

# FINE AT SCHOOL



Project Number: 582954-EPP-1-2016-2-ES-EPPKA3-PI-POLICY

## FIELD RESEARCH ON PUPILS WELLNESS AT SCHOOL REPORT

NATIONAL LEVEL  
COUNTRY: BULGARIA



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## 1. Introduction

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

In the survey the following institutions were involved:

- ITPIO – FAS project partner responsible for the coordination and implementation of the survey in Bulgaria;
- Regional administrations and Regional Departments of Education in 6 regions of the country - Sofia, Pernik, Stara Zagora, Plovdiv, Bourgas and Blagoevgrad – provided support for implementation of the survey in primary schools and gymnasiums in the respective region. Two of these regions (Plovdiv and Stara Zagora) are among the first with the highest share of early school leavers.
- Educational institutions – places of research - 12 primary schools and 6 gymnasiums distributed in the regions as follows:
  - Sofia region – 1 primary school in Etropole; 1 primary school and 2 gymnasiums in Sofia;
  - Pernik region – 1 primary school in Radomir; 1 primary school and 1 gymnasium in Pernik;
  - Stara Zagora region – 1 primary school in Chirpan; 1 primary school and 1 gymnasium in Stara Zagora;
  - Plovdiv region – 1 primary school in Suedinenie; 1 primary schools in Septemvri; 2 primary schools and 1 gymnasium in Plovdiv;
  - Bourgas region – 1 primary school in Malko Tarnovo; 1 gymnasium in Bourgas;
  - Blagoevgrad region – 1 primary school in Sandanski.

### 1.2. Short description of the situation in the country according to Early School Leaving.

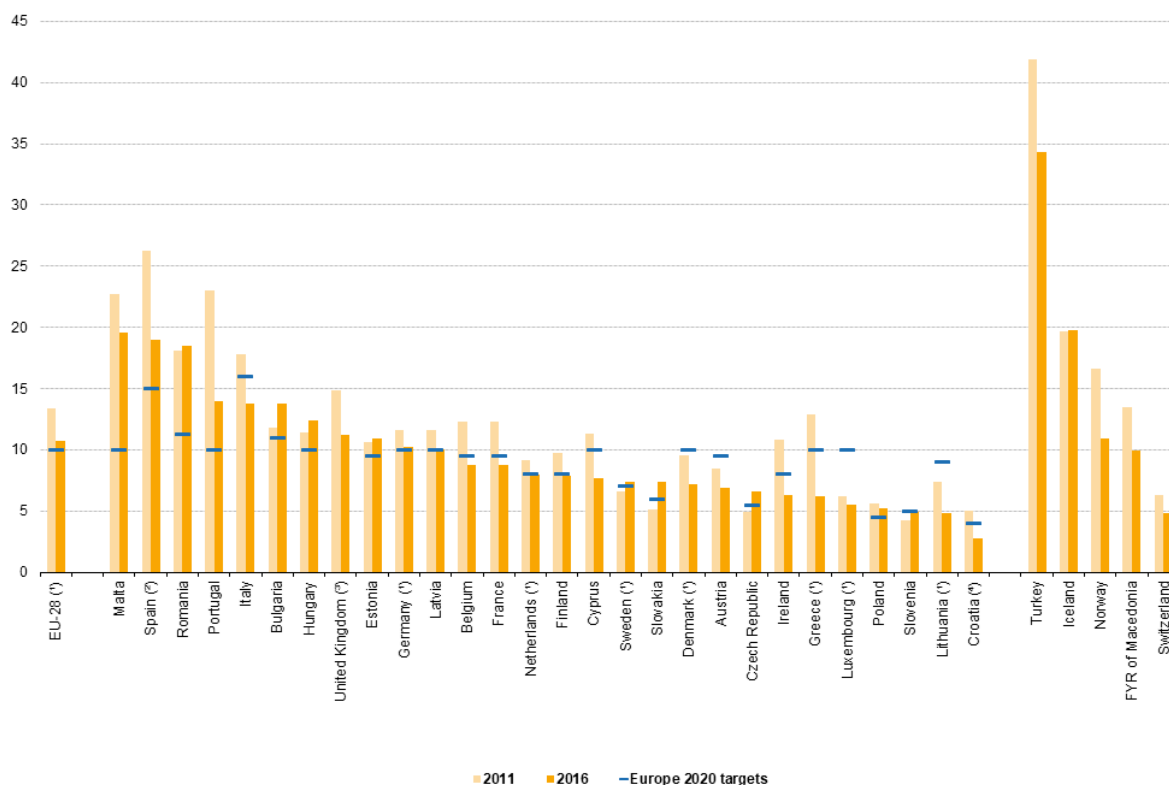
In Bulgaria, the definition of ESL, accepted at EU level, is used, which is obvious from the objectives, actions and indicators for measuring progress, defined in the main strategic document for development of lifelong learning (LLL) policies – the National LLL Strategy covering the period 2014-2020<sup>1</sup>. In the Strategy for Decreasing the Share of Early Education System Leavers (2013 – 2020)<sup>2</sup> it is explicitly pointed out that it works with the definition of ESL given in the Council Recommendation of 28 June 2011 on policies to reduce early school leaving – persons “who leave education and training with only lower secondary education or less, and who are no longer in education and training”. It also states that for the purposes of the Strategy “school dropout” is a person up to 18 years of age, who has left school and is not registered in another one before finishing the last grade of secondary education.

