4.9. Have you ever felt uncomfortable at school because of other reasons (not listed above)? If “yes” please list them.



Students' answers:

- Being small.
- Because of interests.
- I felt bad when I was rejected from my best colleagues.
- Because I like cat, I have a poor level in the game.
- Do not be on top, e.g. listening to other songs, playing other games.
- Because of unequal treatment!
- Exaggerating students who are more liked by teachers.
- Talking to me that I'm mean, etc.
- Colleagues sometimes make fun of me.
- Taking pictures.
- Sometimes my colleagues teased me.
- I am a great optimist.
- Fortunately - none.
- There are bars (in the windows) and I feel like in prison.
- Probably not, but sometimes there are worse moments.
- Mocking ambitions or interests.

- Taking phones on breaks. My friends do not give me the ball, but I try to throw it in the basket/ make a goal.
- Insult my favourite You tuber Distreon.
- Insult Disa.
- I was ridiculed by cyber bullying.
- Sometimes because of learning and not being prepared.
- Insult my favourite You tuber Disa.
- Quarrel with a boyfriend (friend).
- Because of my idols, some of students make fun of them and it hurts me.
- I felt bad when I had to work in a group with a poor students and when the hotel on the class trip was weak.
- Yes, they ridiculed me for being the daughter of a secretary in the same school that I go to.
- Talking over other students, sometimes making fun of them.
- Chatting behind my back.
- They took me my backpack.
- When the teacher says I have not read something and I did it, but I just forgot.

19 students wrote that there are no other reasons or that they do not feel bad at school.

Lack of answer: 177

Based on the students' answers, we can conclude that in general pupils feel good at school (177 students did not answer this question and 19 wrote that there is no reason to feel bad at school). Among other reasons, the students mentioned above all laughing and talking behind their backs, laughing at their idols who are very important for children at this age. Some students also pay attention to the school's infrastructure, which affects their well-being, such as window bars. Students also pay attention to the rejection by colleagues or the exaltation of other students. One person paid attention to cyberbullying.

1.3.1.5. What is “learning” for students?

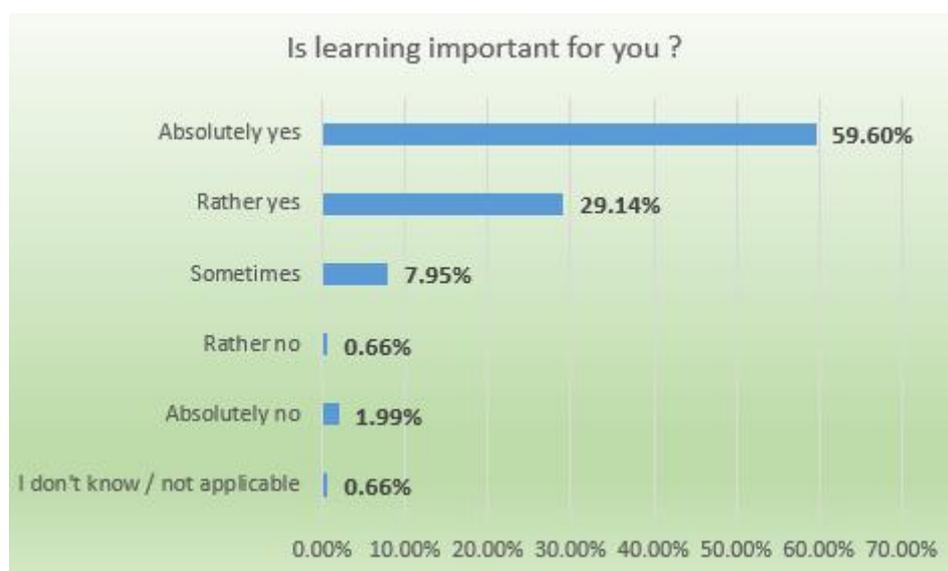
5.1. *Is learning important for you?*

Absolutely no: 1,99%; Rather no: 0,66%; Sometimes: 7,95%; **Rather yes: 29,14%; Absolutely yes: 59,6%**; I don't know/ Not applicable: 0,66%;

Additional comments: no

Lack of answer: 1

Learning is important for almost 60% of respondents. More or less or sometimes is it for 37%. 1,65% don't care about learning so much or at all an 0,66% didn't gave applicable answer.

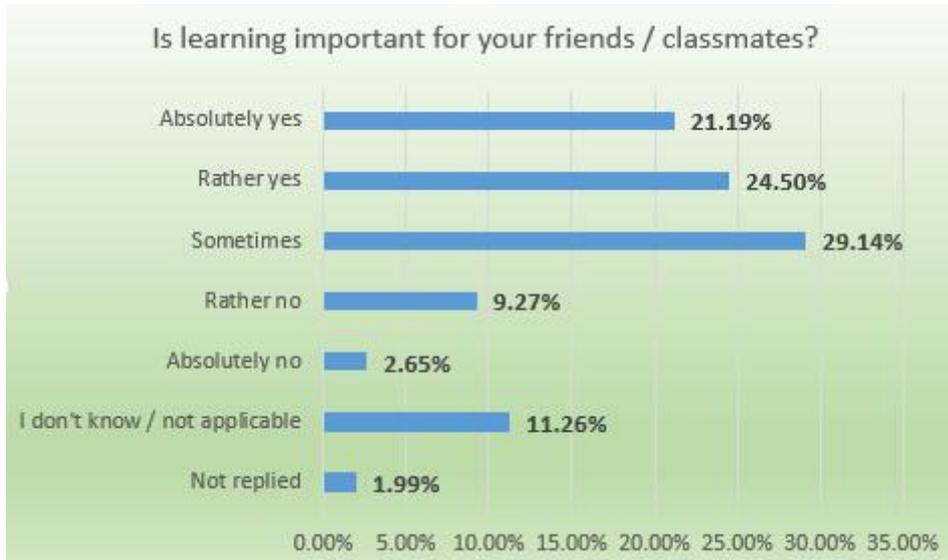


5.2. *Is learning important for your friends / classmates?*

The 21.19% replied “Absolutely yes”, the 24.50% replied “rather yes”, 29,14% said “sometimes”, 9,27% said “rather no”, a 2,65% said “absolutely no”, the 11.26% said “I don't know/not applicable” and the 1.99% did not replied to this question.

In general we can say that for at least the 50% of the group learning is important often while for almost the 30% of the pupils it is important but just sometimes.

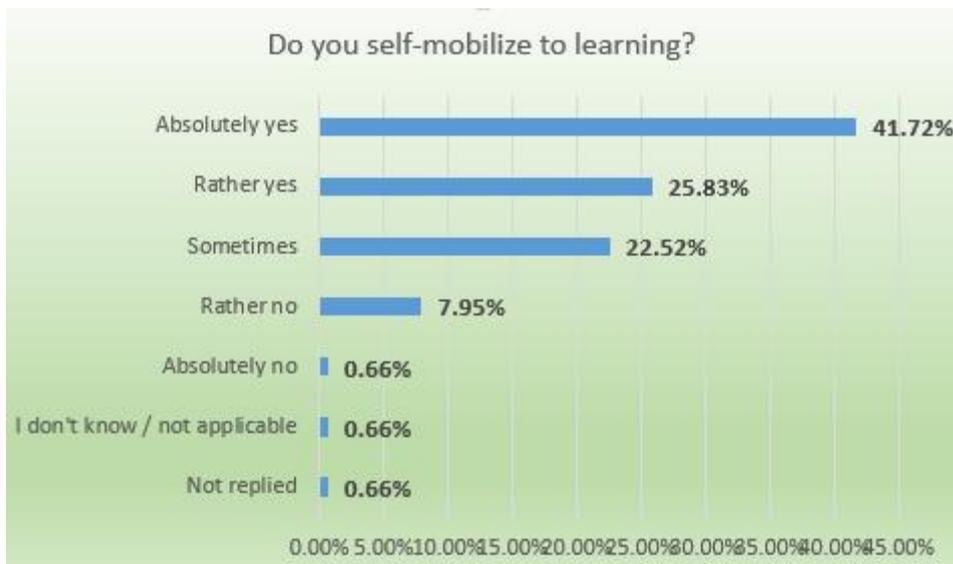
Additional comments: no



5.3. Do you self-mobilize to learning?

The 41.72% said “absolutely yes”; 25.83% replied “rather yes”; 22.52% said “sometimes”. 7.95% replied “rather no”; 0,66% replied “absolutely no”, also “I don’t know/not applicable” and also “not replied”.

So, in general most of the people interviewed are positive about self-mobilizing for learning. Additional comments: no

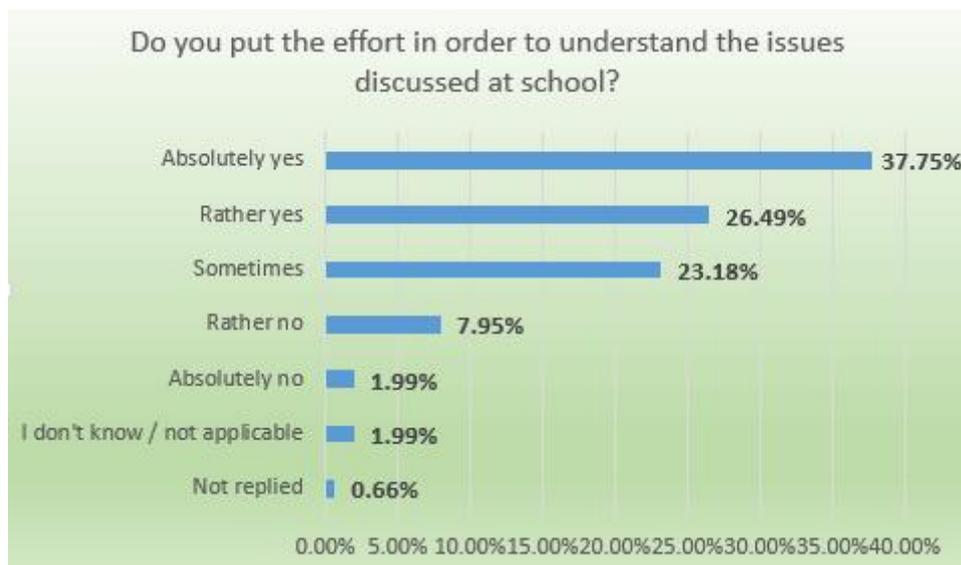


5.4. Do you put the effort in order to understand the issues discussed at school?

37.75% replied “absolutely yes”. 26.49% said “rather yes”; 23.18% replied “sometimes”; 7.95% said “rather no”. “Absolutely no” and “I don’t know / not applicable” both answers got the 1.99% of responses, and 0.66% got “not replied”.

In general we can say that most of the students put effort to understand the issues discussed at school.

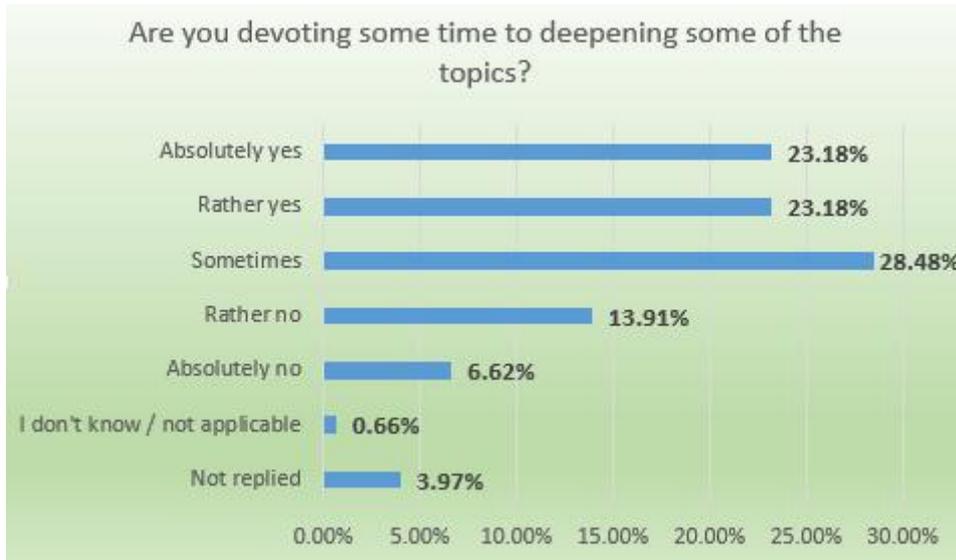
Additional comments: no



5.5. Are you devoting some time to deepening some of the topics?

23.18% replied “absolutely yes”; 23.18% replied “rather yes”; 28.48% said “sometimes”; 13.91% replied “rather no”. The 6.62% said “absolutely no”. 0.66% replied “I don’t know / not applicable” and the 3.97% did not reply to the question.

In general we can say that more than the 50% of the respondents are positive about devoting some time to deepening some of the topics. Additional comments: no

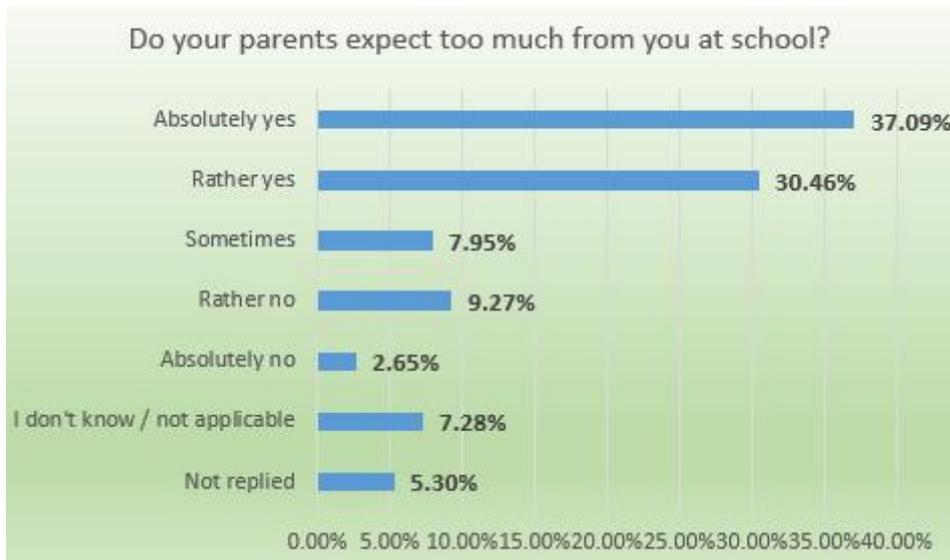


5.6. Do your parents expect too much from you at school?

37.09% replied “absolutely yes”. 30.46% replied “rather yes”; 7.95% said “sometimes”; 9.27% replied “rather no”. 2.65% said “absolutely no”; 7,28% replied “I don’t know / not applicable” and the 5.30% did not replied.

In general, more than 60% of the respondents think that their parents expect too much from the school.

Additional comments: no.



5.7. *Do your teachers expect too much from you at school?*

23.84% replied “absolutely yes”. 28.48% said “rather yes”; 19.87% replied “sometimes”; 6.62% said “rather no”. 1.32% replied “absolutely no”. 14.57% replied “I don’t know/ not applicable”. 5.30% did not replied.

In general more than 60% of the students think that teachers expect too much from them at school.

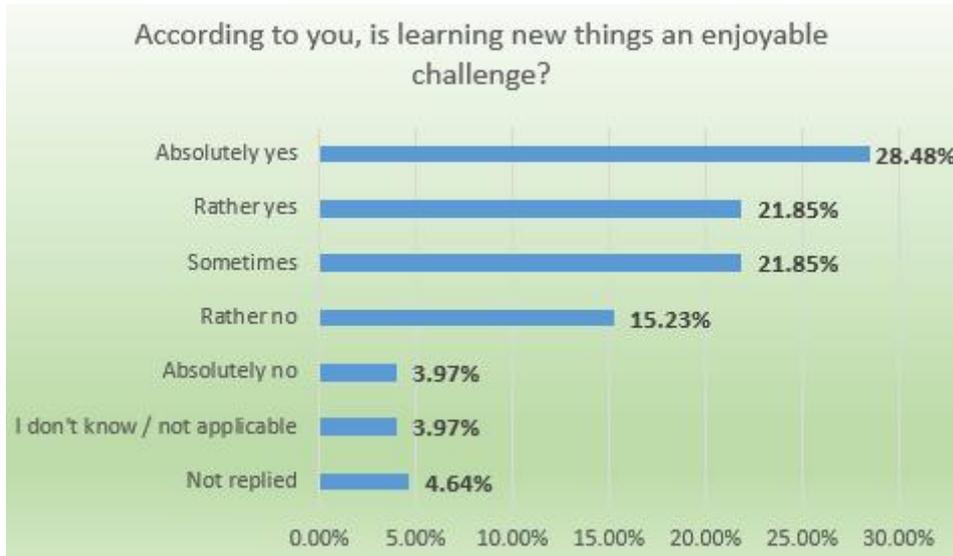
Additional comments: no



5.8. *According to you, is learning new things an enjoyable challenge?*

28.48% replied “absolutely yes”; 21.85% said “rather yes”. 21.85% replied “sometimes”; 15.23% did not replied; 3.97% said “absolutely no” and “I don’t know / not applicable”. 4.64% did not replied.

In general we can say that for half of the respondents, learning new things is an enjoyable challenge. Additional comments: no

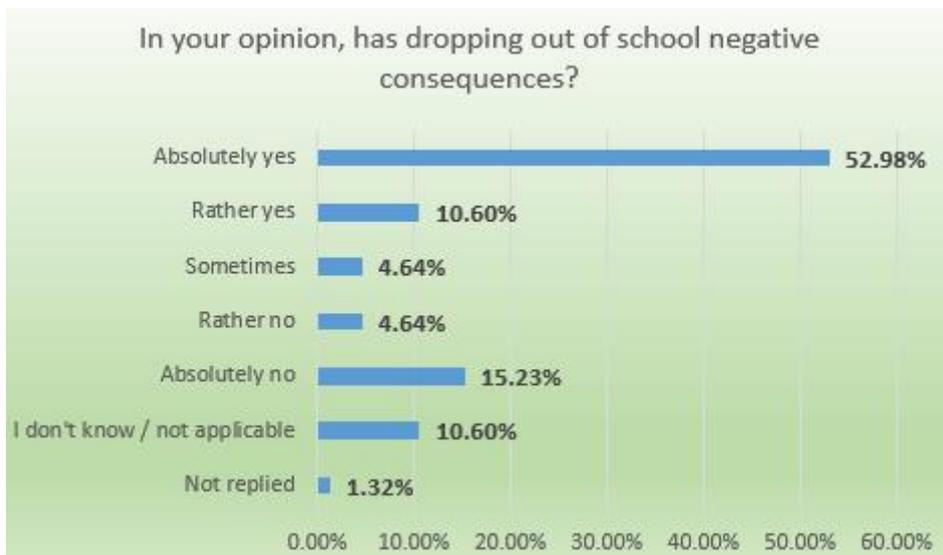


5.9. In your opinion, has dropping out of school negative consequences?

Absolutely no: 15.23%; Rather no: 4.64%; Sometimes: 4.64%; Rather yes: 10,60%;

Absolutely yes: 52,98%; I don't know/ Not applicable: 10,60%;

Additional comments: no



5.10. On what does your learning outcomes depend?

Additional private lessons – 22%

Atmosphere in the classroom –11%

Classmates – 5%

Help of colleagues - 2%

Luck – 0%

My commitment – 6 %

My parents' help – 8%

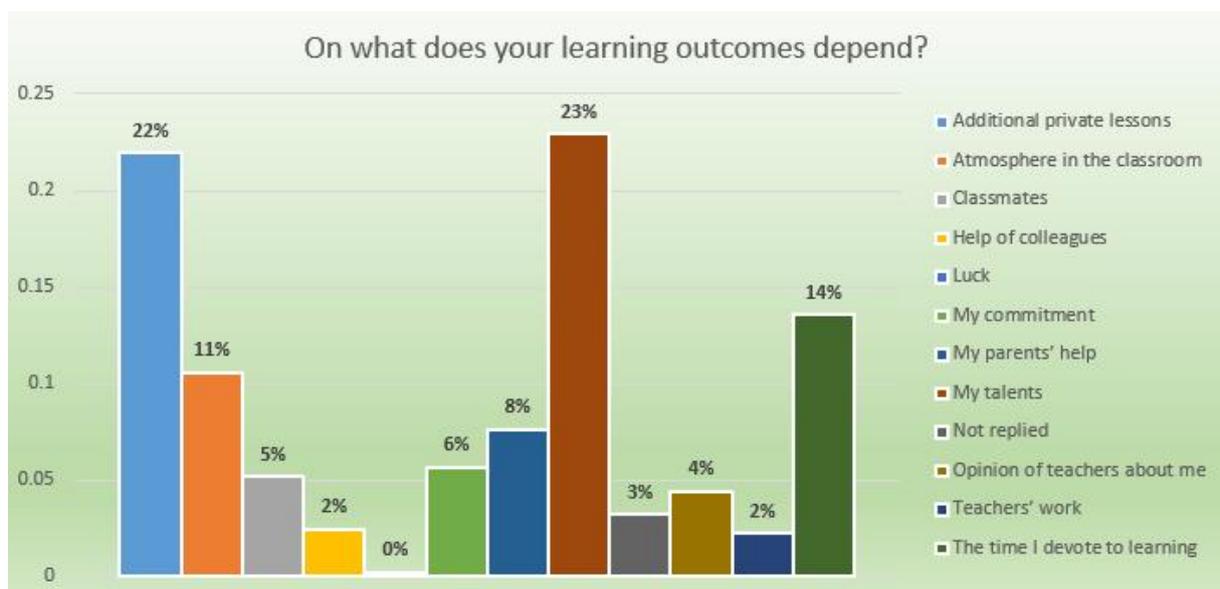
My talents – 23%

Not replied - 3%

Opinion of teachers about me – 4%

Teachers' work – 2%

The time I devote to learning – 14%



Given that, we can see students indicate that their learning outcomes depends mainly on their own talents and additional private lessons compared to a big minority who think that their learning depends on teacher's work.

5.11. When you face difficulties with learning, which of the people listed below may help you?

Brother or sister (siblings) – 21%

Classmates or friends – 4%

My father – 1%

My mother – 3%

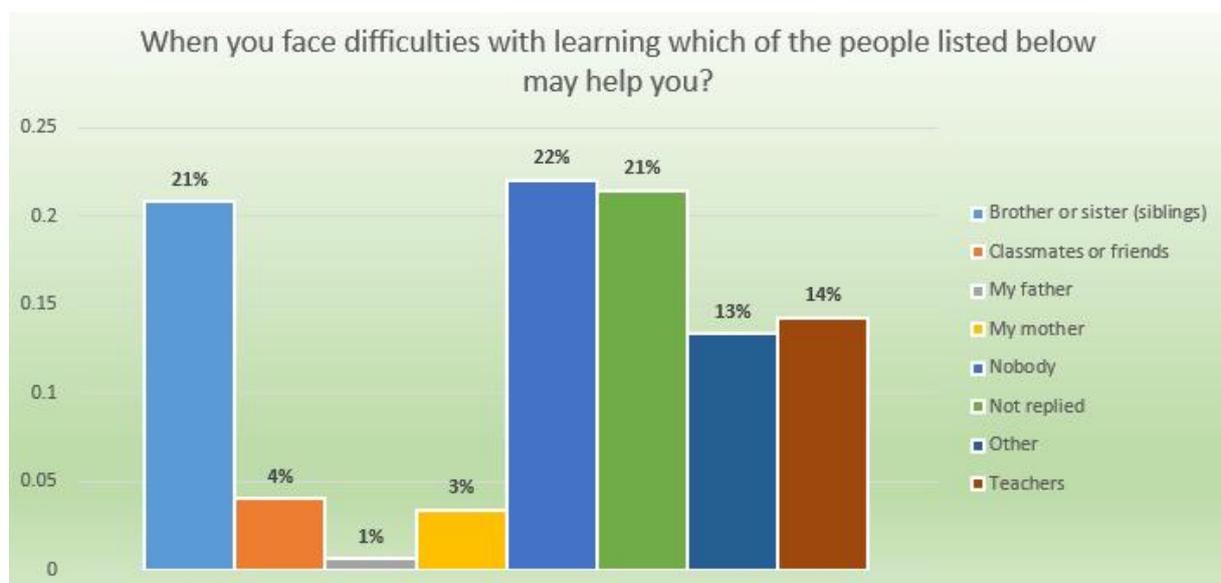
Nobody – 22%

Not replied - 21%

Teachers – 14%

Other people 13%:

- Private teacher/class - 55%
- Aunt, uncle - 25%
- Cousin - 20%



Among other people who support students during learning, they mainly mention that nobody helps them or not replied. Among the people from the family, siblings are who mainly support them. It is interesting to note the lack of support from parents.

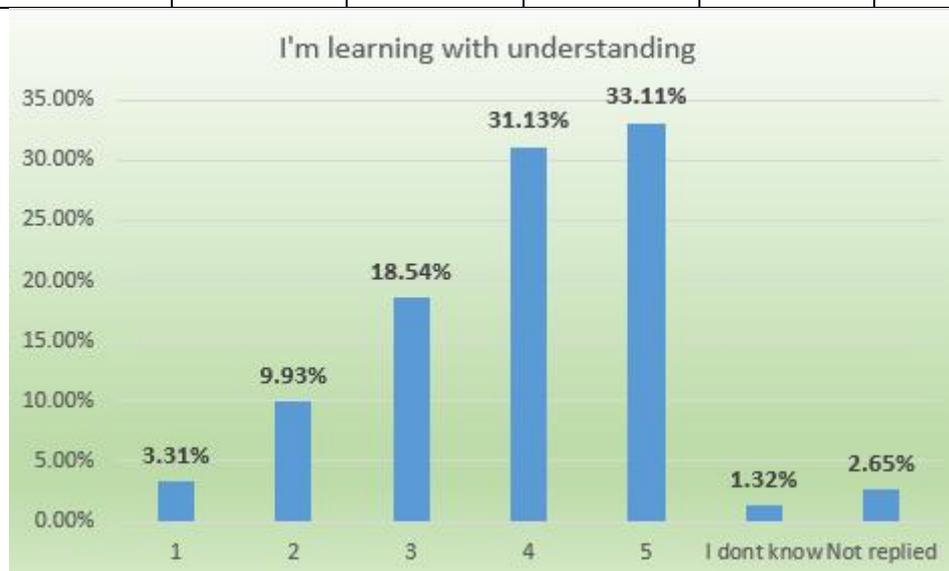
5.12. Determine your learning style (1 – lowest, 5 – highest)

5.12.1. I learn by heart, because I do not understand everything

1	2	3	4	5	<i>I don't know</i>	<i>Not replied</i>
(15.23%)	(19.21%)	(41.06%)	(13.91%)	(1.99%)	(6.62%)	(1.99%)

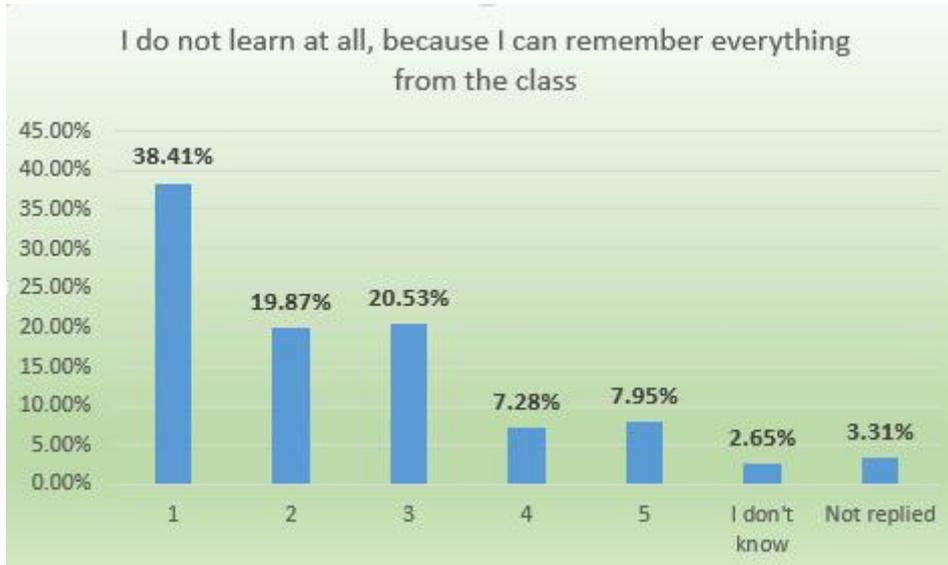
5.12.2. *I'm learning with understanding*

1	2	3	4	5	<i>I don't know</i>	<i>Not replied</i>
(3.31%)	(9.93%)	(18.54%)	(31.13%)	(33.11%)	(1.32%)	(2.65%)



5.12.3. *I do not learn at all, because I can remember everything from the class*

1	2	3	4	5	<i>I don't know</i>	<i>Not replied</i>
(38,41%)	(19.87%)	(20.53%)	(7.28%)	(7.95%)	(2.65%)	3.31%



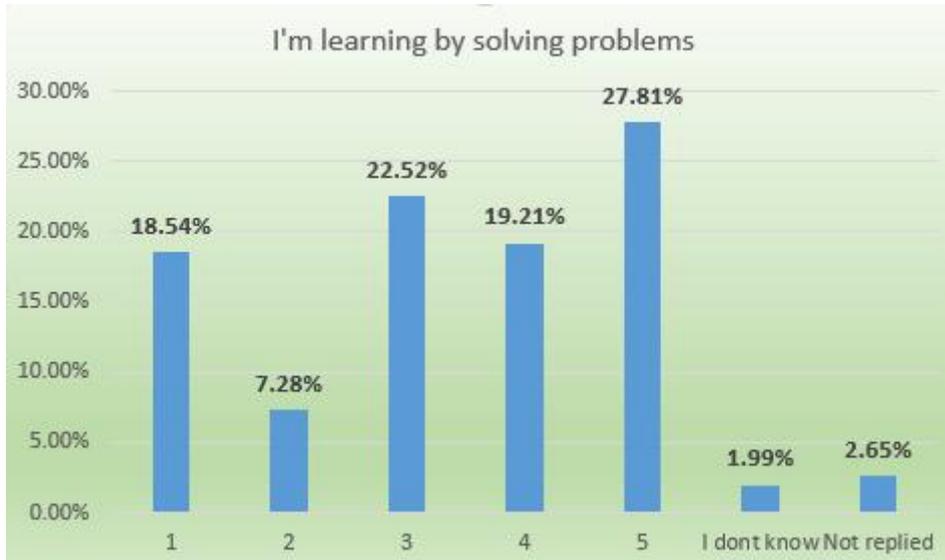
5.12.4. *I'm learning through trials and mistakes*

1	2	3	4	5	I don't know	Not replied
(23.84%)	(15.89%)	(12.58%)	(16.56%)	(23.18%)	(3.97%)	(3.97%)



5.12.5. *I'm learning by solving problems*

1	2	3	4	5	I don't know	Not replied
(18.54%)	(7.28%)	(22.52%)	(19.21%)	(27.81%)	(1.99%)	(2.65%)



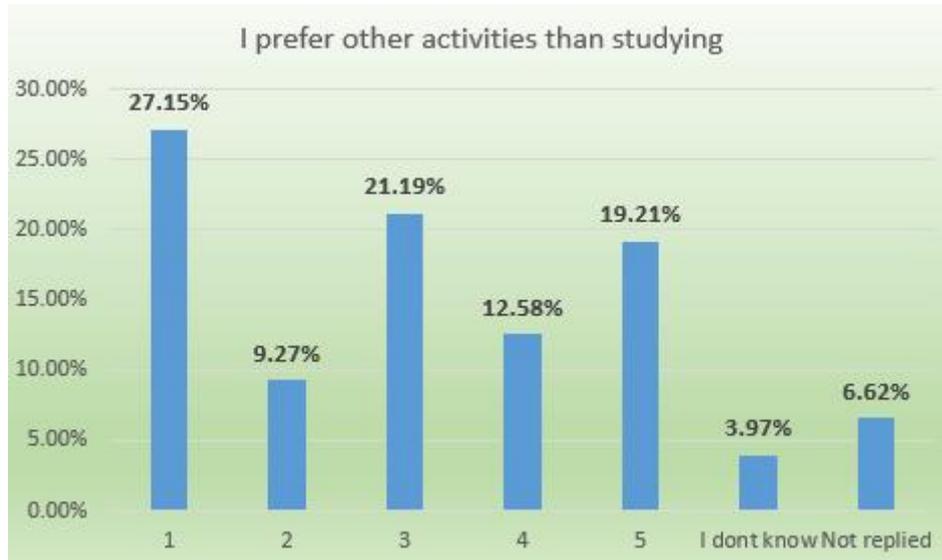
5.12.6. I'm learning by imitation

1	2	3	4	5	I don't know	Not replied
(47.02%)	(13.25%)	(19.21%)	(4.64%)	(1.99%)	(6.62%)	7.28%



5.12.7. I prefer other activities than studying

1	2	3	4	5	I don't know	Not replied
(27.15%)	(9.27%)	(21.19%)	(12.58%)	(19.21%)	(3.97%)	(6.62%)



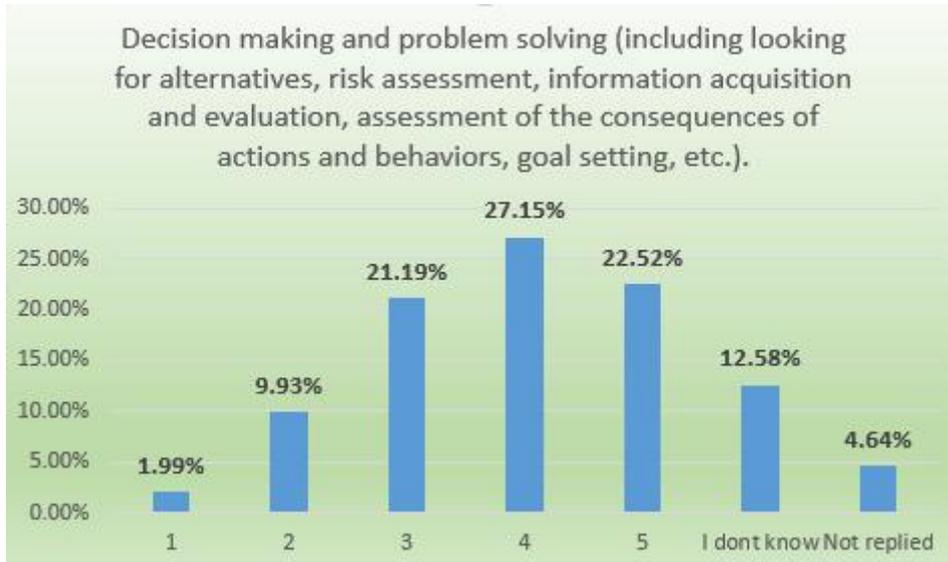
If you have any comments to this question please write them:

- I learn memorizing using colours in different paragraphs and it works for me.
- I ask the notes to some peers and often skyp classes but still i manage in the exams quite well.
- I am learning to express myself and be clear in it.
- I learn by repetition and paraphrasing the texts once and over again like a parrot. Xagoo helps me learn with low grades - 51% attendance.
- I learn by rewriting my notes, this way I learn it by heart, but it is just the first step to understand it later.
- I dislike studying cause the subjects don't fit my interests.

5.13. What kind of life skills do you have? (1 – lowest, 5 – highest)

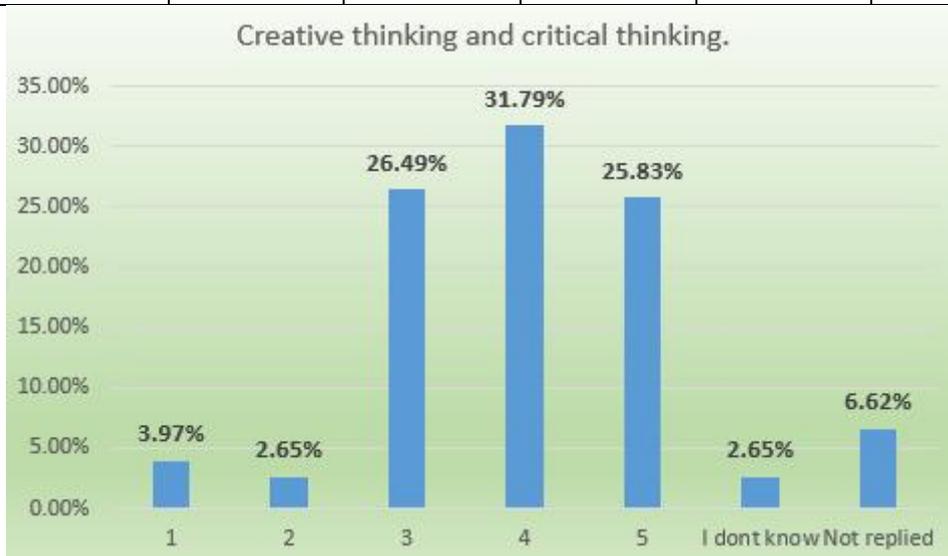
5.13.1. Decision making and problem solving

1	2	3	4	5	I don't know	Not replied
(1.99%)	(9.93%)	(21.19%)	(27.15%)	(22.52%)	(12.58%)	(4.64%)



5.13.2. Creative thinking and critical thinking

1	2	3	4	5	I don't know	Not replied
(3,97%)	(2,65%)	(26,49%)	(31,79%)	(25,83%)	(2,65%)	(6,62%)



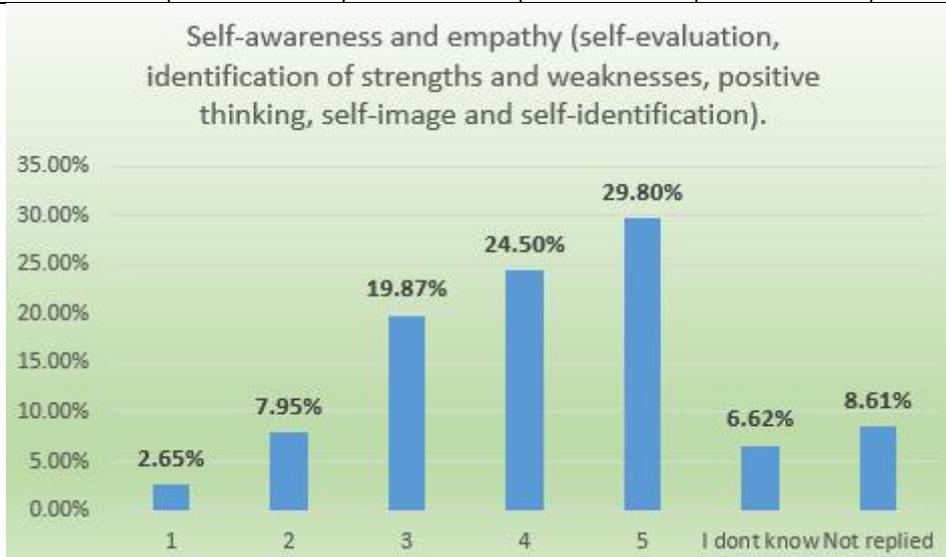
5.13.3. Effective communication and maintaining good interpersonal relationships

1	2	3	4	5	I don't know	Not replied
(2,65%)	(7,95%)	(23,18%)	(23,18%)	(27,15%)	(9,27%)	(6,62%)



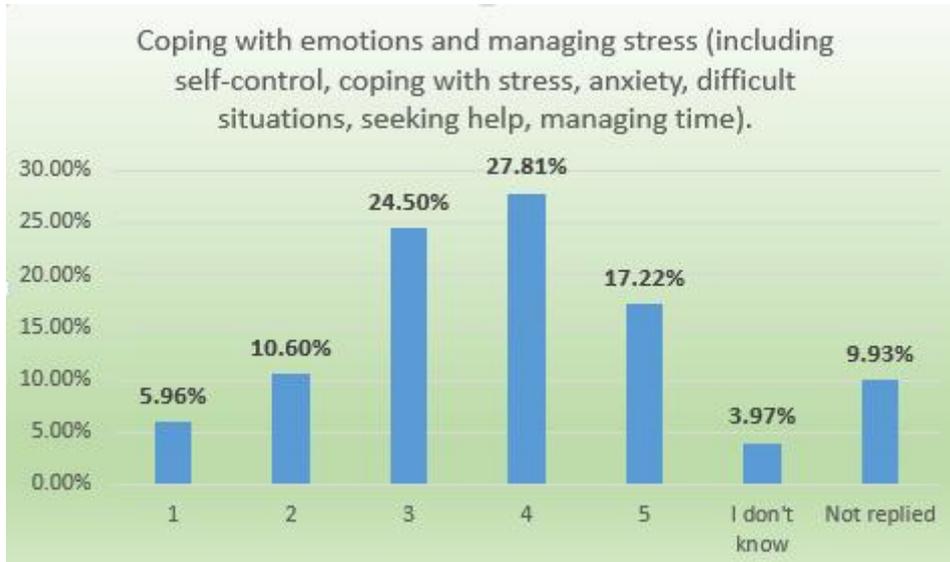
5.13.4. Self-awareness and empathy

1	2	3	4	5	I don't know	Not replied
(2.65%)	(7.95%)	(19.87%)	(24.50%)	(29.80%)	(6.62%)	(8.61%)



5.13.5. Coping with emotions and managing stress

1	2	3	4	5	I don't know	Not replied
(5.96%)	(10.60%)	(24.50%)	(27.81%)	(17.22%)	(3.97%)	(9.93%)



5.14. What would you like to do when you grow up?

Help other people in needs, to help parents stop working for having a rest, have a stable work, to make a donations for people

Not replied

Study in University of Madrid

Psychology or study teaching profession or psycho-motricity

Arts, photography

Get a university degree

I do not know. Something relevant to drawing.

To go to Madrid

Study in Oxford University

Study what I like

Get the motorcycle driving license

Study in the university

To study what I like

Go to university

To have a career as a professor in the university

Physical Education teacher

Journalism

To be electrician

Travel and know the world

To be a gamer

Have a car

Play games in my leisure time. Work on a good job

Continue my studies at university

Have a great career

Travel

I do not know

Become a vet

To be a English teacher

Work as a Hollywood actress

To live in another country

Study in the university

To work

Work in "cenn"

Go to university

Business

To go to university

Have a career in the university

Travel

My dream is to become a pilot of the helicopter of the special forces

Have a good career

Sell houses

Moving to Winches to do the university careers that I have planned

Move to London for studies

Have a family

Keeping on studying and be more cultured

Hairdresser

Not replied

Not replied

Study languages and travel abroad

Not replied

I would like to work in a nice place

To have a good job

Study dubbing and interpretation

Finish Bachelor degree, a model and buy a motorcycle

Work, travel, a car

Not replied

I like sports a lot, therefore I would like to study Sports education

To be a professional player of EA sports

To get a good university degree

Become a football player

I don't know

To work on what I like the most or keep studying

Work in a normal job

IT

To live alone, have a relationship and a job

Not replied

To be a hairdresser and have my own hairdresser's shop

To have a good job and a car

To buy a moto

Languages, psychology or interior designer

To be a teacher

To study

Psychology and Music

Study and work

Study Medicine

To drive

Work at the work that i like

Be a teacher

Finish my studies and have a good work

Build up a career at work that i like

Work

Have a great career

Not replied

To work

Not replied

Study

To work on something good and be fine

Not replied

Not replied

I would like to be an IT

Apart from studying and getting a university degree, to work and have a family.

To work, have a house and live good life

Finish studies and work

Not replied

Study

Study what I like

Have a motorcycle and a car

Not replied

NOT REPLY: 12 Students.

When answering this question, it should be noted that the vast majority of students could say what they would like to do in the future - some of them specified specific professions that they would like to perform, some defined what scope of tasks they would like to perform. Some students did not answer: 12.

5.15. Your strengths (your skills)

English, French, languages, History, Geography, Music

Not replied

Imagination
English
The art
To debate/discuss, Reasoning
Drawing
Go partying, drawing, helping
Creativity and intelligence
Critical thinking and creativity
Visual memory
Not replied
Imagination and empathy
Not replied
History is easy to study for me
Football player and sportsman
Not replied
Electronics
Integration
Video games
Play "Fornite" (game)
I think I'm a special person
Dance
English, languages, sports
Not replied
I do not know
Dances
Like to help my friends
Acting and singing
None
Languages, explaining
Creativity

Rationality and point of view

Not replied

Trade and commercial skills

Physics and Chemistry

I can easy study history

Play the games

I don't know what happens, but when it comes to the Math, I'm like an Einstein, even better, because I get a good marks without even studying

Math and sports

Communication with people

My strongest points are the languages. I learn them fast

Studies, the reflexion.

Don't know

I learn fast in most cases

Not replied

Not replied

Not replied

Studies of the languages

Not replied

I do not know

Juggle

I have a lot of imagination, I'm really original and like to have my things clear

Crossfit

I don't know

Parkour

Not replied

Not replied

I remember what I have learnt

Not replied

Not replied

I can be working for long time

Not replied

I find it hard to learn

I am fast and strong

Not replied

I do not know what you want to say

Good handwriting

Football

English

Music and Maths

The ability to memorise

Maths and Music

I don't know

Not replied

Physics and chemistry

Playing volleyball

Dances

I like to help people

I'm sociable

Concentration

Drawing

Not replied

Drawing, sports

Not replied

Drawing and sports

To be a professional athlete. I love running but I can't go, I do not have money

Not replied

Not replied

I like sports a lot, for example, the football

To understand. For the laboratory.

Empathy
Not replied
Not replied
Not replied
Not replied
I can hear other people
Not replied
Not replied
Not replied
Imagination
English
The art
To debate/discuss, Reasoning

Not Replied: 27

Among the abilities mentioned, the students entered, both specific abilities, talents, "professional" skills, e.g. singing, playing instruments, painting, sports skills, mathematical skills, sewing, cooking, etc. As well as character traits, for example, I am friendly, sociable, etc. Some students have combined skills with what they would like to do in the future. 5 students were unable to determine their strengths, while 27 did not answer.

5.16. Is there anything else, concerning your school experience, you would like to point out or tell us?

Maths

I like sports a lot, piano

Not a lot, because I like myself the way I am

People become very racist. I have some people who understand me or don't have me very much

They should teach us more advanced things, we're not fools. (At least me)

I like biology a lot, especially when we work in the laboratory

Nothing

yes

Problematic people who only come to the institute to mess with other people and bother

I do not know

I don't know

To be honest I am not in a good condition to say anything

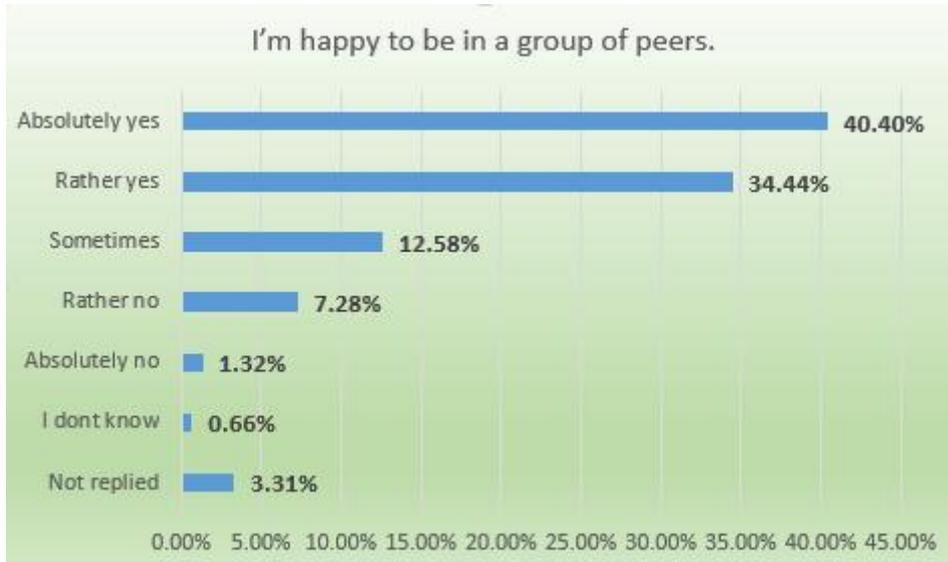
I want to try to be designer or a lawyer

1.3.1.6. Social and emotional competences of students

6.1. I'm happy to be in a group of peers.

40.40% replied "absolutely yes"; the 34.44% said "rather yes"; 12.58% replied "sometimes"; 7.28% replied "rather no"; 1.32% said "Absolutely no". 0.66% replied "I don't know and the 3.31% did not reply to the question.

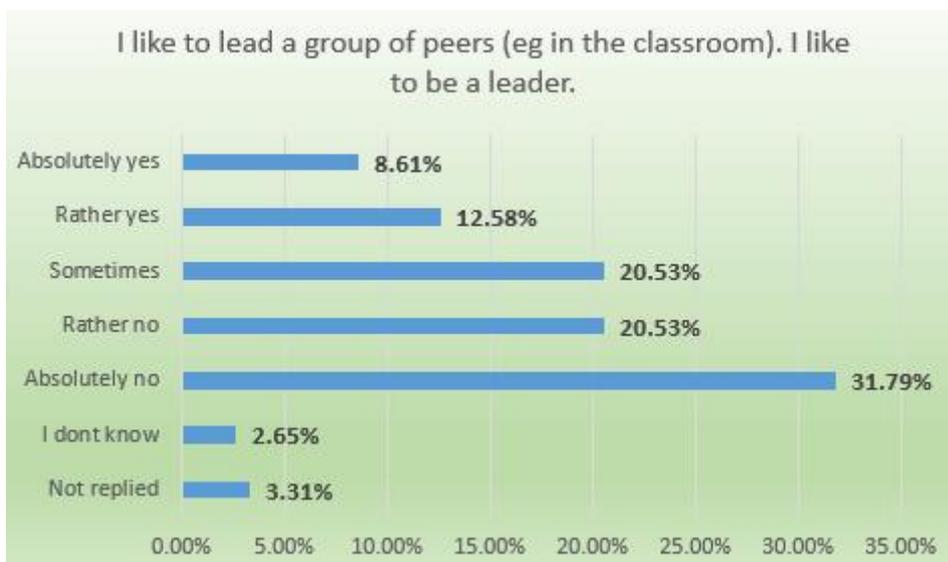
In general we can see clearly that more than 70% of the respondents are happy to be in their groups of peers.



6.2. I like to lead a group of peers (e.g. in the classroom). I like to be a leader.

8.61% replied “absolutely yes”; 12.58% replied “rather yes”. 20.53% said “sometimes” as well as “rather no” while the 31.79% responded “absolutely no”. 2.65% said “I don’t know” and the 3.31% did not replied.

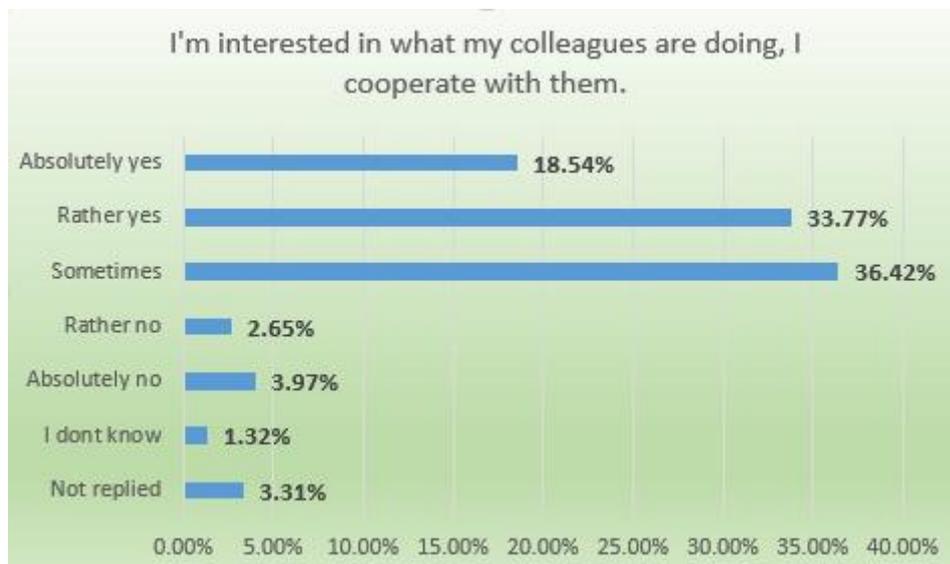
In general there is a tendency for students not to like to be the leaders of a group of peers, where just a minority of 8.61% is absolutely feeling leaders of their groups of peers and the 12.58% rather yes.



6.3. I'm interested in what my colleagues are doing, I cooperate with them.

18.54% replied “absolutely yes”; 33.77% replied “rather yes”; 36.42% replied “sometimes”; 2.65% said “rather no”; 3.97% said “absolutely no”; 1.32% replied “I don’t know” and 3.31% didn’t reply.

In general there is a very clear tendency among students to feel interested in what their colleagues do and cooperate with them.



6.4. I'm active during the lesson.

15.23% said “absolutely yes; 31.79% said “rather yes”; 30.46% replied “sometimes”. 12.58% said “rather no”; 5.30% said “absolutely no” and the 4.64% did not reply.

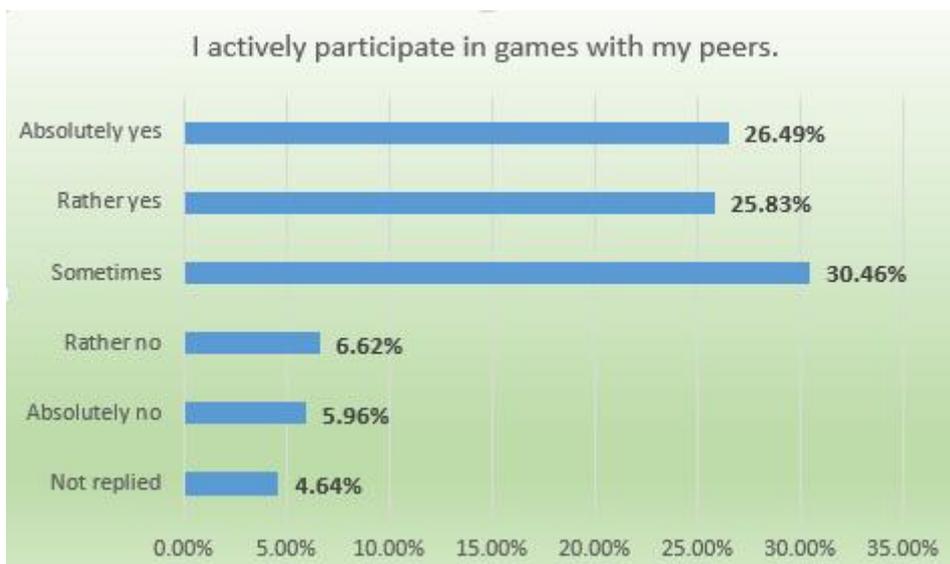
We can say that almost half of the respondents agree to be active during the lessons and the tendency goes in that direction.



