



FINE AT SCHOOL
FIELD RESEARCH ON PUPILS' WELL-BEING AT SCHOOL
REPORT
NATIONAL LEVEL
COUNTRY: ITALY

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Introduction

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

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FAS project partner:

- **Fondazione Alario per Elea-Velia onlus** (coordination and implementation of research)
- **Tucep** (coordination and supervision)

Schools involved in the implementation of the study:

- **Istituto Comprensivo di Agropoli 'Rossi Vairo'** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Ascea 'Parmenide'** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Castellabate** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Centola** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Futani** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Omignano** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Rofrano** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Sapri** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Torre Orsaia** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Vallo della Lucania** (primary and lower secondary school) (place of research)
- **Istituto Paritario Alfredo Pinto di Vallo della Lucania (non public primary school)** (place of research)

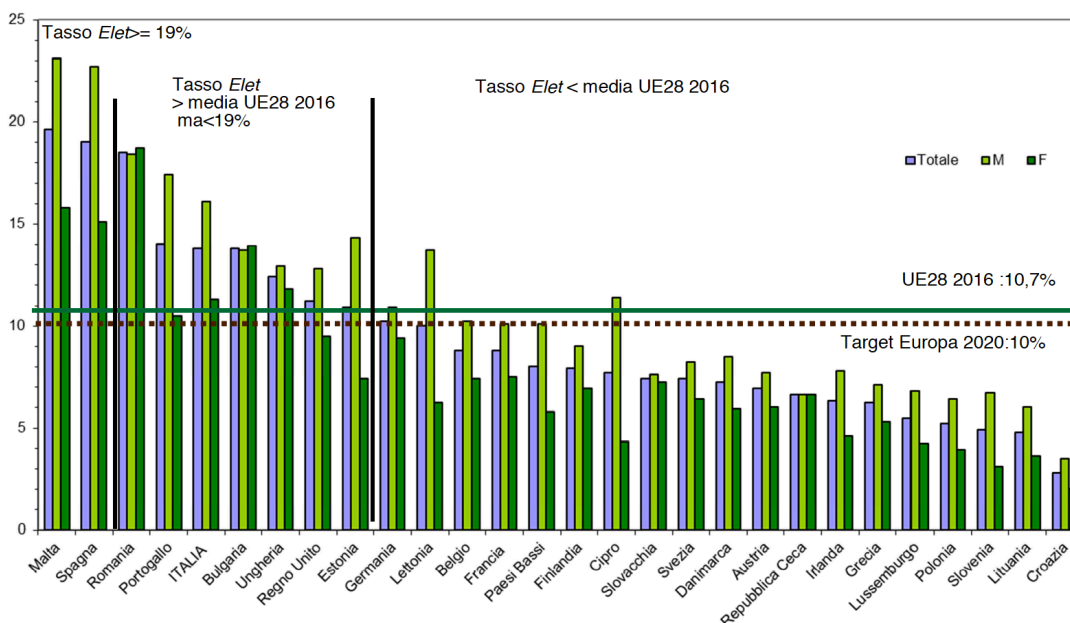
1.2. Brief description of the situation in Italy according to Early School Leaving.

According to the most up-to-date data, in the European framework where the share of early leavers from education and training (aged 18-24), not obtaining a secondary education or a professional qualification, has **steadily decreased**, from 12.6% in 2012 to 10.7% in 2016, against 17% in 2002, also in **Italy** the early school leavers reduce from 17.3% to 13.8% confirming the decreasing trend of the last few years. According to the European trend, with a lower percentage of female than male students (9,2% than 12,2%) (except in Bulgaria, the Czech Republic and Romania), **Italian girls**, who early leave education and training, **are fewer than boys**, with 11.3% against 16.1%.

Despite the improvement of its position, in 2016 Italy – with its 13.8%, in the same percentage of Bulgaria – ranked higher than Countries with the highest share of Malta (19.6%), Spain (19.0%) and Romania (18.5%), definitely far from Croatia (2.8%), Lithuania (4.8%), Slovenia (4.9%), Poland (5.2%) and Luxembourg (5.5%).

Anyway Italy is part of the fifteen Member States have already met their 2020 national target for this indicator, with Belgium, Denmark, Ireland, Greece, France, Croatia, Cyprus, Latvia, Lithuania, Luxembourg, the Netherlands, Austria, Slovenia and Finland.

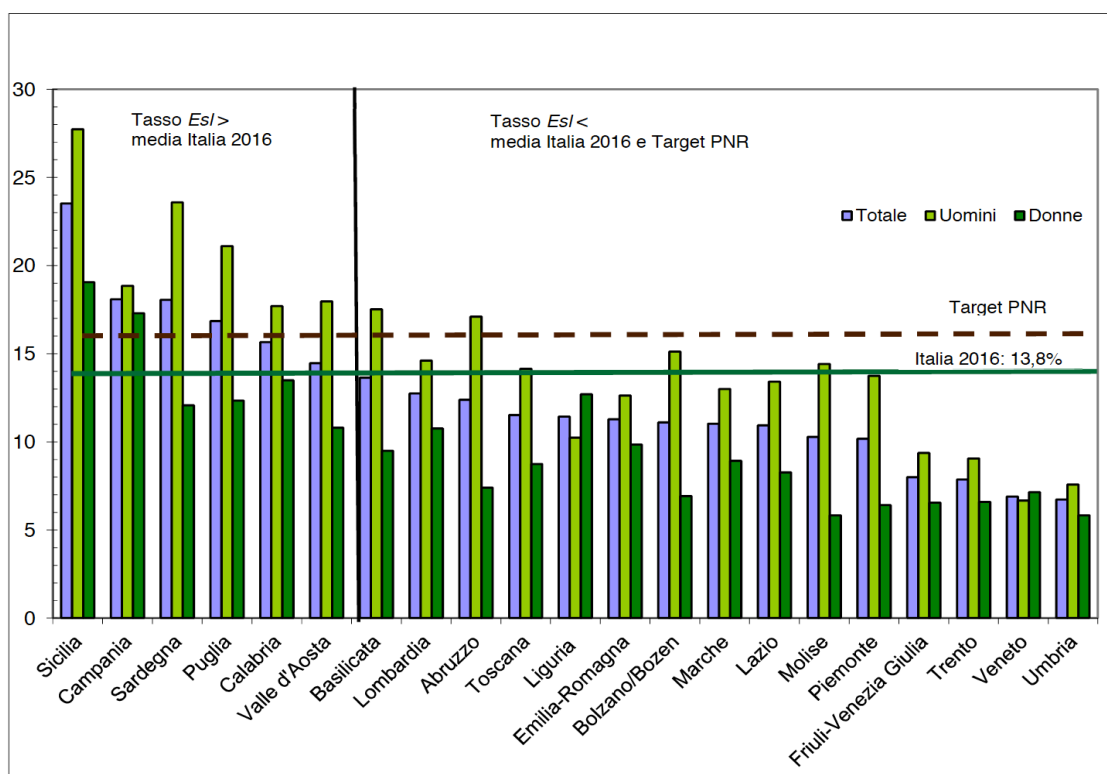
Fig. 1 - ESL rate 2016, Europe 2020 target and national targets



Source: Eurostat in MIUR - Ufficio Statistica e Studi, *La dispersione scolastica nell'a.s. 2015-2016 e nel passaggio all'a.s. 2016-2017*, novembre 2017

So Italy is reaching Europe 2020 goal, near the 10% level, even if there is **a gap between North and South**, with Sicily, **Campania**, Sardinia, Puglia, Calabria wich reach levels over the national average, despite Umbria wich has a very good performance with just the 5,6% .

Fig. 2 - Early leaving from education and training - ELET: Italia-dettaglio regionale (%)



source: Eurostat, in MIUR - Ufficio Statistica e Studi, *La dispersione scolastica nell'a.s. 2015-2016 e nel passaggio all'a.s. 2016-2017*, novembre 2017

In the tables of the following pages, a national survey is listed for each Italian region and for geographic areas, as a valid reference for the trend from 2012 to 2016, with total percentages (table 1), both including male (table 2) and female (table 3) populations. Data are listed in decreasing value and are referred to year 2016.

tab. 1 - Early school leavers - Italia 2012-2016 by region (and geographical area) - total value %

GEO/TIME	2012	2013	2014	2015	2016
Sicilia	24,3	25,4	24,0	24,3	23,5
Isole	24,5	25,2	23,9	24,0	22,4
Campania	21,7	21,9	19,7	18,8	18,1
Sardegna	25,0	24,3	23,5	22,9	18,1
Puglia	19,8	19,9	16,9	16,7	16,9
Sud	19,2	19,2	17,2	17,0	16,6
Calabria	16,9	16,2	16,8	16,1	15,7
Valle d'Aosta	21,4	19,6	:	:	14
Italy	17,3	16,8	15,0	14,7	13,8
Basilicata	13,6	14,9	12,3	10,3	13,6
Lombardia	15,1	15,3	12,9	13,1	12,7
Abruzzo	12,2	10,8	9,6	14,2	12,4
Nord-Ovest	15,7	15,4	12,9	12,9	12,0
Toscana	17,5	16,2	13,8	13,4	11,5
Liguria	17,4	14,8	13,6	12,0	11,4
Emilia-Romagna	14,7	15,1	13,2	13,3	11,3
Bolzano	19,6	16,4	13,1	13,1	11,1
Marche	15,3	13,2	10,9	10,0	11,0
Lazio	12,3	12,2	12,5	11,3	10,9
Centro (IT)	14,3	13,5	12,4	11,5	10,8
Molise	9,9	15,3	12,1	10,1	10,3
Piemonte	16,2	15,7	12,7	12,6	10,2
Nord-Est	14,3	12,3	10,6	10,1	8,9
Friuli-Venezia Giulia	13,0	11,1	11,1	6,9	8,0
Trento	11,7	10,8	8,5	8,7	7,9
Veneto	13,8	10,0	8,4	8,1	6,9
Umbria	13,0	11,5	9,1	8,1	6,7

source: our processing on EUROSTAT data

tab. 2 - Early school leavers - Italia 2012-2016 by region (and geographical area) – by sex – male %

GEO/TIME	2012	2013	2014	2015	2016
Sicilia	28,3	28,9	27,4	28,8	27,7
Isole	28,7	28,6	27,9	29,2	26,9
Sardegna	30,1	27,2	29,6	30,5	23,6
Puglia	23,5	23,3	20,1	20,5	21,1
Sud	22,3	23,0	20,5	19,4	19,1
Campania	24,9	26,0	22,3	19,4	18,9
Calabria	18,8	20,1	21,8	17,9	17,7
Valle d'Aosta	:	:	:	:	17,5
Basilicata	18,1	16,7	14,0	11,8	17,5
Abruzzo	14,6	15,2	14,1	23,2	17,1
Italy	20,2	20,0	17,7	17,5	16,1
Bolzano	23,2	17,8	15,8	16,0	15,1
Lombardia	18,6	19,2	15,4	15,7	14,6
Molise	:	18,6	18,1	12,8	14,4
Toscana	20,2	20,3	16,7	16,6	14,2
Nord-Ovest	18,9	18,3	15,7	15,7	14,0
Piemonte	19,4	17,5	16,2	16,6	13,7
Lazio	15,0	14,2	13,8	13,5	13,4
Centro (IT)	16,8	15,9	14,1	13,8	13,2
Marche	18,3	15,3	12,4	11,9	13,0
Emilia-Romagna	15,2	17,8	15,6	16,4	12,6
Liguria	19,1	13,7	15,7	13,3	10,2
Nord-Est	15,8	15,2	12,4	12,3	9,7
Friuli-Venezia Giulia	13,2	15,7	16,0	9,3	9,4
Trento	17,3	13,2	9,7	8,7	9,1
Umbria	12,7	11,1	8,8	8,1	7,6
Veneto	15,8	12,8	8,9	9,4	6,7

source: our processing on EUROSTAT data

tab. 3 - Early school leavers - Italia 2012-2016 by region (and geographical area) – by sex | female %

GEO/TIME	2012	2013	2014	2015	2016
Sicilia	20,1	21,7	20,5	19,6	19,1
Isole	20,0	21,6	19,7	18,6	17,6
Campania	18,2	17,6	16,9	18,2	17,3
Sud	15,9	15,2	13,8	14,5	14,1
Calabria	14,8	12,2	11,7	14,1	13,5
Valle d'Aosta	:	:	:	:	12,7
Liguria	15,5	16,0	11,5	10,7	12,7
Puglia	16,0	16,2	13,5	12,7	12,3
Sardegna	19,7	21,2	17,0	14,8	12,1
Italy	14,3	13,6	12,2	11,8	11,3
Lombardia	11,5	11,1	10,2	10,3	10,8
Nord-Ovest	12,2	12,3	10,0	9,9	9,8
Emilia-Romagna	14,2	12,3	10,6	10,0	9,8
Basilicata	8,9	12,9	10,4	8,7	9,5
Marche	12,0	11,1	9,4	7,9	8,9
Toscana	14,7	11,9	10,8	10,0	8,7
Centro (IT)	11,7	10,9	10,7	9,1	8,3
Lazio	9,5	10,1	11,2	9,1	8,3
Nord-Est	12,7	9,4	8,8	7,9	8,0
Abruzzo	9,7	6,2	4,8	4,8	7,4
Veneto	11,8	7,1	7,9	6,6	7,1
Bolzano	15,8	15,0	10,3	10,0	7
Trento	:	8,3	:	8,7	7
Friuli-Venezia Giulia	12,9	6,4	6,1	4,5	6,6
Piemonte	12,8	13,8	9,0	8,4	6,4
Molise	:	:	:	:	5,8
Umbria	13,3	11,9	9,3	8,1	5,8

source: our processing on EUROSTAT data

The indicator of “early leaving from education and training “ is widely used as a comparison among EU Countries, but quantifying early leaving from the education system after a few years gives the idea of a survey referred to previous years.

Whereas, in addition to the indicator used in an EU context, many countries have worked out specific national measures to quantify early leaving from education and training, based on institutional databases or on statistical results, even if not done for an intentional measure of school dropping out and often with a level of separation not lower than the school unit.

In Italy it is possible to quantify the phenomenon of school dropping out on a national level , thanks to data available from the Students’ National Database¹, which includes information from all

¹ The National Students’ Database (ANS) was founded thanks to the Italian Law n°76 approved on 15th April 2005, in order to help the achievement of the rights-duties related to Education and Training and the surveillance on completion of compulsory Education and Training, as related to Educational and Training Programmes and Apprenticeship of Students, since the 1st year of primary school; then, the Italian Law

students attending schools, both public and private, belonging to national educational system/authority. At the time of the first registration in ANS, an anonymous code will be assigned to each student that will follow him throughout his / her school career. In addition, the students are characterized by a "state" of frequency that can be changed at any time by the school secretariats at the occurrence of particular events (transfers, abandonments, withdrawals, etc.).

Considering the dispersion as the phenomenon of distance from the scholastic and educational system on the part of the students, to define the correct values is necessary to evaluate the different choices that the students make as an alternative to the frequency of the school system.

So, a recent work by the MIUR² has tried to find out which alternative paths the students follow when they leave the national school system. Where previously it was not possible to identify, in some cases, the reasons for the exit from the system and the students were indicated with the generic definition of "leaving not motivated by the school system", the research measures with greater precision the transition to regional paths of education and training.

Remember that, in the current system, compulsory education is given for at least 10 years, with the aim of allowing the subsequent achievement of a secondary upper school diploma or a professional qualification of at least three years within the eighteenth year of age. Until the final qualification of the first cycle, school attendance is compulsory, then afterwards the student can also engage courses of education and regional professional training. Specifically, the compulsory school covers the age range between 6 and 16 years and is completed by attending the first cycle of education (the 5 years of primary school and 3 years of secondary lower school) and the first two years of second-level secondary schools, or alternatively attending education and professional training programs carried out by training structures accredited by the Regions. After 16 years there is the compulsory training that can be fulfilled by completing high school until obtaining the education diploma or attending a professional course to achieve the qualification.

Respect to the object of our survey, and with the exclusion of primary schools that affect in insignificant percentage, from MIUR data it results that - compared to the initial quota of 1.710.004 students attending in the school year 2015-2016 - 14.258 pupils (equal to 0,8%) overall left secondary lower school, leaving the studies during the course or at the end of the school year, to which are added 8.949 students (equal to 0,52%) who leave the school in the transition between lower and upper school, for a total school drop-outs of 1,35%.

Moreover, between the school years 2015/2016 and 2016/2017, it has dropped 4,31% of the students attending secondary high school. And, because of this, values are already clear for young people who undertake professional training or apprenticeships, they will represent - reaching the age group 18-24 years - those who will populate the percentage of early school leavers calculated according to the European standard.

N°74/2010 has approved its executive authorization and has defined its features and conditions of Students' information collection , and also the different access and availability of students legally classified

² <http://www.miur.gov.it/documents/20182/0/Focus+La+dispersione+scolastica/9bc1c11b-1c40-4029-87ba-40b8ba2bc2bf>

2. Questionnaire studies

2.1. General information about studies

2.1.1. Respondents' group

As for other partner countries, the study was conducted in four research groups: students over 10 years old (FAS A), students under 10 years old (FAS B), teachers (FAS C) and parents / caregivers (FAS D).

STUDENTS OVER 10 YEARS OLD (FAS A)

n° respondents

- 126 secondary lower school students

age

- 10-14 years

Gender

- male: 54 (42,85%)
- female: 72 (57,15%)

STUDENTS 6-10 YEARS OLD (FAS B)

n° respondents

- 16 primary school groups (1[^]-5[^]), 258 pupils in total

age (pupils)

- 6-10 years

gender (pupils)

- male: 131 (50,7%)
- female: 127 (49,2%)

TEACHERS (FAS C)

n° respondents

- 126 teachers between them 38 primary school teachers (30,9%) and 85 lower secondary school teachers (69,1%)

age

- 27-67 anni

gender [*3 lack of answer]

- male: 31 (25,2%)
- female: 92 (74,8%)

PARENTS / CARE GIVERS (FAS D)

n° respondents

- 200 [86 primary school (43,4%) e 109 di slower secondary school (55,1%) on 195 who answer]

age

- 27-63 year

gender [*4 lack of answer]

- male: 74 (37,8%)
- female: 122 (62,2%)

2.1.2. Realisation of the survey

The Italian team's survey focuses on the area of Salerno's district named **Cilento**, in the **South of Campania Region**, the one with the higher drop-out/early school leaver rate, with an overall percentage resulting higher than national average (18,1% vs 13,8% ESL).

This area is an interesting cross-section for our survey because it has many specific features compared to those of the urban-metropolitan areas in Campania.

In fact, in the Cilento region there are many small municipalities, located along a territory with a complex geomorphology, and lacking communication routes, social spaces and cultural opportunities.

The absence of big urban centers gives a rural connotation to this area, which has needs and critical issues not fairly distributed and reflecting - on average - the regional trend about the school dropout rate: 0.36% and 1.36% of pupils enrolled in the lower and upper secondary school respectively [MIUR 2013], with more than one out of five minors below the relative poverty threshold [Save the Children], and a school dropout rate of 31.6% which is extremely worrying (with 3.500 students who leave school in the five-year period 2009-2010/2013-2014 [Tuttoscuola 2014]) - even if it decreases to 25.4% on a provincial level.

Fortunately, in the Cilento region the school dropout rate settles on European percentages but there are some representative episodes of the discomfort experienced by the students (which produce conflicts, vandalism, self-harm, use of drugs), which aren't officially registered and require a preventive action to remove the isolation and lack of relationships and develop the educating community and its positive social impacts.

The survey involves **10 public schools and one private school, included to represent the perspective of non public schools.**

The 10 public schools are 'Comprehensive Schools', groups of primary and secondary schools (sometimes nursery schools too) directed by one main central school. More than 40 minor schools - dislocated in 40 suburbs - refer to the 10 **'Comprehensive Schools'**, as listed in the reference table below:

IC	n° students P		n° students LS		schools (P primary / LS lower secondary) [n° students]
	total		total		
	M.	F.	M.	F.	
Agropoli 'Rossi Vairo'	72		722		Agropoli LS [678]
	nd	nd	nd	nd	Giungano P [72] / LS [44]
Ascea 'Parmenide'	160*		144		Ascea capoluogo P [28]
	76	84	75	69	Ascea marina* P [160] / LS [144]
					Baronia P [13]
Castellabate	364		230		Castellabate P/ [52] / LS [202]
	nd	nd	nd	nd	Lago-Alano P [47]
					San Marco P [89]
					Santa Maria P [139]
					Perdifumo P [37] / LS [28]
Centola	264		162		Centola P [74] / LS [115]
	nd	nd	nd	nd	Caprioli P [58]
					Foria P [14]
					Palinuro P [71]
					Pisciotta P [37] / LS [47]
					San Severino P [10]
Futani	163		81		Futani P [44] / LS [31]
	86	77	32	49	Ceraso P [85] / LS [50]
					Cuccaro P [18]
					S. Mauro La Bruca P [16]
Omignano	287		173		Omignano P [125] / LS [104]
	nd	nd	nd	nd	Lustra-Corticelle P[57]
					Rutino P [38] / LS [28]
					Sessa Cilento - San Mango P [49] / LS [41]
					Stella Cilento P [18]
Rofrano	169		97		Rofrano P [47] / LS [29]
	92	77	53	44	Alfano P [31] / LS [23]
					Laurito P [17] / LS [7]
					Montano Antilia P [48] / LS [38]
					Massicelle P [26]
Sapri 'Dante Alighieri'	172		170		Sapri P [152] / LS [170]
	89	83	80	90	Tortorella P [20]
Torre Orsaia	241		153		Torre Orsaia P [90] / LS [45]
	121	120	77	76	Celle di Bulgheria P [54] / LS [58]
					Poderia P [21]
					Roccagloriosa P [76] / LS [50]
Vallo della Lucania	154		483		Vallo della Lucania LS [408]
	87	67	222	261	Cannalonga P [25]
					Moio della Civitella P [57] / LS [37]
					Novi Velia P [71] / LS [38]
Istituto Paritario Alfredo Pinto (private)	66				P [66]
	31	35			

The schools selected for the survey are located in suburban areas (Vallo della Lucania and Castellabate, about 9000 inhabitants for each, Sapri about 7000 inhabitants, Ascea and Centola about 5000 inhabitants) and rural areas (Alfano, Cannalonga, Celle di Bulgheria, Ceraso, Cuccaro,

Futani, Laurito, Moio della Civitella, Montano Omignano, Novi Velia, Perdifumo, Pisciotta, Roccagloriosa, Rofrano, Rutino, San Mango Cilento, San Mauro La Bruca, Sessa Cilento, Stella Cilento, Torre Orsaia, Tortorella). Only the school “Rossi Vairo” is located in Agropoli, which is a little town of about 20000 citizens.

Three municipalities - Castellabate, Celle di Bulgheria, Vallo della Lucania - are in the list of the Ministry of Education, University and Research [Circular n° 11666 of 2012] as **areas of serious social and cultural exclusion**.

The schools - while being part of “Comprehensive Institute” - are also different in size, due to the number of pupils: small (up to 150 students), medium (between 151 and 300 students) and large (over 300 students). We selected these schools to achieve a wide, diverse groups of students.

The study was conducted according to a defined methodology.

To achieve this, the Headmasters of primary and secondary schools in the identified area were contacted. During the first contact – achieved directly in person, by telephone or by e-mail – the goals of the project and of the survey were presented, and the adherence offered by the schools was proposed. Later the authorization of the families was requested through an information on the activities to be carried out. The appointments were then fixed in lower secondary schools, during which the questionnaire was given to the students by a person from outside the school (project researchers). The compilation took place in electronic form, with the use of the stations present in the computer labs of each school, integrated - when necessary - with devices of the Alario Foundation.

The survey questionnaires for the primary and teacher classes were administered in electronic format. In some cases the data relating to pupils 6-10 years have been recorded in the classes, with the direct involvement of the students.

The questionnaires addressed to the parents were administered in paper form and subsequently processed with the transfer of data in electronic format.

Before starting the survey, respondents were informed about the purpose of the survey and agreed to take part in it.

To get the most complete and honest answer we administered with guaranteeing anonymity.

The survey was conducted in national language (Italian).

2.2. Statistical data

Survey results are included as follows, for each target group. [Plots related to each section are available as attached.](#)

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2.2.1. Group A - Students (over 10 years old)

2.2.1.1. Information about students

1.1. **Age**

- 10 years: 1 student
- 11 years: 40 students
- 12 years: 57 students
- 13 years: 23 students
- 14 years: 5 students

1.2. **Gender**

- Boys: 54 students (43%)
- Girls: 72 students (57%)

1.3. **Nationality**

All students are of Italian nationality (4 people omitted the answer), except for one student from Romania, one from Bulgaria, one from Spain, one from Brazil, one from Russia.

1.4. **Which school do you currently go to?**

All students - 126 students (100%) - attend lower secondary school.

2.2.1.2. School and its surroundings

2.1. Do you like your school?

- | | |
|--------------------------------|-----------------|
| ▪ Absolutely no | 5 (4%) |
| ▪ Rather no | 6 (4,8%) |
| ▪ Sometimes | 27 (21,26%) |
| ▪ Rather yes | 50 (40%) |
| ▪ Absolutely yes | 34 (27,2%) |
| ▪ I don't know/ Not applicable | 3 (2,4%) |
| ▪ Lack of answer | 1 |

Additional comments: no

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

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 4 (3,2%) |
| ▪ Rather no | 6 (4,8%) |
| ▪ Sometimes | 14 (11,1%) |
| ▪ Rather yes | 21 (16,7%) |
| ▪ Absolutely yes | 70 (55,6%) |
| ▪ I don't know/ Not applicable | 11 (8,7%) |
| ▪ Lack of answer | 0 |

Additional comments: no

2.3. Do you feel safe in school?

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 2 (1,6%) |
| ▪ Rather no | 4 (3,2%) |
| ▪ Sometimes | 8 (6,3%) |
| ▪ Rather yes | 36 (28,6%) |
| ▪ Absolutely yes | 76 (60,3%) |
| ▪ I don't know/ Not applicable | no |
| ▪ Lack of answer | 0 |

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, ...)?

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 5 (4%) |
| ▪ Rather no | 12 (9,6%) |
| ▪ Sometimes | 29 (23,2%) |
| ▪ Rather yes | 38 (30,4%) |
| ▪ Absolutely yes | 39 (31,2%) |
| ▪ I don't know/ Not applicable | 2 (1,6%) |
| ▪ Lack of answer | 1 |

Additional comments: no

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

- Absolutely no 9 (7,2%)
- Rather no 20 (16%)
- Sometimes 22 (17,6%)
- **Rather yes 33 (26,4%)**
- **Absolutely yes 39 (31,2%)**
- I don't know/ Not applicable 2 (1,6%)
- Lack of answer 1

Additional comments: no

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

- Absolutely no 53 (23%)
- Rather no 10 (8,1%)
- **Sometimes 36 (29%)**
- **Rather yes 49 (39,5%)**
- Absolutely yes 27 (21,8%)
- I don't know/ Not applicable 2 (1,6%)
- Lack of answer 2

Additional comments: no

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

- Absolutely no 9 (7,2%)
- Rather no 17 (13,6%)
- **Sometimes 38 (30,4%)**
- Rather yes 27 (21,6%)
- Absolutely yes 28 (22,4%)
- I don't know/ Not applicable 6 (4,8%)
- Lack of answer 1

Additional comments: no

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

- Absolutely no 3 (2,4%)
- Rather no 20 (16,1%)
- **Sometimes 42 (33,9%)**
- **Rather yes 40 (32,3%)**
- Absolutely yes 18 (14,5%)
- I don't know/ Not applicable 1 (0,8%)
- Lack of answer 2

Additional comments: no

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

- Absolutely no 2 (1,6%)
- Rather no 4 (3,2%)
- Sometimes 15 (12,1%)
- Rather yes 38 (30,6%)
- **Absolutely yes 65 (52,4%)**
- I don't know/ Not applicable 0
- Lack of answer 2

Additional comments: no

2.10. Are students in your school treated too harshly?

- **Absolutely no 39 (31%)**
- **Rather no 43 (34,1%)**
- Sometimes 31 (24,6%)
- Rather yes 6 (4,8%)
- Absolutely yes 4 (3,2%)
- I don't know/ Not applicable 3 (2,4%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 5 (4%)
- Rather no 2 (1,6%)
- Sometimes 15 (11,9%)
- Rather yes 33 (26,2%)
- **Absolutely yes 68 (54,8%)**
- I don't know/ Not applicable 2 (1,6%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 7 (5,6%)
- Rather no 9 (7,2%)
- Sometimes 19 (15,2%)
- Rather yes 38 (30,4%)
- **Absolutely yes 52 (41,6%)**
- I don't know/ Not applicable 0
- Lack of answer 1

Additional comments: no

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

- Absolutely no 9 (7,2%)
- **Rather no 37 (29,6%)**
- Sometimes 24 (19,2%)
- Rather yes 16 (12,8%)
- Absolutely yes 26 (20,8%)
- I don't know/ Not applicable 13 (10,4%)
- Lack of answer 1

Additional comments: no

2.14. Do you think this is a positive situation?

- Absolutely no 4 (3,2%)
- Rather no 6 (4,8%)
- Sometimes 24 (19,4%)
- Rather yes 27 (21,8%)
- **Absolutely yes 46 (37,1%)**
- I don't know/ Not applicable 17 (13,7%)
- Lack of answer 2

Additional comments: no

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

- Absolutely no 6 (4,8%)
- Rather no 8 (6,4%)
- Sometimes 17 (13,6%)
- Rather yes 27 (21,6%)
- **Absolutely yes 52 (41,6%)**
- I don't know/ Not applicable 15 (12%)
- Lack of answer 1

Additional comments: no

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

- Absolutely no 1 (0,8%)
- Rather no 14 (11,2%)
- Sometimes 17 (13,6%)
- **Rather yes 35 (28%)**
- **Absolutely yes 43 (34,4%)**
- I don't know/ Not applicable 15 (12%)
- Lack of answer 1

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, ...)?

- Absolutely no 2 (1,6%)
- Rather no 11 (8,8%)
- Sometimes 17 (13,6%)
- **Rather yes 43 (34,4%)**
- **Absolutely yes 46 (36,8%)**
- I don't know/ Not applicable 6 (4,8%)
- Lack of answer 1

Additional comments: no

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

- Absolutely no 21 (16,7%)
- Rather no 10 (7,9%)
- Sometimes 9 (7,1%)
- Rather yes 18 (14,3%)
- Absolutely yes 28 (22,2%)
- **I don't know/ Not applicable 40 (31,7%)**
- Lack of answer 0

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?

- **Absolutely no 39 (31,2%)**
- **Rather no 24 (19,2%)**
- **Sometimes 27 (21,6%)**
- Rather yes 10 (8)
- Absolutely yes 5 (4%)
- I don't know/ Not applicable 20 (16%)
- Lack of answer 1

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,...)?

- Absolutely no 12 (9,7%)
- Rather no 11 (8,9%)
- Sometimes 14 (11,3%)
- Rather yes 22 (17,7%)
- **Absolutely yes 46 (37,1%)**
- I don't know/ Not applicable 19 (15,3%)

- Lack of answer 2

Additional comments: no

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

- Absolutely no 26 (20,8%)
- Rather no 29 (23,2%)
- **Sometimes 38 (34,4%)**
- Rather yes 15 (12%)
- Absolutely yes 3 (2,4%)
- I don't know/ Not applicable 14 (11,2%)
- Lack of answer 1

Additional comments: no

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

- Absolutely no 7 (5,7%)
- Rather no 5 (4,1%)
- Sometimes 21 (17,1%)
- **Rather yes 30 (24,4%)**
- **Absolutely yes 49 (39,8%)**
- I don't know/ Not applicable 11 (8,9%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 2 (1,6%)
- Rather no 14 (11,4%)
- Sometimes 16 (13%)
- **Rather yes 42 (34,1%)**
- **Absolutely yes 43 (35%)**
- I don't know/ Not applicable 6 (4,9%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 9 (7,3%)
- **Rather no 32 (25,8%)**
- **Sometimes 32 (25,8%)**
- Rather yes 25 (20,2%)
- Absolutely yes 20 (16,1%)
- I don't know/ Not applicable 6 (4,2%)

- Lack of answer 2

Additional comments: no

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

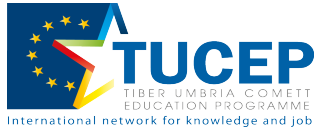
21

- Absolutely no 0 (%)
- Rather no 9 (7,1%)
- Sometimes 12 (9,5%)
- **Rather yes 46 (36,5%)**
- **Absolutely yes 49 (38,9%)**
- I don't know/ Not applicable 10 (7,9%)
- Lack of answer 0

Additional comments:

31 answers

- I would like school to organize open air lectures, in order to interact sometimes with the enviroment
- the questions are very interesting because they deal with school problems and also about values taught in school given as help against bullying and family problems that parents can't understand as much as teachers
- the topics must be discussed in all schools because it very important for problem solving
- in my opinion this questionnaire is very useful in order to think about relationships with classmates and teachers and also about bullying, multiculturalism and respect
- they are important questions
- I think that my school is really interested in students' well-being
- often school worries about students' problems inside and outside of school context
- often school solves problems about bullying and discrimination, and it works out fine, but it's not always easy to realize that classes include restricted groups with specific beaviours without allowing people to adjust into the class because of social status. School often doesn't realize this phenomenon.
- in my opinion some teachers are too strict with students, in fact some teachers blame us without any good reason
- in my school these topics are fairly discussed, and in my opinion it is good in order to improve our relationships in the classroom
- in my school multiculturalism is a big issue during school meetings but there should be more awareness about it
- the topics discussed help me understand the correct behaviour with other people and how to live a good life becoming a civilized and honest citizen (2)
- I think this school is a milestones for us young students
- I think that school should not only train students, but also give them a proper education
- in my opinion these topics are very important and they must be discuss in the classroom mainly because some students could face these problems in the future and thus they will know what to do. I think that school is not only about teaching/learning, but it is also important to discuss about these negative events.
- interesting (2)
- very educational (2)



2.2.1.3. School relations

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

- | | |
|---------------------------------------|-------------------|
| ▪ Absolutely no | 11 (8,7%) |
| ▪ Rather no | 11 (8,7%) |
| ▪ Sometimes | 9 (7,1%) |
| ▪ Rather yes | 10 (7,9%) |
| ▪ Absolutely yes | 33 (26,2%) |
| ▪ I don't know/ Not applicable | 52 (41,3%) |
| ▪ Lack of answer | 0 |

Additional comments: no

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

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 5 (4%) |
| ▪ Rather no | 4 (3,2%) |
| ▪ Sometimes | 9 (7,2%) |
| ▪ Rather yes | 17 (13,6%) |
| ▪ Absolutely yes | 74 (59,2%) |
| ▪ I don't know/ Not applicable | 16 (12,8%) |
| ▪ Lack of answer | 1 |

Additional comments: no

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

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 4 (3,2%) |
| ▪ Sometimes | 23 (18,3%) |
| ▪ Rather yes | 46 (36,5%) |
| ▪ Absolutely yes | 46 (36,5%) |
| ▪ I don't know/ Not applicable | 7 (5,6%) |
| ▪ Lack of answer | 0 |

Additional comments: no

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

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 1 (0,8%) |
| ▪ Rather no | 5 (4%) |
| ▪ Sometimes | 19 (15,1%) |
| ▪ Rather yes | 46 (36,5%) |
| ▪ Absolutely yes | 52 (41,3%) |
| ▪ I don't know/ Not applicable | 3 (2,4%) |
| ▪ Lack of answer | 0 |

Additional comments: no

3.5. Do you think teachers treat you fairly?

- Absolutely no 2 (1,6%)
- Rather no 5 (4%)
- Sometimes 19 (15,1%)
- Rather yes 34 (27%)
- **Absolutely yes 62 (49,2%)**
- I don't know/ Not applicable 4 (3,2%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 2 (1,6%)
- Rather no 11 (8,8%)
- Sometimes 17 (13,6%)
- **Rather yes 45 (36%)**
- **Absolutely yes 49 (39,2%)**
- I don't know/ Not applicable 1 (0,8%)
- Lack of answer 1

Additional comments: no

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

- Absolutely no 1 (0,8%)
- Rather no 4 (3,2%)
- Sometimes 20 (15,09%)
- **Rather yes 41 (32,5%)**
- **Absolutely yes 58 (46%)**
- I don't know/ Not applicable 2 (1,6%)
- Lack of answer 0

Additional comments: no

3.8. Do you go along with the other students?

- Absolutely no 2 (1,6%)
- Rather no 5 (4%)
- Sometimes 12 (9,6%)
- **Rather yes 52 (41,6%)**
- **Absolutely yes 54 (43,2%)**
- I don't know/ Not applicable 0 (%)
- Lack of answer 1

Additional comments: no

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

- Absolutely no 1 (0,8%)
- Rather no 6 (4,8%)
- Sometimes 15 (12%)
- **Rather yes 40 (32%)**
- **Absolutely yes 51 (40,8%)**
- I don't know/ Not applicable 12 (9,6%)
- Lack of answer 1

Additional comments: no

3.10. Are your classmates friendly and helpful?

- Absolutely no 3 (2,4%)
- Rather no 9 (7,3%)
- Sometimes 20 (16,1%)
- **Rather yes 50 (40,3%)**
- **Absolutely yes 40 (32,3%)**
- I don't know/ Not applicable 2 (1,6%)
- Lack of answer 2

Additional comments: no

3.11. Do classmates accept you the way you are?

- Absolutely no 2 (1,6%)
- Rather no 5 (4%)
- Sometimes 18 (14,3%)
- Rather yes 37 (29,4%)
- **Absolutely yes 57 (45,2%)**
- I don't know/ Not applicable 7 (5,6%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 3 (2,4%)
- Sometimes 6 (4,8%)
- Rather yes 15 (12%)
- **Absolutely yes 98 (78,4%)**
- I don't know/ Not applicable 3 (2,4%)
- Lack of answer 1

Additional comments: no

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

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 2 (1,6%) |
| ▪ Rather no | 7 (5,6%) |
| ▪ Sometimes | 14 (11,1%) |
| ▪ Rather yes | 28 (22,2%) |
| ▪ Absolutely yes | 72 (57,1%) |
| ▪ I don't know/ Not applicable | 3 (2,4%) |
| ▪ Lack of answer | 0 |

Additional comments: 0

3.14. Do parents encourage you to learn well?

- | | |
|--------------------------------|--------------------|
| ▪ Absolutely no | 0 (%) |
| ▪ Rather no | 2 (1,6%) |
| ▪ Sometimes | 4 (3,2%) |
| ▪ Rather yes | 15 (12,1%) |
| ▪ Absolutely yes | 102 (82,3%) |
| ▪ I don't know/ Not applicable | 1 (0,8%) |
| ▪ Lack of answer | 1 |

Additional comments: 0

2.2.1.4. Well - being at school

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

- **Absolutely no** **79 (63,7%)**
- Rather no 8 (6,5%)
- Sometimes 15 (12,1%)
- Rather yes 2 (1,6%)
- Absolutely yes 5 (4%)
- I don't know/ Not applicable 15 (12,1%)
- Lack of answer 2

Additional comments: no

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

- **Absolutely no** **115 (91,3%)**
- Rather no 2 (1,6%)
- Sometimes 2 (1,6%)
- Rather yes 2 (1,6%)
- Absolutely yes 0 (%)
- I don't know/ Not applicable 5 (4%)
- Lack of answer 0

Additional comments: no

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

- **Absolutely no** **93 (73,8%)**
- Rather no 16 (12,7%)
- Sometimes 8 (6,3%)
- Rather yes 3 (2,4%)
- Absolutely yes 3 (2,4%)
- I don't know/ Not applicable 3 (2,4%)
- Lack of answer 0

Additional comments: no

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

- **Absolutely no** **117 (92,9%)**
- Rather no 1 (0,8%)
- Sometimes 2 (1,6%)
- Rather yes 1 (0,8%)
- Absolutely yes 0 (%)
- I don't know/ Not applicable 5 (4%)
- Lack of answer 0

Additional comments: no

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

- **Absolutely no** **64 (50,8%)**
- Rather no 28 (22,2%)
- Sometimes 12 (9,5%)
- Rather yes 15 (11,9%)
- Absolutely yes 4 (3,2%)
- I don't know/ Not applicable 3 (2,4%)
- Lack of answer 0

Additional comments: no

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** **91 (72,8%)**
- Rather no 11 (8,8%)
- Sometimes 7 (5,6%)
- Rather yes 2 (1,6%)
- Absolutely yes 4 (3,2%)
- I don't know/ Not applicable 10 (8%)
- Lack of answer 0

Additional comments: no

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** **67 (54%)**
- Rather no 28 (22,6%)
- Sometimes 14 (11,3%)
- Rather yes 2 (1,6%)
- Absolutely yes 7 (5,6%)
- I don't know/ Not applicable 6 (4,8%)
- Lack of answer 2

Additional comments: no

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

- **Absolutely no** **94 (75,8%)**
- Rather no 10 (8,1%)
- Sometimes 7 (5,6%)
- Rather yes 1 (0,8%)
- Absolutely yes 3 (2,4%)
- I don't know/ Not applicable 9 (7,3%)
- Lack of answer 2

Additional comments: no

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

Students' answers 52:

- no (25)
- never (3)
- in order to understand the lesson, I need to be scolded to even my learning with other students
- ...when other students bully me
- No, because my classmates are honest and truthful, and my class is really fantastic
- I'm afraid that any classmate next to me is disgusted because of me
- ... when I speak about souls and other people think it's nonsense... when I talk about my flirts with famous people and they laugh at me
- I felt uncomfortable with some of my female classmates when they avoided me because of my cheap clothes
- usually I never feel uncomfortable but whenever it happens it's because I rather prefer staying alone; so I feel uncomfortable with other people. Despite this, I feel very good in my classroom because my classmates are very kind and generous, and me too.
- no, honestly I've never felt uncomfortable in school because I get along fine with my classmates, and I feel welcome because they are very friendly, and we swap favours; but in my classroom there is a big problem concerning sub-groups that don't communicate
- yes, because classmates laugh at me, whenever I don't play volleyball very well
- yes, sometimes classmates call me 'nerd' / bookworm
- people laugh at me because of my wrong pronunciation of 'r' and this disturbs me a lot
- sometimes I feel uncomfortable because I can't follow the lesson due to the lack of concentration, and my teachers make me feel unsecure
- no, because our classroom is very friendly
- yes, sometimes I feel uncomfortable because they laugh at my body image
- Sometimes, in order to help my classmates, I took the blame but I felt proud of what I did
- sometimes I feel uncomfortable when other classmates leave me out of the class, or gossip about me
- yes, when they laugh at me (2)
- no, except whenever some friend laugh my surname
- when teachers scold me even if it is not my fault
- because sometimes I read very slowly and make some mistakes

Lack of answer: 74

2.2.1.5. What is „learning” for students?

5.1. *Is learning important for you?*

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 0 (%) |
| ▪ Rather no | 4 (3,2%) |
| ▪ Sometimes | 8 (6,4%) |
| ▪ Rather yes | 26 (20,8%) |
| ▪ Absolutely yes | 86 (68,8%) |
| ▪ I don't know/ Not applicable | 1 (0,8%) |
| ▪ Lack of answer | 1 |

Additional comments: no

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

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 2 (1,6%) |
| ▪ Rather no | 3 (2,4%) |
| ▪ Sometimes | 25 (20%) |
| ▪ Rather yes | 49 (39,2%) |
| ▪ Absolutely yes | 31 (24,8%) |
| ▪ I don't know/ Not applicable | 15 (12%) |
| ▪ Lack of answer | 1 |

Additional comments: no

5.3. *Do you self-mobilize to learning?*

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 5 (4%) |
| ▪ Rather no | 4 (3,2%) |
| ▪ Sometimes | 26 (21%) |
| ▪ Rather yes | 50 (40,3%) |
| ▪ Absolutely yes | 34 (27,4%) |
| ▪ I don't know/ Not applicable | 5 (4%) |
| ▪ Lack of answer | 2 |

Additional comments: no

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

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 3 (2,4%) |
| ▪ Rather no | 7 (5,6%) |
| ▪ Sometimes | 23 (18,4%) |
| ▪ Rather yes | 48 (38,4%) |
| ▪ Absolutely yes | 41 (32,8%) |
| ▪ I don't know/ Not applicable | 3 (2,4%) |
| ▪ Lack of answer | 1 |

Additional comments: no

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

- Absolutely no 5 (4%)
- Rather no 9 (7,1%)
- **Sometimes 44 (34,9%)**
- **Rather yes 47 (37,3%)**
- Absolutely yes 21 (16,7%)
- I don't know/ Not applicable 0 (%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 17 (13,5%)
- Rather no 20 (15,9%)
- **Sometimes 29 (23%)**
- **Rather yes 27 (21,4%)**
- Absolutely yes 20 (15,9%)
- I don't know/ Not applicable 13 (10,3%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 7 (5,6%)
- Rather no 23 (18,4%)
- **Sometimes 41 (32,8%)**
- Rather yes 18 (14,4%)
- Absolutely yes 14 (11,2%)
- I don't know/ Not applicable 22 (17,6%)
- Lack of answer 1

Additional comments: no

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

- Absolutely no 10 (8,1%)
- Rather no 13 (10,5%)
- Sometimes 34 (27,4%)
- Rather yes 29 (23,4%)
- **Absolutely yes 36 (29%)**
- I don't know/ Not applicable 2 (1,6%)
- Lack of answer 2

Additional comments: no

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

- | | |
|--------------------------------|-------------------|
| ▪ Absolutely no | 5 (4%) |
| ▪ Rather no | 11 (8,9%) |
| ▪ Sometimes | 10 (8,1%) |
| ▪ Rather yes | 26 (21%) |
| ▪ Absolutely yes | 68 (54,8%) |
| ▪ I don't know/ Not applicable | 4 (3,2%) |
| ▪ Lack of answer | 2 |

Additional comments: no

5.10. On what does your learning outcomes depend?

My commitment - 106 (84,8%)

My talents - 14 (11,2%)

The time I devote to learning - 74 (59,2%)

My parents' help - 37 (29,6%)

Atmosphere in the classroom - 17 (13,6%)

Help of colleagues, classmates - 25 (20%)

Opinion of teachers about me - 17 (13,6%)

Teachers' work - 47 (37,6%)

Additional private lessons - 4 (3,2%)

Luck - 9 (7,2%)

Other - 13 (10,4%):

- I'm a genius
- on the relationship with classmates
- I place confidence in me
- on my grandmother who unfortunately is no more with us but in those years gave me many lessons that I will always carry with me.
- on the desire to give my best and let everybody know that I am talented
- on Fumagalli's videos
- on good lessons
- on the study I do
- sometimes, when I can not do something, my mum and my dad help me.
- I think too much in a positive way
- on the happiness that i give to my parents
- on the help my parents give me too. On the happiness I give to my parents
- on the help of my parents

Lack of answer: 1

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

My father - 38 (30,4%)

My mother - 74 (59,2%)

Brother or sister (siblings) - 30 (24%)

Teachers - 54 (43,2%)

Classmates or friends - 39 (31,2%)

Nobody - 5 (4%)

Other people:

- grandma - 3 students
- grandfather - 1 students
- grandma, grandfather - 1 students
- aunt, uncle - 4 students
- cousin - 4 students
- friend - 2 student
- parents (together) - 5
- little brother - 1
- tutors - 2 student
- computer - 1 student

33

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 don't know
53 (42,1%)	27 (21,4%)	19 (15,1%)	10 (7,9%)	6 (4,7%)	8 (6,3%)

5.12.2. I'm learning with understanding

1	2	3	4	5	I don't know
13 (10,3%)	14 (11,1%)	17 (13,5%)	39 (30,9%)	43 (34,1%)	1 (0,8%)

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

1	2	3	4	5	I don't know
56 (44,4%)	23 (18,2%)	18 (14,3%)	7 (5,6%)	8 (6,3%)	11 (8,7%)

5.12.4. I'm learning through trials and mistakes

1	2	3	4	5	I don't know
23 (18,2%)	22 (17,5%)	21 (16,7%)	28 (22,2%)	28 (22,2%)	6 (4,8%)

5.12.5. I'm learning by solving problems

1	2	3	4	5	I don't know
24 (19%)	25 (19,8%)	31 (24,6%)	26 (20,6%)	18 (14,3%)	6 (4,8%)

5.12.6. I'm learning by imitation

1	2	3	4	5	I don't know
64 (50,8%)	20 (15,9%)	14 (11,11%)	7 (5,6%)	5 (4%)	8 (6,3%)

5.12.7. I prefer other activities than studying

1	2	3	4	5	I don't know
25 (19,8%)	16 (12,7%)	26 (20,6%)	14 (11,11%)	25 (19,8%)	14 (11,11%)

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
16 (12,7%)	15 (11,9%)	34 (27%)	29 (23%)	28 (22,2%)	3 (2,4%)

5.13.2. Creative thinking and critical thinking

1	2	3	4	5	I don't know
11 (8,7%)	17 (13,5%)	28 (22,2%)	28 (22,2%)	35 (27,8%)	4 (3,17%)

5.13.3. Effective communication and maintaining good interpersonal relationships

1	2	3	4	5	I don't know
4 (3,17%)	10 (7,9%)	32 (25,4%)	30 (23,8%)	45 (35,7%)	7 (5,6%)

5.13.4. Self-awareness and empathy

1	2	3	4	5	I don't know
12 (9,5%)	19 (15,1%)	28 (22,2%)	32 (25,4%)	22 (17,5%)	13 (10,3%)

5.13.5. Coping with emotions and managing stress

1	2	3	4	5	I don't know
17 (13,5%)	25 (19,8%)	31 (24,6%)	26 (20,6%)	20 (15,9%)	10 (7,9%)

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

- doctor (8)
- soccer player (9)
- beautician (4)
- computer technician (5)
- youtuber (3)
- stylist (3)
- dance instructor
- artistic gymnastic instructor
- hair stylist (4)
- worker
- soldier or barman
- energy manager
- singer (4)
- english teacher
- tour guide in american museum
- teacher
- waitress
- veterinarian (3)
- pizzaiolo
- lawyer
- policeman (3)

- soldier or football coach
- bricklayer
- design technician
- mechanic
- architect (4)
- I don't know exactly, certainly something involves physics and astronomy or science in general
- actor / actress (5)
- pediatrician
- chef
- social worker / psychologist
- musician / music teacher
- barman
- history teacher
- hostess
- doctor or accountant
- preschool teacher
- show business (3)
- actress and dancer
- architect or history professor at university
- fireman
- I don't know, perhaps electrician
- veterinarian because I love animals or police commissioner
- designer / doctor
- architect / designer
- scientist because is an important work that needs commitment and study
- engineer
- photographer (2)
- I would like to teach Italian in England
- physical therapist
- gymnast
- electronic engineer or crane driver as my father
- biologist or musician
- actress / top model
- scientist (2 girls)
- non so / non ho ancora le idee chiare (18)

Lack of answer: 13

5.15. Your strengths (your skills)

- sympathy (4)
- my memory (2)
- to study (2)
- I am a mathematician
- to understand things very often
- funny, respectful, precise/sharp, creative, sincere
- I am very funny
- generosity, to be cheerful & funny
- kindness / politeness, sympathy and creativity

- mind power / mental strength
- proper use of the computer
- the legs
- to listen
- dance (3)
- music
- speed in calculations and very good memory
- sports (2)
- drawing, spending time with pets (dogs, cats)
- listening to other people, to be kind / to be polite, to be able to understand almost everything
- I like drawing pictures, sometimes I like drawing for my classmates / friends
- to know how to face problems, such as parents' divorce, or how to improve school proficiency if I am left behind with studies or if I don't do my homework
- soccer (4)
- to understand quickly / to learn very fast (3)
- speed (3)
- I love studying new school subjects
- logics and I quickly understand things / school subjects
- intelligence (to be smart) (4)
- I wouldn't know. I like maths
- good common sense, curiosity, sensitivity, sometimes being determined and being bold / resolute
- ability in good communication skills and keep up good relationships
- being wise and being highly confident about my self-esteem
- I know that if I make an effort I can do many things
- I am very confident, intelligence, power / strength
- intelligence / beauty
- to draw, to learn a new school subject very quickly
- Design (2)
- To be very determined in doing something, it rarely / seldom happens that I leave things half done
- history
- my (best) skills at school are playing the violin and studying subjects such as foreign languages and Italian Language. Non academic subjects include singing and volley-ball.
- I don't know
- to be stubborn
- I am very good at playing volley-ball
- personality (2)
- to know how to solve rubik's cube, to be fast in calculations
- ambition
- I think it is about being determined and careless about other people's opinions
- to use the computer
- to play videogames

- not doing anything
- to use the telephone and the pc
- fortnite and computers worth 15000 Euros
- drawing arts or using the computer
- patience, self-control...
- I use all my best skills in all activities
- english language
- listening to other people and helping them
- I often translate things from English to Italian
- helping other people and playing sports
- being stubborn and undestanding what I couldn't understand during the lesson
- to pay attention whenever I prefer and my sympathy
- creativity, self-control and empathy
- photographic memory / creativity / self-control
- studies
- maths and italian
- foreign languages
- friendship
- my friends
- intelligence, will power
- logics and skills imn learning very fast and having a good memory in everything
- I love sports, mainly swimming, I am quite fit, I am good at making desserts, putting on my make make-up and colouring my finger-nails in a proper way
- I love sports and dancing, I am good at cooking and I often make desserts
- Fitness and skills in sports, sympathy
- physical education
- to know how to think when I speak
- to jump / to play a musical instrument
- design, singing
- dancing, playing music and I am quite funny, too
- I have a lot of fantasy and I am very creative
- I like studying very much
- availability
- boxe
- my skills are drawing and learning how to listen , being kind / polite , willing and available
- kindness
- I don't know
- memory and logics
- other (14)
- Lack of answer: 7

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

answers: 75

- no (35)
- I usually can't sit for oral exams because I am shy
- I have been bullied in primary school for several months
- I feel fine at school because I am well treated
- sometimes my classmates made fun of me because of my beauty/ugliness or of my fashion style
- It is definitely a beautiful experience and once it will be over I am going to miss it a lot
- I would like to learn Information Technology
- We would like to have more time for Physical Education
- IF CLASSMATES DO NOT JUDGE BODY IMAGE, PEOPLE/STUDENTS FEEL MORE FREE TO SPEAK
- school is useful but sometimes we can avoid it
- to study a lot
- I guess I am one of the most anxious girls on earth, I always underestimate myself in each context, for example, today I have a musical contest (flute)and instead of feeling free. confident and well-prepared , I feel very insecure about myself , always feeling a failure, but luckily my parents, and also some teachers helped me with this negative mentality problem and thus giving me more useful confidence.
- It is horrible
- Yes, everything was ok in my class, in 1st class we were a strong group without making any difference among each other or anything like this, but in 2nd class everything changed, in the classroom and outside, during the break, two kinds of groups were formed. The first group is the group of perfect girls, wearing branded clothes and accessories, slim, tall and without any problem (IN THEIR OPINION), the second group is the group of classmates that accept you as you really are without isolating or discriminating you, probably because you wear normal clothes, without showing off and without being perfectly slim and tall. I belong to this second group, and I don't mind at all, because I don't need to fall into despair if my hair is messy, school is not a fashion show, school is the place for learning and studying is the top priority to achieve a better future. So, I do not envy these people because they do not care about the most important things in life
- teachers tend to help us when we are in trouble
- we should take more tests , sports' events and less homework
- I love going to school but I need to study more
- when I arrived in the 2nd class, everybody gave me welcome greetings
- school is very important for everybody's future plans
- I think that my school is very modern also thanks to teachers , etc etc ...
- thanks to school, apart from learning new subjects, I also met wonderful people and new friends ;-)
- thanks to school, I have learnt new things and i have met fantastic people, always helping me especially during my difficult moments / times
- I think that School should teach us main subjects in a funny way, and not explain subjects for hours and hours because we don't get to understand everything

- sometimes I don't understand subjects but I try to get some help from classmates but they don't help me always, but I have a special friend who helps me whenever I need help, and teachers are always available and ready to help me understand the subjects
- at school I usually have fun with my classmates in my same row
- my friends give me the strength to go on every single day
- to respect given rules and to help my friends
- sometimes it [school] is funny and interesting
- I enjoy studying
- I like going to school and learning from every lesson given by professors/ teachers .
- helping a foreign classmate has helped me and my classmate , too , in order to help him melt in , and for me it was a great chance to meet new people .
- teachers cannot understand my vitality
- we are learning new subjects if compared to primary school
- to learn new subjects
- learning new things and meeting new friends
- positive experience and I have met a lot of new friends and I enjoyed both very much .
- female teachers help us a lot when we cannot understand the lesson / subject
- to learn new things
- I feel welcome
- I am lucky in having these female teachers and friends

Lack of answer: 51

Further feedback on questions:

- no (15)
- the questions were very interesting and they have drawn my attention
- I really enjoyed these questions very much because they deal with serious topics
- these questions are very useful for me in order to help understanding the correct relationship with school...
- they are quite easy (2)
- [the questions are] very interesting (6)
- The questions are easy and very good because they ask everything about school
- questions are easy and I am making a good effort
- the questions are very clear and very interesting and have given me answers that I didn't know before
- school is a prison
- yes, these questions are very interesting and I hope to take more similar tests
- some questions were inadequate / wrong
- very useful
- the questions were good
- were satisfying
- curious

2.2.1.6. Social and emotional competences of students

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

▪ Absolutely no	1 (0,8%)
▪ Rather no	4 (3,2%)
▪ Sometimes	15 (11,9%)
▪ Rather yes	37 (29,4%)
▪ Absolutely yes	68 (54%)
▪ I don't know/ Not applicable	1 (0,8%)
▪ Lack of answer	0

40

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

▪ Absolutely no	21 (16,8%)
▪ Rather no	16 (12,8%)
▪ Sometimes	40 (32%)
▪ Rather yes	18 (14,4%)
▪ Absolutely yes	23 (18,4%)
▪ I don't know/ Not applicable	7 (5,6%)
▪ Lack of answer	1

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

▪ Absolutely no	3 (2,4%)
▪ Rather no	15 (12,1%)
▪ Sometimes	25 (20,2%)
▪ Rather yes	52 (41,9%)
▪ Absolutely yes	28 (22,6%)
▪ I don't know/ Not applicable	1 (0,8%)
▪ Lack of answer	2

6.4. *I'm active during the lesson.*

▪ Absolutely no	2 (1,6%)
▪ Rather no	9 (7,3%)
▪ Sometimes	29 (23,6%)
▪ Rather yes	52 (42,3%)
▪ Absolutely yes	30 (24,4%)
▪ I don't know/ Not applicable	1 (0,8%)
▪ Lack of answer	3

6.5. *I actively participate in games with my peers.*

▪ Absolutely no	1 (0,8%)
▪ Rather no	6 (4,8%)
▪ Sometimes	16 (12,8%)

- Rather yes 44 (35,2%)
- **Absolutely yes 57 (45,6%)**
- I don't know/ Not applicable 1 (0,8%)
- Lack of answer 1

6.6. I like working and collaborating in groups.

- Absolutely no 1 (0,8%)
- Rather no 5 (4%)
- Sometimes 18 (14,3%)
- Rather yes 39 (31%)
- **Absolutely yes 63 (50%)**
- I don't know/ Not applicable 0 (%)
- Lack of answer 0

6.7. I am open in contact with adults.

- Absolutely no 5 (4%)
- Rather no 9 (7,1%)
- Sometimes 23 (18,3%)
- **Rather yes 50 (39,7%)**
- Absolutely yes 35 (27,8%)
- I don't know/ Not applicable 4 (3,2%)
- Lack of answer 0

6.8. I respect the principles and rules in the group and try to act according to them.

- Absolutely no 2 (1,6%)
- Rather no 10 (8,1%)
- Sometimes 29 (23,4%)
- **Rather yes 45 (36,3%)**
- Absolutely yes 30 (24,2%)
- I don't know/ Not applicable 8 (6,5%)
- Lack of answer 2

6.9. I easily make contacts with my peers.

- Absolutely no 2 (1,6%)
- Rather no 4 (3,2%)
- Sometimes 26 (20,8%)
- **Rather yes 51 (40,8%)**
- Absolutely yes 36 (28,8%)
- I don't know/ Not applicable 6 (4,8%)
- Lack of answer 1

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

- Absolutely no 3 (2,4%)
- Rather no 8 (6,3%)
- Sometimes 32 (25,4%)
- **Rather yes 48 (38,1%)**
- Absolutely yes 31 (24,6%)
- I don't know/ Not applicable 4 (3,2%)
- Lack of answer 0

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

- Absolutely no 0 (%)
- Rather no 8 (6,3%)
- Sometimes 25 (19,8%)
- Rather yes 36 (28,6%)
- **Absolutely yes 54 (42,9%)**
- I don't know/ Not applicable 3 (2,4%)
- Lack of answer 0

6.12. I am aware of my rights.

- Absolutely no 2 (1,6%)
- Rather no 2 (1,6%)
- Sometimes 18 (14,4%)
- **Rather yes 40 (32%)**
- **Absolutely yes 58 (46,4%)**
- I don't know/ Not applicable 5 (4%)
- Lack of answer 1

6.13. I respect the rights and freedoms of others.

- Absolutely no 1 (0,8%)
- Rather no 5 (4%)
- Sometimes 18 (14,4%)
- **Rather yes 46 (36,8%)**
- **Absolutely yes 50 (40%)**
- I don't know/ Not applicable 5 (4%)
- Lack of answer 1

6.14. I'm talking about important issues for me

- Absolutely no 11 (8,7%)
- Rather no 21 (16,7%)
- **Sometimes 41 (32,5%)**
- Rather yes 31 (24,6%)
- Absolutely yes 18 (14,3%)

- I don't know/ Not applicable 4 (3,2%)
- Lack of answer 24

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

- Absolutely no 8 (6,5%)
- Rather no 6 (4,8%)
- Sometimes 25 (20,2%)
- **Rather yes 45 (36,3%)**
- **Absolutely yes 37 (29,8%)**
- I don't know/ Not applicable 3 (2,4%)
- Lack of answer 2

43

6.16. I can understand the feelings of others

- Absolutely no 4 (3,2%)
- Rather no 15 (11,9%)
- Sometimes 32 (25,4%)
- **Rather yes 52 (41,3%)**
- **Absolutely yes 18 (14,3%)**
- I don't know/ Not applicable 5 (4%)
- Lack of answer 0

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

- Absolutely no 20 (15,9%)
- Rather no 27 (21,4%)
- **Sometimes 46 (36,5%)**
- Rather yes 16 (12,7%)
- Absolutely yes 14 (11,1%)
- I don't know/ Not applicable 2 (2,4%)
- Lack of answer 0

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

- Absolutely no 21 (16,9%)
- **Rather no 33 (26,6%)**
- **Sometimes 28 (22,6%)**
- Rather yes 21 (16,9%)
- Absolutely yes 12 (9,7%)
- I don't know/ Not applicable 9 (7,3%)
- Lack of answer 2

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

- Absolutely no 17 (13,6%)
- Rather no 22 (17,6%)

- **Sometimes** **37 (29,6%)**
- Rather yes 27 (21,6%)
- Absolutely yes 11 (8,8%)
- I don't know/ Not applicable 11 (8,8%)
- Lack of answer 1

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

- Absolutely no 26 (20,6%)
- Rather no 23 (18,3%)
- Sometimes 27 (21,4%)
- **Rather yes** **30 (23,8%)**
- Absolutely yes 15 (11,9%)
- I don't know/ Not applicable 5 (4%)
- Lack of answer 0

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

- Absolutely no 6 (4,8%)
- Rather no 14 (11,2%)
- **Sometimes** **37 (29,6%)**
- **Rather yes** **37 (29,6%)**
- Absolutely yes 28 (22,4%)
- I don't know/ Not applicable 3 (2,4%)
- Lack of answer 1

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

- Absolutely no 1 (0,8%)
- Rather no 8 (6,5%)
- Sometimes 18 (14,5%)
- **Rather yes** **43 (34,7%)**
- **Absolutely yes** **51 (41,1%)**
- I don't know/ Not applicable 3 (2,4%)
- Lack of answer 2

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

- Absolutely no 4 (3,2%)
- Rather no 11 (8,7%)
- **Sometimes** **36 (28,6%)**
- **Rather yes** **45 (35,7%)**
- Absolutely yes 24 (19%)
- I don't know/ Not applicable 6 (4,8%)
- Lack of answer 0

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

- Absolutely no 13 (10,5%)
- Rather no 19 (15,3%)
- **Sometimes 30 (24,2%)**
- Rather yes 27 (21,8%)
- **Absolutely yes 31 (25%)**
- I don't know/ Not applicable 4 (3,2%)
- Lack of answer 2

45

6.25. I avoid conflict situations.

- Absolutely no 5 (4%)
- Rather no 9 (7,3%)
- Sometimes 29 (23,4%)
- **Rather yes 45 (36,3%)**
- Absolutely yes 29 (23,4%)
- I don't know/ Not applicable 7 (5,6%)
- Lack of answer 2

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

- Absolutely no 5 (4%)
- Rather no 13 (10,3%)
- Sometimes 24 (19%)
- **Rather yes 54 (42,9%)**
- Absolutely yes 26 (20,6%)
- I don't know/ Not applicable 4 (3,2%)
- Lack of answer 0

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)

- **Absolutely no 61 (48,4%)**
- Rather no 34 (27%)
- Sometimes 15 (11,9%)
- Rather yes 6 (4,8%)
- Absolutely yes 10 (7,9%)
- I don't know/ Not applicable 0 (%)
- Lack of answer 0

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

- **Absolutely no 34 (27%)**
- Rather no 32 (25,4%)
- **Sometimes 35 (27,8%)**
- Rather yes 19 (15,1%)

- Absolutely yes 4 (3,2%)
- I don't know/ Not applicable 2 (1,6%)
- Lack of answer 0

6.29. I often cause conflicts

- **Absolutely no 47 (37,3%)**
- Rather no 35 (27,8%)
- Sometimes 26 (20,6%)
- Rather yes 9 (7,1%)
- Absolutely yes 6 (4,8%)
- I don't know/ Not applicable 3 (2,4%)
- Lack of answer 0

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

- I would prefer to answer the question about the sports we practice
- I really liked this questionnaire very much , and I hope that even younger children or older teenagers among us will do it and I would like to thank you for this good opportunity
- It wasn't boring
- It took a long time
- I haven't got any suggestions for this questionnaire because I think it is very interesting and complete
- I enjoyed it (3)
- A long questionnaire with less variety of answers
- In my opinion, the questionnaire needs more answers available, with more answers to be given
- I think that the questionnaire is long but I enjoyed it
- To focus on emotions, to talk about relationships among classmates and to study this issue in deep, to keep on talking about School-Family relationships, and to talk more about considering the school as a vital infrasrutcture / issue
- This questionnaire should mainly talk about the relationships kept with certain people and give space to more " free" answers, so that each person can really express their feelings .
- I would like you to come up with more questions about relationships among classmates, because unfortunately nowadays students tend to gather in smaller / restricted groups. for example, the most intelligent boys or girls groups, students coming from rich families wearing branded clothes and, thus, representing nowadays fashion and beauty trends, of course; and, of course , the groups of well-grnwn up students , with less financial opportunities and maybe having problems at school. These latter students are forced to build up a group, being isolated and being left alone
- In my opinion , this questionnaire should ask if anyone has any sort of problems inside the school itself.
- I like it
- You should focus more on getting teachers more involved in all issues, as a matter of fact this questionnaire is wonderful, congratulations

- It was beautiful
- I would prefer more school trips
- No, because this questionnaire includes the most useful things and it is done in a correct manner.
- Thanks for taking this test, in order to improve our school life.
- In my opinion, this questionnaire is well developed but you may wish to add more questions about school learning and about teacher – student relationship. As a matter of fact, this questionnaire is very useful for us because we can understand our proficiency and our problems and any other sort of problems at school, and thus discuss about these issues with the right person without having any fear of the answers. Thanks for everything and for giving us the opportunity for this questionnaire.
- I enjoyed this questionnaire very much and it is very well developed and it helped me understand the importance of going to school, spending time with friends, respecting teachers. Finally, I would also like to thank you all for this positive and very useful experienceThanks again
- To make more questions on character / personality , also in order to help school discover our human aspects. It would also be great to talk about ourselves and to make more questions about our learning skills and to understand the skills of young students belonging to this Comprehensive School and to practice our best skills, thanks to theory and practice
- This questionnaire is very funny and very useful, I would prefer to take these tests more often
- In my opinion, students must study and attend school and keep on studying but sometimes we need to relax and, in my opinion, there shouldn't be any homework given for holidays.
- I enjoyed this questionnaire, it was great, I would like to take these tests more often , even because I like working on the computer
- This questionnaire was very important, funny and useful. I had great fun in taking this questionnaire , I would like to take it more often.
- I believe thhat this questionnaire is very useful.
- It was a beautiful experiance and I have discovered many aspects I didn't know at all.
- Taking this test was great fun
- This questionnaire is very creative and interesting. I enjoyed it very much.
- I enjoyed all questions (2)
- I was beautiful
- It took quite a long time...buti t was beautiful
- It was a wonderful experiance, I hope to repeat it again with someone always asking me about its meaning...
- It was interesting (5)
- I really enjoyed this experiance very much , and I would like to do it again

2.2.1.7. Conclusions

The cluster is made of 126 students from lower secondary school, of which 54 male (43%) and 72 female (57%), of age 10 to 14 years old, all Italian citizens, except 1 from Romania, 1 from Bulgaria, 1 from Spain, 1 from Brazil and 1 from Russia.

School: dynamic and context

With **more than 67%** of affirmative answers (40% often, 27,2% absolutely yes) the secondary school students of the surveyed area **like school**: only 21.6% expresses a shy 'sometimes', followed by 4,8% and 4% who rarely or never love school.

And it is **a school that they feel secure** - the majority (55,6%) has perception clearly positive safety of the context in which it is inserted, and the 60,3% feels absolutely protected in school buildings - **and comfortable**, with the 31,2% that considers the building and the classrooms in which they take the lessons as being perfectly adequate, and a further 30,4% which detects conditions often satisfactory, leaving to 9,6% the unsatisfied for which environmental factors are rarely appropriate, and 4% those for which are 'never' at all.

Students say that the school will always (31,2%) or often (26,4%) give them school materials and allows them to do practical work and experiments in the lab (39,5% often, 29% sometimes, 21,8% always). With regard to the extra-curricular activities, school does organize more activities than allowed by availability of spaces: for 32,3% events are **often** organized, in comparison to the availability of spaces that are often only in 21,6% of cases; as well as when events are prepared **sometimes** for the 33,9% in comparison to only 30,4% of the structural budget. In contrast, 22,4% of cases in which the school **always gives puts** available spaces don't correspond to the same percentage of the school event's management dimension, which is at 14,5%.

Widespread, therefore, the implicit request for further spaces for extra-curricular activities, also by reason of the fact that the majority of students (52,4%) is always happy to attend events organised by the school, to which follows the further 30,6% which takes part often willingly.

The school that like so much to the students of the Cilento is also a school that is not too strict with its students: 31% declare that students are never judged with excessive strictness, followed by 34,1% and from 24,6% which circumscribe respectively to **rarely** and **sometimes** the frequency of the severe treatment.

Generally, students tend to identify themselves with the school: 54,8% shows a sharp sense of belonging to the school and the attitude with regard to the processes of education seems good (41,6% of the students is always concerned for the school and the 30,4% is often).

Although the survey reports that there aren't many students of other cultures belonging to the school community, the attitude toward multiculturalism is rather open (37,1% believed that a multicultural society is always a good thing): Italian students accept those who come from ethnic, cultural, religious minorities (31,2% **never** record any episodes of intolerance or derision), and are satisfied with the support given by school - that for the 37,1% **always intervenes** - in cases of discrimination.

Even the problem of dropping out is very contained in the surveyed area, according the 41,6% of respondents school supports **always** in a proper manner the students at risk of dropping out, and for 34,4% and 36,8% makes also respectively, with those at risk failure and with learning difficulties. A

large group of students (31,7%) says, however, didn't know/not applicable if the school could be of help in the event of socially risky behaviors.

Even if some of them (30,4%) reported that **sometimes** at school there were cases of aggression, bullying and violence, the majority of the students always (39,8%) or often (24,4%) believe that the school gives its support to those who have been victim of similar situations. In **5,7%** of those responding '**never**' is probably hidden the silent request for attention from those who have suffered or are suffering the bully-boy attitudes of other students.

The safety of students at school is also confirmed by the fact that **nearly 70%** (35% always, 34,1% often) thinks that the school is a place where you may receive help if necessary and where are underlined the themes of tolerance and respect for others (nearly 80% of students totally agree, of which 38,9% absolutely yes and 36,5% rather yes).

Without any majorities, instead, is the evaluation on the involvement of parents: only 16,1% declares that they are involved in school activities **always**, the 20,2% often, 25,8% sometimes, 25,8% rarely, 7,3% never, and a 4,8% do not know.

From free responses, in addition to positive comments on the survey - defined educational, interesting and important, reflecting on the relationship among classmates and with the teachers, as well as on topics and useful values for the formation of future civil and honest citizens – comes back a strong emphasis on the themes of bullying and integration that students remark as topics dealt by the school, wishing the growing attention also outside the contexts 'institutional' (not only, therefore, 'in moments of meeting between the classes').

The school is defined from the students

- reference point
- really interested in the welfare of the pupil, which puts him/her at the first place...
- ...and in his/her problems, both outside and inside the school
- ...problems that we have in the family and that their parents are unable to understand as much as the teachers can understand them.

There is, then, who

- declares the excessive strictness of some teachers
- would like school to give outdoor lessons, to improve the interaction with the environment
- believes that the school has not only the academic purposes, but first of all educational
- should pay more attention to the internal dynamics of these groups, because often the school – despite paying attention to the great social issues - is not aware of the discrimination which occur daily between groups, often based on prejudice related to the appearance and exterior image.

Relationships and well-being at school

In the context of the school relationships, students are generally satisfied with the relationships with:

- school service staff (59.2% Absolutely yes)
- tutor/teacher of the class (36.5% Absolutely yes, 36.5% Often)
- teachers (41.3% Absolutely yes, 36.5% Often)

For the school director to 26,2% Absolutely yes follows a 41,3% *do not know* and a 8,7% *never*, that longer reveal the lack of a relational dynamic that its poor quality.

Students declare to be treated equally by the teachers (49,2% Absolutely yes/always; 27% Often), are encouraged to express their own opinion (39.2% always, 36% often), and can rely on a large majority (over 70%) on the additional aid of teachers whenever necessary.

Also the relationships among students and even the atmosphere in the class are very good: 43.2% very definitely has a good relationship with the other students and the 41.2% deals often positively; the majority of respondents said that his classmates enjoy staying together (40.8% always, 32% often), are friendly and helpful (32.2% always, 40.3% often), but above all they feel accepted always (45.2%) or often (29.4%) by them.

The very low percentages of negative responses reveal some rare case of mismatch/marginalization that should not be neglected because it could be hiding that loss of motivation, often at the base of the school dropout.

The support of parents has reached a high score: 78,4% of students can certainly rely on the help of the parents if he/she has problems in school. And the interest of the parents for the educational processes of their children is also confirmed in the collaboration between family and school: 57,1 % of pupils refers that the parents go to school willingly to speak with teachers, and the 82,3% says that the encouragement to learn is always available.

In terms of socio-cultural relations, high levels of "acceptance of others": respondents have never felt discriminated for:

- ethnic or cultural origin 63,7% [even if 4% says the opposite]
- skin color 91,3%
- language 73,8%
- sexual orientation 92,9%
- physical appearance 50,8% [even if 11,9% says that it has happened **often**, and 3,2% says that happens **always**]
- disability or sickness 72,8%
- learning methods 54% [5,6% feels laughed at his/her learning approach]
- family status 75,8%.

In the **comments** the problem of 'Groups' arises as renewed:

- in my class there is the problem of groups and many times I see some of my friends do not communicate with other classmates
- sometimes I feel uncomfortable when I am excluded by them or when they criticise me
- I felt uncomfortable when some of my female classmates avoided me for a certain period for my cheap clothes.

For others the inconvenience is caused not by the classmates but by teachers:

- sometimes I feel uncomfortable because I cannot follow the lesson because I am not focused on the lesson and professors make me feel insecure
- when the teachers blame you even if it was not my fault
- to learn I need to be scolded to even my learning with the other students
- sometimes to help my classmates I took the blame on myself, but I was satisfied with what I have done.

In two cases the results represent two different - but equally significant - hardships:

- I am afraid that any classmate next to me is disgusted because of me

- when I speak of 'souls' and other people think it's nonsense...when I talk about my „flirts” about famous people and they laugh at me.

Learning methods

The majority of the students think that learning is absolutely yes important (68,8%) - but without knowing if it is important for their classmates (**always** drops to 24,8%, followed by **often** 39,2 %) - and that early school leaving definitely has negative consequences (54,8%).

Students are always (27,4%), often (40,3%) or in any case sometimes (21%) motivated to learn even autonomously, declare their commitment to understand the issues discussed at school (32,8% always, 38,4% often) and devote considerable time - often (37,7%) or at least some of the time (34,9%) - to deepen some topics, as well as showing interest in expanding their knowledge and in learning new things which they deem to be a funny challenge, always 29%, often 24,3 % or at least some times (27,4%).

Among parents and teachers, the pressure exerted in relation to the school performance of the boys sees family expecting more than school (always 15,9% vs 11,2%; often 21,4% vs. 14,4%), with values and percentages flipped over **sometimes** (23% parents vs 32,8% teachers).

According to students, there are many factors that influence the scholastic performance: the results depend mainly

- from their commitment (84,8%)
- by the time dedicated to study (59,2%)

as following

- from the work of teachers (37,6%)
- by the help of the parents (29,6%)
- by the help of the classmates of the class (20%)
- from the opinion that have teachers of them (13,6%) as equally with
- the atmosphere of class (13,6%)
- from their talent (11,2%)
- by luck (7,2%)
- from private lessons (4,2%).

Between serious and humorous the 'other' answers (representing 13,4%):

_from excessive self-esteem

- I am a genius
- from self-esteem that I am find in myself
- from my too positive thinking

_in reference to comedies on school

- from the videos of Fumagalli (2)

_to more 'intimate' motivations

- from the relationship with the classmates
- from my grandmother who unfortunately passed away but in those years she gave me a lot of values
- from the desire to give my best and that everyone should understand that I am a valuable student
- from the happiness that I give to my parents.

The helpers of students in the educational process are mainly parents

- my mother 59,2%
- my father 30,4%

but even

- teachers 43,2%
- classmates 31,2%
- brothers 30%.

As regarding to the methods of most useful learning, the results show that students are not used to memorize nor recalling what was explained at school or by emulating the others. They rather seek to learn through understanding or by trial and error. Less popular also learning through problem - solving. As regarding to the preference of other activities in comparison to studying, there is an even value between those who prefer absolutely and those who do not prefer at all, with a predominance of a 'natural' intermediate position and a diplomatic percentage of 'I do not know'.

Assigned the value 1 to the less adopted style and 5 to the most practiced method, the detail data return the following picture:

Style of learning	Level1	Level2	Level3	Level4	Level5	I do not know
Learn by heart because they do not understand everything	53 (42.1%)	27 (21.4%)	19 (15.1%)	10 (7.9%)	6 (4.7%)	8 (6,3%)
Learning with understanding	13 (10.3%)	14 (11.1%)	17 (13.5%)	39 (30.9%)	43 (34.1%)	1 (0.8%)
Not learning at all because they can remember everything done in class	56 (44.4%)	23 (18.2%)	18 (14.3%)	7 (5.6%)	8 (6.3%)	11 (8.7%)
Learning through trials and mistakes	23 (18.2%)	22 (17.5%)	21 (16.7%)	28 (22.2%)	28 (22.2%)	6 (4.8%)
Learning by solving problems	24 (19%)	25 (19.8%)	31 (24.6%)	26 (20.6%)	18 (14.3%)	6 (4.8%)
Learn by imitation	64 (50.8%)	20 (15.9%)	14 (11,11 %)	7 (5.6%)	5 (4%)	8 (6,3%)
Prefer other activities than studying	25 (19.8%)	16 (12.7%)	26 (20.6%)	14 (11,11 %)	25 (19.8%)	14 (11,11 %)

According to the *life skills*, the results show that the students assess their capacity on fairly high levels and seems to have specific plans for the future, clearly expressed with respect to the professions they would like to undertake.

Furthermore, they perfectly know their professional skills, as well as their character traits.

Specifically from the self-assessment of skills, the survey group proves to be rather varied, without any specific predominance, noting still in training personality with cognitive, emotional and relational abilities averaged on various levels. The effective communication and the ability to maintain good interpersonal relationships override, as well as the creative and critical

thinking; good levels of self-awareness and empathy, medium those problem solving and management of emotions.

Skills	Level1	Level2	Level3	Level4	Level5	I do not know
Decision-making and problem-solving	16 (12.7%)	15 (11.9%)	34 (27%)	29 (23%)	28 (22.2%)	3 (2.4%)
Creative thinking and critical thinking	11 (8.7%)	17 (13.5%)	28 (22.2%)	28 (22.2%)	35 (27.8%)	4 (3.17%)
Effective communication and maintaining good interpersonal relationships	4 (3.17%)	10 (7.9%)	32 (25.4%)	30 (23.8%)	45 (35.7%)	7 (5.6%)
Self-awareness and empathy	12 (9.5%)	19 (15.1%)	28 (22.2%)	32 (25.4%)	22 (17.5%)	13 (10.3%)
Coping with emotions and managing stress	17 (13.5%)	25 (19.8%)	31 (24.6%)	26 (20.6%)	20 (15.9%)	10 (7.9%)

From the indications about future tasks, modern styles and trends are well balanced with more traditional views: after innovative professions such as youtuber, ICT technician, energy manager follows more classic jobs as lawyer, architect, teacher, doctor (generic practitioner or for children (pediatrician), but also for animals (veterinary); a large portion of consensus is for jobs that exalt the physical (footballer, gymnast - also as a P.E. instructor), aesthetic (actor/actress, model, dancer) or artistic abilities (singer, photographer, musician, with a single case that is expressed in terms of 'passion'). Then there are those who prefer, as working context, the yard (bricklayer, design technician, crane driver, worker) and those who prefer the kitchen (chef, pizzaiolo, waitress).

The interesting trend for uniform careers (police, army) or in scientific jobs area (physics, astronomy, biology), even with 2 cases of girls who declare their intention to become 'female scientists'.

The 7,9 % of their confesses that do not yet have clear ideas.

Social and emotional profiles

On the basis of the results, the students have a high sense of cooperation in group dynamics: are happy to stay together (54% absolutely yes; 29,7% rather yes), are interested in what their friends are doing and cooperate with them (41,9% rather yes, 22,6% absolutely yes). Only 32% is sometimes prone to lead a group, while they easily build friendships between equal, they are also participatory more than 65% during the lessons, over 80% in games with peers and 81% in group work, but they are also able to relate well with adults (27,8% absolutely yes, 39,7% rather yes; anyway, there still remains to underline a 4% that proves difficulties and a 7,1% declaring as rare the positive relationship with the adults).

In the dynamics between equal, almost 70% do not meet difficulties to establish relationships, and the largest group of students (38,1%) **often** invites and encourages colleagues to speak and play, and if it does not always do so (24,6%), they at least do it sometimes (25,4%). Students declare a high level of sensitivity to the needs and emotions of their peers: with over 70% the attention to the other and to his needs is a constant factor between the emotional skills perceived by respondents.

The survey confirms that students know their rights, the social rules and laws: over 60% follows the principles governing the staying in a group, more than 78% is aware of their rights and a little less (76,8%) is the percentage of those who respect the freedom of others.

With regard to the awareness of their own emotions, the majority of students declare to be usually in a good mood and feeling well (rather yes 36,3%, absolutely yes 39,8%, but with a 6,5% in contrast and a 2,4% which does not answer). As regarding to the awareness of others' emotions, respondents say they're **rather yes** able to understand the feelings of others (41.3%) or to be **sometimes** (25,4%). Specular to the non easy task of speaking about important problems (which sees the majority settle on 32,5% in which this happens sometimes, 16,7% in which it is rather not or for the 8,7% absolutely no, cancelling the positive values of a 24,6% rather yes and 14,3% absolutely yes), students declare they find difficulty in explaining to their friends how they feel and to express their emotions (60,3% at least sometimes finds it difficult, and only 15,9% has no problems in this regard).

As regarding to managing emotions, students 'close up' into themselves when they are sad, sometimes (22,6%) or rarely (26,6%, but at the same percentage they do it rather yes or absolutely yes); **sometimes** they do not know exactly what emotions they feel at certain times (29,6%) and **rather yes** they do not know why they are angry (23,8%). Students also say that for them it is very important to know how their friends feel, especially when they are disturbed: 52% of an attitude of solidarity of understanding generally adopted **absolutely yes/rather yes** rises to 75,8% in the case of perception of the malaise of the other. Equally important is to understand the causes of emotions of others (35,7% rather yes, 19% absolutely yes). But the empathetic relationship stops if there is an encouragement to do something not appreciated: 25% refuses drastically, 21,8% rather yes, 24,2% sometimes, although for the 15,3% (rather no) and 10,5% (Absolutely no) the value of friendship forces a complicity even if the invitation is for an action which is not agreed.

Toward cases of conflict, the majority avoids them and is not prone to provoke, without ever putting in place aggressive or refusal behaviours (48,4% absolutely no) or at least tries to find a peaceful solution.

2.2.2. Group B - Pupils 6-10 years old

2.2.2.1. Class's data

1.1. *Age of pupils in the class*

1st Class (pupils 6 years old): 2 groups

2nd Class (pupils 7-8 years old): 6 groups

4th Class (pupils 9 years old): 4 groups

5th Class (pupils 10-11 years old): 4 groups

1.2. *Number of pupils in the class*

1st Class:

- Boys: 12; Girls: 4
- Boys: 4; Girls: 6

2nd Class

- Boys: 10; Girls: 11
- Boys: 10; Girls: 5
- Boys: 7; Girls: 9
- Boys: 7; Girls: 4
- Boys: 5; Girls: 6
- Boys: 6; Girls: 12

4th Class

- Boys: 7; Girls: 11
- Boys: 10; Girls: 9
- Boys: 7; Girls: 12
- Boys: 9; Girls: 12

5th Class

- Boys: 8; Girls: 7
- Boys: 11; Girls: 3
- Boys: 11; Girls: 6
- Boys: 7; Girls: 10

In total: 131 boys and 127 girls (258 pupils in total)

1.3. *Nationality/Nationalities*

All pupils are Italian, except four pupils from Romania, two from Ucraina, two from Venezuela, one from Marocco, one from Colombia.

2.2.2.2. School and its surroundings

2.1. Do the pupils like their school?

- | | |
|-------------------------------|-----------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 4 (25%) |
| ▪ Absolutely yes | 12 (75%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 0 |

Additional comments:

- they are well integrated and educated
- they gladly attend school - Since few years they also attend in the summer time (June-July)
- they gladly attend school

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

- | | |
|-------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 1 (6,3%) |
| ▪ Absolutely yes | 15 (93,8%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 0 |

Additional comments: no

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

- | | |
|-------------------------------|------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 3 (18,8%) |
| ▪ Sometimes | 1 (6,3%) |
| ▪ Rather yes | 6 (37,5%) |
| ▪ Absolutely yes | 6 (37,5%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 0 |

Additional comments:

- avremmo bisogno di qualche altro spazio da destinare alle attività di laboratorio

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

- | | |
|---------------------|------------------|
| ▪ Absolutely no | 1 (6,3%) |
| ▪ Rather no | 5 (31,3%) |
| ▪ Sometimes | 3 (18,8%) |
| ▪ Rather yes | 5 (31,3%) |

- Absolutely yes 2 (12,5%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

57

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

- Absolutely no 0 (0%)
- Rather no 3 (18,8%)
- Sometimes 2 (12,5%)
- **Rather yes 7 (43,8%)**
- **Absolutely yes 4 (25%)**
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments:

- we often use media laboratories.
- the school does not have any gym or laboratories.
- the practical activities are carried out in the classroom
- they are used some free building spaces as the lobby or hallways.
- there is not an equipped laboratory. Teachers are equipped themselves.

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

- Absolutely no 0 (0%)
- Rather no 3 (18,8%)
- Sometimes 2 (12,5%)
- **Rather yes 6 (37,5%)**
- **Absolutely yes 4 (25%)**
- I don't know/Not applicable 1 (6,3%)
- Lack of answer 0

Additional comments:

- extracurricular activities take place in school spaces that are not suitable for the purpose
- in external facilities
- extracurricular activities are rarely performed

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 4 (25%)
- Rather yes 5 (31,3%)

- **Absolutely yes** 7 (43,8%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments:

58

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 0 (0%)
- Rather yes 3 (18,8%)
- **Absolutely yes** 13 (81,3%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 3 (20%)
- Rather no 2 (13,3%)
- **Sometimes** 4 (26,7%)
- Rather yes 3 (20%)
- Absolutely yes 3 (20%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 1

Additional comments:

- tunisians, pakistanis, indians
- no
- there are no foreign students

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 0 (0%)
- Rather yes 3 (23,1%)
- **Absolutely yes** 9 (69,2%)
- I don't know/Not applicable 1 (7,7%)
- Lack of answer 3

Additional comments:

- yes

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

- | | |
|-------------------------------|-------------------|
| ▪ Absolutely no | 10 (66,7%) |
| ▪ Rather no | 4 (26,7%) |
| ▪ Sometimes | 1 (6,7%) |
| ▪ Rather yes | 0 (0%) |
| ▪ Absolutely yes | 0 (0%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 1 |

Additional comments: no

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

- | | |
|-------------------------------|----------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 5 (33,3%) |
| ▪ Absolutely yes | 9 (60%) |
| ▪ I don't know/Not applicable | 1 (6,7%) |
| ▪ Lack of answer | 1 |

Additional comments:

- the school has carried out a project on bullying

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

- | | |
|-------------------------------|------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 1 (6,3%) |
| ▪ Sometimes | 2 (12,5%) |
| ▪ Rather yes | 5 (31,3%) |
| ▪ Absolutely yes | 7 (43,8%) |
| ▪ I don't know/Not applicable | 1 (6,3%) |
| ▪ Lack of answer | 0 |

Additional comments: no

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

- | | |
|-------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 3 (18,8%) |
| ▪ Absolutely yes | 13 (81,3%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 0 |

Additional comments: no

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

- | | |
|-------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 6 (37,5%) |
| ▪ Absolutely yes | 10 (62,5%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 0 |

Additional comments:

- for the students the manager represents the figure of a father

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

- | | |
|-------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 3 (18,8%) |
| ▪ Absolutely yes | 11 (68,8%) |
| ▪ I don't know/Not applicable | 2 (12,5%) |
| ▪ Lack of answer | 0 |

Additional comments:

- our secretary has a fraternal relationship with the students, teachers and janitors.

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

- | | |
|-------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 5 (31,3%) |
| ▪ Absolutely yes | 11 (68,8%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 0 |

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.