6.5. I actively participate in games with my peers.

26.49% replied “absolutely yes”; 25.83% said “rather yes”; 30.46% replied “sometimes”; 6.62% said “rather no”; 5.96% replied “absolutely no” and the 4.64% did not reply.

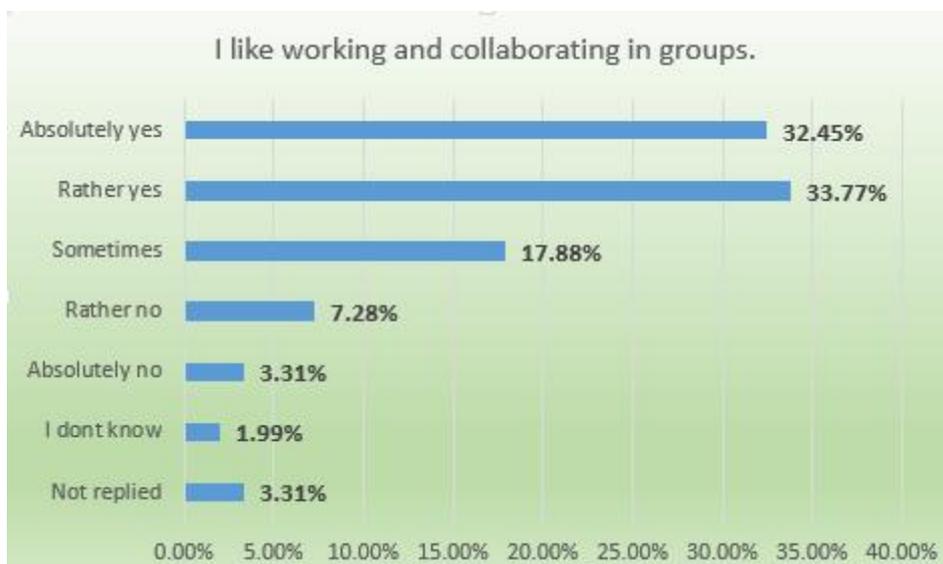
In general there is a clear tendency where students think that they participate actively in games with their peers.



6.6. I like working and collaborating in groups.

32.45% replied “absolutely yes”; 33.77% said “rather yes”; 17.88% replied “sometimes”; 7.28% said “rather no”; 3.31% replied “Absolutely no”; 1.99% replied “I don’t know” and 3.31% did not reply.

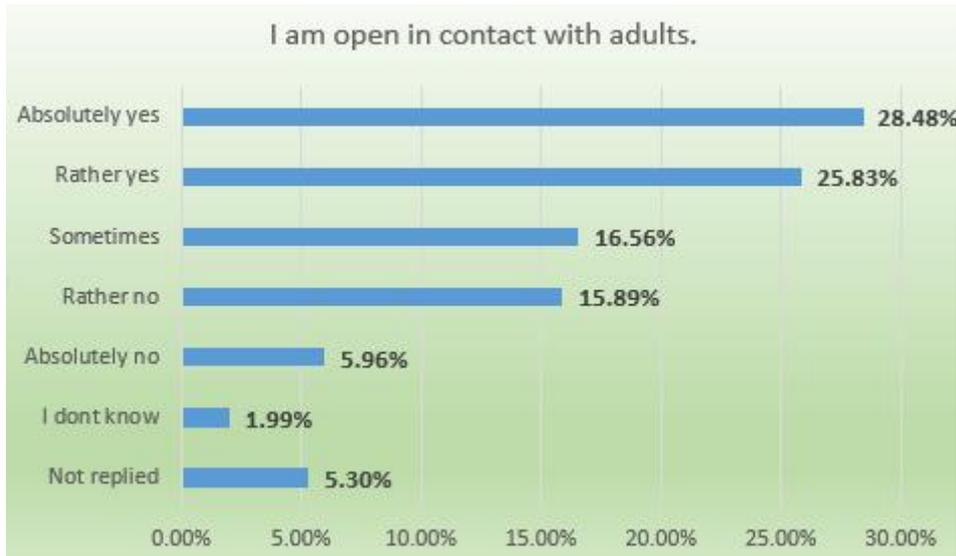
In general there is a clear tendency where students think that they work and collaborate in groups.



6.7. I am open in contact with adults.

28.48% replied “absolutely yes”; 25.83% said “rather yes”; 16.56% said “sometimes”; 15.89% replied “rather no”; 5.96% said “absolutely no”; 1.99% said “I don’t know” and the 5.33% did not reply.

In general there is a clear tendency where students think that they are in open contact with adults.



6.8. I respect the principles and rules in the group and try to act according to them. 38,41% replied “absolutely yes”; 25,83% said “rather yes”; 17,88% replied “sometimes”; 7,95% replied “rather no”; 2,65% said “I don’t know” and the 4,64% did not reply.

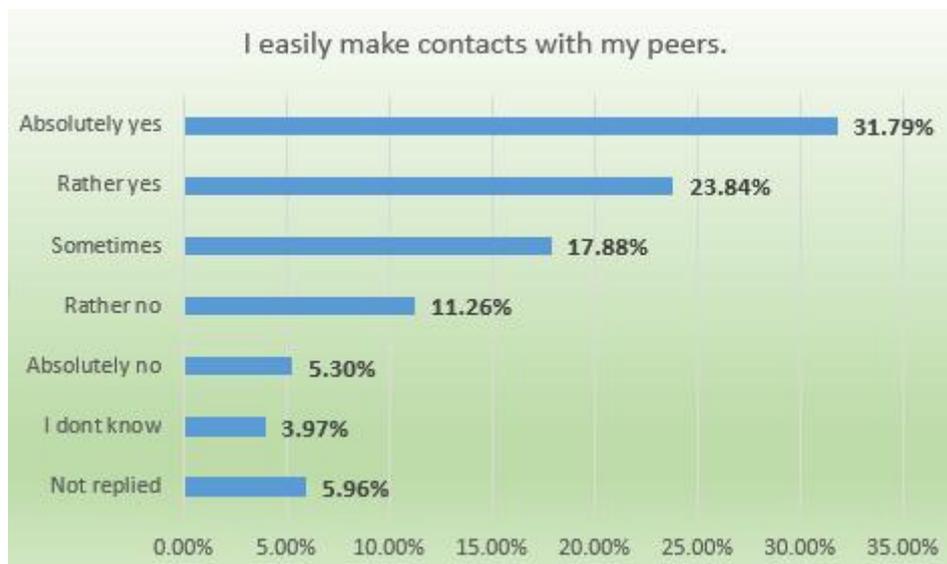
In general there is a clear tendency where students think that they respect principles and rules in the group.



6.9. I easily make contacts with my peers.

31.79% replied “absolutely yes”; 23.84% said “rather yes”; 17.88% said “sometimes”; 11.26% replied “rather no”; 5.30% said “absolutely no”; 3.97% said “I don’t know” and the 5.96% did not reply.

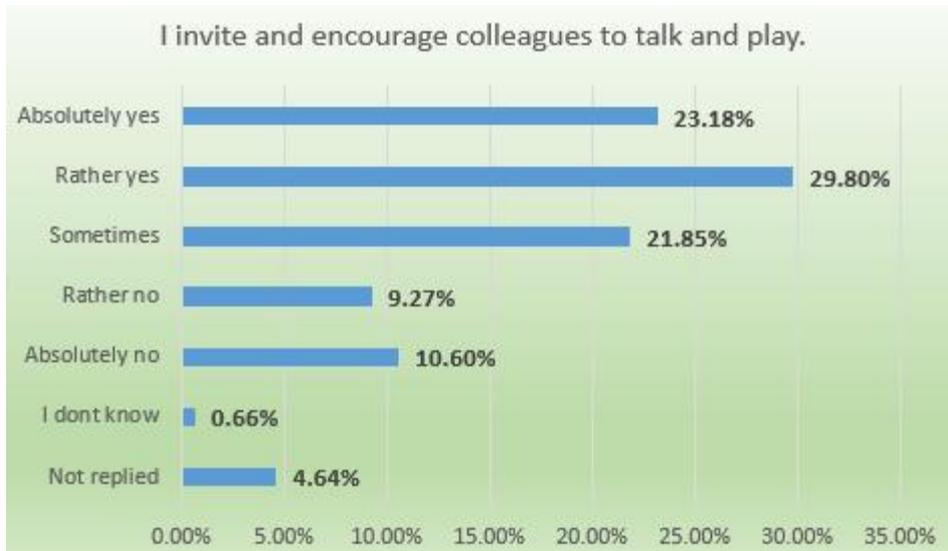
In general there is a clear tendency where students think that they easily can make contacts with their peers



6.10. I invite and encourage colleagues to talk and play.

23.18% replied “absolutely yes”; 29,80% replied “rather yes”; 21.85% said “sometimes”; 9.27% replied “rather no”; 10.60% said “absolutely no”; 0.66% said “I don’t know” and 4.64% did not reply.

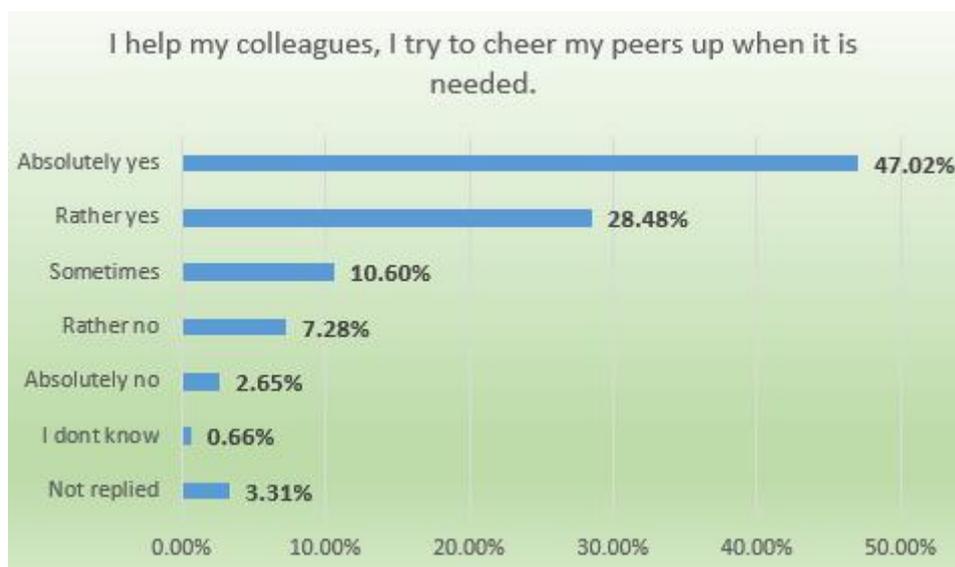
In general there is a clear tendency where students think that they invite and encourage colleagues to talk and play.



6.11. I help my colleagues, I try to cheer my peers up when it is needed.

47.02% replied “absolutely yes”; 28.48% said “rather yes”; 10.60% replied “sometimes”; 7.28% said “rather no”; 2.65% replied “absolutely no”; 0.66% said “I don’t know” and 3.31% did not reply.

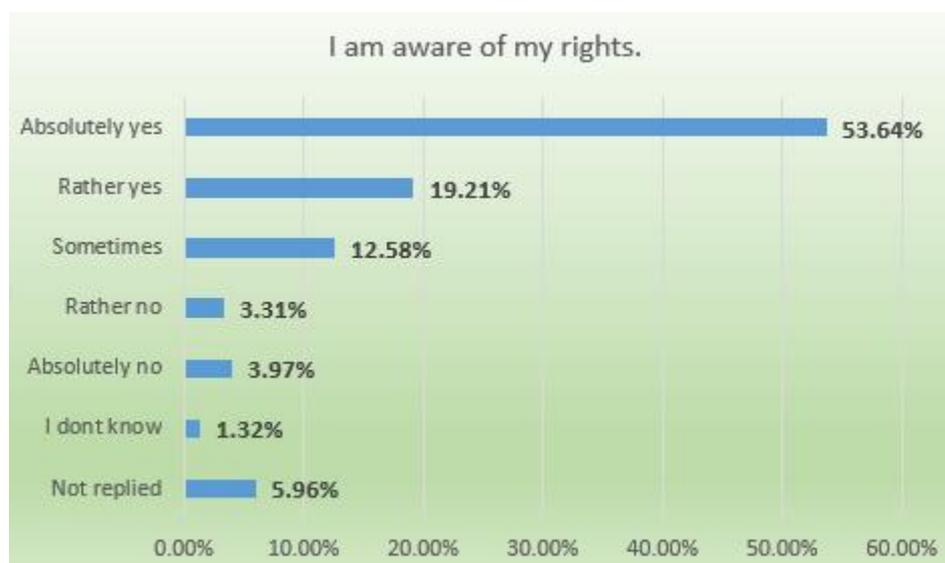
In general there is a clear tendency where students think that they would help their colleagues and try to cheer them up if needed.



6.12. I am aware of my rights.

53.64% said “absolutely yes”; 19.21% replied “rather yes”; 12.58% said “sometimes”; 3.31% replied “rather not”; 3.97% said “absolutely no”; 1.32% said “I don’t know” and the 5.96% did not reply.

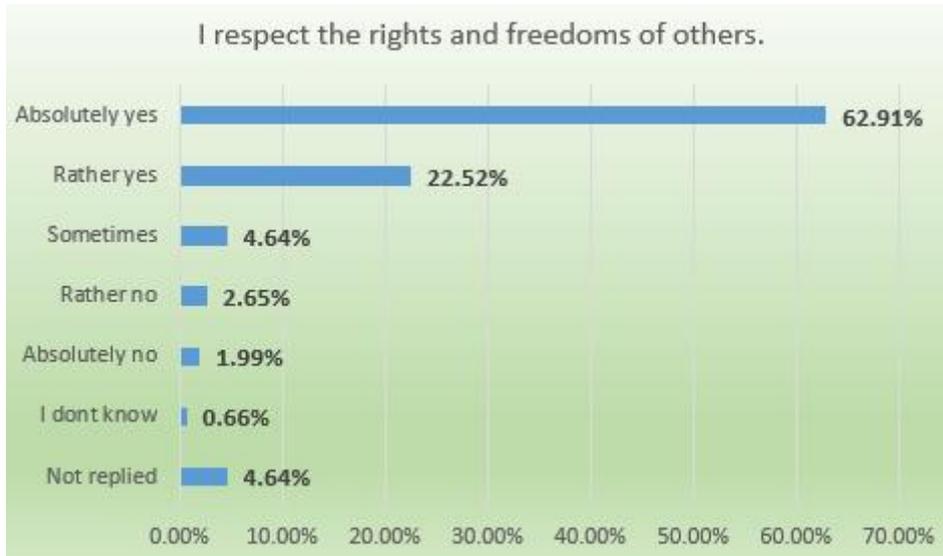
In general there is certain tendency where students think that they are aware of their rights.



6.13. I respect the rights and freedoms of others.

62.91% said “absolutely yes”, 22.52% replied “rather yes”; 4.64% said “sometimes”; 2.65% replied “rather no”; 1.99% said “absolutely no”; 0.66% replied “I don’t know” and the 5.96% didn’t reply.

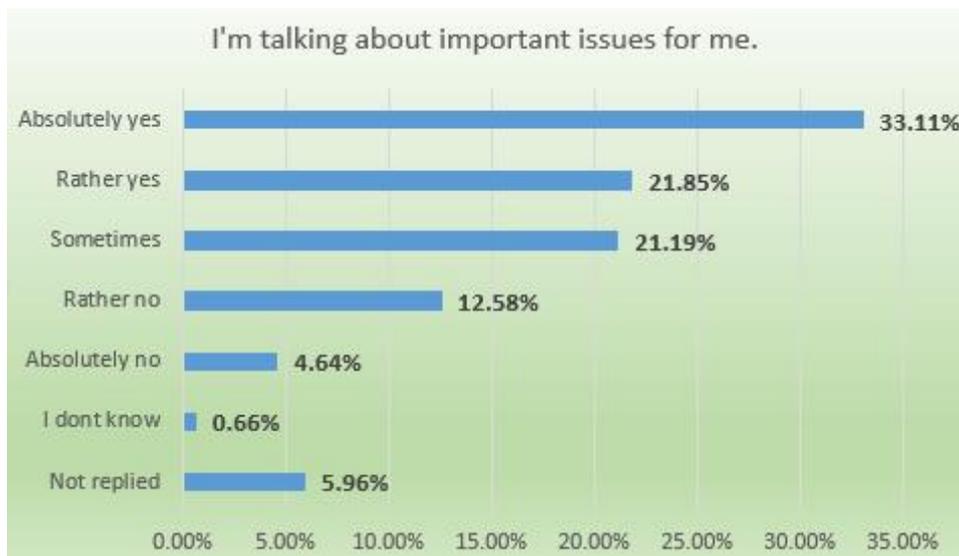
In general there is clear tendency where students think that they do respect the rights and freedoms of others.



6.14. I'm talking about important issues for me.

33.11% replied “absolutely yes”; 21.85% said “rather yes”; 21.19% replied “sometimes”; 12.58% said “rather not”; 4.64% said “absolutely no”; 0.66% replied “I don’t know” and the 5.96% didn’t reply.

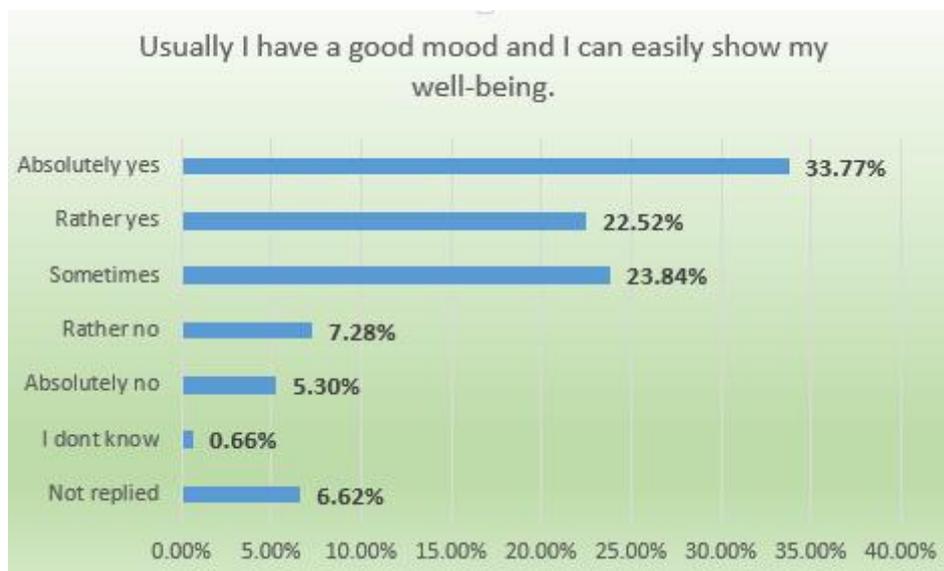
In general there is certain tendency where students think that they talk about important issues.



6.15. Usually I have a good mood and I can easily show my well-being.

33.77% replied “absolutely yes”; 22.52% replied “rather yes”; 23.84% said “sometimes”; 7.28% replied “rather no”; 5.30% said “absolutely no”; 0.66% said I dont know and 6.62% did not reply.

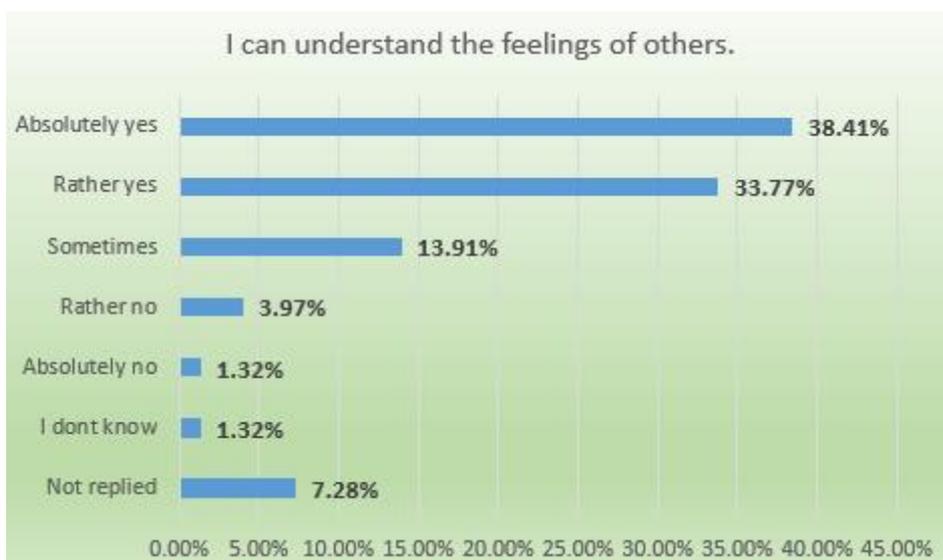
In general there is certain tendency where students think that they usually have good mood and can easily show their well-being.



6.16. I can understand the feelings of others.

38,41% said “absolutely yes” ; 33.77% said “rather not”; 13.91% said “sometimes” ; 3.97% said “rather no” ; 1.32% replied “absolutely no”; and 7.28% did not reply.

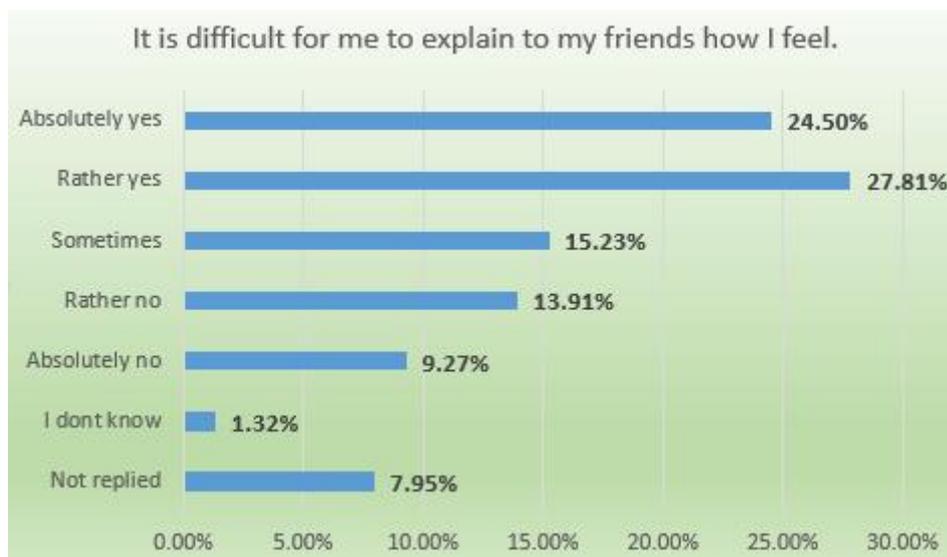
In general there is a clear tendency where students think that they can understand the feelings of others.



6.17. It is difficult for me to explain to my friends how I feel.

24.50% replied “absolutely yes”; 27.81% said “rather yes”; 15.23% said “sometimes”; 13.91% replied “rather no”; 9.27% said “absolutely no”; 1.32% replied “I don’t know” and 7.95% did not reply.

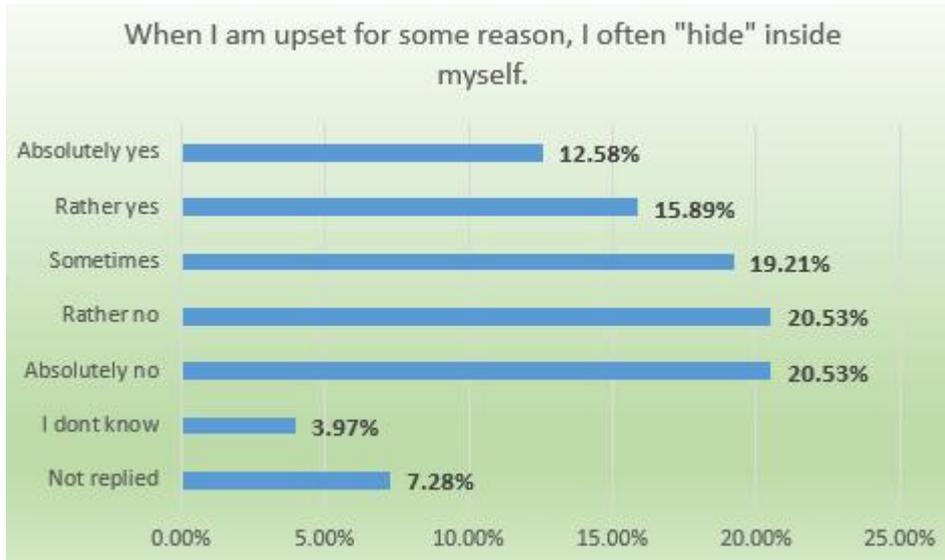
In general there is a clear tendency where students think that it is difficult for them to explain to their friends how they feel.



6.18. When I am upset for some reason, I often "hide" inside myself.

12.58% replied “absolutely yes”; 15.89% replied “rather yes”; 19.21% said “sometimes”; 20.53% replied “rather no” but also in the same proportion “Absolutely no”; 3.97% replied “I don’t know” and the 7.28% did not reply.

There is no clear tendency regarding the issue of not showing being upset to other people once the responds are analyzed, still we perceive like a big amount of students 41.6% that would not hide inside themselves when it comes to show that their are upset.



6.19. I never know exactly what emotions I feel at specific moment.

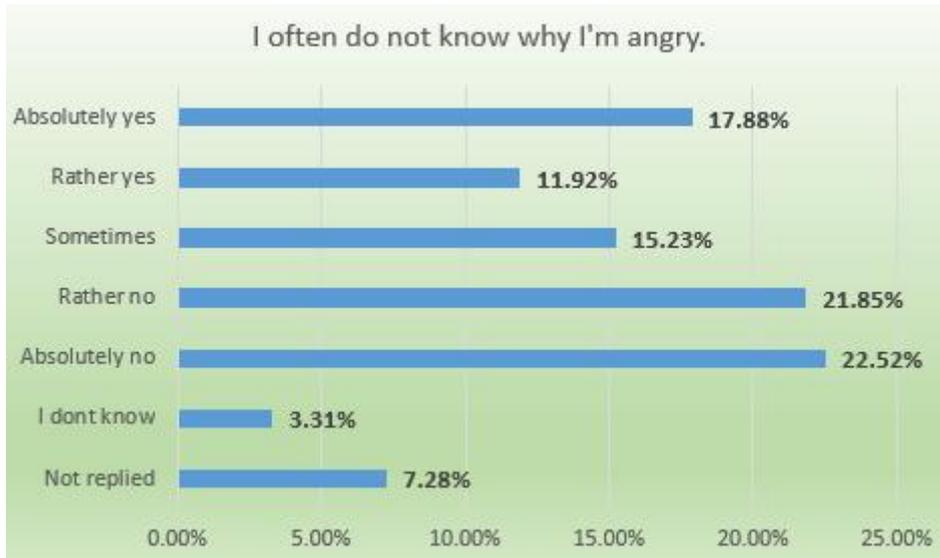
9.27% replied "absolutely yes"; 22.52% said "rather yes"; 23.18% replied "sometimes"; 16.56% said "rather no"; 10.60% said "absolutely no". 9.27% replied "I don't know" and 8.61% did not reply.

There is no clear tendency regarding the issue of students not knowing exactly their emotions they feel at certain point because on one hand 30% approximately are aware of those feelings. Then the rest are either from time to time aware or not able to recognize them. In fact, it seems a difficult topic for the students to realize those emotions.

6.20. I often do not know why I'm angry.

17.88% replied "absolutely yes"; 11.92% replied "rather yes"; 15.23% replied "sometimes"; 21.85% said "rather no"; 22.52% said "absolutely no"; 3.31% replied "I don't know" and the 7.28% did not reply.

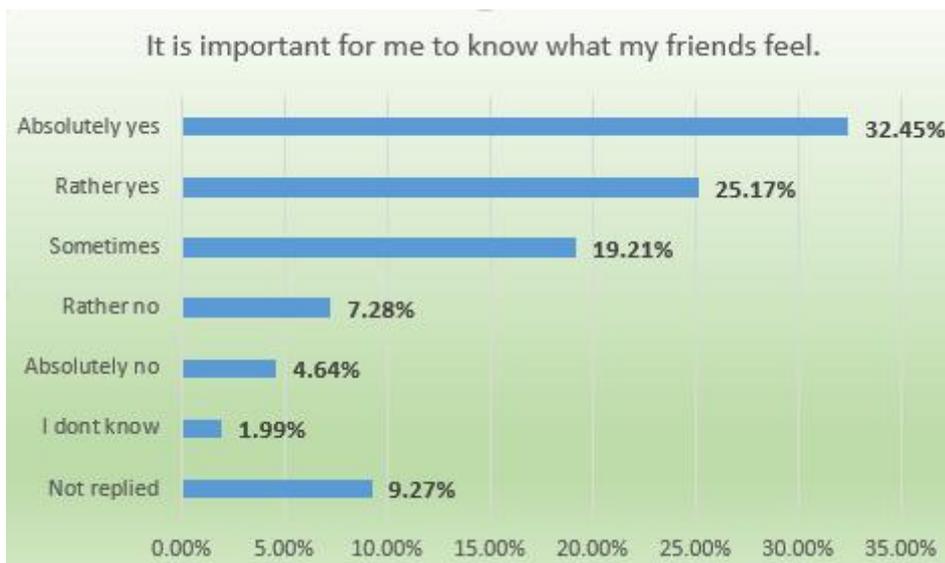
There is a certain tendency in the students to know why they get angry looking at the different percentages as 59.6% responded in this sense, though some of them (15.23%) say that just sometimes they know why they get angry.



6.21. It is important for me to know what my friends feel.

32.45% replied “absolutely yes”; 25.17% said “rather yes”; 19.21% said “sometimes”; 7.28% replied “rather no”; 4.64% said “absolutely no”; 1.99 replied “I don’t know” and 9.27% did not reply.

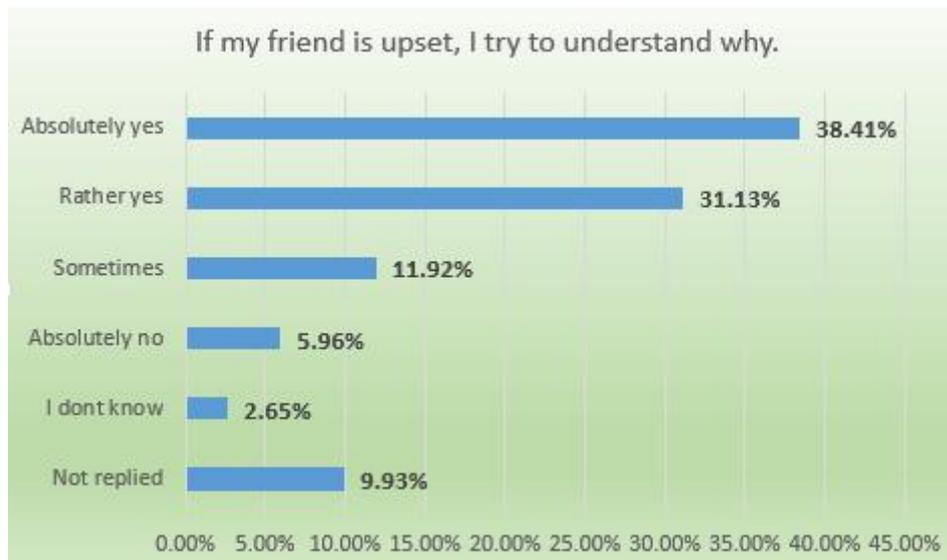
In general there is a clear tendency where students think that it is important for them to know what their friends feel.



6.22. If my friend is upset, I try to understand why.

38.41% replied “absolutely yes”; 31.13% said “rather yes”; 11.92% said “sometimes”; 5.96% replied “absolutely no”; 2.65% said “I don’t Know”; and 9.93% did not reply.

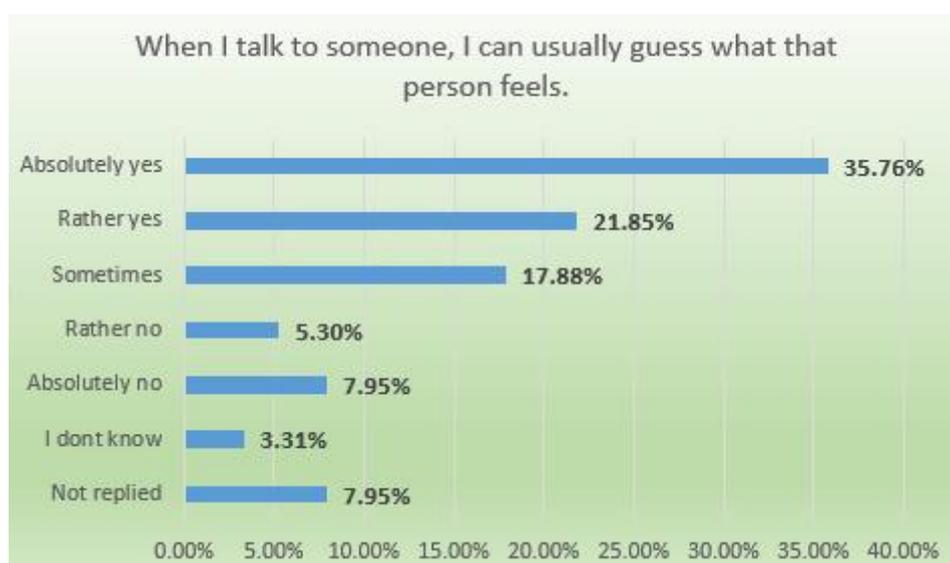
In general there is a tendency where students think that if their friend is upset, they would try to understand why.



6.23. When I talk to someone, I can usually guess what that person feels.

35.76% replied “Absolutely yes”; 21.85% said “rather yes”; 17.88% said “sometimes”; 5.30% replied “rather no”; 7.95% replied “absolutely no”; 3.31% said “I don’t know” and the 7.95% did not reply.

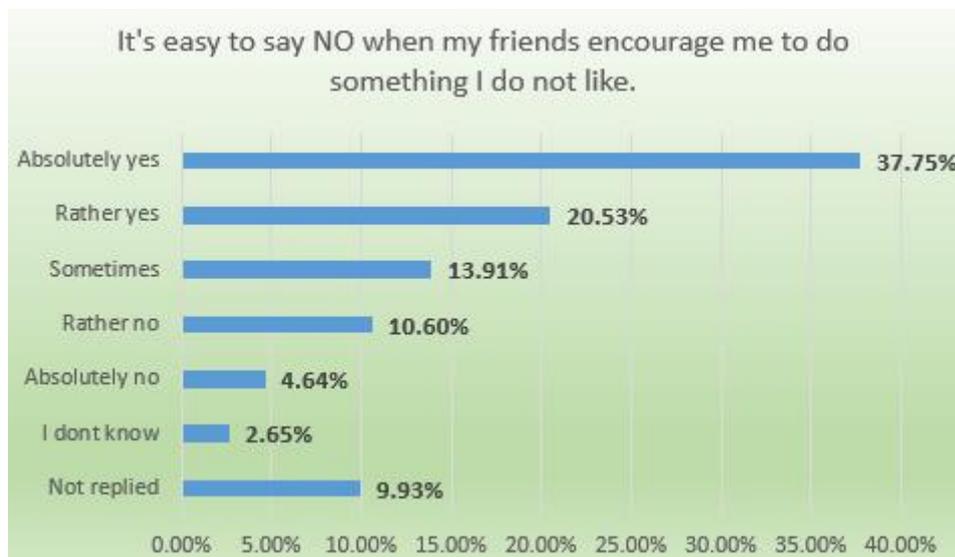
There is certain tendency to answer in a positive way to the question about students guessing what a person feels when talking to him/her because, 57,61% agree with that statement, while the rest is not sure or not able.



6.24. It's easy to say NO when my friends encourage me to do something I do not like.

37.75% replied “absolutely yes”; 20.53% replied “rather yes”; 13.91% said “sometimes”; 10.60% said “rather no”; 4.64% said “absolutely no”; 2.65% replied “I don’t know” and the 9.93% did not reply.

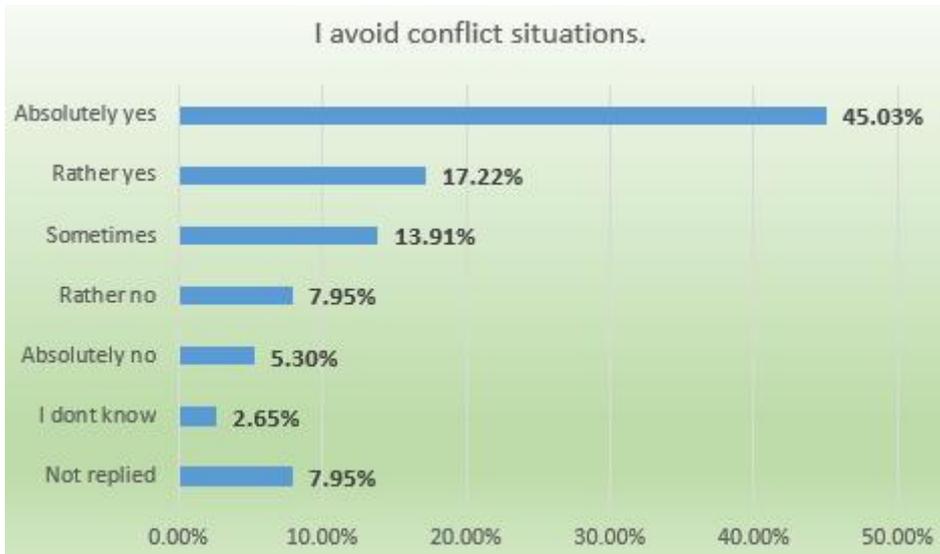
There is certain tendency in the students to be able to say no when their friends encourage them to do something they do not like.



6.25. I avoid conflict situations.

45.03% replied “absolutely yes”; 17.22% said “rather yes”; 13.91% replied “sometimes”; 7.95% replied rather no”; 7.95% said “rather no”; 5.30% replied “absolutely no”; 2.65% replied “I don’t know” and 7.95% did not reply.

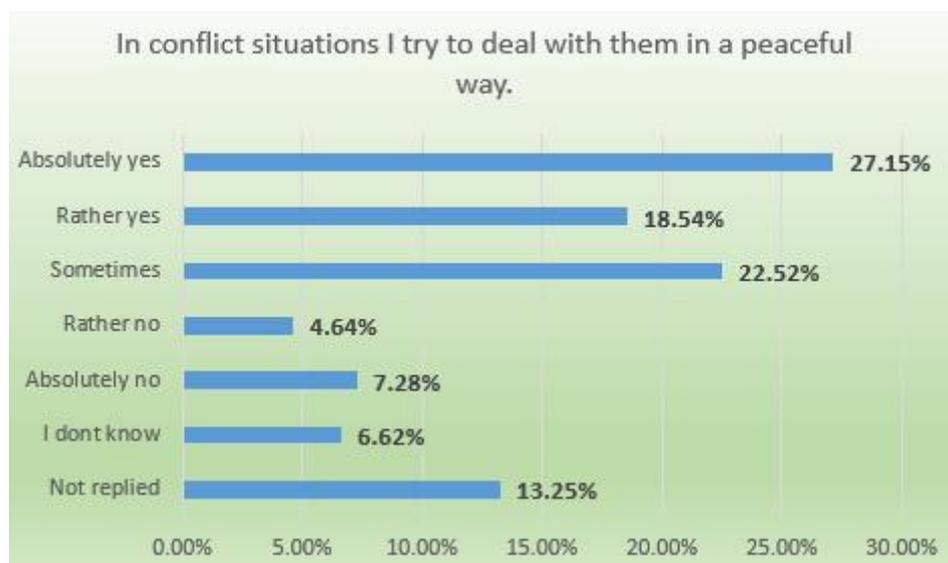
There is certain tendency in the students to really avoid conflict situations.



6.26. In conflict situations I try to deal with them in a peaceful way.

27.15% replied “absolutely yes”; 18.54% replied “rather yes”; 22.52% said “sometimes”; 4.64% replied “rather no”; 7.28% said “absolutely no”; 6.62% replied I don’t know and 13.25% did not reply.

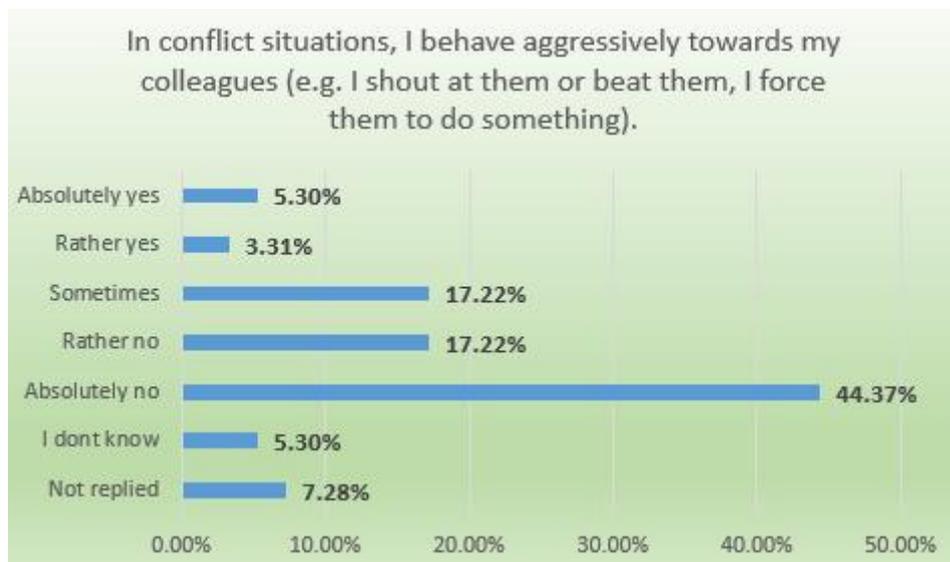
There is clear tendency in the students to really try to deal with conflicts in a peaceful way.



6.27. In conflict situations, I behave aggressively towards my colleagues (e.g. I shout at them or beat them, I force them to do something).

44,37% said “absolutely no”; 17,22% replied “rather no”; 17,22% replied “sometimes”; 3,31% said “rather yes”; 5,30% “absolutely yes”; 5,30% said “I don’t know/ Not applicable” and 7,28% did not replied.

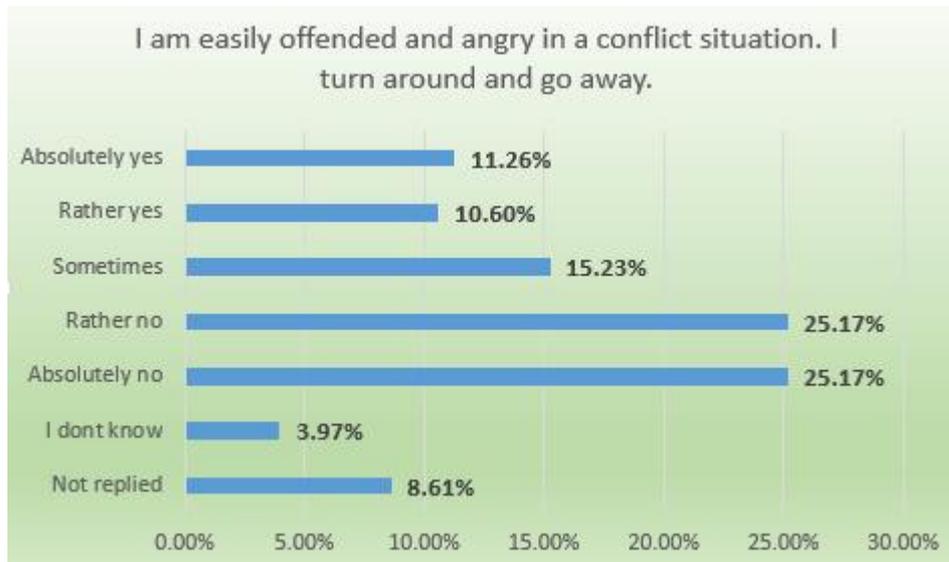
In this question we can see most of the students do not behave aggressively towards their colleagues (44,37%) compared to a minority (5.30%) that admits to respond violently in situations of conflict.



6.28. I am easily offended and angry in a conflict situation. I turn around and go away.

25,17% said “absolutely no”; 25,17% replied “rather no”; 15,23% replied “sometimes”; 10,60% said “rather yes”; 11,26% “absolutely yes”; 3,97% said “I don’t know/ Not applicable” and 8.61% did not replied.

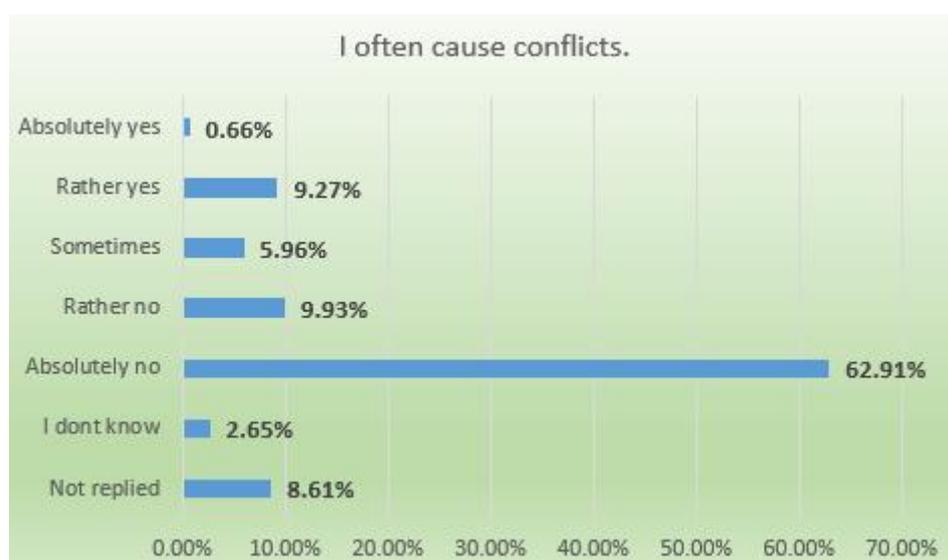
In general there is a light tendency for students not feel to be offended and angry in a conflict situation, the 25,17% compared to 11.16% who do.



6.29. I often cause conflicts.

62,91% said “absolutely no”; 9,93% replied “rather no”; 5,96% replied “sometimes”; 9,27% said “rather yes”; 0,66% “absolutely yes”; 2,65% said “I don’t know/ Not applicable” and 8.61% did not replied.

In general we can see clearly that most of the student feel that they do not cause conflicts (62.91%). It is interesting to see the big difference with students who admit causing conflicts (0.66%).



7. Finally, is there any hint you would like point us on this questionnaire?

I don't like that we have people who thinks that they are better than others and show themselves off in front of everyone

I like the High school quite a lot and some classes are fun. English, Math and others. But I don't like classes that are boring, such as Plastics, etc. Teacher of plastics is very bad

I think I'm very special and a lot of people make fun of me, but I always ask myself: What did I do? Why do you say this? People are weird. Or because I am Chinese and that has something to do with it. I have nothing against the people, I just live my life and I like to help people

I want for the educational system to drop-off not needed things and they should teach us the things are actually important. And the education is useful for all the humanity to develop in the future, we should leave primitive thoughts behind. And we start to think together in the future.

I do not like the High School but I have to study for my future.

Thank you for trusting me and for behaving good with me!

I would like you to ask: Does any teacher disrespect you?

It's really long

I do not like the teachers, they scare me and the students and classmates insult me for being different.

Our teachers help us a lot

Most students who have answered this question have no comments on the survey, except several of them that mention that the survey was too long.

1.3.1.7. General conclusions

The questionnaire was conducted among 151 students coming from two secondary schools in Murcia Region.

The following institutions were involved in the implementation of the study:

5. Secondary Educational School Poeta Julián Andugar. Murcia

6. IES. Eduardo Linares. Murcia

There were 94 boys students (62,25%) and 57 girl-students (37,75%) participating in the survey.

The conclusions from the above chapter are presented in several parts compatible with the questionnaire:

1) School and its surroundings

In general we can say that more than 50% of the group are positive about their school and they like it.

More than a half of respondents consider their school location as a safe one (65,56%), while 14,57% consider area as not the safest one or absolutely not safe.

According to the graphics, biggest half of respondents (70,86%) feel absolutely safe or rather safe in their school, while 19,21% answered “sometimes”. Other 9,94% of people feel rather not safe or absolutely not safe.

According to the graphics-biggest half of the respondents (around 76,82%) consider their school buildings/premises to be comfortable, while other part of respondents doubts comfort of their school conditions.

Absolute majority of responds are considering that their school provides all the learning materials (around 62,91%). And 14,57% says that it’s “rather no” or “absolutely no”

More than a half of all the respondents (50,99%) says that their school allows them to experience and experiment in the laboratory or practical activities. And a minority of the answers (around 7,29%) says “absolutely no” or “rather no”.

Around 62,91% of respondents confirm that school provides space for students for extracurricular activities.

In general-positive or rather positive reply takes over 60,26% of the replies, while 13,25% have negative or rather negative answer to the question.

49,67% of the students said that they sometimes or rather participate in extracurricular events organised at school, just around 20% are always participating.

Biggest majority of respondents are split between “sometimes” with 36,42% and “rather no”, “absolutely no” (33,44%).

According to the graphics around 74,17% feel belonging to their school and around 9,93% replied that they feel rather apart from the school or absolutely not belonging.

According to the graphics more than 50% of respondents think that going to school is interesting.

High rate of the positive replies (around 83,44%) show that there are students belonging to a different cultures attending school of respondents.

According to the graphics, majority of all the respondents describes situation in school as a positive one (around 63,57% in total).

More than 50% of all the respondents said that they agree that their school helps students who risks to leave their education.

More than 56,29% of all the respondents think that their school helps students who are at risk of not being in the next grade.

Overall,54,31% of respondents have had a positive answer, that states their opinion that their school helps students who are at risk of having poorer school performance. And around 23,83% have doubts about it.

According to the graphics, most respondents’ opinions split between opinion that school surely helps students who show risky behaviours and that their school may help only sometimes or even rather can’t.

The most common opinion, according to the graphics is that sometimes boys and girls belonging to a minority are discriminated or ridiculed, and some respondents are sure that it absolutely surely happening.

More than half of all the respondents think that their school helps and may help students who are discriminated or ridiculed because of belonging to some minority, or that their school sometimes helps these type of students.

2) School relations

We could say that more than the 50% of the sample consider having a good contact with the secretarial and security/service staff.

Taking the above into consideration, it seems that more than the 50% of the sample considers having a good contact with their class teachers (tutors).

It is important to remark that the majority of the sample considers having a good contact with their teachers.

We could say that in general more than the 50% of the sample thinks that teachers treat them fairly.

In general students think that their teachers encourage them to express their own views.

Students can count on their teacher's additional help when they need it.

In general, students go along with the other students and they like to be together in the classroom. They are positive on their classmates being friendly and helpful and more than 50% of the sample thinks that their classmates accept them the way they are.

We see that the vast majority of our sample thinks that their parents are ready to help them in case they have any problems at school.

In general students think their parents are positive about going to school to talk to teachers, although they do not do it often.

According to the results, it seems that the majority of parents encourage their children to learn well.

3) Students' well – being at school

Almost three quarters of students don't feel any problems because their ethnic or cultural background at all.

Color of skin seems not to be problem for almost all students. Remaining 10 percents leads share of those who fell rather not feel uncomfortable. Little less than 2% didn't provide required answer.

Share of people who don't feel any problems because of their accent seems to be quite similar as in case of skin colour (6,62% difference). In summary with answer rather no it's even 90%. From the rest most people feel problems just sometimes. Remaining share is basically insignificant.

There is a clear tendency in students about feeling uncomfortable at school because of their sexual orientation

There is a light tendency in students about not feeling uncomfortable at school because of their physical characteristics

There is 10,6% of people in summary, who feel uncomfortability because of their health disadvantages at least a little bit. 2,65% of respondents didn't gave applicable answer and the remaining 86,75% don't feel it like a problem.

Little less than 70% don't feel their way of studying as a problem. Those who absolutely do is there just little less than 2% Share of non applicable answers is 1,32%.

More than three quarters of respondents don't feel their financial status of family as a problem at all. those of sometimes do or rather yes are 5,29 percents in summary. As a real problem falls it only 1,32 percent of respondents. Not applicable answer give little less than 2%.

4) Meaning of „learning” for students

When it comes to self-defining students learning styles:

Learning by heart is a often used style for learning for more tan 40% of the students.

More than 60% of students think that they learn with understanding.

Almost all students said that they barely remember things from the class so that, they don't learn at all.

There is about a 40% of students with certain tendency to learn through trials and mistakes.

Less than the 50% of the students think that they learn by solving problems

About learning by imitation, it seems this is not a common learning style among almost any students, as almost 50% expressed it as the least used style.

It seems that about a 30% of students would prefer other activities than studying but in general the tendency would be the opposite.

With regard to what kind of life skills do students have:

There is a positive tendency to affirm that for pupil's decision making and problem solving are some of their life skills.

We can observe that there is a positive tendency to affirm that for pupils creative thinking and critical thinking are also part of their life skills.

It is visible that there is a positive tendency to affirm that for pupils effective communication and maintaining good interpersonal relationships are part of their life skills.

We realize that there is a positive tendency to affirm that for pupils self-awareness and empathy are part of their life skills.

We can observe that there is not so clear tendency in the students to mark as a strong life skill the one about coping with emotions and managing stress.

5) Social and emotional competences of students

In general we can see clearly that more than 70% of the respondents are happy to be in their groups of peers.

There is a tendency for students not to like to be the leaders of a group of peers, where just a minority of 8.61% is absolutely feeling leaders of their groups of peers and the 12.58% rather yes.

There is a very clear tendency among students to feel interested in what their colleagues do and cooperate with them.

We can say that almost half of the respondents agree to be active during the lessons and the tendency goes in that direction.

In general there is a clear tendency where students think that they participate actively in games with their peers.

There is a clear tendency where students think that they work and collaborate in groups.

There is a clear tendency where students think that they are in open contact with adults.

In general there is a clear tendency where students think that they respect principles and rules in the group.

There is a clear tendency where students think that they easily can make contacts with their peers

We can see a clear tendency where students think that they invite and encourage colleagues to talk and play.

In general there is a clear tendency where students think that they invite and encourage colleagues to talk and play.

It can be seen a clear tendency where students think that they would help their colleagues and try to cheer them up if needed.

There is certain tendency where students think that they are aware of their rights.

In general there is clear tendency where students think that they do respect the rights and freedoms of others.

There is certain tendency where students think that they talk about important issues.

We can realize that there is certain tendency where students think that they usually have good mood and can easily show their well-being.

In general there is a clear tendency where students think that they can understand the feelings of others.

There is no clear tendency regarding the issue of not showing being upset to other people once the responds are analyzed, still we perceive like a big amount of students 41.6% that would not hide inside themselves when it comes to show that their are upset.

Apparently, there is no clear tendency regarding the issue of students not knowing exactly their emotions they feel at certain point because on one hand 30% approximately are aware of those feelings. Then the rest are either from time to time aware ot not able to recognize them. In fact, it seems a difficult topic for the students to realize those emotions.

There is a certain tendency in the students to know why they get angry looking at the different percentages as 59.6% responded in this sense, though some of them (15.23%) say that just sometimes they know why they get angry.

In general there is a clear tendency where students think that it is important for them to know what their friends feel.

We can see a tendency where students think that if their friend is upset, they would try to understand why.

There is certain tendency to answer in a positive way to the question about students guessing what a person feels when talking to him/her because, 57,61% agree with that statement, while the rest is not sure or not able.

In general, there is certain tendency in the students to be able to say no when their friends encourage them to do something they do not like.

There is certain tendency in the students to really avoid conflict situations.

We clearly can see a tendency in the students to really try to deal with conflicts in a peaceful way.

In this question we can see most of the students do not behave aggressively towards their colleagues (44,37%) compared to a minority (5.30%) that admits to respond violently in situations of conflict.

In general there is a light tendency for students not feel to be offended and angry in a conflict situation, the 25,17% compared to 11.16% who do.

We can see clearly that most of the student feel that they do not cause conflicts (62.91%). It is interesting to see the big difference with students who admit causing conflicts (0.66%).

1.3.2. Students 6-10 years old

1.3.2.1. Class's data

1.1. Age of pupils in the class

1st Level Primary Education (pupils 6-7 years old) – 5 groups

2nd Level Primary Education (pupils 9-10 years old) – 4 groups

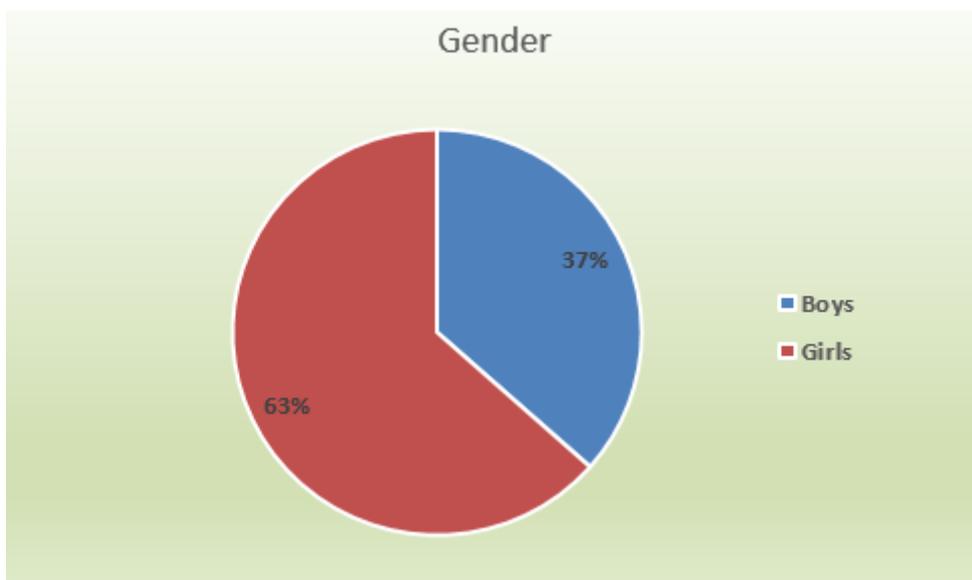
1.2. Number of pupils in the class

1st Level Primary Education

- Boys: 8; Girls: 12
- Boys: 7; Girls: 9
- Boys: 15; Girls: 10
- Boys: 3; Girls: 15
- Boys: 7; Girls: 17

2nd Level Primary Education

- Boys: 10; Girls: 15
- Boys: 4; Girls: 15
- Boys: 2; Girls: 20
- Boys: 16; Girls: 12



In total, the study covered: 72 boys and 125 girls (197 students in total).

1.3. *Nationality/Nationalities*

Spanish, Moroccan, German

Spanish and Moroccan

Spanish

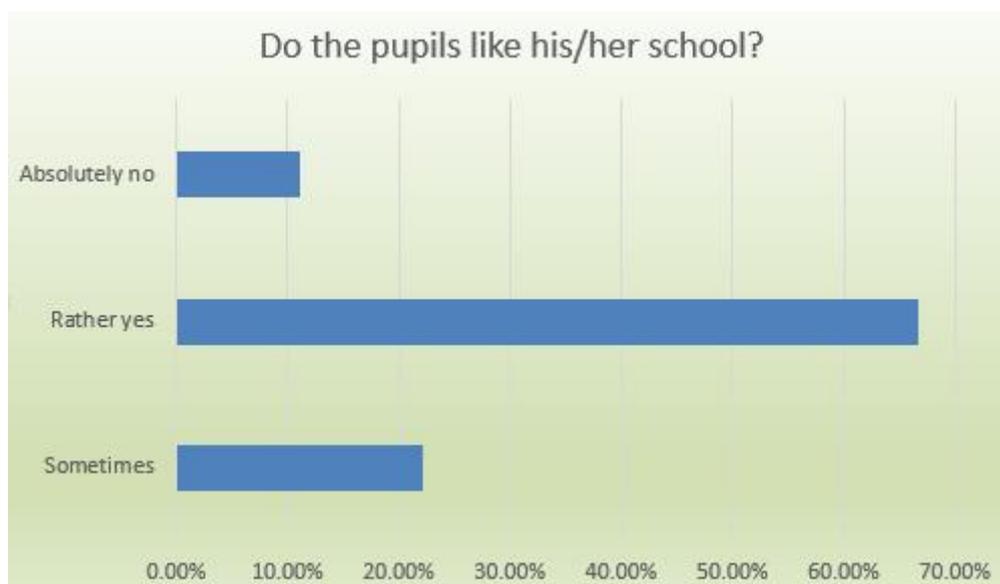
Spanish, German, Italian and Moroccan

Spanish, Ecuadorian, Moroccan

1.3.2.2. **School and its surroundings**

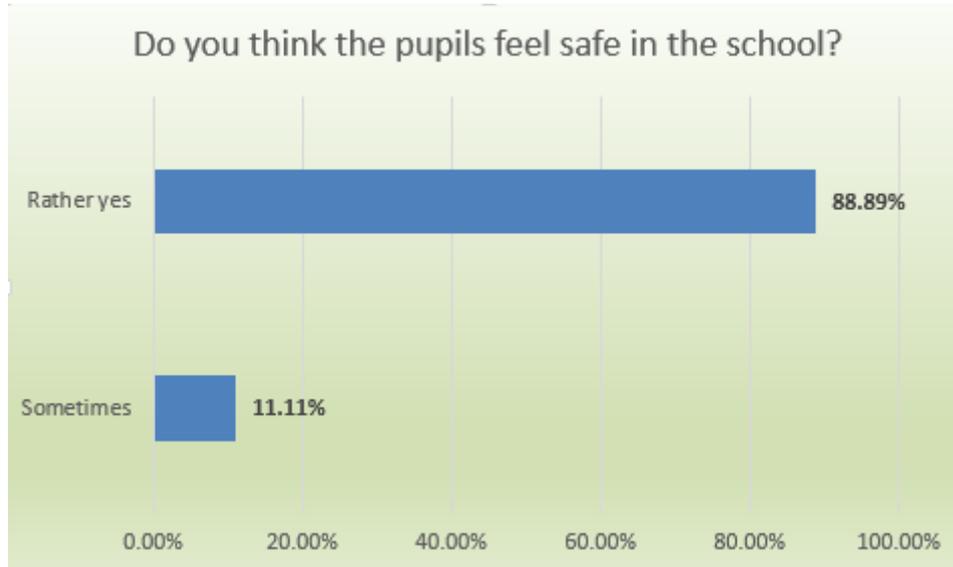
2.1. *Do the pupils like their school?*

Almost all the groups expressed that they rather like their school. Only two groups out of 9 said that they like their school “sometimes” and just one group said “absolutely no”. No additional comments.



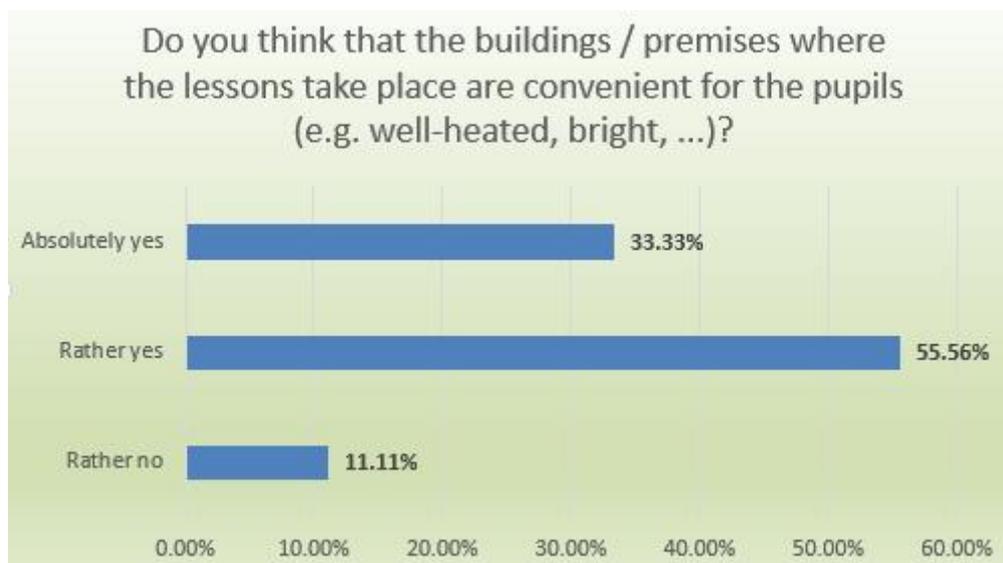
2.2. Do you think the pupils feel safe in the school?

It is a positive feedback as 8 groups out of 9 said that they rather feel safe at their school and just one group said “sometimes”. No additional comments.



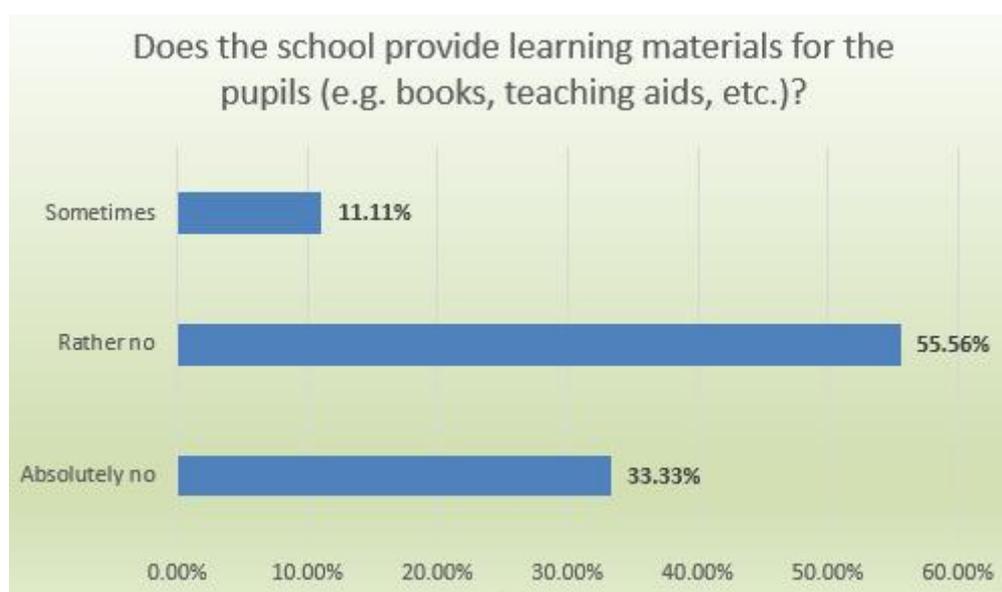
2.3. Do you think that the buildings / premises where the lessons take place are convenient for the pupils (e.g. well-heated, bright, ...)?

In this question also the feedback is very positive as 5 groups out of 9 replied “rather yes”, 3 groups said “absolutely yes” and just one group said: rather no. In general the buildings and premises where lessons are delivered are convenient for the pupils. No additional comments.



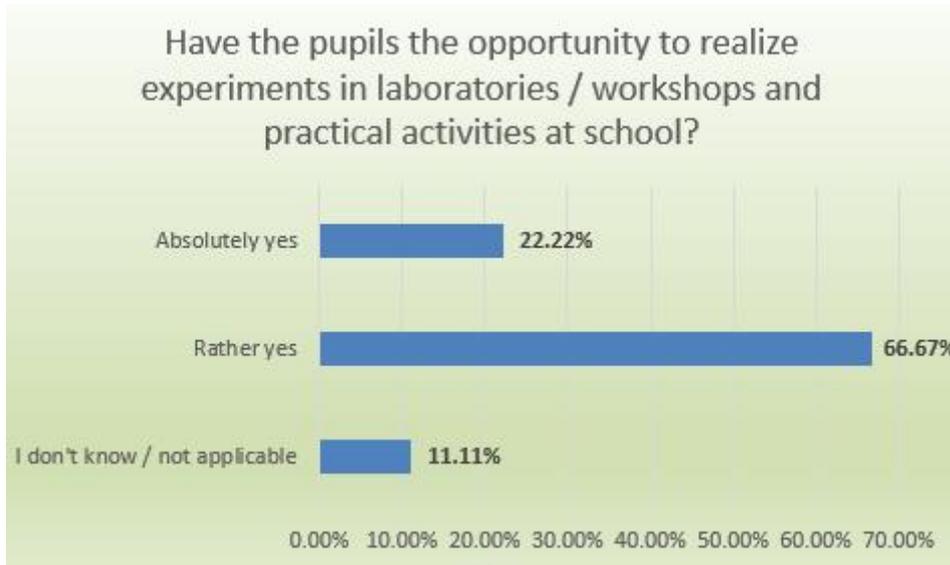
2.4. Does the school provide learning materials for the pupils (e.g. books, teaching aids, etc.)?

Out of 9 groups, 5 of them expressed “rather no”, 3 groups said “absolutely no” and just one group said “sometimes”. So in general we can say that the school is not providing materials almost. No additional comments.



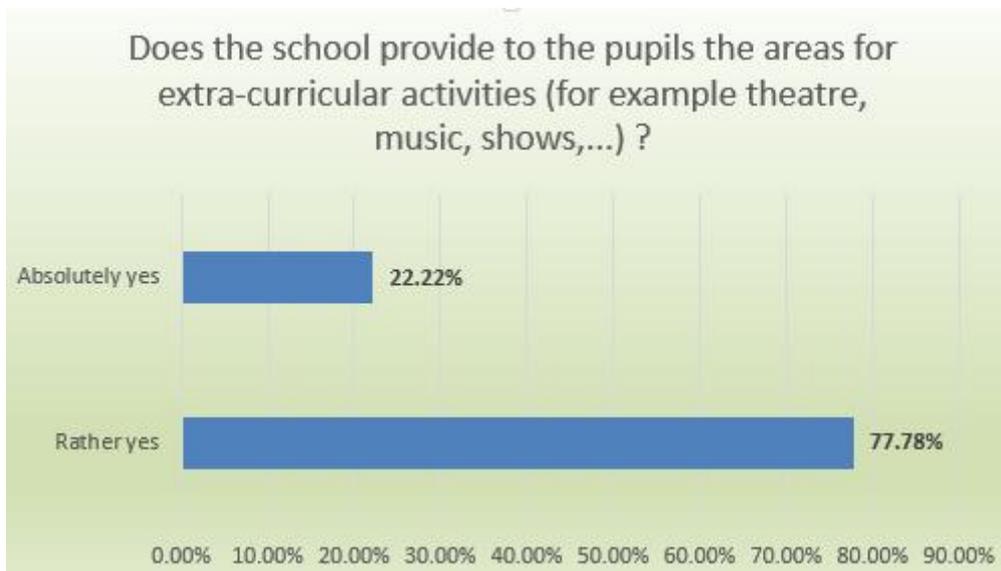
2.5. Do the pupils have the opportunity to realize experiments in laboratories / workshops and practical activities at school?

Out of 9, 6 groups said “rather yes”, 2 groups said “absolutely yes” and one teacher said “I don’t know/not applicable”. In general there is a clear positive feedback about the possibility for pupils to realize experiments in the school labs. No additional comments.



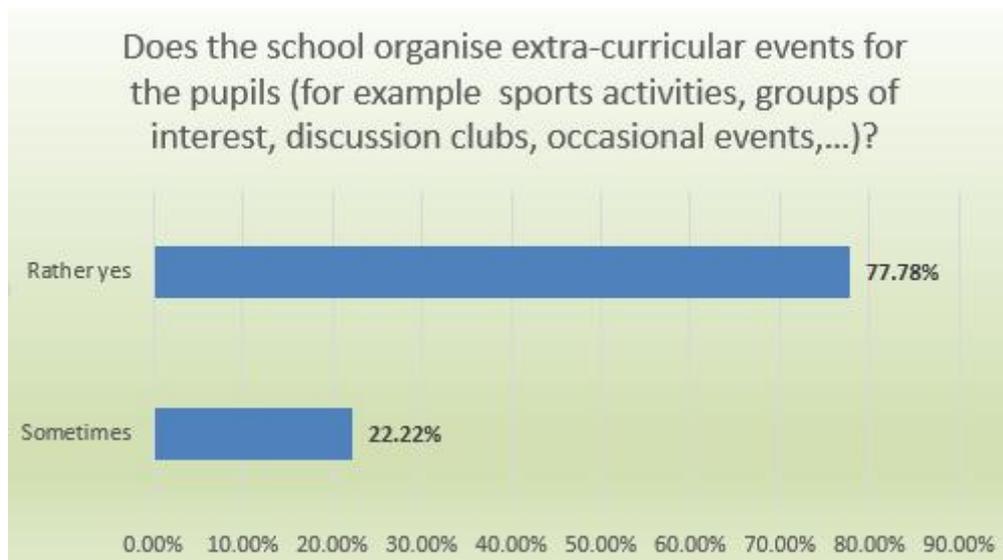
2.6. Does the school provide to the pupils the areas for extra-curricular activities (for example theatre, music, shows,...) ?

Out of 9 groups, 7 groups said “rather yes” while 2 groups said “absolutely yes” which implies a very positive feedback about the existence of areas for the realization of extra curricular activities. No additional comments.



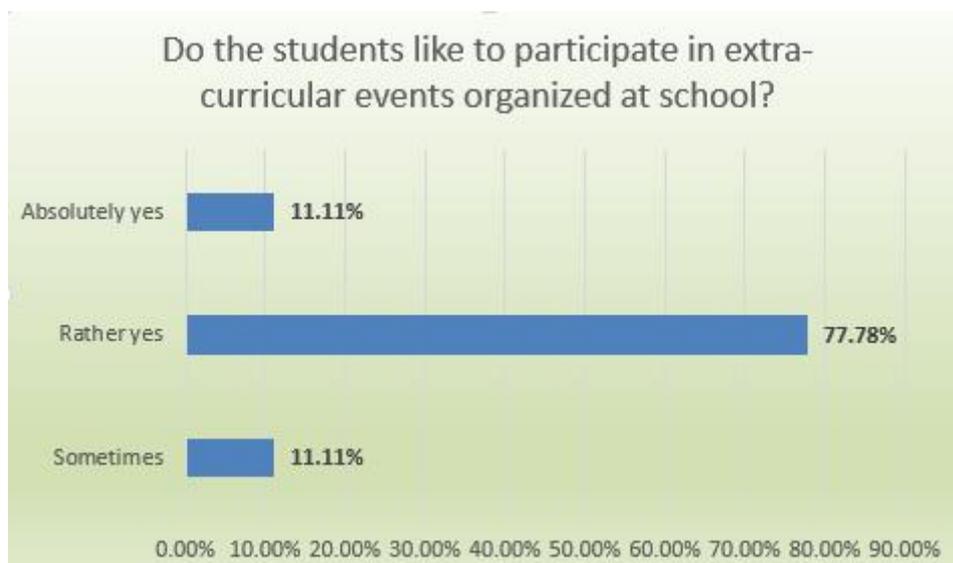
2.7. Does the school organise extra-curricular events for the pupils (for example sports activities, groups of interest, discussion clubs, occasional events,...)?

7 groups out of 9 said “rather yes” and two of them said “sometimes”. No additional comments.



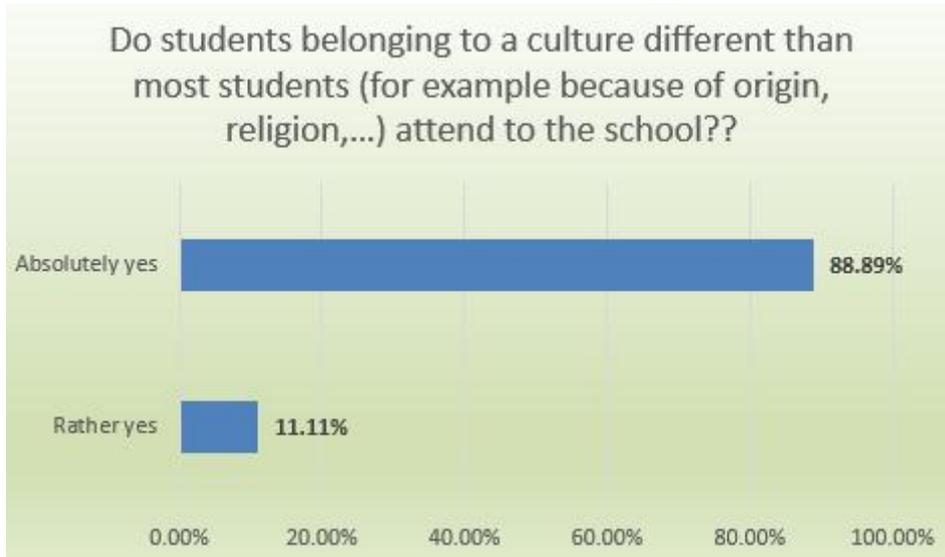
2.8. Do the pupils like to participate in extra-curricular events organized at school?

Out of 9 groups, 7 groups replied “rather yes”, 1 group said “absolutely yes” and 1 said “sometimes”. In general we can say that pupils. No additional comments.



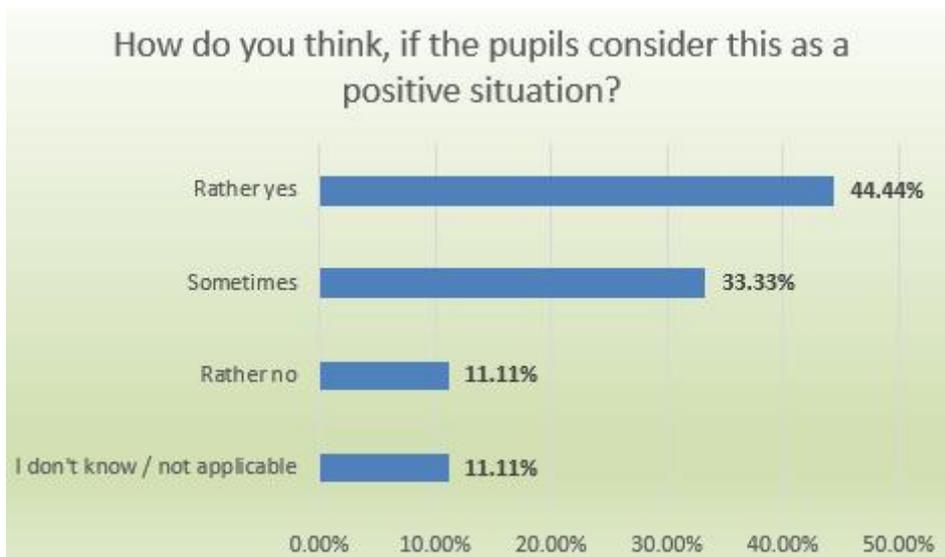
2.9. Do students belonging to a culture different than most students (for example because of origin, religion,...) attend to the school?

All the groups said “absolutely yes” except one group that said “rather yes”. It can be affirmed that all groups participating in this survey agree with the question. No additional comments.



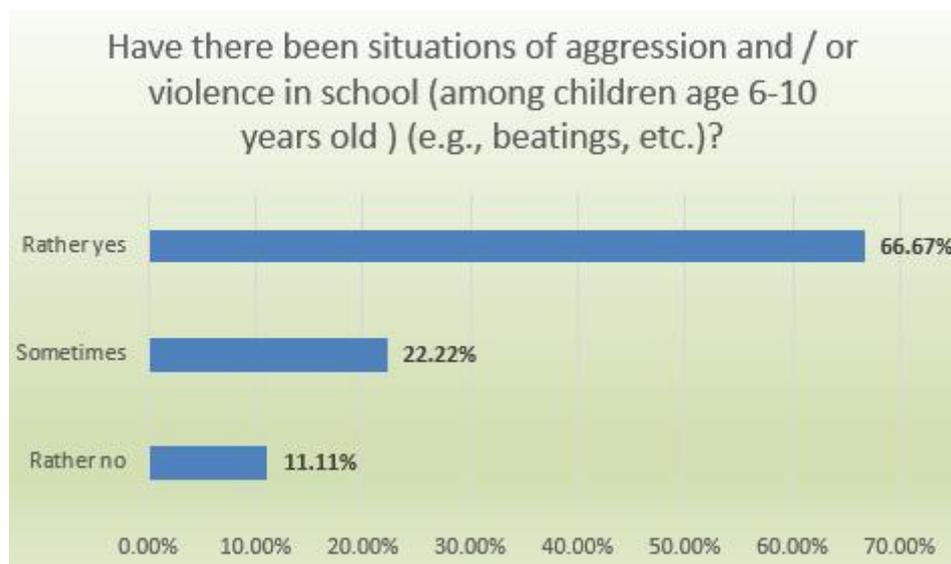
2.10. How do you think, if the pupils consider this as a positive situation?

8 groups out of 9 said “absolutely yes” and just one group said “rather yes”. It is certainly positive for everyone that young people from other ethnicity different from spanish attend the school. No additional comments.



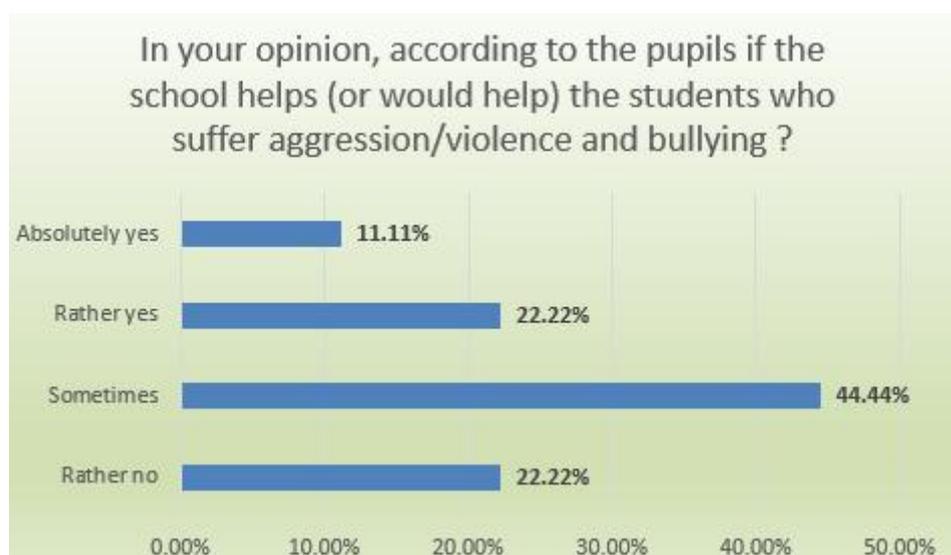
2.11. Have there been situations of aggression and / or violence in school (among children age 6-10 years old) (e.g., beatings, etc.)?

Out of 9, 4 groups responded “rather yes”, three groups replied “sometimes” and 1 group said “rather no” and just 1 group said “I don’t now / not applicable”. No additional comments.



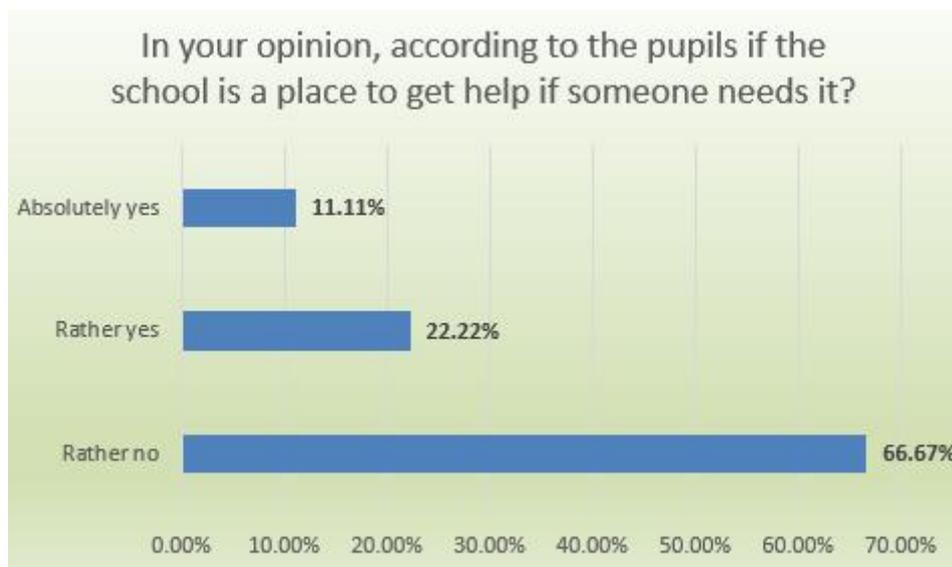
2.12. In your opinion, according to the pupils if the school helps (or would help) pupils who suffer aggression/violence and bullying?

Out of 9, 1 group said “absolutely yes”, 2 groups said “rather yes”, and 6 groups said “rather no”. In general a majority of the groups think that the schools can help in these circumstances. Additional comments: no



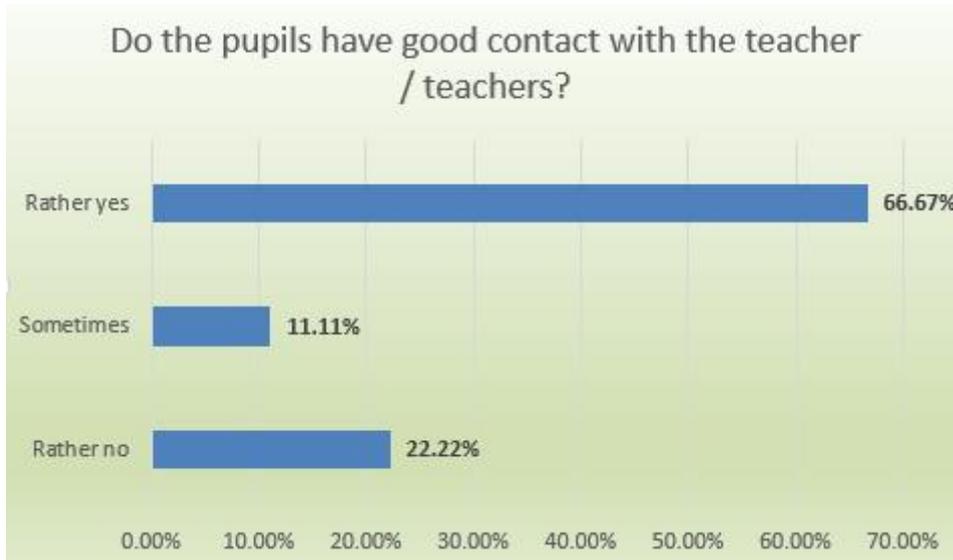
2.13. In your opinion, according to the pupils if the school is a place to get help if someone needs it?

66,67% of the groups replied “rather not” to the question, while a 22,22% said just the opposite and a 11,11% think that school is certainly a place to get help in those situations. Additional comments: no.



2.14. Do the pupils have good contact with the teacher / teachers?

66,67% of the groups think that pupils have good contact with the teachers, and 11,11% think that this is just happening “sometimes”, and 22,22% responded “rather not” to the question. Additional comments: no.



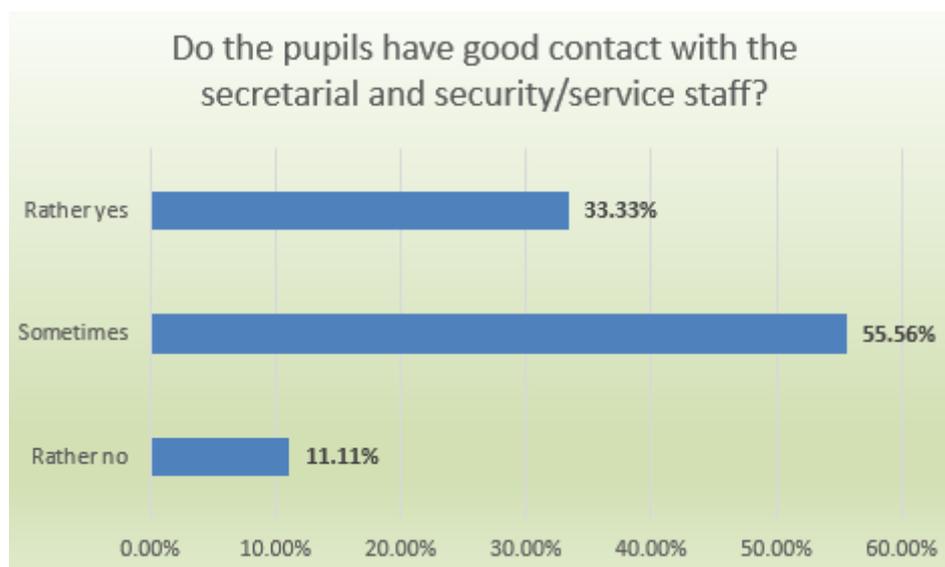
2.15. Do the pupils have good contact with the school headmaster?

55,56 % of the respondents replied “sometimes”, followed by a 22,22% who responded “rather no”, and with the same percentage the rest of the groups replied “absolutely yes” and “Absolutely no” with an 11,11%. We can say that in general the contact with the headmaster is just happen to be good from time to time, but not always. Additional comments: no.



2.16. Do the pupils have good contact with the secretarial and security/service staff?

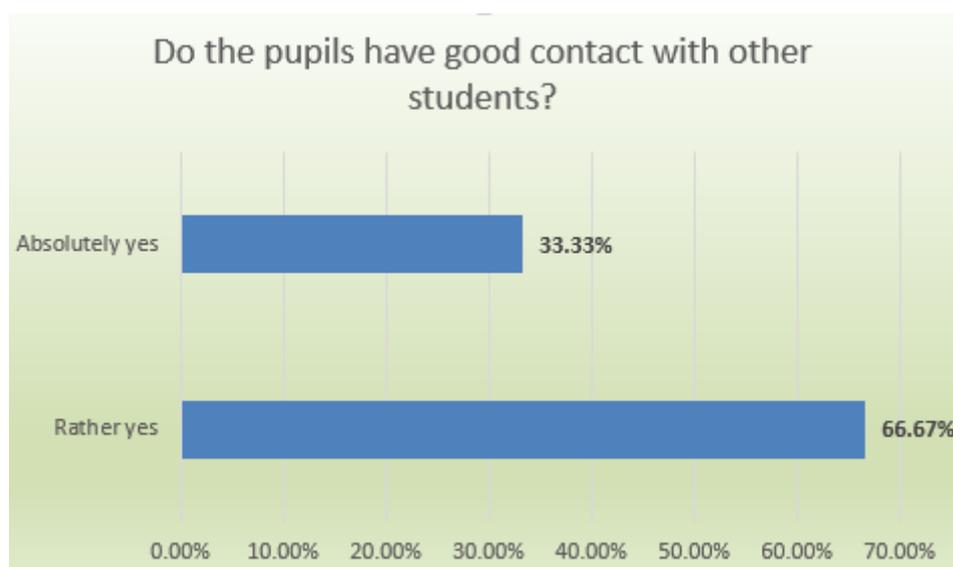
55,56% responded “sometimes”, followed by the ones who responded “rather yes” with a 33,33%. A 11,11% replied “rather no”. Additional comments: no.



2.17. Do the pupils have good contact with other students?

Here the answers got polarized into a 66,67% of the groups that said “rather yes” and the other 33,33% that replied “absolutely yes”.

Additional comments: no



2.18. If there are additional important aspects of the school life of class not mentioned earlier, please feel free to brief them.

The atmosphere in class is calm and the children are very nice. Most parents have confidence in me as a teacher.

Expulsions are frequent when school rules are broken by a student.

Nothing special.

Nothing special

2.19. Conclusions from pupils' drawings. What do pupils like to do in school / class the most, and what aspects of school life did not appear in the drawings?

- They like it: work in groups; do theater; experiments; dynamics, computer classes, travel;
- They love nature and go on excursions or go to museums. They are passionate about discovering through experiments where they can touch what we do.
- They love physical activity, music, cut-outs and crafts, glue and collage and mandalas.
- They like to go outside and outdoor activities, excursions and trips are what they prefer to other things.
- My children like to do theatre activities, music, go out to the playground to throw water balloons and they attack a lot even though for them it is a natural physical contact.
- Students love to paint and model with clay, the dynamics where it is a challenge or challenge, this is what works best with activities that combine theatre and music
- My students like the activities in work teams, the games where they enter the competition, the sports they love and everything we can do in nature. Craft activities work great for them, it relaxes them and helps them disconnect from day to day in their homes.

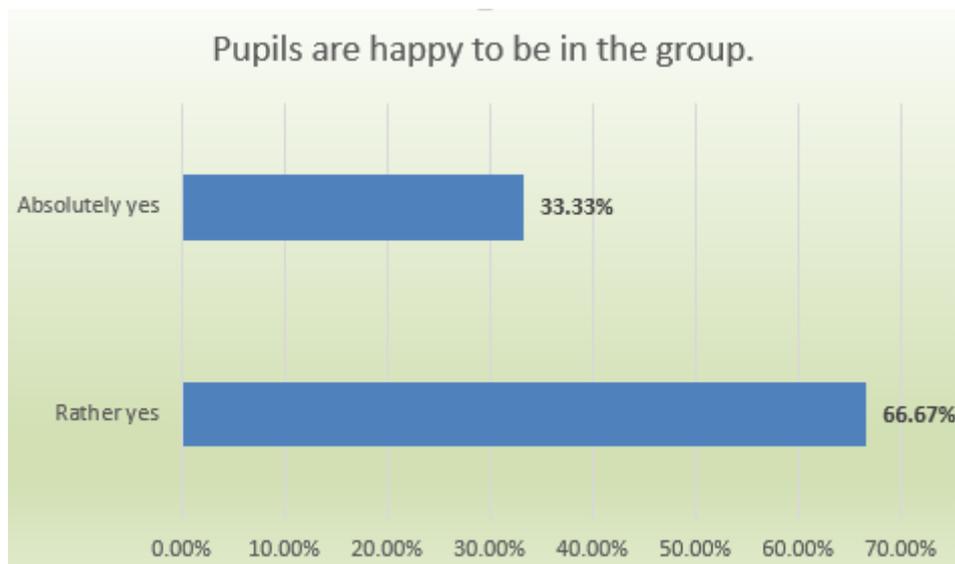
- Activities and excursions is what always works with them, pq is very much like to go on a trip, make visits to interesting places that are related to what we study in class, and the artistic thing also hooks them a lot.
- My students do not usually express explicitly what they like and I have to try many things but in general what I see that attracts them most are the dynamics and the games that are done by teams.

1.3.2.3. Social and emotional competences of pupils

3.1. *Pupils are happy to be in the group.*

Here the answers got polarized into a 66,67% of the groups that said “rather yes” and the other 33,33% that replied “absolutely yes”. Majority of the pupils certainly feel safe in their schools.

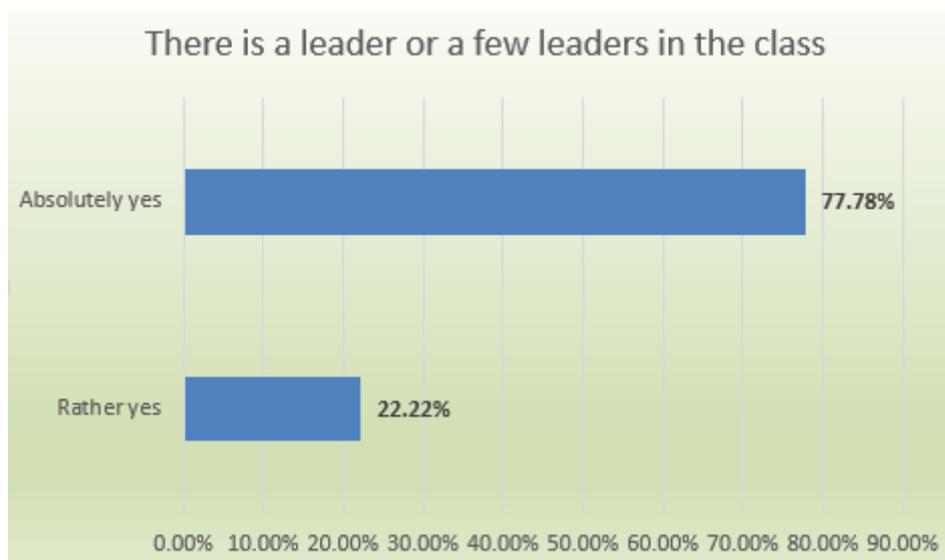
Additional comments: no



3.2. *There is a leader or a few leaders in the class.*

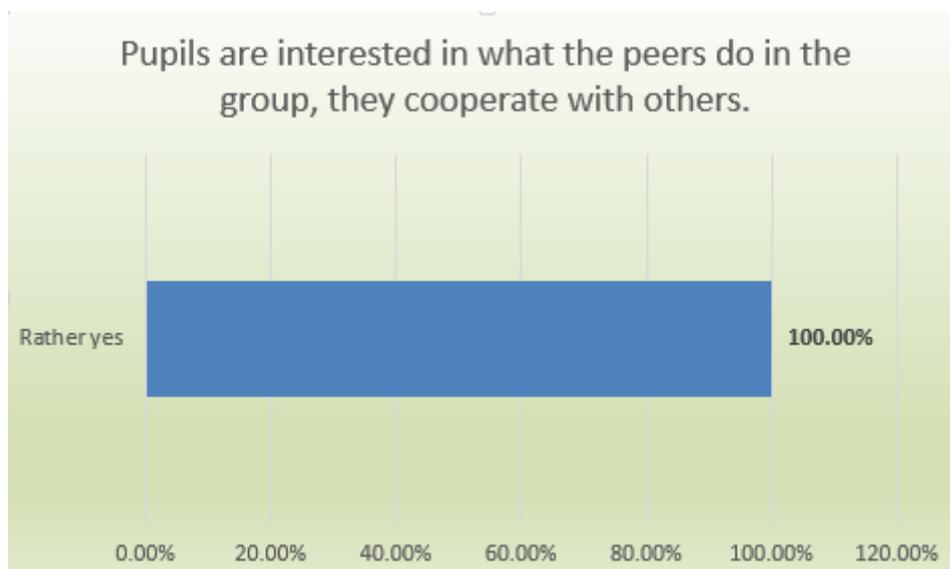
Here the answers got polarized into a 77,78% of the groups that said “absolutely yes” and the other 22,22% that replied “rather yes”. According to the responses there is always some leaders in every classroom.

Additional comments: no



3.3. *Pupils are interested in what the peers do in the group, they cooperate with others.* All respondents agree in answering “rather yes” in this question.

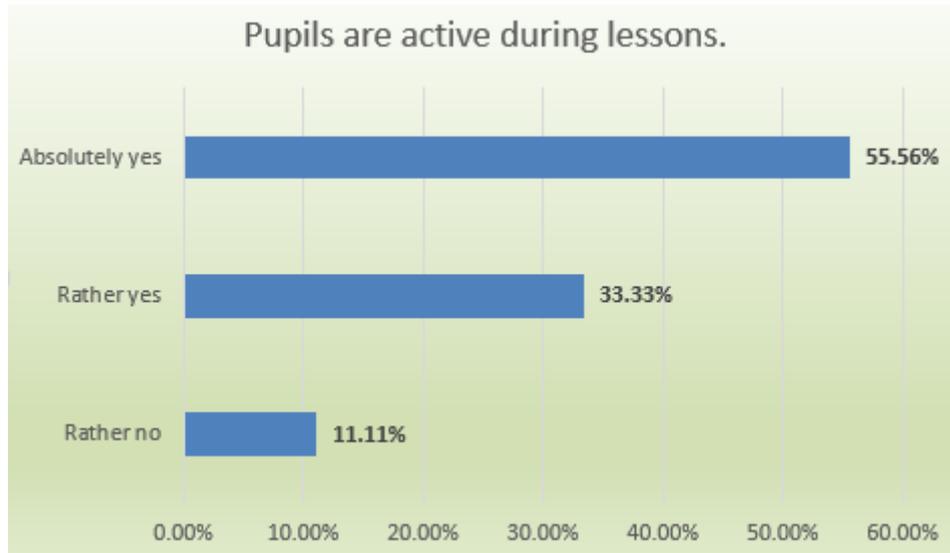
Additional comments: no



3.4. *Pupils are active during lessons.*

A 55,56% of the groups replied “absolutely yes”, followed by the 33,33% that responded “rather yes” and just the 11,11% replied “rather not”

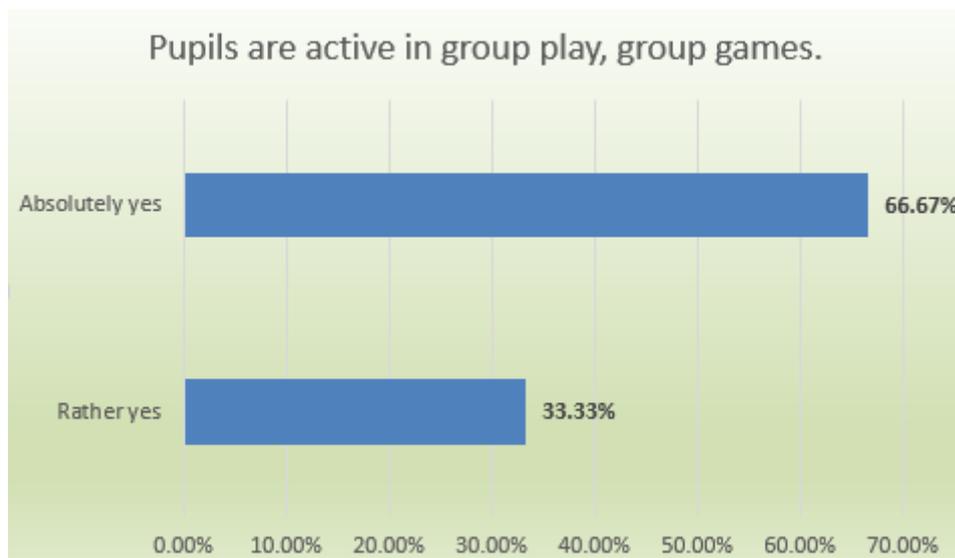
Additional comments: no



3.5. *Pupils are active in group play, group games.*

Here the answers got polarized into a 66,67% of the groups that said “absolutely yes” and the other 33,33% that replied “rather yes”.

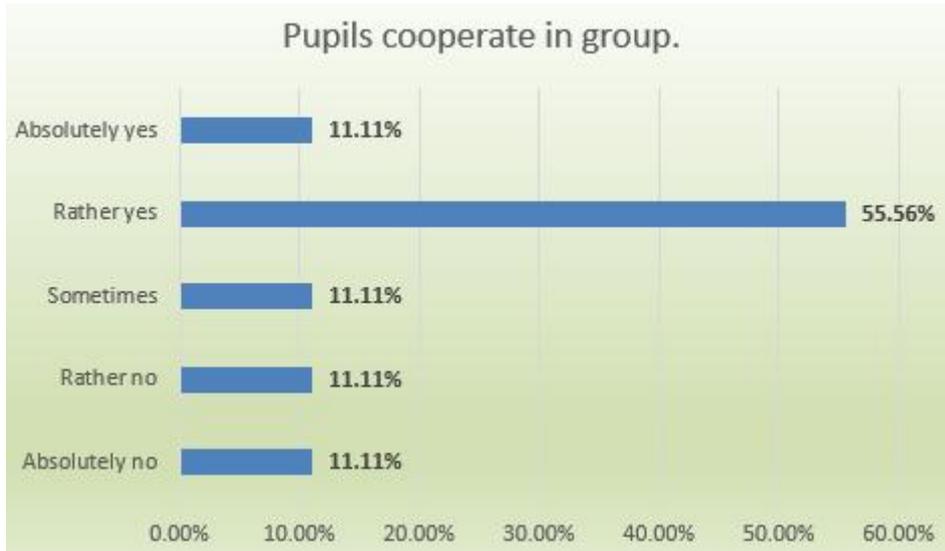
Additional comments: no



3.6. *Pupils cooperate in group.*

All the answers got 11,11% of the answers and 55,56 % responded “rather yes”. So, it means that more than half of the respondents think that pupils certainly cooperate in groups.

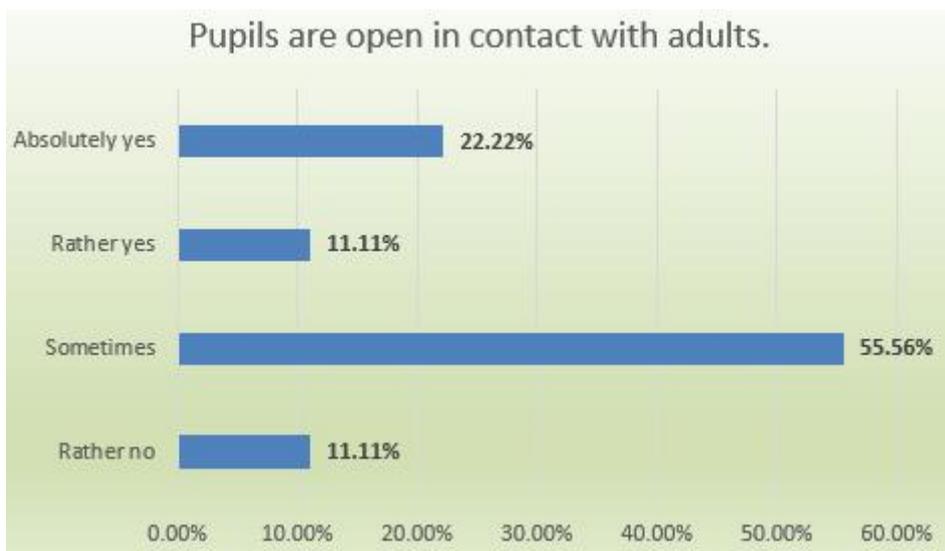
Additional comments: no



3.7. *Pupils are open in contact with adults.*

“Absolutely yes” was responded by the 22,22%, “Rather yes” was the answer for the 11,11%. 55,56% replied “Sometimes” and “rather no” was responded by the 11,11%.