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 appreciate too much technical and arts educations
- they appreciate the recreational and sports activities

2.2.2.3. Social and emotional competences of pupils

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

- | | |
|-------------------------------|----------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 8 (50%) |
| ▪ Absolutely yes | 8 (50%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 0 |

Additional comments: no

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

- | | |
|-------------------------------|----------------|
| ▪ Absolutely no | 1 (6,7%) |
| ▪ Rather no | 2 (13,3%) |
| ▪ Sometimes | 4 (26,7%) |
| ▪ Rather yes | 6 (40%) |
| ▪ Absolutely yes | 2 (13,3%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 1 |

Additional comments:

- He emerges for his mood, but I don't consider him a leader

3.3. *Pupils are interested in what the peers do in the group, they cooperate with others.*

- | | |
|-------------------------------|----------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 8 (50%) |
| ▪ Absolutely yes | 8 (50%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 0 |

Additional comments: no

3.4. *Pupils are active during lessons.*

- | | |
|-------------------------------|------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 7 (43,8%) |
| ▪ Absolutely yes | 9 (56,2%) |
| ▪ I don't know/Not applicable | 0 (0%) |
| ▪ Lack of answer | 0 |

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 0 (0%)
- Rather yes 7 (43,8%)
- **Absolutely yes 9 (56,2%)**
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

3.6. Pupils cooperate in group.

- Absolutely no 0 (0%)
- Rather no 1 (6,3%)
- Sometimes 0 (0%)
- Rather yes 7 (43,8%)
- **Absolutely yes 8 (50%)**
- I don't know/Not applicable 0 (0%)
- ^Lack of answer 0

Additional comments: no

3.7. Pupils are open in contact with adults.

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 0 (17%)
- **Rather yes 11 (68,8%)**
- Absolutely yes 5 (31,2%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments:

- Not always in a positive way

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 3 (18,8%)
- **Rather yes 10 (62,5%)**
- Absolutely yes 3 (18,8%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments:

- with difficulty

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 1 (6,3%)
- **Rather yes 11 (68,8%)**
- Absolutely yes 4 (25%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 1 (6,3%)
- **Rather yes 7 (43,8%)**
- **Absolutely yes 8 (50%)**
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 2 (12,5%)
- **Rather yes 6 (37,5%)**
- **Absolutely yes 8 (50%)**
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

3.12. Pupils are aware of their rights.

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 2 (13,3%)
- **Rather yes 9 (60%)**
- Absolutely yes 4 (26,7%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 1

Additional comments: no

3.13. Pupils respect the rights and freedom of others.

- Absolutely no 0 (0%)
- Rather no 1 (6,3%)

- Sometimes 1 (6,3%)
- **Rather yes 13 (81,3%)**
- Absolutely yes 1 (6,3%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

3.14. Pupils talk about important issues for them.

- Absolutely no 0 (0%)
- Rather no 1 (6,3%)
- Sometimes 5 (31,3%)
- **Rather yes 7 (43,8%)**
- Absolutely yes 3 (18,8%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments:

- it depends who they speak to

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

- Absolutely no 0 (0%)
- Rather no 1 (6,3%)
- Sometimes 5 (31,3%)
- **Rather yes 9 (56,3%)**
- Absolutely yes 1 (6,3%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

3.16. Pupils show good mood, contentment, joy

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 1 (6,3%)
- **Rather yes 7 (43,8%)**
- **Absolutely yes 8 (50%)**
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 2 (12,5%)
- **Rather yes 12 (75%)**

- Absolutely yes 2 (12,5%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

3.18. Pupils avoid conflict situations

- Absolutely no 2 (12,5%)
- Rather no 1 (6,3%)
- **Sometimes 7 (43,8%)**
- Rather yes 6 (37,5%)
- Absolutely yes 0 (0%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments:

- They aren't always able

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

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- **Sometimes 8 (50%)**
- Rather yes 6 (37,5%)
- Absolutely yes 2 (12,5%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments:

- with the teacher's mediation
- with our support

3.20. In conflict situations pupils behave aggressively towards other children

- Absolutely no 2 (12,5%)
- Rather no 6 (37,5%)
- **Sometimes 5 (37,5%)**
- Rather yes 2 (12,5%)
- Absolutely yes 0 (0%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

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

- Absolutely no 1 (6,3%)
- Rather no 5 (31,3%)
- **Sometimes 9 (56,3%)**
- Rather yes 1 (6,3%)

- Absolutely yes 0 (0%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

Additional comments: no

3.22. *Pupils often cause conflicts*

- Absolutely no 0 (0%)
- **Rather no 7 (43,8%)**
- **Sometimes 8 (50%)**
- Rather yes 1 (6,3%)
- Absolutely yes 0 (0%)
- I don't know/Not applicable 0 (0%)
- Lack of answer 0

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 them shows maturity and self-control ability; however, someone has some socio-affective difficulties
- students are very close, also because they live in a village, they know each other and stay together even after school time. They include in the group class foreign students, who feel comfortable
- it is a very heterogeneous group with good intellects, they collaborate with each other and interact with adults
- it is a homogeneous and well-educated group, they collaborate and interact with each other and with adults
- pupils interact positively with each other and there are few conflicting situations
- mature and very close group
- pupils have achieved a good level of emotional and social development.
- they appear well integrated in the class group but they need to better understand the rules of common life and be together to communicate, even in non-school contexts. Their territory offers few opportunities to motivate them
- they emotionally and socially are in the general norm
- they are sensitive and partially balanced

2.2.2.4. 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
7 (43,75%)	2 (12,5%)	7 (43,75%)	0 (0%)	0 (0%)	0 (0%)

4.1.2. They learn to understand

1	2	3	4	5	I don't know
0 (0%)	0 (0%)	1 (6,25%)	10 (62,5%)	5 (31,25%)	0 (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
8 (50%)	3 (18,75%)	4 (25%)	1 (6,25%)	0 (0%)	0 (0%)

4.1.4. They learn through trials and mistakes

1	2	3	4	5	I don't know
0 (0%)	0 (0%)	4 (25%)	5 (31,25%)	7 (43,75%)	0 (0%)

4.1.5. They learn by solving problems

1	2	3	4	5	I don't know
0 (0%)	1 (6,25%)	2 (12,5%)	6 (37,5%)	7 (43,75%)	0 (0%)

4.1.6. They learn by imitation

1	2	3	4	5	I don't know
3 (18,75%)	1 (6,25%)	4 (25%)	6 (37,5%)	2 (12,5%)	0 (0%)

4.1.7. They prefer other activities than studying

1	2	3	4	5	I don't know
3 (18,75%)	1 (6,25%)	5 (31,25%)	1 (6,25%)	5 (31,25%)	1 (6,25%)

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

- the majority of the students has good basic skills, they study enough, their parents follow them at home and the results, based on their learning rhythms, are positive.
- very positive group
- rather positive
- students deal with school work with interest and commitment. Some students carry out their activities in full autonomy and with a sense of responsibility; others require continuous solicitations and further explanations
- students have satisfying results on didactics and behavior. They are interested in the various school subjects, they are collaborative and positively collaborate with each other and teachers
- good level of mastery in the various school subjects
- they appear motivated and also followed at home in their school work, but they often need to be called for attention and concentration

- medium level class
- good learning rhythms, but students often are discontinuous and not always constant

Lack of answer: 7

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

68

4.2.1. Decision making and problem solving

1	2	3	4	5	I don't know
0 (0%)	0 (0%)	10 (62,5%)	4 (25%)	2 (12,5%)	0 (0%)

4.2.2. Creative thinking and critical thinking.

1	2	3	4	5	I don't know
0 (0%)	1 (6,25%)	5 (31,25%)	9 (56,25%)	1 (6,25%)	0 (0%)

4.2.3. Effective communication and maintaining good interpersonal relationships

1	2	3	4	5	I don't know
0 (0%)	0 (0%)	7 (43,75%)	6 (37,5%)	4 (25%)	0 (0%)

(there is an answer more)

4.2.4. Self-awareness and empathy

1	2	3	4	5	I don't know
0 (0%)	3 (18,75%)	9 (56,25%)	2 (12,5%)	2 (12,5%)	0 (0%)

4.2.5. Coping with emotions and managing stress

1	2	3	4	5	I don't know
0 (0%)	5 (31,25%)	6 (37,5%)	5 (31,25%)	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.

- more than good
- students's ability to manage their emotions, the interpersonal communication and self-control are adequately related to their age
- positive
- the goals planned have been achieved with good general results, according to the different learning rhythms
- homogeneous class group, followed by families at home in its school work. They attend very willingly the school. They are very interested in practical and lab. activities
- medium level
- autonomous and critical group class

Lack of answer: 9

2.2.2.5. Conclusions

The target cluster, composed by teacher of the enrolled schools, represents 16 classes from 1st to 5th class, with a total amount of 258 students, of which 131 male, equal to 50,78%, and 127 female, equal to 49,22%, all Italian citizens, except four pupils from Romania, two from Ukraine, two from Venezuela, one from Morocco, one from Columbia.

School: its dynamics and context

As reported by their teachers, pupils from primary classes like school very much: 12 of 16 classes (more than 75%) definitely like it; the remaining 25% responds positively. And in addition their teachers also report that their pupils

- are well integrated and well educated
- attend willingly (2); since a few years (even!) they attend summer camps: June/July.

Among pupils, the awareness of safety in the school area and in the school building is extremely positive. In fact, according to the teachers, the majority of students (93,8%) feel absolutely safe within school.

The condition of school buildings are evaluated by the pupils as 37,5% being really comfortable, for another further 37,5% are quite safe, for 6,3% sometimes, and for 18,8% rather no. Regarding the educational material given by the school, 12,5% of them are completely satisfied, while 31,3% are almost fulfilled and 18,8% sometimes, but for another 31,3% only rarely equipped properly, while 6,3% not adequate at all.

Regarding the practical activities and lab experiments, pupils' requests are rather met (25% absolutely yes, 43,8% rather yes), even if some teachers report that

- the school doesn't have neither a gym, nor labs
- there is no well equipped lab; teacher provide their own materials

or that

- interactive labs often used

and activities take place

- in the building's same spaces: hall and corridors
- in the classroom.

Even if 25% and 37,5% the teachers report that school absolutely yes or rather yes offers spaces for extra-curricular activities, there is common request of more spaces because extra-curricular activities take place

- in non adequate spaces of school
- in external facilities
- in the gym

and this also because school organize always (43,8%), often (31,3%) or anyway sometimes (25%) events and happenings, and above all the majority of pupils (81,3%) is always happy to be part of it.

Behaviour towards multi-culturalism is very open (69,2% of students think that it is a positive item, and 23,1% rather yes - only 7,7% doesn't answer at all), even if there are still a few school with foreign pupils belonging to a different culture different from the predominant one (none in 20% of the classes, sometimes (26,7%) present or rather no (13,3%)).

Still according to teachers, even if there haven't been many cases of bullying in the classes (respectively, 66,7% and 33,3% of pupils refer that cases of violence are none or rare), the pupils declare to be very sure (60% absolutely yes, 33,3% rather yes) that school should support victims of aggression and violence. A teacher reports that

- school has done a project on bullying.

The students' safety at school is also confirmed by the fact that pupils think that the school is a place where they can get help if needed (43,8% absolutely yes, 31,3% rather yes).

Relationships and well-being at school

In the area of students' school relationships, students generally nurture good interpersonal relationships, with:

- teachers (81,3% absolutely yes, 18,8% rather yes)
- school manager (62,5% absolutely yes, 37,5% rather yes)
- school "service" staff (68,8% absolutely yes, 18,8% rather yes)
- students (68,8% absolutely yes, 31,3% rather yes).

One teacher reports that

- school manager represents a parent for pupils

and that

- the secretary has a friendly relationship with pupils, teacher and staff members.

As regarding to the best aspects of the school for the young students, their teachers declare that

- they appreciate very much the practical educations
- they appreciate games and sports activities.

Social and emotional students' profiles

As based on results, it is fairly evident that pupils have a high sense of cooperation in the group dynamics (50% absolutely yes, 50% rather yes), are interested in what their classmates do and in teamwork (50% absolutely yes, 50% rather yes), take active part during lessons (56,3% absolutely yes, 43,8% rather yes).

Only a few pupils are stand out as a leader (13,3% absolutely yes); in only case the teacher reports that

- there is a pupil that stands out for his behaviour, but is not to be considered as a leader.

More often (40%) or only sometimes (26,7%) inclined to lead a group, but there are also classes in which this happens rarely (13,3%) or never (6,7%).

In the dynamics among their peers, pupils are involved in the didactic and creative activities (56,3% absolutely yes, 43,8% rather yes) and they cooperate without any problems (50% absolutely yes, 43,8% rather yes).

Pupils easily build friendships among peers, but they can also relate well with adults (31,3% absolutely yes, 68,8% rather yes), even if

- „not always in a positive manner” - as confirmed by a teacher.

Furthermore, they respect rules and regulations (62,5% rather yes, 18,8% absolutely yes and 18,8% sometimes) but

- sometimes with difficulties.

In teachers' opinions, children have no problems in making friendship: for 68,8% attempts to socialize are rather yes understood by other children, and in 25% of cases this happens always. In addition the pupils taking turns in talking and playing games together (50% absolutely yes, 43,8% rather yes) and in helping each other (50% absolutely yes, 37,5% rather yes, only 12,5% sometimes).

Furthermore, they are aware of their own rights - absolutely yes 60%, rather yes 26,7% and sometimes 13,3% -, while rarely - but anyway frequently (81,3%) - respect the rights and freedom of the others.

As confirmed by teachers, children are - 18,8% absolutely yes, 43,8% rather yes - able to talk about their problems, even if in 31,1% of cases this capability shows up only sometimes and often

- it depends on who they're speaking to.

In addition, the pupils know how to express their feelings in a proper way (56,3% rather yes), show positive emotions of satisfaction, good mood and happiness (50% absolutely yes, 43,8% rather yes) and to empathize with other children (75% rather yes, 12,5% absolutely yes, 12,5% sometimes).

In relationship with other people they tend to avoid conflicts (43,8% sometimes, rather yes 37,5%, but also never in 12,5% or rather no in 6,3%) or they tend to solve conflicts peacefully anyway (50% sometimes, 37,5% rather yes, 12,5% absolutely yes), once a while

- thanks to the teachers' cooperation.

However rather yes (37,5%) or sometimes (37,5%) pupils show aggressive behaviours (which can also turn into strange behaviours, such as rage, denial and withdrawal (56,3% sometimes), even because being themselves makers of critical situations (50% sometimes, 6,3% rather yes).

and they also know their rights () social rules and laws (18,8% absolutely yes, 62,5% rather yes).

In brief free answers given by teachers, the emotional and social development of their pupils is considered to be good and adequate for age. The additional comments report that

the class

- **is very tight**, also because - leaving in a small town - children all know each other and spend time together even after school; they have well accepted foreign students, that seem to be happy

- **very heterogeneous** with brilliant mind, cooperating together and interacting with adults
- **compact and well educated**
- emotionally and socially within general rules
- sensitive and almost balanced

the pupils

- have positive relationships and **chances for conflicts are very few**
- cooperate and interact among them and with adults
- most of them show **maturity and self-control capability**, even if **there are some pupils having social-affective difficulties**
- have reached a **good level of emotional and social development**
- seem to be well **integrate within the class-group**, but they **need to better understand the rules of social life** and to stay together for communication, also outside of the school. **The area offer few chances for exchanging new ideas.**

School learning methods

In teachers' vision, learning methods used by children mainly confirm **active understanding** (62,5% learn and understand) rather than memory-based learning (43,7% does it sometimes) and less homework in terms of efficient classwork-based learning (50% consider that classwork alone is not enough).

A winning strategy is the practical learning method done by trial and errors (for 43,75% is the most use method) or problem solving (same percentage for the higher level, follow by a 37,5% for level 4), and sometimes also imitating (37,5% - level 4). On the contrary, there is no clear preference for other activities apart from studying (only 31,25% - level 5).

Answering the open questions, the teachers have confirmed the general positive results, with a few 'ordinary' exception. As read:

- most pupils have good basic skills, they study quiet a lot, they are followed by parents at home and the results they achieve - each following their own learning pace - can be considered positive
- the class faces school-work with interest and commitment; some pupils work on their own and with responsibility; other **need to be regularly pushed and supported**
- the school performance of the surveyed class is positive in terms of school subjects and students' behaviours; pupils prove to be proactive in several disciplines, being cooperative and able to relate positively within the class-group and with teachers
- good level of performance in all different subjects
- [pupils] seem to be well motivated and well followed but anyway **they often need to be kept on focus**
- **good learning pace** but often discontinuous and **not always well commitment.**

In skills evaluation, teachers give average values concerning students' personal and social skills among which creativity and empathy are both outstanding. Especially

- decision making and problem solving: **level 3** (62,5%), level 4 (25%)
- creative and critical thinking: **level 4** (56,25%), level 3 (31,25%)
- effective communication and maintaining good interpersonal relationships: **level 3** (43,75%), level 4 (37,5%)
- self-awareness and empathy: **level 3** (56,25%), level 2 (18,75%)
- coping emotional and managing stress: **level 3** (37,5%), level 4 and 2 *ex aequo* (31,25%).

Results show that the level 3 is higher in the evaluation of all life-skills, except for the creative and critical thinking which has in level 4 the highest value. The highest evaluation is for the pupils' skill for decision making and problem solving. The lowest value for the high (4 and 5) confirm the necessity to empower in pupils cognitive, emotional and relational basic skills, to enable them to transform knowledge, behaviours and values in to real skills and in useful capabilities both individually and socially.

2.2.3. Group C - Teachers

2.2.3.1. Personal data

74

1.1. Age

126 teachers took part in the study.

- Less than 30 years old: 1 teachers
- 31 - 35 years old: 1 teachers
- 36-40 years old: 7 teachers
- 41-45 years old: 9 teachers
- 46 - 50 years old: 16 teachers
- 51 years old and more: 82 teachers

No answer: 10 teachers

1.2. Gender

Male: 31 teachers (25,2%)

Female: 92 teachers (74,8%)

No answer: 3 teachers

1.3. Nationality

All teachers participating in the study are of Italian nationality.

1.4. Taught subject/subjects

- Literary, linguistic area, Italian: 25 teachers
- English: 10 teachers
- French: 2 teachers
- Spanish: 1 teacher
- Foreign languages: 5 teachers
- Mathematics and sciences: 19 teachers
- Music: 3 teachers
- ICT: 1 teacher
- Art: 3 teachers
- Technology: 2 teachers
- Physical Education: 6 teachers
- Religion: 4 teachers
- Support teachers: 15 teachers

Among teachers, many of them teach two or even three different school subjects (18).

No answer: 18

1.5. *Experience in teaching*

- Less than 2 years: 5 teachers (4,1%)
- 3 years - 5 years: 3 teachers (2,4%)
- 6 years - 10 years: 14 teachers (11,4%)
- **11 years - 20 years: 27 teachers (22%)**
- **21 years and more: 74 teachers (60,2%)**

2.2.3.2. General information about school

2.1. School

- **Primary school: 38 teachers (30,9%)**
- **Junior secondary school (Junior High School): 85 teachers (69,1%)**
- Upper secondary school (High School): 0
- Upper secondary school (Vocational school): 0
- Upper secondary school (Technical school): 0

76

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

The schools in which teachers work are part of Comprehensive Institutes, which collect many small schools, with a school population of less than 150 pupils (see section 2.1.2). In the complex, the Comprehensive Institutes have the dimensions of big schools. Because of the non-homogeneity of the answers, the following data refer to the size of the Comprehensive Institutes and not the specific school where the teachers work.

- Small school (less than 150 students): 4
- Medium school (151 – 300 students): 4
- Big school (301 and more students): 118

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

- **Yes: 116 (94,3%)**
- No: 7 (5,7%)

Lack of answer: 3

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

- **Yes: 109 (90,1%)**
- No: 12 (9,9%)

Lack of answer: 5

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

- Economical: 24 (22%)
- Geographical: 2 (1,8%)
- Educational: 22 (20,2%)
- **Cultural: 52 (47,7%)**
 - Educational-cultural
 - All
 - Parental
 - Learning disability

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

- Very high (more than 20%): 0 (0%)
- High (15%-19%): 0 (0%)
- Medium (10%-14%): 3 (2,5%)
- Low (5-9%): 27 (22,1%)
- **Very low (less than 4%): 92 (75,4%)**

Lack of answer: 5

2.2.3.3. School and its surroundings

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 2 (1,6%) |
| ▪ Rather yes | 25 (20,3%) |
| ▪ Absolutely yes | 87 (70,7%) |
| ▪ I don't know / Not applicable | 9 (7,3%) |
| ▪ Lack of answer | 3 |

Additional comments: no

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 2 (1,6%) |
| ▪ Rather no | 3 (2,4%) |
| ▪ Sometimes | 10 (8,1%) |
| ▪ Rather yes | 53 (43,1%) |
| ▪ Absolutely yes | 47 (38,2%) |
| ▪ I don't know / Not applicable | 8 (6,5%) |
| ▪ Lack of answer | 3 |

Additional comments: no

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 1 (0,8%) |
| ▪ Rather no | 7 (5,7%) |
| ▪ Sometimes | 7 (5,7%) |
| ▪ Rather yes | 50 (40,7%) |
| ▪ Absolutely yes | 56 (45,5%) |
| ▪ I don't know / Not applicable | 2 (1,6%) |
| ▪ Lack of answer | 3 |

Additional comments: no

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 4 (3,3%) |
| ▪ Rather no | 13 (10,6%) |
| ▪ Sometimes | 43 (35%) |
| ▪ Rather yes | 42 (34,1%) |
| ▪ Absolutely yes | 19 (15,4%) |
| ▪ I don't know / Not applicable | 2 (1,6%) |
| ▪ Lack of answer | 3 |

Additional comments: no

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

- Absolutely no 2 (1,6%)
- Rather no 11 (9%)
- **Sometimes 42 (34,4%)**
- **Rather yes 45 (36,9%)**
- Absolutely yes 21 (17,2%)
- I don't know / Not applicable 1 (0,8%)
- Lack of answer 4

Additional comments: no

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

- Absolutely no 4 (3,3%)
- Rather no 13 (10,6%)
- **Sometimes 42 (34,1%)**
- **Rather yes 38 (30,9%)**
- Absolutely yes 26 (21,1%)
- I don't know / Not applicable 0 (0%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 3 (2,4%)
- Rather no 2 (1,6%)
- Sometimes 26 (21,1%)
- **Rather yes 61 (49,6%)**
- Absolutely yes 31 (25,2%)
- I don't know / Not applicable 0 (0%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 3 (2,5%)
- Sometimes 13 (10,7%)
- **Rather yes 48 (39,3%)**
- **Absolutely yes 58 (47,5%)**
- I don't know / Not applicable 0 (0%)
- Lack of answer 4

Additional comments: no

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

- Absolutely no 13 (10,6%)
- **Rather no 42 (34,1%)**
- Sometimes 38 (30,9%)
- Rather yes 27 (22%)
- Absolutely yes 1 (0,8%)
- I don't know / Not applicable 2 (1,6%)
- Lack of answer 3

Additional comments: no

3.10. Do you think this is a positive situation?

- Absolutely no 0 (0%)
- Rather no 1 (0,8%)
- Sometimes 16 (13%)
- Rather yes 35 (28,5%)
- **Absolutely yes 64 (52%)**
- I don't know / Not applicable 7 (5,7%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 7 (5,7%)
- Sometimes 11 (8,9%)
- Rather yes 26 (21,1%)
- **Absolutely yes 74 (60,2%)**
- I don't know / Not applicable 5 (4,1%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 1 (0,8%)
- Rather no 3 (2,4%)
- Sometimes 4 (3,3%)
- Rather yes 32 (26%)
- **Absolutely yes 81 (65,9%)**
- I don't know / Not applicable 2 (1,6%)
- Lack of answer 3

Additional comments: no

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...)?

- Absolutely no 0 (0%)
- Rather no 3 (2,5%)
- Sometimes 7 (5,8%)
- Rather yes 35 (28,9%)
- **Absolutely yes 74 (61,2%)**
- I don't know / Not applicable 2 (1,7%)
- Lack of answer 5

Additional comments: no

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

- Absolutely no 5 (4,1%)
- Rather no 4 (3,3%)
- Sometimes 11 (9,1%)
- Rather yes 21 (17,4%)
- **Absolutely yes 18 (42,1%)**
- I don't know / Not applicable 29 (24%)
- Lack of answer 5

Additional comments: no

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

- **Absolutely no 68 (55,3%)**
- Rather no 29 (23,6%)
- Sometimes 10 (8,1%)
- Rather yes 3 (2,4%)
- Absolutely yes 1 (0,8%)
- I don't know / Not applicable 12 (9,8%)
- Lack of answer 3

Additional comments: no

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,...) ?

- Absolutely no 3 (2,5%)
- Rather no 2 (1,6%)
- Sometimes 4 (3,3%)
- Rather yes 13 (10,7%)
- **Absolutely yes 95 (77,9%)**
- I don't know / Not applicable 5 (4,1%)

- Lack of answer 4

Additional comments: no

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

- Absolutely no 32 (26%)
- **Rather no 60 (48,8%)**
- Sometimes 21 (17,1%)
- Rather yes 2 (1,6%)
- Absolutely yes 0 (0%)
- I don't know / Not applicable 8 (6,5%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 1 (0,8%)
- Rather no 5 (4,1%)
- Sometimes 7 (5,7%)
- Rather yes 12 (9,8%)
- **Absolutely yes 88 (72,1%)**
- I don't know / Not applicable 9 (7,4%)
- Lack of answer 4

Additional comments: no

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

- Absolutely no 0 (0,%)
- Rather no 0 (0%)
- Sometimes 6 (4,9%)
- Rather yes 19 (15,4%)
- **Absolutely yes 97 (78,9%)**
- I don't know / Not applicable 1 (0,8%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 5 (4,1%)
- Sometimes 22 (17,9%)
- **Rather yes 43 (35%)**
- **Absolutely yes 53 (43,1%)**
- I don't know / Not applicable 0 (%)
- Lack of answer 3

Additional comments: no

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

- | | |
|---------------------------------|-----------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 4 (3,3%) |
| ▪ Rather yes | 28 (22,8%) |
| ▪ Absolutely yes | 91 (74%) |
| ▪ I don't know / Not applicable | 0 (0%) |
| ▪ Lack of answer | 3 |

Additional comments: no

2.2.3.4. Relations with students

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 3 (2,5%) |
| ▪ Sometimes | 7 (5,7%) |
| ▪ Rather yes | 40 (32,8%) |
| ▪ Absolutely yes | 61 (50%) |
| ▪ I don't know / Not applicable | 11 (9%) |
| ▪ Lack of answer | 4 |

Additional comments: no

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 1 (0,8%) |
| ▪ Rather no | 2 (1,6%) |
| ▪ Sometimes | 3 (2,5%) |
| ▪ Rather yes | 39 (32%) |
| ▪ Absolutely yes | 64 (52,5%) |
| ▪ I don't know / Not applicable | 13 (10,7%) |
| ▪ Lack of answer | 4 |

Additional comments: no

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 3 (2,4%) |
| ▪ Rather yes | 56 (45,5%) |
| ▪ Absolutely yes | 63 (51,2%) |
| ▪ I don't know / Not applicable | 1 (0,8%) |
| ▪ Lack of answer | 3 |

Additional comments: no

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 0 (0%) |
| ▪ Sometimes | 4 (3,3%) |
| ▪ Rather yes | 62 (50,4%) |
| ▪ Absolutely yes | 54 (43,9%) |
| ▪ I don't know / Not applicable | 3 (2,4%) |
| ▪ Lack of answer | 3 |

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 1 (0,8%)
- Sometimes 5 (4,1%)
- **Rather yes 80 (65%)**
- Absolutely yes 35 (28,5%)
- I don't know / Not applicable 2 (1,6%)
- Lack of answer 3

Additional comments: no

4.6. Do you think you are fair with students ?

- Absolutely no 0 (0%)
- Rather no 0 (0%)
- Sometimes 1 (0,8%)
- Rather yes 20 (16,3%)
- **Absolutely yes 102 (82,9%)**
- I don't know / Not applicable 0 (0%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 5 (4,1%)
- Sometimes 33 (26,8%)
- **Rather yes 52 (42,3%)**
- Absolutely yes 29 (23,6%)
- I don't know / Not applicable 4 (3,3%)
- Lack of answer 3

Additional comments:

- the absence of rules, which should be given by the first educational agency, which is the family, means that rudeness reigns supreme in many situations. Teachers in their educational role are not always accompanied by parents, who are always inclined to defend their children.

2.2.3.5. Relations with students' parents/caregivers

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 2 (1,6%) |
| ▪ Sometimes | 2 (1,6%) |
| ▪ Rather yes | 53 (42,6%) |
| ▪ Absolutely yes | 66 (54,1%) |
| ▪ I don't know / Not applicable | 0 (0%) |
| ▪ Lack of answer | 4 |

Additional comments: no

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 1 (0,8%) |
| ▪ Rather no | 13 (10,7%) |
| ▪ Sometimes | 19 (15,6%) |
| ▪ Rather yes | 36 (29,5%) |
| ▪ Absolutely yes | 53 (43,4%) |
| ▪ I don't know / Not applicable | 0 (0%) |
| ▪ Lack of answer | 4 |

Additional comments: no

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 2 (1,6%) |
| ▪ Sometimes | 0 (0%) |
| ▪ Rather yes | 36 (29,3%) |
| ▪ Absolutely yes | 85 (69,1%) |
| ▪ I don't know / Not applicable | 0 (0%) |
| ▪ Lack of answer | 3 |

Additional comments: no

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

- | | |
|---------------------------------|-----------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 1 (0,8%) |
| ▪ Sometimes | 5 (4,1%) |
| ▪ Rather yes | 26 (21,1%) |
| ▪ Absolutely yes | 91 (74%) |
| ▪ I don't know / Not applicable | 0 (0%) |
| ▪ Lack of answer | 3 |

Additional comments: no

Additional comments to the topics:

- my answers are related to my own experience in the classroom where I work
- in general, the problems, especially behavioral, concern those pupils whose parents obstinately defend their children, distorting the authoritativeness of the teachers. There is a lack of respect for the other, which can be a companion as much as a teacher or a school collaborator. Students are left to themselves, addice by everything that comes from social media, taking up everything they receive. Parents do not filter and at the same time prevent teachers, animated by true educational love, to fully carry out their job.
- the important thing is to believe in it.

2.2.3.6. Conclusions

This survey included a cluster of 126 teachers, all Italian people, mainly female teachers (74,8%, despite 25,2% of male teachers), from 27 to 67 years old (65% of them is older than 51 years old) and with a long teaching experience (22% from 11 to 22 years; 60,2% more than 21 years).

The analysed cluster is distributed between teachers from primary school (30,9%) and teachers from lower secondary school (69,1%), for all taught subjects, above all Italian language (20%), maths and science (15%), foreign languages (14,28%). Since the majority of teachers are from primary school, many of them are “multidisciplinary teachers” (15%), who teach many different subjects.

School: its dynamics and context

The absolute majority of interviewed teachers consider that in their classrooms there are students with learning disabilities (94,3%) and low rates of school proficiency (90,1%), mainly due to educational and cultural factors (73%) which, anyway, don't cause school dropping out events, considered very low by 75,4% of the cluster .

Teachers have a positive opinion regarding the school's security context (70,7% absolutely yes, 20,3% rather yes) and its eligibility context (absolutely yes 45,5%, rather yes 40,7%) and the hosting school's building safety (absolutely yes 38,2%, rather yes 43,1%); the absolute majority (almost 90%, 45,5% absolutely yes and 40,7% rather yes) refer that also the school buildings are suitable

The harshest judgement derives from the availability of school material (sometimes 35%, rather yes 34,1%, absolutely yes 15,4%) and from the chance for lab activities (rather yes 36,9%, sometimes 34,4% and absolutely yes 17,2%).

A positive value is given by doing non-academic activities organized from the school (absolutely yes 25,2%, rather yes 49,6%), but in dedicated spaces made available sometimes (34,1%) and not always (rather yes 30,9%, absolutely yes 21,1%) or seldom (rather no 10,6%, absolutely no 3,3%), despite the students' relevant interest in attending such activities (absolutely yes 47,5%, rather yes 39,3%).

Multi-culturalism is an absolutely positive value for teachers (absolutely yes 52%), even if the survey confirms a small number of multi-cultural students: 34,1% refer that seldom there are foreign students in the school community, 30,9% sometimes, 22% often and 10,6% never at all.

The evaluation of school support given to students confirms extremely positive values, mainly concerning critical conditions: dropping out (absolutely yes 60,2% , rather yes 21,1%), risk of failure (absolutely yes 65,9%, rather yes 26%), learning disabilities (absolutely yes 61,2%, rather yes 28,9%), risky behaviours (absolutely yes 42,1%, rather yes 17,4% within the context of a non feasible question, as considered by the 24% of the cluster).

There is no clear evidence of relevant discriminatory or offensive conducts towards minorities (absolutely no 55,3%, rather no 23,6%), neither cases of aggression, violence and bullying (absolutely no 26%, rather no 48,8%). School is ready to help students in difficulties (absolutely yes 77,9% in discrimination cases and 72,1% in aggression and bullying cases) and the majority of teachers mainly consider school as a safe place where students can find help (absolutely yes 78,9%, rather yes 15,4%).

Teachers declare to firmly cooperate with parents in the school's activities (absolutely yes 43,1%, rather yes 35%) and in dealing with ethical and social issues (absolutely yes 74%, rather yes 22,8%).

In the comments with free answer, some critical reflection on the treated topics that are considered

- at the base of every form of educational intervention

In particular, on those on security we read:

- Law provides that the class must be composed of no less than 30 students, contradicting the same legislation that requires that each student must have a space of mt. 1.50. This means that the classroom to have adequate dimensions should be about 45 mt., UTOPIA. So how can we expect that school, and therefore teachers, can guarantee safety?
- Our territorial and, therefore, scholastic reality is still healthy and not touched by situations of hardship and violence, as other socio-geographical realities. However, there is a lack of willingness to tackle the problem at the root from all the juridical figures in charge, and few instruments to implement an effective joint action. In the end, the problem is downloaded on the school, which can only do a pedagogical action, very often unglued and not supported by families, which in many cases are absent, or by other institutional figures who have few tools to circumscribe the problem. We hope in a working table between all the actors involved to develop more effective actions and strategies to tackle the problem, and where the school isn't the daily "parking" of young people who find here the reason to download the unresolved frustrations, exacerbated by the inaction of the Family and the State.

School relationships and well-being

Relationships between students and school staff members are considered good on all levels:

- headmaster (absolutely yes 50%, rather yes 32,8%)
- school staff members (absolutely yes 52,5%, rather yes 32%)
- teachers (absolutely yes 51,2%, rather yes 45,5%)
- other teachers (absolutely yes 51,2%, rather yes 50,4%)

Relationships among students are equally good (absolutely yes 28,5%, rather yes 65%).

The absolute majority of teachers confirm to behave correctly with students (absolutely yes 82,9%, rather yes 16,3%), who, however, would certainly talk about their problems without difficulty only in 23,6%, while 42,3% would do it often but not always, and 26,8% would do it sometimes but not often. At the end of the session, a teacher complains that

- the absence of rules, which should be given by the first educational agency, which is the family, means that rudeness reigns supreme in many situations. Teachers in their educational role are not always accompanied by parents, who are always inclined to defend their children.

For their part, in dealing with parents, teachers believe that

- the relationships are good > always for 54,1% and often for 42,6%
- information on progress in children's learning and behavior is constant > absolutely yes/always 43,4%, often 29,5%)

- dialogue takes place in an atmosphere of serenity and harmony > 69,1% always, 29,3% often
- parents are encouraged to take an active part in school life > absolutely yes/always 74%, often 21,1%.

And in the comments we point out that

- In general, the problems, especially behavioral, concern those pupils whose parents obstinately defend their children, distorting the authoritativeness of the teachers. There is a lack of respect for the other, which can be a companion as much as a teacher or a school collaborator. Students are left to themselves, addice by everything that comes from social media, taking up everything they receive. Parents do not filter and at the same time prevent teachers, animated by true educational love, to fully carry out their job.

But, in the end, in the difficult role of educator, how effectively a participant in the survey comments,

- the important thing is to believe in it.

2.2.4. Group D - Parents

2.2.4.1. Personal data

1.1. Age

- Less than 30 years old: 5 people
- 31 - 35 years old: 18 people
- 36 - 40 years old: 42 people
- 41 - 45 years old: 52 people
- 46 - 50 years old: 46 people
- 51 - 55 years old: 16 people
- 56 years old and more: 5 people

Four people don't declare their age.

No answer: 12 (6%)

1.2. Gender

- Male: 74 people (37,8%)
- Female: 122 people (62,2%)

Lack of answer: 4

1.3. Nationality

All respondents are of Italian nationality (171), except four persons from Venezuela, six from Romania, one from Ucraina, one from Polonia.

No response: 16 (8%)

2.2.4.2. General information about school

2.1. School a child attends

- **Primary school - 86 (43,4%)**
- **Junior secondary school (Junior High School) - 109 (55,1%)**
- Upper secondary school (High School) - 0 (0%)
- Upper secondary school (Vocational school) - 0 (0%)
- Upper secondary school (Technical school) - 0 (0%)

Lack or error of answer: 5

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

- Yes - 50 (25,9%)
- **No - 143 (74,1%)**

Lack of answer: 7

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

- Very high (more than 20%) - 3 (5,8%)
- High (15%-19%) - 1 (1,9%)
- Medium (10%-14%) - 16 (30,8%)
- Low (5-9%) - 5 (9,6%)
- **Very low (less than 4%) - 27 (51,9%)**

Lack of answers: 148 (74%)

2.2.4.3. School and its surroundings

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

- | | |
|---------------------------------|-----------------|
| ▪ Absolutely no | 5 (2,6%) |
| ▪ Rather no | 6 (3,1%) |
| ▪ Sometimes | 24 (12,4%) |
| ▪ Rather yes | 42 (21,6%) |
| ▪ Absolutely yes | 95 (49%) |
| ▪ I don't know / Not applicable | 22 (11,3%) |
| ▪ Lack of answer | 6 |

Additional comments: no

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

- | | |
|---------------------------------|-----------------|
| ▪ Absolutely no | 15 (7,7%) |
| ▪ Rather no | 20 (10,3%) |
| ▪ Sometimes | 17 (8,7%) |
| ▪ Rather yes | 45 (23,1%) |
| ▪ Absolutely yes | 76 (39%) |
| ▪ I don't know / Not applicable | 22 (11,3%) |
| ▪ Lack of answer | 5 |

Additional comments: no

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

- | | |
|---------------------------------|-----------------|
| ▪ Absolutely no | 9 (4,6%) |
| ▪ Rather no | 18 (9,2%) |
| ▪ Sometimes | 24 (12,2%) |
| ▪ Rather yes | 40 (20,4%) |
| ▪ Absolutely yes | 98 (50%) |
| ▪ I don't know / Not applicable | 7 (3,6%) |
| ▪ Lack of answer | 4 |

Additional comments: no

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 25 (12,7%) |
| ▪ Rather no | 21 (10,7%) |
| ▪ Sometimes | 42 (21,3%) |
| ▪ Rather yes | 47 (23,9%) |
| ▪ Absolutely yes | 41 (20,8%) |
| ▪ I don't know / Not applicable | 21 (10,7%) |
| ▪ Lack of answer | 3 |

Additional comments: no

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

- Absolutely no 23 (11,7%)
- Rather no 22 (11,2%)
- Sometimes 52 (26,5%)
- Rather yes 25 (12,8%)
- **Absolutely yes 59 (30,1%)**
- I don't know / Not applicable 15 (7,7%)
- Lack of answer 4

Additional comments: no

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

- Absolutely no 36 (18,3%)
- Rather no 20 (10,2%)
- Sometimes 24 (12,2%)
- Rather yes 44 (22,3%)
- **Absolutely yes 63 (32%)**
- I don't know / Not applicable 10 (5,1%)
- Lack of answer 3

Additional comments: no

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

- Absolutely no 17 (8,6%)
- Rather no 37 (18,7%)
- Sometimes 33 (16,7%)
- **Rather yes 46 (23,2%)**
- **Absolutely yes 61 (30,8%)**
- I don't know / Not applicable 4 (2%)
- Lack of answer 2

Additional comments: no

3.8. Does your child willingly take part in extra-curricular events organized at school?

- Absolutely no 1 (0,5%)
- Rather no 4 (2,1%)
- Sometimes 23 (11,9%)
- **Rather yes 34 (17,5%)**
- **Absolutely yes 127 (65,5%)**
- I don't know / Not applicable 5 (2,6%)
- Lack of answer 6

Additional comments: no

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

- Absolutely no 21 (10,8%)
- Rather no 10 (5,2%)
- Sometimes 26 (13,4%)
- Rather yes 18 (9,3%)
- **Absolutely yes 84 (43,3%)**
- I don't know / Not applicable 35 (18%)
- Lack of answer 6

Additional comments: no

3.10. Do you think this is a positive situation?

- Absolutely no 6 (3,1%)
- Rather no 4 (2,1%)
- Sometimes 13 (6,7%)
- Rather yes 26 (13,3%)
- **Absolutely yes 120 (61,5%)**
- I don't know / Not applicable 26 (13,3%)
- Lack of answer 5

Additional comments: no

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

- Absolutely no 0 (0%)
- Rather no 17 (8,6%)
- Sometimes 15 (7,6%)
- Rather yes 46 (23,2%)
- **Absolutely yes 71 (35,9%)**
- I don't know / Not applicable 49 (24,7%)
- Lack of answer 2

Additional comments: no

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

- Absolutely no 3 (1,5%)
- Rather no 14 (7,1%)
- Sometimes 25 (12,7%)
- Rather yes 42 (21,3%)
- **Absolutely yes 79 (40,1%)**
- I don't know / Not applicable 34 (17,3%)
- Lack of answer 3

Additional comments: no

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, ...)?

- Absolutely no 0 (0%)
- Rather no 14 (7,1%)
- Sometimes 27 (13,6%)
- Rather yes 40 (20,2%)
- **Absolutely yes 89 (44,9%)**
- I don't know / Not applicable 28 (14,1%)
- Lack of answer 2

Additional comments: no

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

- Absolutely no 14 (7,2%)
- Rather no 19 (9,7%)
- Sometimes 20 (10,3%)
- Rather yes 19 (9,7%)
- Absolutely yes 54 (27,7%)
- **I don't know / Not applicable 69 (35,4%)**
- Lack of answers 5

Additional comments: no

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

- **Absolutely no 78 (39,6%)**
- Rather no 26 (13,2%)
- Sometimes 38 (19,3%)
- Rather yes 10 (5,1%)
- Absolutely yes 8 (4,1%)
- I don't know / Not applicable 37 (18,8%)
- Lack of answers 2

Additional comments: no

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,...) ?

- Absolutely no 4 (2,1%)
- Rather no 25 (13%)
- Sometimes 28 (14,6%)
- Rather yes 15 (7,8%)
- **Absolutely yes 68 (35,4%)**
- I don't know / Not applicable 52 (27,1)
- Lack of answers 8

Additional comments: no

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

- **Absolutely no** **60 (30,6%)**
- Rather no 42 (21,4%)
- Sometimes 27 (13,8%)
- Rather yes 16 (8,2%)
- Absolutely yes 14 (7,1%)
- I don't know / Not applicable 37 (18,9%)
- Lack of answers 4

Additional comments: no

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

- Absolutely no 3 (1,5%)
- Rather no 14 (7,1%)
- Sometimes 18 (9,1%)
- Rather yes 23 (11,7%)
- **Absolutely yes** **92 (46,7%)**
- I don't know / Not applicable 47 (23,9%)
- Lack of answers 3

Additional comments: no

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

- Absolutely no 4 (2%)
- Rather no 15 (7,6%)
- Sometimes 29 (14,7%)
- Rather yes 37 (18,8%)
- **Absolutely yes** **95 (48,2%)**
- I don't know / Not applicable 17 (8,6%)
- Lack of answers 3

Additional comments: no

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

- Absolutely no 11 (5,6%)
- Rather no 30 (15,2%)
- Sometimes 46 (23,2%)
- Rather yes 16 (8,1%)
- **Absolutely yes** **86 (43,4%)**
- I don't know / Not applicable 9 (4,5%)
- Lack of answers 2

Additional comments: no

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

- Absolutely no 1 (0,5%)
- Rather no 6 (3%)
- Sometimes 12 (6,1%)
- Rather yes 39 (19,7%)
- **Absolutely yes 122 (61,6%)**
- I don't know / Not applicable 18 (9,1%)
- Lack of answers 2

Additional comments: no

2.2.4.4. Relations of students in school

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

- | | |
|---------------------------------|-------------------|
| ▪ Absolutely no | 22 (11,2%) |
| ▪ Rather no | 16 (8,1%) |
| ▪ Sometimes | 16 (8,1%) |
| ▪ Rather yes | 15 (7,6%) |
| ▪ Absolutely yes | 88 (44,7%) |
| ▪ I don't know / Not applicable | 40 (20,3%) |
| ▪ Lack of answers | 3 |

Additional comments: no

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

- | | |
|---------------------------------|--------------------|
| ▪ Absolutely no | 11 (5,5%) |
| ▪ Rather no | 8 (4%) |
| ▪ Sometimes | 21 (10,6%) |
| ▪ Rather yes | 20 (10,1%) |
| ▪ Absolutely yes | 122 (61,3%) |
| ▪ I don't know / Not applicable | 17 (8,5%) |
| ▪ Lack of answers | 1 |

Additional comments: no

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

- | | |
|---------------------------------|--------------------|
| ▪ Absolutely no | 3 (1,5%) |
| ▪ Rather no | 3 (1,5%) |
| ▪ Sometimes | 16 (8,1%) |
| ▪ Rather yes | 33 (16,7%) |
| ▪ Absolutely yes | 139 (70,2%) |
| ▪ I don't know / Not applicable | 4 (2%) |
| ▪ Lack of answers | 2 |

Additional comments: no

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

- | | |
|---------------------------------|--------------------|
| ▪ Absolutely no | 4 (2%) |
| ▪ Rather no | 10 (5%) |
| ▪ Sometimes | 19 (9,5%) |
| ▪ Rather yes | 31 (15,6%) |
| ▪ Absolutely yes | 115 (57,8%) |
| ▪ I don't know / Not applicable | 20 (10,1%) |
| ▪ Lack of answers | 1 |

Additional comments: no

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

- | | |
|---------------------------------|--------------------|
| ▪ Absolutely no | 0 (0%) |
| ▪ Rather no | 9 (4,5%) |
| ▪ Sometimes | 15 (7,5%) |
| ▪ Rather yes | 62 (31,2%) |
| ▪ Absolutely yes | 107 (53,8%) |
| ▪ I don't know / Not applicable | 6 (3%) |
| ▪ Lack of answers | 1 |

Additional comments: no

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

- | | |
|---------------------------------|--------------------|
| ▪ Absolutely no | 2 (1%) |
| ▪ Rather no | 2 (1%) |
| ▪ Sometimes | 23 (11,6%) |
| ▪ Rather yes | 40 (20,1%) |
| ▪ Absolutely yes | 120 (60,3%) |
| ▪ I don't know / Not applicable | 12 (6%) |
| ▪ Lack of answers | 1 |

Additional comments: no

2.2.4.5. Parents' opinion about the school

5.1. Does your child like his/her school?

- | | |
|---------------------------------|--------------------|
| ▪ Absolutely no | 5 (2,5%) |
| ▪ Rather no | 3 (1,5%) |
| ▪ Sometimes | 20 (10,1%) |
| ▪ Rather yes | 32 (16,1%) |
| ▪ Absolutely yes | 135 (67,8%) |
| ▪ I don't know / Not applicable | 4 (2%) |
| ▪ Lack of answers | 1 |

Additional comments: no

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

- | | |
|---------------------------------|--------------------|
| ▪ Absolutely no | 1 (0,5%) |
| ▪ Rather no | 5 (2,6%) |
| ▪ Sometimes | 17 (8,7%) |
| ▪ Rather yes | 43 (21,9%) |
| ▪ Absolutely yes | 117 (59,7%) |
| ▪ I don't know / Not applicable | 13 (6,6%) |
| ▪ Lack of answers | 4 |

Additional comments: no

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

- | | |
|---------------------------------|--------------------|
| ▪ Absolutely no | 2 (1%) |
| ▪ Rather no | 4 (2%) |
| ▪ Sometimes | 28 (14,2%) |
| ▪ Rather yes | 47 (23,9%) |
| ▪ Absolutely yes | 107 (54,3%) |
| ▪ I don't know / Not applicable | 9 (4,6%) |
| ▪ Lack of answers | 3 |

Additional comments: no

5.4. Does your child willingly go to school?

- | | |
|---------------------------------|--------------------|
| ▪ Absolutely no | 2 (1%) |
| ▪ Rather no | 5 (2,5%) |
| ▪ Sometimes | 13 (6,5%) |
| ▪ Rather yes | 39 (19,6%) |
| ▪ Absolutely yes | 136 (68,3%) |
| ▪ I don't know / Not applicable | 4 (2%) |
| ▪ Lack of answers | 1 |

Additional comments: no

5.5. Does your child feel safe at school?

- Absolutely no 4 (2%)
- Rather no 5 (2,5%)
- Sometimes 9 (4,6%)
- Rather yes 39 (19,8%)
- **Absolutely yes 136 (69%)**
- I don't know / Not applicable 4 (2%)
- Lack of answers 3

Additional comments: no

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

- **Absolutely no 134 (67,7%)**
- Rather no 20 (10,1%)
- Sometimes 23 (11,6%)
- Rather yes 0 (0%)
- Absolutely yes 13 (6,6%)
- I don't know / Not applicable 8 (4%)
- Lack of answers 2

Additional comments: no

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

- Absolutely no 5 (2,5%)
- Rather no 9 (4,5%)
- Sometimes 40 (20,2%)
- Rather yes 36 (18,2%)
- **Absolutely yes 94 (47,5%)**
- I don't know / Not applicable 14 (7,1%)
- Lack of answers 2

Additional comments: no

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

- Absolutely no 5 (2,5%)
- Rather no 5 (2,5%)
- Sometimes 5 (2,5%)
- Rather yes 23 (11,6%)
- **Absolutely yes 154 (77,8%)**
- I don't know / Not applicable 6 (3%)
- Lack of answers 2

Additional comments: no

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

- Absolutely no 5 (2,5%)
- Rather no 3 (1,5%)
- Sometimes 14 (7%)
- Rather yes 27 (13,6%)
- **Absolutely yes 138 (69,03%)**
- I don't know / Not applicable 12 (6%)
- Lack of answers 1

Additional comments: no

2.2.4.6. 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

1	2	3	4	5	I don't know
95 (55,5)	20 (11,7%)	24 (14%)	7 (4,1%)	16 (9,4%)	9 (5,3%)

Lack of answer: 29

6.1.2. He/ She learns to understand

1	2	3	4	5	I don't know
6 (3,2%)	6 (3,2%)	25 (13,4%)	54 (28,9%)	91 (48,7%)	5 (2,6%)

Lack of answer: 13

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

1	2	3	4	5	I don't know
80 (47,3%)	21 (12,4%)	36 (21,3%)	13 (7,7%)	12 (7,1%)	7 (4,1%)

Lack of answer: 31

6.1.4. He/She learns through trials and mistakes

1	2	3	4	5	I don't know
16 (9,3%)	16 (9,3%)	41 (23,8%)	49 (28,5%)	46 (26,7%)	4 (2,3%)

Lack of answer: 28

6.1.5. He/She learns by solving problems

1	2	3	4	5	I don't know
14 (8,33%)	7 (4,17%)	29 (17,3%)	54 (32,1%)	51 (30,4%)	13 (7,7%)

Lack of answer: 32

6.1.6. He/She learns by imitation

1	2	3	4	5	I don't know
83 (50,3%)	34 (20,6%)	19 (11,5%)	11 (6,6%)	10 (6%)	8 (4,8%)

Lack of answer: 35

6.1.7. He/ She prefers other activities than studying

1	2	3	4	5	I don't know
60 (37,3%)	20 (12,4%)	22 (13,7%)	17 (10,6%)	34 (21,1%)	8 (4,9%)

Lack of answer: 39

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

6.2.1. Decision making and problem solving

1	2	3	4	5	I don't know
8 (4,4%)	4 (2,2%)	58 (31,9%)	52 (28,6%)	54 (29,7%)	6 (3,3%)

Lack of answer: 18

105

6.2.2. Creative thinking and critical thinking

1	2	3	4	5	I don't know
6 (3,3%)	8 (4,4%)	36 (19,8%)	63 (34,6%)	67 (36,8%)	2 (1,1%)

Lack of answer: 18

6.2.3. Effective communication and maintaining good interpersonal relationships

1	2	3	4	5	I don't know
4 (2%)	2 (1%)	43 (22%)	60 (30,8%)	83 (42,6%)	3 (1,5%)

Lack of answer: 5

6.2.4. Self-awareness and empathy

1	2	3	4	5	I don't know
5 (2,7%)	8 (4,4%)	50 (27,3%)	50 (27,3%)	63 (34,4%)	7 (3,8%)

Lack of answer: 17

6.2.5. Coping with emotions and managing stress

1	2	3	4	5	I don't know
11 (5,9%)	24 (13%)	49 (26,6%)	43 (23,4%)	49 (26,6%)	8 (4,3)

Lack of answer: 16

2.2.4.7. Conclusions

This survey included a cluster of parents - mainly, female parents (62,2%) and with Italian citizenship (83,5%) - from 30 to 60 years old and mainly an average age of 40 years old. The analysed cluster, equally distributed between parents of pupils from primary school (43,4%) and lower secondary school (55,1%), confirms not to be aware of the level of school dropping out (74,1%). Those who confirm to be aware in most cases consider it to be very low (51,9%).

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School: its dynamics and context

The cluster is expressed in a positive trend, concerning both school's security context (absolutely yes 49%, rather yes 21,6%) and its social eligibility (absolutely yes 50%, rather 20,4%) and also the infrastructural safety of the hosting school itself (absolutely yes 39%, rather yes 23,1%) .

An even more difficult topic is the harsh judgement related to the availability of school learning materials: only for 1/5 (20,8%) are always available at school and for 23,9% often, and it could be the percentage of parents of pupils from primary school, in which all textbooks are given for free, while for other school orders – among which the lower secondary school surveyed – are not free, and parents confirm the low availability from school.

Almost similar is the situation regarding the chance of doing lab activities/experiments: still too high 11,7% absolutely no and 11,2% rather no, despite 30,1% absolutely yes and 12,8% rather yes, also considering 26,5% sometimes, that clarifies the non daily use of labs, showing the difference in the implementation level between the different schools surveyed.

The same stands for spaces available for extra-curricular activities (absolutely yes 32%, rather yes 22,3% despite 18,3% absolutely no, 10,2% rather no, 12,2% sometimes). However, parents recognize confirm that school is really involved in organizing these extra-curricular activities (absolutely yes 30,8%, rather yes 23,2%) and refer an highly interesting attendance of their children in taking part activities (absolutely yes 65,5%, rather yes 17,5%). Multi-culturalism represents an absolutely positive value for parents (absolutely yes 61,5%, rather yes 13,3%), despite the small number of multi-cultural students as confirmed by the survey analysis, even if it doesn't represent an exception (43,3% affirm that there are some foreign students in the same school community).

In the evaluation of school support given to students, very positive values are firmly evident for all critical conditions: dropping out (absolutely yes 35,9%, rather yes 23,2%), risk of failure (absolutely yes 40,1%, rather yes 21,3%), learning disabilities (absolutely yes 44,9%, rather yes 20,2%), risky behaviours (absolutely yes 27,7%, rather yes 9,7% within the context of a not applicable question, as considered by 35,4% of the cluster).

Offensive or discriminatory conducts against minorities are not mainly reported, neither cases of aggressive, violent and bullying behaviours: even though with significant percentage of I don't know/not applicable (27,1% and 18,9%) which detect a non complete awareness by parents of what really happens at school - either because pupils don't refer certain events, or because the family show no interest about this aspects of school life, or simply because (as declared in the related survey section) there aren't any minorities (cfr. percentage value almost similar, as the total amount of 'I don't know' and 'absolutely no') - the discriminatory conducts are registered with the frequency which is absolutely no/never for 39,6% and rarely for 18,8%; for the others absolutely

no/never 30,6%, rarely 21,4%. And anyway school is mainly considered by the majority of parents as being the place capable of helping students as victims of discrimination and, finally, a safe place where students can find help (absolutely yes 48,2%, rather yes 18,8%). This result given by parents is confirmed by their interaction with school activities (absolutely yes 43,4%, rather yes 8,1%) and by the widely accepted fact that school considers ethical issues and social values as being very important (absolutely yes 61,6%, rather yes 19,7%).

School relationships and well-being

Relationships in between students and school staff members tend to be good on all levels: headmaster/school manager (absolutely yes 44,7%, rather yes 7,6%), staff members (absolutely yes 61,3%, rather yes 10,1%), teachers (absolutely yes 70,2%, rather yes 16,7%), other teachers in the school (absolutely yes 57,8%, rather yes 15,6%). Relationships among classmates tends to be equally good (absolutely yes 53,8%, rather yes 31,2%). For parents teachers treat properly their pupils (absolutely yes 60,7%, rather yes 20,1%).

The absolute majority of parents declares to be fully satisfied about their relationships with school, both in terms of teaching and methods (absolutely yes 54,3%, rather yes 23,9%), both in relationships with the teachers, those belonging to the classroom (absolutely yes 77,8%, rather yes 11,6%) and those of the all school district (absolutely yes 69,3%, rather yes 13,6%). Thus, high is the level at which the school plays a role in taking care of students (absolutely yes 59,7%, rather yes 21,9%) and in human and cultural growth of students (absolutely yes 47,5%, rather yes 18,2%) who - as told by parents - willingly attend (absolutely yes 68,3%, rather yes 19,6%) a place they like (absolutely yes 67,8%, rather yes 16,1%) and in which, in a very similar way, they feel safe (absolutely yes 69%, rather yes 19,8%) and welcome (67,7% declare that their children have never been bullied by their classmates).

School learning methods

As elicited from students' opinion, in the parents' vision school learning methods used by their children mainly confirms active understanding (learn and understand is the mainly used learning style for 45,5% of the interviewed people) rather than memory-based learning (for 47,5% such method is less used), imitation-based learning (level 1 at 41,5%) and less homework studies as a further evidence of classwork-based learning (40% considers that classwork studies are not enough and that children use very seldom this method). Learning by trials and errors or problems solving still find an average application (level 4 respectively in between 24,5% and 27%), while for what concerns the preference of other activities to studying, parents have the idea that the children prefer to study even more than they declared (level 1: 30% families vs 19,8% students).

Also in the evaluation of skills, there is almost a similarity with the results certified by students, even if parents consider their children being more capable than they think: in fact, parents have very positive ideas about their personal and social skills, among which the ability to communicate efficiently and to keep good social relationships are especially outstanding, as confirmed by 41,5% of the analysed cluster of parents, followed by the creative critical thought for 33,5% on level 5 and with two percentage points less (31,5%) even self-awareness and empathy.

3. General conclusions and summary of the research

On behalf of Italian Schools, but with opposite data (or results) referred to the regional context of Campania and its high levels of schools dropping out, the survey confirms that Cilento happens to be a **place in the sunshine** in terms of students' well-being in learning environments, of the teachers' absolute commitment to their proper educational roles and in terms of the constant care given by students' families to help their children grow well.

A vast majority of students like school. And school itself is seen as a **safe, comfortable** infrastructural place, to be eventually **enriched with new vital spaces** and also considered as an undisputable, **dynamic and innovative milestone**, with positive relationships, fully aware but never strict, despite its own serious institutional mission.

As a matter of fact, **teachers and parents** confirm their positive evaluations in terms of safety inside and outside the school, showing their strongly oriented roles for the well-being of students.

On the overall, the four surveyed clusters mainly give **overlapping results**. The few, different and sometimes significant results perfectly match with the roles played within the Educational School System by students, teachers and parents.

From all perspectives, small communities have an evident advantage, in terms of compensation in logistics difficulties and of low budget in available school funding: the **weak points of the context** - its rural origins, the lack of important communication routes, the distance from well-developed urban areas, the low population density - when the focus is shifted towards quality of relationships, thus turning into **strong points**. In small villages with such schools - especially in the primary ones - the main priorities are keeping a **circular process of information**, sharing life and knowing each other, which feed positive human relationships and strongly authentic social group dynamics and with a deep civic sense.

Quality of life, also guaranteed by low crime rates, results in schools being seen as well-built infrastructures with good safety and security standards, while there is a common strong request of spaces and tools for learning and practical activities (labs, spaces dedicated to technical labs/arts classes) and for extra-curricular activities, to which teachers are committed with passion, students take active part and parental satisfaction is met, despite the timely deficiencies detected. Enthusiasm shown during the research is an evident proof of such concept of interest.

In terms of the lack of spaces, as stated by researchers - who were able to acknowledge the different school contexts during their survey activities - one of the biggest critical points stands out in school systems of rural areas: low budget restrictions have caused the loss of autonomy in terms of educational and institutional management, as confirmed by the low number of students enrolled and by restriction of investments for vital spaces in school infrastructures, which in the surveyed small villages also play the role of a meeting point for students' social life, in contrast to the phenomena of socio-cultural isolation and exclusion detected in most small towns.

The positive context of small rural communities is confirmed by the extremely **positive relationships** among students, who live school with a high level of social life and as a place that fosters meetings between children and young pupils, most of which - outside of the school timetable - would not be able to meet and thus socialise, as often happens during extra-curricular activities.

Especially interesting is the statement that schools in Cilento, still unexposed to daily intensive immigration issues, are open and inclined to **multiculturalism** and ready to accept families, classmates and pupils from different foreign cultures. Most probably, the educational work aimed at being open towards foreigners confirmed its positive trend in a rural area, such that, in which

hospitality and being welcome are sacred values. As a matter of fact, only a few rare cases of discriminations, bullying and violence were reported, in contrast to a strong interest of students towards important topics such as tolerance, mutual respect, rights and freedom, codes of conduct. If the relationships among peers, with and in between adults and with key-roles in school's organisation are mutually harmonised and satisfactory, a bit trivial is the relationship between teachers and parents because - if in the general answers a positive feedback is available - the results of the specific answers integrated with comments give rise to critical points ranging from the influence of families in school dynamics, up to the opposite case such as the complete absence of families in their educational role.

The fact that families cannot be always available, as confirmed by the significant list of „*I don't know*” as a response to most of the questionnaire, is even confirmed by the circumstance that - if most students recognize and appreciate the support role given by parents - teachers also represent their own ability in giving support and in being comprehensive, in terms of education and moral help.

Even **learning** itself is a meeting point for different perspectives: considered very important by students in their own growth process, thus in order to prevent school failure and school dropping out - of which 'mother-school' always tackles any upcoming problem -, is declined in methods and styles substantially evaluated as being uniform in terms of preference, which include active understanding as a main priority, thus giving a lot of space to problem-solving and to learning by doing.

At same level and at last, on a substrate of diffuse awareness of empathy and socio-relational, creative abilities of students, **life-skills** empowerment - thanks to cognitive, emotional and relational skills development - represents the next challenge in the great job done by Italian School for the students' well-being, in order to make them capable of turning knowledge, attitudes and values into real skills and useful abilities, both individually and socially, mostly in the opening of new scenarios in which the assumption of positive attitudes becomes a main priority in all aspects of life.

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Eurostat ([edat lfse 16](#))



APPENDIX:

- FAS A | QUESTIONNAIRE STUDENTS_specific report
- FAS B | QUESTIONNAIRE PUPILS 6-10 YEARS OLD_specific report
- FAS C | QUESTIONNAIRE TEACHERS_specific report
- FAS D | QUESTIONNAIRE PARENTS_specific report

A. Questionario d'indagine - Studenti

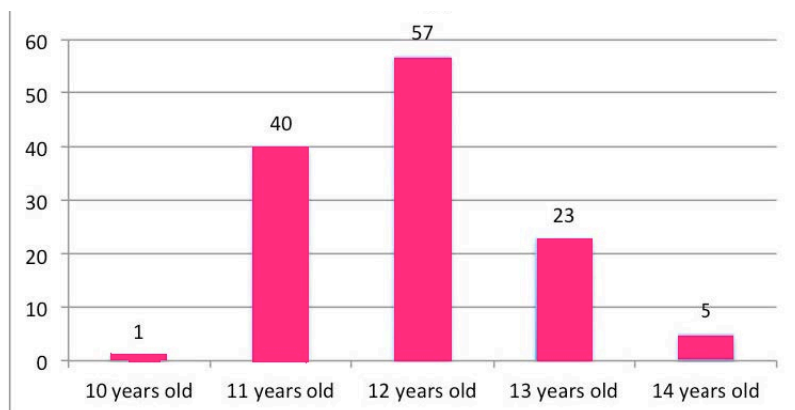
126 risposte

Parte I

1. Alcune informazioni su di te

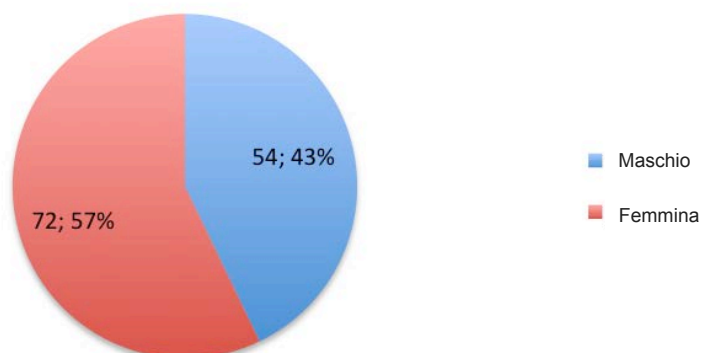
1.1 Età

126 risposte



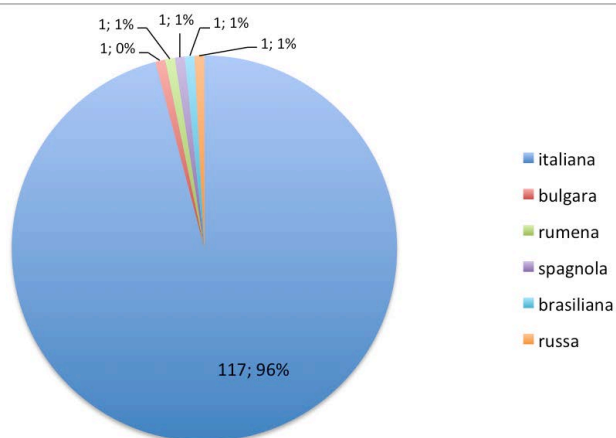
1.2 Sesso

125 risposte



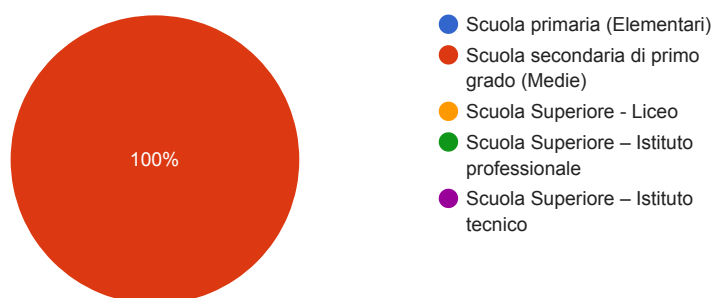
1.3 Nazionalità

122 risposte



1.4. Che scuola frequenti?

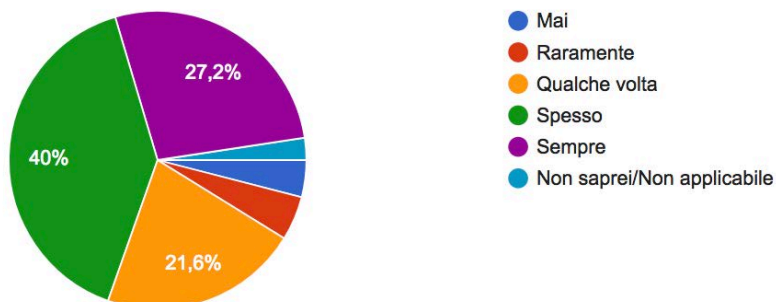
126 risposte



2. La tua scuola

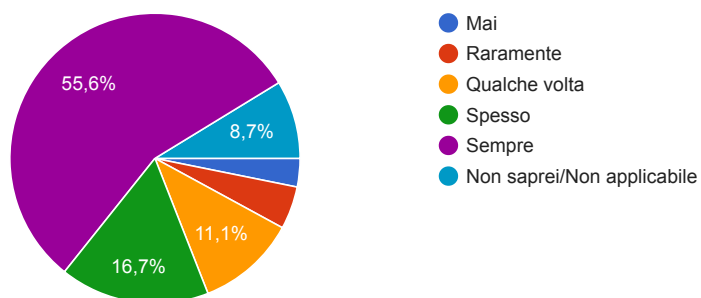
2.1. Ti piace la tua scuola?

125 risposte



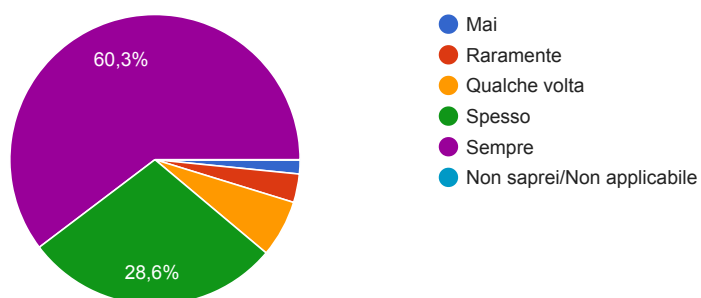
2.2. Credi che il quartiere in cui si trova la tua scuola sia sicuro?

126 risposte



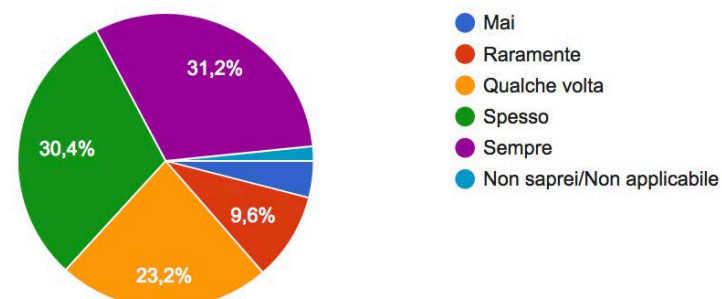
2.3. Ti senti sicuro a scuola?

126 risposte



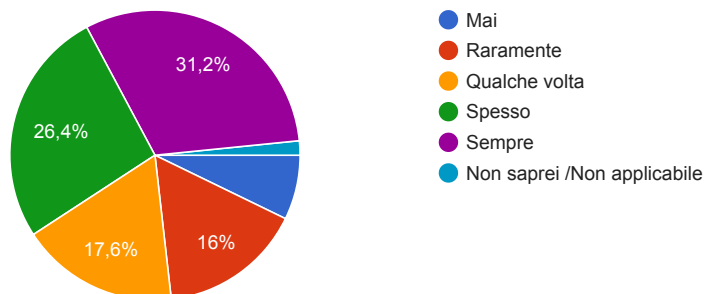
2.4. Secondo te l'edificio scolastico e le classi in cui si tengono le lezioni sono adeguati (es. sono ben riscaldati, luminosi, ecc.)?

125 risposte



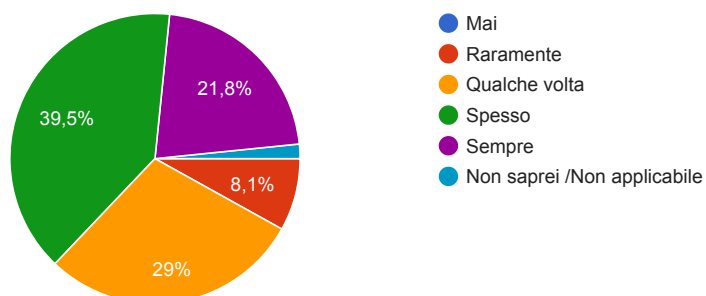
2.5. La scuola fornisce materiale didattico (es. libri, supporti all'insegnamento, ecc.)?

125 risposte



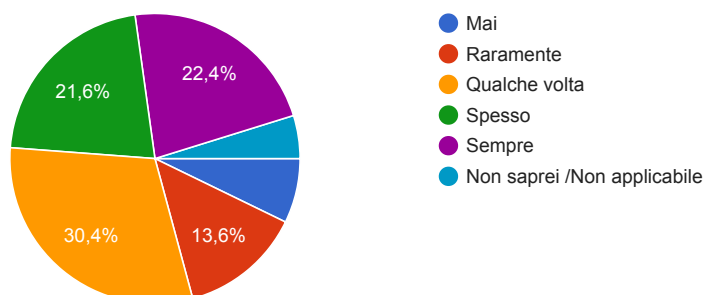
2.6. La tua scuola ti consente di fare esperienza in laboratorio o altre attività pratiche?

124 risposte



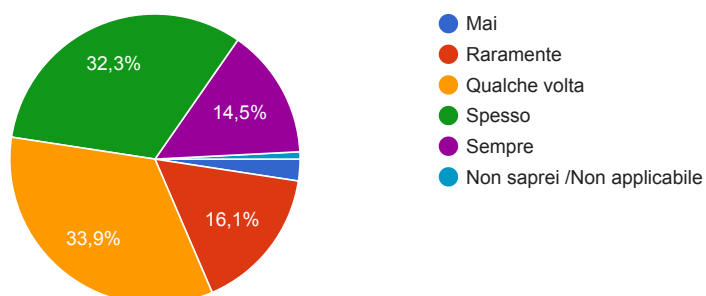
2.7 La tua scuola mette a disposizione spazi per attività extra-curricolari (ad esempio per teatro, spettacoli, musica, ecc.)?

125 risposte



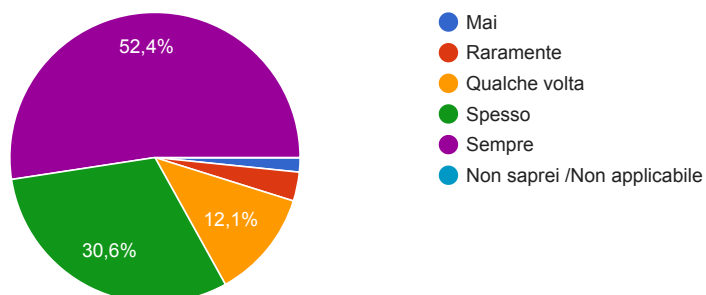
2.8. La scuola organizza eventi extra-curricolari (es. attività sportive, gruppi di discussione, manifestazioni, ecc.)?

124 risposte



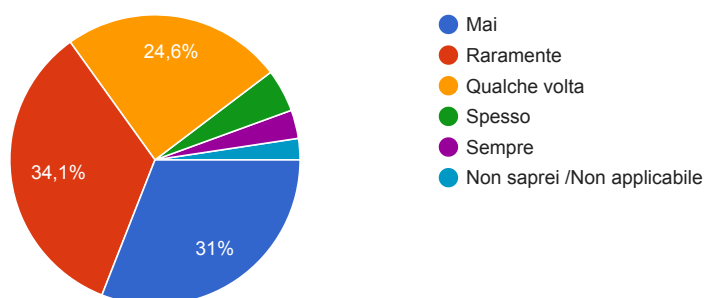
2.9. Se sì, ti piace partecipare agli eventi organizzati dalla scuola?

124 risposte



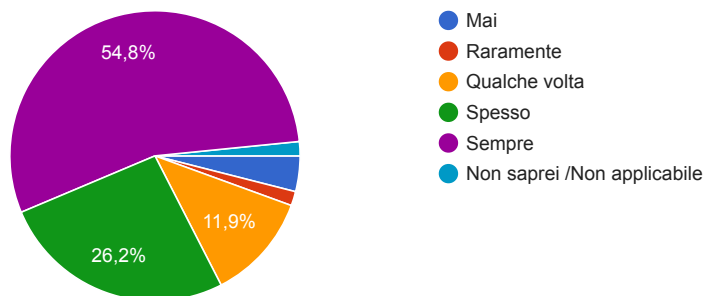
2.10. Nella tua scuola gli studenti sono trattati troppo severamente?

126 risposte



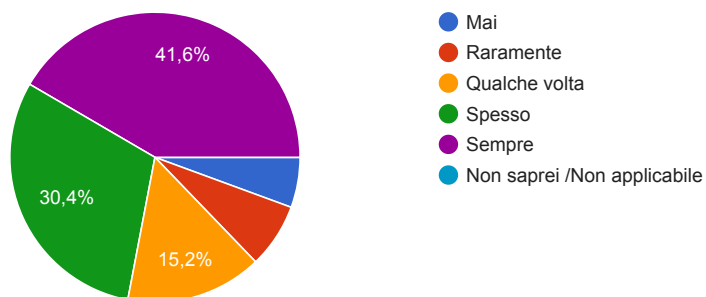
2.11. Ti senti parte della tua scuola?

126 risposte



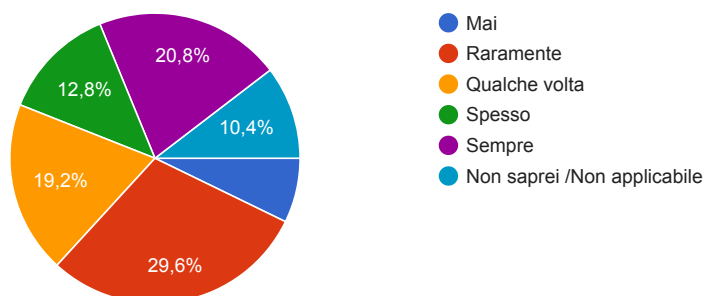
2.12. Pensi che andare a scuola sia interessante?

125 risposte



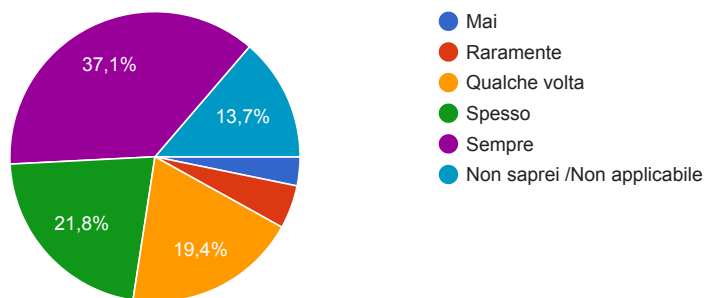
2.13. Ci sono studenti della tua scuola appartenenti ad altre culture (es. nazionalità, religione, ecc.)?

125 risposte



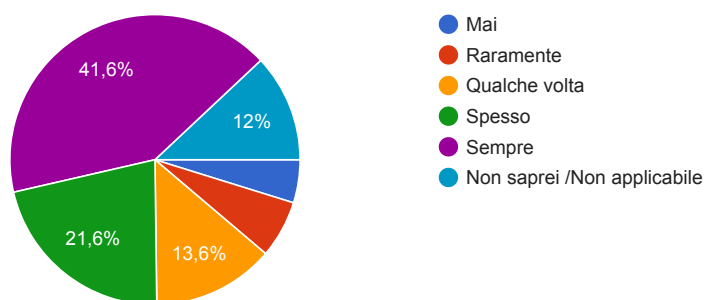
2.14. Pensi che la multiculturalità nella tua scuola sia positiva?

124 risposte



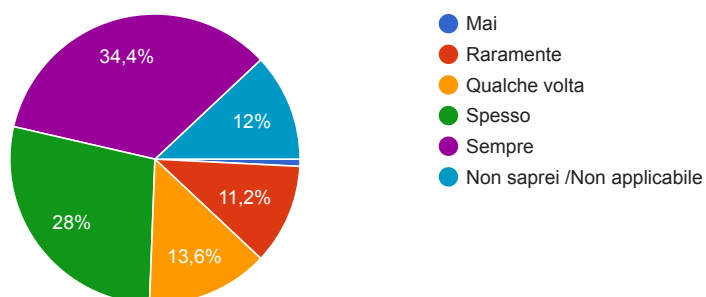
2.15. Secondo te la tua scuola supporta in modo adeguato i ragazzi a rischio di abbandono/dispersione?

125 risposte



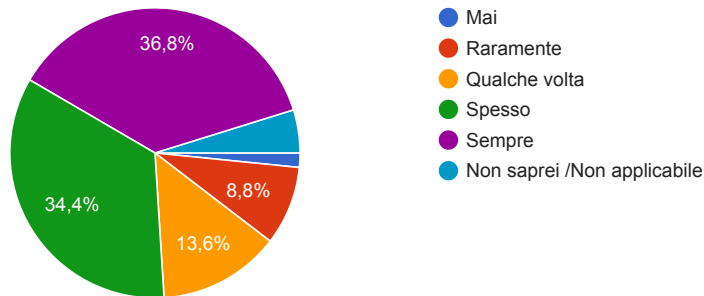
2.16. La tua scuola supporta chi rischia di essere bocciato?

125 risposte



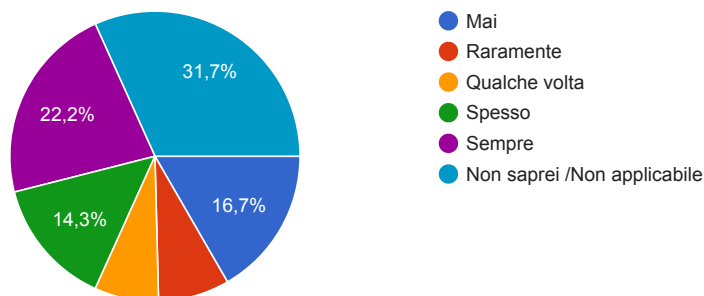
2.17. Pensi che la tua scuola supporti gli studenti con difficoltà di apprendimento (per esempio con voti bassi, con deficit di apprendimento, che non fanno i compiti a casa, che hanno valutazioni negative, ecc.)?

125 risposte



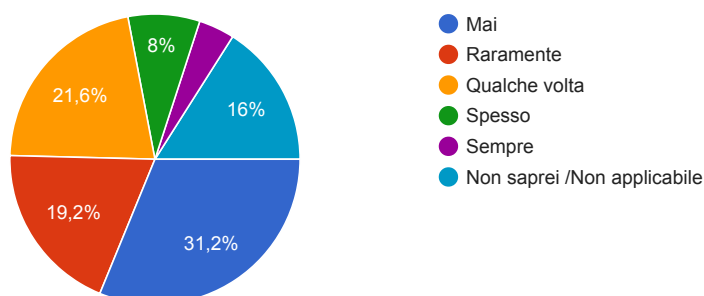
2.18. Pensi che la tua scuola aiuti gli studenti che mostrano comportamenti a rischio, come uso/abuso di alcool e di droghe, fumo ecc.?

126 risposte



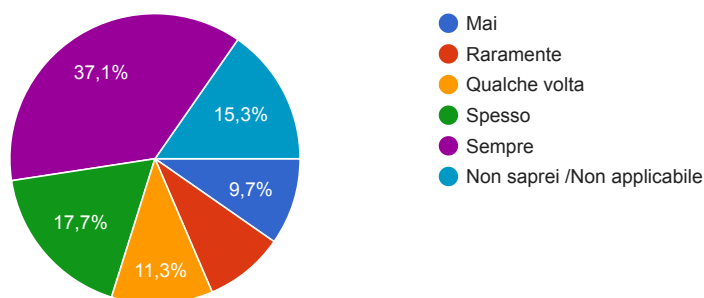
2.19. Nella tua scuola ragazzi/e appartenenti a minoranze (etniche, religiose, sessuali, ecc.) sono mai stati discriminati o presi in giro?

125 risposte



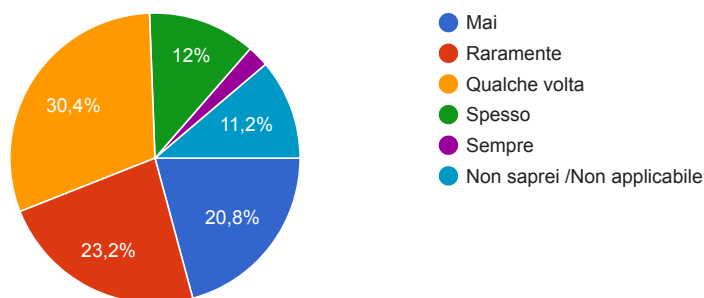
2.20. Pensi che la tua scuola aiuti gli studenti che sono stati discriminati o presi in giro perchè appartenenti ad una minoranza (etnica, religiosa, sessuale, ecc.)?

124 risposte



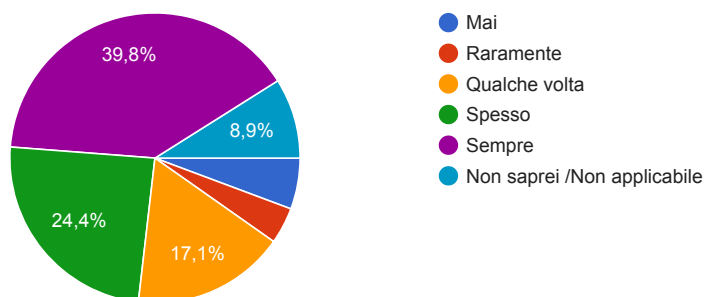
2.21. Nella tua scuola ci sono stati episodi di aggressione, violenza o bullismo?

125 risposte



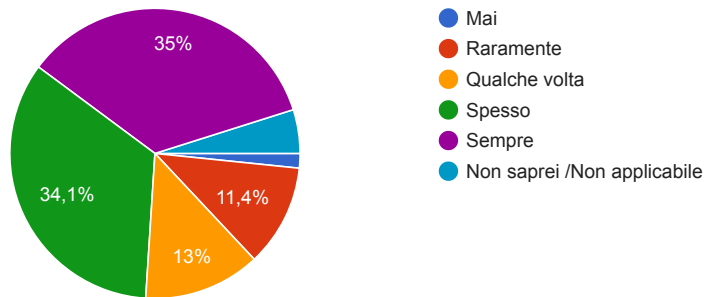
2.22. Pensi che la tua scuola aiuti gli studenti che subiscono aggressioni/violenze o bullismo?

123 risposte



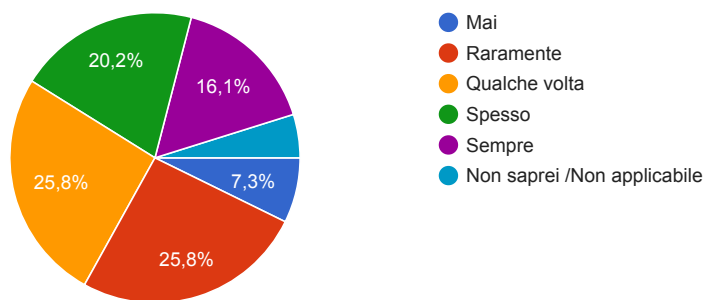
2.23. Credi che la tua scuola sia un posto in cui potresti trovare aiuto se ne avessi bisogno?

123 risposte



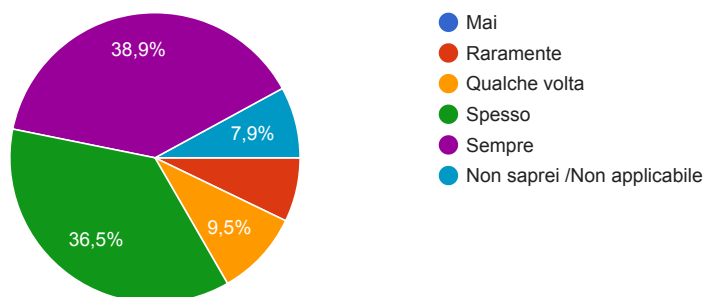
2.24. I genitori sono coinvolti nelle attività scolastiche?

124 risposte



2.25. La tua scuola dà importanza a temi come integrazione/tolleranza e rispetto per tutti?

126 risposte



É molto educativo ed é interessante

soddisfacenti

una merda

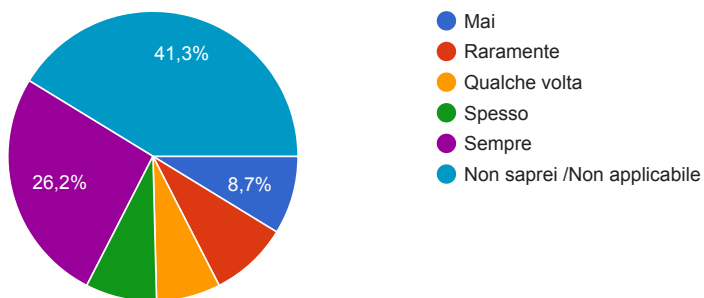
molto interessante

sono dei temi che rispecchiano un pò la mia scuola

3. I tuoi rapporti a scuola

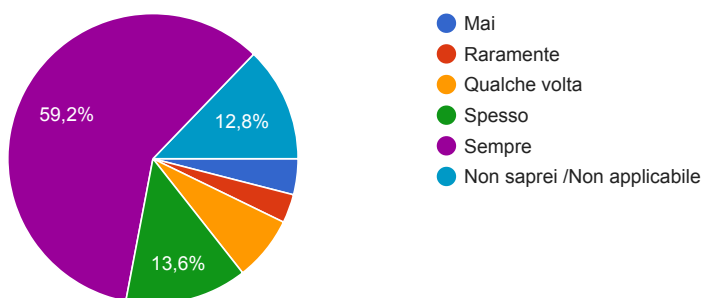
3.1. Hai un buon rapporto con il preside della tua scuola?

126 risposte



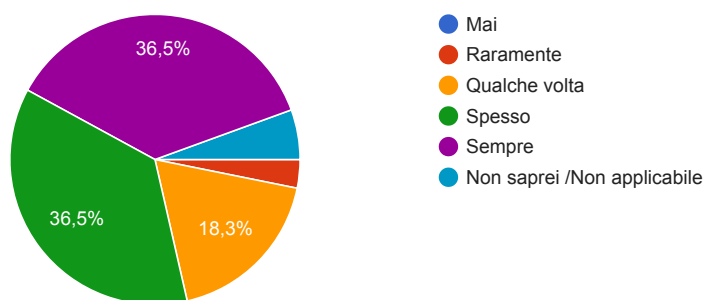
3.2. Hai un buon rapporto con la segreteria ed il personale scolastico?

125 risposte



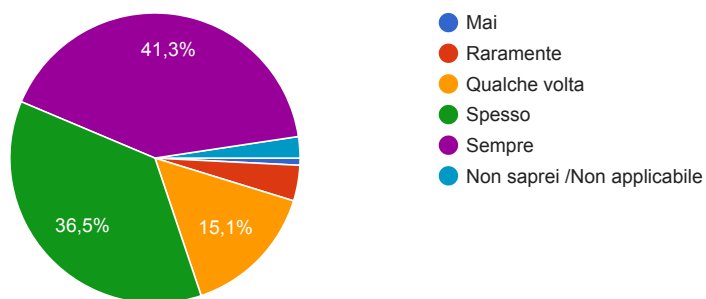
3.3. Hai un buon rapporto con gli insegnanti (tutor) della tua classe?

126 risposte



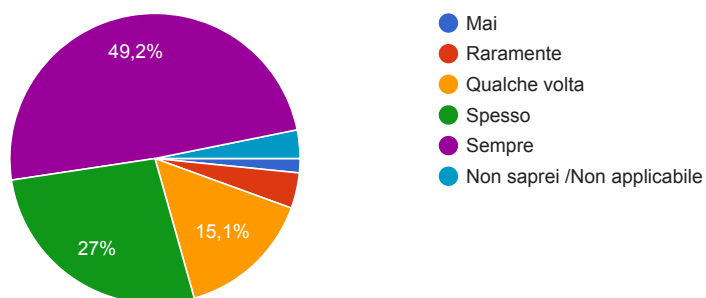
3.4. Hai un buon rapporto con gli insegnanti della tua scuola?

126 risposte



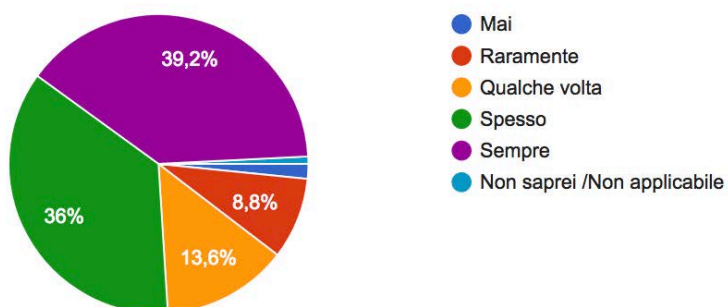
3.5. Pensi che gli insegnanti ti trattino correttamente?

126 risposte



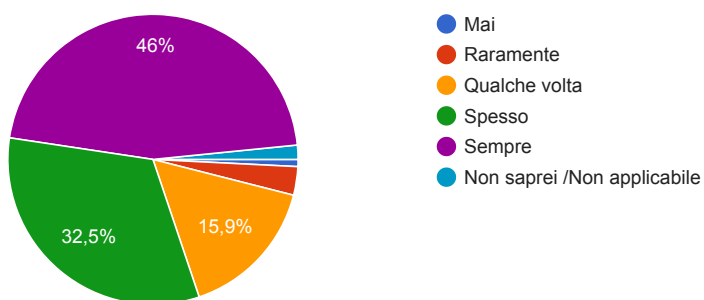
3.6. Gli insegnanti ti incoraggiano ad esprimere la tua opinione?