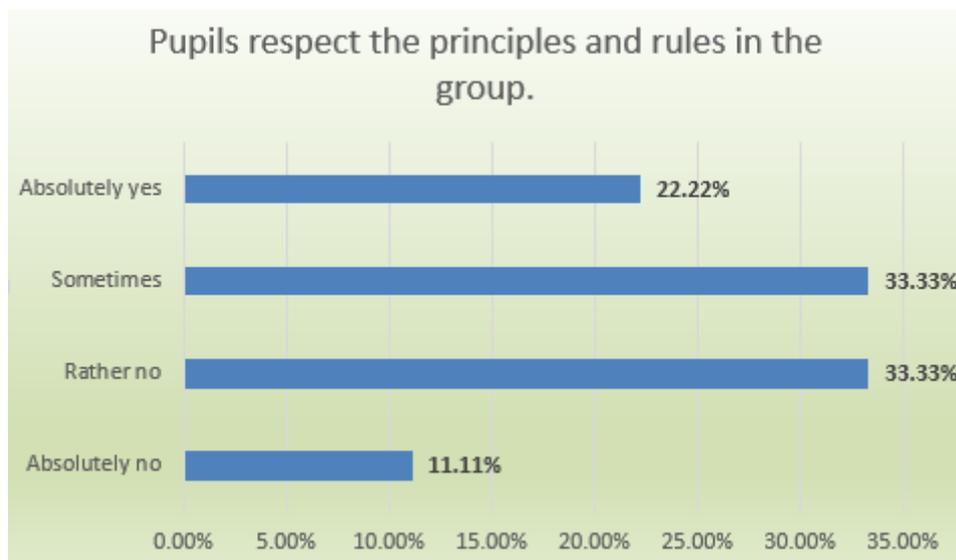
Additional comments: no



3.8. *Pupils respect the principles and rules in the group.*

The 22,22% of the interviewed replied “absolutely yes”. A 33,33% of the people responded “sometimes” as well as “rather no”. And the 11,11% said “absolutely no”. The situation is not homogeneous in general and the teachers that replied seem not agree with the answer

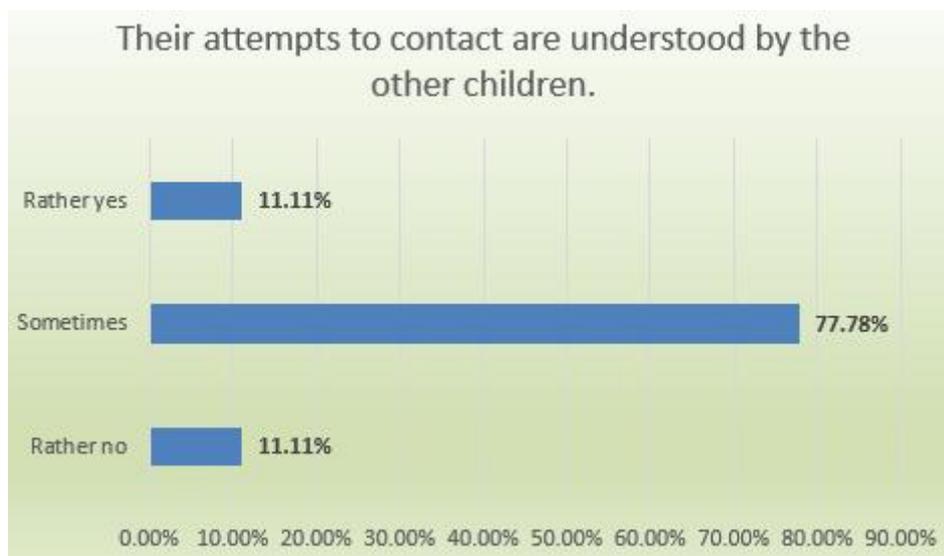
Additional comments: no



3.9. *Their attempts to contact are understood by the other children.*

77,78% of the teachers interviewed replied “sometimes” while the answers “rather yes” and “rather no” got 11,11% respectively.

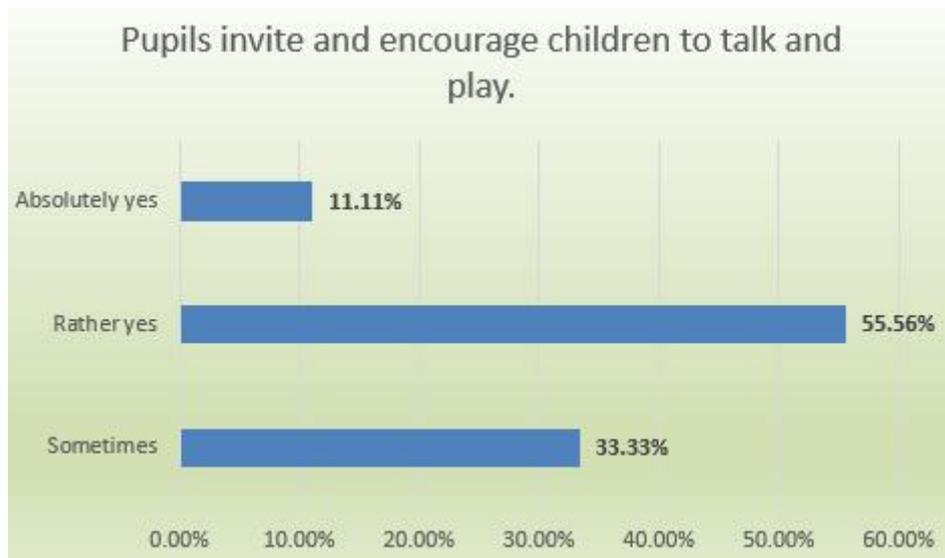
Additional comments: no



3.10. Pupils invite and encourage children to talk and play.

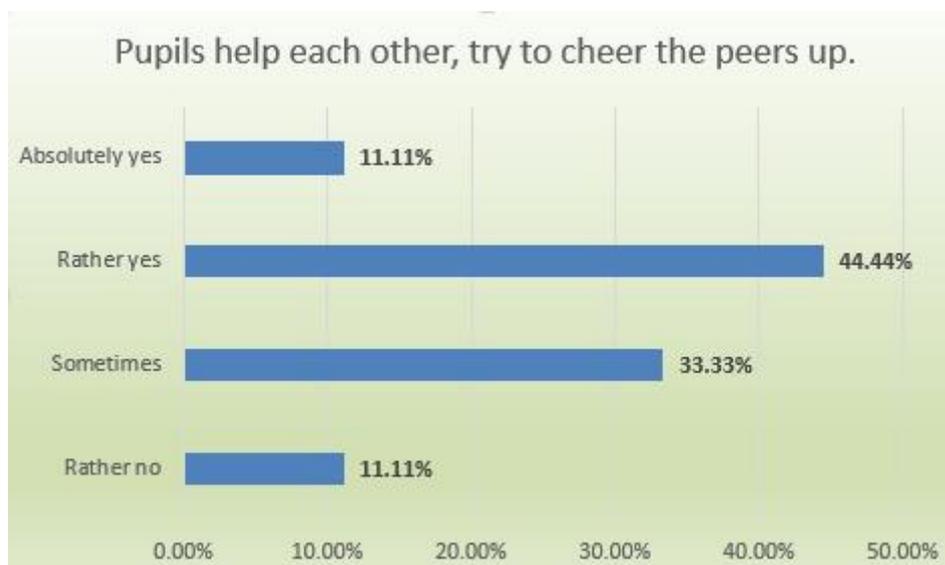
A 55,56% of the people interviewed replied “rather yes”, followed by a 33,33% that said “sometimes” and a 11,11% that expressed “absolutely yes”.

Additional comments: no



3.11. Pupils help each other, try to cheer the peers up.

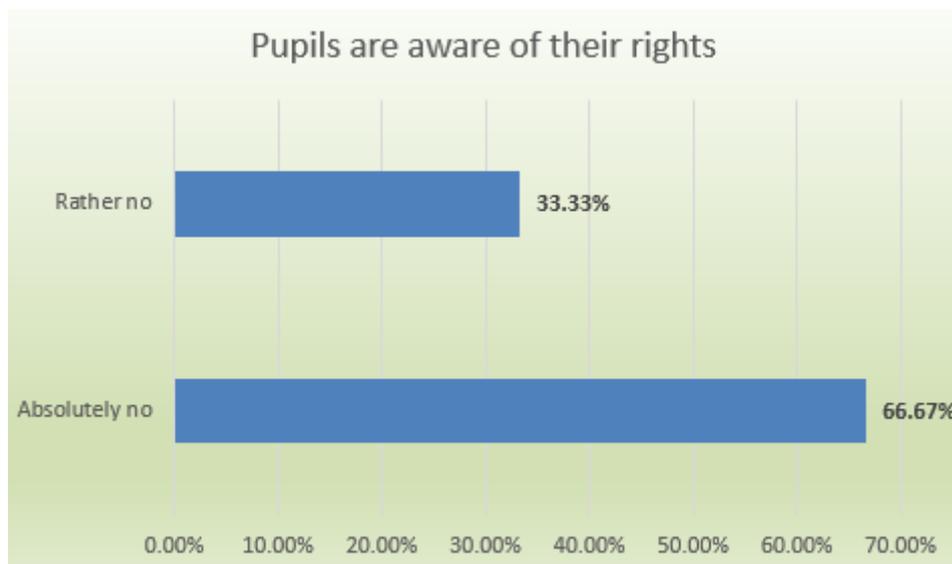
The 11,11% replied “absolutely yes”. The 44,44% said “rather yes”, 33,33% replied “Sometimes” and the 11,11% said “rather no”. Additional comments: no. We can say that a majority of the teachers perceives the pupils quite collaborative one to each other.



3.12. Pupils are aware of their rights.

Here the answers got polarized into a 66,67% of the groups that said “absolutely no” and the other 33,33% that replied “rather no”. Here we can conclude that in general all teachers perceive pupils not being aware of their rights.

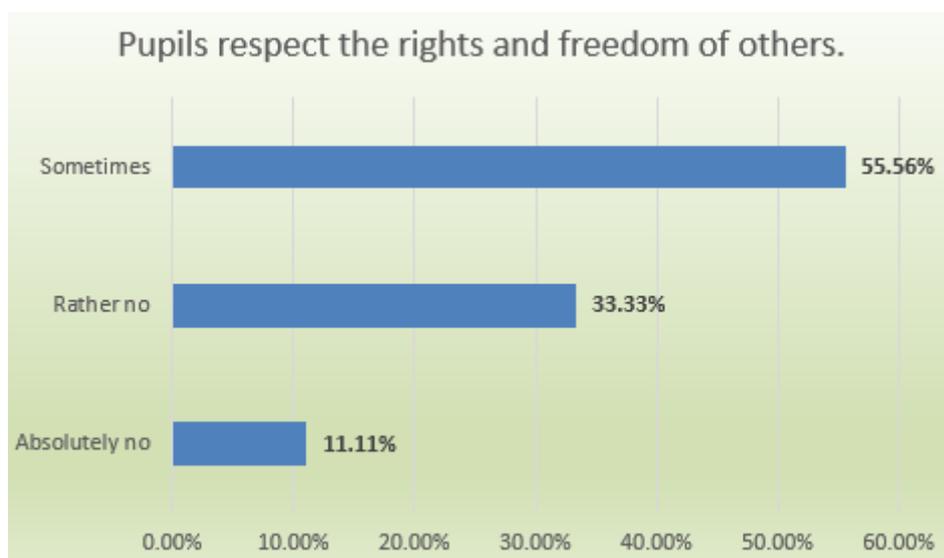
Additional comments: no



3.13. Pupils respect the rights and freedom of others.

55,56% of the respondents said “sometimes”, followed by a 33,33% that said “rather no” and a 11,11% that responded “absolutely no”.

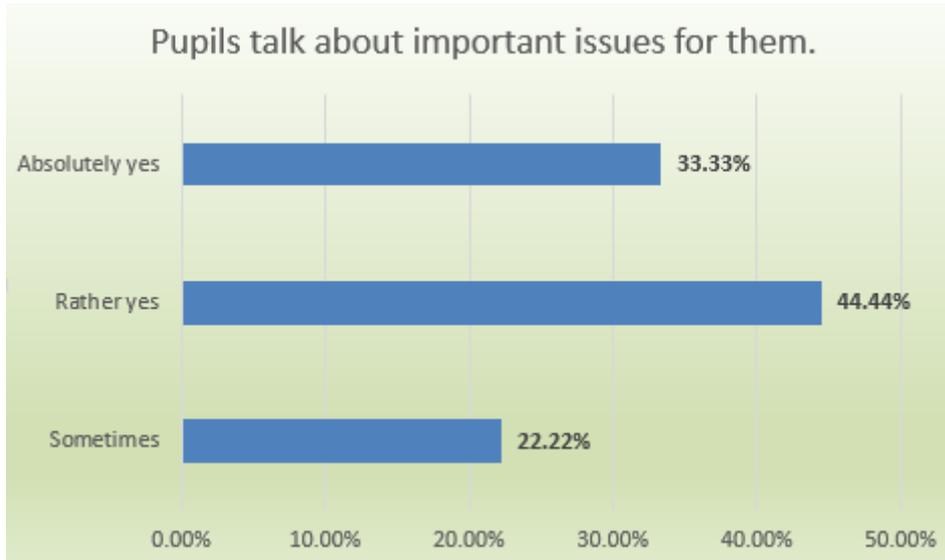
Additional comments: no



3.14. Pupils talk about important issues for them.

33,33% of the people interviewed said “absolutely yes”, a 44,44% said “rather yes” and the last part of the teachers, 22,22% said “sometimes”. In general we can say that pupils certainly talk about important things for them.

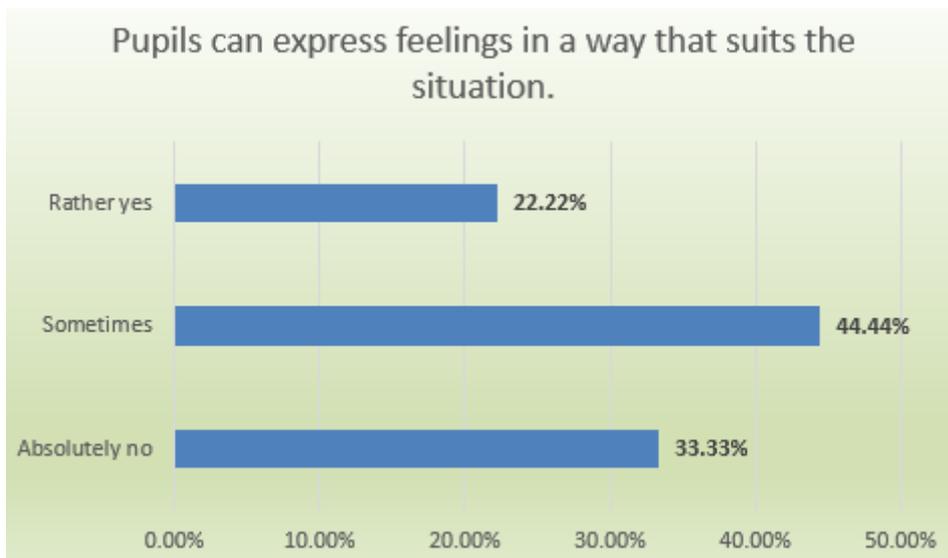
Additional comments: no



3.15. Pupils can express feelings in a way that suits the situation.

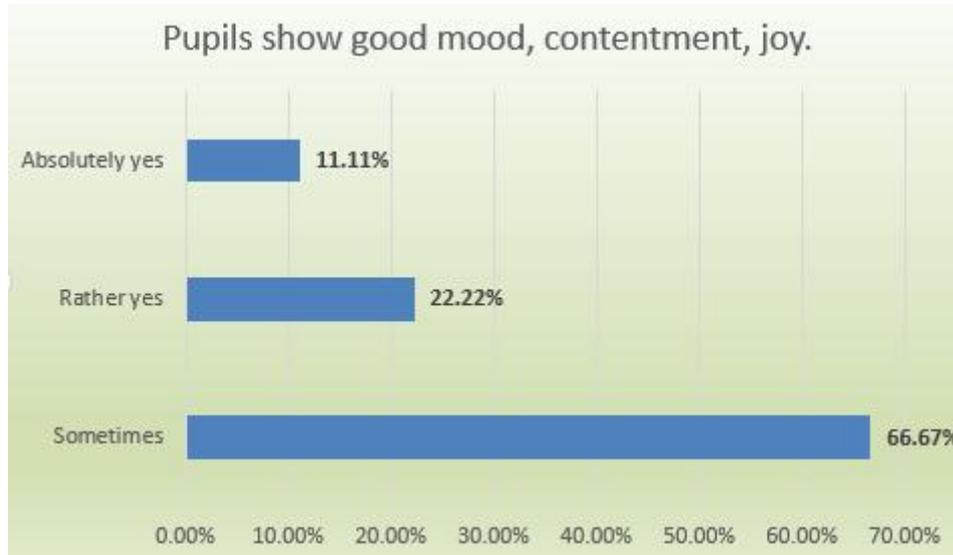
22,22% of the teachers responded “rather yes”. 44,44% responded “sometimes” and 33,33% said “absolutely no”.

Additional comments: no



3.16. *Pupils show good mood, contentment, joy.*

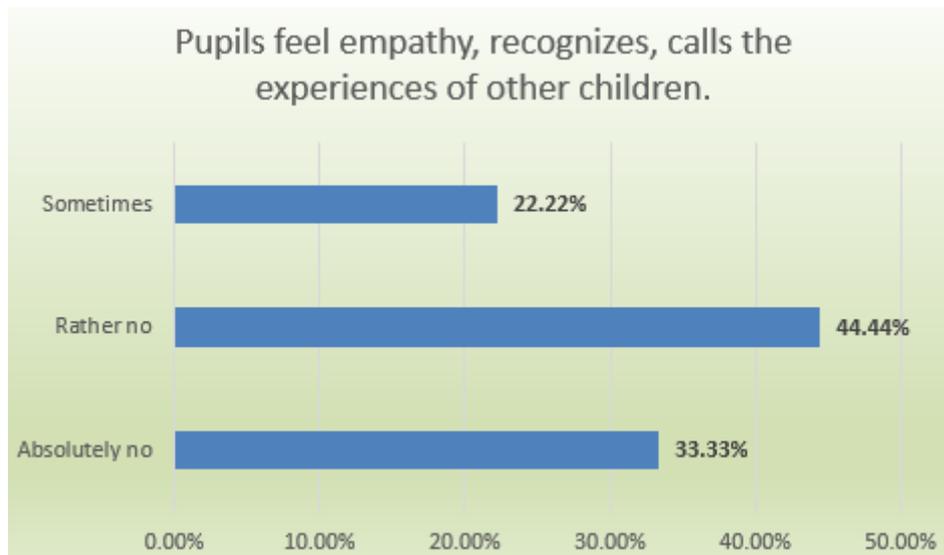
Absolutely yes was replied by the 11.11% of the teachers, followed by a 22,22% that said “rather yes” and the 66,67% answered “sometimes”. Additional comments: no



3.17. *Pupils feel empathy, recognizes, calls the experiences of other children.*

The 22,22% said “sometimes”, followed by the 44,44% that responded “rather no” and the 33,33% replied absolutely no”.

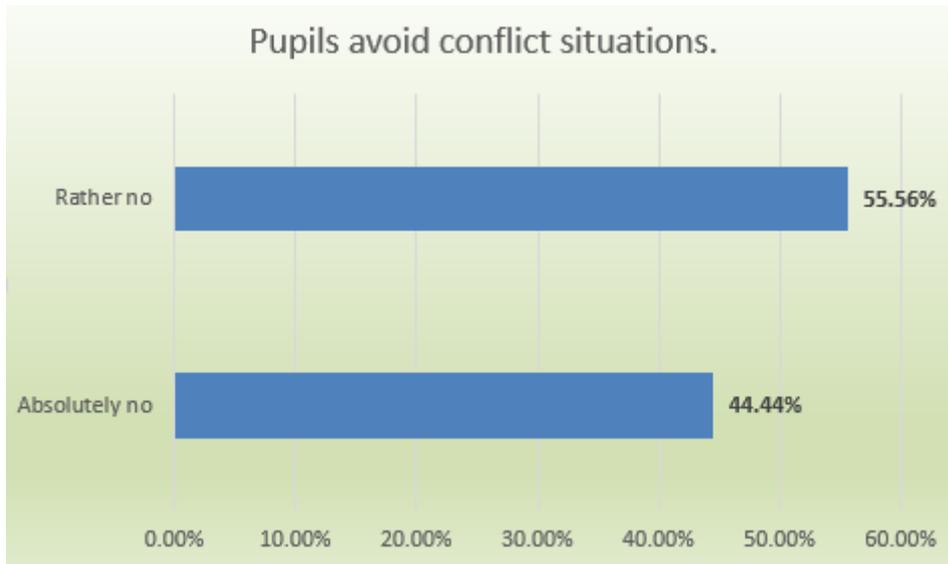
Additional comments: no



3.18. *Pupils avoid conflict situations.*

The 55,56% said “rather no”, while the 44,44% responded “absolutely no”. In general we can see a trend in which pupils don’t tend to avoid conflicts.

Additional comments: no



3.19. Pupils in conflict situations try to deal with it in a peaceful way.

Three answers got the 33,33% of the answers, “sometimes”, “rather no” and “absolutely no”. In general we can conclude that most of the pupils don’t deal with conflict in a peaceful manner.

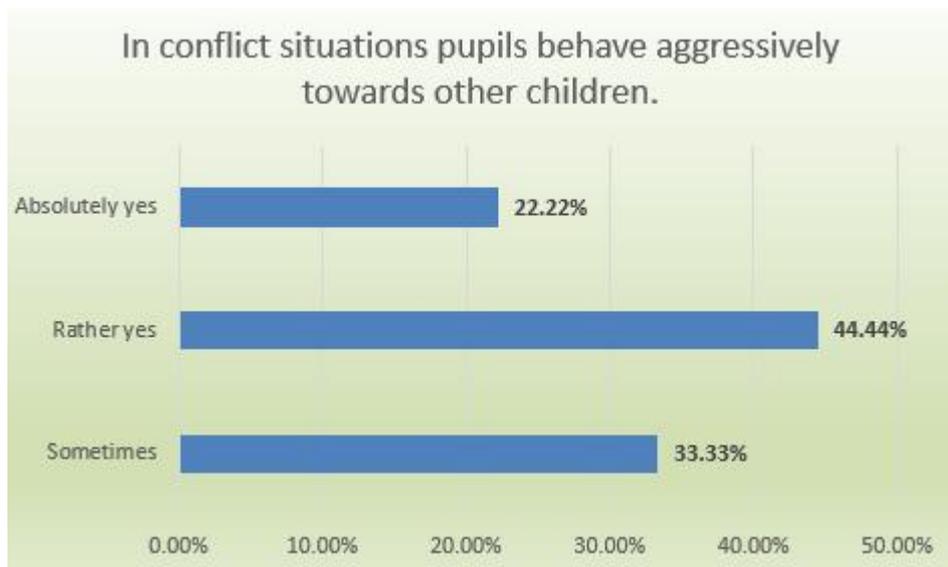
Additional comments: no



3.20. In conflict situations pupils behave aggressively towards other children.

22,22% of teachers said “absolutely yes”, the 44,44% of the respondents replied “rather yes” and 33,33% said “sometimes”. We can assume that in general that teachers perceive pupils tending to behave aggressively towards other children.

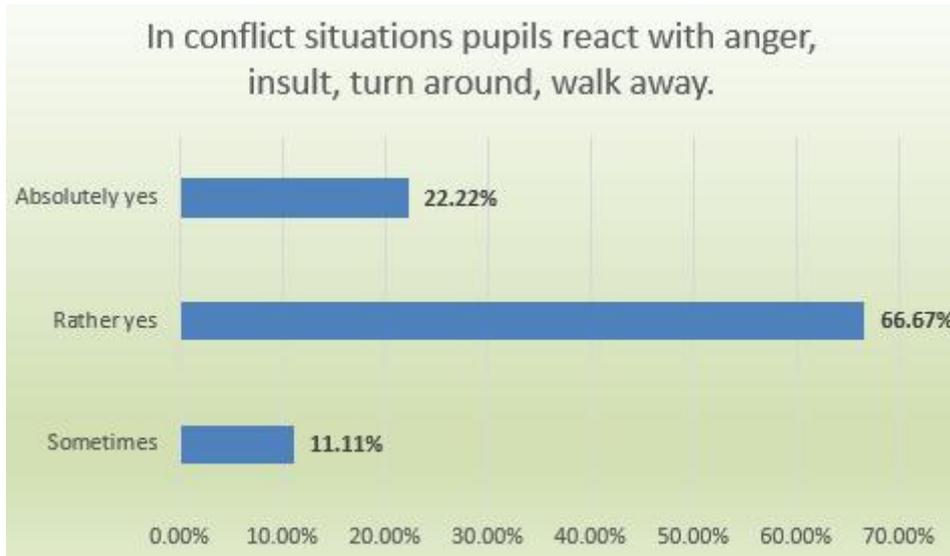
Additional comments: no



3.21. In conflict situations pupils react with anger, insult, turn around, walk away.

A 22,22% of teachers replied “absolutely yes”, followed by a majority that responded “rather yes” with a 66,67% and a minority of 11,11% that replied “sometimes”. In general pupils rather tend to react with anger in conflict situations.

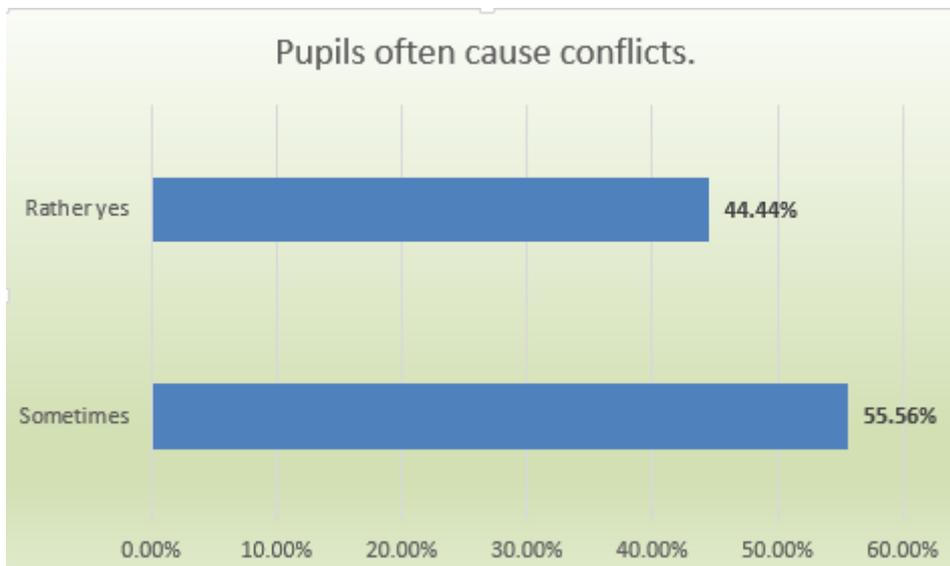
Additional comments: no



3.22. Pupils often cause conflicts.

The 44,44% of teachers replied “rather yes”. The 55,56% said “sometimes”. In general we can see that the perception from teachers is clearly that pupils often cause conflicts.

Additional comments: no



3.23. We would like to ask you to present in a few sentences the overall picture of the class in terms of emotional and social development.

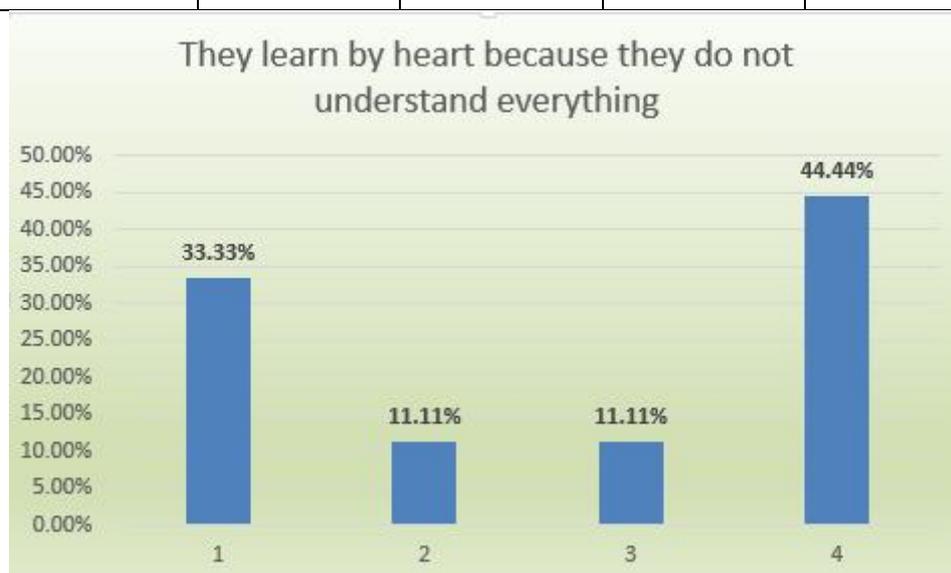
- Most of my students are sensitive and intelligent children, who follow the rules we put in class and at school. They are sensitive to the needs of other people. They are also sensitive to the damage of animals.
- The management of emotions is null because they do not have a highly developed self-esteem or sometimes receive positive stimuli in the family nucleus. The subject emotions, is a subject that needs to be developed.
- There is a lot of aggression in my classroom where children are always fighting, they are about 10 years old and they always argue.
- My classroom is characterized by young people with many emotional deficiencies that come from dysfunctional families and are usually quite aggressive
- It is a group of students that presents a very disruptive behaviour. They are children whose parents do not set limits for whatever reasons and this is noticed in the classroom, react very badly when they are imposed rules.
- Children show themselves as they are, honestly show their feelings without being manipulative, unlike adults. However, they do not know how to express their feelings, and it would be necessary for them to learn with sessions about emotions.
- They are very unprepared to realize their emotions, they are a bit of a disaster at that level and find it difficult to name what they feel.
- They are children who come from families where they have not had affection or love and for that reason they are very unruly, because they need to be seen and recognized and loved.
- This group is quite honest, it does not seem that they are the kind of children that play it because they are not sincere, in fact they give me a lot of work to do, and I think they have a lot of potential at an academic and personal level.

1.3.2.4. Learning styles of pupils

4.1. Specify the learning style of the pupils. (1 – lowest, 5 – highest)

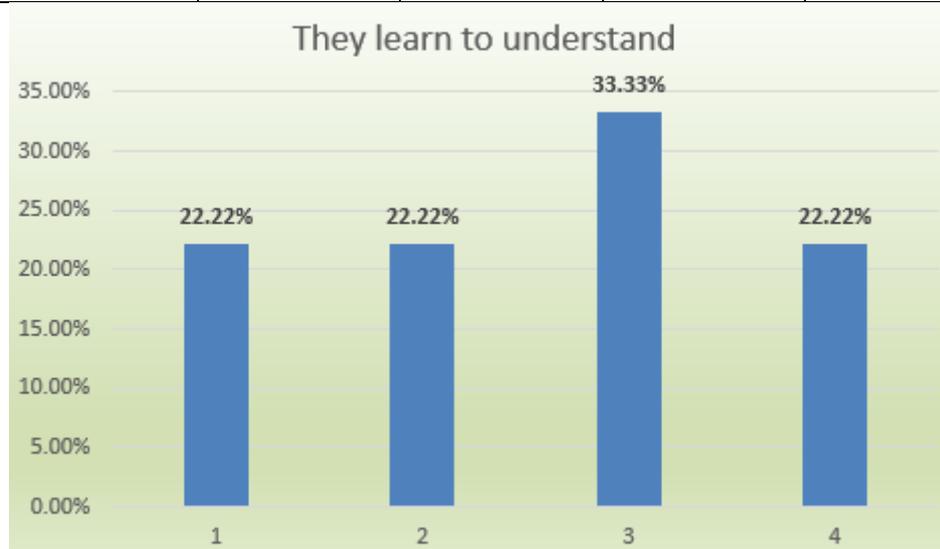
4.1.1. They learn by heart because they do not understand everything

1	2	3	4	5	I don't know
(33,33%)	(11,11%)	(11,11%)	(44,44%)	0 (0%)	(0%)



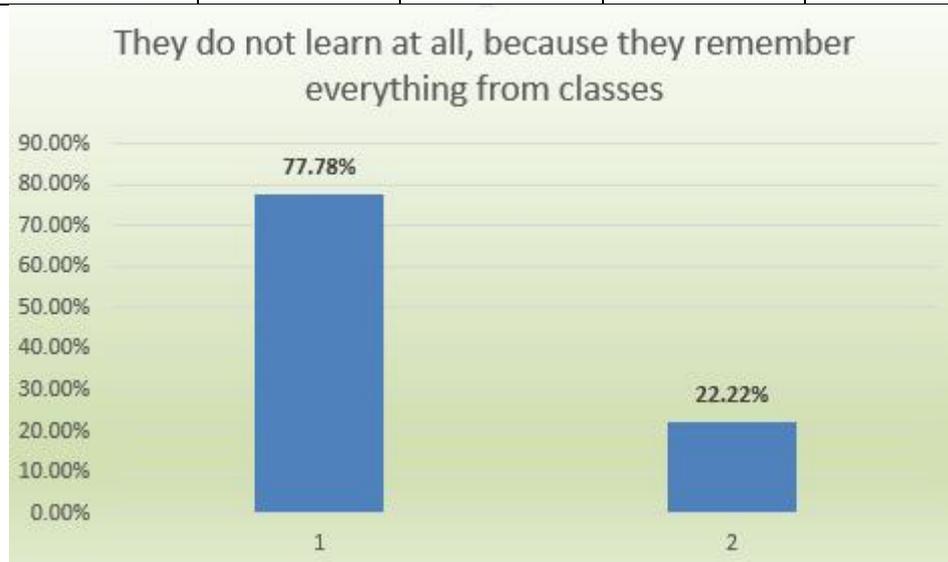
4.1.2. They learn to understand

1	2	3	4	5	I don't know
(22,22%)	(22,22%)	(33,33%)	(22,22%)	(0%)	(%)



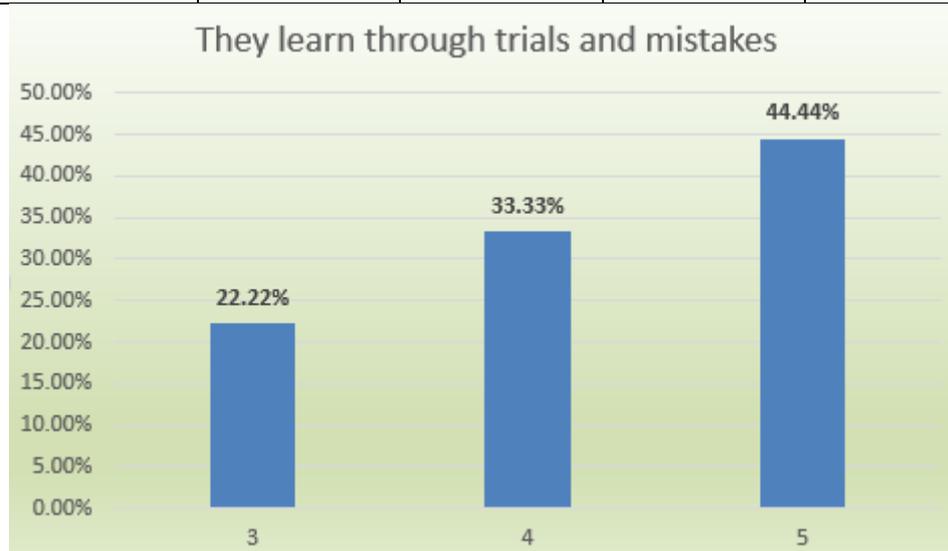
4.1.3. They do not learn at all, because they remember everything from classes

1	2	3	4	5	I don't know
(22,22%)	(22,22%)	(33,33%)	(22,22%)	(0%)	(0%)



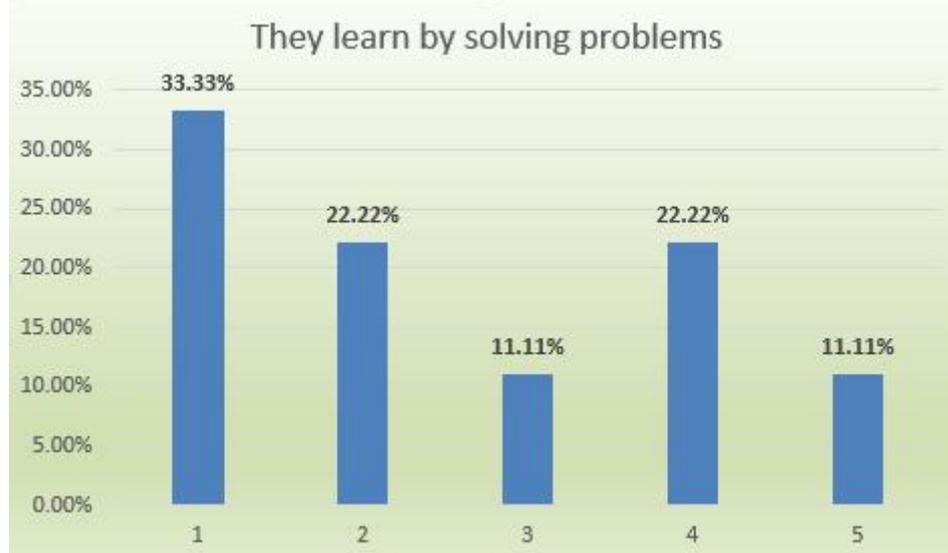
4.1.4. They learn through trials and mistakes

1	2	3	4	5	<i>I don't know</i>
(0%)	(0%)	(22,22%)	(33,33%)	(44,44%)	(0%)



4.1.5. They learn by solving problems

1	2	3	4	5	I don't know
(33,33%)	(22,22%)	(11,11%)	(22,22%)	(11,11%)	(0%)



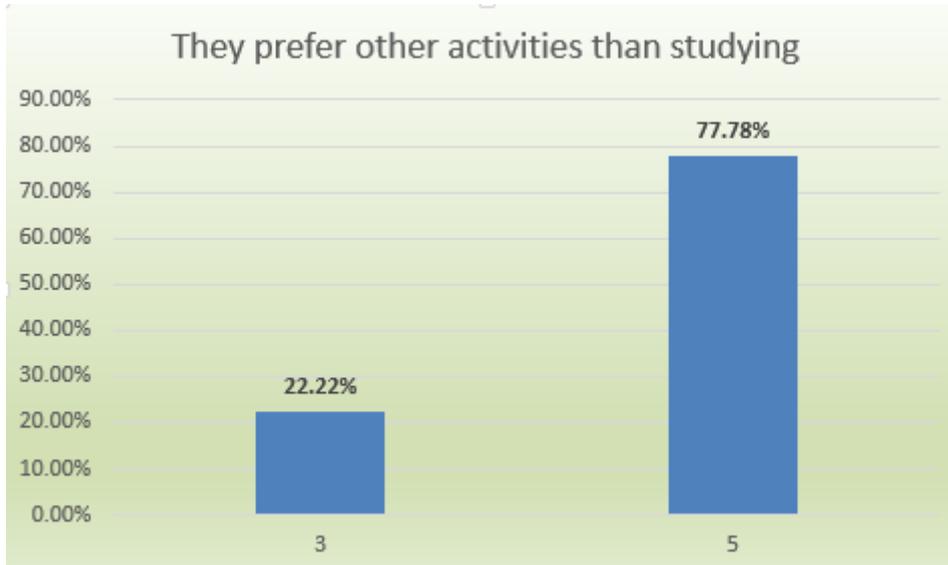
4.1.6. They learn by imitation

1	2	3	4	5	I don't know
(0%)	(0%)	(22,22%)	(66,67%)	(0%)	(0%)



4.1.7. They prefer other activities than studying

1	2	3	4	5	I don't know
(0%)	(0%)	(22,22%)	(0%)	(77,78%)	(0%)



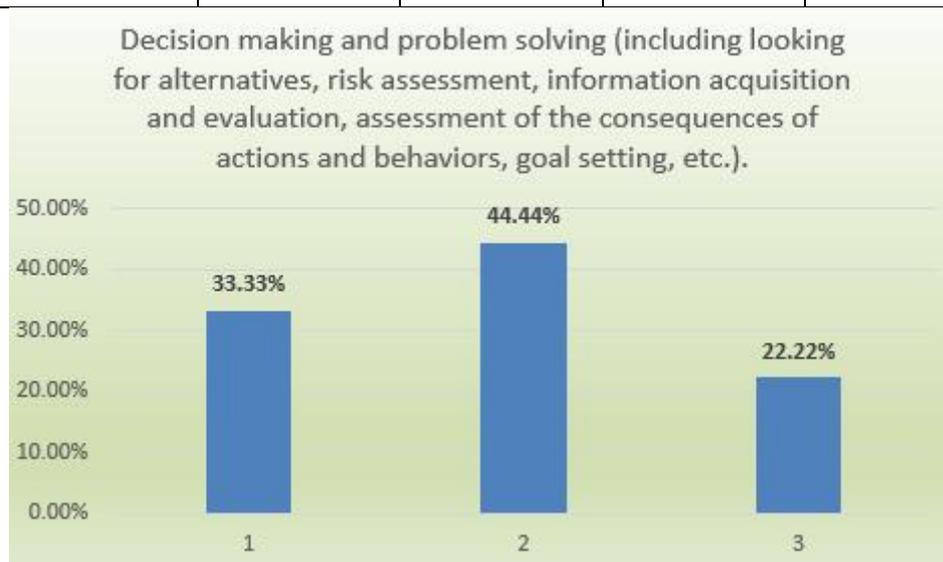
4.1.8. Please provide a few general views on the situation in terms of learning styles in the class.

- My students really like games, experimenting with materials and musical dynamics
- They learn by doing, and only better for them.
- Most learn by repetition and memory and some do better if they help from a partner and work in groups.
- They are children who have ADD problems, and many other dysfunctional learning.
- Most of my students learn actively, through doing
- Students do not adapt to the prevailing educational system because it does not take into account the specificity of the same, and treats each case in the same way, so that in the end, children do not receive the appropriate stimuli according to their learning style.
- They learn by doing, it's the best for them.
- They are children who have TDAH syndrome, and many other dysfunctions of learning.
- My students are very unmotivated, and it's hard to let them see what they need because they themselves are not aware of this.

4.2. What kind of life skills do pupils have (adequate for age)? (1 – lowest, 5 – highest)

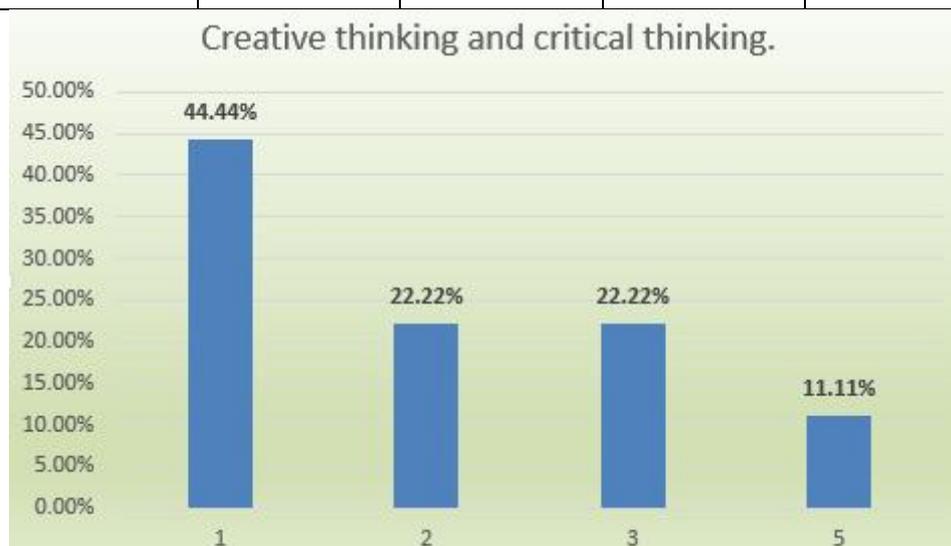
4.2.1. Decision making and problem solving

1	2	3	4	5	I don't know
(33,33%)	(44,44%)	(22,22%)	(0%)	(0%)	0 (0%)



4.2.2. Creative thinking and critical thinking.

1	2	3	4	5	I don't know
(44,44%)	(22,22%)	(22,22%)	(11,11%)	(11,11%)	0 (0%)



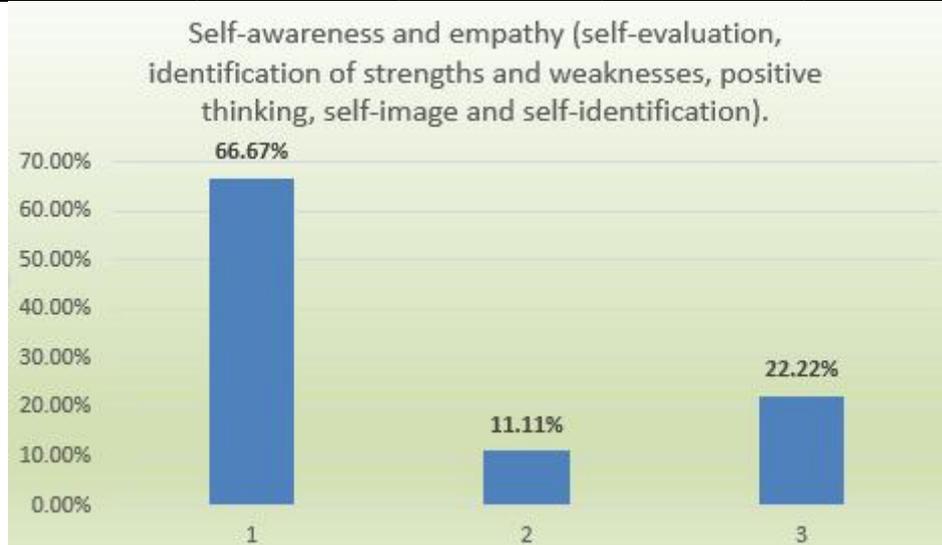
4.2.3. Effective communication and maintaining good interpersonal relationships

1	2	3	4	5	<i>I don't know</i>
(22,22%)	(22,22%)	(55,56%)	(0%)	(0%)	(0%)



4.2.4. Self-awareness and empathy

1	2	3	4	5	<i>I don't know</i>
(66,67%)	(11,11%)	(22,22%)	(0%)	(17%)	0 (0%)



4.2.5. Coping with emotions and managing stress

1	2	3	4	5	<i>I don't know</i>
(33,33%)	(33,33%)	(33,33%)	(0%)	(0%)	0 (0%)



4.2.6. *Please give us a general overview of the situation in terms of the life skills in the class.*

- Students are delighted to participate in all activities and acquire many practical skills. The pedagogical workshops are excellent for my class and the crafts.
- Most students like to participate in school activities because it allows them to leave the school and see other spaces and learn in a different way, more informal
- In general it is a class of students who work although they are not very active in general, they have to be pressured to do their homework and they get a lot out of it and are easily entertained, they have a hard time paying attention and they need to move continuously.
- They need many social skills, although they are very young and this great lack is noticed and it would be good to intervene soon with emotional education sessions.
- Children like to spend time actively during movement games, both during classes and during breaks.
- Students are willing to join the life of classes and schools, acquire many life skills they use in practice.
- Excursions, visits to other places of interest and contact with nature are the three activities that work best with my group of students.

- It is necessary to promote education in emotions among students and in particular among my students, who are emotionally illiterate.
- Students are open and willing to learn and can be motivated if we trust them as people.

1.3.2.5. General conclusions

The study was conducted in 2 primary schools in Murcia Region:

Public School Los Rosales. Murcia

CEIP. Santa Rosa de Lima. Murcia

In total, the study covered: 72 boys and 125 girls (197 students in total).

The questionnaire was made by the class teacher on behalf of the students, and the children prepared the artwork, about what they like to do at school. Below are the conclusions of studies divided into several parts compatible with the questionnaire.

1) School and its surroundings:

Almost all the groups expressed that they rather like their school.

It is a positive feedback as 8 groups out of 9 said that they rather feel safe at their school and just one group said “sometimes”.

In general the buildings and premises where lessons are delivered are convenient for the pupils.

We can say that the school is not providing materials almost from the majority of the teachers' perception.

In general there is a clear positive feedback about the possibility for pupils to realize experiments in the school labs.

There is a very positive feedback about the existence of areas for the realization of extracurricular activities.

Regarding the issue about the school organizing extra-curricular events for the pupils (for example, sports activities, groups of interest, discussion clubs, occasional events,) more than the 70% of the interviewed teachers are positive about this.

About pupils willing to participate in extra-curricular events organized at school, almost 80% expressed their will to participate.

It can be affirmed that all groups participating in this survey agree with the the question.

It is certainly positive for everyone that young people from other ethnicity different from Spanish attend the school.

Regarding the question, asking for situations of aggression and / or violence in school (among children age 6-10 years old), almost 50% of the interviewed affirmed the existence of these cases in the schools thus we can say that these situations are likely to happen in our schools.

In general a majority of the groups think that the schools can help in these circumstances.

The school in the majority of the teachers' view is certainly a place where pupils can get help in those situations.

Majority of pupils seem not to have very good contact with the teacher/s .

We can say that in general the contact with the headmaster is just happen to be good from time to time, but not always.

In general we can also say that pupils have good contact with other students.

2) Social and emotional competences of pupils

Majority of the pupils certainly feel safe in their schools.

According to the responses there is always some leaders in every classroom.

It is generally accepted by the teachers interviewed that pupils are interested in what the peers do in the group, they do cooperate with others.

Also, more than 80% of teachers in this survey accepted that pupils are active during lessons.

Another affirmation from the teacher's participating in this research is that pupils are active in group play, group games.

More than half of the respondents think that pupils certainly cooperate in groups.

As far as the topic of pupils respecting the principles and rules in the group, the situation is not homogeneous in general and the teachers that replied seem not agree with the answer.

Regarding if pupils are aware of their rights, we can conclude that in general all teachers perceive pupils as not being aware of their rights.

With relation to pupils respecting the rights and freedom of others, we can say that there is a general opinion given truth to the fact about kids not really respecting the freedom and rights of other students.

As far as the statement pupils can express feelings in a way that suits the situation, in general we observe a majority of negative opinions from teachers on that.

In terms of empathy, most of pupils seem not to show it easily.

In general we can see a trend in which pupils don't tend to avoid conflicts.

In general we can conclude that most of the pupils don't deal with conflict in a peaceful manner.

We can assume in general that teachers perceive pupils tending to behave aggressively towards other children.

In general pupils rather tend to react with anger in conflict situations.

In general we can see that the perception from teachers is clearly that pupils often cause conflicts.

The overall picture of the class, in terms of emotional and social development.

- Most of my students are sensitive and intelligent children, who follow the rules we put in class and at school. They are sensitive to the needs of other people. They are also sensitive to the damage of animals.
- The management of emotions is null because they do not have a highly developed self-esteem or sometimes receive positive stimuli in the family nucleus. The subject emotions, is a subject that needs to be developed.
- There is a lot of aggression in my classroom where children are always fighting, they are about 10 years old and they always argue.

- My classroom is characterized by young people with many emotional deficiencies that come from dysfunctional families and are usually quite aggressive
- It is a group of students that presents a very disruptive behaviour. They are children whose parents do not set limits for whatever reasons and this is noticed in the classroom, react very badly when they are imposed rules.
- Children show themselves as they are, honestly show their feelings without being manipulative, unlike adults. However, they do not know how to express their feelings, and it would be necessary for them to learn with sessions about emotions.
- They are very unprepared to realize their emotions, they are a bit of a disaster at that level and find it difficult to name what they feel.
- They are children who come from families where they have not had affection or love and for that reason they are very unruly, because they need to be seen and recognized and loved.
- This group is quite honest, it does not seem that they are the kind of children that play it because they are not sincere, in fact they give me a lot of work to do, and I think they have a lot of potential at an academic and personal level.

3) Learning styles of pupils:

The pupils to which the teachers were responding this questionnaire to in general learn by heart often and also they learn to understand. It is not usual that they remember what they learn in the classes. It is also strong answer that they often learn by trial and error and not so much by solving problems. It seems common that pupils learn by imitation in most of the cases, according to the majority of teachers interviewed. Also, most of the teachers said that pupils prefer other activities than studying. As the best way for them to learn seems to be the experiential learning or learning by doing.

1.3.3. Teachers

1.3.3.1. Personal data

1.1. Teachers Age

127 teachers took part in the study.

- Less than 30 years old: 35 teachers
- 31 - 40 years old: 38 teachers.
- 41 - 50 years old: 32 teachers
- 51-60 years old: 20 teachers
- older 60 years old: 2 teachers

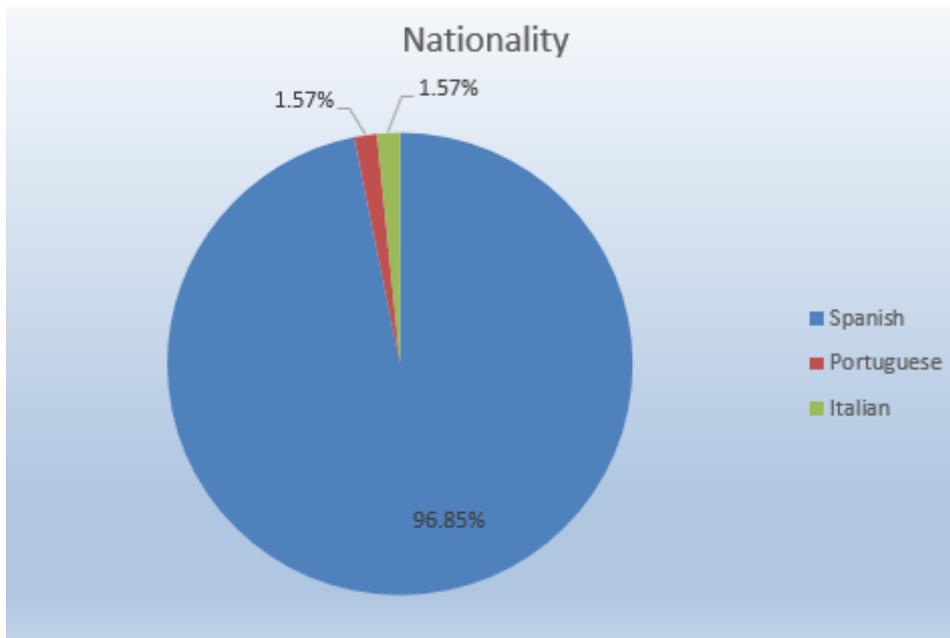
1.2. Teachers Gender

Male - 48 teachers (37.80%)

Female - 79 teachers (62.20%)

1.3. Teachers Nationality

The study was done with mostly Spanish teachers, in a 97%. There were one Portuguese and one Italian teacher.



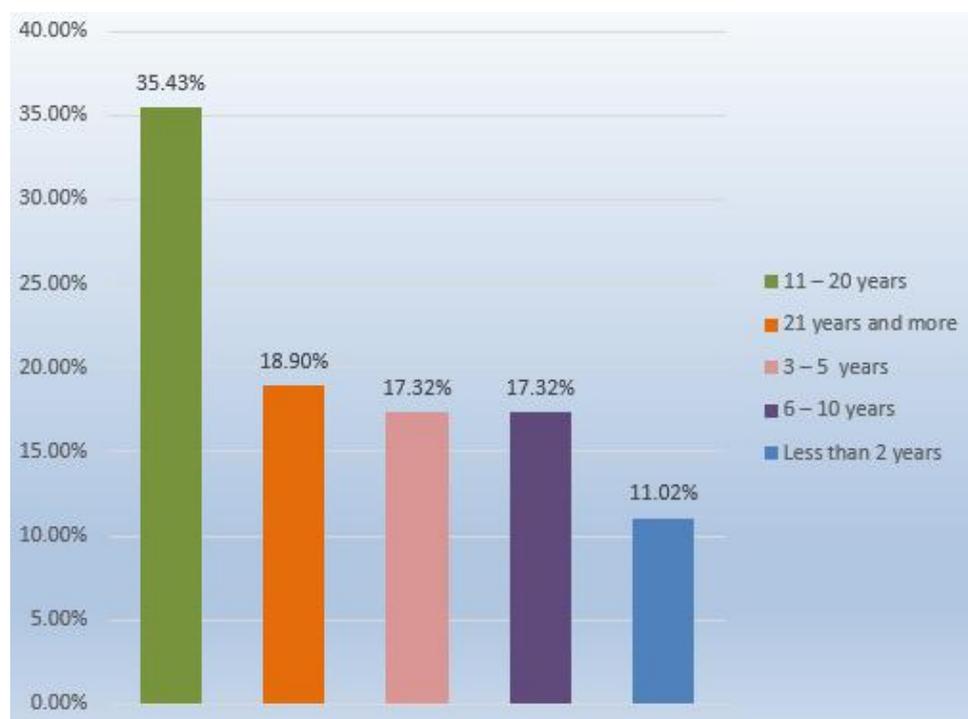
1.4. *Taught subject/subjects.*

- Arts Education
- Biology and Geology.
- First foreign language.
- Geography and history.
- Maths.
- Music.
- Natural science.
- Physical education.
- Physics and chemistry.
- Plastic visual and audio visual education.
- Religion and values
- Second foreign language.
- Social Studies.
- Spanish language and literature.

Most of the teachers gave two or even three different school subjects.

1.5. *Experience in teaching.*

Almost 60% of the teachers in the research had between 11 or more years of experience in teaching.

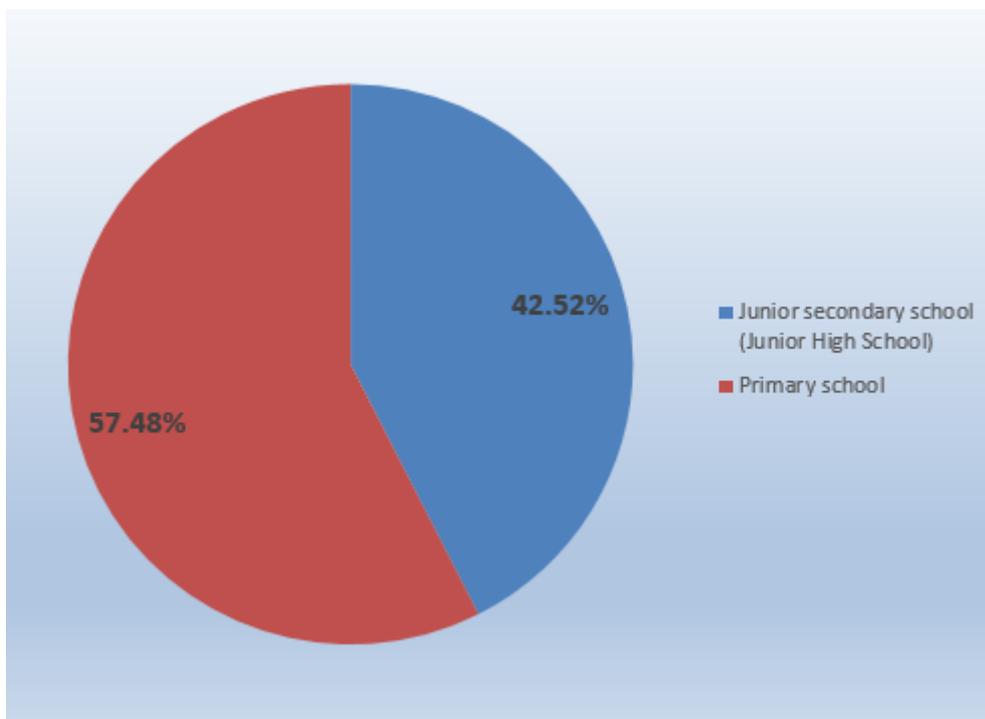


1.3.3.2. General information about school

2.1. School

- Primary school – 57.98%
- Junior secondary school (Junior High School) – 42.52%

Most of the teachers where from primary school.



2.2. Approx. number of pupils at school (total)

- Small school (less than 150 students) – 0 teachers
- Medium school (151 – 300 students) – 18 teachers
- Big school (301 and more students) – 109 teachers

2.3. Are there pupils with learning difficulties in the school?

Yes – 117 (92.13%)

No – 10 (7.87%)

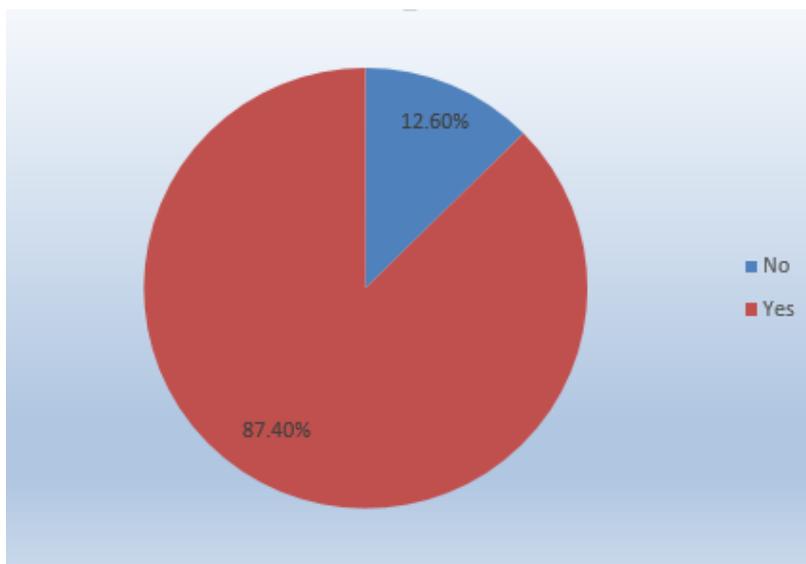
In a very high 92% of the teachers think that at their schools students that show learning difficulties are present.

2.4. Are there students with fewer opportunities for educational success?

Yes – 111 (87.40%)

No – 16 (12.60%)

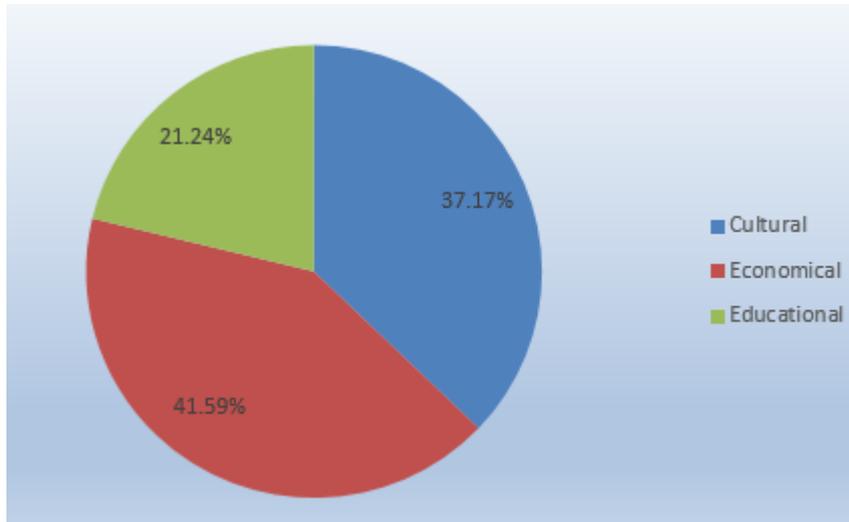
. A high 87% of the teachers think that at their schools, students that have fewer opportunities for educational success (87%) are present.



2.5. If the answer to the previous question is yes, what kind of problems/challenges are those pupils with fewer opportunities facing?

Many students that have fewer opportunities for educational success face mainly economical and cultural problems.

- Cultural: (37.17%)
- Economical: (41.59%)
- Educational: (21.24%)



- **Others:**

In the answers in this item, a combination of mainly economical and cultural challenges or problems are shown as well.

2.6. How would you rate the level of early school leaving in the school?

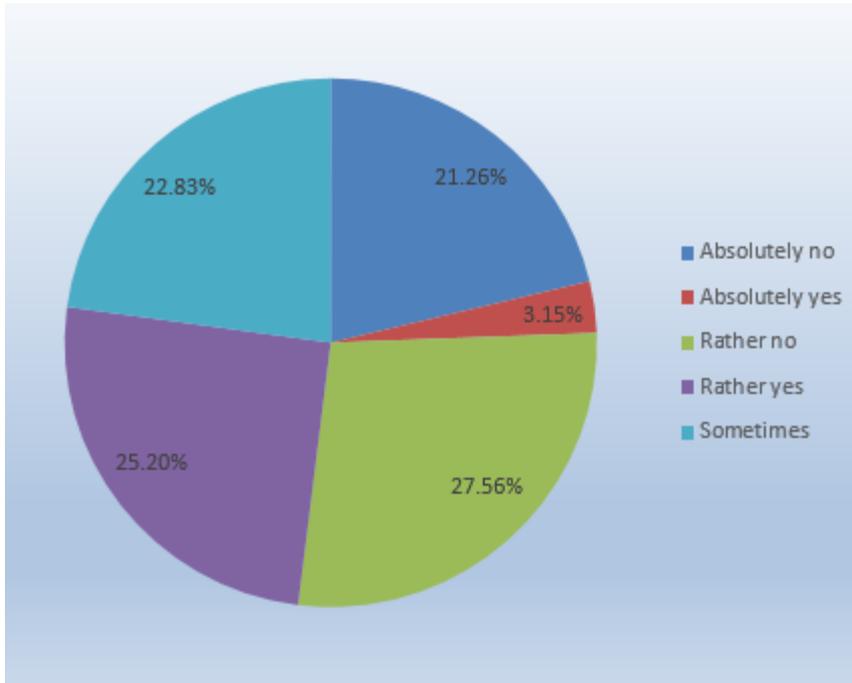
The rate for ESL is high/very high in this research, from 15% and even more than 20%.

- Very high (more than 20%): 27.56%
- **High (15%-19%): 37.80%**
- Medium (10%-14%): 22.83%
- Low (5-9%): 11.81%

1.3.3.3. School and its surroundings

3.1. Do you think that the place where the school is located (area, town, district) is safe?

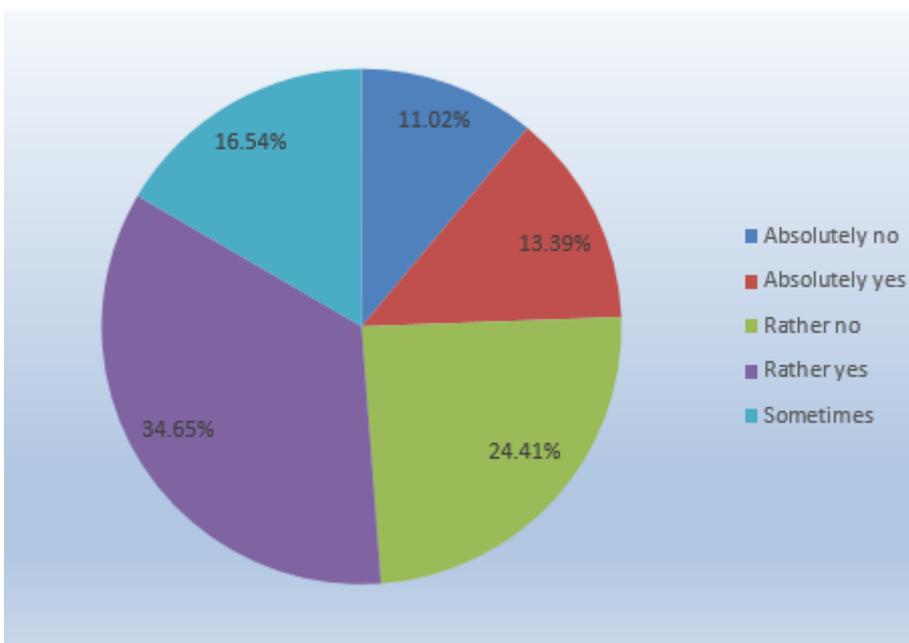
A really high percentage think that the area where the school is located is not a safe area. Around 49% of the teachers think it is not a safe location for students.



3.2. Do you think that there is a risk in the school buildings for students' safety?

For 70% of the teachers, school buildings are mostly safe for students.

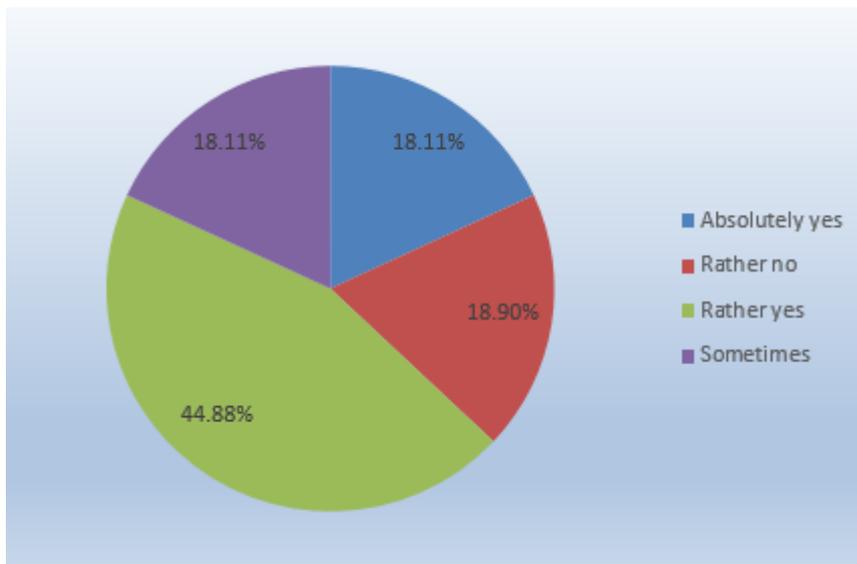
Absolutely no: (34.65%); Rather no: (24.41%); Sometimes: (16.54%); Rather yes: (34.65%); Absolutely yes: (13.39%).



3.3. Are the buildings of the school comfortable for students (for example are well-heated, bright,...)?

School building are mostly (63%) comfortable for students.

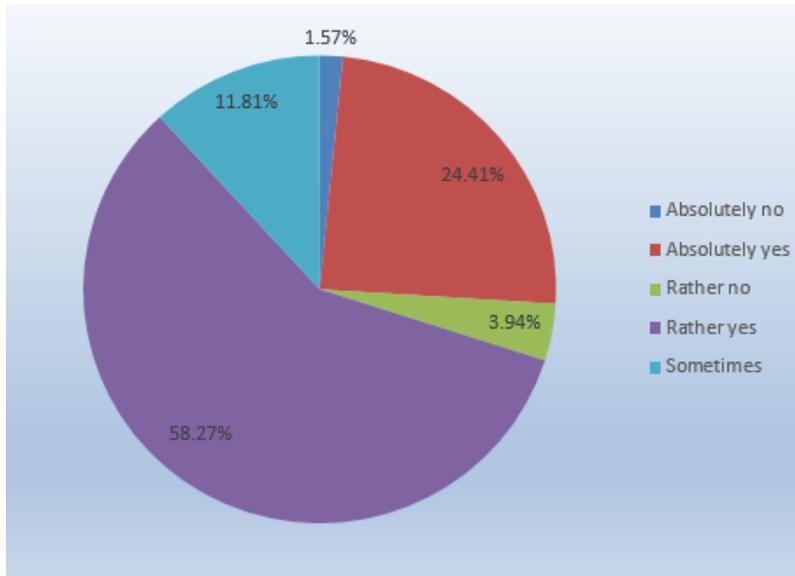
Absolutely yes: 18.11%. Rather no: (18.90%). Rather yes: 44.88%. Sometimes: 18.11%.



3.4. Does school provide learning material for students (for example books, teaching aids,...)?

82% of the teachers think that the school provides the needed materials for learning.

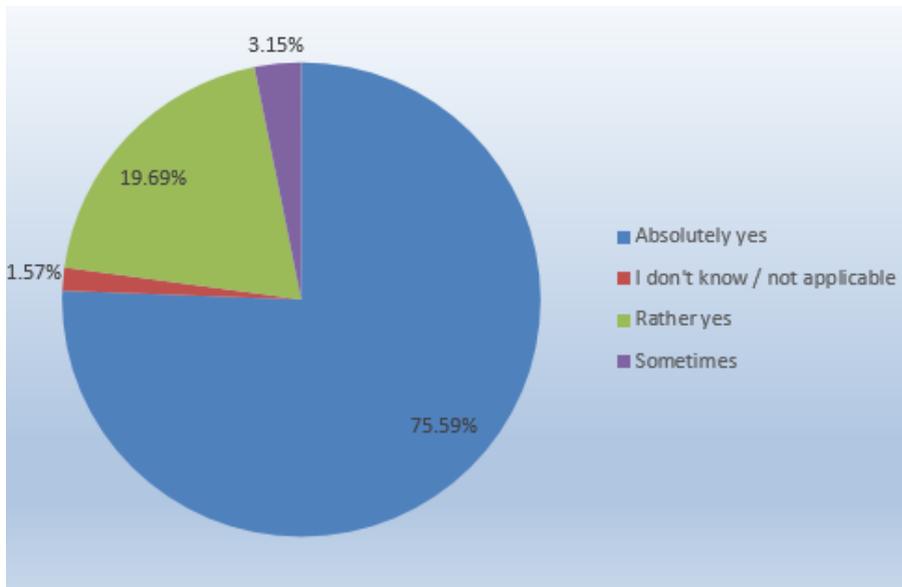
Absolutely no: 1.57%; Absolutely yes: 24.41%; Rather no: 3.94%; Rather yes: 58.27%. Sometimes: 11.81%;



3.5. Does school allow students to make experience and experiment in laboratory and practical activities?

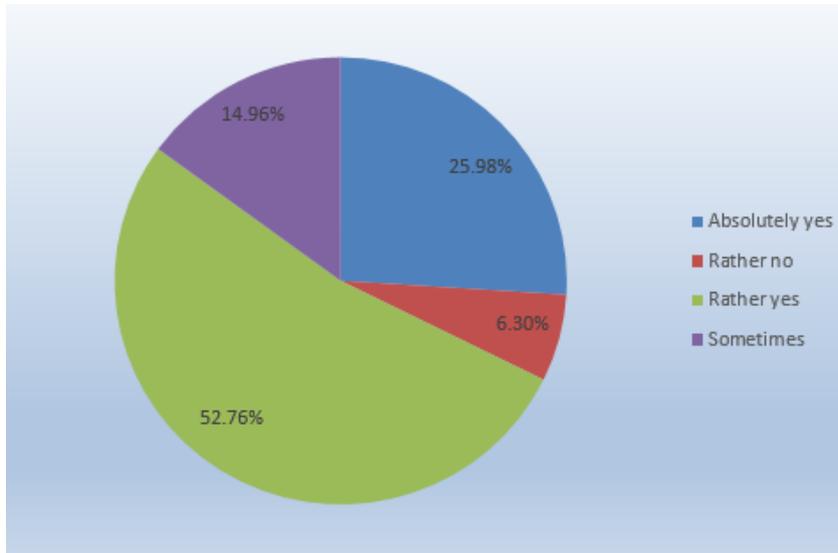
In a very high percentage (95%), school allows students to *experience and experiment in laboratory and practical activities*

Absolutely yes: 75.59%; I don't know / Not applicable: 1.57%; Rather yes: 19.69%; Sometimes: 3.15%.



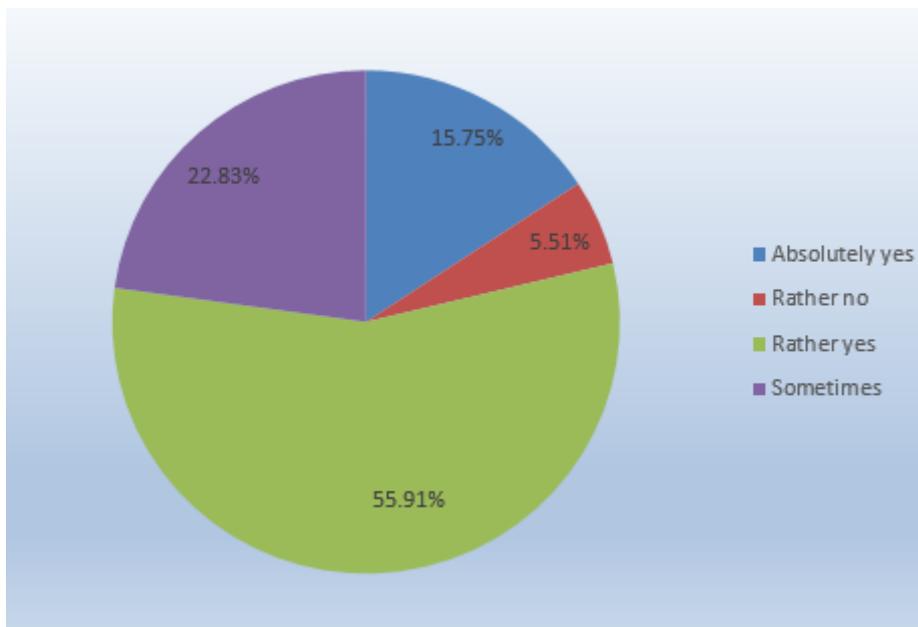
3.6. Does school provide students areas for extra-curricular activities (for example theatre, music, shows,...) ?

In a very high percentage (78%), school provides areas with extracurricular activities.



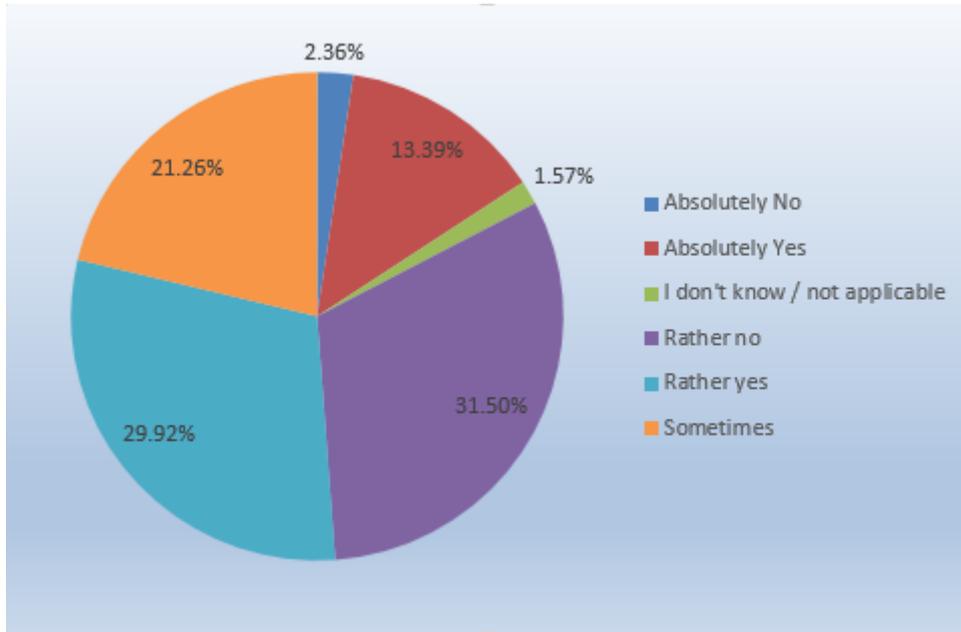
3.7. Does school organise extra-curricular events (for example sports activities, discussion clubs, events, contests...)?

- School organizes in a high percentage (75%) extra curricular events. Only in 6% they don't.



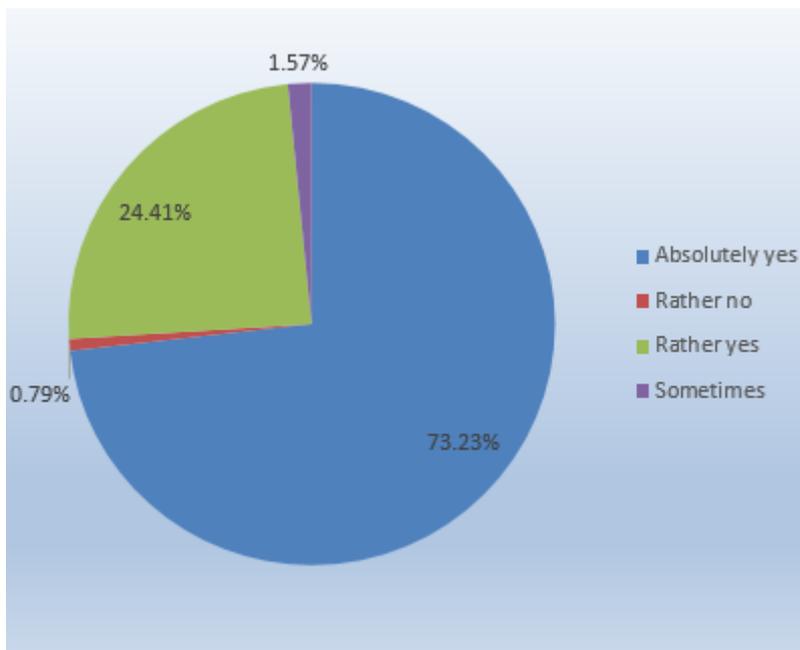
3.8. Are students willing to take part in events organized at school?

The results are not conclusive; in 43% students seem to take part, and in 35% they don't, and 20% sometimes.



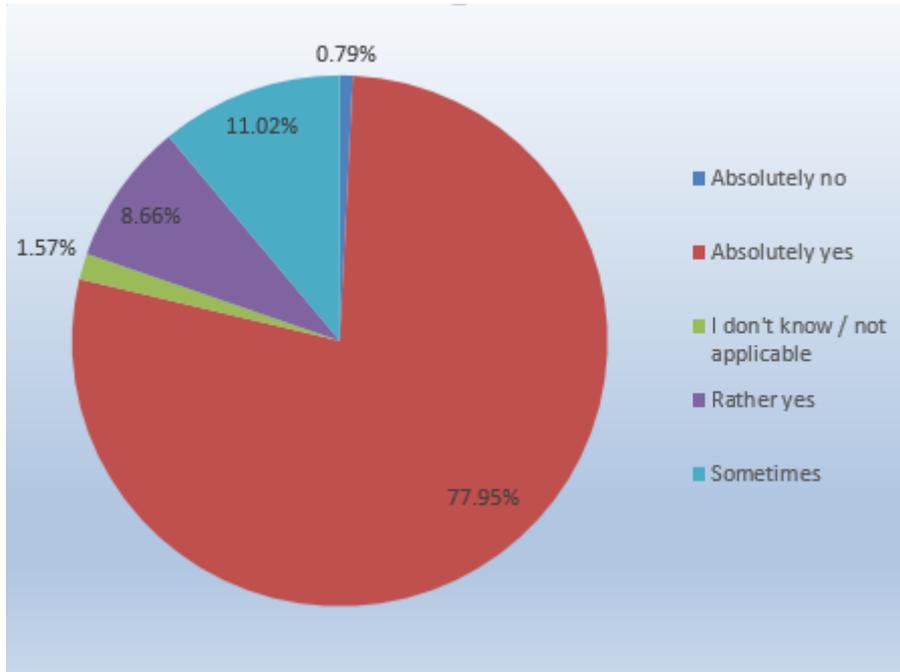
3.9. Do students belonging to a culture different than most students (for example because of origin, religion,...) attend to the school?

In these Spanish schools there is a very high percentage (97%) of students that belong to another culture.



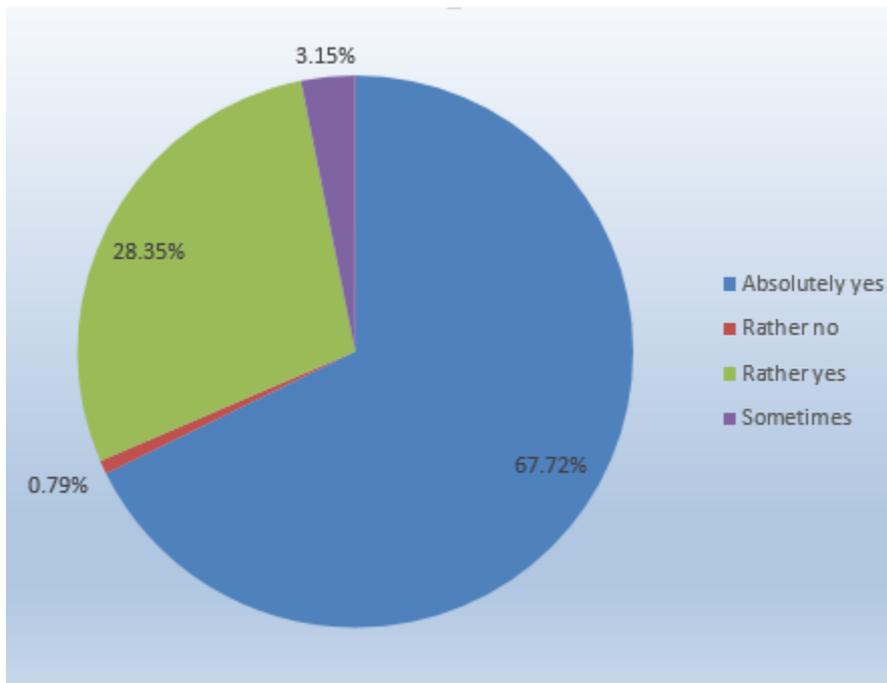
3.10. Do you think this is a positive situation?

Most of the teachers (86%) think this is very positive. And a very low percentage 0.79%, think it is absolutely not.



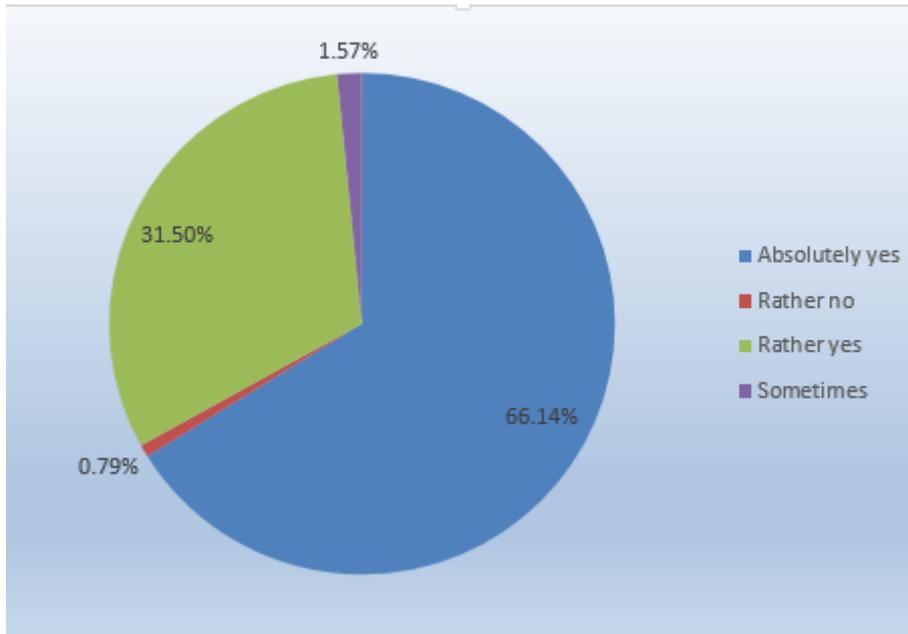
3.11. Does the school help the students who risk to leave their education?

95% of the teachers think that school help students who are in risk of leaving education. Just 0.79% think that don't.

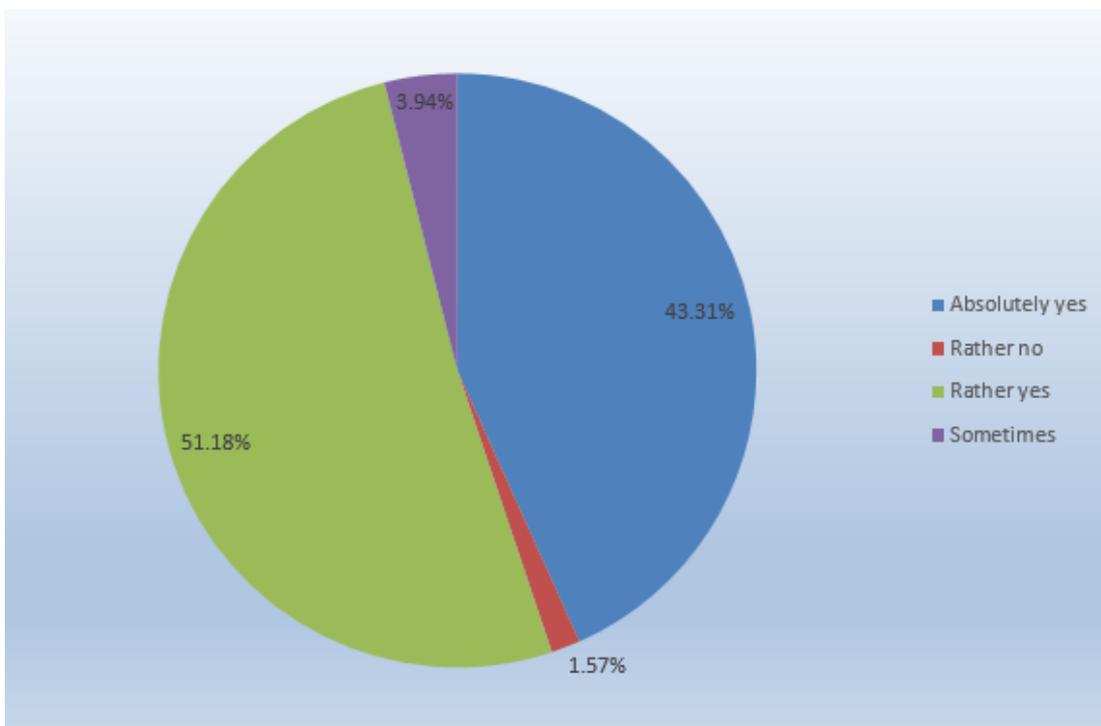


3.12. Does the school help students who are at risk of not being in the next grade?

97% of the teachers think that school help students at risk of not being in the next grade.



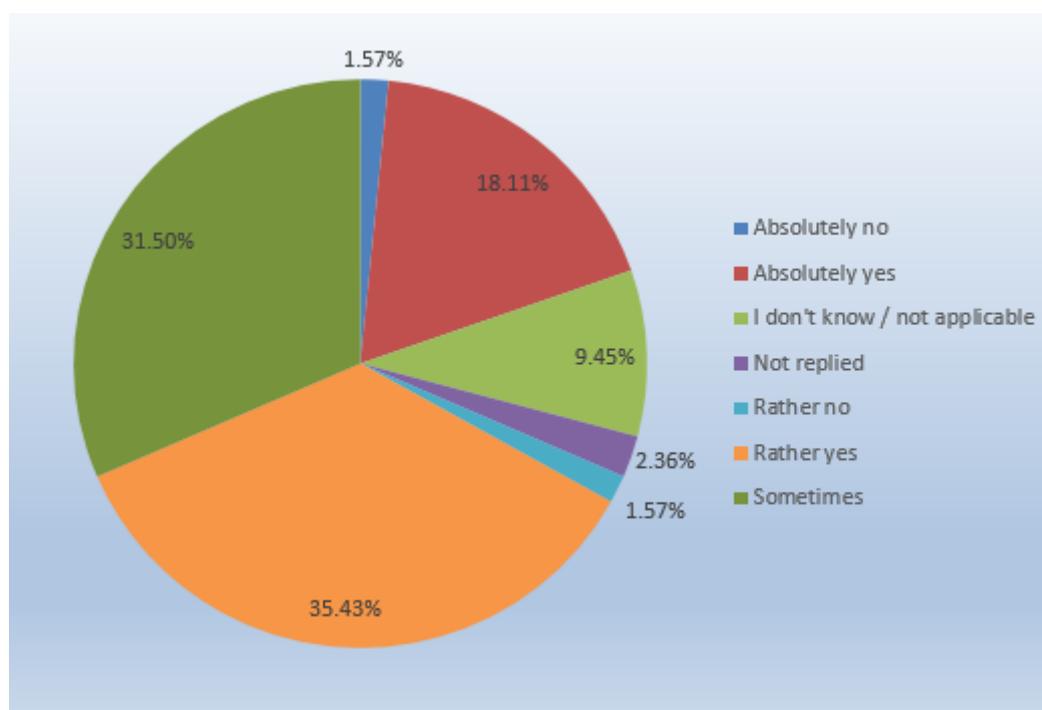
3.13. Does the school help students who are at risk of having poorer school performance (for example low grades, educational deficits, lack of homework, negative evaluations, slow pace of work...)?



A very high percentage of teachers (94%) think that school helps students in these situations.

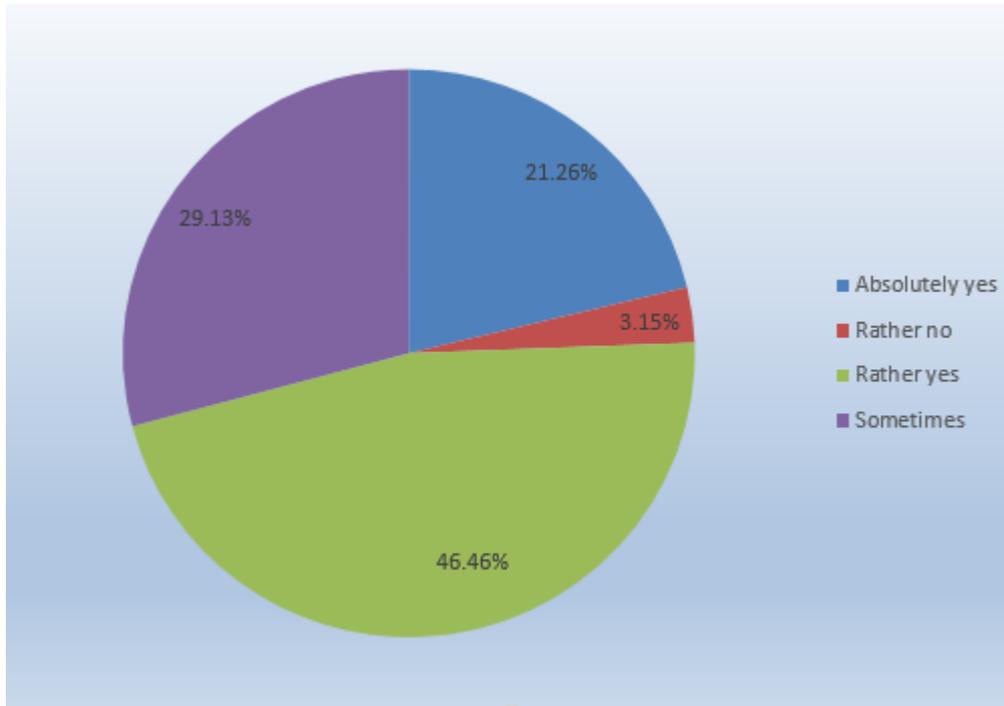
3.14. Does the school help the students who show risky behaviours like drinking alcohol, using of drugs, smoking, ... ?

About 53% of the teachers think that school helps students in risky behaviours. A 35% of them answered “sometimes”.



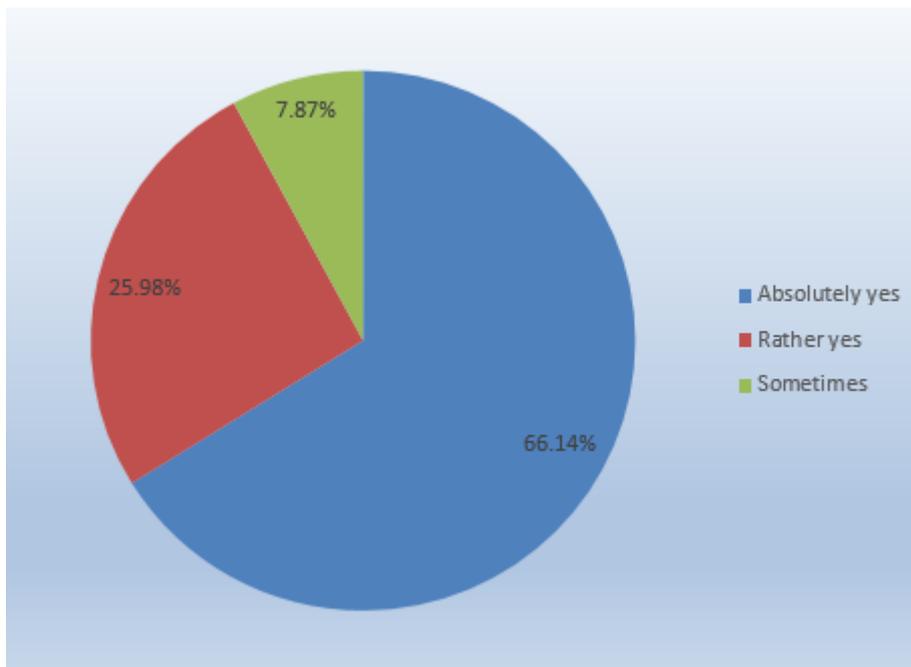
3.15. Does it happen in the school that boys or girls belonging to a minority (ethnic, religious, sexual,..) are discriminated or ridiculed ?

A high percentage of the teachers (67%) think that minorities at school are discriminated, and 29.13% think that happens sometimes.



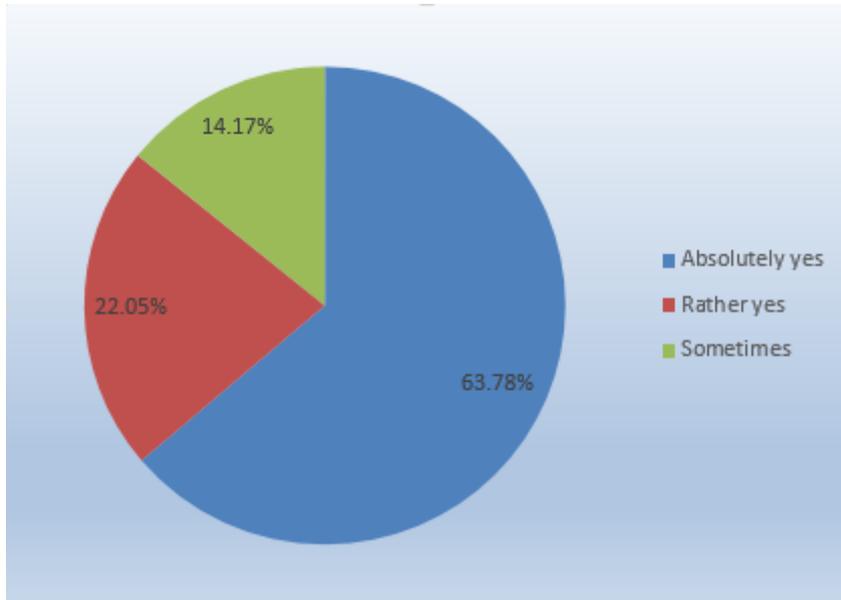
3.16. Does the school help (or would help) the students who are discriminated or ridiculed because they belong to some minority (ethnic, religious, sexual) ?

91% of the teachers think that school help (or would help) this discriminated minorities.



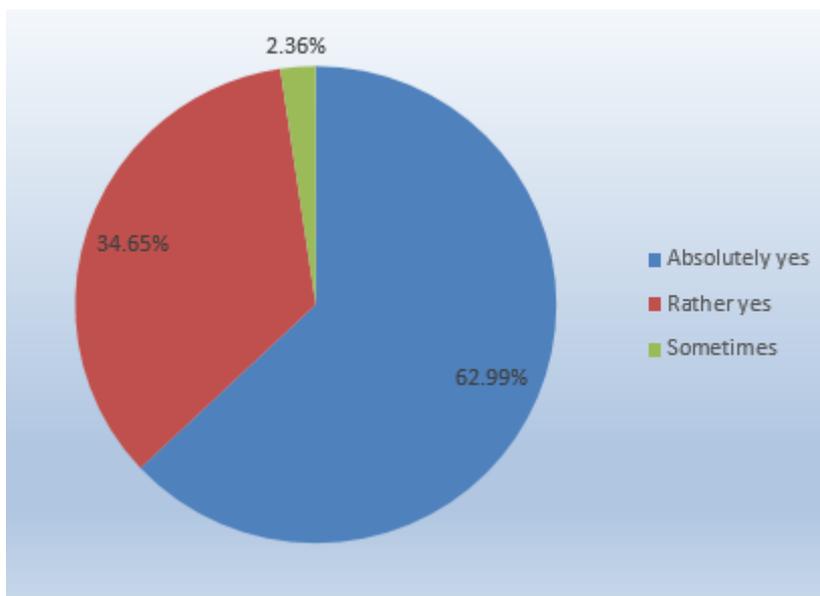
3.17. Are there in the school episodes of aggression/violence and bullying?

In a high percentage (86%) there are episodes of violence and bullying at school.



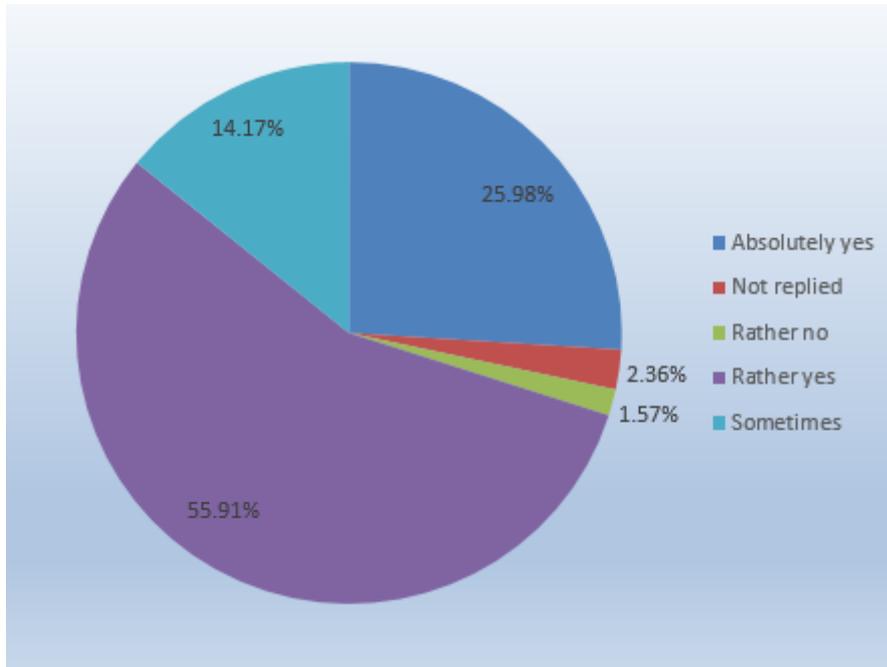
3.18. Does the school help (or would help) the students who suffer aggression/violence and bullying ?

The answer of most teachers (97%) is that school helps or would help in this situations.



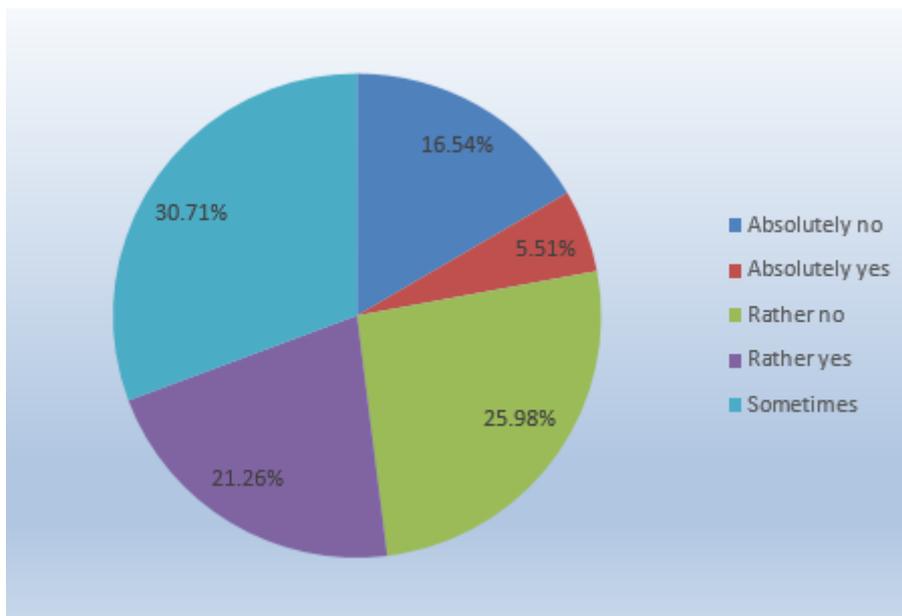
3.19. Do you think that the school is a place to get help if students need it?

81% of the teachers think that the school is a place to get help for students.



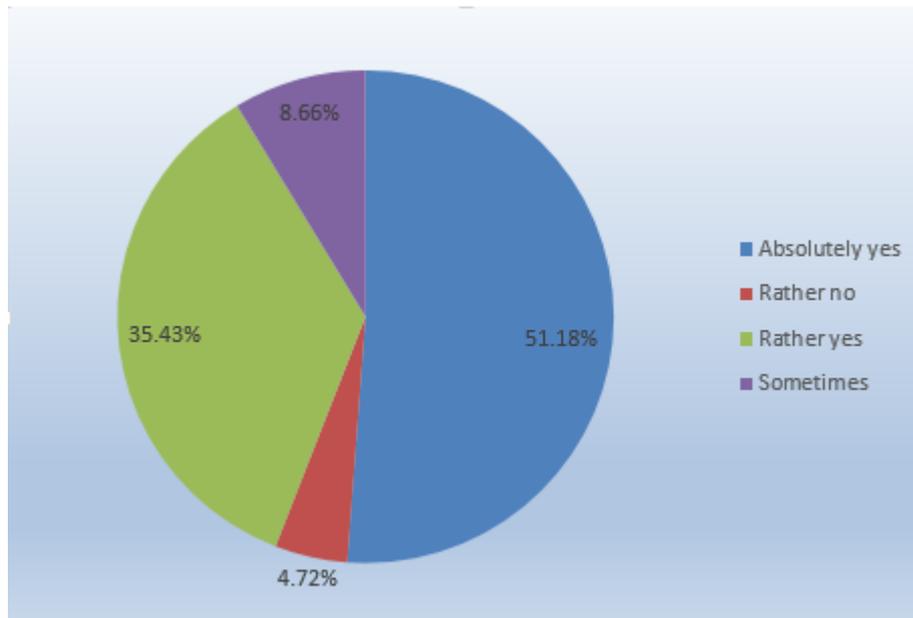
3.20. Are the students' parents involved in the activities of the school ?

42% of the teachers think that parents are not very involved in school activities, to 26% that think parents are involved.



3.21. Does the school give importance to topics like integration/tolerance and respect for everybody ?

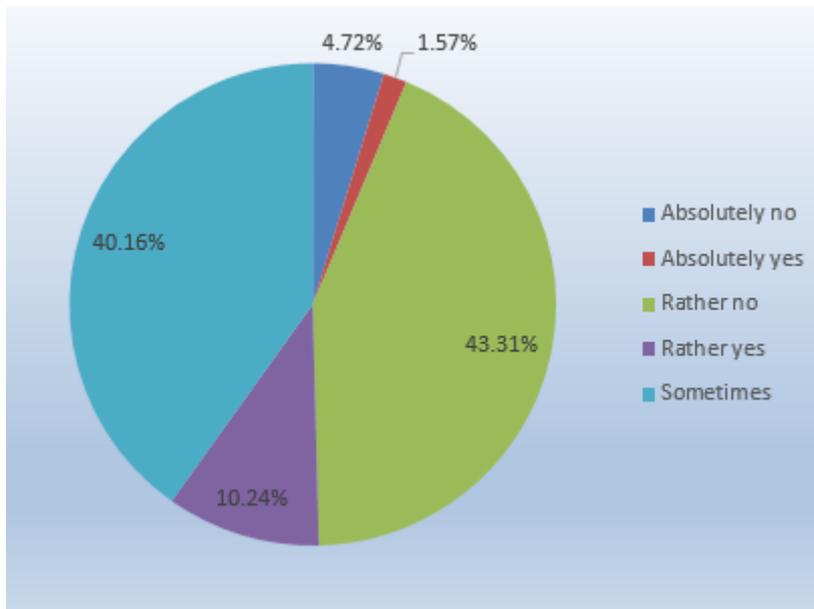
86% of the teachers think that school gives importance to tolerance and integration. Only 4.72% of the teachers think that school don't give this issue importance.



1.3.3.4. Relations with students

4.1. Do you think that students have good contact with the school's headmaster/director/manager?

Only 11.5% of the teachers think that students have a good contact with the school headmaster, to 48% that think they don't have a good contact.