125 risposte



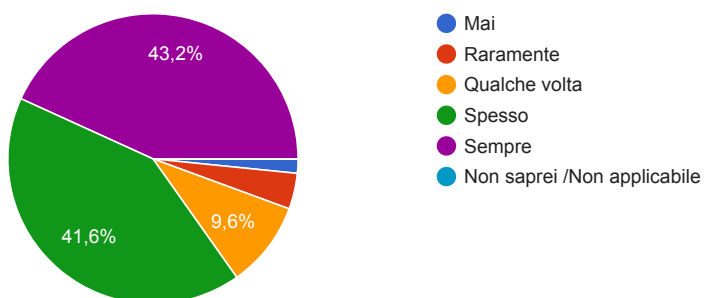
3.7. Puoi contare sul supporto degli insegnanti quando ne hai bisogno?

126 risposte



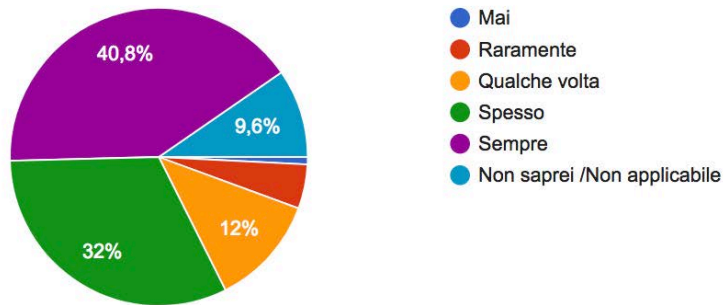
3.8. Vai d'accordo con i compagni?

125 risposte



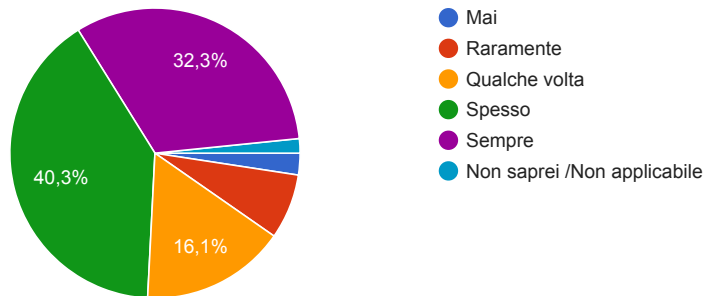
3.9. Ai tuoi compagni piace stare insieme?

125 risposte



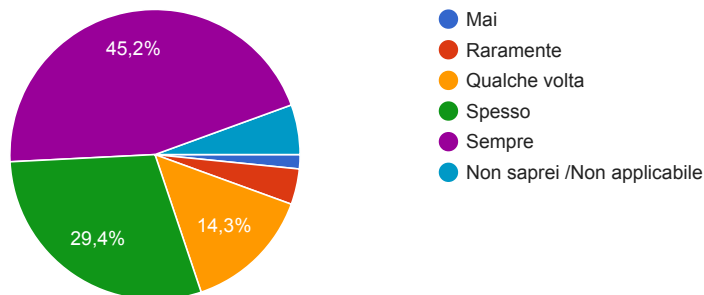
3.10. I tuoi compagni sono amichevoli e disponibili?

124 risposte



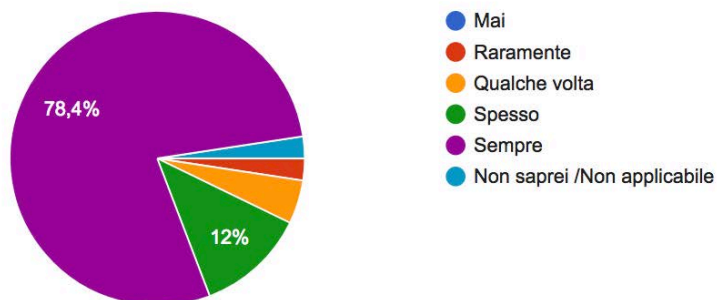
3.11. I tuoi compagni ti accettano per come sei?

126 risposte



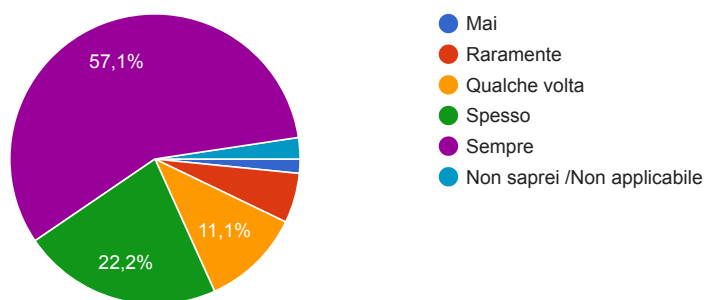
3.12. Se hai qualche problema a scuola i tuoi genitori sono pronti ad aiutarti?

125 risposte



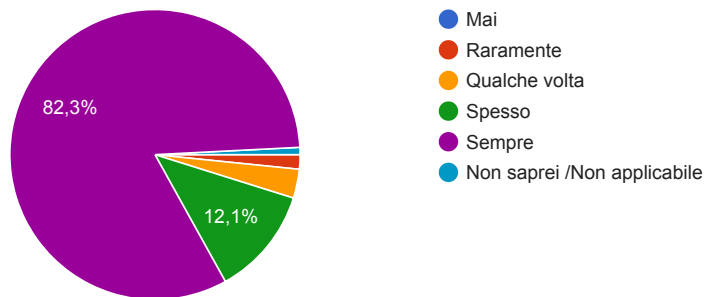
3.13. I tuoi genitori vanno a scuola volentieri per parlare con i tuoi insegnanti?

126 risposte



3.14. I tuoi genitori ti incoraggiano ad imparare?

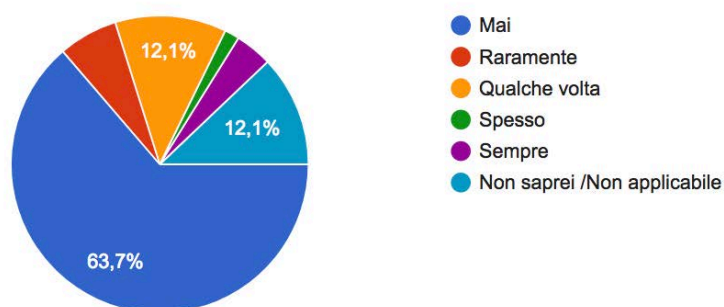
124 risposte



4. Come ti trovi a scuola

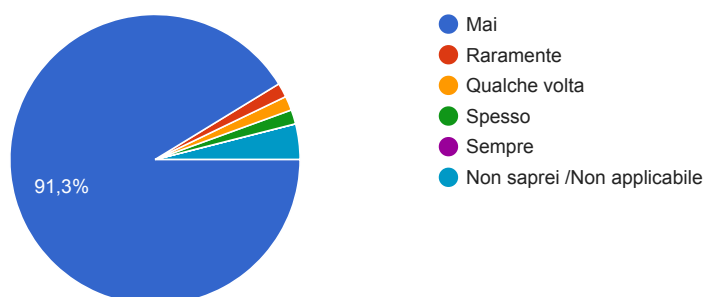
4.1. Ti sei mai sentito a disagio a scuola a causa della tua etnia o del tuo background culturale?

124 risposte



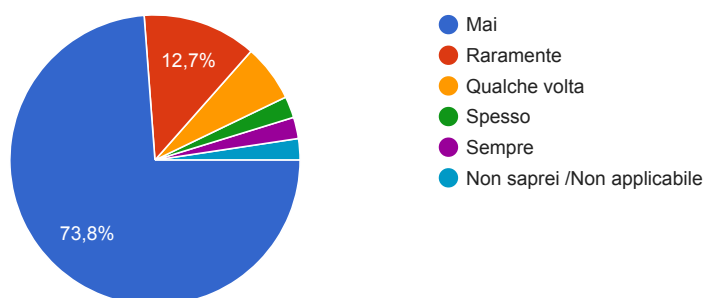
4.2. Ti sei mai sentito a disagio a scuola a causa del colore della tua pelle?

126 risposte



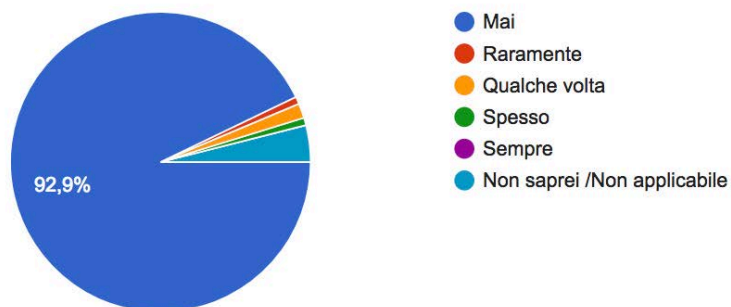
4.3. Ti sei mai sentito a disagio a scuola a causa del tuo accento o della tua lingua (per come parli)?

126 risposte



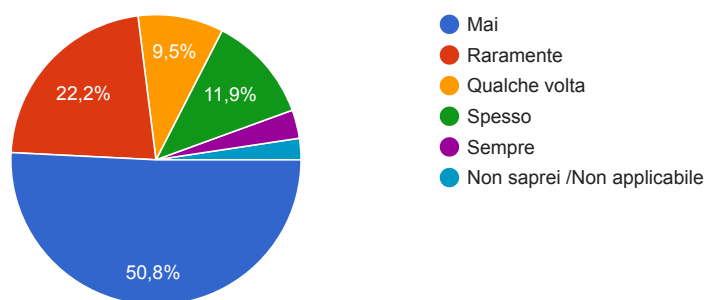
4.4. Ti sei mai sentito a disagio a scuola a causa del tuo orientamento sessuale?

126 risposte



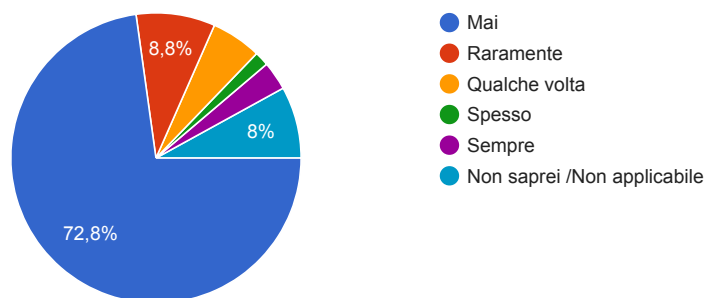
4.5. Ti sei mai sentito a disagio a scuola a causa del tuo aspetto (per esempio perché sei grasso, magro, alto, basso, per il colore dei tuoi capelli)?

126 risposte



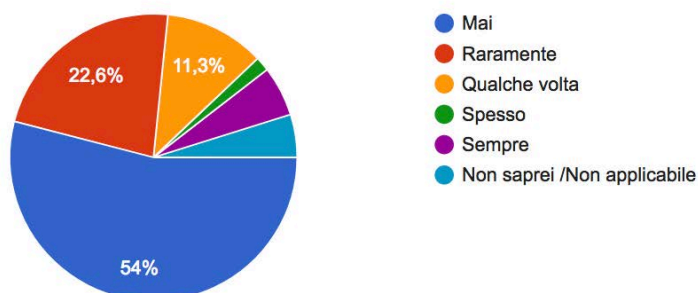
4.6. Ti sei mai sentito a disagio a scuola a causa della tua disabilità o delle tue difficoltà di apprendimento (per esempio perché sei ipovedente, sordo o hai problemi motori, disturbi nell'apprendimento, deficit di attenzione/iperattività, ecc.)?

125 risposte



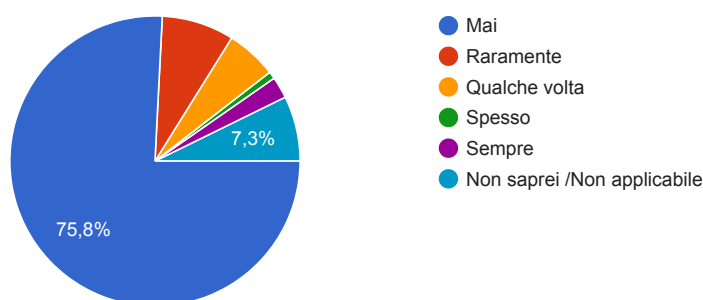
4.7. Ti sei mai sentito a disagio a scuola per come studi (per esempio gli altri studenti ti dicono che sei troppo lento, che impari solo a memoria o ti additano come un nerd, ecc.)?

124 risposte



4.8. Ti sei mai sentito a disagio a scuola a causa dello status economico della tua famiglia (per esempio: povertà, ricchezza)?

124 risposte



4.9. Sei mai stato a disagio a scuola a causa di altre ragioni (non descritte sopra)? Se sì, puoi indicarle qui.

52 risposte

no (8)

mai (3)

per apprendere i concetti io ho bisogno di essere ripreso per mettermi alla pari con gli altri

Quando mi prendono in giro

io non mi sono mai sentita a disagio per causa di niente

No, perché i miei compagni sono sinceri e buoni e secondo me la classe in cui mi trovo è davvero favolosa

no sono già state elencate qui sopra

No

Ho paura che chi mi sta vicino si schifa di stare vicino a me

Quando parlo di anime e pensano siano cose stupide. Quando parlo delle mie "cotte" per personaggi e mi dicono che non ha senso perché tanto non esistono.

Mi sono sentita a disagio quando alcune mie compagne mi evitavano per un certo periodo perché portavo vestiti presi al mercato.

non mi sono mai sentito veramente a disagio per colpa dei miei compagni ma quando sono a disagio è perché voglio stare da solo e quindi sto a disagio con le altre persone ma se escludiamo questo dettaglio mi trovo molto bene nella mia classe perché i miei compagni sono sempre molto gentili e generosi e io sono molto gentile e generoso con le altre persone e sempre vogliono imparare ed aiutare le altre persone...

no,sinceramente io non mi sono mai sentito a disagio perché con i miei compagni mi trovo molto bene e da loro mi sento accettato molto perché sono molto disponibili ci scambiamo favori però nella mia classe c'è il problema dei gruppi e molte volte vedo alcuni miei amici non dialogare con altri compagni perché non hanno un gruppo diverso.

Si, io pratico la pallavolo e spesso quando usciamo a fare educazione fisica alcune palle le manco e credono che io sia scarsa, ma la verità è che quando gioco davanti a qualcun'altro che non sono le mie compagne di allenamento o la mia allenatrice mi emozionano e sbaglio anche se in realtà sono piuttosto brava.

No,non mi sono mai sentita a disagio.

no, non sono stato mai a disagio

nooo

ma anche nooo

NOOO

niente

si,alcune volte mi chiamano secchione

per fortuna no

mi sottono dicendo che ho la r moscia e a me mi da molto fastidio

no io in verita non mi sono mai sentita a disagio per niente

Alcune volte mi sento a disagio perché non riesco a seguire la lezione perché mi distraigo e i professori mi fanno sentire insicura.

no anche perché i miei compagni son intelligenti, ma avvolte mi dicono secchiona .

no perché la nostra classe non importa molto di come sei ma vogliono tutti fare amicizia.

no mai

non mi sono mai sentita a disagio in questa scuola.

no, non mi sono mai sentita a disagio per altre ragioni

si alcune volte mi sento a disagio perchè alcune volte mi sottono per il mio fisico

No, mai

Qualche volta per aiutare i miei compagni mi sono preso la colpa io ma sono stato soddisfatto di quello che ho fatto

Delle volte. Poi ho capito che sono come noi

delle volte per le mie culture un pò diverse

a volte ma niente di grave

A volte mi sento a disagio quando mi escludono o quando parlano male di me

Si quando mi prendono in giro.

che alcuni mi prendevano in giro

no tranne quando qualche compagno mi metta a disagio per il mio cognome

quando i professori ti sgridano anche se non non sono stato io

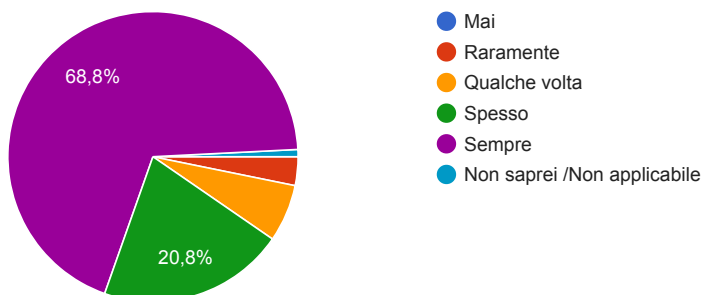
no,perchè vado d'accordo con i miei compagni

perchè a volte leggo un pò con lentezza e faccio un po di errori

5. Cos'è per te l'apprendimento

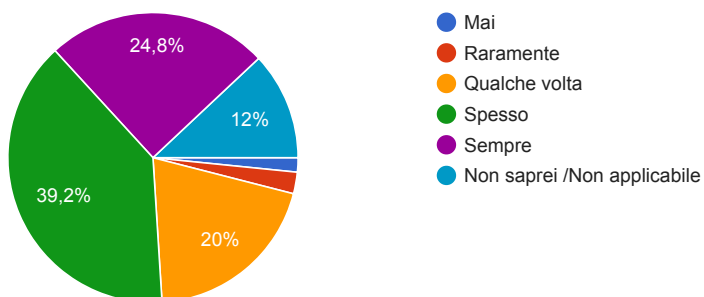
5.1. Per te è importante imparare?

125 risposte



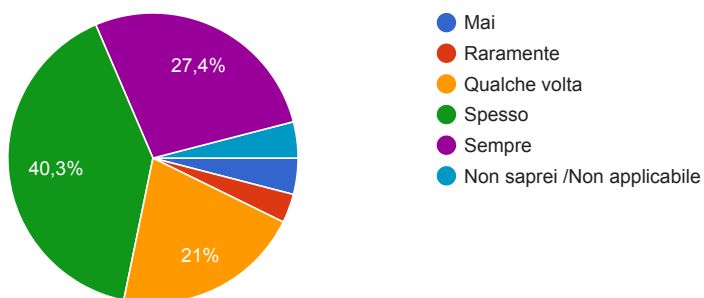
5.2. Per i tuoi amici/compagni di classe è importante imparare?

125 risposte



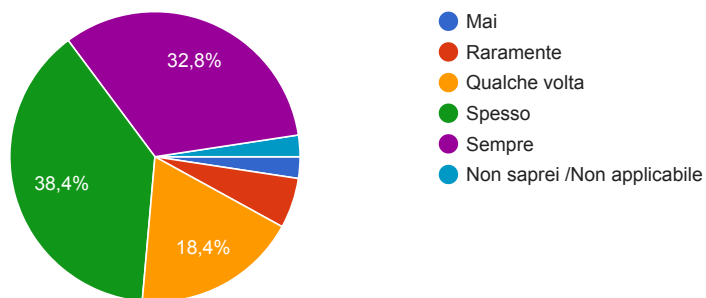
5.3. Cerchi di imparare anche per conto tuo?

124 risposte



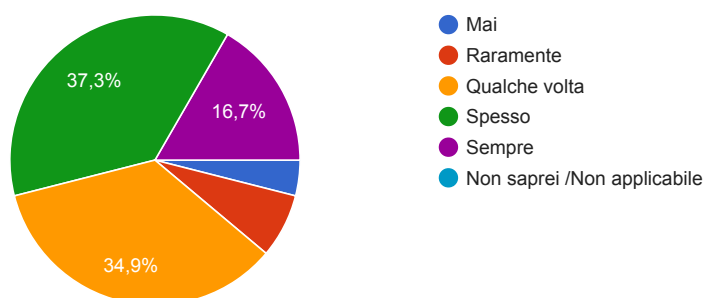
5.4. Ti impegni a capire le tematiche discusse a scuola?

125 risposte



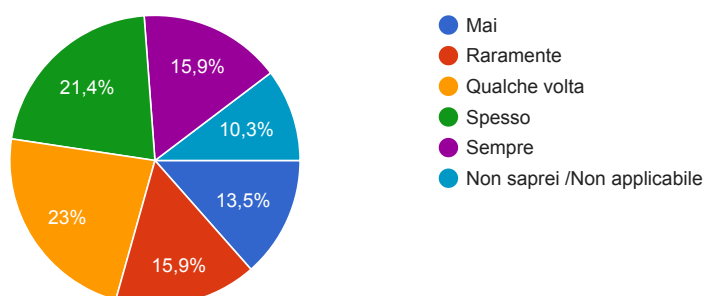
5.5. Dedichi del tempo ad approfondire alcuni argomenti?

126 risposte



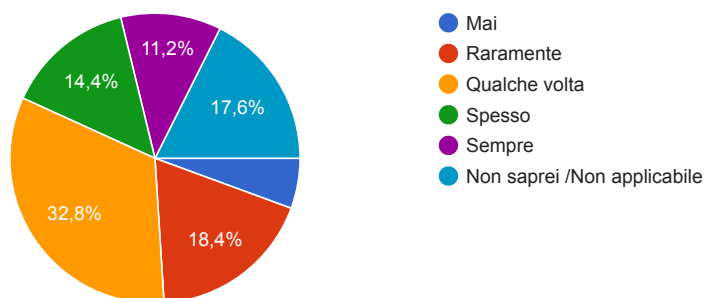
5.6. I tuoi genitori si aspettano troppo dal tuo rendimento scolastico?

126 risposte



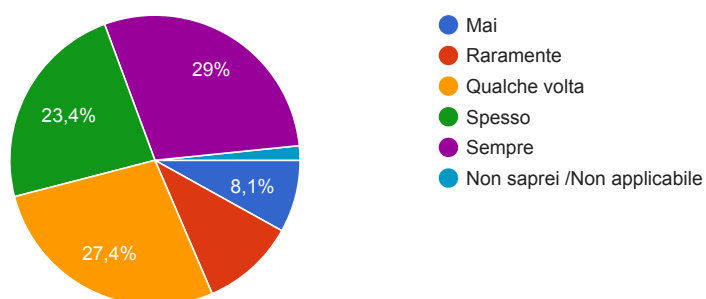
5.7. I tuoi insegnanti si aspettano troppo dal tuo rendimento scolastico?

125 risposte



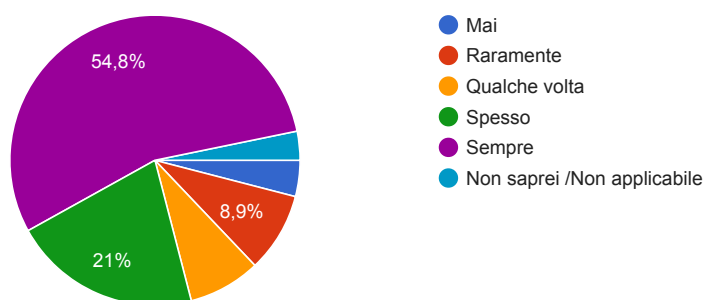
5.8. Secondo te imparare nuove cose è una sfida divertente?

124 risposte

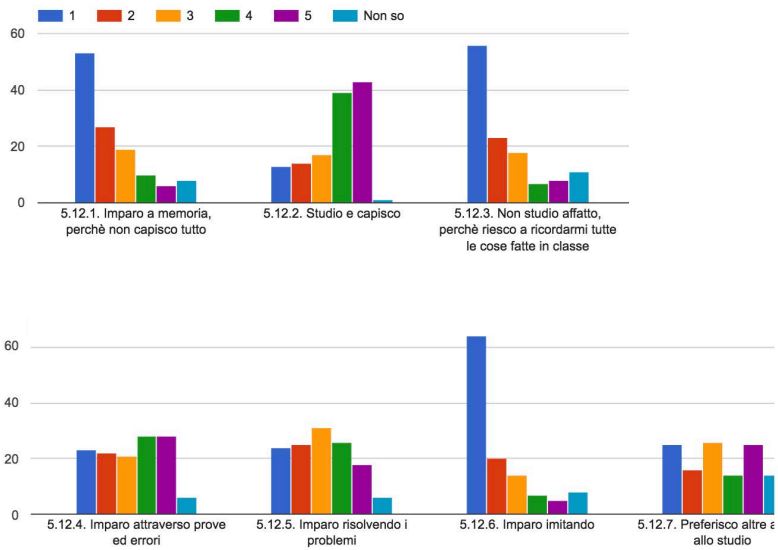


5.9. Secondo te abbandonare la scuola può avere conseguenze negative?

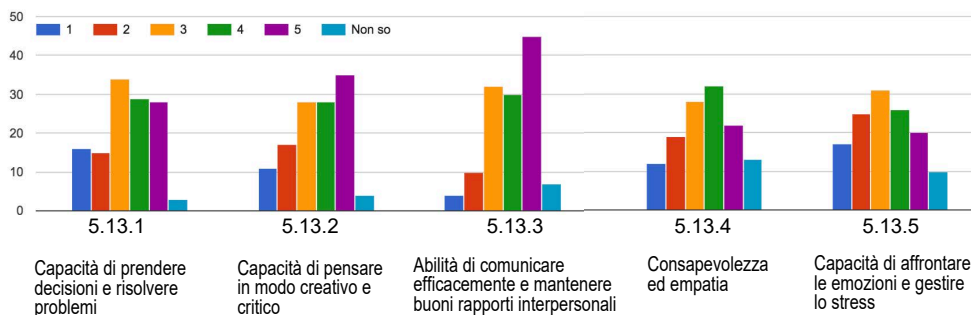
124 risposte



5.12. Descrivi il tuo metodo di apprendimento (1 - meno usato, 5 - più usato)



5.13. Che tipo di abilità possiedi? (1 - bassa, 5 - alta)



5.14. Cosa vorresti fare da grande?

126 risposte

dottorssa (4)

il calciatore (3)

Estetista (2)

tecnico informatico (2)

youtuber (2)

Lo youtuber

Calciatore

la stilista

La maestra di danza.

istruttrice di ginnastica artistica

acconciature

Operaio

il militare oppure il barista

vorrei fare l'energy manager

L' estetista

PARRUCCHIERA

stilista

La professoressa di inglese

io vorrei far la guida nei musei in America

Cantante

la cantante

insegnante

estetista

cameriera

la stilista

veterinaria

cantante

Mi piacerebbe fare l'avvocato per aiutare le persone. Inoltre mi piacerebbe perché mi reputo una persona decisa che ha il coraggio di parlare

vorrei fare il CARABINIERE per aiutare le persone in difficoltà

parrucchiere

esperto informatico

il pizzaiolo

militare/allenatore di calcio

muratore

geometra

meccanico

barbiere

boh

Il calciatore

architetto

non so con precisione, sicuramente qualcosa che abbia a che fare con la fisica e l'astronomia o con le scienze in generale.

Non ho ancora le idee chiare

Non ho ancora le idee ben chiare

attrice

La pediatra

La cuoca

L'attore

informatico

l'assistente sociale/psicologa

ancora non so, credo che mi serva ancora tempo per decidere.

lavorare dentro un bar

Voglio proseguire la mia passione e laurearmi in flauto traverso, così magari un giorno potrò diventare un'insegnante dello strumento.

Il calciatore

l' insegnante di storia

il tecnico informatico

Da grande mi piacerebbe fare l'attrice o lavorare comunque nel mondo dello spettacolo oppure la giornalista/scrittrice.

hostess

non lo so

Fare il medico o il ragioniere.

da grande vorrei fare il carabiniere

maestra dell' asilo

ancora non so

L'architetto

lavorare nel mondo dello spettacolo

attrice e ballerina

non lo sa

fare il tecnico o calciatore

non lo so poi si vedrà

L'architetto o il professore di storia all'università

ancora non so io vorrei fare il militare

medico

l'attore

Ancora non lo so

pompieri

il calciatore

non lo so , credo l'elettricista

vorrei fare o la veterinaria perché mi piacciono molto gli animali oppure il commissario di polizia

la designer/la dottoressa

l' architetto/designer

lo scienziato perché è un lavoro importante e che richiede impegno e studio.

non lo so

ingegnere

o la fotografa o l'insegnante

la cantante o l attrice

ingegnere

vorrei insegnare italiano in Inghilterra

parrucchiera

Fisioterapista

la ginnasta

Medico

fotografa

Ingegnere elettronico e continuare l'attività di papà cioè lo scavatorista

La biologa\musicista

La Cantante

attrice/modella

carabiniere

la scienziata

calciatore

La scienziata

il veterinario

Altro (18)

5.15. Quali sono i tuoi punti di forza (le tue capacità)?

119 risposte

simpatia (4)

la mia memoria (2)

studiare (2)

Sono un matematico

Di capire spesso le cose

simpatica rispettoso precisa creativa sincera

Sono molto divertente.

generosità, scherzosità e simpatia

Gentilezza,simpatia e creatività

la forza mentale

usare bene il computer

Le gambe

ASCOLTARE

La danza

La musica

la velocità nei calcoli e l'ottima memoria

lo sport

lo sport

mi piace danzare

disegnare, stare con animali (cani, gatti)

ascoltare gli altri, essere gentile, riuscire ad apprendere molto

Mi piace disegnare, anche alcune volte per i miei compagni

saper affrontare difficoltà come la separazione dei genitori, oppure migliorare a scuola se sono rimasta indietro o non faccio i compiti

calcio

comprendere velocemente

la velocità

giocare bene a pallone

apprendere velocemente

sono veloce

mi piace tanto fare argomenti nuovi

velocità

logica e capisco le cose subito

Intelligenza

non saprei. MI PIACE LA MATEMATICA

il senso critico, la curiosità, la sensibilità, alcune volte la determinazione e la risolutezza.

Abilità di comunicare efficacemente e mantenere buoni rapporti

La furbizia e la mia alta autostima

SO CHE SE MI IMPEGNO POSSO FARE TANTE COSE

l'intelligenza

che ho molta autostima, intelligenza, la forza.

intelligenza | bellezza

disegnare, imparare un argomento molto velocemente

il disegno. :D

il disegno

L'essere molto determinata a fare un'azione, è veramente raro che io lasci le cose a metà.

Sono bravo nella danza

la storia

apprendere molto velocemente

Le mie capacità scolastiche sono il violino e le materie come le lingue e l'italiano. Quelle extra-scolastiche sono il canto e la pallavolo.

non lo so

Essere testarda.

sono molto bravo a giocare a pallavolo

carattere

carattere

Saper fare il cubo di rubik,essere svelto nei calcoli

ambizione

penso siano la determinazione e il menefreghismo per le opinioni degli altri

usare il computer

giocare ai videogiochi

non fare niente

usare il telefono ed il pc

l'intelligenza

fortnite e i pc da 15.000 euro

fare i disegni di arte o usare il computer

la pazienza, l'autocontrollo ...

metto tutte le mie capacità in tutte le attività

L'inglese

ascoltare gli altri e li aiuto

traduco spesso le cose in inglese in italiano

aiutare gli altri e fare sport

intestardirmi e capire cio che nn ho compreso durante la lezione

la mia attenzione quando voglio però e la mia simpatia

Creatività,autocritica e empatia

memoria fotografica/creatività/auto critica

e lo studio.

matematica e italiano

le lingue

l' amicizia

i miei amici

intelligenza, forza di volontà

la logica la capacità di imparare subito ed avere una buona memoria in tutto

sono amante dello sport,soprattutto il nuoto, sono abbastanza agile , capace di cucinare i dolci,a truccare e mettere lo smalto in modo giusto

sono amante dello sport, e della danza, sono capace a cucinare e spesso facci i dolci

agilità bravura nello sport simpatia

educazione fisica

Saper pensare quando parlo

saltare\suonare

il disegno, cantare

ballare/suonare e sono anche abbastanza simpatica

ho tanta fantasia e creatività

giocare bene a calcio

Sono molto studiosa

Disponibilità

pugilato

le mie capacita' sono di disegnare di imparare di ascoltare essere educato volenteroso disponibile .

giocare a pallone

gentilezza

L'intelligenza

non so

Memoria e logica

Altro (14)

5.16. C'è qualcos'altro che vorresti dirci sulla tua esperienza scolastica?

75 risposte

no (18)

no (3)

niente (3)

NO (2)

NO!

N

Di solito non riesco a fare verifiche orali per la mia timidezza

sono stata vittima di bullismo alle elementari per qualche mese

Mi trovo bene nella mia scuola per come vengo trattata

a volte capita che alcuni compagni di classe mi prendevano in giro per la mia bellezza/bruttezza o su come mi vestivo

che è una bella esperienza e che quando sarà finita mi mancherà molto

vorrei fare informatica

ci piacerebbe fare più ore di educazione sportiva

non in particolare...

CHE SE I COMPAGNI NON GIUDICANO L' ASPETTO FISICO LE PERSONE SI SENTONO PIU LIBERE DI PARLARE

la scuola è utile, ma qualche volta si potrebbe evitare

studiare parecchio

Penso di essere una delle ragazze più ansiose che esistano, mi sottovaluto sempre in ogni ambito, per esempio, oggi ho un concorso da solista (flauto traverso) e invece di essere sciolta, pronta e sicura, sono insicura di me stessa, credendo sempre di non potercela fare, però per fortuna i miei genitori, ma anche alcuni insegnanti mi hanno aiutata con questo blocco mentale e mi stanno facendo acquisire quell'autostima di cui ho bisogno.

fa schifo

no personalmente no

Si, nella mia classe andava tutto bene, in prima eravamo un gruppo unito senza fare distinzioni dagli altri o cose del genere, ma in seconda è cambiato tutto, in classe anche a ricreazione e fuori, si sono iniziati a fare due tipi di gruppi. Il primo è quello delle ragazze perfette, che vestono e hanno cose di marca, magre, alte senza difetti (SECONDO LORO) il secondo invece è quello delle persone che ti accettano per come sei senza escluderti o discriminarti perché magari ti vesti normalmente, non te la tiri e non hai un fisico perfetto. Io rientro in questo secondo gruppo, e non mi dispiace più di tanto, perché non inizio a disperarmi se ho dei capelli fuori posto, la scuola non è una sfilata di moda a scuola si va per imparare e lo studio va prima di tutto per avere un futuro migliore. Quindi queste persone io non le invidio perché non pensano alle cose davvero importanti nella vita.

No, mi basta così

no, mi basta così

gli insegnanti tendono a venirci incontro nelle nostre difficoltà

bisognerebbe fare più esperienze manifestazioni sportive e meno compiti

a me mi piace la scuola ma mi devo impegnare di più

no niente

che la scuola è molto importante per il futuro di ogni persona.

penso che la mia scuola sia molto evoluta anche in base a insegnanti ed ecc..

grazie alla scuola, oltre a imparare nuove cose, ho conosciuto persone fantastiche le quali ho stretto nuove amicizie. :)

grazie alla scuola ho imparato cose nuove e ho conosciuto persone fantastiche che mi aiutano sempre, ma soprattutto nei momenti di difficoltà.

quando sono arrivato nella classe seconda mi hanno subito tutti accolti

no niente altro

trovo che la scuola debba insegnarci le cose in un modo più divertente, non spiegarci le cose per ore e ore e poi sinceramente non capiamo nulla.

che a volte non capisco molto le cose ma cerco di farmi aiutare da qualcuno ma non tutte le volte mi aiutano però ce un mio amico in particolare che mi aiuta quando ne ho bisogno, ma gli insegnanti sono molto disposti ad aiutarmi per farmi capire le cose.

a scuola mi diverto soprattutto con i compagni della mia fila

Che sono i miei amici a darmi la forza di continuare ogni giorno

Bho

a volte divertente e interessante

che mi piace studiare

niente che mi ci piace stare e andare scuola e mi piace apprendere tutto quello che dicono i professori

No

Rispettare le regole assegnate e aiutare i miei amici

L'aiutare un compagno straniero mi è stato d'aiuto sia per il mio compagno, per aiutarlo a integrarsi, sia per me, per fare nuove conoscenze.

i professori non capiscono la mia vivacità

impariamo cose nuove rispetto alle elementari

imparare nuove cose

di aver imparato nuove cose e aver conosciuto nuovi amici

Positiva ma o conosciuto altri amici e mi sono piaciuti molto

le professoresse aiutano molto quando non capiamo

di imparare cose nuove

mi sono sentito accolto

che sono fortunata ad avere queste professoresse e amici

Se hai qualche commento sulle domande, scrivilo qui.

36 risposte

no (6)

nessuno (2)

sono state molto interessanti e hanno attirato molto la mia attenzione

Queste domande mi sono piaciute molto perché parlano di tematiche serie

queste domande mi sono sembrate molto istruttive per aiutare a capire il proprio rapporto con la scuola...

sono abbastanza fcili

molto interessanti

che sono state molto interessanti

sono state fscili

CHE SONNO MOLTE FACILI E BELLE CHE CHIEDONO TUTTO SULLA SCUOLA

non ho commenti

sono facili e mi sto impegnando parecchio

Sono domande molto chiare a cui ho trovato molto interesse a rispondere e che hanno cacciato delle opinioni in me che non credevo di avere.

la scuola è una prigione

si queste domande sono molto interessanti spero di fare altri questionari di questo genere

Sono domande molto interessanti

no nessuno

alcune mi sembravano inadeguate

niente

no

no nessuo

molto utili

sono state domande opportune....

sono state domande interessanti

domande interessanti

Nessun commento

non saprei

sono interessanti

sono state soddisfacenti

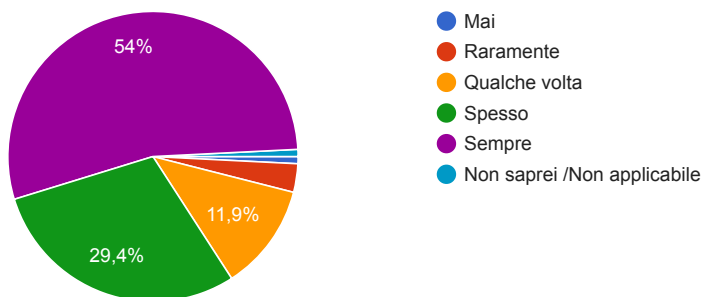
curiose

Parte II

6. Competenze sociali ed emotive

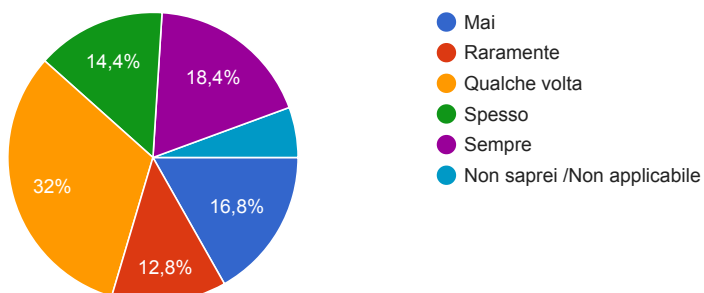
6.1. Sono felice di stare tra i miei coetanei

126 risposte



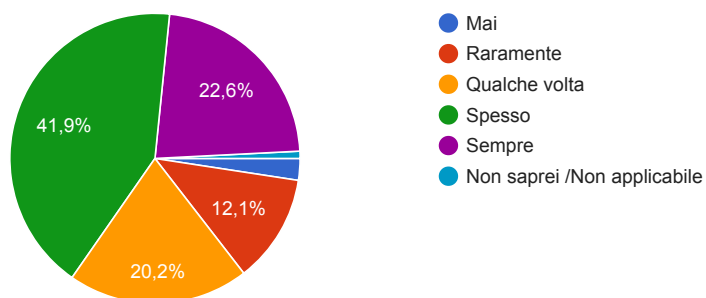
6.2. Mi piace guidare i miei coetanei (es. compagni di classe) - Mi piace essere un leader

125 risposte



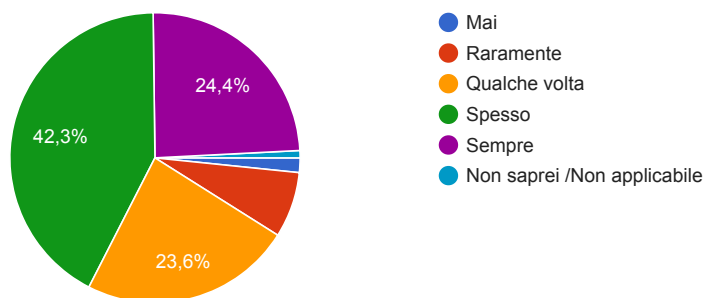
6.3. Mi interessa quello che fanno i miei compagni e collaborare con loro

124 risposte



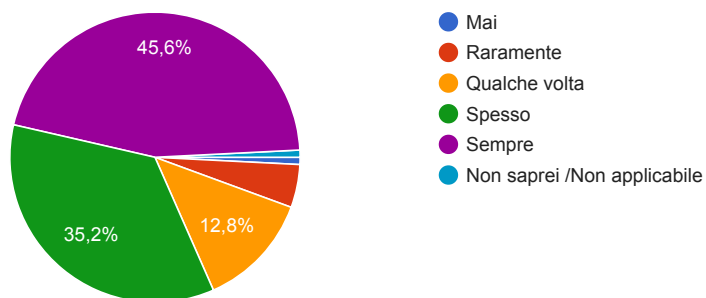
6.4. Sono partecipativo durante le lezioni

123 risposte



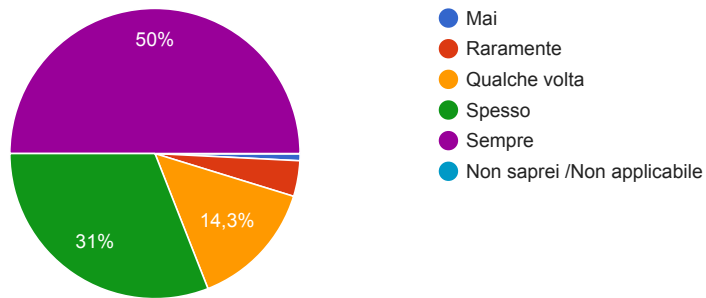
6.5. Partecipo attivamente ai giochi con i miei coetanei

125 risposte



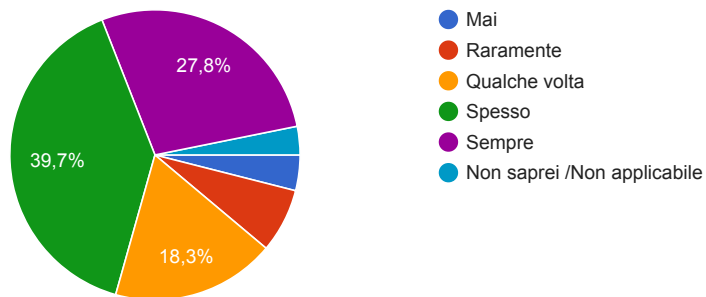
6.6. Mi piace lavorare e collaborare nel gruppo

126 risposte



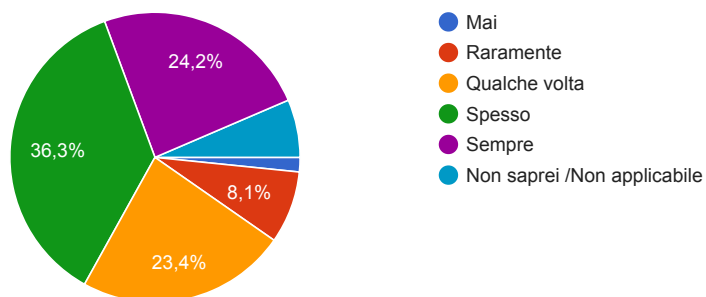
6.7. Mi relaziono bene con gli adulti

126 risposte



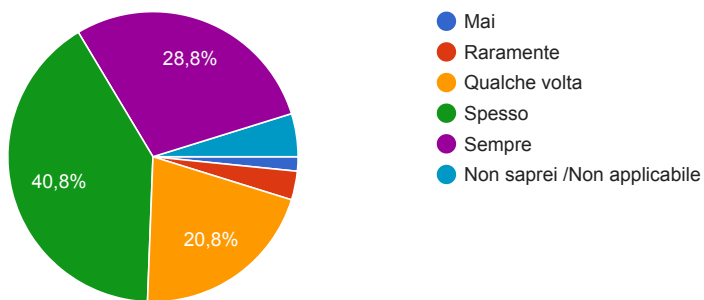
6.8. Seguo i principi e le regole del gruppo e cerco di agire in base ad essi

124 risposte



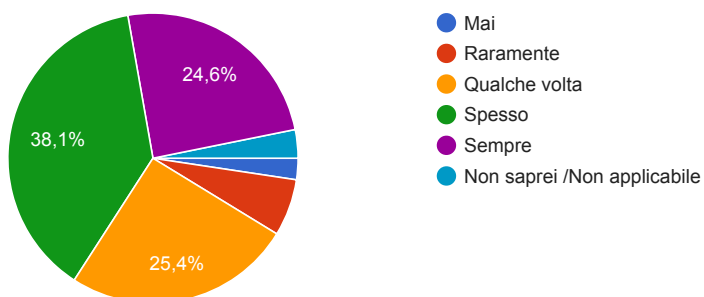
6.9. Stabilisco facilmente relazioni con i miei coetanei

125 risposte



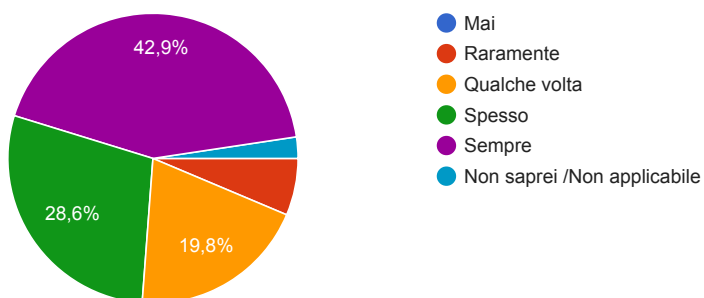
6.10. Favorisco e incoraggio i miei compagni a parlare e giocare

126 risposte



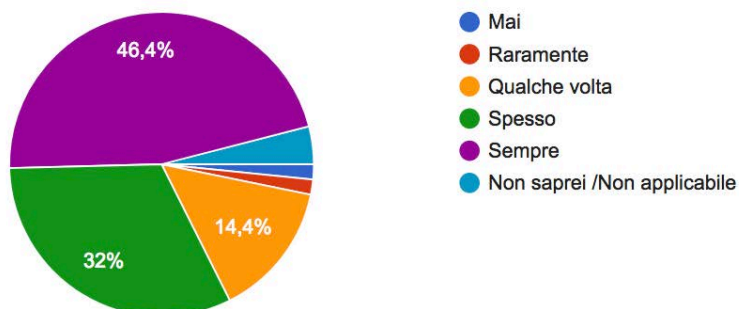
6.11. Aiuto i miei compagni, cerco di consolarli quando ne hanno bisogno