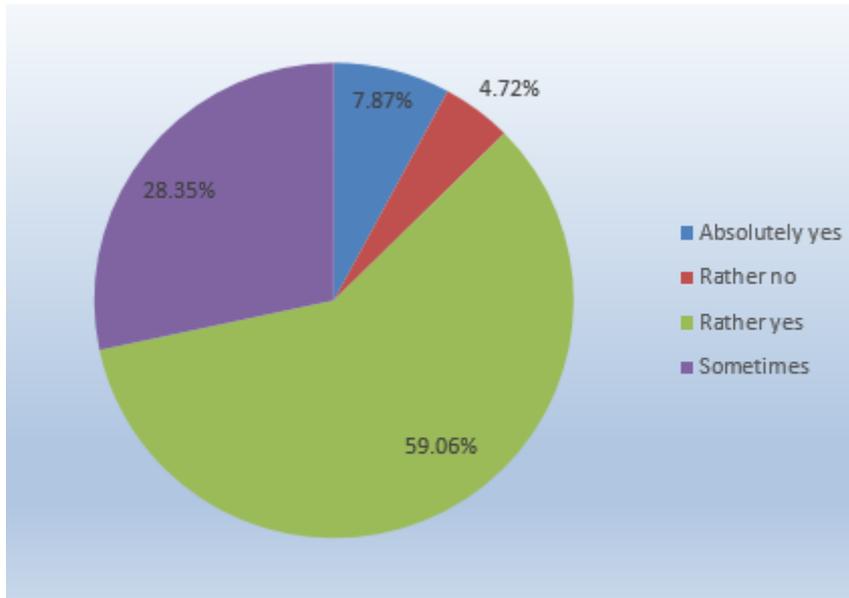
4.2. Do you think that students have good contact with the secretarial and security/service staff?

Only 12% of the teachers think that students don't have a good contact with service staff etc.

Absolutely no: 6%; Rather no: 6%; Sometimes: 30%; Rather yes: 35%; Absolutely yes: 23%.

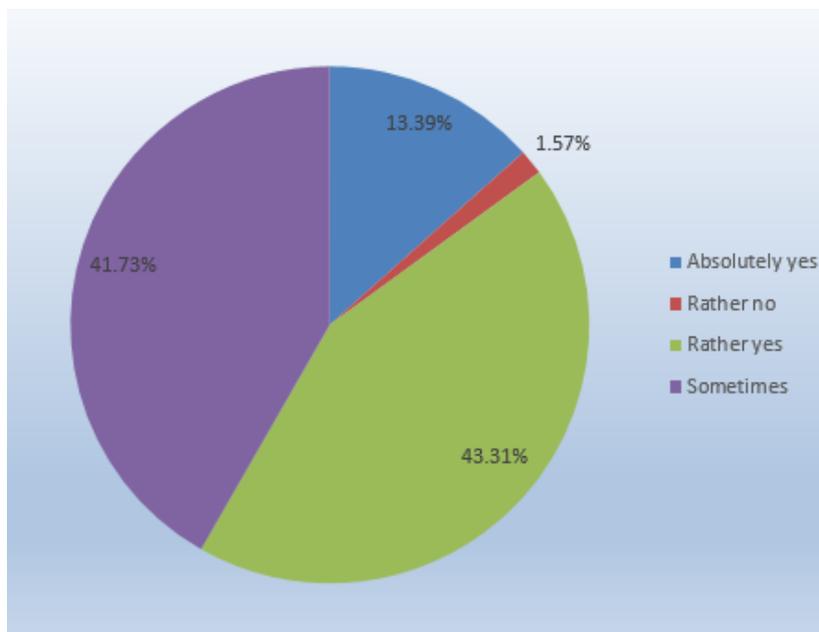
4.3. Do you think that students have good contact with their class teacher (tutor)?

Around 67% of the teachers think that students have a good contact with their class teacher. Also 28% think that it is sometimes.



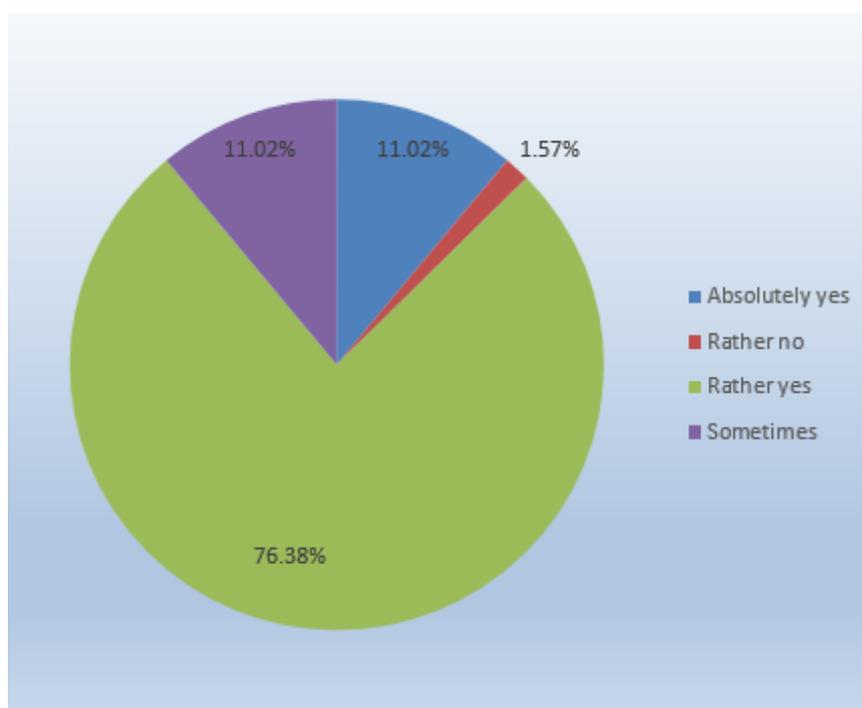
4.4. Do you think that students have good contact with teachers?

57% of the teachers think that students have a good contact with the teachers at school. there is also a 42% that answer “sometimes”, so there are external factor that seem to affect this contact.



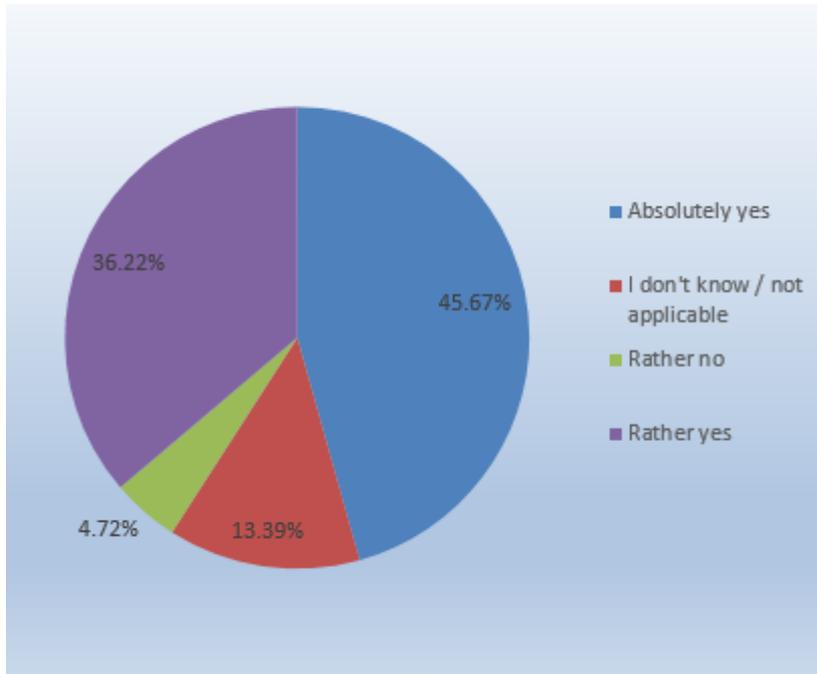
4.5. *Do you think that students have good contact with other students?*

About 88% of the teachers think that students have a good contact between them, and 11% thinks that only sometimes they do.



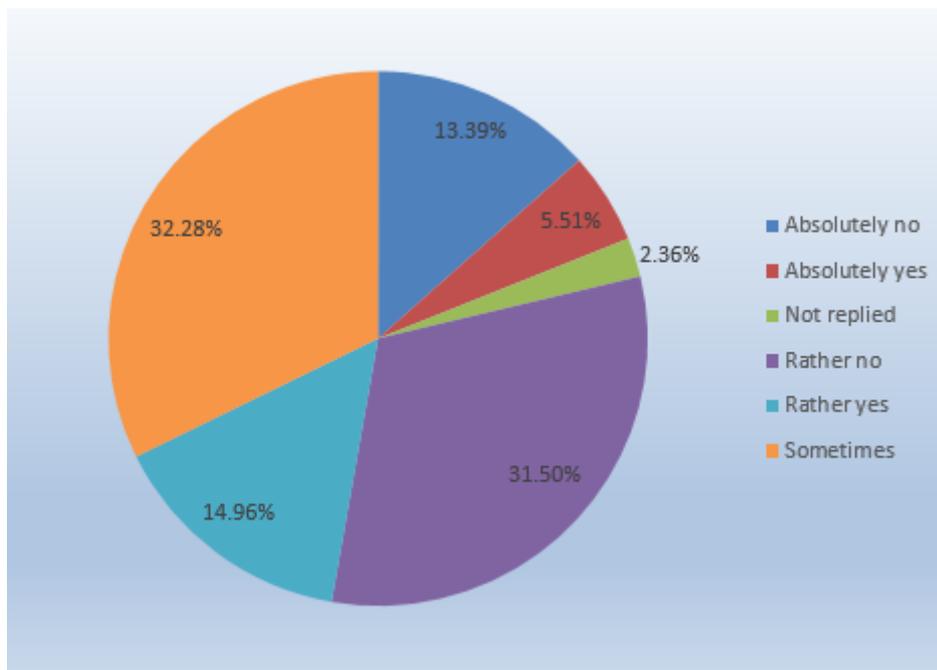
4.6. *Do you think you are fair with students ?*

82% of the teachers think they are fair with students, and 13.39% don't know.



4.7. Do you think students could talk to their teachers about their personal problems (for example problems with parents or with other students)?

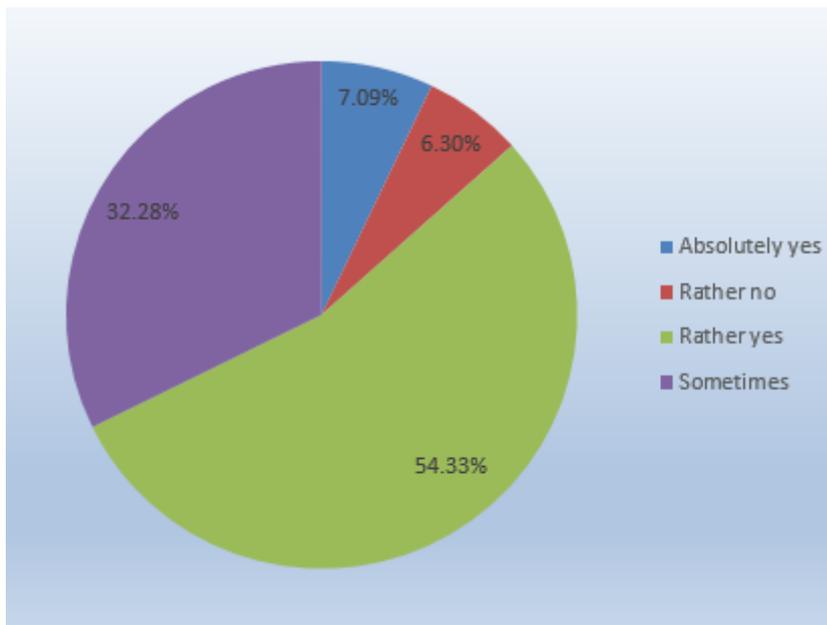
44% of the teachers think that students can't talk to teachers about their personal problems, and 21% think they can. Also 32% think that they can do it only "sometimes".



1.3.3.5. Relations with students' parents/caregivers

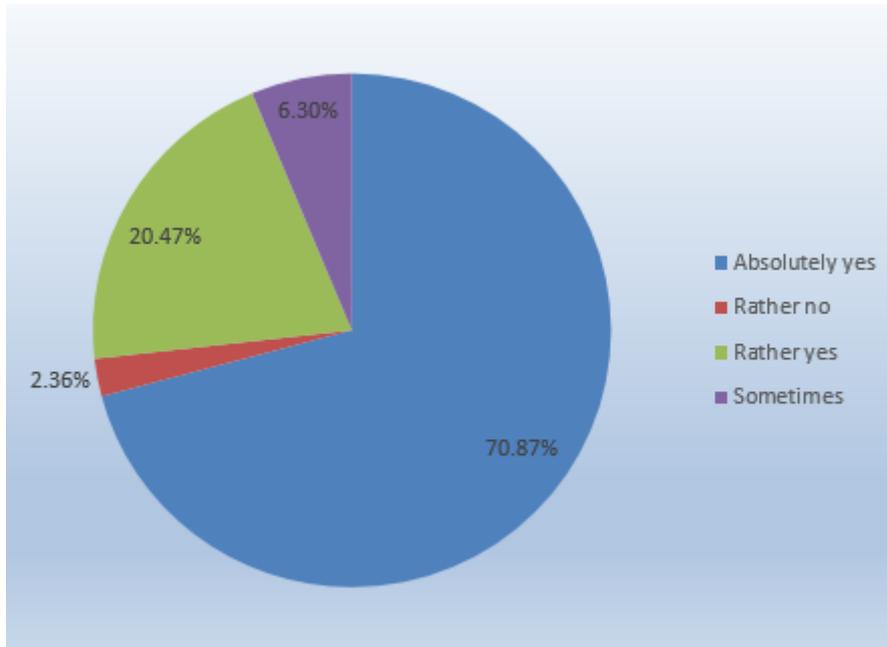
5.1. Do you evaluate your contacts with students' parents/caregivers as good?

61% of the teachers evaluate their contact with students parents as good, and 32% think only sometimes. Only 6.3% think they don't have a good contact with them.



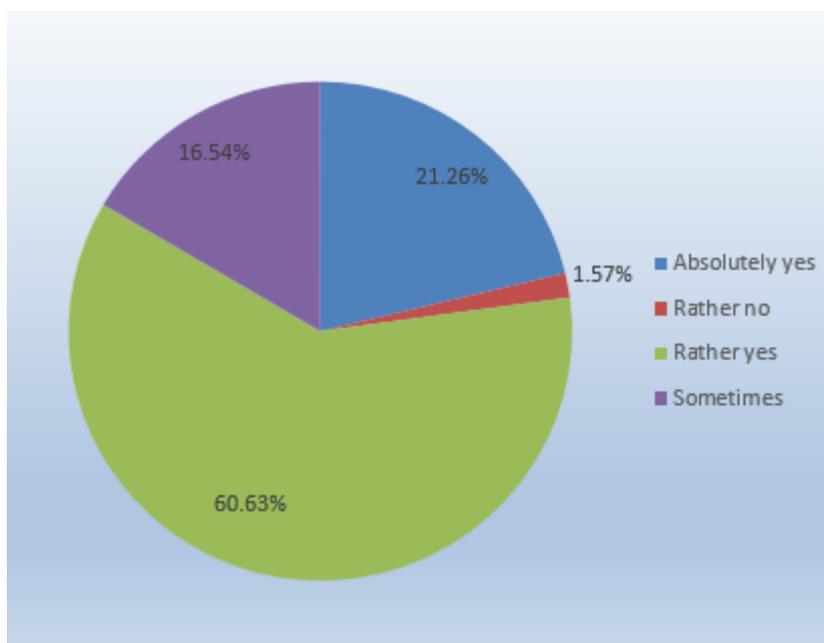
5.2. Do you often (at least twice a month) inform parents/caregivers about the progress in learning and behaviour of students?

A high percentage of the teachers (92%) say they inform parents about the progress in the students.



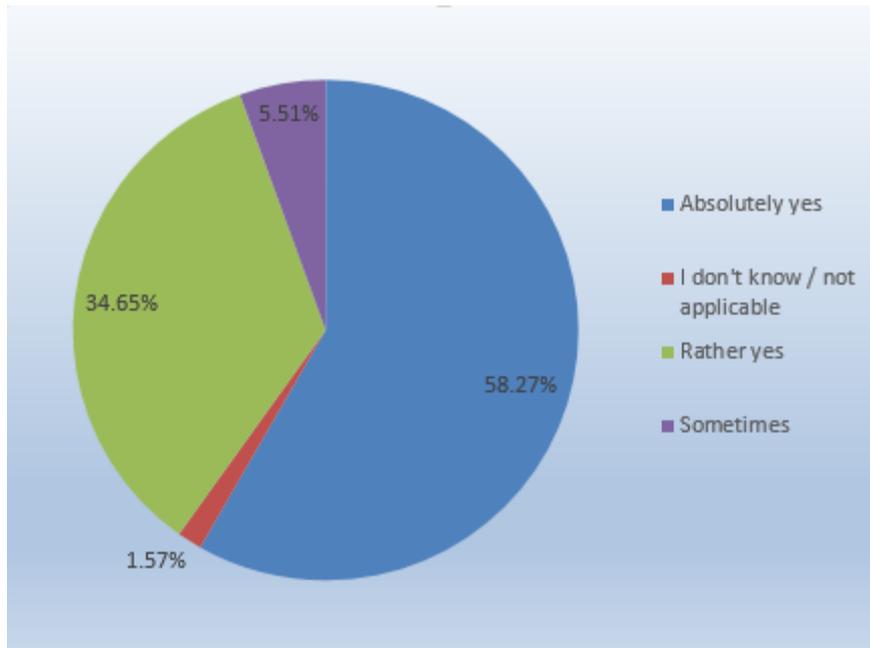
5.3. Is information about students being transmitted to parents/caregivers in an atmosphere of kindness and understanding?

81% of the teachers think that they transmit this information with kindness and understanding, only in 16% they think only "sometimes". Very low % think they don't.



5.4. Does the school encourage parents to take an active part in its life?

In high percentage (93%) teachers think that school encourages parents to take an active part.



1.3.3.6. General conclusions

In the group of teachers there were 48 men (38%) and 79 women (62%).

The study involved 127 teachers aged from 24 years to 63 years. 48 of the teachers in the study were men (38%) and 79 were women (62%). These teachers worked in 4 different schools in secondary and primary education, and most of them taught several school subjects, and some of them were specialists, school pedagogues, etc, etc. The teachers in this research had different levels of experience and are also people with varied professional curricula. This diversity in the group is done with the aim to collect a wide range of different perspectives for our survey of ESL.

The main conclusions of the results of our research, are established in 4 categories that are already established in the questionnaire:

1) General information about school

In this category we can conclude by the results that from the perspective of the teachers, that 92% think that at their schools students that show learning difficulties are present and integrated in normal classes, and also in the case of students who have fewer opportunities for educational success (87%), and that the main reason for this fewer opportunities is mainly because of economical (42%) and also cultural (37%) situations.

65.36% of the teachers in this research think that the rate in ESL in Spain is very high, between the 15% and the 20% of ESL.

2) School and its surroundings.

A really high percentage of the teachers think that the area where the school is located is not a safe area. Around 49% think it is not a safe location for students, versus a 28.35% that think school are located in a safe area. We must take into account that there are teachers involved from 4 different schools.

For most of the teachers (70%), school buildings are mostly safe for students and also comfortable (63%).

Teachers (82%) think that the school provides the needed materials for learning, and that allows students (95%) to experience and experiment in laboratory and in practical activities.

Also that the school provides areas with extracurricular activities (78%), and that Schools organizes extracurricular events frequently (75%); in which 43% of the students seem to take part, and 35% of them don't, and 20% of them do it only sometimes.

In these Spanish schools there is a very high percentage (97%) of students that belong to another culture.

Most of the teachers (86%) think this is a very positive thing. And a very low percentage (0.79%) think it is absolutely not good; So there is inclusiveness and acceptance of multicultural diversity coexisting together as something that enriches the school environment.

Teachers think that school help students who are in risk of leaving education (95%) and also at risk of not being in the next grade (97%), and that school helps students that are in these situations (94%). So the ESL would not be related to the attitude of lack of help from schools from the teacher's point of view.

About 53% of the teachers think that school helps students in risky behaviours. And 35% of them think help only “sometimes”, and that other factors are involved.

Teachers (67%) think that minorities at school are discriminated, and that school help (or would help) this discriminated minorities.(91%) There is an concern to be taken into account in schools about learning values of inclusiveness and respect of differences (minorities).

In a high percentage (86%) there are episodes of violence and bullying at school. This is high %, something to be studied deeply so that some effective action can be taken in schools. Most teachers (97%) think that school helps or would help in this situations, that the school is an adequate place to get help for students (81%).

Teachers think that parents are not very involved in school activities (42%).

And that schools do give importance to values as tolerance and integration (86%)

3) Students' relations.

In the area of school relations, teachers think that students don't have a good contact with school headmaster/ director (48%) and think that they have a good contact with service the staff service of the school (58%).

Around 67% of the teachers think that students have a good contact with their class teacher (tutor) and think that have also a good contact with the other teachers at school (57%). There is also a 42% that have answered "sometimes"; so there are some external factor that seem to affect in some moments this contact.

Most of the teachers think that students have a good contact between them (88%).

Most of the teachers think they are fair with students (82%), and only 13.39% think they are not sure if they are.

Most of the teachers think that students can't talk to teachers about their personal problems (44%), and some think they can (21%). Also 32% think that they can do it only "sometimes", depending on other factors involved.

4) Relations with students' parents / caregivers.

Most teachers evaluate their contact with students parents as good (61%), and some of them this contact is good only 32% think only sometimes (32%). Very few teachers are clear about not having a good contact with them (6.3%).

A high percentage of the teachers (92%) say they inform parents about the progress of their students, and that they transmit this information with kindness and understanding (81%). Very low % of the teachers think they don't do it this way (1.57%).

Most teachers think that school encourages parents to take an active part (93%) in the educational progress of their children.

1.3.4. Parents

1.3.4.1. Personal data

1.1. Age

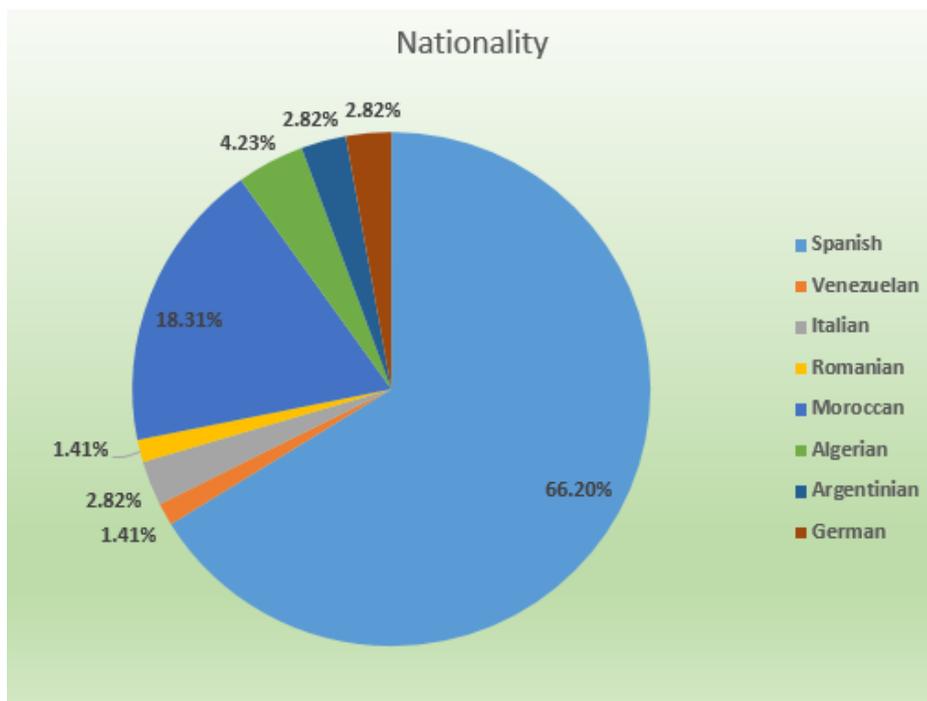
- Less than 31 years old - 28 parents
- 31 - 40 years old - 44 parents
- 41 - 50 years old - 48 parents
- 51 - 60 years old - 22 parents

1.2. Gender

- Male: 65 fathers
- Female: 77 mothers

1.3. Nationality

About 66% of the parents are Spanish. There are between the parents 7 other nationalities; Italian, German, Venezuelan, Argentineans, Argelian. The main one is Moroccan with 18%.



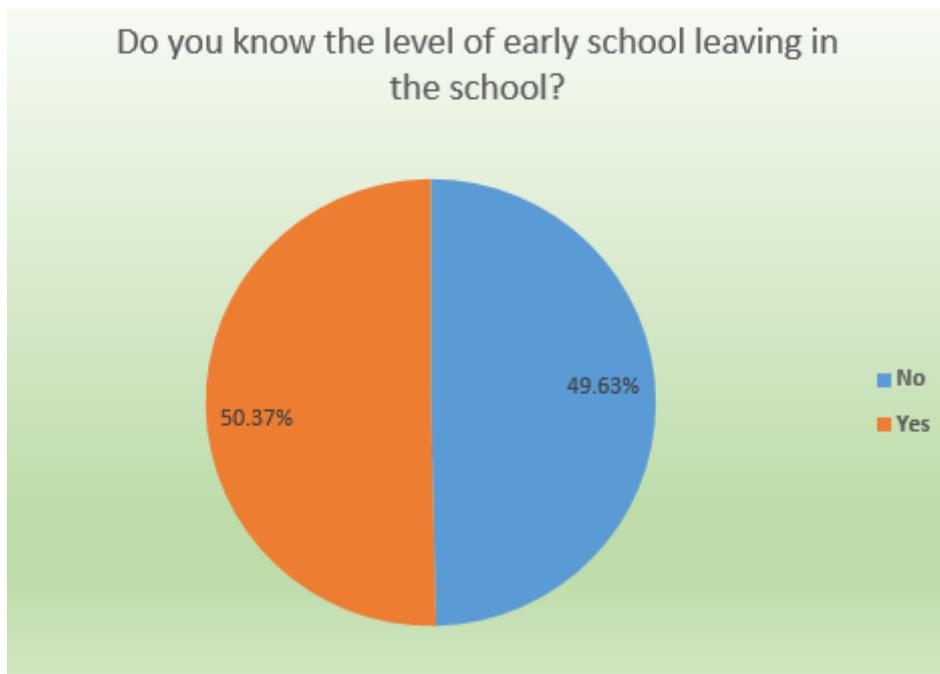
1.3.4.2. General information about school

2.1. School a child attends

- Primary school: 45.07%
- Junior secondary school (Junior High School): 47.18%
- Upper secondary school (High School): 7.75%

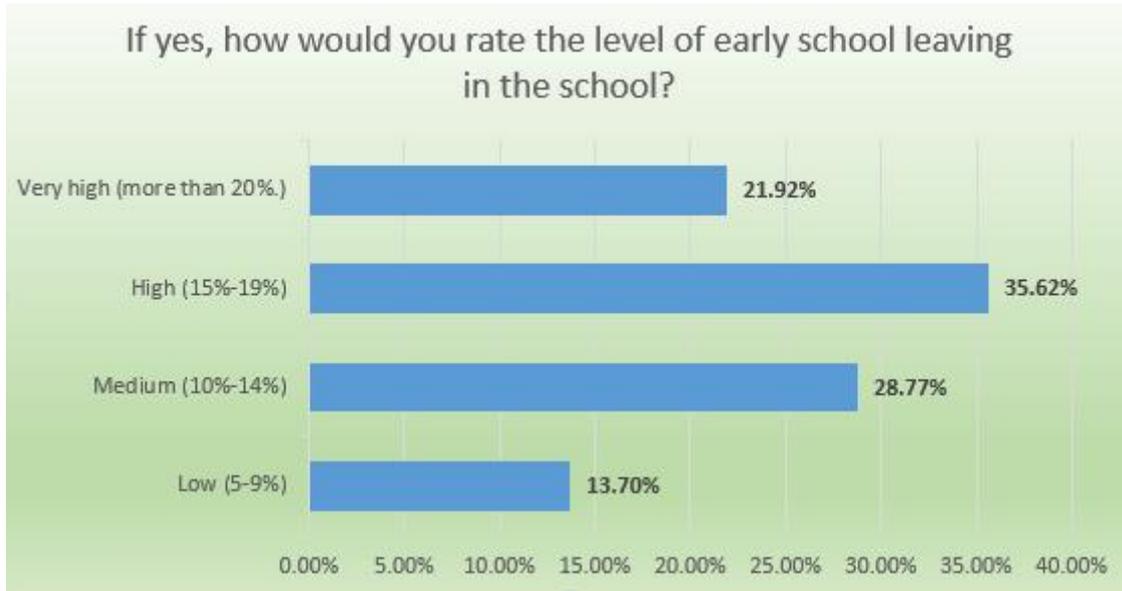
2.2. Do you know the level of early school leaving in the school?

Only half of the Parents know the level of ESL; as it is 50.37% yes and 49.63% no.



2.3. If yes, how would you rate the level of early school leaving in the school?

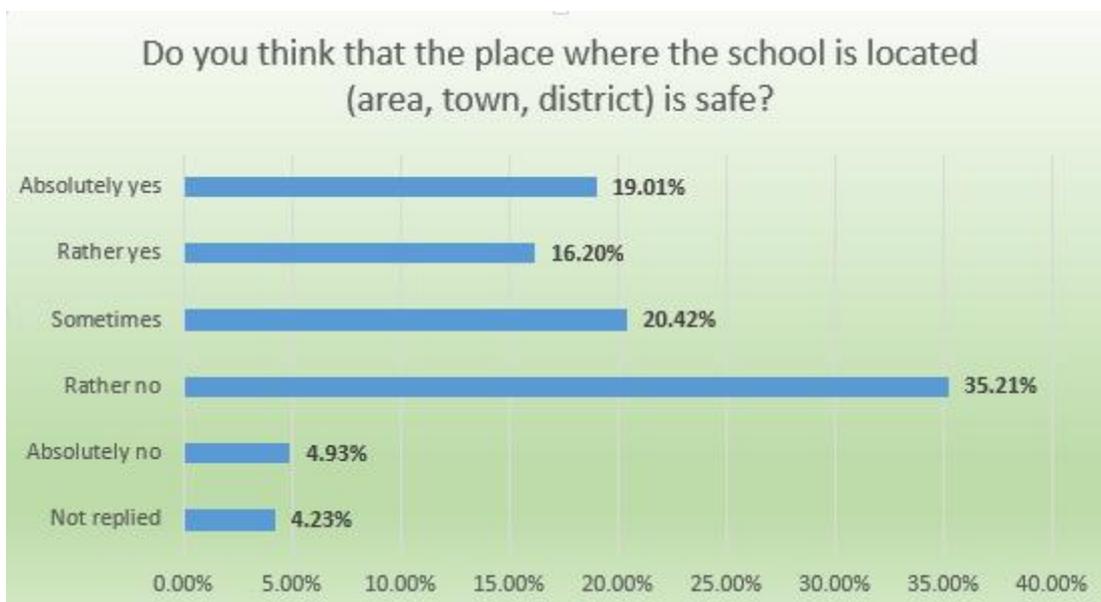
What is conclusive is that the level of ESL is high or very high; In a 57%



1.3.4.3. School and its surroundings

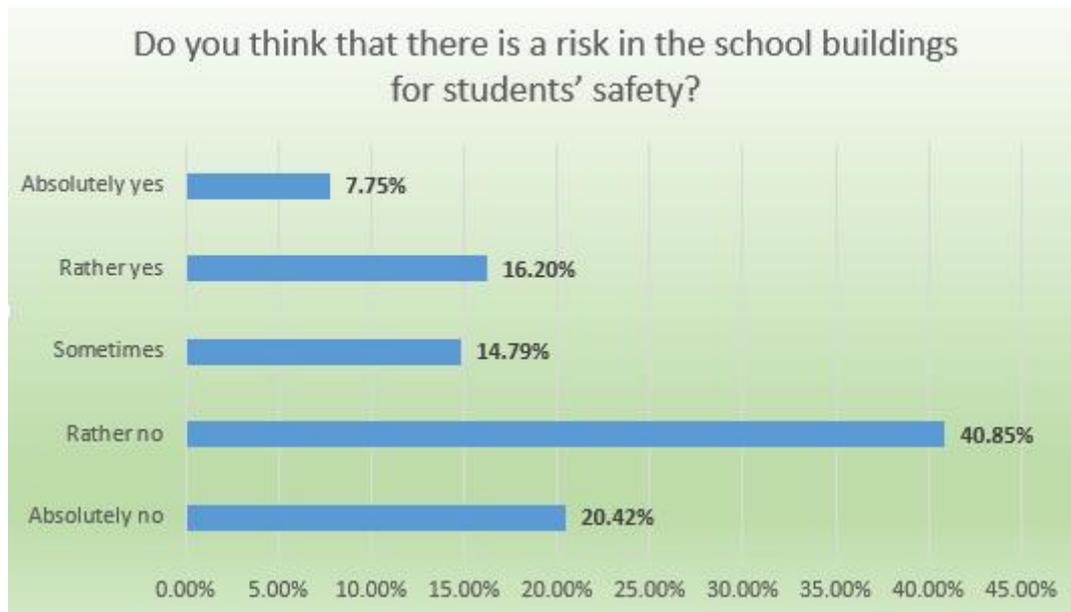
3.1. Do you think that the place where the school is located (area, town, district) is safe?

35.20% of the parents think the school is located in a safe area, and 40% think it is not. There is a 20% that think sometimes is safe and sometimes isn't safe, depending on other factors.



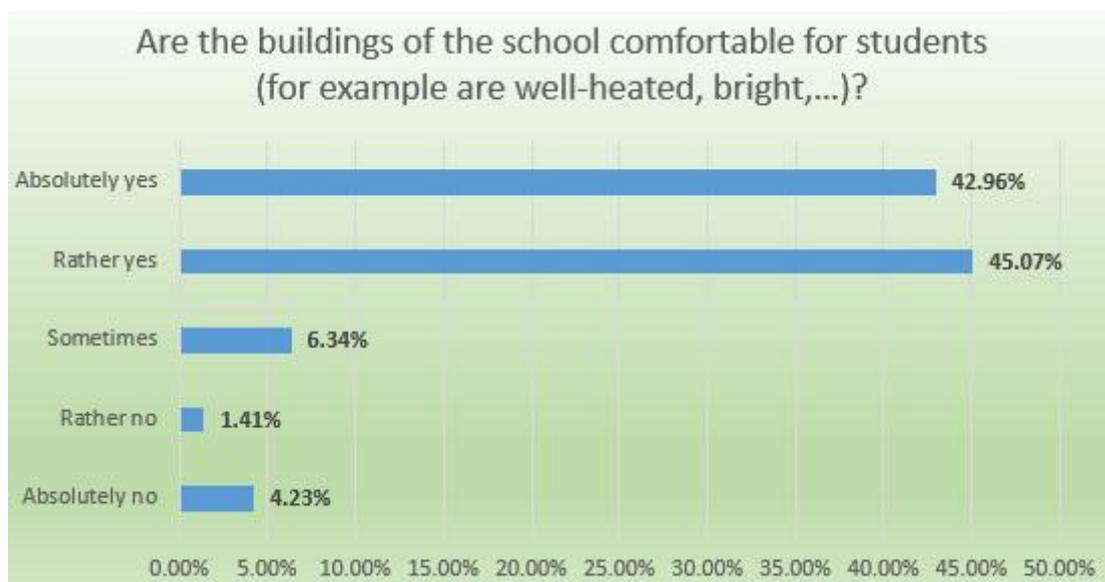
3.2. Do you think that there is a risk in the school buildings for students' safety?

61% of the parents think that there's no risk in school buildings for the safety of students, and 24% think there is a risk.



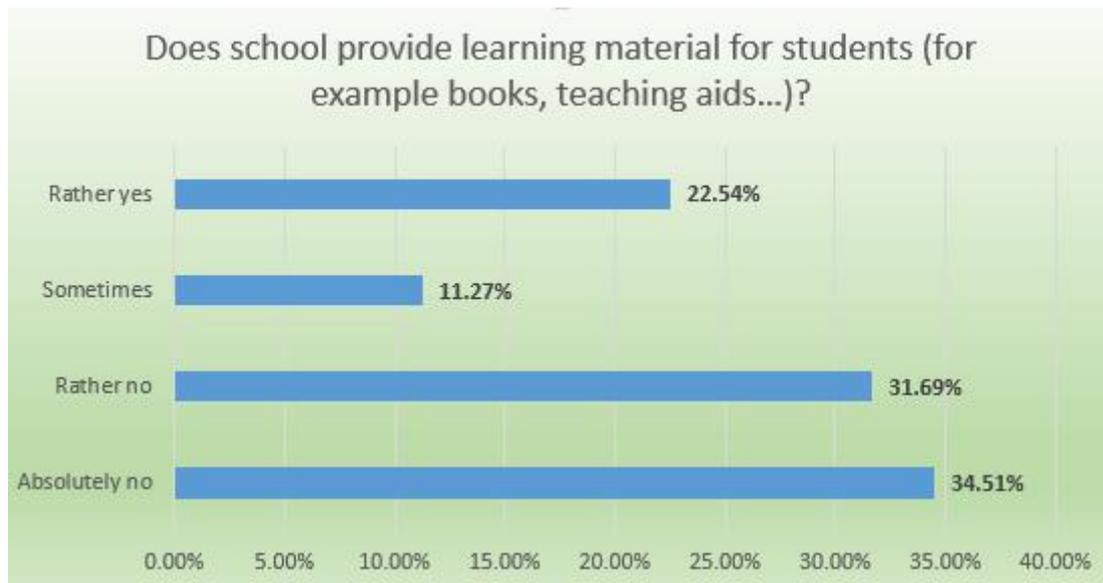
3.3. Are the buildings of the school comfortable for students (for example are well-heated, bright,...)?

The percentage of parents that think schools are comfortable for students is very high (88%).



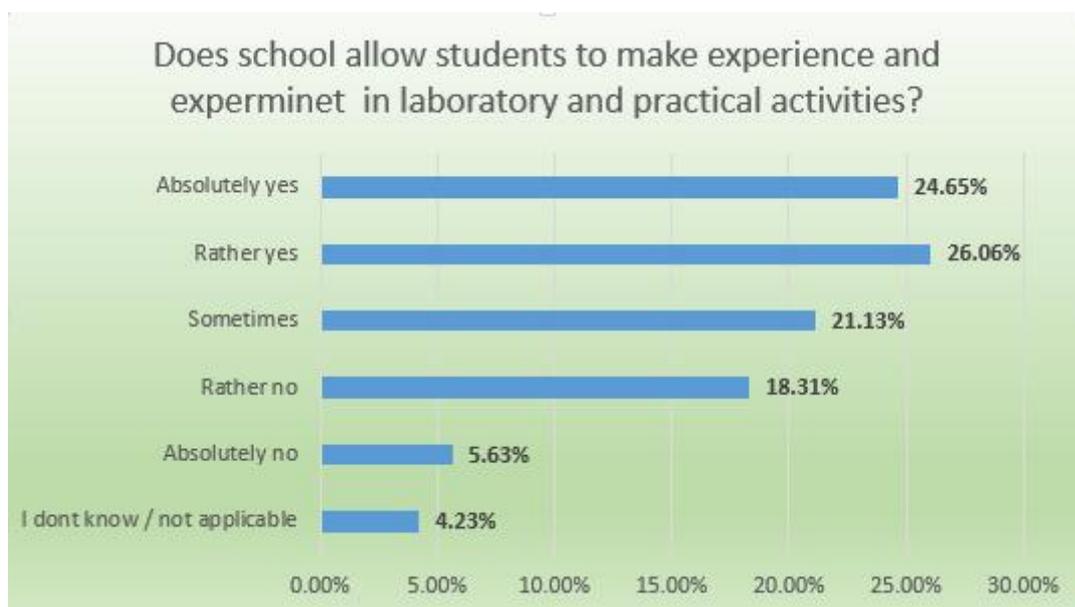
3.4. Does school provide learning material for students (for example books, teaching aids...)?

67% of the parents think that school doesn't provide enough material for students, and 33.81 think they do.



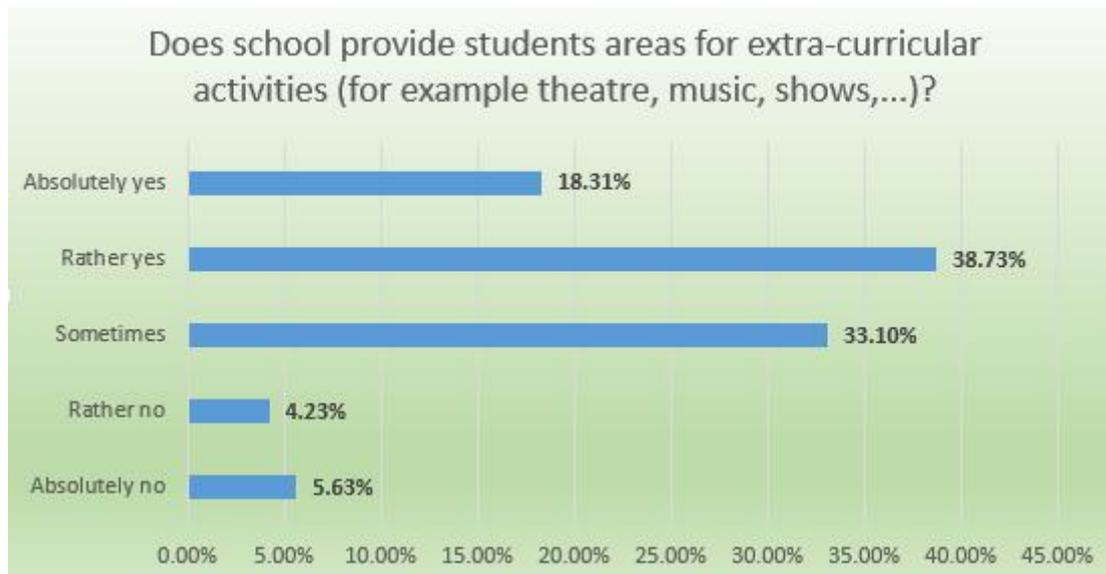
3.5. Does school allow students to make experience and experiment in laboratory and practical activities?

53% of the parents think that school allow students to experiment in practical activities, and 24% of the parents think they don't.



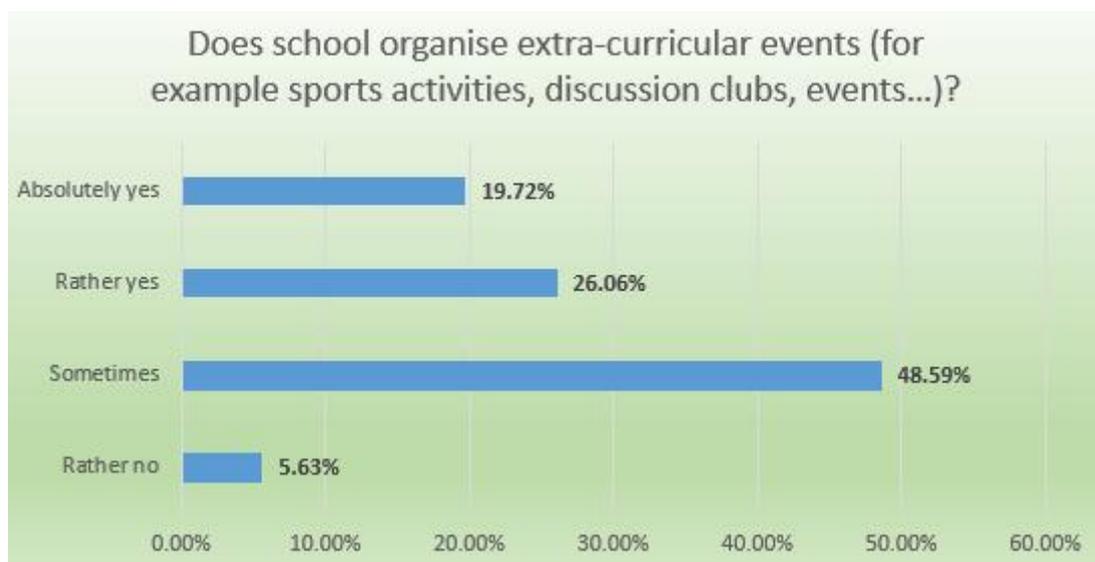
3.6. Does school provide students areas for extra-curricular activities (for example theatre, music, shows,...)?

57% of the parents think that school provides the students areas for extra-curricular activities, and only 10% think that it doesn't. Also 33% think it is only sometimes.



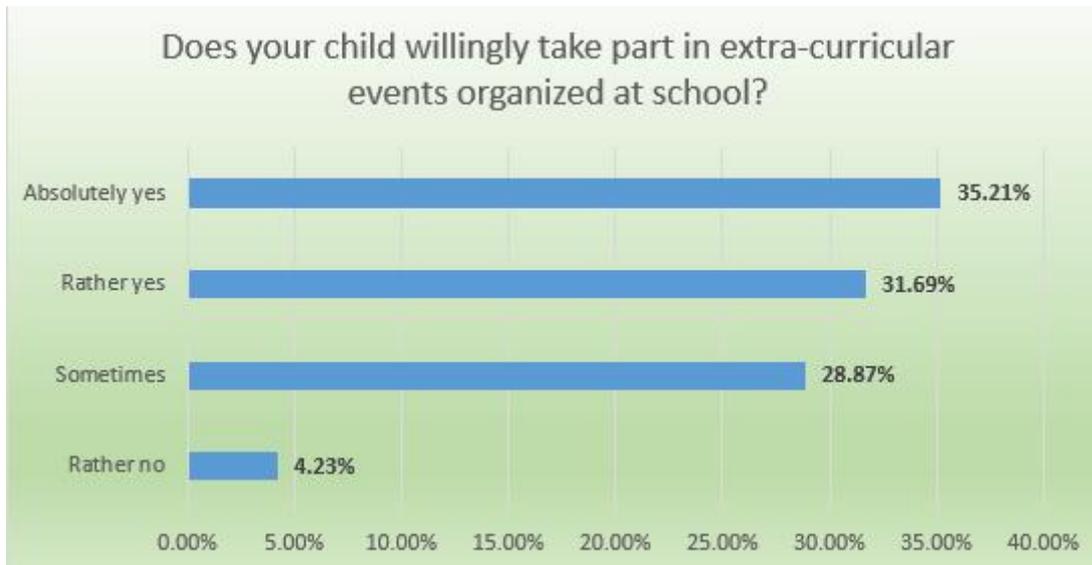
3.7. Does school organise extra-curricular events (for example sports activities, discussion clubs, events...)?

Parents think that only sometimes (49%) school organizes extracurricular events. A high 46% of the parents think it does, and a low 5% think that it doesn't.



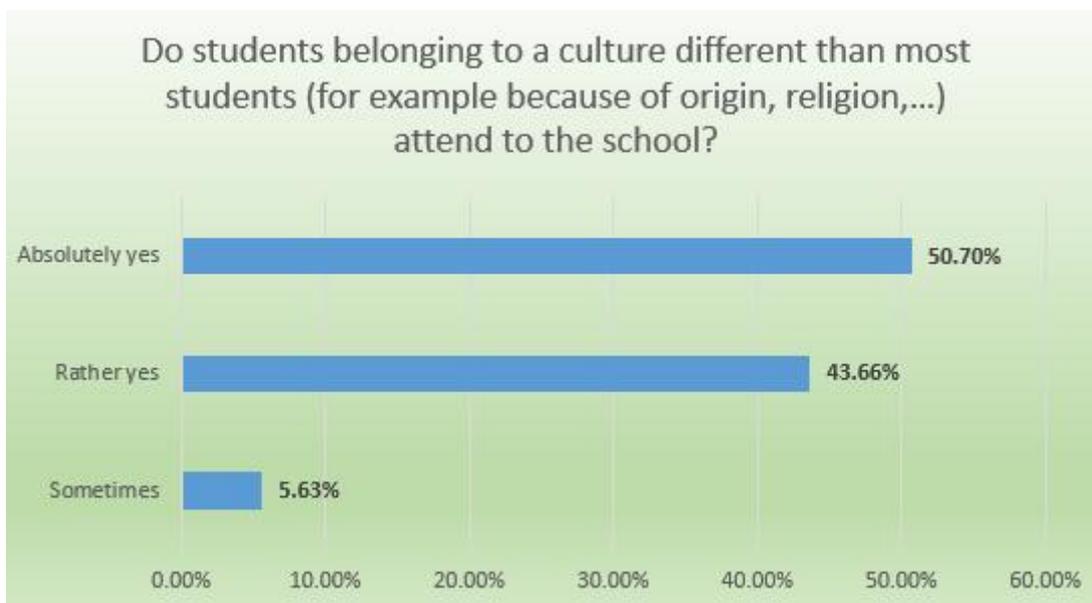
3.8. Does your child willingly take part in extracurricular events organized at school?

A high 67% of the parents think that their child is willing to take part in extracurricular events, and a low 4.23% think they don't.



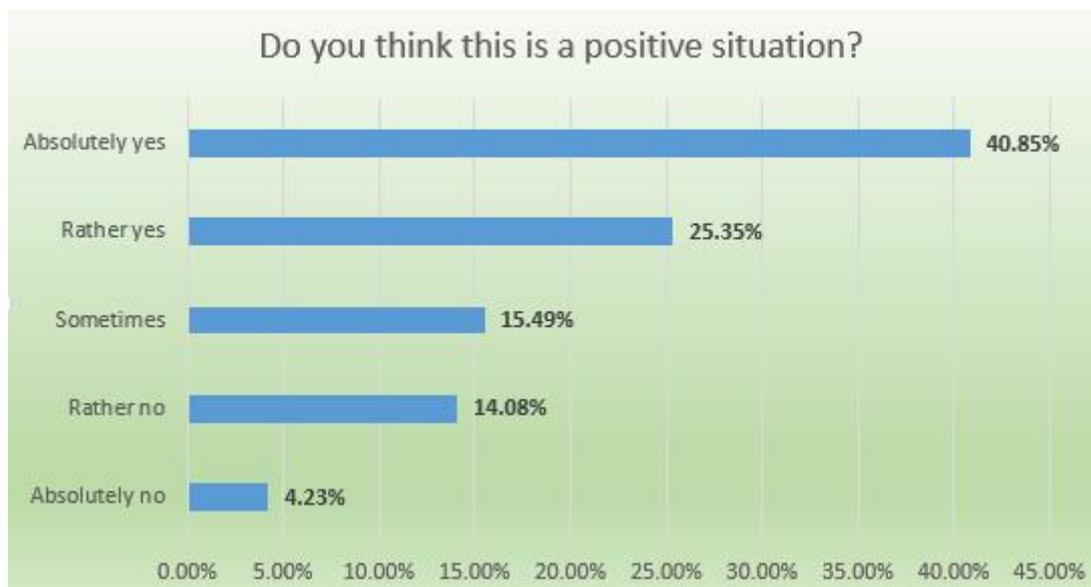
3.9. Do students belonging to a culture different than most students (for example because of origin, religion,...) attend to the school?

A very high 94% of the parents say yes.



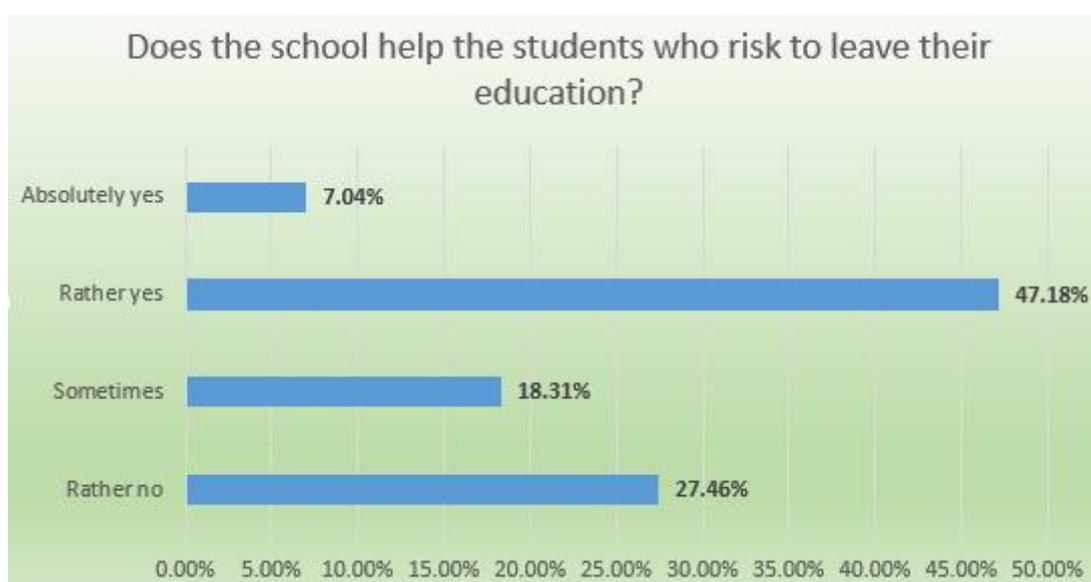
3.10. Do you think this is a positive situation?

66% of the parents think this is a positive situation, and a 19% think it is not. Also 15% think that sometimes it is, and it depends on other factors.



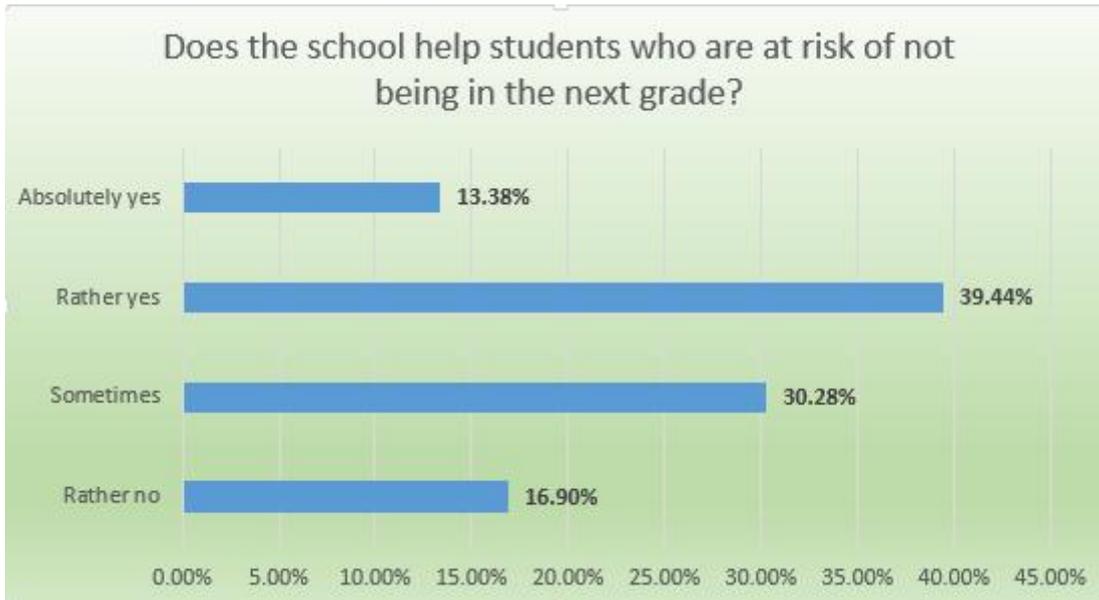
3.11. Does the school help the students who risk to leave their education?