126 risposte



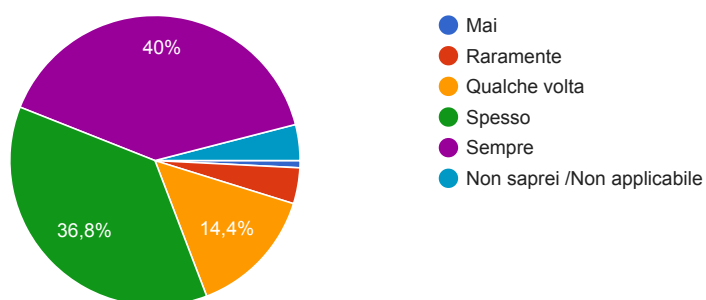
6.12. Sono consapevole dei miei diritti

125 risposte



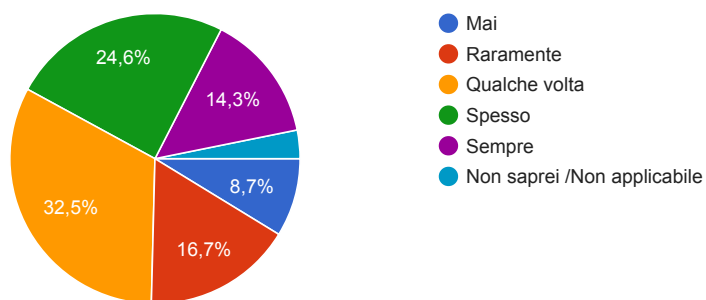
6.13. Rispetto i diritti e le libertà degli altri

125 risposte



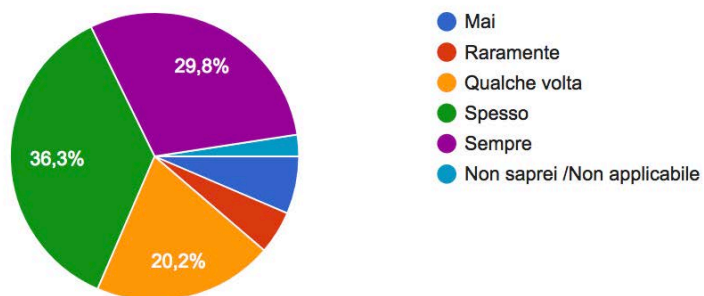
6.14. Parlo dei problemi per me importanti

126 risposte



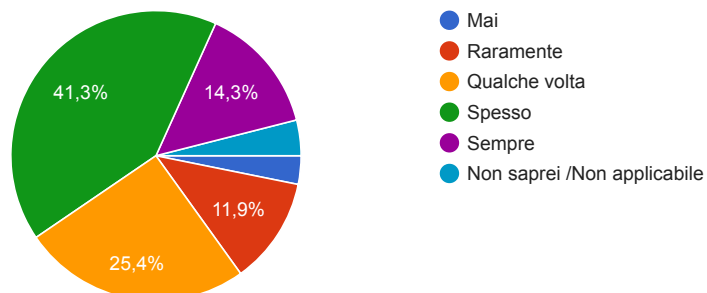
6.15. Di solito sono di buonumore e riesco facilmente a mostrarlo

124 risposte



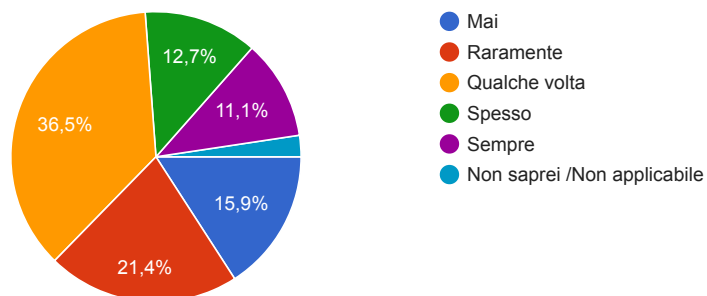
6.16. So capire i sentimenti degli altri

126 risposte



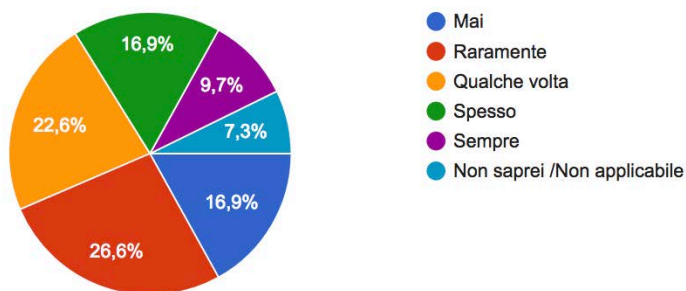
6.17. È difficile per me esprimere le mie emozioni con i miei amici

126 risposte



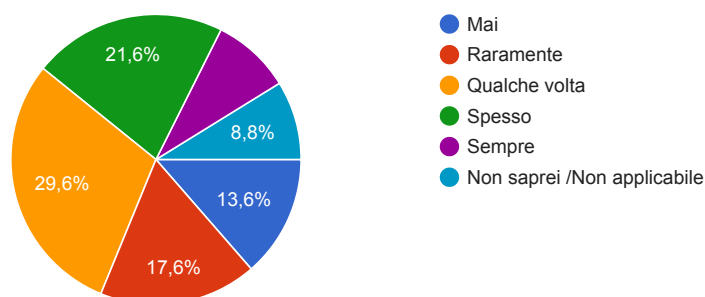
6.18. Quando sono turbato per qualche motivo, spesso "mi chiudo" in me stesso

124 risposte



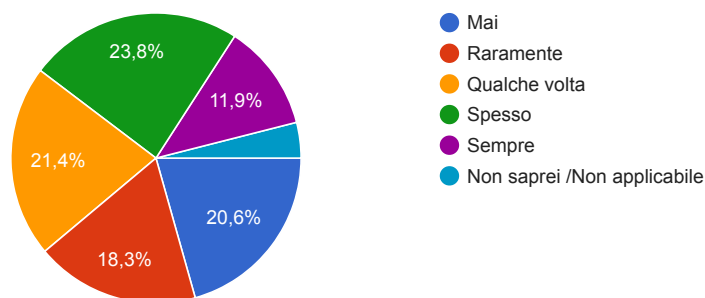
6.19. Non so capire quali emozioni provo in determinati momenti

125 risposte



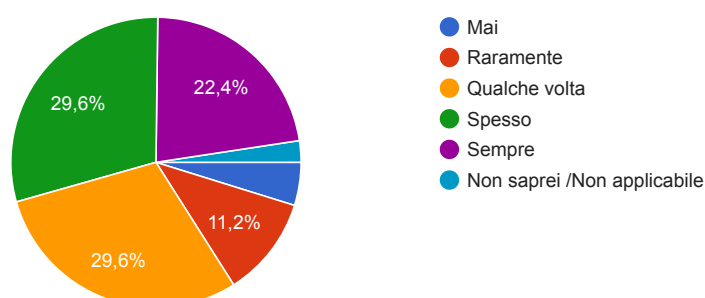
6.20. Spesso non so perché sono arrabbiato

126 risposte



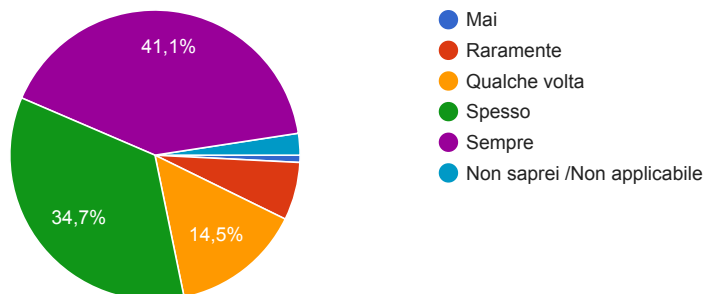
6.21. Per me è importante sapere cosa provano i miei amici

125 risposte



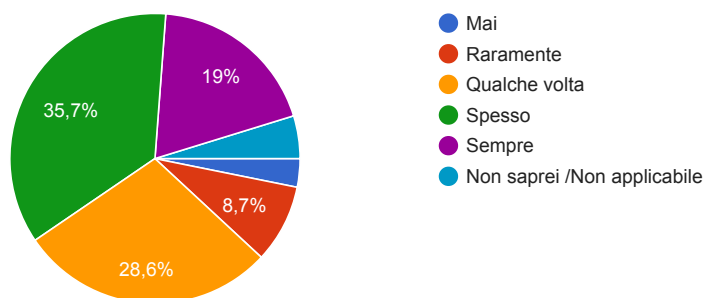
6.22. Se un mio amico è turbato, provo a capire il perché

124 risposte



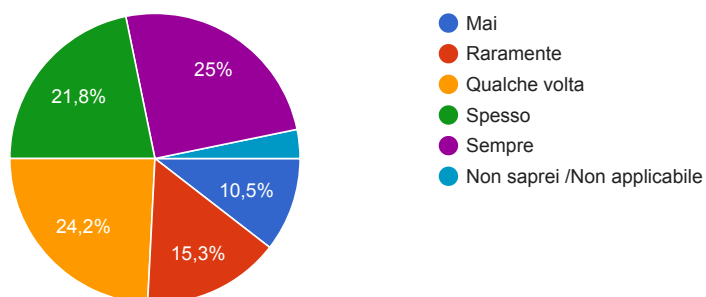
6.23. Di solito, quando parlo con qualcuno cerco di intuire cosa prova

126 risposte



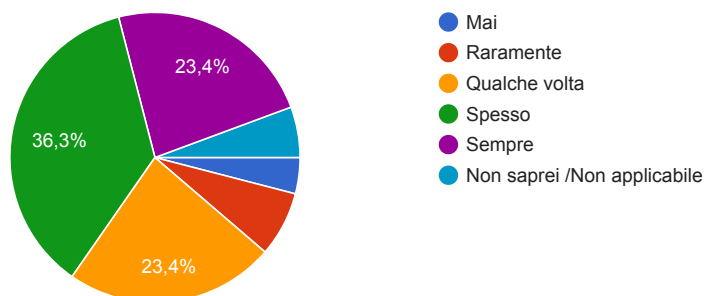
6.24. Dico facilmente NO quando i miei amici mi incoraggiano a fare qualcosa che non mi piace

124 risposte



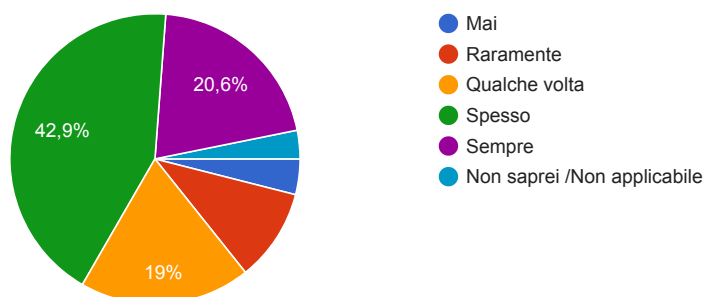
6.25. Evito le situazioni di conflitto

124 risposte



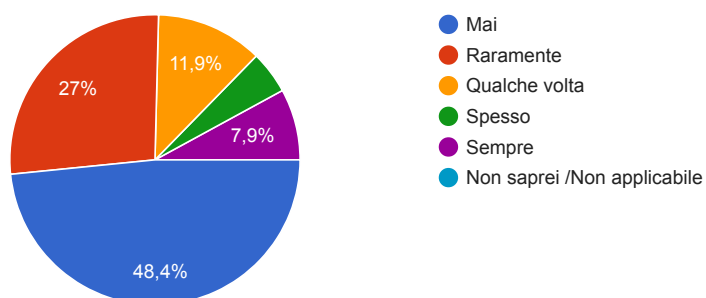
6.26. Cerco di trovare una soluzione pacifica nelle situazioni di conflitto

126 risposte



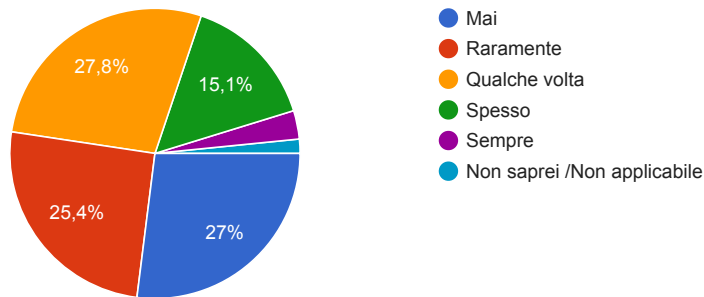
6.27. Ho un comportamento aggressivo nei confronti dei miei compagni nelle situazioni di conflitto (es. urlo contro di loro o li picchio, li costringo a fare qualcosa)

126 risposte



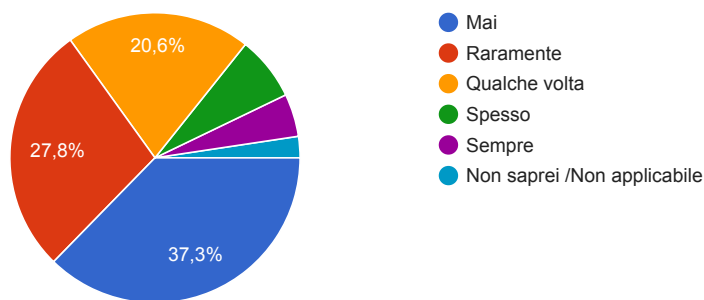
6.28. Durante una discussione mi offendo e mi arrabbio facilmente - Mi volto e vado via

126 risposte



6.29. Spesso provo discussioni

126 risposte



Se hai suggerimenti sul questionario, scrivili pure qui sotto... saremo felici di leggerli! Intanto grazie della tua collaborazione...

41 risposte

vorrei la domanda dello sport che pratichiamo

questo questionario mi è piaciuto molto, e spero che lo facciano anche i bambini più piccoli o anche i ragazzi più grandi di noi e vi ringrazio per avermi dato questa possibilità.

non è stato noioso

è stato lungo

non ho suggerimenti per questo questionario perché secondo me è molto interessante e completo

mi è piaciuto

Lungo con poca varietà di risposta

Secondo me ci deve essere più possibilità di risposta, cioè con più risposte da dare.

ho trovato il questionario lungo ma mi è piaciuto

dare più interesse alle emozioni, parlare più dei rapporti tra compagni di classe e approfondire con questa tematica, parlare più dei rapporti scuola-famiglia e parlare molto più della scuola intesa come struttura.

dovrebbe parlare di più dei rapporti che si hanno con determinate persone e mettere più domande "libere", in modo che un individuo possa esprimere ciò che prova realmente.

Vorrei faceste più domande sul rapporto tra i compagni in classe, perché purtroppo ai giorni nostri nelle classi si creano i tipici gruppi: il gruppo delle ragazze o ragazzi che vanno bene a scuola, sono benestanti e di conseguenza portano vestiti di marca e rispecchiano i canoni di bellezza di oggi (ovviamente canoni estetici) ed il gruppo delle ragazze o ragazzi più in carne, che non hanno grandi disponibilità economiche e che magari hanno qualche difficoltà a scuola. Questi ultimi sono costretti a formare un gruppo, rimanendo isolati dagli altri e rimanendo soli.

Secondo me si dovrebbe chiedere/domandare nel questionario se qualcuno ha qualche problema all'interno della scuola

mi piace uioerjgokgj t er

dovreste pensare a mirare un po più sul coinvolgere anche gli insegnanti dell resto splendido questionario complimenti

e stato bello

i vorrei che le gite sono di piu'

No perchè su questo questionario ci è scritto le cose piu insensabili perchè è fatto in modo corretto

grazie per aver fatto questo test per provare a migliorare la nostra vita scolastica.

secondo me questo questionario è ben sviluppato ma potreste aggiungere più domande sul fatto dell' apprendimento scolastico e sul rapporto docente-alunno. per il resto è molto utile anche per noi perché possiamo capire le cose che vanno e non vanno in noi e nella scuola riferendole a chi vorremmo senza avere paura di quello che potrebbero risponderci. Grazie di tutto e per averci fatto fare questo questionario

questo questionario a me mi è piaciuto molto ed è molto sviluppato e mi ha fatto capire un po quando fosse importante andare a scuola, stare con gli amici, rispettare gli insegnanti. voglio concludere anche io ringraziando di averci fatto fare questa esperienza che ha me è piaciuta molto e mi è servita molto..... ancora grazie.

fare più domande magari sul carattere anche per far coprire alla scuola come siamo. Sarebbe anche bello parlare di noi stessi e fare qualche domanda in più sulle nostre capacità di apprendimento e capire noi ragazzi studenti di questo Istituto comprensivo cosa siamo capaci di fare e applicare queste cose in cui noi siamo molto bravi a capire e svolgere.

questo questionario è stato molto divertente, istruttivo . preferirei farne piu spesso,

secondo me si deve studiare e andare a scuola e studiare ma avvolta ci servono dei momenti di svago e secondo me durante le vacanze non dovrebbero segnare molti compiti. Questo questionario mi è piaciuto è stato molto bello, lo vorrei fare più spesso, pure perché mi piace lavorare a computer.

Il questionario per me è stato molto importante,divertente e molto istruttivo.Mi sono molto divertito a fare questo questionario lo vorrei fare più volte

credo che questo questionario sia molto utile

è stato molto bello e ho scoperto molti aspetti di me che non conoscevo

è stato divertente fare questo questionario

É molto creativo interessante questo questionario .Mi é piaciuto molto

mi sono piaciute le domande

mi sono piaciute

è stato bello

un pò lungo.... ma bello

mi ha piaciuto

è stata una esperienza fantastica ,spero di riviverla di nuovo insieme a qualcuno che mi chiede sempre cosa significa...

è stato interessante

interessante

questo progetto mi è piaciuto perchè è molto interessante

molto interessante

è interessante

queste esperienze mi e piaciuta tantissimo ,e vorrei rifarlo

B. Questionario d'indagine - Studenti 6-10

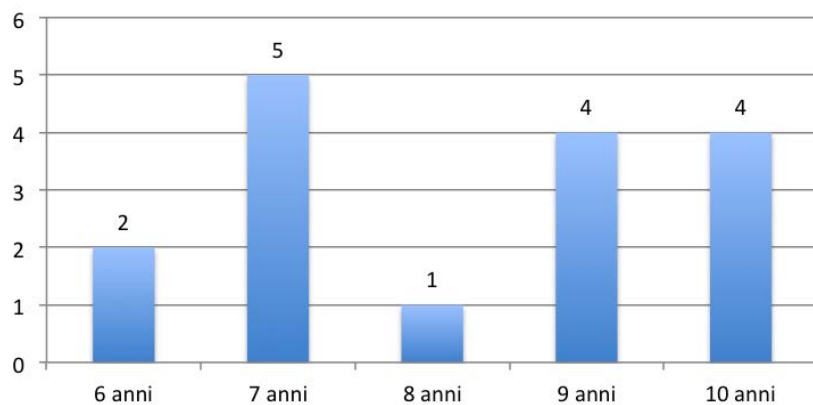
16 risposte

Parte I

1. Dati della classe

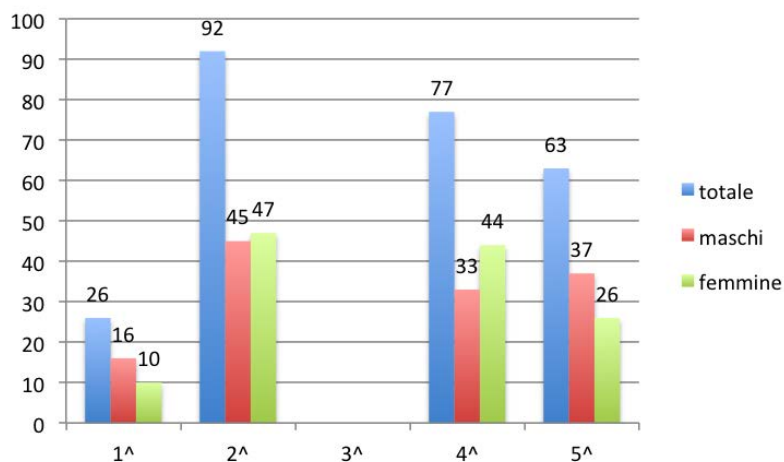
1.1. Età degli alunni della classe

16 risposte



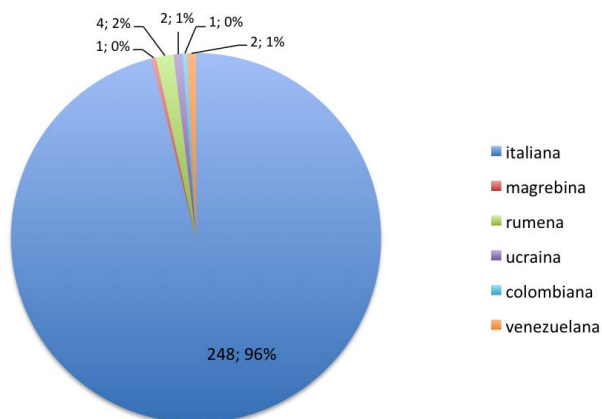
1.2. Numero degli alunni nella classe (precisare numero alunni e numero alunne)

16 risposte



1.3. Nazionalità

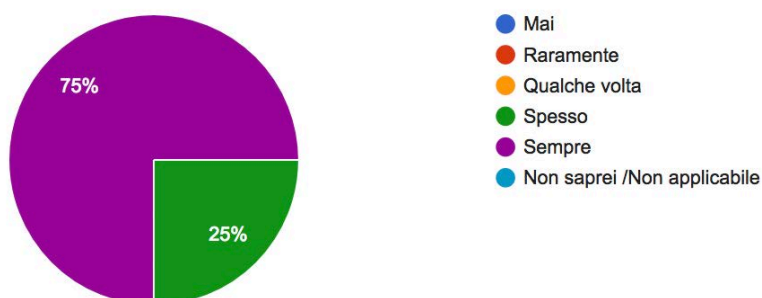
16 risposte



2. La scuola in cui insegna

2.1. Ai suoi alunni piace la scuola?

16 risposte



Se vuole, aggiunga un commento

3 risposte

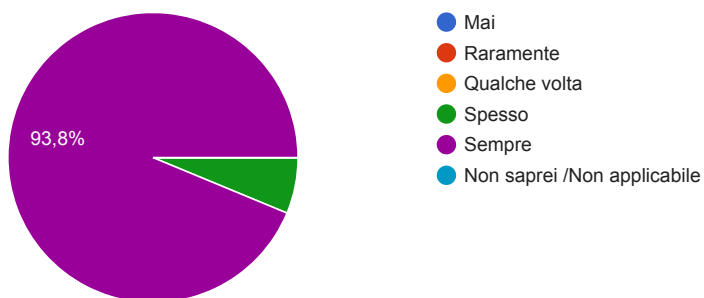
Si sono ben integrati e scolarizzati

Frequentano volentieri. Da qualche anno frequentano anche nel periodo estivo: giugno/luglio.

Frequentano volentieri.

2.2. Crede che gli alunni si sentano sicuri a scuola?

16 risposte



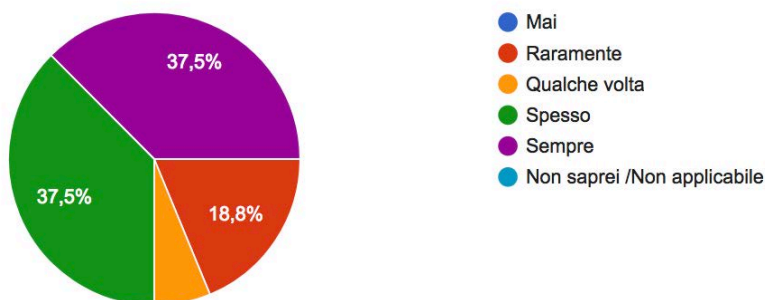
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

2.3. Crede che l'edificio scolastico e le classi in cui si svolgono le lezioni siano adatti agli alunni (es. sono ben riscaldati, luminosi, ecc.)?

16 risposte



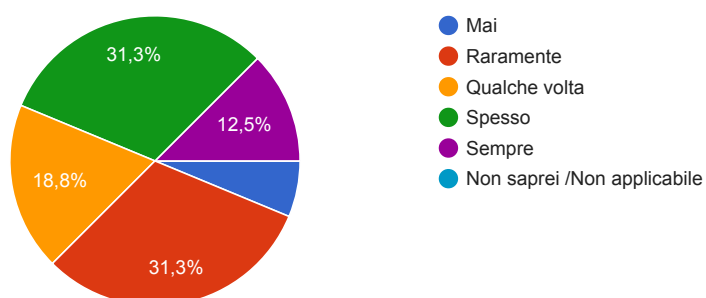
Se vuole, aggiunga un commento

1 risposta

Avremmo bisogno di qualche altro spazio da destinare alle attività di laboratorio.

2.4. La sua scuola fornisce materiale didattico per gli allievi (es. libri, supporti all'insegnamento, ecc.)?

16 risposte



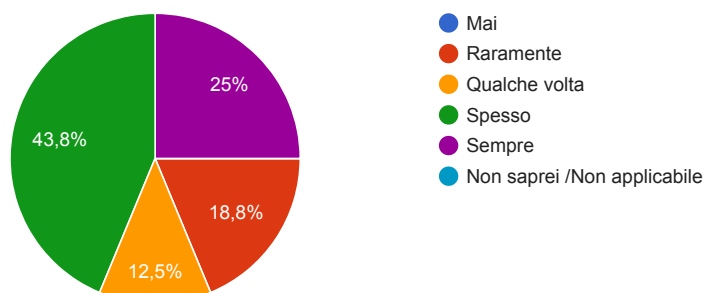
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

2.5. A scuola gli alunni possono fare esperimenti in laboratorio o svolgere attività pratiche?

16 risposte



Se vuole, aggiunga un commento

5 risposte

Utilizziamo spesso i laboratori multimediali

la scuola non dispone di palestra, né di laboratori.

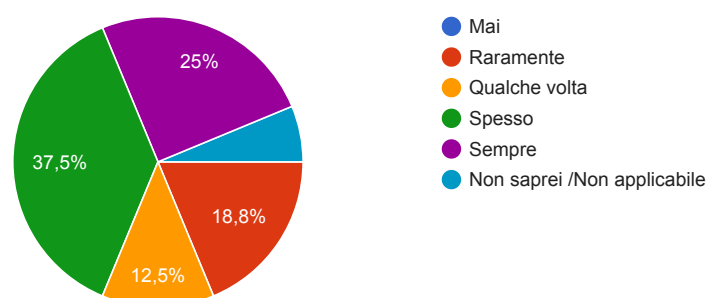
Nell'ambito della classe

Utilizzando gli stessi spazi dell'edificio: atrio e corridoi.

non esiste un laboratorio attrezzato. le insegnanti si attrezzano a livello personale

2.6. La scuola mette a disposizione degli alunni spazi per attività extracurricolari (es. teatro, musica, spettacoli, ecc.)?

16 risposte



Se vuole, aggiunga un commento

4 risposte

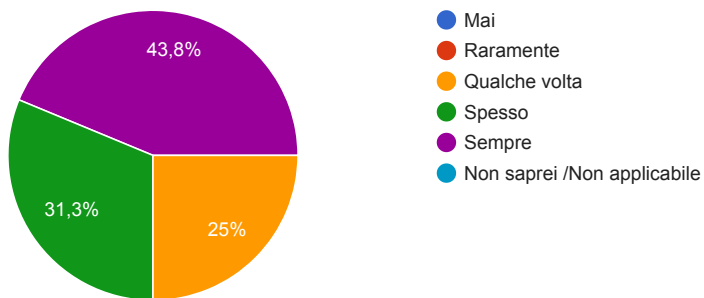
Le attività extracurricolari si svolgono in spazi della scuola non adatti allo scopo

In strutture esterne

raramente si fanno attività extracurricolari

2.7. La scuola organizza eventi extracurricolari per gli alunni (es. attività sportive, gruppi didattici, gruppi di discussione, eventi, ecc.)?

16 risposte



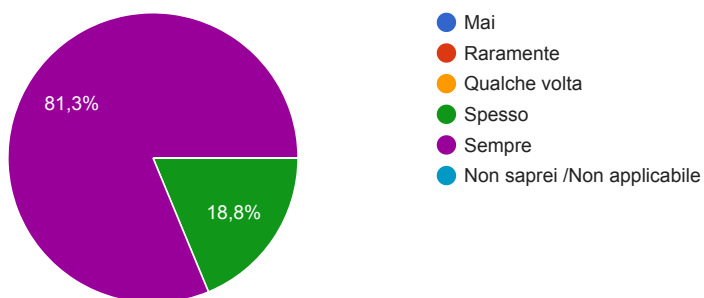
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

2.8. Gli alunni partecipano con piacere agli eventi extracurricolari organizzati dalla scuola?

16 risposte



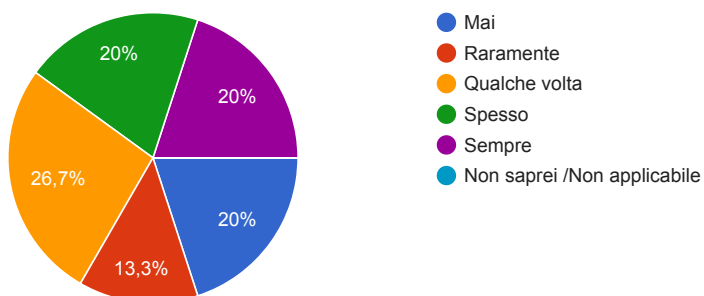
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

2.9. Nella sua scuola ci sono alunni appartenenti ad una cultura differente da quella prevalente (es. nazionalità, religione, ecc.) ?

15 risposte



Se vuole, aggiunga un commento

3 risposte

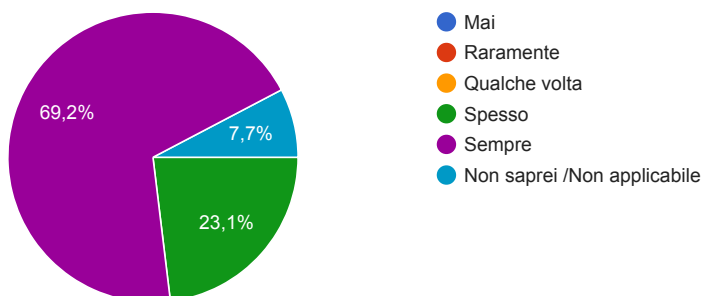
Tunisini Pakistani Indiani

no

Non sono presenti alunni stranieri.

2.10. Crede che gli studenti considerino positivamente la multiculturalità nella sua scuola?

13 risposte



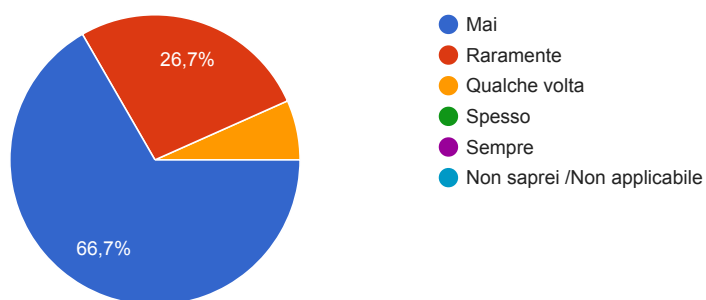
Se vuole, aggiunga un commento

1 risposta

si

2.11. Ci sono stati episodi di aggressione e/o violenza nella sua scuola (tra i bambini dai 6 ai 10 anni)?

15 risposte



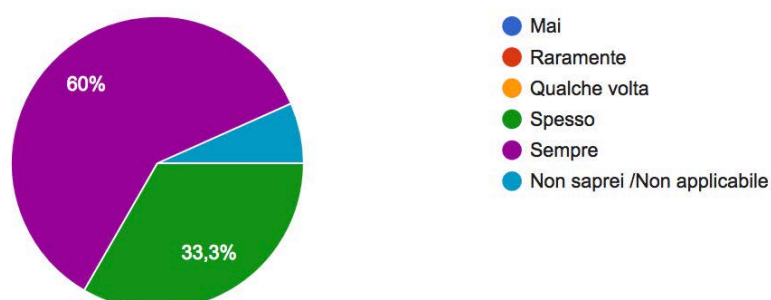
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

2.12. Secondo lei, gli alunni pensano che la scuola aiuti gli studenti che subiscono aggressioni, violenze e bullismo?

15 risposte



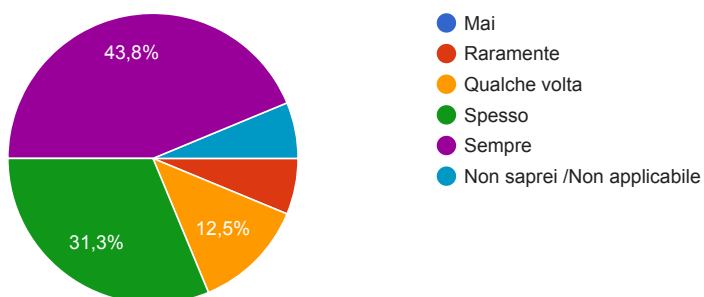
Se vuole, aggiunga un commento

1 risposta

La scuola ha realizzato un progetto sul bullismo .

2.13. Crede che gli alunni chiederebbero aiuto a scuola se ne avessero bisogno?

16 risposte



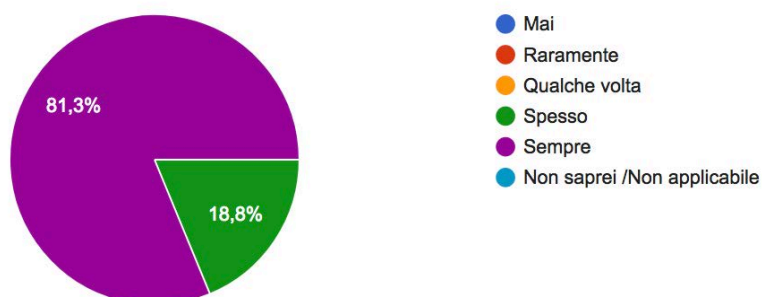
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

2.14. Gli alunni hanno buoni rapporti con l'insegnante/gli insegnanti?

16 risposte



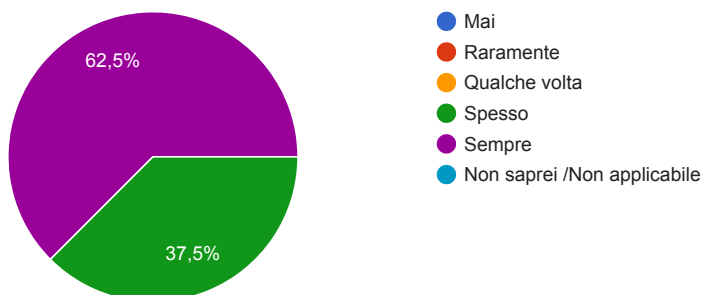
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

2.15. Gli alunni hanno buoni rapporti con il/la Dirigente Scolastico/a?

16 risposte



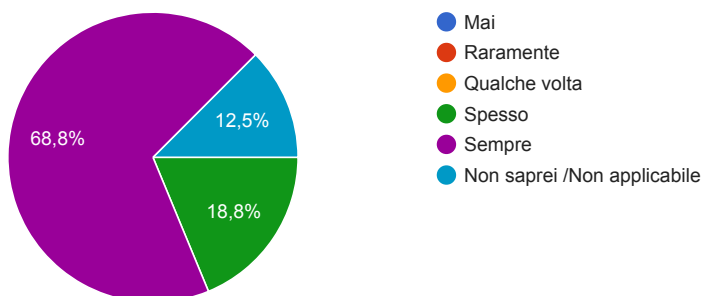
Se vuole, aggiunga un commento

1 risposta

per gli alunni il Dirigente rappresenta la figura di un padre

2.16. Gli alunni hanno buoni rapporti con la segreteria ed il personale scolastico?

16 risposte



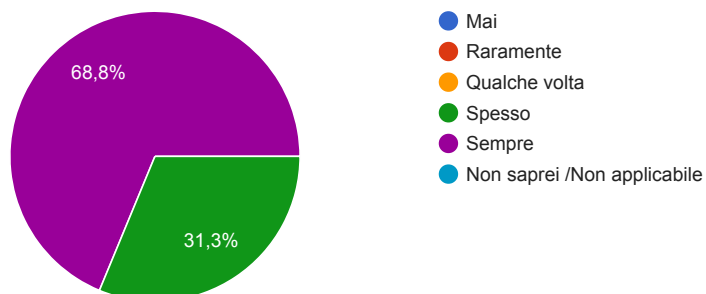
Se vuole, aggiunga un commento

1 risposta

il nostro segretario ha un rapporto fraterno con alunni, docenti e personale ATA

2.17. Gli alunni hanno buoni rapporti con gli altri studenti?

16 risposte



Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

2.18. Se vuole aggiungere qualche commento su aspetti della vita scolastica che non sono stati considerati sopra, può farlo qui

0 risposte

Ancora nessuna risposta a questa domanda.

2.19. (facoltativo) Conclusioni relative ai disegni degli alunni. Cosa apprezzano gli alunni della scuola/classe, e quali aspetti della vita scolastica non sono stati rappresentati nei disegni?

2 risposte

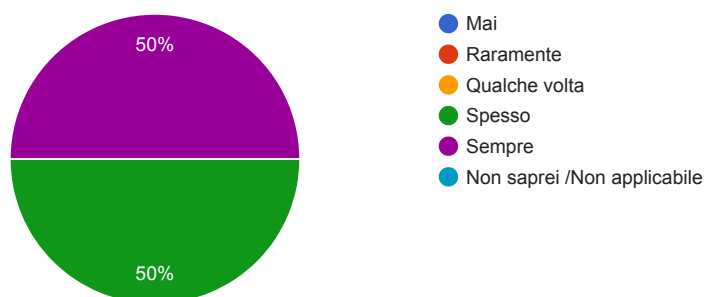
Apprezzano molto le educazioni

Apprezzano le attività ludiche e sportive.

3. Competenze sociali ed emotive degli alunni

3.1. Gli alunni stanno bene in gruppo

16 risposte



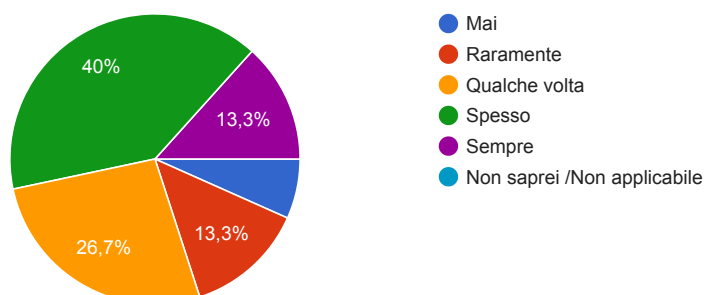
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.2. Nella sua classe c'è uno o più di un leader

15 risposte



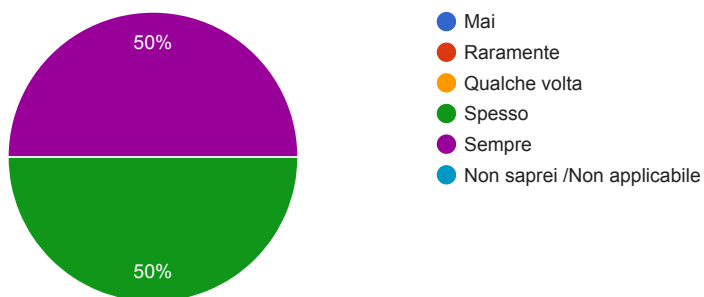
Se vuole, aggiunga un commento

1 risposta

Uno che emerge per il suo modo di porsi ma non lo considero un leader.