Parents mostly agree on a 55% that school help students at risk of leaving education, and a 27.46% think there is not a help from schools.



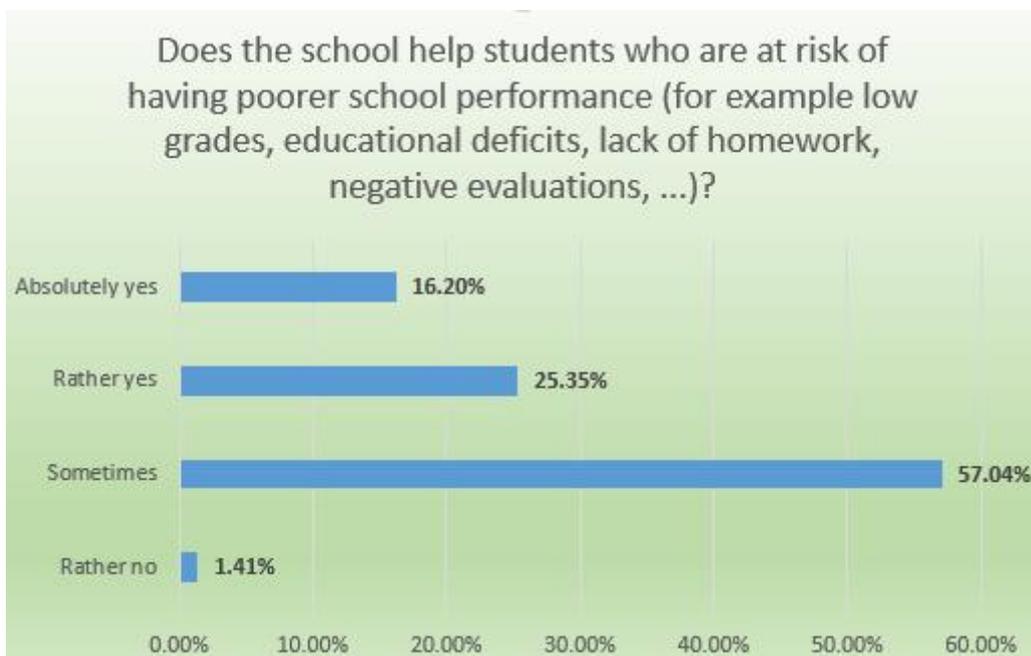
3.12. Does the school help students who are at risk of not being in the next grade?

A high 53% of the parents think that school helps student at risk of not being in the next grade, and 16% say the school doesn't help. There is a high 30% that thinks they do it only sometimes.



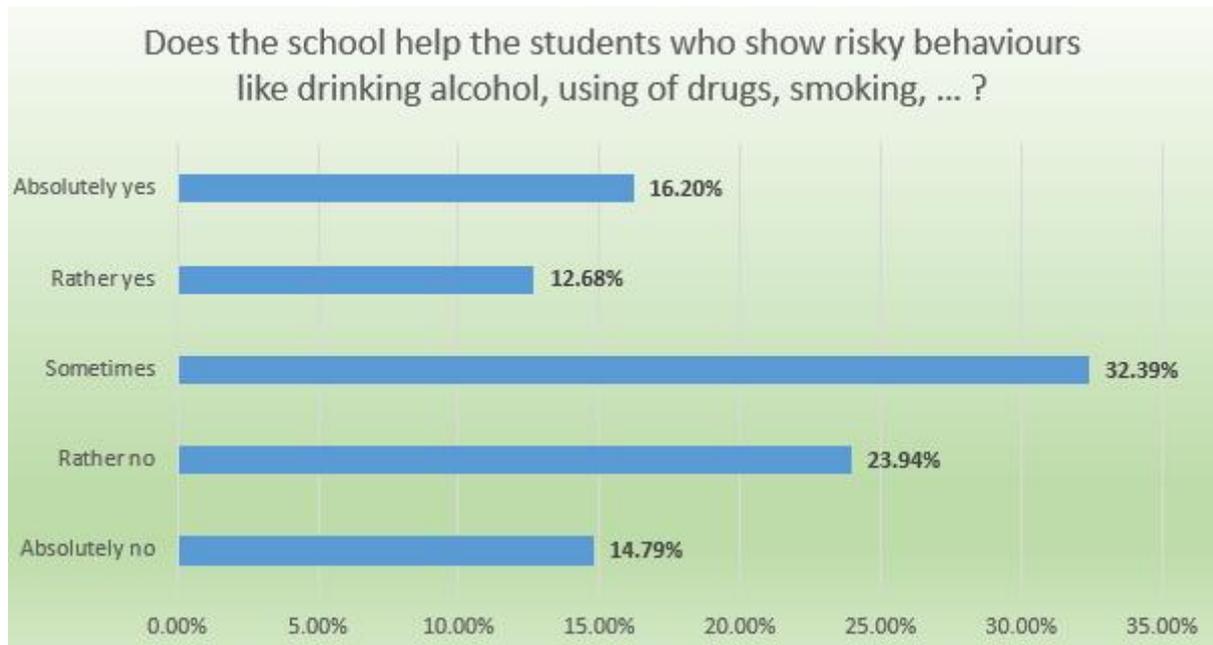
3.13. Does the school help students who are at risk of having poorer school performance (for example low grades, educational deficits, lack of homework, negative evaluations, ...)?

42% of the parents think that school helps students who are at risk of having poorer school results, and a high 57% thinks it only helps sometimes, and sometimes not.



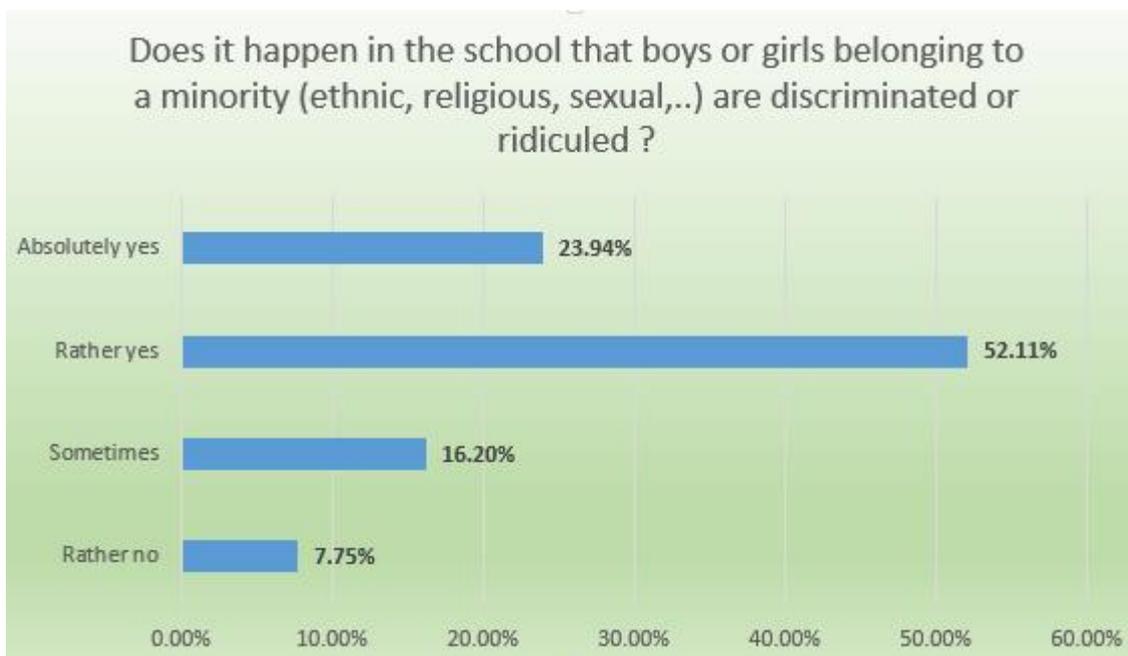
3.14. Does the school help the students who show risky behaviours like drinking alcohol, using of drugs, smoking, ... ?

39% of the parents mainly think that school doesn't help when students show risky behaviours. The 29% of the parents think that school does help, and a 32% think it helps only sometimes.



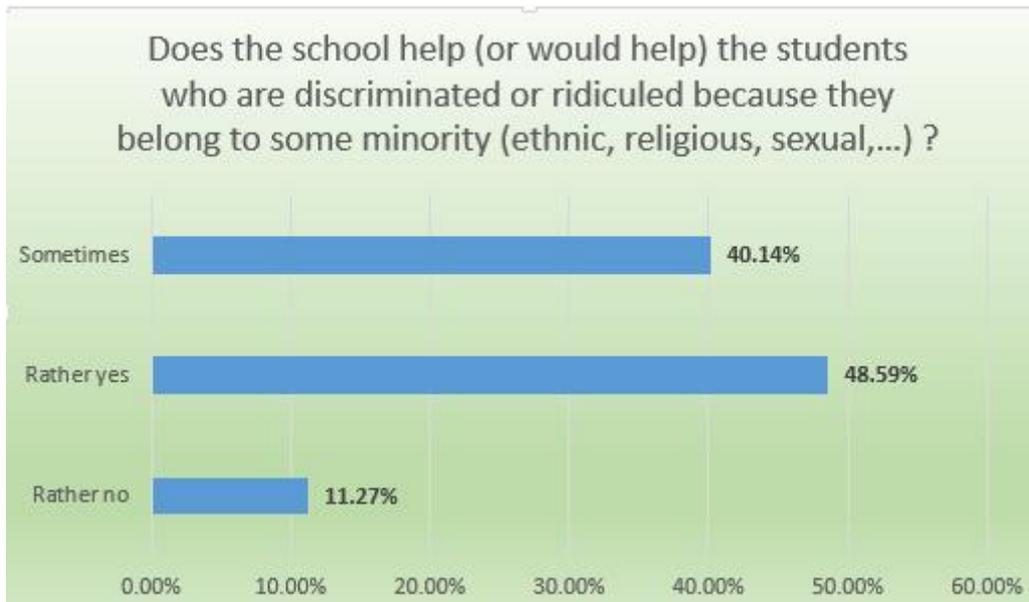
3.15. Does it happen in the school that boys or girls belonging to a minority (ethnic, religious, sexual,..) are discriminated or ridiculed ?

A high 76% of the parents think that students that belong to a minority are discriminated at school. A low 7.75% think they don't.



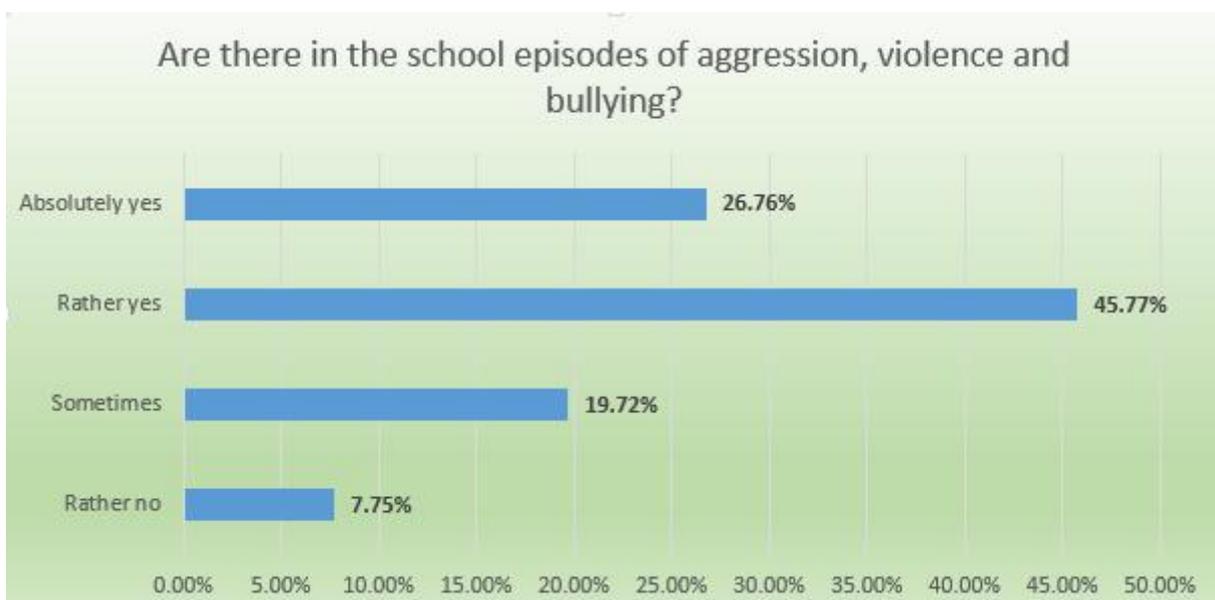
3.16. Does the school help (or would help) the students who are discriminated or ridiculed because they belong to some minority (ethnic, religious, sexual) ?

49% of the parents think that school help/would help the discriminated students, a high 40% think only sometimes but not always.



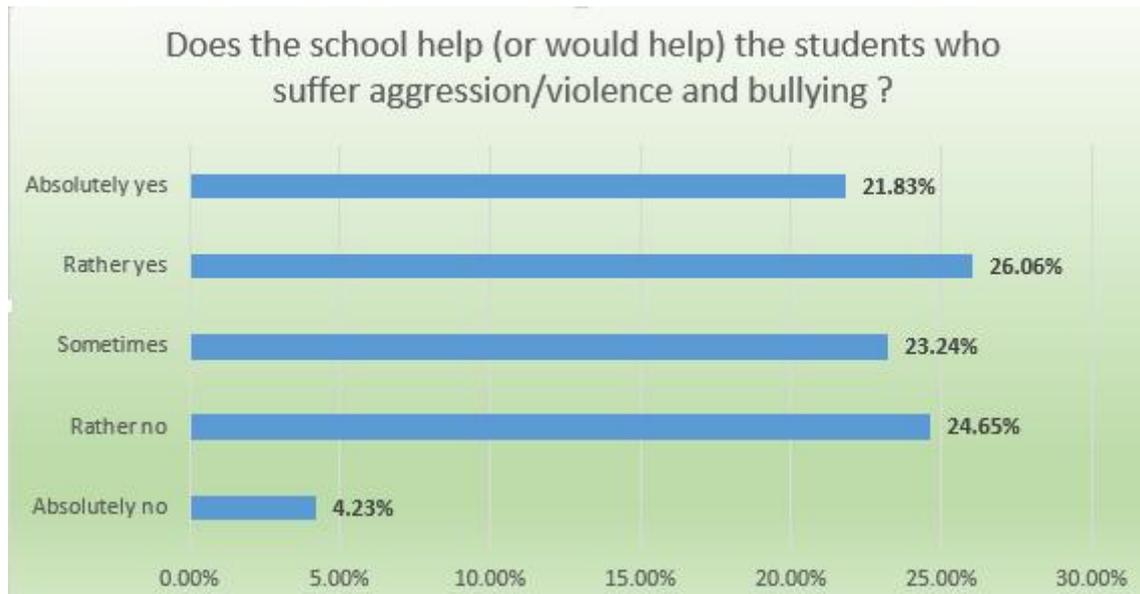
3.17. Are there in the school episodes of aggression, violence and bullying?

A high 72% of the parents say yes. A low 7.75 say no. And 19% that it happens sometimes.



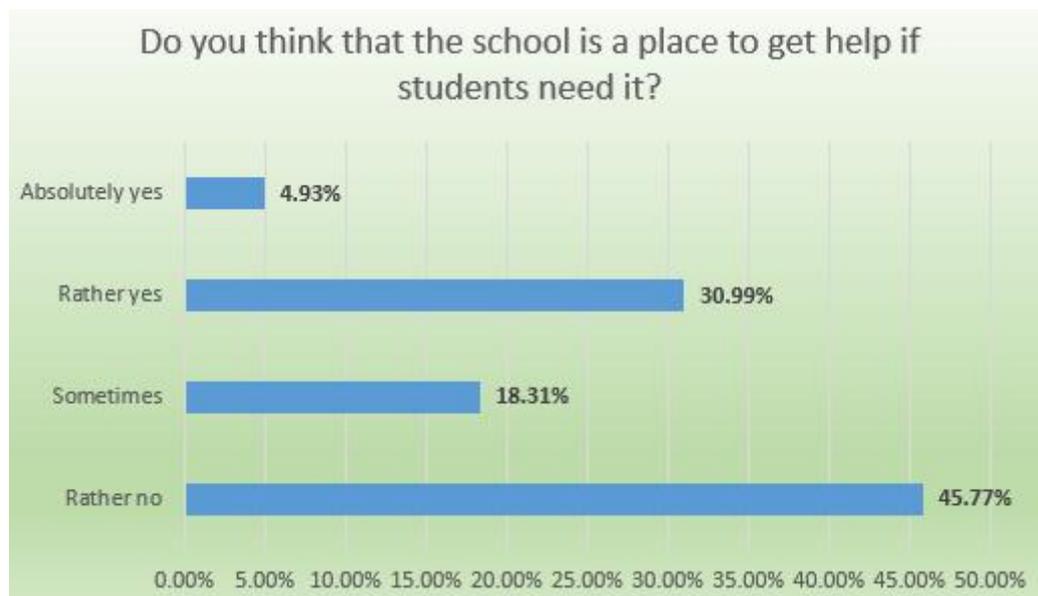
3.18. Does the school help (or would help) the students who suffer aggression/violence and bullying ?

48% of the parents think the school would help, 29% think that school would not help. And 24% that sometimes but not always.



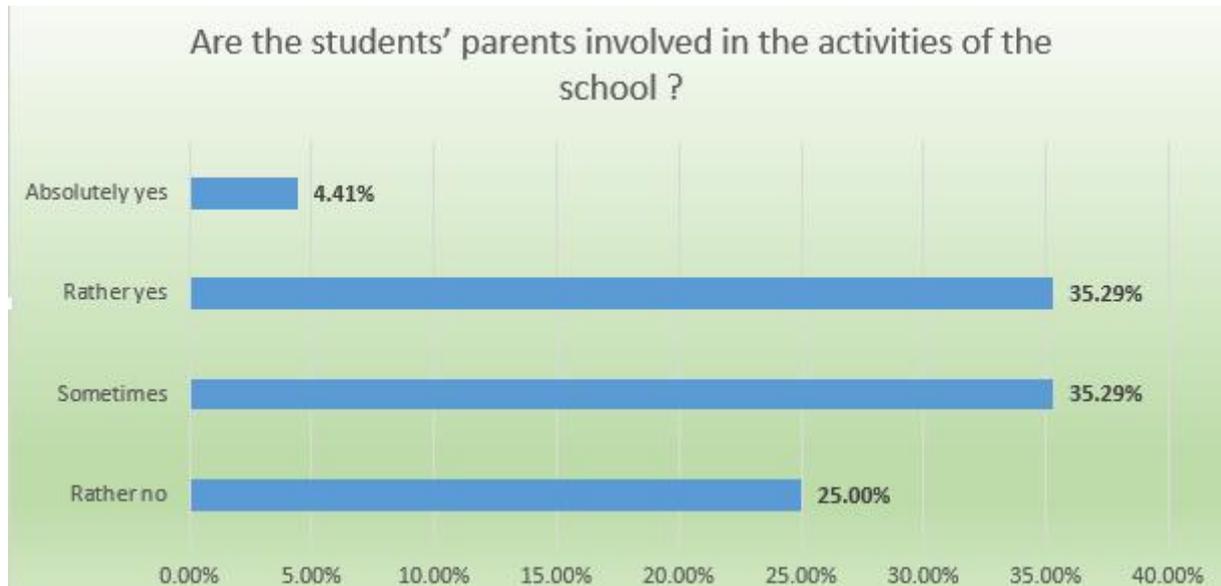
3.19. Do you think that the school is a place to get help if students need it?

36% of the parents think that the school is a good place to get help in case need it, 45.77% think it is not the place to get help.and a 18% think that sometimes, depending in other issues.



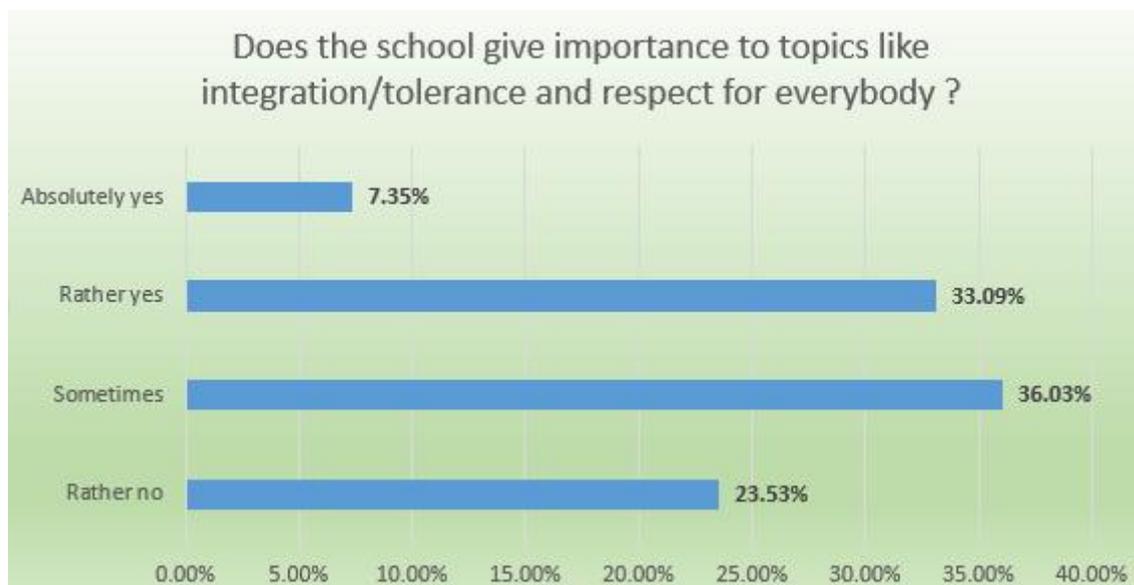
3.20. Are the students' parents involved in the activities of the school ?

40% of the parents say that they are involved in the activities of the school, and a 25% think they are not. 35% they are involved only sometimes.



3.21. Does the school give importance to topics like integration/tolerance and respect for everybody ?

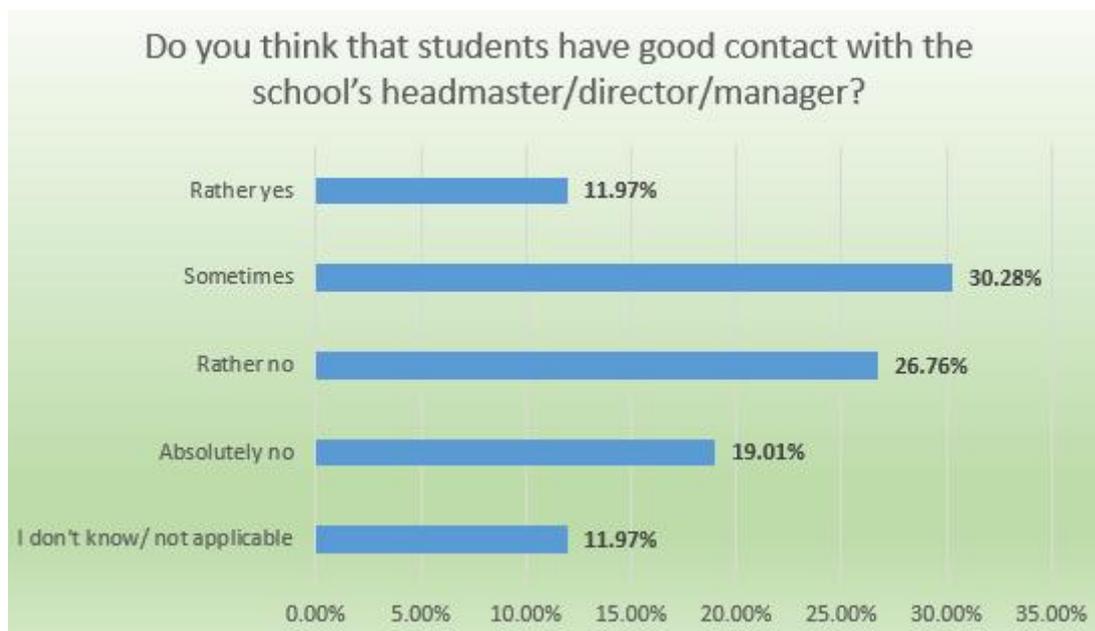
41% of the parents think that schools give importance to tolerance/ integration. 23.53% of the parents don't think school gives such importance. and there is a 36% that thinks only sometimes.



1.3.4.4. Relations of students in school

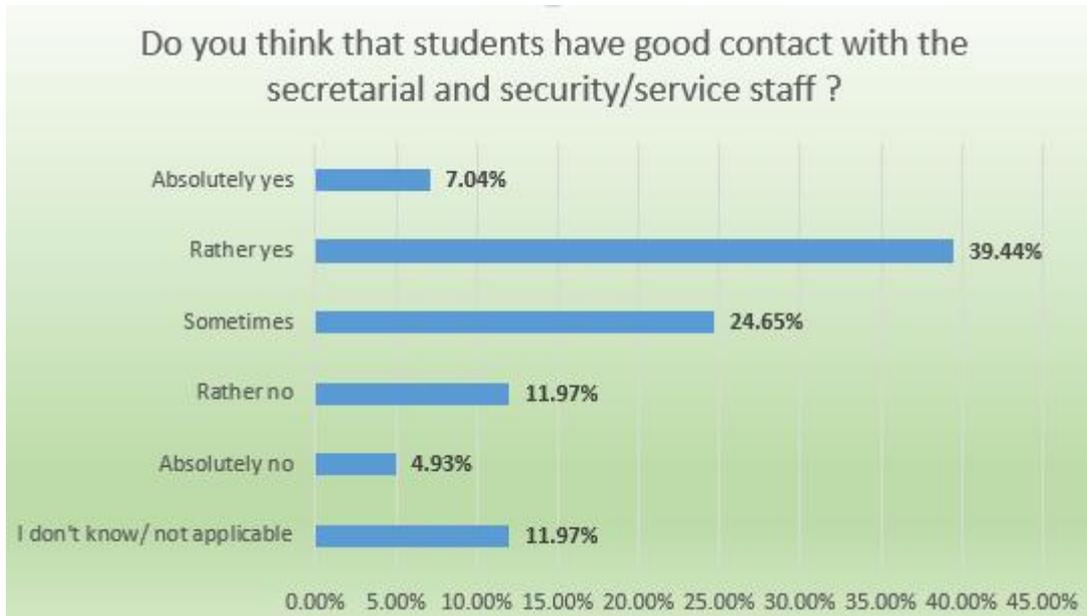
4.1. Do you think that students have good contact with the school's headmaster/director/manager?

40% of the parents think that students don't have a good contact with headmaster etc, and 12% think they do. There is a 31% that think only sometimes.



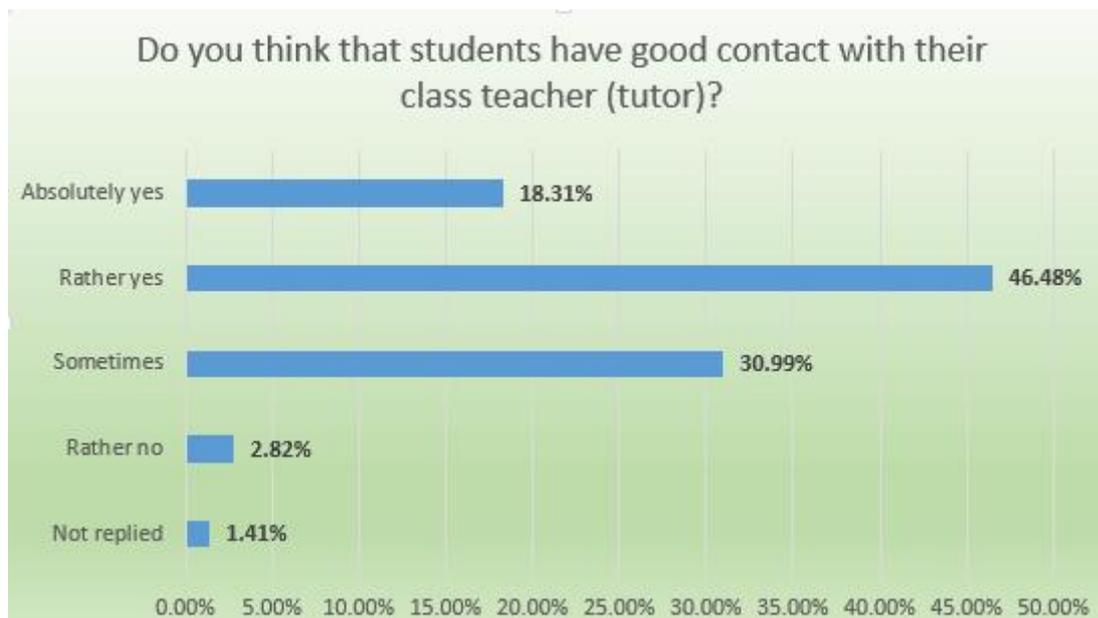
4.2. Do you think that students have good contact with the secretarial and security/service staff?

47% of the parents think that students have good contact with school staff. 17% think they don't, and a 25% think only sometimes.



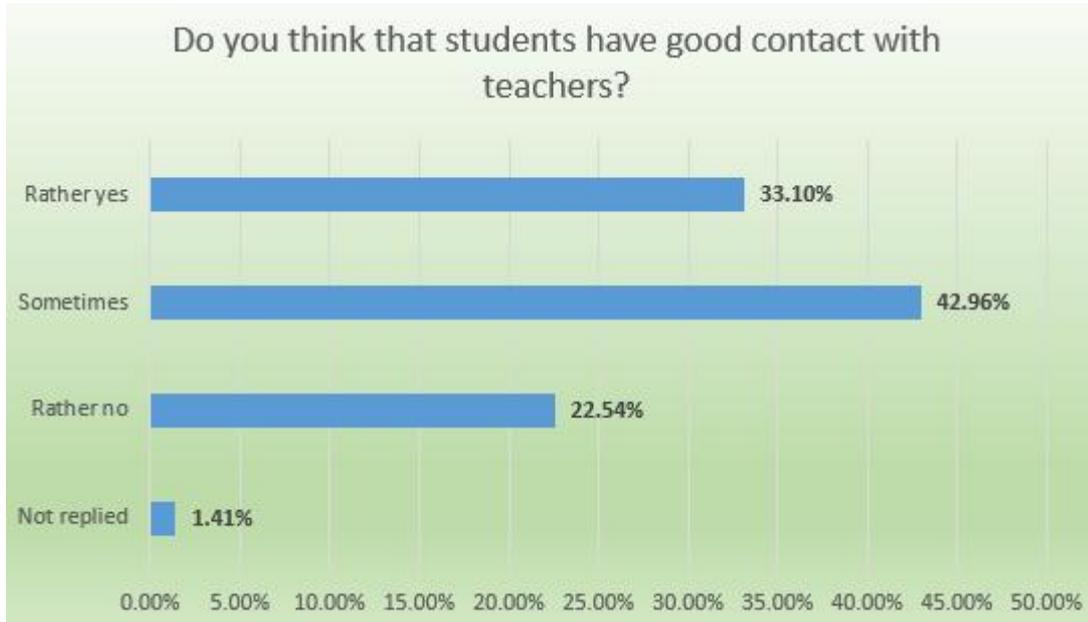
4.3. Do you think that students have good contact with their class teacher (tutor)?

65% of the parents think that students have a good contact with their class teacher, and a low 4% think they don't have this good contact. A 31% thinks that only sometimes.



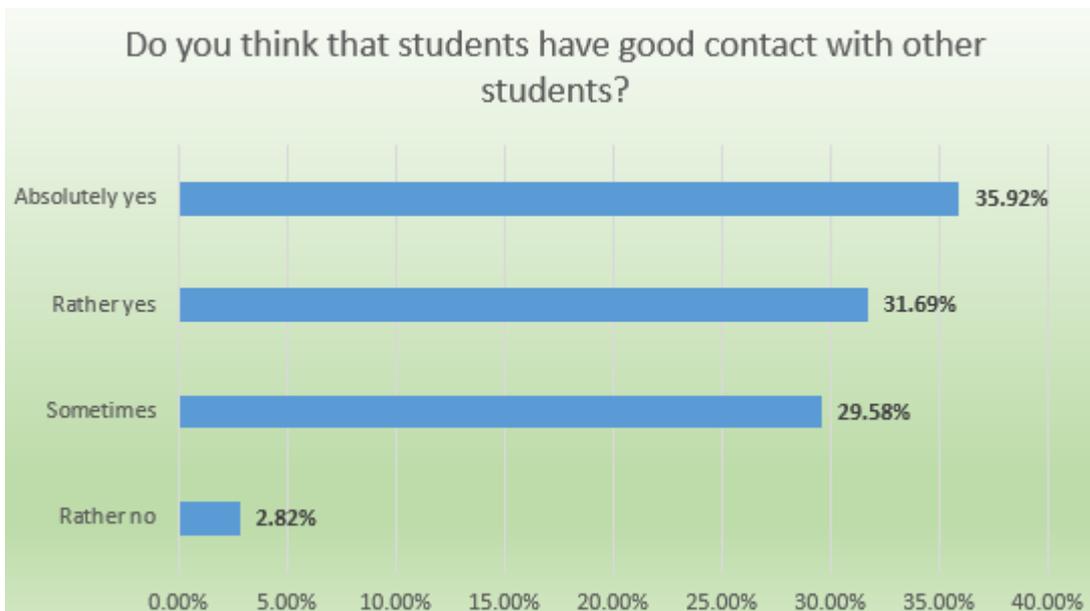
4.4. *Do you think that students have good contact with teachers?*

76% of the parents think that students have a good contact with teachers, and 22.54% think they don't have a good contact. A high 43% of the parents think that only sometimes.



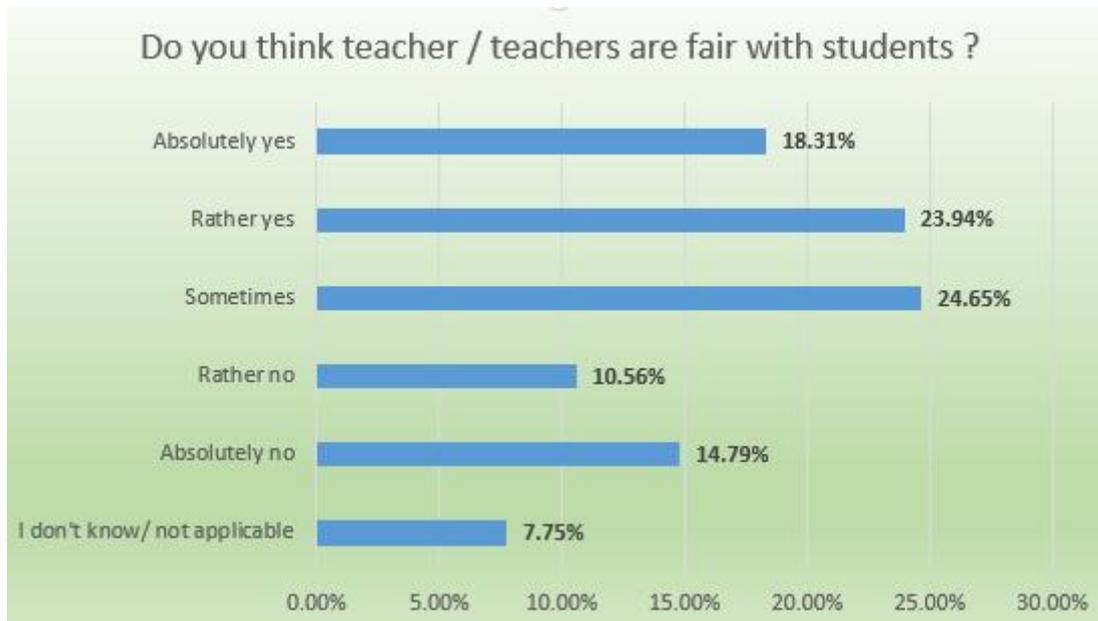
4.5. *Do you think that students have good contact with other students?*

68% of the parents think that students have a good contact between them. A very low 3% think they don't. And 30% think that only sometimes.



4.6. *Do you think teacher / teachers are fair with students?*

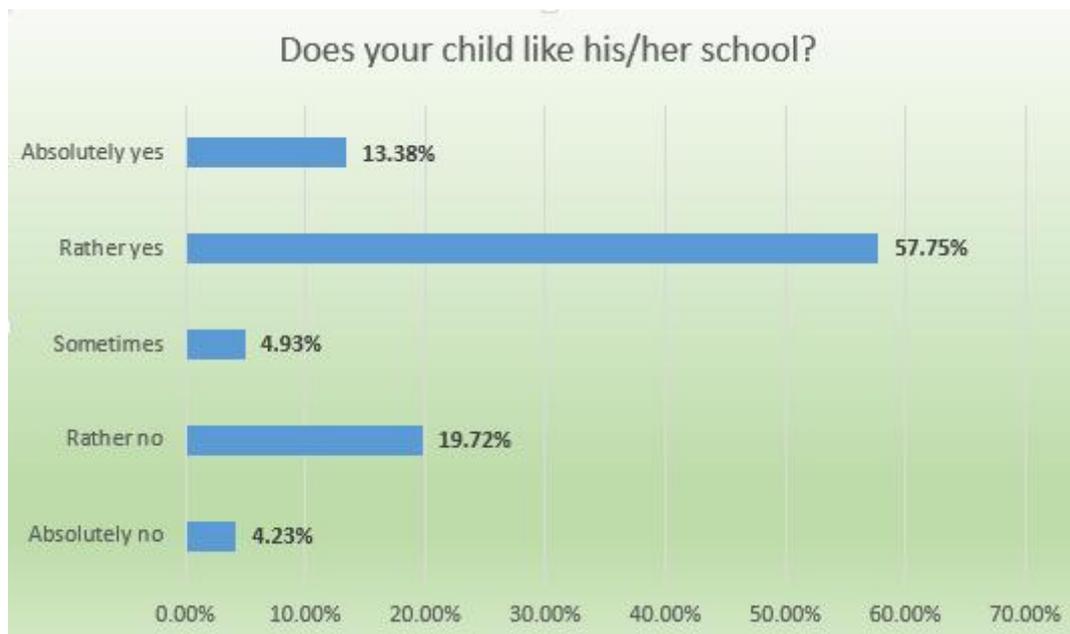
25% of the parents think that teachers are not fair with students, and 42% think that they are fair, and 24% that are only fair sometimes.



1.3.4.5. Parents' opinion about the school

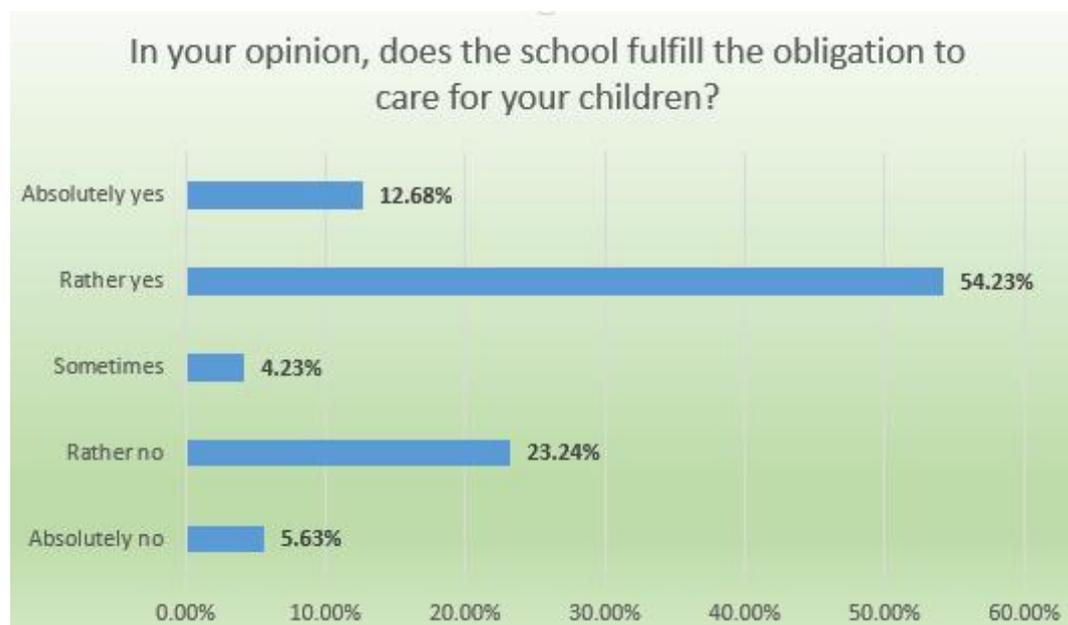
5.1. Does your child like his/her school?

A high 71.13% of the parents think that their children like their school, and a low 23.95% think their children don't like their school.



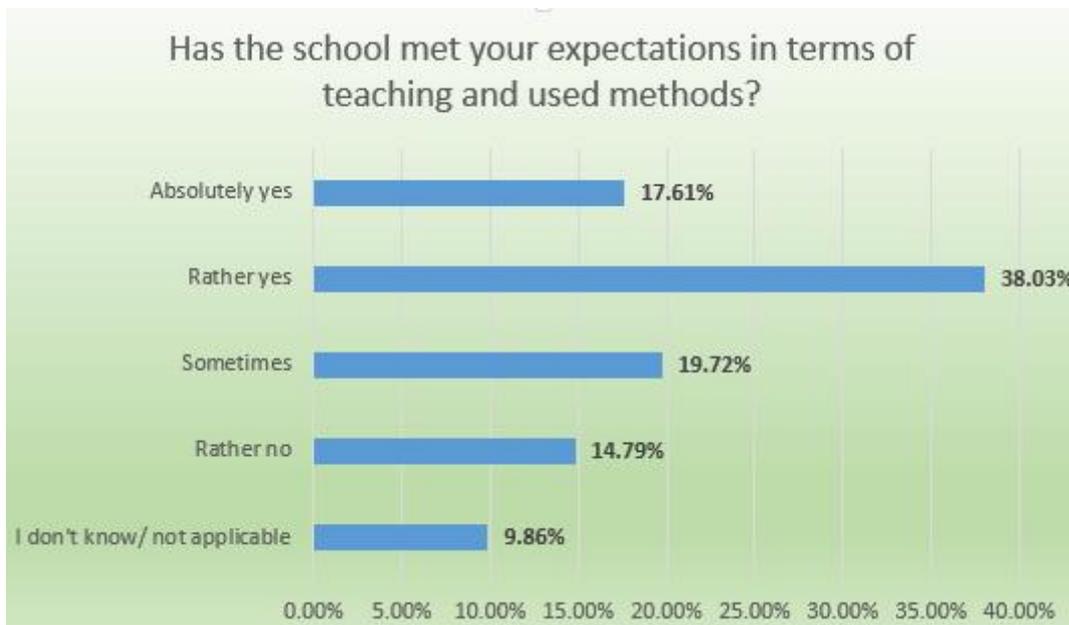
5.2. In your opinion, does the school fulfill the obligation to care for your children?

A high 67% of the parents think that the school fulfils the obligation of care to their children, and a much lower 29% of the parents don't agree.



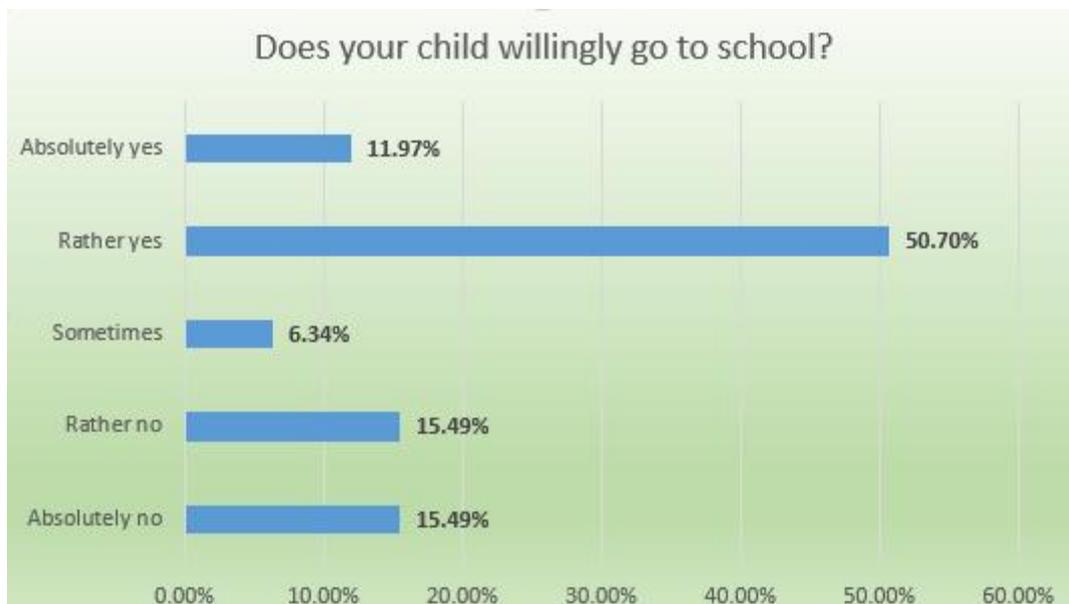
5.3. *Has the school met your expectations in terms of teaching and used methods?*

56% of the parents think that school does meet their expectations on terms of teaching methods, and on the contrary 25% of the parents don't agree this issue is covered enough by the schools. There is a 19.72% that think only sometimes the methods used cover their expectations, but not always.



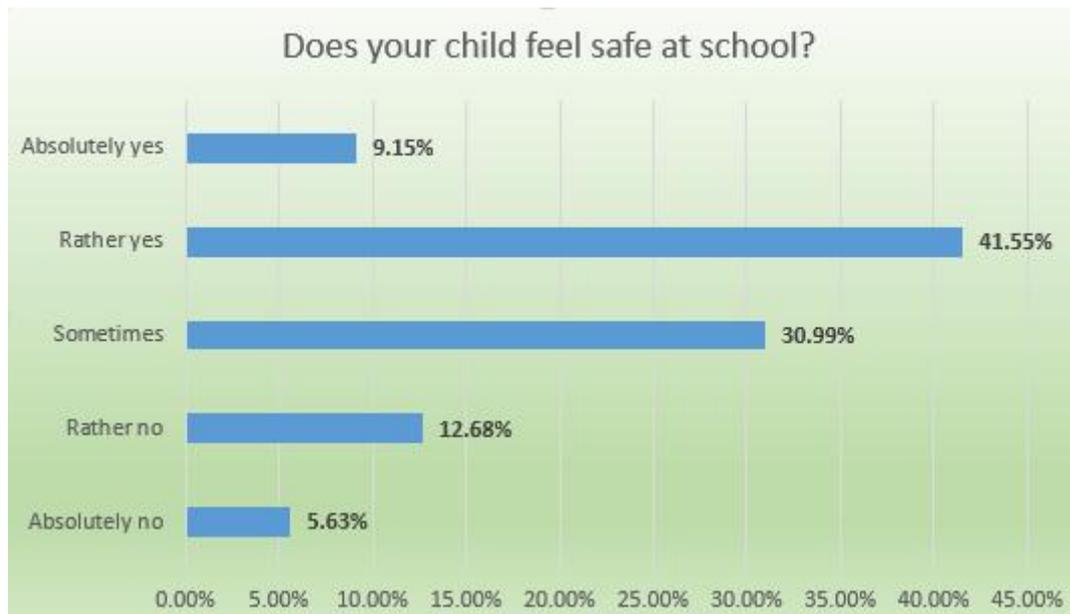
5.4. *Does your child willingly go to school?*

A high 63% of the parents think that their children are willing to go to school, and 30.98% think their children don't want to go to school.



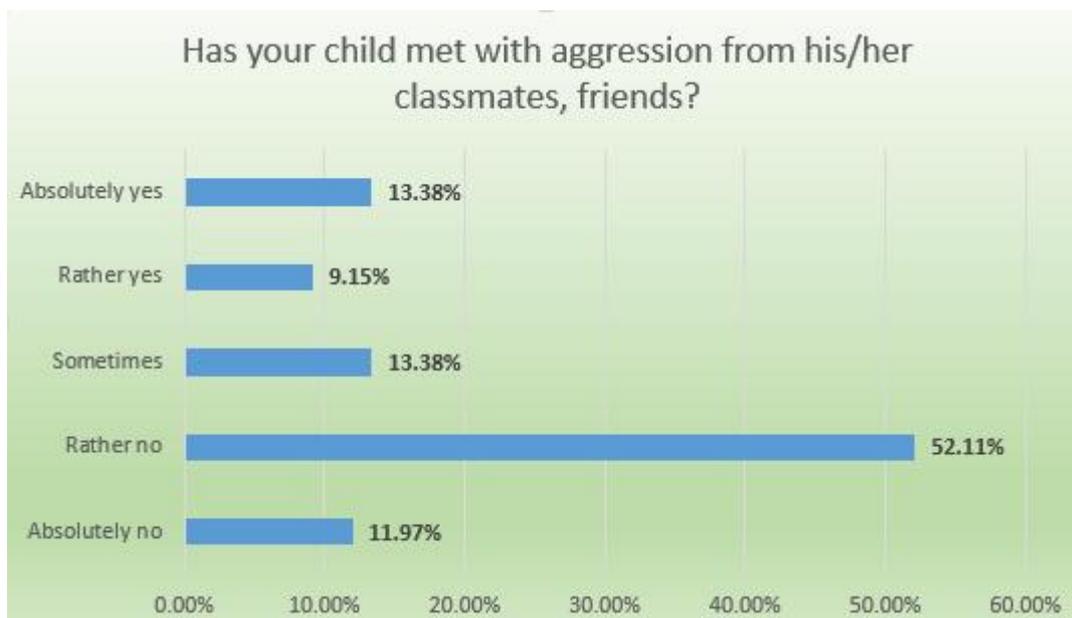
5.5. *Does your child feel safe at school?*

50% of the parents think that their school is safe for their children, 30.99% think that only sometimes their children feel safe, and a lower 18.31% think that their children are not feel safe at school.



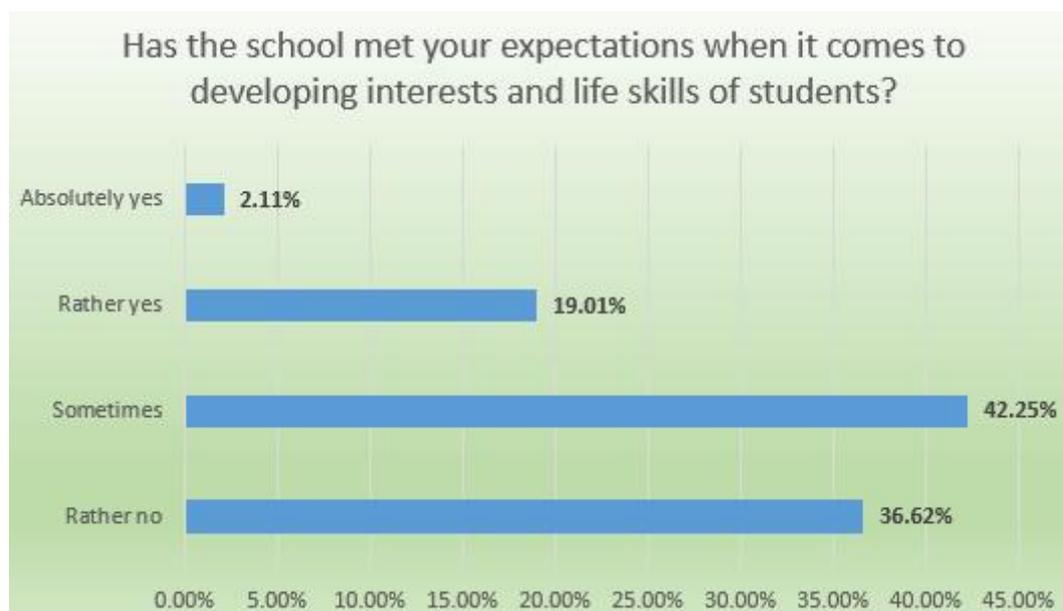
5.6. *Has your child met with aggression from his/her classmates, friends?*

Only 22.53% of the parent say that their children have met aggression from his/her classmates or friends, and a high 64% say that their children have not met this aggression. There is a 13.38% that say it happens sometimes at school.



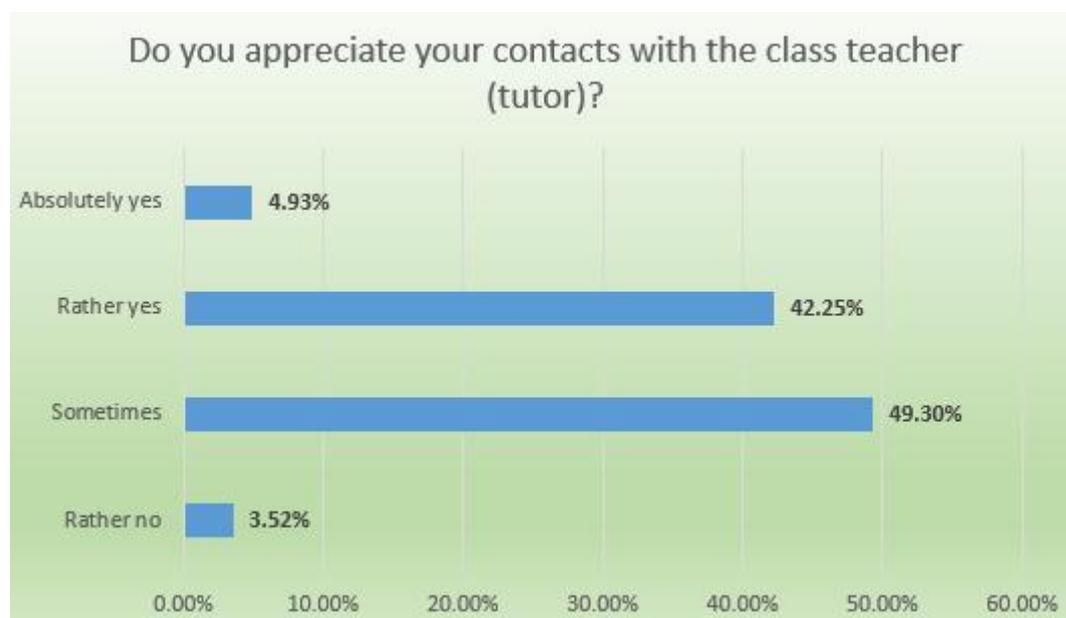
5.7. Has the school met your expectations when it comes to developing interests and life skills of students?

21.11% of the parents think that their schools met their expectations in developing interests and life skills of their children, and 36.62% of the parents think that the school doesn't cover their expectations in this issue. There is a high 42.25% of the parents that answer that only sometimes the school does, but not always.



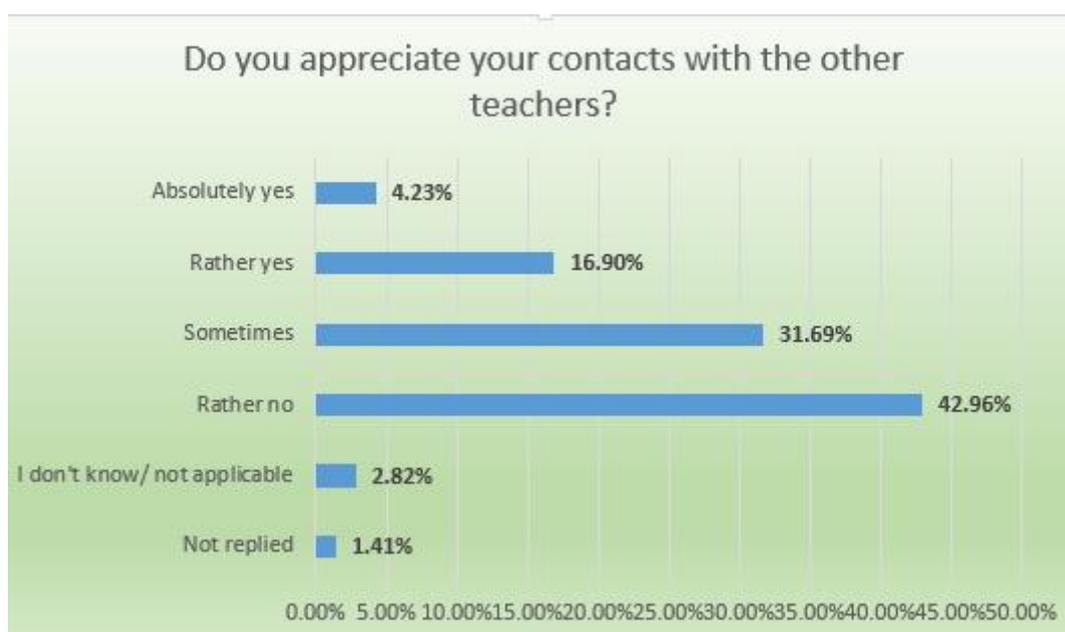
5.8. Do you appreciate your contacts with the class teacher (tutor)?

47.18% of the parents appreciate their contact with the tutor of their children. A very low 3.52% don't appreciate this contact, and a high 49.30% say they only appreciate it sometimes.



5.9. *Do you appreciate your contacts with the other teachers?*

A low 21.13% of the parents appreciate their contact with other teachers, and a high 43% of the parents don't really appreciate their contact with other teachers that are not the tutor or teachers of their children. There is a high 31.69% that think only sometimes.



1.3.4.6. **Style of learning of students**

6.1. *What style of learning does your child prefer? (1 – lowest, 5 – highest)*

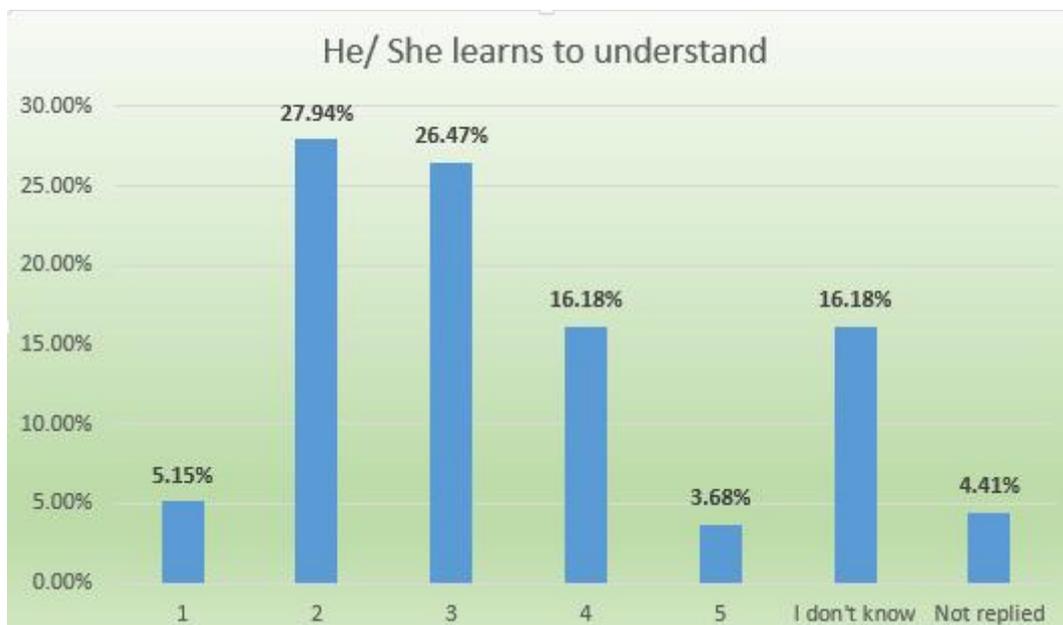
6.1.1. *He/ She learns by heart because he/she does not understand everything.*

13.38% of the parents think that their children don't study by heart, and the 35.38% of the parents think that their children do study by heart because they don't understand everything. 35.92% of the parents think is half learnt by heart and half understood.



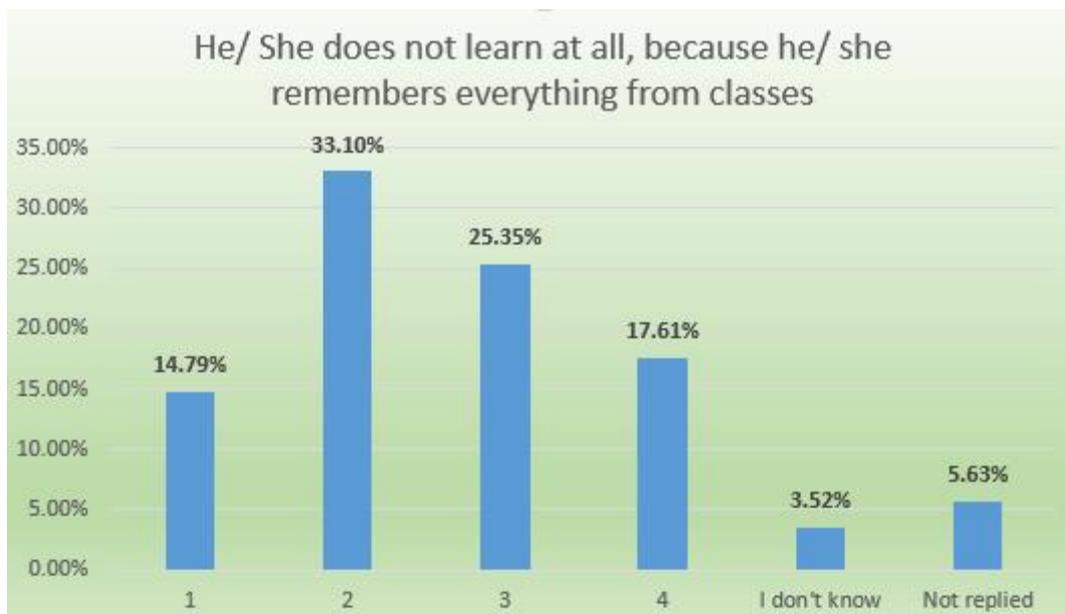
6.1.2. He/ She learns to understand.

33% of the parents think their children don't really learn to understand. Only 19.86% of the parents think their children learn to understand. And a 26.47% thinks that only half of the learning is to understand.



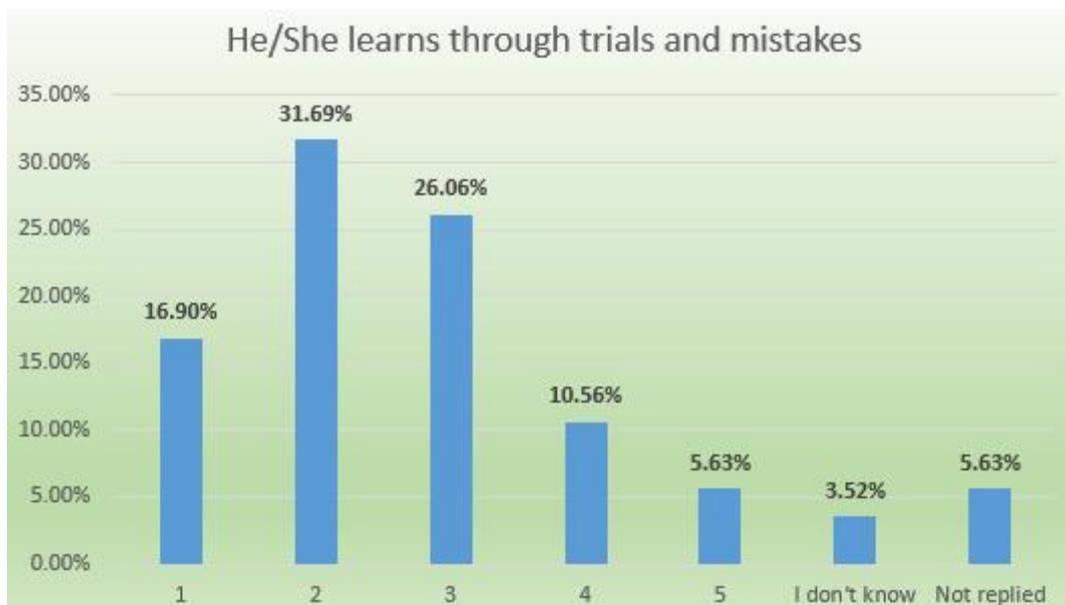
6.1.3. He/ She does not learn at all, because he/ she remembers everything from classes.

a high 48% of the parents don't agree that their children don't learn/study because they remember everything from classes. A 17.61% of the parents think that their children don't study because they do remember everything from classes, and 25.35% of the parents think is a mix of study and remembering from class.



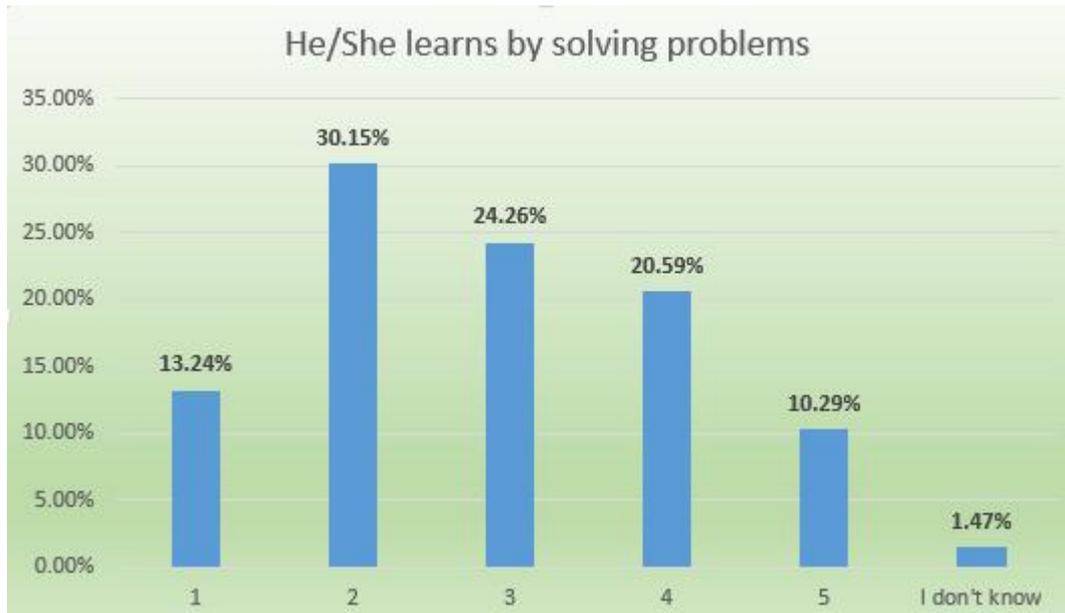
6.1.4. He/She learns through trials and mistakes.

16.19% of the parents do agree that their children learn by trials and mistakes, and a high 48.59% think it is not this the way their children learn. A 26% think is a mix of trail and mistakes and other things.



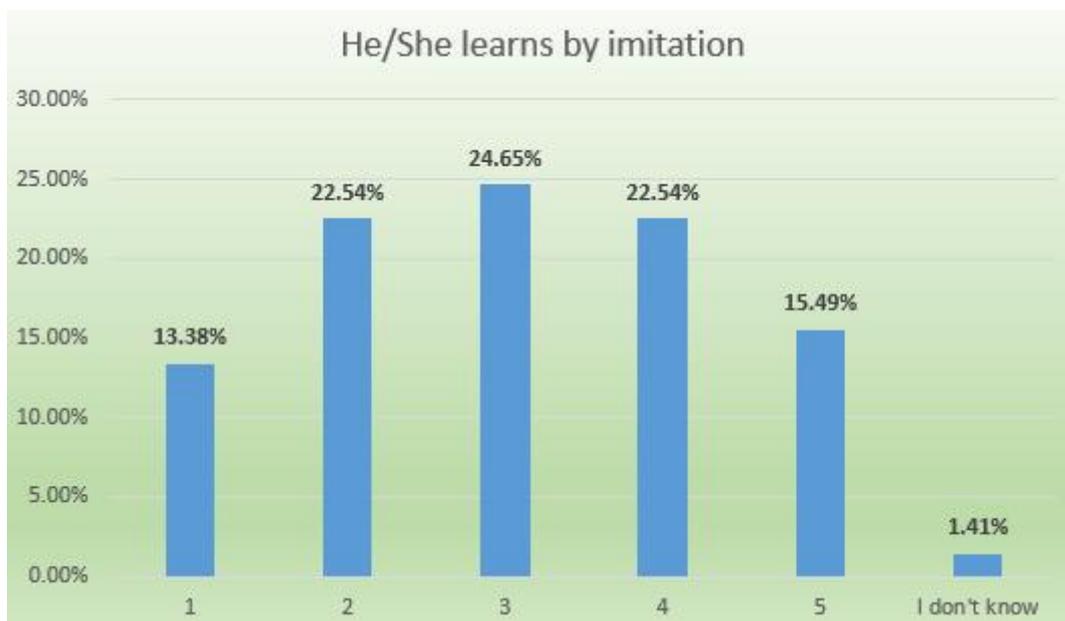
6.1.5. He/She learns by solving problems.

43.39% of the parents think that their children don't learn by solving problems, and 30.88% of the parents think they do learn in this way. 24.26% think is a mix of solving problems and other things.



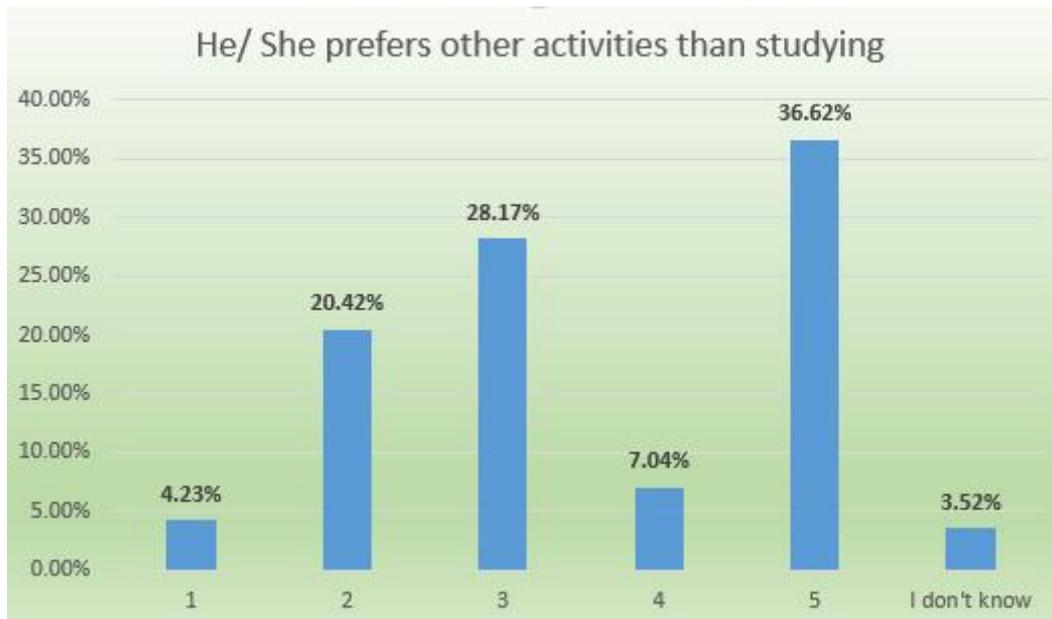
6.1.6. He/She learns by imitation.

37% of the parents do think their children learn by imitation, and 36% think it is not the way their children learn. 24.65% of the parents think is a mix of learning by imitation and not.



6.1.7. *He/ She prefers other activities than studying.*

43.62% (4-5) of the parents agree that their children prefer other activities than studying. 24.65% (1-2) of the parents think that their children don't prefer to do other activities than studying. 28.17% (3) of the parents think that is a mix of studying and other activities.



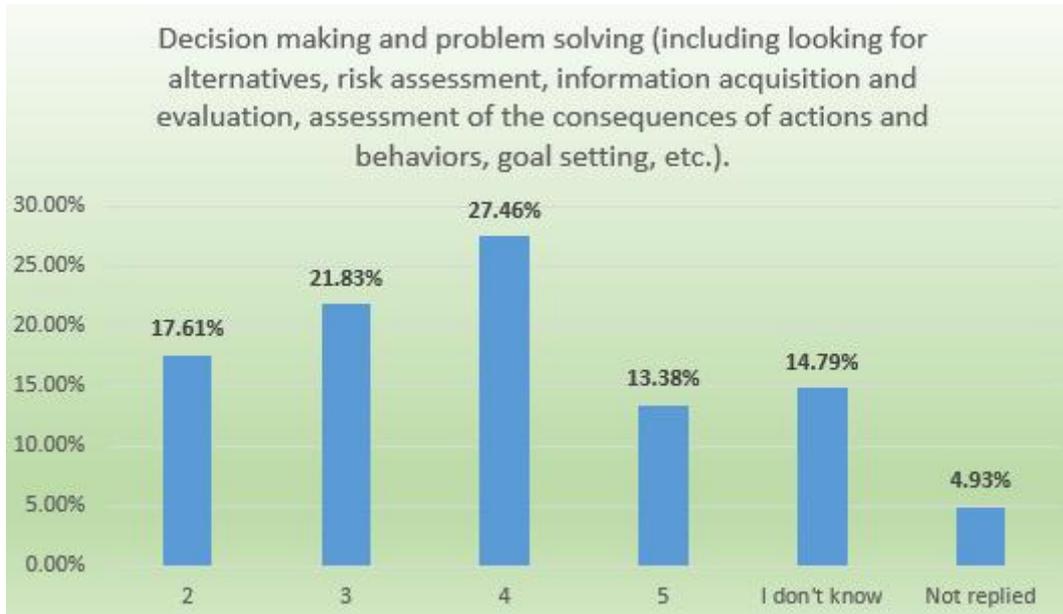
Comments to this question:

- I think that the English language teaching program is completely unsuited to children's cognitive abilities.
- It is difficult to answer the questions unequivocally.
- Teachers spend too little time for students to remember new topics.

6.2. *What kind of life skills does your child have? (1 – lowest, 5 – highest)*

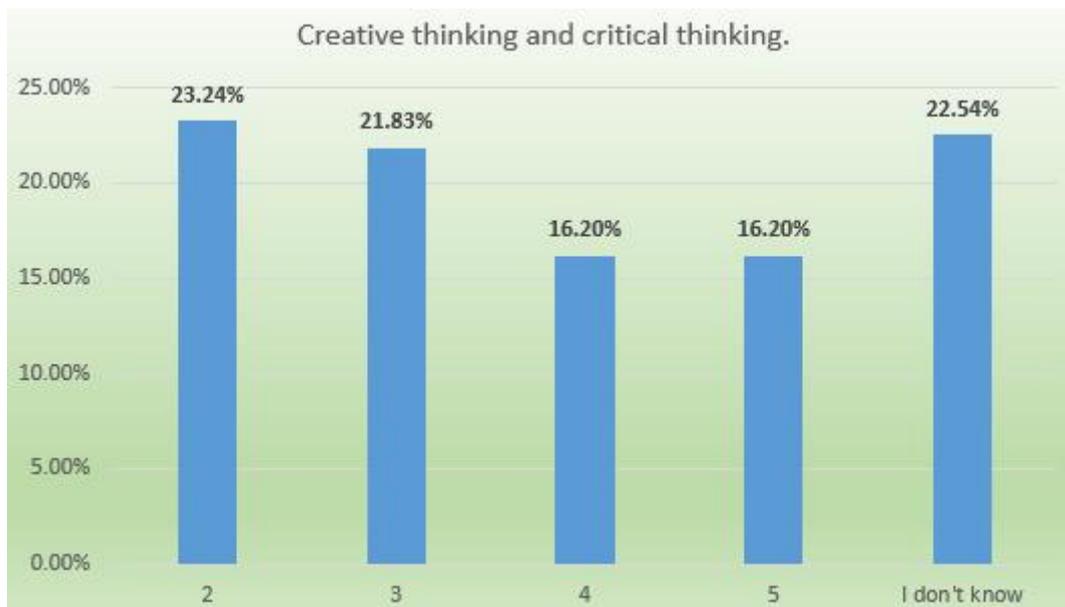
6.2.1. *Decision making and problem solving.*

41% (4-5) of the parents think that their children have skills on decision making and solving problems, and only 17.61% (1-2) think their children don't have this skill. 21.83% (3) of the parents think their children half in part this skill.



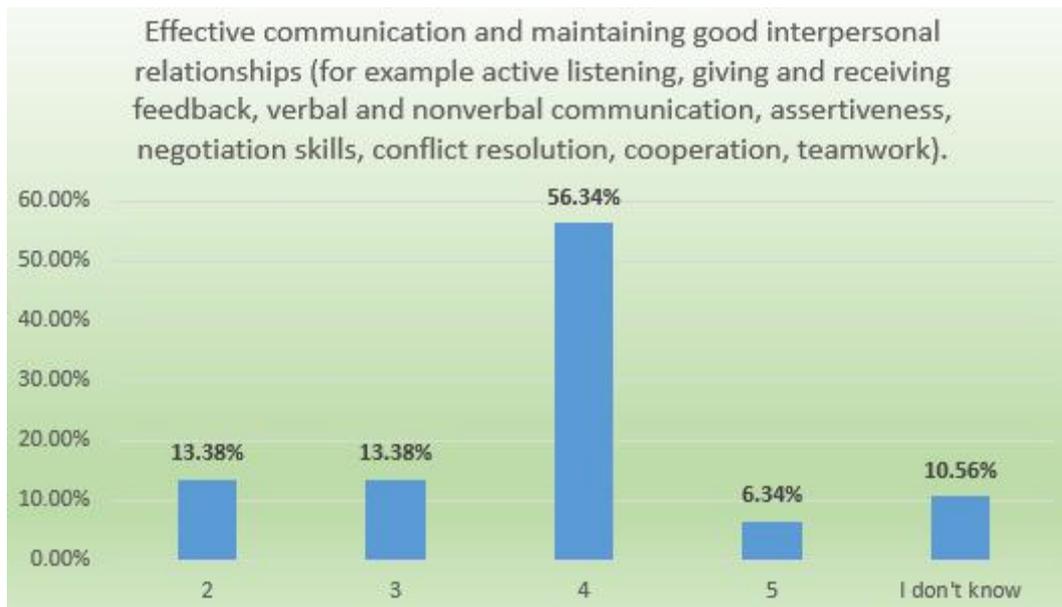
6.2.2. Creative thinking and critical thinking.

32.40% of the parents think that their children do have creative thinking and critical thinking, and 23.24% of them think they don't. 21.83% think they children have it a a middle dosis and a high 22.54% don't know about this skill in their children.



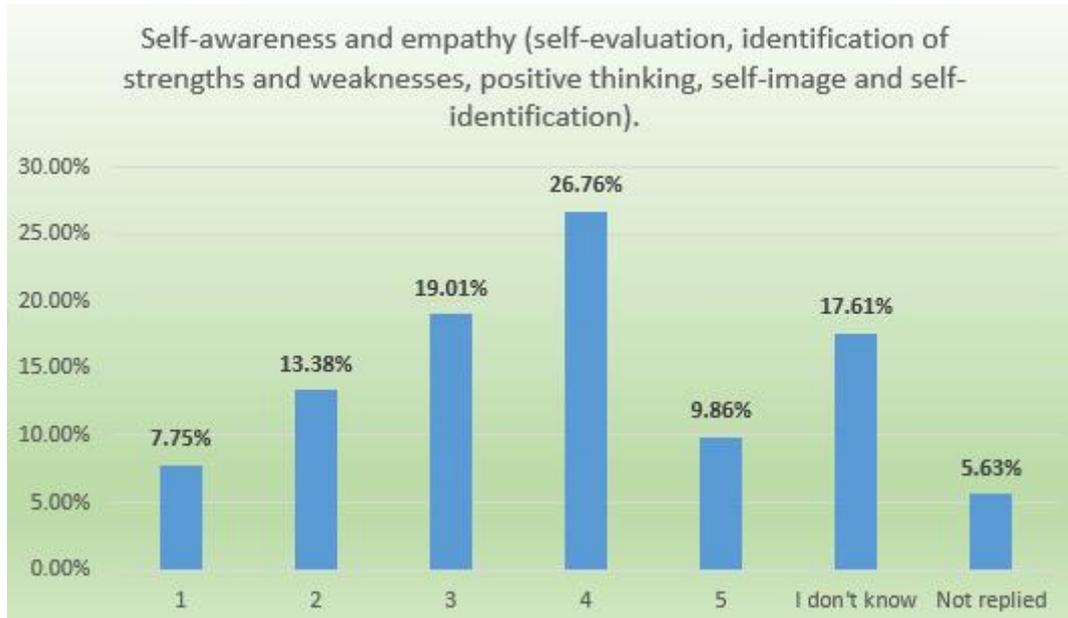
6.2.3. *Effective communication and maintaining good interpersonal relationships.*

A high 62.68% of the parents think their children have effective communication and good interpersonal relationships, only 13.38% think they don't. And 13.38% think they have a medium level in this skill.



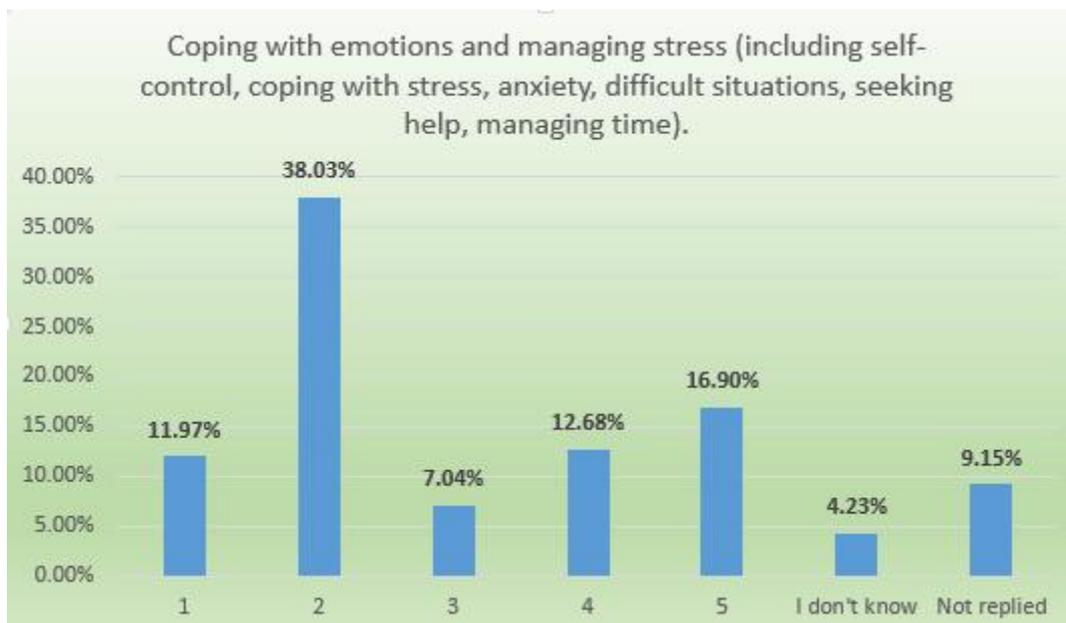
6.2.4. *Self-awareness and empathy.*

21.13% (1-2) of the parents think that their children don't have self-awareness and empathy, and 36.62% of them think they do. A 17.61% don't know if their children have this skill or not. And a 19.01% of them think their children have a medium level of self-awareness and empathy.



6.2.5. Coping with emotions and managing stress.

A relevant 50% of the parents think that their children don't cope with emotions and don't manage well stress, and only 29.58% of the parents think that their children do well in it. A 7.04% of the parents think that their children have this skill half developed.



1.3.4.7. General conclusions

The fourth research group are the parents.

The 127 parents/caregivers that took part in the study were parents from students of primary (45%) and secondary schools (junior (47%)/ high (8%)). Respondents were aged from 24 yrs to 63 yrs. In the parents' group there were 65 men (45.77%) and 77 women (54.23%).

The study was conducted in 4 schools in Murcia Region:

CEIP. Los Rosales.

Secondary Educational School Poeta Julián Andugar.

CEIP. Santa Rosa de Lima.

IES. Eduardo Linares.

Most of the parents are Spanish (66%). There are parents from 7 different nationalities; Italian, German, Venezuelan, Argentinian, Argelian. The main second nationality is Moroccan (18%).

Only half of the Parents know the level of ESL (50%), the rest are not aware if this data. The ones who know the rate level of ESL think it is high/very high (57%).

1) School and its surroundings

Some parents think the school is located in a safe area (35.20%), and others 40% think it is not (40%). There is a also 20% that think sometimes is safe and sometimes isn't safe, depending on other factors.

Most parents think that there's no risk in school buildings for the safety of students (61%).

A very high 88% of parents that think schools are comfortable for students. Although most of them think that school doesn't provide enough material for students (67%).

Parents think that school allow students to experiment in practical activities (53%).

and that school provides the students areas for extra-curricular activities (57%), and a 33% think it does only sometimes.

Parents think that school organizes extracurricular events (46%) and some think that this happens only sometimes (49%). Most parents think that their children are willing to take part in extracurricular events (67%), and a low 4.23% think they don't.

Most students belonging to a different culture attend to school (94%), and parents think this is a positive situation (66%).

Parents mostly agree (55%) that school help students at risk of leaving education, and only a lower 27.46% think there is not a help from schools.

A high 53% of the parents think that school helps student at risk of not being in the nex grade, and a lower 16% say the school doesn't help. There is a high 30% that thinks they do it only sometimes, so other factors are affecting this situation.

42% of the parents think that school helps students who are at risk of having poorer school results, and a high 57% think it only helps sometimes, and sometimes not.

a higher 39% of the parents mainly think that school doesn't help when students show risky behaviours. A lower 29% of the parents think that school does help, and a quite high 32% think it helps only sometimes; also in this situation other factors are interfering.

A high 76% of the parents think that students that belong to a minority are discriminated at school. A low 7.75% think they are not. Also a high 49% of the parents think that school help/would help the discriminated students, and a 40% think only in some situations (sometimes) but not always.

A high 72% of the parents think that in the school there are episodes of aggression, violence and bullying, and a low 7.75 think these episodes don't happen. A low 19% think it happens only sometimes.

A high 48% of the parents think the school would help in these situations, and a lower 29% think that the school would not help. There is a 24% that reflects a sometimes, alluding that other factors are involved.

36% of the parents think that the school is a good place to get help in case need it, a higher 45.77% think it is not the place to get help, and a low 18% think that school can help sometimes.

A high 40% of the parents say that they are involved in the activities of the school, and a lower 25% think they are not. A considerable 35% think they are involved only sometimes.

a high 41% of the parents think that schools give importance to tolerance/ integration, and a lower 23.53% of the parents don't think school gives such importance. There is a considerable 36% that thinks only sometimes this importance is really given..

2) School's relations of students

A high 40% of the parents think that students don't have a good contact with headmaster etc, and a lower 12% think they do. There is a considerable 31% that think only sometimes, and that other things are involved and could affect this relation.

A high 47% of the parents think that students have good contact with school staff.

A very high 65% of the parents think that students have a good contact with their class teacher, and a very low 4% think they don't have this good contact. A 31% thinks that only sometimes.

A very high 76% of the parents think that student have a good contact with teachers and a lower 22.54% think they don't have a good contact. A considerable high 43% of the parents think that only sometimes, so many other factors are involved.

A high 68% of the parents think that students have a good contact between them. and a very low 3% them think they don't. A considerable 30% think that only sometimes and that it depends on the situation.

A low 25% of the parents think that teachers are not fair with students, and a higher 42% think that they are fair, and a considerable 24% that are only fair sometimes.

3) Parents' opinion about school

A high 71.13% of the parents think that their children like their school, and a low 23.95% think their children don't like their school.

A high 67% of the parents think that the school fulfils the obligation of care to their children, and a much lower 29% of the parents don't agree.

56% of the parents think that school does meet their expectations on terms of teaching methods, and on the contrary a lower 25% of the parents don't agree that this issue is covered enough by the schools. There is a low 19.72% that think only sometimes the methods used cover their expectations, but not always.

A high 63% of the parents think that their children are willing to go to school, and a lower 30.98% think their children don't want to go to school.

A higher 50% of the parents think that their school is safe for their children, versus a lower 30.99% that think only sometimes their children feel safe. A lower 18.31% of the parents think that their children are not feel safe at school.

Only lower 22.53% of the parent say that their children have met aggression from his/her classmates or friends, versus a high 64% that say their children have not met this type of aggressions. There is a lower 13.38% that say this happens only sometimes at school.

A lower 21.11% of the parents think that schools met their expectations in developing interests and life skills of their children, and a higher 36.62% of the parents think that the school does not cover their expectations in this issue. There is a higher 42.25% of the parents that answer that only sometimes the school does, but not always.

A high 47.18% of the parents appreciate their contact with the tutor of their children. A very low 3.52% don't appreciate this contact, and a higher 49.30% say they only appreciate it sometimes.

A low 21.13% of the parents appreciate their contact with other teachers, and a higher 43% of the parents don't really appreciate their contact with other teachers that are not the tutor or teachers of their children. There is a high 31.69% that think only sometimes. By the results you can conclude that for parents the contact with the tutor is much more important than with other teachers.

4) Learning styles of students

Preferred learning style of students according to parents:

A low 13.38% of the parents think that their children don't study by heart, and a higher 35.38% of the parents think that their children do study by heart because they don't understand everything. Also a high 35.92% of the parents think is half learnt by heart and half understood.

A high 33% of the parents think they children don't really learn to understand. Only a lower 19.86% of the parents think their children learn to understand. And a lower 26.47% thinks that only half of the learning is to understand.

A high 48% of the parents don't agree that their children don't learn/study because they remember everything from classes. A lower 17.61% of the parents think that their children don't study because they do remember everything from clases, and a higher 25.35% of the parents think he way of learning of their children is a mixt of study and remembering from class.

A lower 16.19% of the parents do agree that their children learn by trials and mistakes, and a higher 48.59% think it is not this the way their children learn. A 26% of the parents think is a mixt of trail and mistakes and other things.

A high 43.39% of the parents think that their children don't learn by solving problems, and 30.88% of the parents think they do learn in this way. there is a 24.26% of the parents that think is a mix of solving problems and other things.

A high 37% of the parents do think their children learn by imitation, and 36% think it is not the way their children learn. Also 24.65% of the parents think is a combination of learning and imitating.

A high 43.62% of the parents agree that their children prefer other activities then studying. A lower 24.65% of the parents think that they children don't prefer to do other activities then studying. A 28.17% of the parents think that is a combination of studying and doing other activities.

A high 41% of the parents think that their children have skills on decision making and solving problems and only 17.61% think their children don't have these skills. A 21.83% of the parents think their children half in some way this skill.

A high 32.40% of the parents think that their children do have creative thinking and critical thinking, and a lower 23.24% of them think they don't. A 21.83% think they children have it in a middle dosis, and a 22.54% are not able to recognize this skill in their children.

A high 62.68% of the parents think their children have an effective communication and good interpersonal relationships, only 13.38% of them think they don't. And a low 13.38% think they have this skill half developed.

21.13% of the parents think that their children don't have self-awareness and empathy, and a higher 36.62% of them think they do. A lower 17.61% don't know if their children have this skill or not. And a 19.01% think their children have a medium level of self-awareness and empathy.

A relevant and high 50% of the parents think that their children don't cope with emotions and don't manage well stress, and only 29.58% of the parents think that their children do well in it. A very low 7.04% of the parents think that their children have this skill half developed.

With these results we can conclude that dealing with emotions is something that is important to teach students, as the % of developed skills is very low, and there is relevance in the development of the skill especially for social relationships.

2. General conclusions and summary of the research

Students over 10 yrs old

1. School and its surroundings

The results conclude that most of the students have a positive attitude towards their school and they feel they like it. They feel the school location is safe, and feel absolutely safe or rather safe in their school. The school buildings are comfortable, and school provides most of the learning materials.

Their school allows them to experience and experiment in the laboratory or practical activities. And provides a space for students for extracurricular activities, in which they sometimes participate.

Most of the students feel they belong to their school, and only half think that going to school is interesting.

Most Students from different cultures attend school, and the rest of the students think this is positive situation for the school.

School helps in some situations students who risks to leave their education (50%), or at risk of not being in the next grade.

It seems by the results that school helps only sometimes students who show risky behaviours, and that in many situations school is not able to help.

Sometimes boys and girls belonging to a minority are discriminated or ridiculed, and some respondents are sure that it's something absolutely happening at school. School helps or would help students in this situation, but by the answers of the students it only helps sometimes.

2. School relations

Most of the students think they have good contact with school headmaster, and also with the secretarial and security/service staff, although many think it is only sometimes.

50% of the students consider having a good contact with their class teachers (tutors). It is important to remark that the majority of the students consider having a good contact with their teachers, and think teachers treat them fairly and that they encourage them to express their own views, and that they can count on their teacher's for additional help when they need it.

In general, students go along with the other students and they like to be together in the classroom. They feel their classmates are friendly and helpful, and feel they are accepted the way they are.

We see that the vast majority of our students think that their parents are ready to help them in case they have any problems at school. In general students think their parents are positive about going to school to talk to teachers, although they do not do it often. According to the results, it seems that the majority of parents encourage their children to learn well.

3. Students' well – being at school

Almost three quarters of students don't feel any problems because their ethnic or cultural background at all. Colour of skin seems not to be problem for almost all students, most don't feel any problems because of their accent either. And most don't feel their financial status of family as a problem at all.

There is a high percentage in students that feel uncomfortable at school because of their sexual orientation. This is an issue to work in with educational programs to foment the acceptance in schools of differences in sexual orientation.

4. Meaning of learning for students

When it comes to self-defining students learning styles:

Learning by heart is an often used style for learning. More of them (60%) think that they learn also with understanding.

Not many remember things from the class.

There is a tendency to learn through trials and mistakes.

Less than the 50% think that they learn by solving problems. And it seems that learning by imitation, is not a common learning style in almost any students, it's the least used style of learning.

Only 30% of students would prefer studying than any other activity, so most of the students prefer other activity rather than studying.

With regard to what kind of life skills do students have:

For students decision making and problem solving are some of their life skills, and also creative thinking and critical thinking.

Students seem to present an effective communication and are able to maintain good interpersonal relationships are part of their life skills.

As well as being able to be self-aware and empathic, as part of their life resources.

We can observe that the main lack in are about coping with emotions and managing stress. These would be a main issue to take into account for educational programs concerning Emotional Intelligence and learning to deal with emotions

5. Social and emotional competences of students

Most students are happy to be in their groups of peers, and most of them don't want to be the leaders of a group. They feel interested in what their colleagues do and cooperate with them, and say they are active during the lessons.

Most of them participate actively in games with the others and work and collaborate in groups. They also feel they are in open contact with adults, and that they respect principles and rules in the group.

As well as feel they easily can make contacts with their peers, and invite and encourage the others to talk and play.

They seem to be aware of their rights, as well as respect the rights and freedoms of others. They think that between them they talk about important issues and usually have good mood and can easily show their well-being to others. And think they can understand easily the feelings of others.

There is no clear tendency regarding of not showing being upset to the others, although big amount 41%) don't hide if they feel upset and are able to show it to others.

There is a certain tendency in the students to know why they get angry.

And show that it's important for them to know what their friends feel. If a friend is upset, they would try to understand why.

Most can guess what a person feels when talking to him/her, and feel they are able to say no when their friends encourage them to do something they do not like.

There is certain tendency in the students to really avoid conflict situations. So some assertiveness educational programs could be necessary to deal with this.

We clearly can see a tendency in the students to really try to deal with conflicts in a peaceful way.

In this question we can see most of the students do not behave aggressively towards their colleagues (44%). In general they don't feel to be offended and angry in a conflict situation (25%) compared to who do (11%). And most of them say they do not cause conflicts (62.91%).

Students 6-10 yrs

1. School and its surroundings:

Almost all the groups expressed that they rather like their school, and feel safe at their schools. In general the buildings and premises where lessons are delivered are convenient for the Students. We can say that the school is not providing materials almost from the majority of the teachers' perception.

In general there is a clear positive feedback about the possibility for pupils to realize experiments in the school labs, and the existence of areas for the realization of extracurricular activities.

Regarding the issue about the school organizing extra-curricular events for the pupils (for example sports activities, groups of interest, discussion clubs, occasional events,) more than the 70% of the interviewed teachers are positive about this.

Most pupils are willing to participate in extracurricular events organized at school.

It is certainly positive that other students with different ethnicity from Spanish attend the school.

Regarding the question, asking for situations of aggression and / or violence in school (among children age 6-10 years old), almost 50% of the interviewed affirmed the existence of these cases in the schools thus we can say that these situations are likely to happen in our schools. In general students think that the schools can help in these circumstances.

The school in the majority of the teachers' view is certainly a place where pupils can get help in those situations.

Majority of pupils seem not to have very good contact with the teacher/s. We can say that in general the contact with the headmaster is just happening to be good from time to time, but not always. In general we can also say that pupils have good contact with other students.

2. Social and emotional competences of pupils

Majority of the pupils certainly feel safe in their schools.

According to the responses there are always some leaders in every classroom.

It is generally accepted by the teachers interviewed that pupils are interested in what the peers do in the group, they do cooperate with others.

Also, more than 80% of teachers in this survey accepted that pupils are active during lessons.

Another affirmation from the teachers participating in this research is that pupils are active in group play, group games.

More than half of the respondents think that pupils certainly cooperate in groups.

As far as the topic of pupils respecting the principles and rules in the group, the situation is not homogeneous in general and the teachers that replied seem not agree with the answer.

Regarding if pupils are aware of their rights, we can conclude that in general all teachers perceive pupils as not being aware of their rights.

With relation to pupils respecting the rights and freedom of others, we can say that there is a general opinion given truth to the fact about kids not really respecting the freedom and rights of other students.

As far as the statement pupils can express feelings in a way that suits the situation, in general we observe a majority of negative opinions from teachers on that.

Empathy, it's not easily shown, and students don't tend to avoid conflicts. Most of them don't deal with conflict in a peaceful manner. We can assume that in general, teachers perceive pupils tending to behave aggressively towards other children.

Students tend to react with anger in conflict situations; it is clearly that pupils often cause conflicts. A focus on teaching students with Emotional intelligence to deal with their aggressiveness is needed.

The overall picture of the class, in terms of emotional and social development;

- Most of my students are sensitive and intelligent children, who follow the rules. They are sensitive to the needs of other people, or animals.
- The management of emotions is null because they do not have a highly developed self-esteem or sometimes receive positive stimuli in the family nucleus. The subject emotions, is a subject that needs to be developed.
- There is a lot of aggression in my classroom where children are always fighting, they are about 10 years old and they always argue.
- Some classrooms are characterized by young people with many emotional deficiencies that come from dysfunctional families and are usually quite aggressive
- It is a group of students that presents a very disruptive behaviour. They are children whose parents do not set limits for whatever reasons and this is noticed in the classroom, react very badly when they are imposed rules.
- Children show themselves as they are, honestly show their feelings without being manipulative, unlike adults. However, they do not know how to express their feelings, and it would be necessary for them to learn with sessions about emotions.

- They are not prepared to realize their emotions; they are a bit of a disaster at that level and find it difficult to name what they feel.
- They are children who come from families where they have not had affection or love and for that reason they are very unruly, because they need to be seen and recognized and loved.
- This group is quite honest, it does not seem that they are the kind of children that play it because they are not sincere, in fact they give me a lot of work to do, and I think they have a lot of potential at an academic and personal level.

3. Learning styles of pupils:

The pupils to whom the teachers were responding this questionnaire to in general learn by heart often and also they learn to understand. It is not usual that they remember what they learn in the classes. It is also strong answer that they often learn by trial and error and not so much by solving problems. It seems common that pupils learn by imitation in most of the cases, according to the majority of teachers interviewed. Also, most of the teachers said that pupils prefer other activities than studying. As the best way for them to learn seems to be the experiential learning or learning by doing

Teachers

1. General information about school

We can conclude by the results that from the perspective of the teachers (92%) students that show learning difficulties are present and integrated in normal classes, and also in the case of students who have fewer opportunities for educational success (87%), and that the main reason for this fewer opportunities is mainly because of economical (42%) and cultural (37%) situations.

The teachers (66%) in this research think that the rate in ESL in Spain is very high, between the 15% and the 20% of ESL.

2. School and its surroundings.

A really high percentage of the teachers think that the area where the school is located is not a safe area. Around 49% think it is not a safe location for students. We must take into account that there are teachers involved from 4 different schools.

For most of the teachers (70%) school buildings are mostly safe for students and are also comfortable (63%), and that the school provides the needed materials for learning (82%), and that allows students (95%) to experience and experiment in laboratory and in practical activities.

Also that the school provides areas with extracurricular activities (78%), and that organizes extracurricular events frequently (75%); in which students seem to take part (43%), or sometimes do (20%)

In these Spanish schools there is a very high percentage (97%) of students that belong to another culture.

Most of the teachers (86%) think this is a very positive thing. And a very low percentage (0.79%) think it is absolutely not good; So there is inclusiveness and acceptance of multicultural diversity coexisting together as something that enriches the school environment.

Teachers think that school help students who are in risk of leaving education (95%) and also at risk of not being in the next grade (97%), and that school helps students that are in these situations (94%). So the ESL would not be related to the attitude of lack of help from schools from the teacher's point of view.

About 53% of the teachers think that school helps students in risky behaviours. And 35% of them think it helps only “sometimes”, and that other factors are involved.

Teachers (67%) think that minorities at school are discriminated and that school help or would help this discriminated minorities (91%). There is a concern to be taken into account in schools about learning values of inclusiveness and respect of differences

(minorities), especially in sexual orientation that the % of discrimination seem to be the highest in students research.

In a high percentage (86%) there are episodes of violence and bullying at school. This is high %, something to be studied deeply so that some effective action can be taken in schools. Most teachers (97%) think that school helps or would help in these situations, that the school is an adequate place to get help for students (81%).

Teachers think that parents are not very involved in school activities (42%).

And that school do give importance to values as tolerance and integration (86%)

3. Students' relations.

In the area of school relations, teachers think that students don't have a good contact with school headmaster/ director (48%) and think that they have better contact with the staff service of the school (58%).

Around 67% of the teachers think that students have a good contact with their class teacher (tutor) and think that have also a good contact with the other teachers at school (57%). There is also a 42% that have answered "sometimes"; so there are some external factors that seem to affect in some moments these relations.

Most of the teachers think that students have a good contact between them (88%).

Most of the teachers think they are fair with students (82%), and only 13.39% think they are not sure if they are.

Most of the teachers reflect that students can't talk to teachers about their personal problems (44%), and some answered they can (21%). Also 32% think that they can do it only "sometimes", depending on other factors involved.

4. Relations with students' parents / caregivers.

Most teachers evaluate their contact with student's parents as good (61%), some of them see this contact is only good sometimes (32%). Very few teachers are clear about not having a good contact with them (6.3%).

A high percentage of the teachers (92%) say they inform parents about the progress of their students, and that they transmit this information with kindness and understanding (81%).

Most teachers think that school encourages parents to take an active part (93%) in the educational progress of their children.

Parents

Only half of the Parents know the level of ESL (50%), the rest are not aware of this data. The ones who know the rate level of ESL think it is high/very high (57%).

1. School and its surroundings

Some parents think the school is located in a safe area (35%), and others 40% think it is not (40%). There is also 20% that think sometimes is safe and sometimes isn't safe, depending on other factors. So there is diverse of different opinions in this category.

Most parents think that school buildings are safety of students (61%) and that are very comfortable place for students (88%). Although most of them think that school doesn't provide enough material for students (67%).

Parents think that school allow students to experiment in practical activities (53%), and that provides areas for extra-curricular activities (57%).

Parents think that school organizes extracurricular events (46%) and some think that this happens only sometimes (49%). Most parents think that their children are willing to take part in extracurricular events (67%).

Most students belonging to a different culture attend to school (94%), and parents think this is a positive situation (66%).

Parents mostly agree (55%) that school help students at risk of leaving education, and only a lower 27.46% think there is not a help from schools.

Most parents think that school helps student at risk of not being in the next grade, and 30% that think they do it only sometimes, so other factors are affecting in this situation.

42% of the parents think that school helps students who are at risk of having poorer school results, or that they only help sometimes, and sometimes not (57%)

Many parents (39%) mainly think that school doesn't help when students show risky behaviours. A lower 29% of the parents think that school does help, or that help only sometimes (32%); also in this situation other factors are interfering. Students in risky behaviours have a low % of being really help. This would show he need of programs to detect more closely the risky behaviours present and work on them with educational programs.

A high 76% of the parents think that students that belong to a minority are discriminated at school. Also a high 49% of the parents think that school help/would help the discriminated students, and a 40% think only in some situations (sometimes) but not always. This is one of the main results in the research, there is a very high % of students that feel discriminated, as he results for students show the main minority is because of sexual orientation. Educational programs should then be implemented in schools to prevent this type of discriminations.

A high 72% of the parents think that in the school there are episodes of aggression, violence and bullying, again something to take into a account in educational programs to be prevented.

A high 48% of the parents think the school would help in these situations. Most parents think that the school is a not a good place to get help in case need it (45%).

Most parents (40%) say that they are involved in the activities of the school, or that they are involved only sometimes, fewer parents think they are not (25%). Most parents (41%) think that schools give importance to tolerance/ integration; also many think only sometimes this importance is really given (36%)

2. School's relations of students

Most parents think that students don't have a good contact with headmaster etc (40%), and that they have a better contact with school staff (47%).

Most parents (65%) think that students have a good contact with their class teacher. and even better with other teachers (76%).

Parents (68%) think that students have a good contact between them.

Most parents (42%) think that Teachers are fair with students.

3. Parents' opinion about school

Most parents (71%) think that their children like school and that the school fulfils the obligation of care to their children (67%), and meet their expectations on terms of teaching methods (56%).

Most parents (63%) think that their children are willing to go to school, and think that school is safe for their children.

Only lower 22.53% of the parent say that their children have met aggression from his/her classmates or friends, versus a high 64% that say their children have not met this type of aggressions.

Most of the parents think that the school does not cover their expectations in developing interests and life skills of their children, or that they cover it only sometimes, but not always.

Most parents don't appreciate their contact with other teachers, apart from the tutor.

4. Learning styles of students

Preferred learning style of students according to parents:

Most parents think that their children do study by heart because they don't understand everything (35%) and there is a mix of learning by heart and understanding.

Most of the parents (34%) think their children don't really learn to understand, or is a mix of learning and understanding.

Most parents (48%) don't agree that their children don't learn/study because they remember everything from classes. Many of the parents (25%) think the way of learning of their children is a mix of study and remembering from class.

Most parents (48%) don't think they learn by trial and mistakes.

A high 43.39% of the parents think that their children don't learn by solving problems, and 30.88% of the parents think they do learn in this way. There is a 24.26% of the parents that think is a mix of solving problems and other things.

A high 37% of the parents do think their children learn by imitation, and 36% think it is not the way their children learn. Also 24.65% of the parents think is a combination of learning and imitating.

A high 43.62% of the parents agree that their children prefer other activities than studying. A lower 24.65% of the parents think that their children don't prefer to do other activities than studying. A 28.17% of the parents think that is a combination of studying and doing other activities.

A high 41% of the parents think that their children have skills on decision making and solving problems and only 17.61% think their children don't have these skills. A 21.83% of the parents think their children have in some way this skill.

A high 32.40% of the parents think that their children do have creative thinking and critical thinking, and a lower 23.24% of them think they don't. A 21.83% think their children have it in middle doses, and a 22.54% are not able to recognize this skill in their children.

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