3.3. Gli alunni mostrano interesse per ciò che fanno gli altri nel gruppo

16 risposte



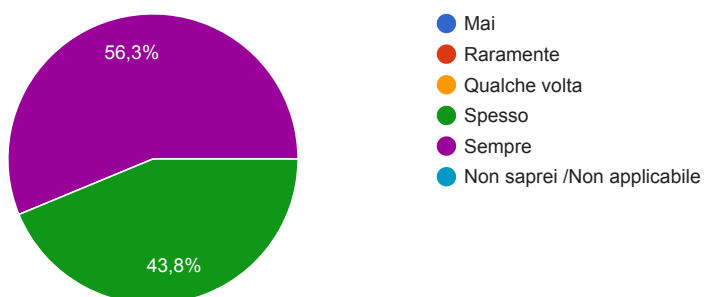
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.4. Gli alunni partecipano attivamente durante la lezione

16 risposte



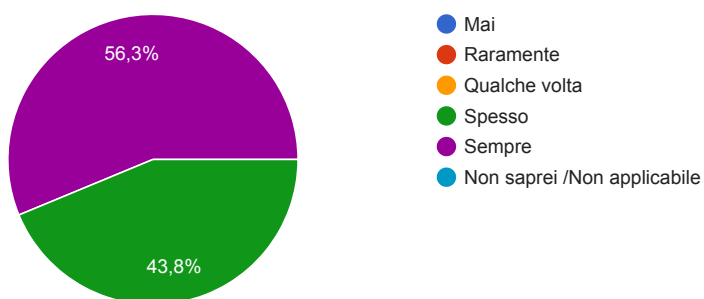
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.5. Gli alunni partecipano alle attività didattiche e creative di gruppo

16 risposte



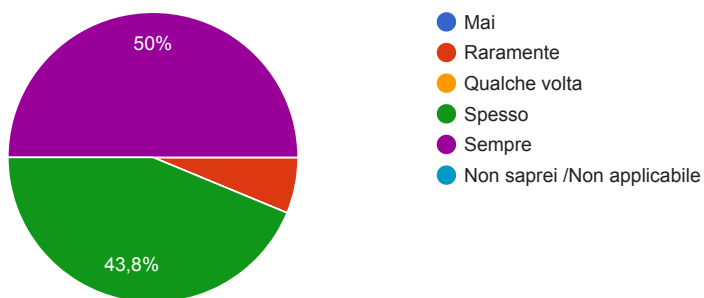
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.6. Gli alunni cooperano in gruppo

16 risposte



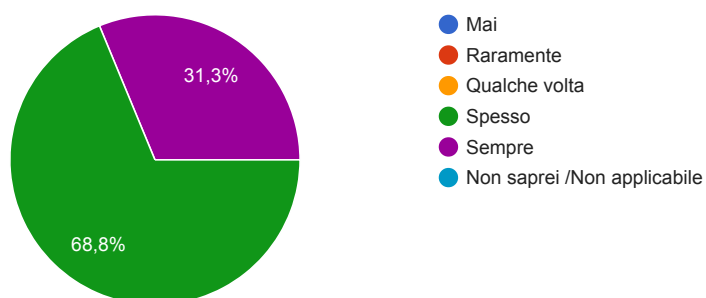
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.7. Gli alunni si relazionano con gli adulti

16 risposte



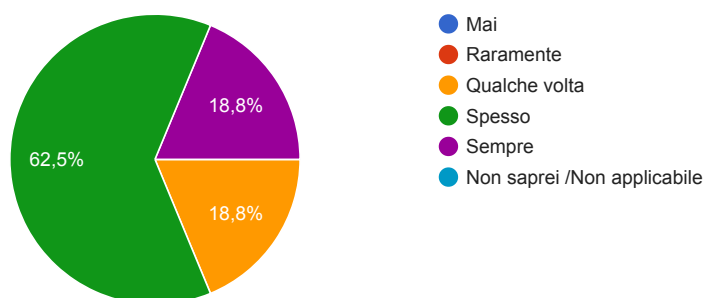
Se vuole, aggiunga un commento

1 risposta

non sempre in maniera positiva

3.8. Gli alunni rispettano i principi e le regole del gruppo

16 risposte



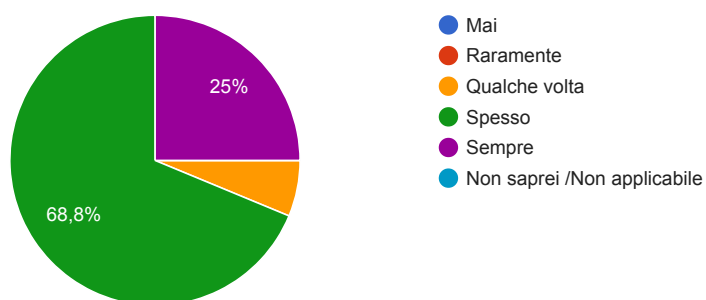
Se vuole, aggiunga un commento

1 risposta

con difficoltà

3.9. I loro tentativi di fare amicizia sono compresi dagli altri bambini

16 risposte



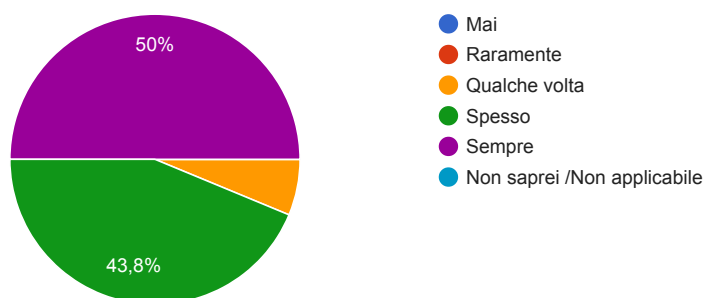
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.10. Gli alunni favoriscono ed incoraggiano gli altri bambini a parlare e giocare

16 risposte



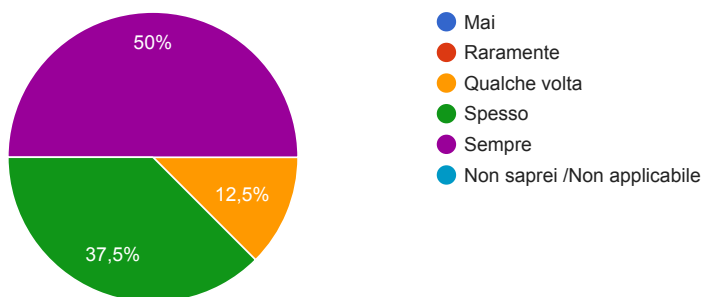
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.11. Gli alunni aiutano gli altri e cercano di consolare i coetanei

16 risposte



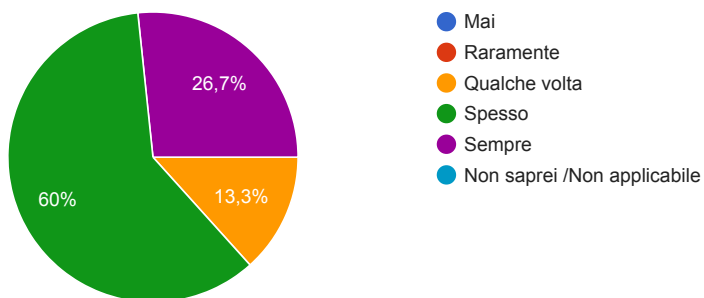
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.12. Gli alunni sono consapevoli dei loro diritti

15 risposte



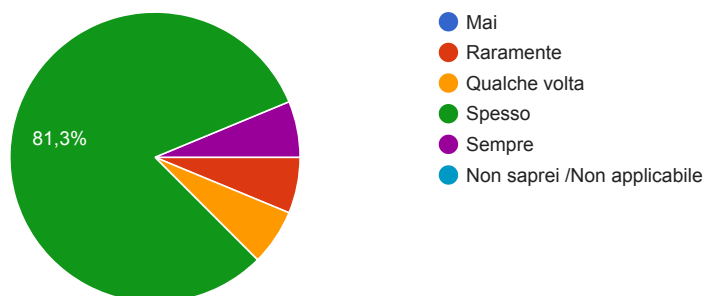
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.13. Gli alunni rispettano i diritti e le libertà degli altri

16 risposte



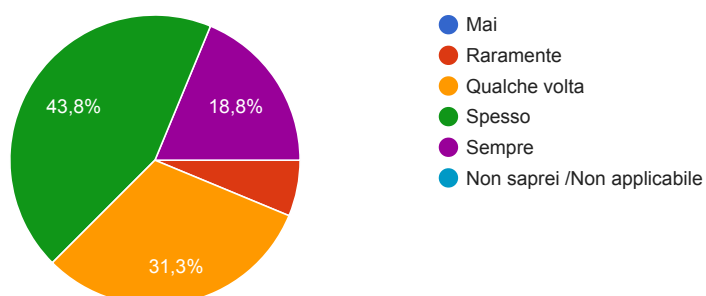
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.14. Gli alunni parlano dei problemi per loro importanti

16 risposte



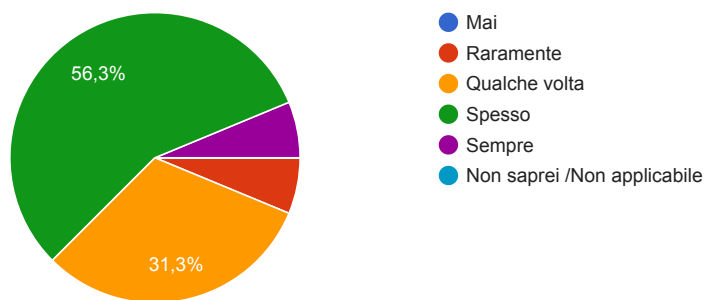
Se vuole, aggiunga un commento

1 risposta

dipende con chi

3.15. Gli alunni riescono ad esprimere i loro sentimenti in maniera adeguata rispetto alla situazione

16 risposte



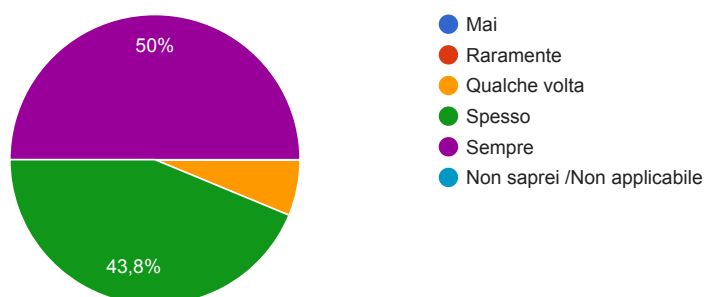
Se vuoi, aggiungi un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.16. Gli alunni mostrano buonumore, appagamento, felicità

16 risposte



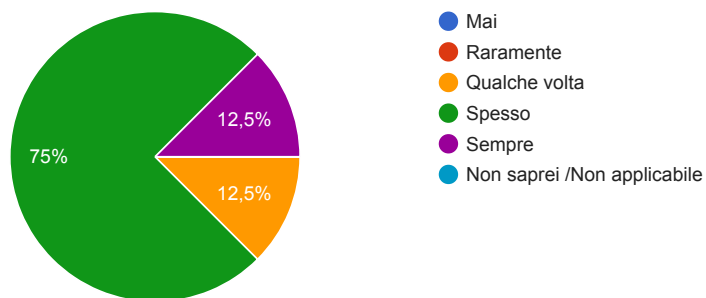
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.17. Gli alunni provano empatia, riconoscenza, tengono in considerazione l'esperienza degli altri bambini

16 risposte



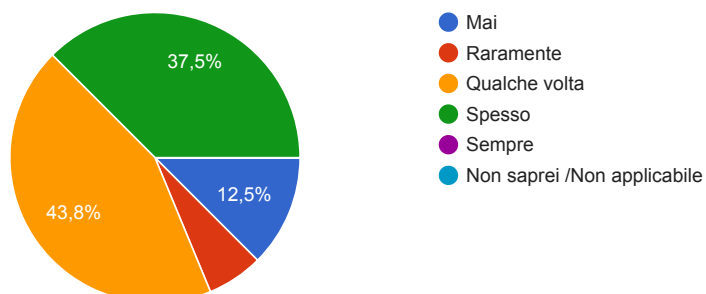
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.18. Gli alunni evitano le situazioni conflittuali

16 risposte



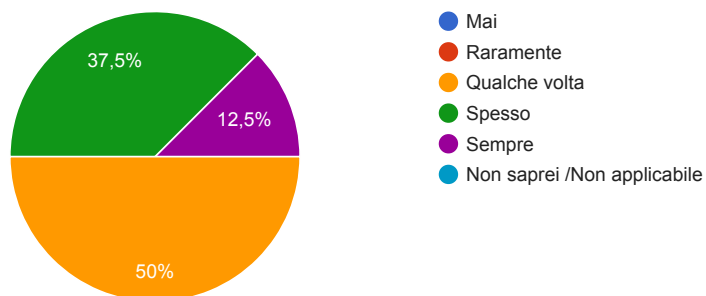
Se vuole, aggiunga un commento

1 risposta

Non sempre ci riescono

3.19. Gli alunni cercano di trovare una soluzione pacifica nelle situazioni di conflitto

16 risposte



Se vuole, aggiunga un commento

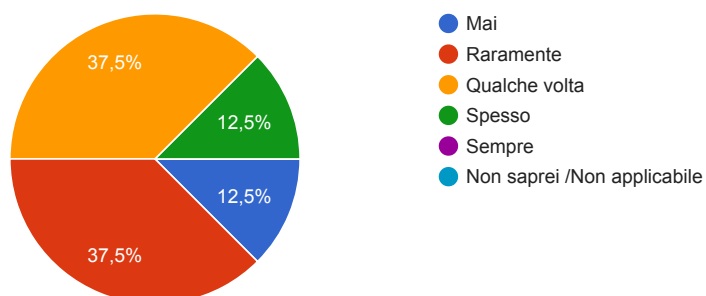
2 risposte

Con la mediazione dell'insegnante.

Con il nostro supporto

3.20. Gli alunni hanno un comportamento aggressivo nei confronti degli altri bambini nelle situazioni di conflitto

16 risposte



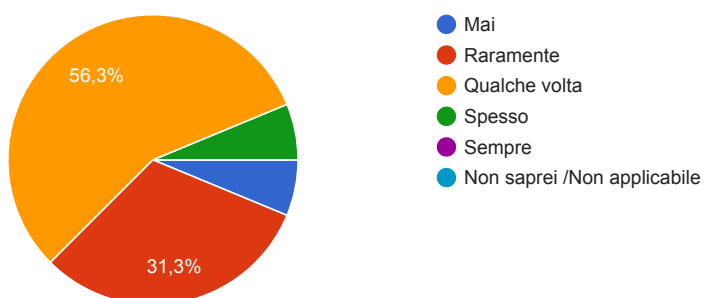
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.21. Nelle situazioni conflittuali gli alunni reagiscono con rabbia, insulti, disinteresse, rifiuto

16 risposte



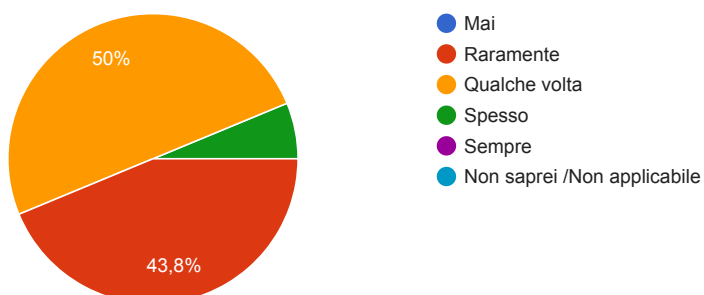
Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.22. Gli alunni causano conflitti

16 risposte



Se vuole, aggiunga un commento

0 risposte

Ancora nessuna risposta a questa domanda.

3.23. Le chiediamo di descrivere sinteticamente la classe in termini di sviluppo emotivo e sociale

10 risposte

la maggior parte di loro mostra maturità e capacità di autocontrollo; ci sono però elementi che hanno delle difficoltà socio-affettive.

La classe è molto unita, anche perchè vivendo in un paesino, si conoscono tutti e si frequentano anche al di fuori dell'orario scolastico. Hanno accettato di buon grado gli alunni arrivati dall'estero, i quali dimostrano di essere sereni.

È una classe molto eterogenea con buone intelligenze, collaborano tra di loro ed interagiscono con gli adulti

Gruppo omogeneo e ben scolarizzato, collaborano ed interagiscono tra loro e con gli adulti

Gli alunni si relazionano positivamente e poche sono le situazioni conflittuali.

Classe matura e unita

I bambini hanno raggiunto un buon livello di sviluppo emotivo e sociale.

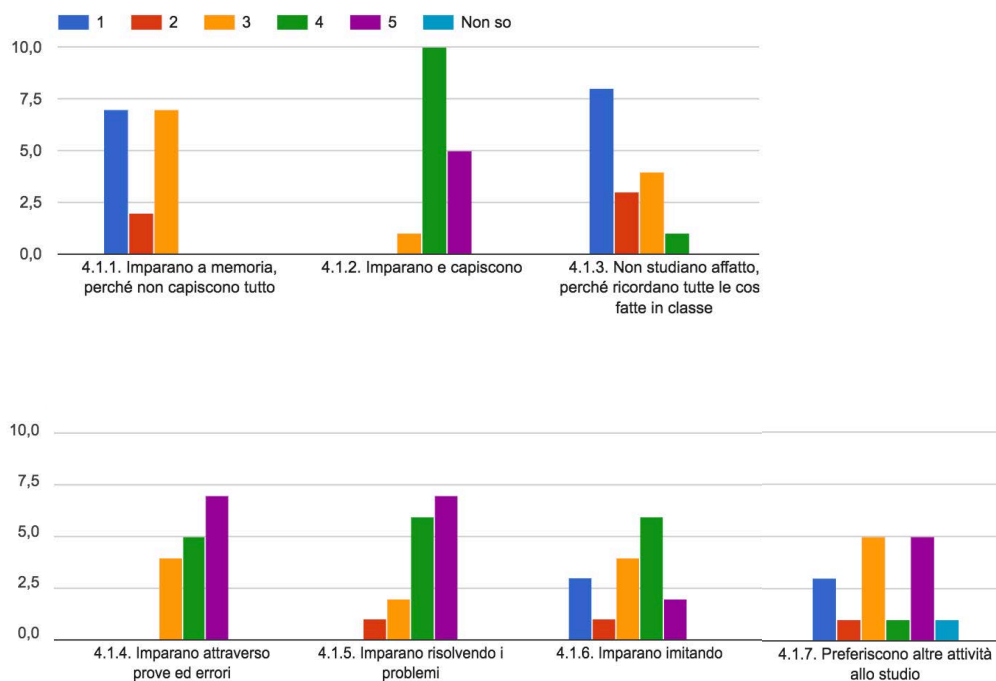
Appaiono ben inseriti nel gruppo classe ma necessitano di approfondire le regole del vivere comune e di stare insieme per dialogare, anche in contesti non scolastici. Il territorio offre poche occasioni di sollecitazioni.

emotivamente e socialmente nella norma generale

sensibile e parzialmente equilibrata

4. Metodo di studio degli alunni

4.1. Specificare il metodo di studio degli alunni (1- Meno usato, 5 - Più usato)



4.1.8. Descriva in via generale la situazione nella sua classe

9 risposte

La maggior parte degli alunni possiede buone competenze di base, studiano abbastanza, sono seguiti a casa e i risultati che raggiungono, ognuno secondo il suo ritmo di apprendimento, possono considerarsi positivi.

Molto positiva

Alquanto positiva

La classe affronta il lavoro scolastico con interesse e impegno. Alcuni alunni svolgono le attività in piena autonomia e con senso di responsabilità; altri necessitano di continue sollecitazioni e di ulteriori spiegazioni.

L'andamento della classe campione risulta soddisfacente dal punto di vista didattico e comportamentale. Gli alunni mostrano una propositività nelle varie discipline, sono collaborativi e si relazionano in maniera positiva nel gruppo classe e con i docenti.

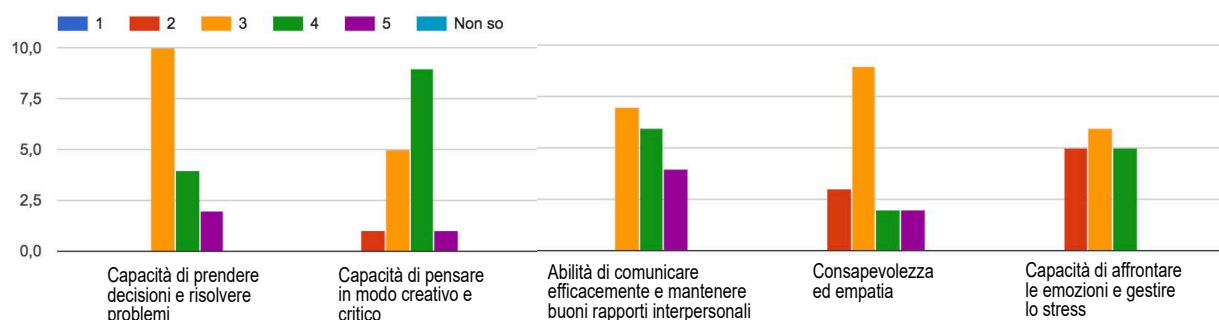
Buono il livello di padronanza nelle varie discipline.

Appaiono motivati ed anche seguiti, tuttavia hanno spesso bisogno di richiami all'attenzione e alla concentrazione.

classe di un livello medio

buoni i ritmi di apprendimento ma spesso discontinui e con impegno non sempre costante.

4.2. Quale tipo di abilità possiedono gli alunni, considerando la loro età? (1 - bassa, 5 - alta)



Descriva in via generale la situazione nella sua classe

7 risposte

Più che buona

La capacità di gestire le emozioni, la comunicazione interpersonale e l'autocontrollo degli alunni è adeguatamente rapportata alla loro età.

Positiva

Gli obiettivi finora programmati sono stati conseguiti con buoni risultati generali, da ciascuno secondo i personali ritmi di apprendimento.

Gruppo classe omogeneo, prevalentemente seguito a casa dalle famiglie. Frequentano molto volentieri la scuola. Molto interessati ad attività pratiche e laboratoriali.

livello medio

autonoma e critica

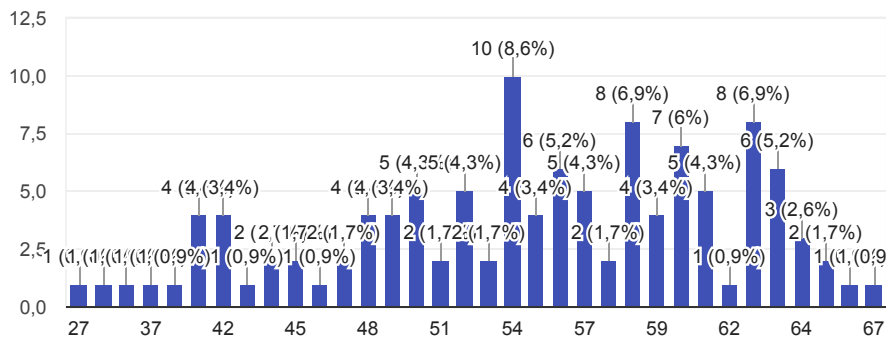
C. Questionario d'indagine - Insegnanti

126 risposte

1. Dati identificativi

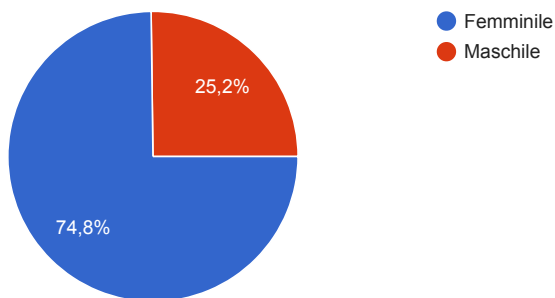
1.1. Età

116 risposte



1.2. Sesso

123 risposte



1.3. Nazionalità

121 risposte

Italiana (121)

1.4. Materia d'insegnamento

118 risposte

Sostegno (10)

Lettere (6)

lettere (4)

sostegno (3)

Lingua Inglese (3)

Inglese (3)

musica (3)

Italiano (3)

Musica (3)

lingue straniere (3)

matematica (3)

Scienze matematiche (2)

Arte e Immagine (2)

scienze matematiche (2)

Materie letterarie (2)

Scienze motorie e sportive (2)

Scienze motorie (2)

Matematica e scienze (2)

italiano (2)

italiano-matematica (2)

italiano, arte e immagine (2)

educazione motoria (2)

lingua francese

italiano-matematica-scienze-arte-musica-motoria

Italiano matematica

Tecnologia

Religione

Italiano

Italiano -storia.geografia

Scienze Matematiche

Materie Letterarie

Lingue straniere

Scuola primaria- tutte le discipline(escluso inglese e religione)

Tutte le discipline, escluso inglese e religione.

ITALIANO

Potenziamento

Tutte

lingua straniera

Tutte le discipline (tranne inglese e religione)

ed. musicale

Inglese e altre discipline

ITALIANO/INFORMATICA

lingua spagnola

Matematica

Arte

strumento musicale

ambito linguistico

Matematica e Scienze

SOSTEGNO

Lingua straniera francese

Scienze-matematiche

matematica - scienze

matematica e scienze

Tecnologia

Strumento musicale sax

Tutte nei campi di esperienza

Materie letterarie

Matematica_Scienze

Materie letterarie

materie letterarie

INSEGNANTE PRTEVALENTE

Scienze matematiche, chimiche, fisiche e naturali

italiano, matematica, scienze, storia, geografia. inglese

Laboratorio di informatica e robotica

Italiano, matematica, scienze e arte

italiano matematica arte scienze

italiano, storia, geografia, arte, cittadinanza

matematica,scienze, educazione fisica

Lingua inglese

inglese

SCIENZE MATEMATICHE

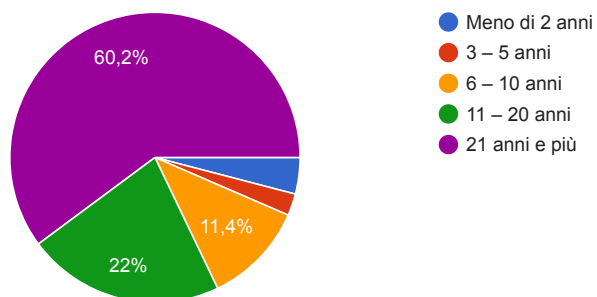
area linguistica

matematica

lingua inglese

1.5. Esperienza nell'insegnamento

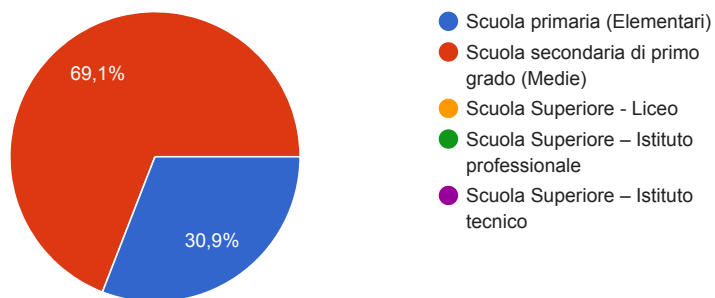
123 risposte



2. Informazioni generali sulla scuola

2.1. Tipologia di scuola

123 risposte



2.2. Numero degli alunni della scuola (precisare totale alunni e totale alunne)

83 risposte

19 (4)

300 (3)

180 (3)

500 (3)

85 (2)

150 (2)

200 (2)

75 alunni (2)

sette m. otto f. (2)

450 (2)

753 (2)

172 (2)

103

Circa 150

9 femmine, 16 maschi

CIRCA 300

il NOSTRO è UN ISTITUTO COMPRENSIVO: 741 ALUNNI TUTTO L'ISTITUTO E 147 LA SEDE IN CUI OPERO.

circa 300

55 alunni in totale: 30 maschi /25 femmine

55 alunni in totale- 30 maschi e 25 femmine.

55 in totale - 30 maschi e 25 femmine.

300p

300 circa

185

55 in totale- (30 maschi - 25 femmine)

37

38

35 maschi/30 femmine

75 alunni

15 femmine e 23 maschi

180 circa

400

15 10m 5f

Non lo so precisamente

15 alunne e 23 alunni

58

741(tutto l'istituto) 147 MARTIRI DE MATTIA

Più di 300

N.95 (48 alunne e 47 alunni)

750 circa in totale

37alunni:20 alunne e 17 alunni

16 (8 alunni e 8 alunne

160 circa

200 circa

18

Circa 170 sec.I grado (470 in tutto ist comp. Infanzia primaria sec.I grado)

410

37 maschi- 34 femmine

49 (28 alunne, 21 alunni)

240

27 e 25

177

25 alunni, 13alunne

22 alunni e 28 alunne

28 alunne 22 alunni

21 femmine e 26 maschi

72

27

66 (35 maschi 31 femmine)

67

35 alunni,31alunne

35 maschi 31 femmine

66, 35 maschi,31 femmine

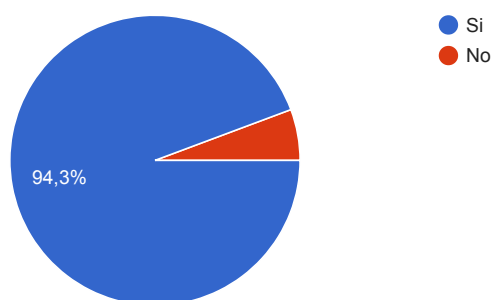
28

17 ALUNNI E 12 ALUNNE

49 alunne 51 alunni (Alunni delle mie classi)

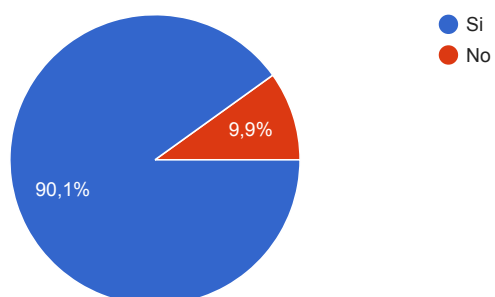
2.3. Nella scuola, ci sono alunni con difficoltà di apprendimento?

123 risposte



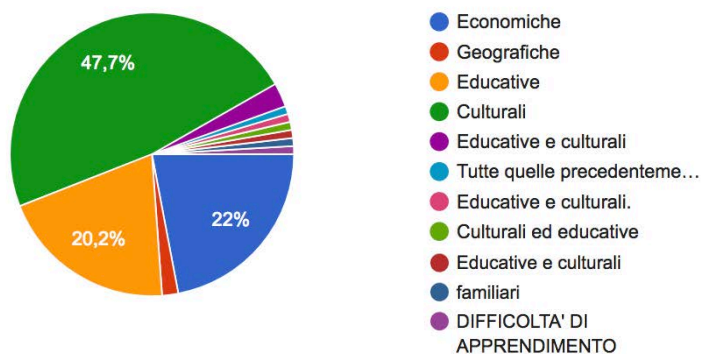
2.4. Ci sono studenti con basse opportunità di successo scolastico?

121 risposte



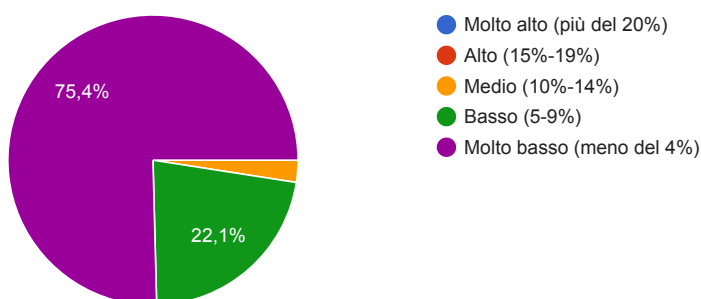
2.5. Se la risposta precedente è sì, che tipi di problemi/sfide affrontano questi studenti?

109 risposte



2.6. Come valuterrebbe il livello di abbandono scolastico nella sua scuola?

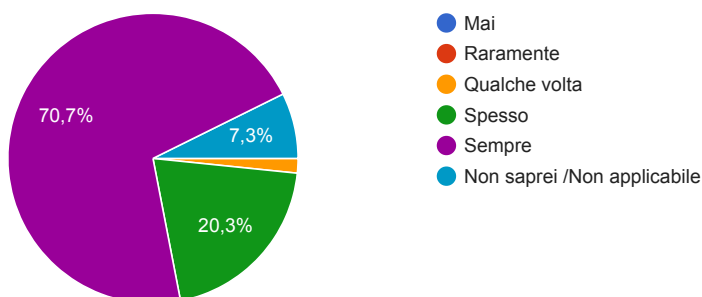
122 risposte



3. La scuola in cui insegna

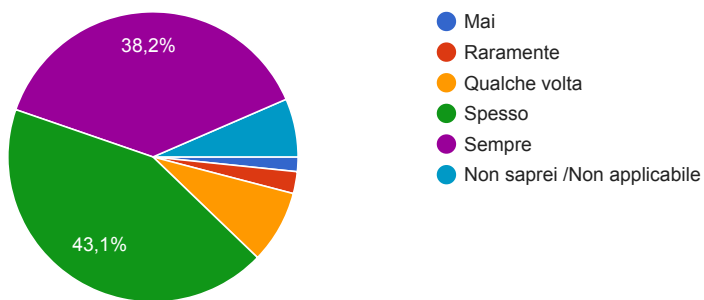
3.1. Crede che il quartiere della scuola in cui insegna sia sicuro?

123 risposte



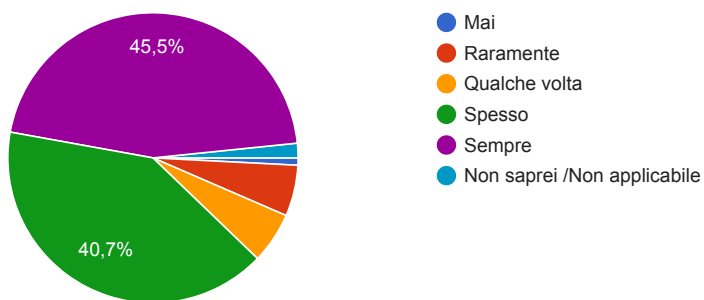
3.2. Crede che l'edificio scolastico e le classi in cui si svolgono le lezioni garantiscano la sicurezza degli alunni?

123 risposte



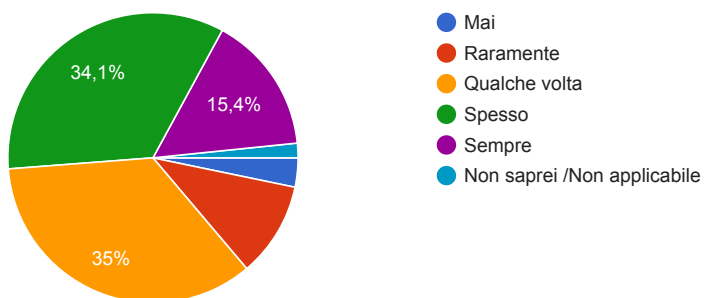
3.3. L'edificio scolastico è adeguato alle necessità degli studenti (es. ben riscaldato, luminoso, ecc.)?

123 risposte



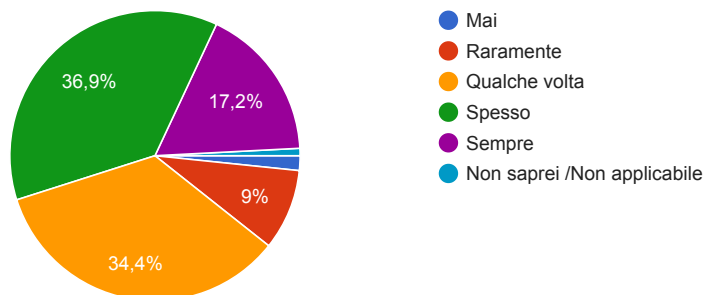
3.4. La sua scuola fornisce materiale didattico per gli allievi (es. libri, supporti all'insegnamento, ecc.)?

123 risposte



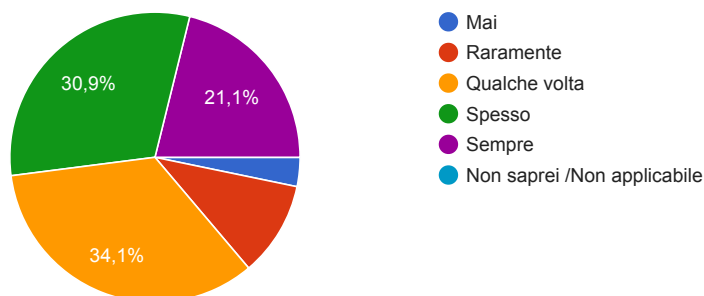
3.5. A scuola gli alunni possono fare esperimenti in laboratorio o svolgere attività pratiche?

122 risposte



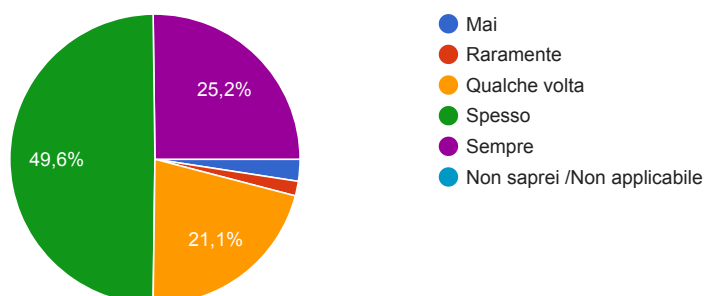
3.6. La scuola mette a disposizione degli alunni spazi per attività extra-curricolari (es. teatro, musica, spettacoli, ecc.)?

123 risposte



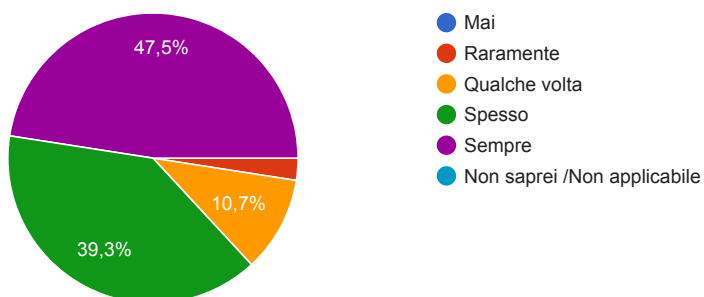
3.7. La scuola organizza eventi extra-curricolari per gli alunni (es. attività sportive, gruppi didattici, gruppi di discussione, manifestazioni, ecc.)?

123 risposte



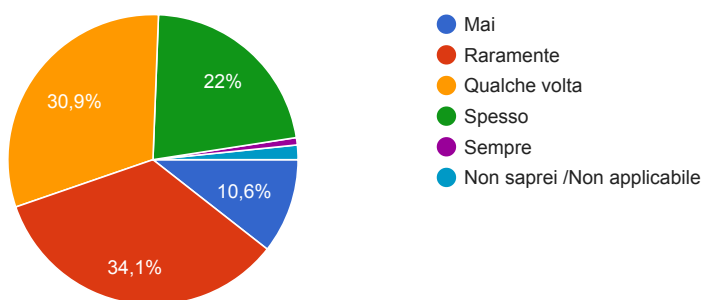
3.8. Gli alunni partecipano con piacere agli eventi extra-curricolari organizzati dalla scuola?

122 risposte



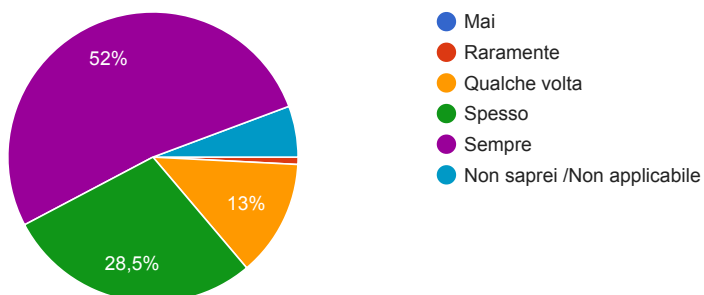
3.9. Nella sua scuola ci sono alunni appartenenti ad una cultura differente da quella prevalente (es. nazionalità, religione, ecc.)?

123 risposte



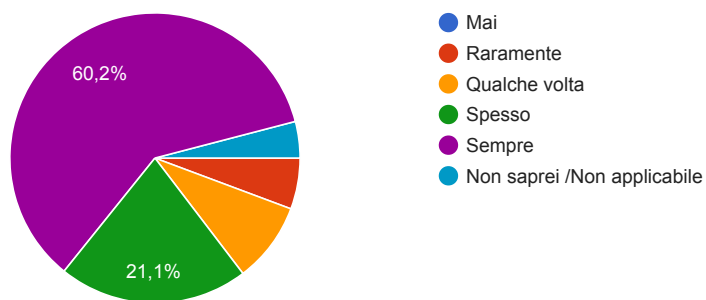
3.10. Pensa che la multiculturalità nella sua scuola sia positiva?

123 risposte



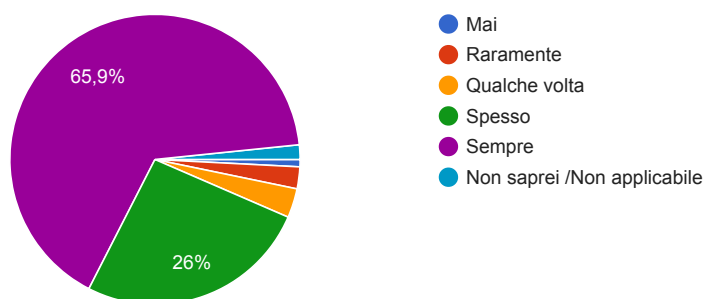
3.11. La scuola aiuta gli studenti che sono a rischio abbandono scolastico?

123 risposte



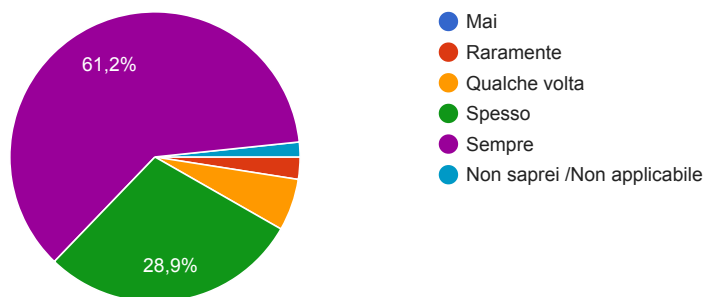
3.12. La scuola aiuta gli studenti che sono a rischio bocciatura?

123 risposte



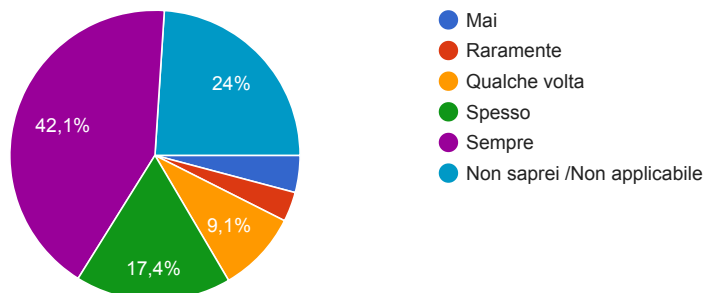
3.13. La scuola aiuta gli studenti con difficoltà di apprendimento (per esempio con voti bassi, con deficit educativi, che non fanno i compiti a casa, che hanno valutazioni negative, che hanno ritmi lenti, ecc.)?

121 risposte



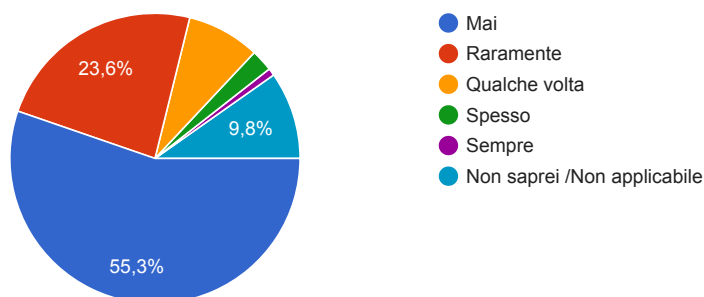
3.14. La scuola aiuta gli studenti che mostrano comportamenti a rischio (uso/abuso di alcool, di droghe, fumo, ecc.)?

121 risposte



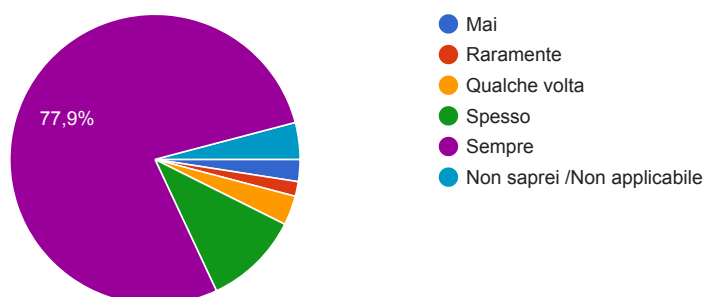
3.15. Nella sua scuola ragazzi/e appartenenti a minoranze (etniche, religiose, sessuali, ecc.) sono mai stati discriminati o presi in giro?

123 risposte



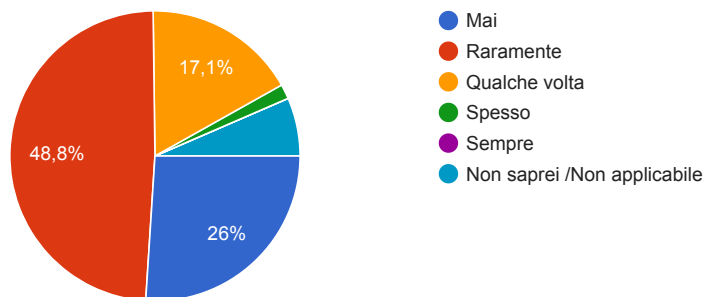
3.16. La scuola aiuta/aiuterebbe gli studenti che sono stati discriminati o presi in giro perché appartenenti ad una minoranza (etnica, religiosa, sessuale, ecc.)?

122 risposte



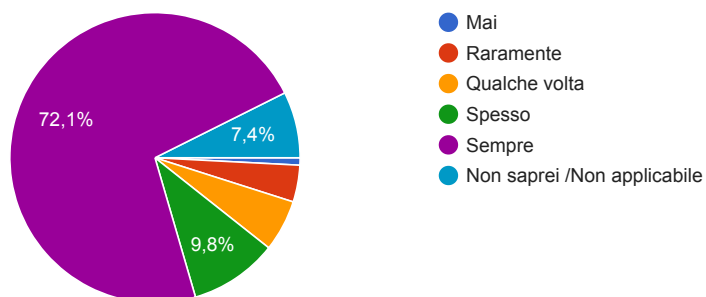
3.17. Nella sua scuola ci sono stati episodi di aggressione, violenza o bullismo?

123 risposte



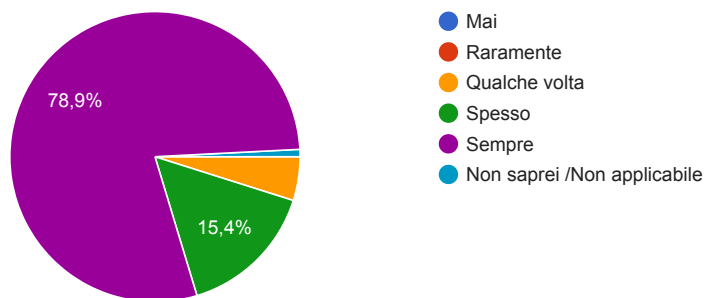
3.18. La scuola aiuta gli studenti che subiscono aggressioni/violenze o bullismo?

122 risposte



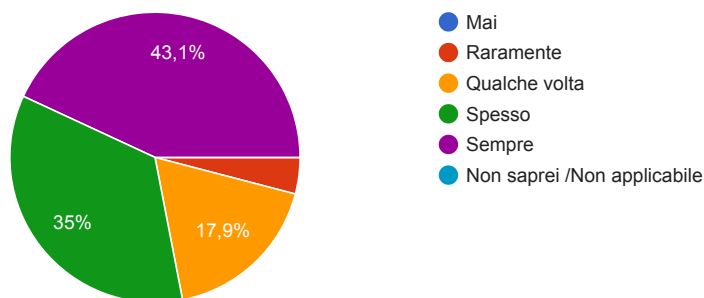
3.19. Crede che la scuola sia un posto in cui gli studenti potrebbero trovare aiuto se ne avessero bisogno?

123 risposte



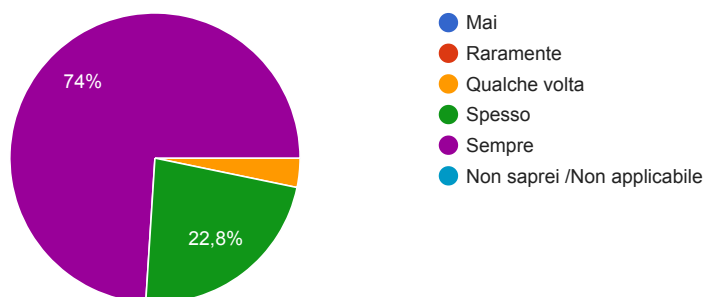
3.20. I genitori degli studenti sono coinvolti nelle attività scolastiche?

123 risposte



3.21. La scuola dà importanza a temi come integrazione/tolleranza e rispetto?

123 risposte



Se vuole, aggiunga un commento sulle tematiche trattate

5 risposte

La legge prevede che la classe debba essere composta da non meno di 30 alunni , contraddicendo una stessa normativa che prevede che ciascuno alunno debba avere uno spazio di mt. 1.50. Ciò vuol dire che l'aula dovrebbe avere dimensioni adeguate , circa 45 mt , UTOPIA. Come si può pretendere, quindi, che la scuola, e quindi i docenti, possano garantire la sicurezza? è

nessuno

No comment.

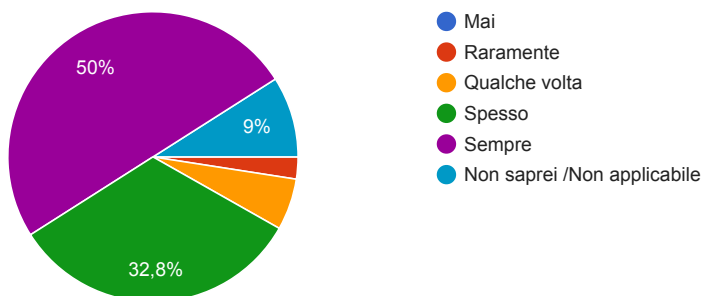
Gli insegnanti ritengono tali temi alla base di ogni forma di intervento educativo.

La nostra realtà territoriale e, quindi, scolastica è ancora sana e poco toccata dalle situazioni di disagio e violenza collettiva che ha raggiunto l'acme in altre realtà socio-geografiche. C'è, però, una carente volontà ad affrontare il problema alla radice da parte di tutte le figure giuridiche preposte, e pochi strumenti per mettere in atto un'azione congiunta efficace. Alla fine si scarica il problema sulla scuola, la quale può fare solo un'azione pedagogica, molto spesso scollata e non sostenuta né dalle famiglie, che in molti casi risultano assenti, né dalle altre figure istituzionale che hanno pochi strumenti per poter circoscrivere il problema. Mi auspico l'attivazione di un tavolo di lavoro fra tutti gli attori coinvolti per mettere a punto azioni e strategie più efficaci per fronteggiare il problema, e dove la scuola non rappresenti più il "parcheggio" quotidiano di ragazzi che trovano qui il motivo per scaricare le frustrazioni irrisolte, esasperate dalla latitanza della Famiglia e dello Stato.

4. Le relazioni con gli studenti

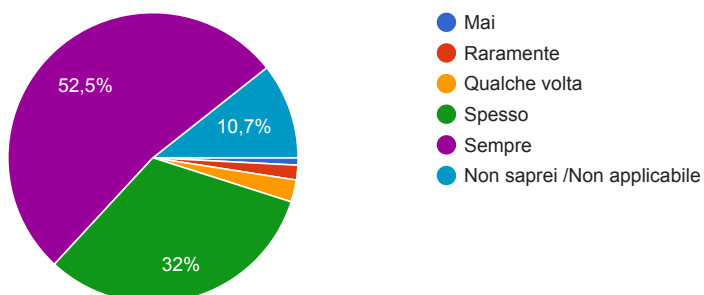
4.1. Pensa che gli studenti abbiano un buon rapporto con il/la Dirigente Scolastico/a della sua scuola?

122 risposte



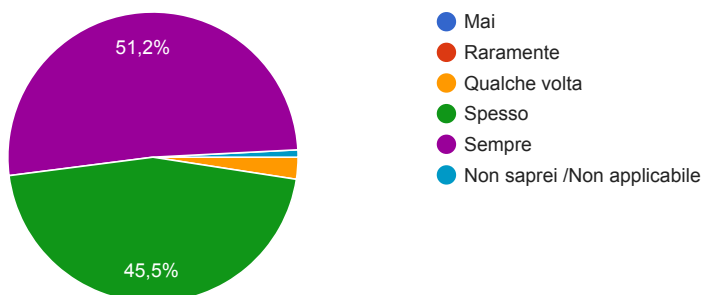
4.2. Pensa che gli studenti abbiano un buon rapporto con la segreteria ed il personale scolastico?

122 risposte



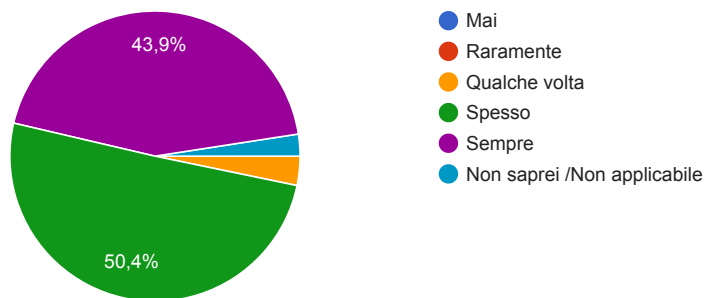
4.3. Pensa che gli studenti abbiano un buon rapporto con i loro insegnanti (tutor)?

123 risposte



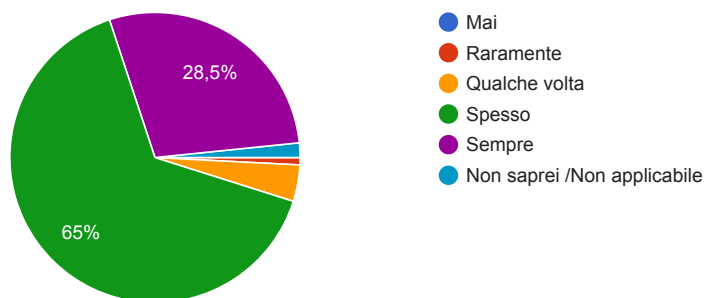
4.4. Pensa che gli studenti abbiano un buon rapporto con gli insegnanti della scuola?

123 risposte



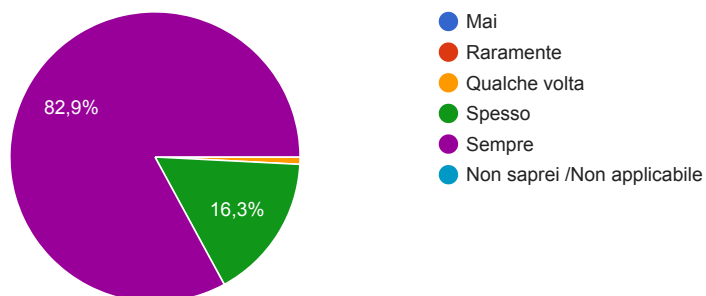
4.5. Pensa che gli studenti abbiano un buon rapporto con i compagni?

123 risposte



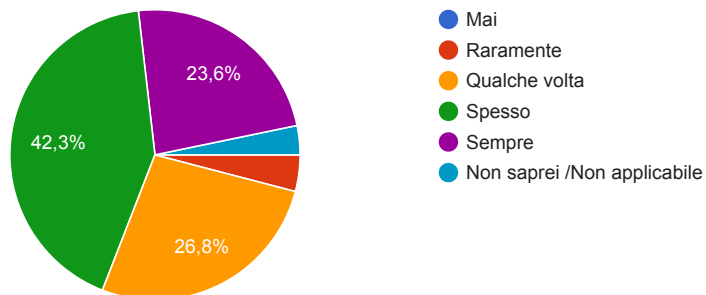
4.6. Crede di essere corretto con gli studenti?

123 risposte



4.7. Pensa che gli studenti parlerebbero con i loro insegnanti dei loro problemi personali (es. problemi con i genitori o con altri studenti)?

123 risposte



Se vuole, aggiunga un commento sulle tematiche trattate

2 risposte

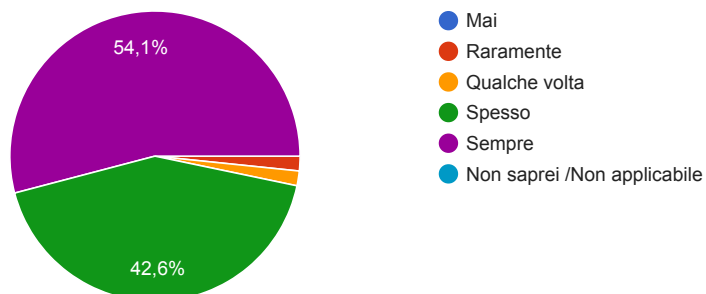
L'assenza di regole, che dovrebbero essere impartite dalla prima agenzia educativa, cioè la famiglia, fa sì che la maleducazione regna sovrana in molte situazioni. Gli insegnanti nel loro ruolo educativo non sempre sono affiancati dai genitori che sono sempre propensi a difendere i propri figli.

No comment

5. Rapporti con i genitori/tutori degli studenti

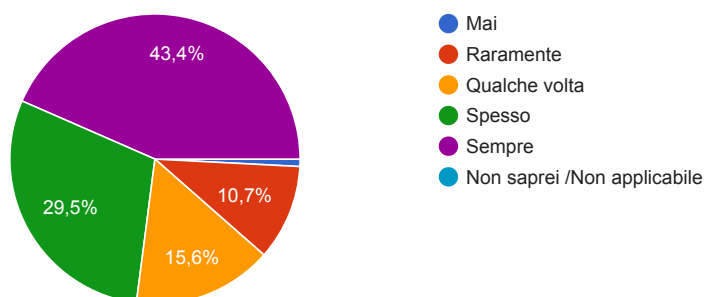
5.1. Crede di avere un buon rapporto con i genitori/tutori degli studenti?

122 risposte



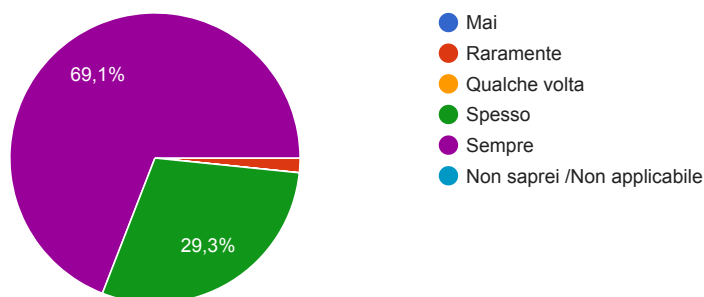
5.2. Le capita spesso (almeno due volte al mese) di informare i genitori/tutori degli studenti dei loro progressi nell'apprendimento e nel comportamento?

122 risposte



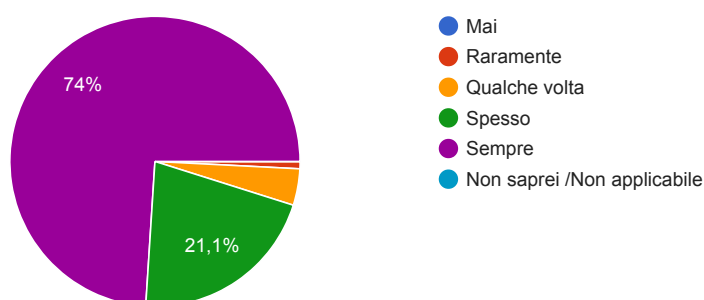
5.3. Il dialogo con i genitori si svolge in un'atmosfera cordiale e di comprensione?

123 risposte



5.4. La scuola incoraggia i genitori ad essere parte attiva nella vita scolastica?

123 risposte



Se vuole, aggiunga un commento sulle tematiche trattate

4 risposte

Le mie risposte sono relative alla mia esperienza nella classe dove lavoro.

In genere le problematiche, soprattutto comportamentali, riguardano quegli allievi i cui genitori difendono ostinatamente i propri figli, snaturando l'autorevolezza dei docenti. Manca il rispetto verso l'altro, che tanto può essere un compagno, quanto un docente o un collaboratore scolastico. I ragazzi sono lasciati a se stessi, ubriacati da tutto ciò che proviene dai social, dai media, assorbendo tutto ciò che ricevono. I genitori non sono assolutamente da filtro e nello stesso tempo impediscono ai docenti, animati da vero amore educativo, a svolgere appieno le proprie competenze.

No comment

L'importante è crederci

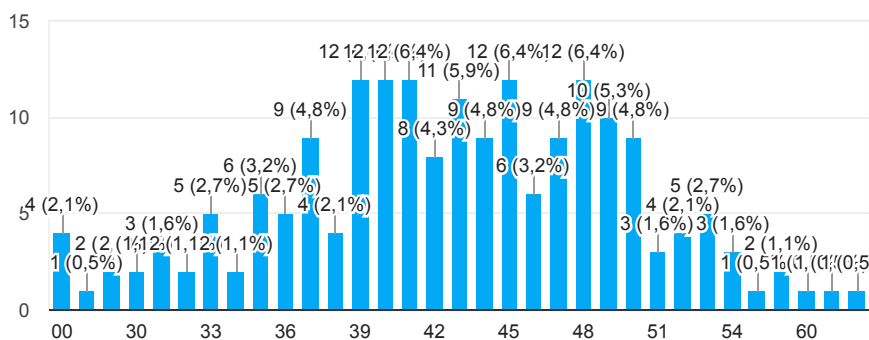
D. Questionario d'indagine - Genitori

200 risposte

1. Dati identificativi

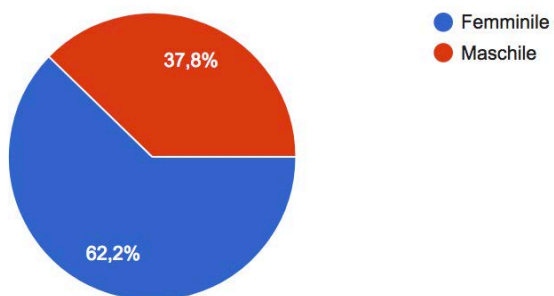
1.1. Età

188 risposte



1.2. Sesso

196 risposte



1.3. Nazionalità

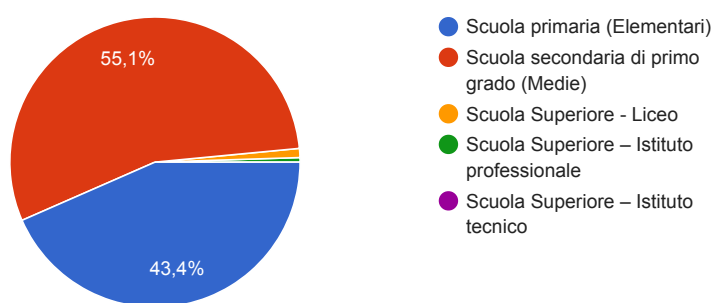
184 risposte

italiana (167)
rumena (4)
venezuelana (4)
Italiana (3)
romena (2)
straniera
ucraina
polacca
italia

2. Informazioni generali sulla scuola che frequenta suo figlio/a

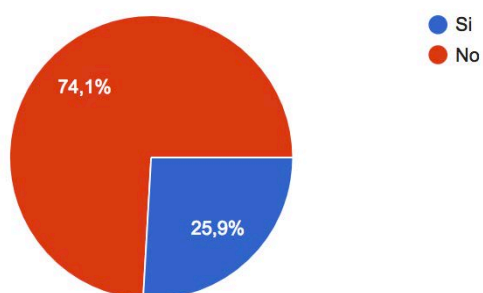
2.1. Tipologia di scuola

198 risposte



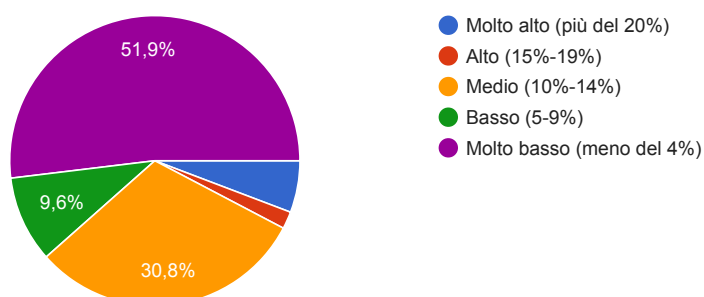
2.2. Conosce il livello di abbandono scolastico nella scuola di suo figlio/a?

193 risposte



2.3. Se sì, come valuta il livello di abbandono scolastico?

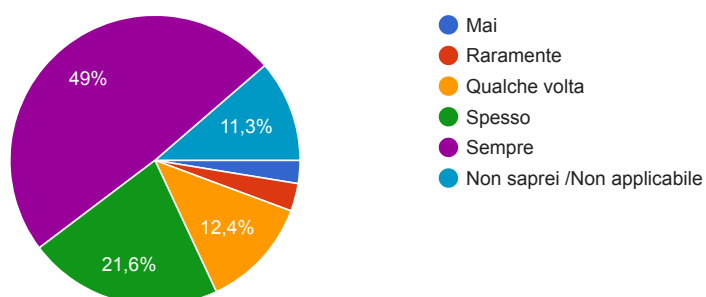
52 risposte



3. La scuola di suo/a figlio/a

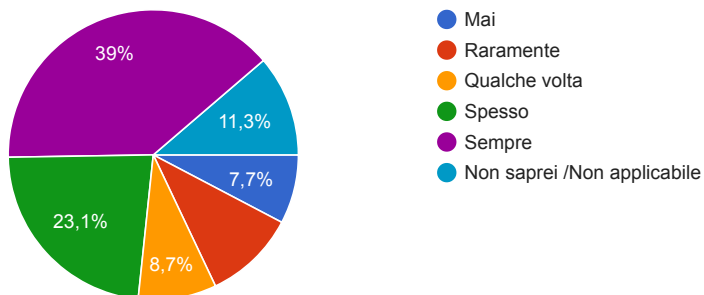
3.1. Crede che il contesto in cui è inserita la scuola che suo/a figlio/a frequenta sia sicuro?

194 risposte



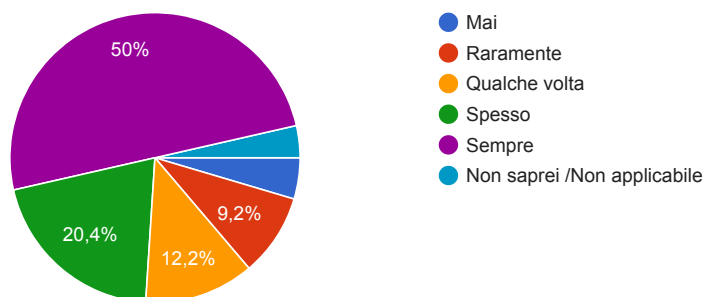
3.2. Crede che l'edificio scolastico e le classi in cui si svolgono le lezioni garantiscano la sicurezza degli alunni?

195 risposte



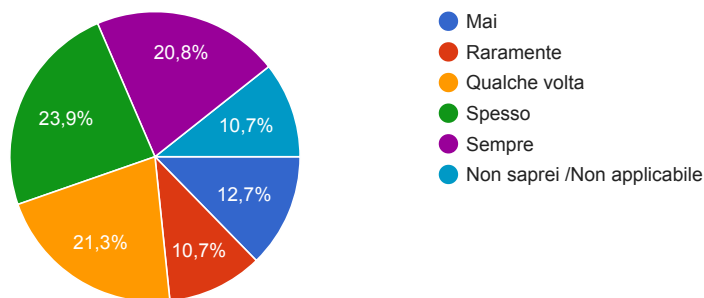
3.3. L'edificio scolastico e le aule in cui fa lezione suo/a figlio/a sono adeguati (es. sono ben riscaldati, luminosi, ecc.)?

196 risposte



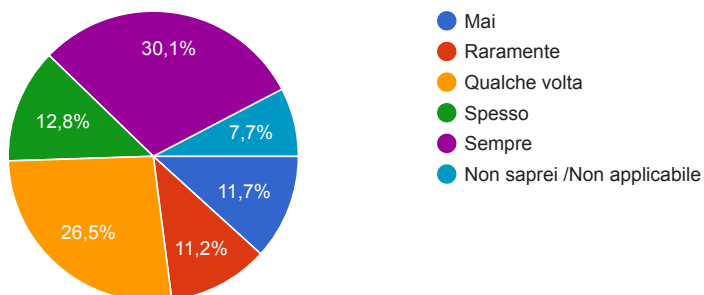
3.4. La scuola mette a disposizione materiali per gli studenti (es. libri, supporti per gli insegnanti, ecc.)?

197 risposte



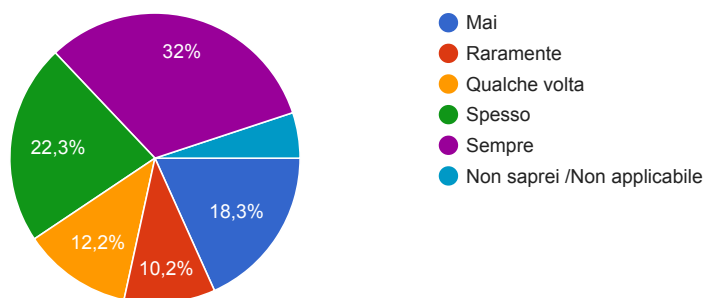
3.5. A scuola gli alunni possono fare esperimenti in laboratorio o svolgere attività pratiche?

196 risposte



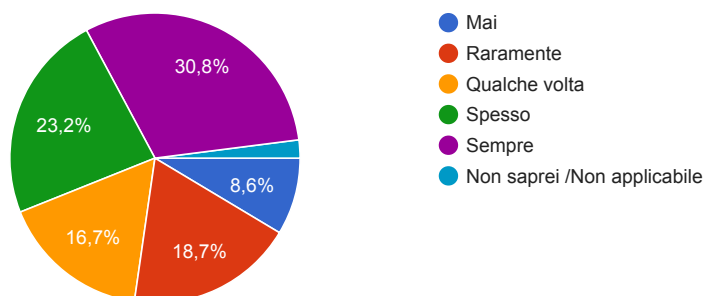
3.6. La scuola mette a disposizione degli alunni spazi per attività extra-curricolari (es. teatro, musica, spettacoli, ecc.)?

197 risposte



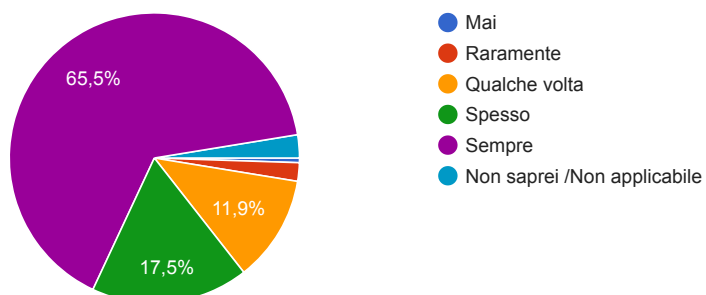
3.7. La scuola organizza eventi extra-curricolari per gli alunni (es. attività sportive, gruppi didattici, gruppi di discussione, manifestazioni, ecc.)?

198 risposte



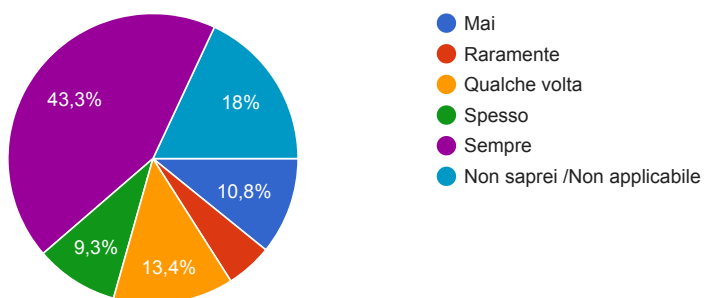
3.8. Suo/a figlio/a partecipa volentieri agli eventi extra-curricolari organizzati dalla scuola?

194 risposte



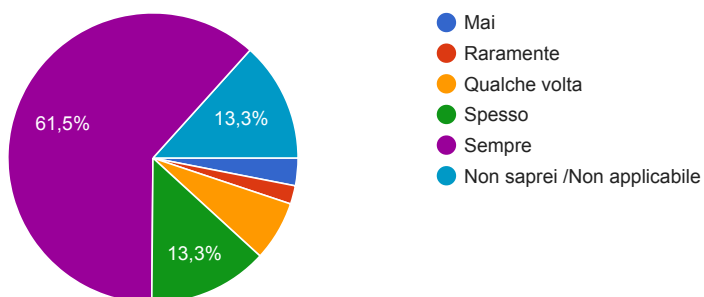
3.9. Nella scuola di suo/a figlio/a ci sono studenti appartenenti a culture differenti da quella prevalente (es. nazionalità, religione, ecc.)?

194 risposte



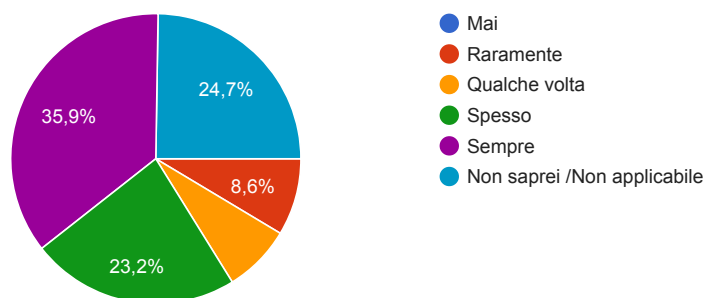
3.10. Pensa che la multiculturalità nella scuola di suo/a figlio/a sia positiva?

195 risposte



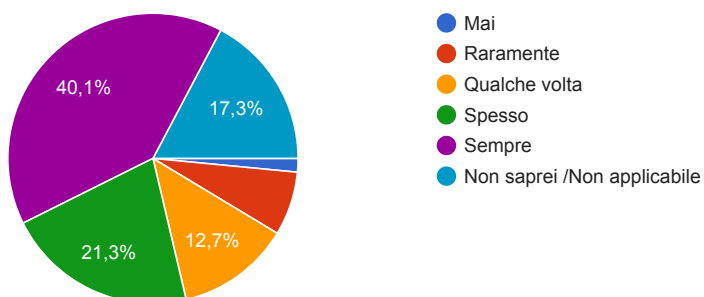
3.11. La scuola aiuta gli studenti che sono a rischio di abbandono scolastico?

198 risposte



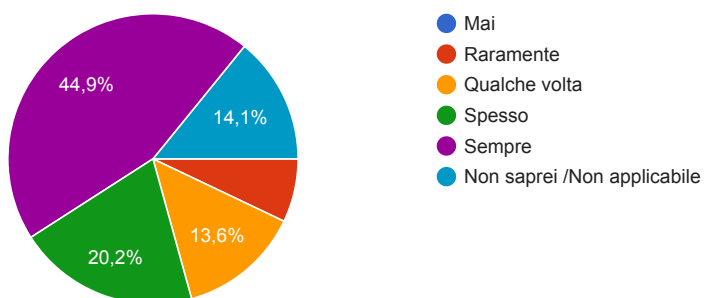
3.12. La scuola aiuta gli studenti che sono a rischio bocciatura?

197 risposte



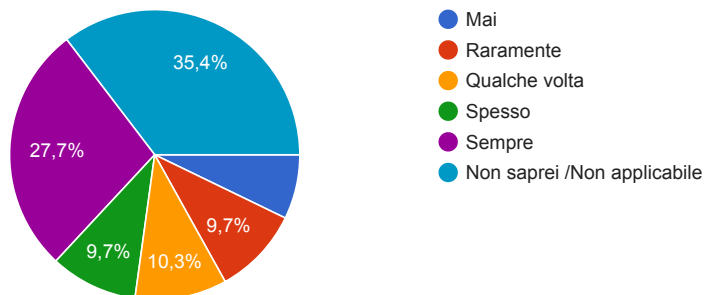
3.13. La scuola aiuta gli studenti con difficoltà di apprendimento (per esempio con voti bassi, con deficit educativi, che non fanno i compiti a casa, che hanno valutazioni negative, che hanno ritmi lenti, ecc.)?

198 risposte



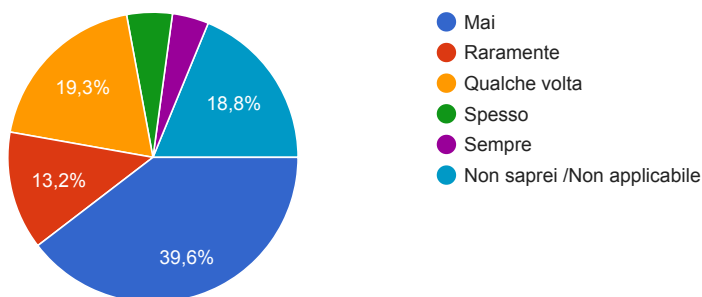
3.14. Pensa che la scuola aiuti gli studenti che mostrano comportamenti a rischio (uso/abuso di alcool, di droghe, fumo, ecc.)?

195 risposte



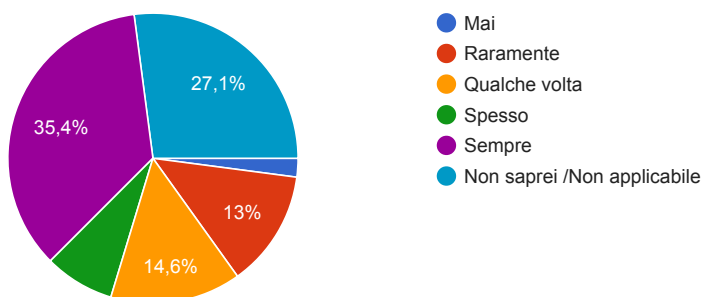
3.15. Nella scuola di suo/a figlio/a, ragazzi appartenenti a minoranze (etniche, religiose, sessuali, ecc.) sono mai stati discriminati o presi in giro?

197 risposte



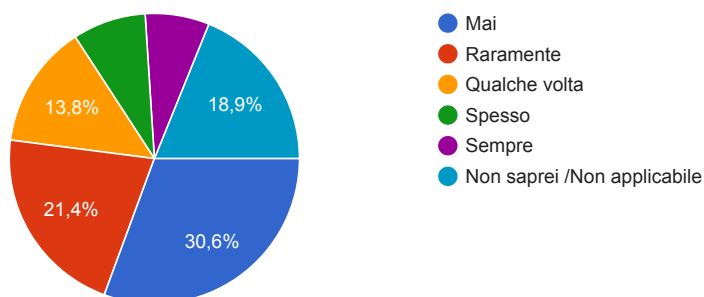
3.16. La scuola aiuta gli studenti che sono stati discriminati o presi in giro perché appartenenti ad una minoranza (etnica, religiosa, sessuale, ecc.)?

192 risposte



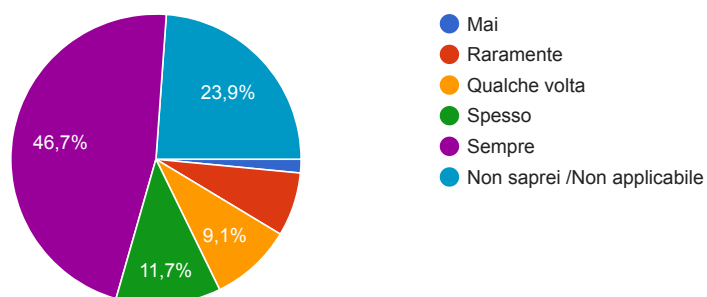
3.17. Nella scuola di suo/a figlio/a ci sono stati episodi di aggressione, violenza o bullismo?

196 risposte



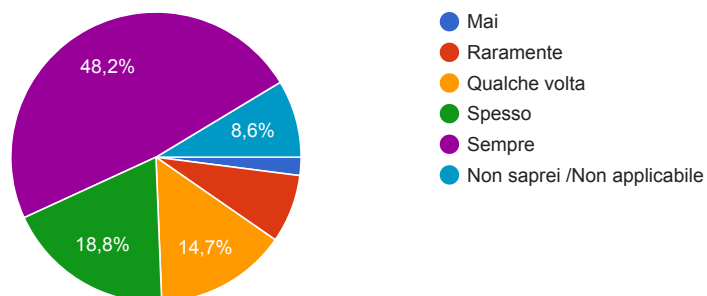
3.18. La scuola aiuta gli studenti che subiscono aggressioni/violenze o bullismo?

197 risposte



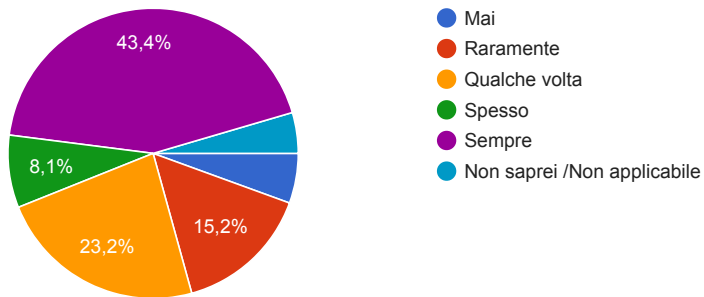
3.19. Crede che la scuola sia un posto in cui gli studenti potrebbero trovare aiuto se ne avessero bisogno?

197 risposte



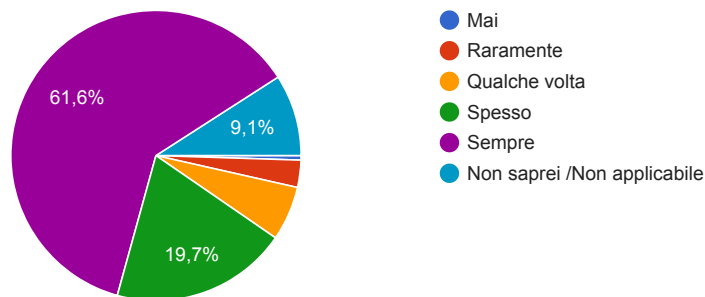
3.20. I genitori sono coinvolti nelle attività scolastiche?

198 risposte



3.21. La scuola dà importanza a temi come integrazione/tolleranza e rispetto?

198 risposte



Se vuole, aggiunga un commento alle tematiche trattate

2 risposte

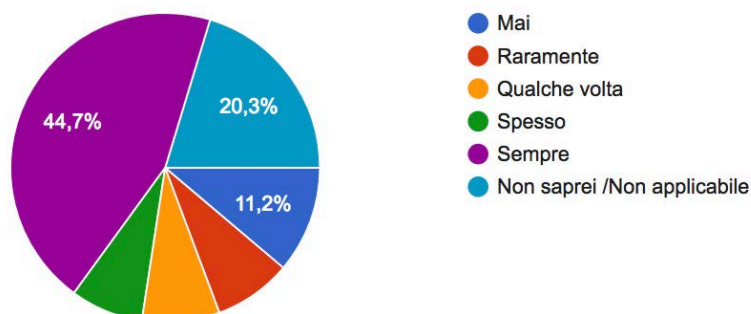
la multiculturalità è positiva se usata in modo equilibrato

Poca partecipazione da parte dei genitori

4. Le relazioni degli studenti a la scuola

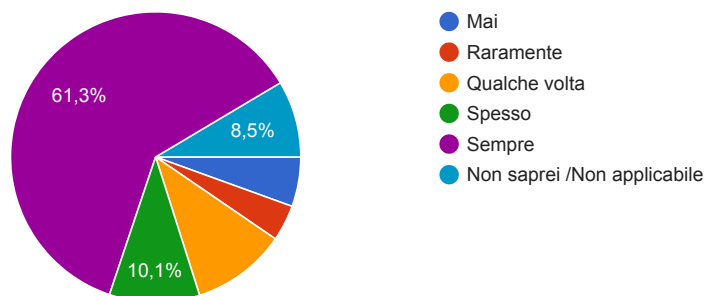
4.1. Pensa che gli studenti abbiano un buon rapporto con il/la Dirigente Scolastico/a della sua scuola?

197 risposte



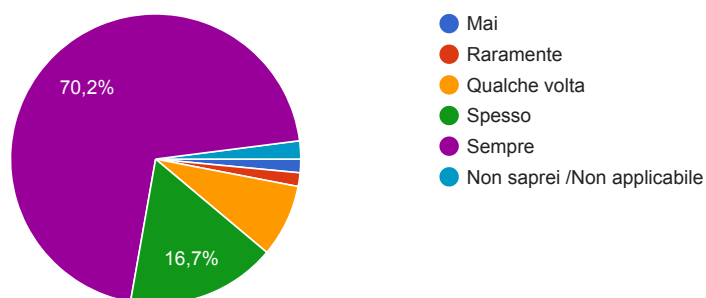
4.2. Pensa che gli studenti abbiano un buon rapporto con la segreteria e il personale scolastico?

199 risposte



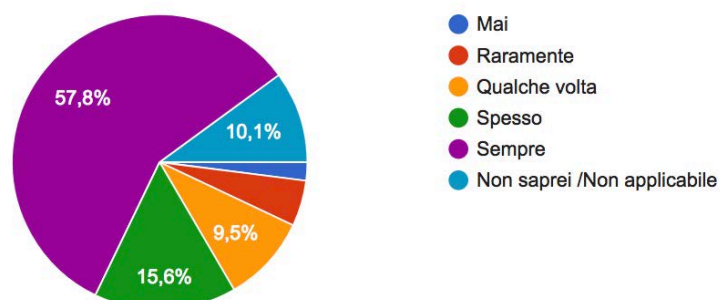
4.3. Pensa che gli studenti abbiano un buon rapporto con i loro insegnanti (tutor)?

198 risposte



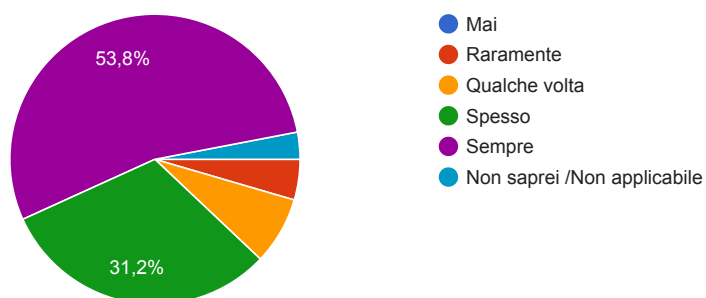
4.4. Pensa che gli studenti abbiano un buon rapporto con gli altri insegnanti della scuola?

199 risposte



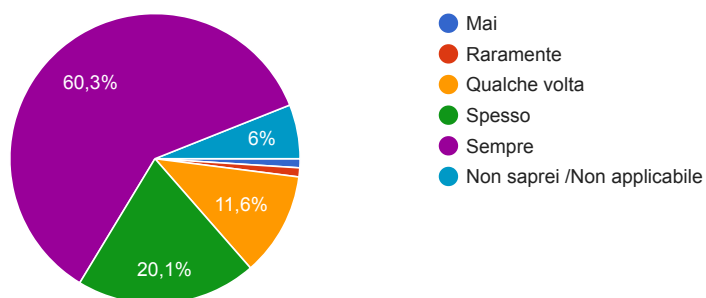
4.5. Pensa che gli studenti abbiano un buon rapporto con gli altri compagni?

199 risposte



4.6. Pensa che l'insegnante/gli insegnanti trattino correttamente gli studenti?

199 risposte



Se vuole, aggiunga un commento sulle tematiche trattate

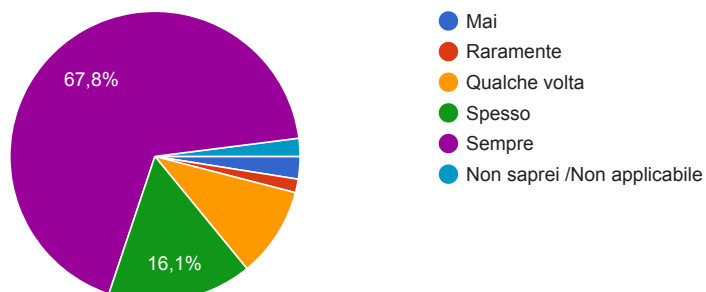
0 risposte

Ancora nessuna risposta a questa domanda.

5. Suo/a figlio/a nell'ambiente scolastico

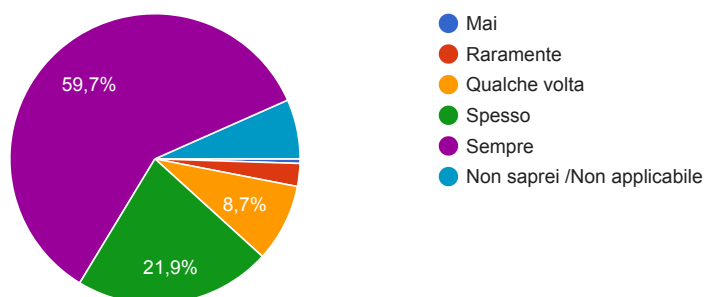
5.1. Secondo lei, a suo/a figlio/a piace la scuola?

199 risposte



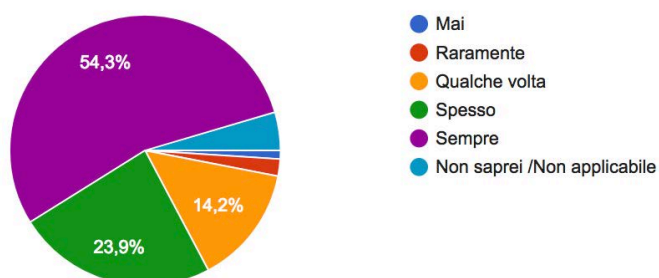
5.2. A suo parere, la scuola adempie all'obbligo di prendersi cura di suo/a figlio/a?

196 risposte



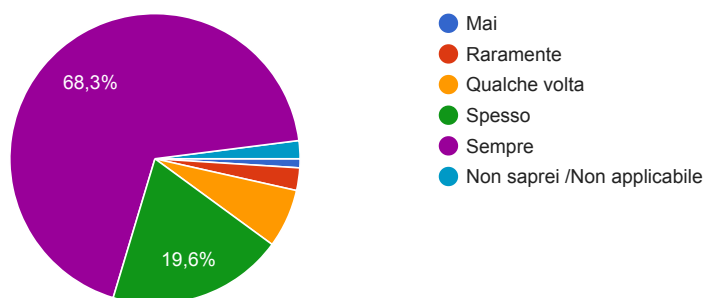
5.3. La scuola soddisfa le sue aspettative in merito all'insegnamento e alle metodologie usate?

197 risposte



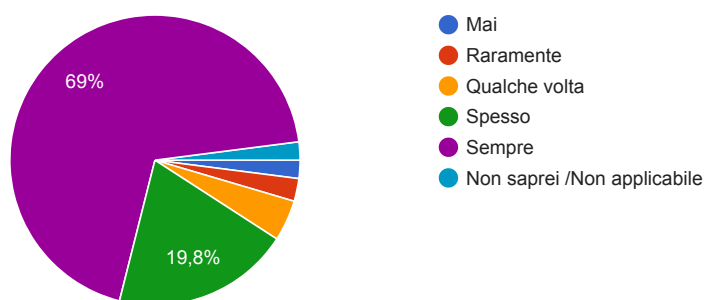
5.4. Suo/a figlio/a va volentieri a scuola?

199 risposte



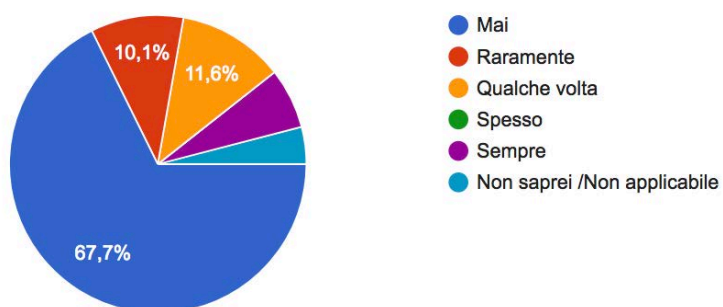
5.5. Suo/a figlio/a si sente sicuro/a a scuola?

197 risposte



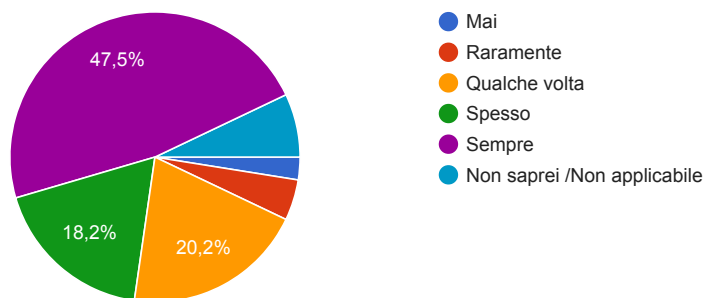
5.6. Suo/a figlio/a è mai stato aggredito/a dai compagni di classe?

198 risposte



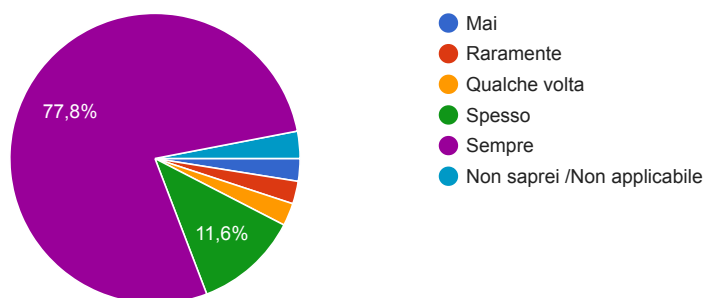
5.7. La scuola soddisfa le sue aspettative in riferimento allo sviluppo degli interessi e delle competenze degli alunni?

198 risposte



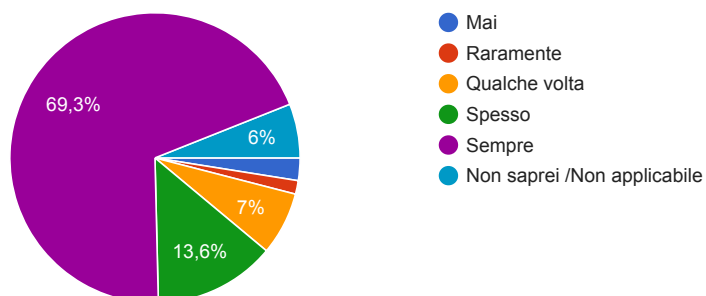
5.8. Ha buoni rapporti con gli insegnanti di suo/a figlio/a?

198 risposte



5.9. Ha buoni rapporti con gli insegnanti della scuola?

199 risposte



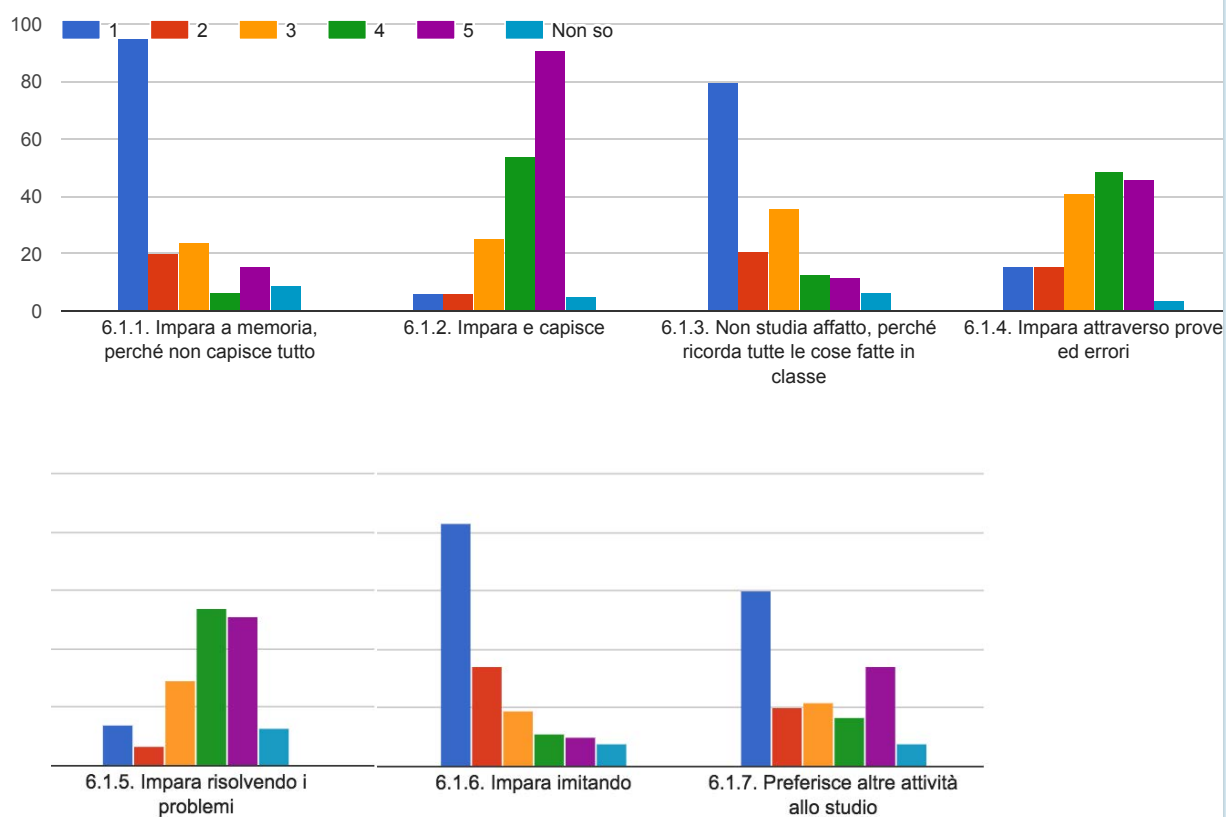
Se vuole, aggiunga un commento sulle tematiche trattate

1 risposta

aggressione verbale

6. Metodo di studio e stili di apprendimento di suo/a figlio/a

6.1. Quale metodo di apprendimento suo/a figlio/a preferisce? (1 - minimo, 5 - massimo)



6.2. Secondo lei, quali abilità suo/a figlio/a possiede? (1 - minima, 5 - massima)