The national objective of Bulgaria is by 2020 to decrease the share of early leavers from education system (age group 18 – 24 years) below 11%. According to Eurostat in 2016 this share was 13,8% and in 2017 13,2% which does not show much progress. Moreover, from the graph below it is obvious that Bulgaria is among the eight Member States in which there was an increase between 2011 and 2016 in the proportion of early leavers with an increase of 2.0 points.

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1 National Lifelong Learning Strategy for the period 2014 – 2020

2 Strategy for Decreasing the Share of Early Education System Leavers (2013 – 2020)



Note: breaks in series.

(\*) For the target to be achieved, the share of early leavers from education and training should be below the target value.

(\*) Europe 2020 target is defined as the school drop-out rate.

(\*) No Europe 2020 target.

(\*) 2016: low reliability.

Source: Eurostat (online data code: edat\_lfse\_14)

Figure 1: Early leavers from education and training, 2011 and 2016 (% of population aged 18-24)  
 Source: Eurostat ([edat\\_lfse\\_14](#))

For the same period the proportion of early leavers was marginally lower for young men than for young women in Bulgaria by 0.2 percentage points difference. This gives basis to conclude that there was no substantial difference by sex.

In order to fight the early school leaving it is important to identify the main reasons for this phenomenon. The National Statistical Institute (NSI) collects data about the following reasons for leaving school:

- Not willing to continue;
- Family reasons;
- Going abroad.

In publications discussing the reasons for early school leaving it is pointed out that the lack of clear definition of “family reasons” causes difficulties in analysing the data collected. The dynamic

of early school leaving by reasons and educational level for the period school year 2010/2011 – 2015/2016 is presented in Table 1.

A



Table 1. Reasons for early leaving school by education levels												
Reasons	2010/2011		2011/2012		2012/2013		2013/2014		2014/2015		2015/2016	
	Number	%*	Number	%*	Number	%*	Number	%*	Number	%*	Number	%*
<b>I – IV grade</b>												
Not willing to continue	371	6,63	324	5,71	231	4,38	173	3,19	278	4,40	251	3,82
Due to family reasons	2658	47,50	2630	46,32	2491	47,28	2289	42,25	2098	33,20	2251	34,27
Gone abroad	2237	39,97	2362	41,60	2206	41,88	2598	47,95	3386	53,58	3504	53,35
<b>V – VIII grade</b>												
Not willing to continue	1177	16,83	1018	15,08	839	12,85	889	13,31	1003	12,33	1089	13,38
Due to family reasons	3418	48,87	3169	46,96	3188	48,82	2840	42,52	3008	36,99	2944	36,17
Gone abroad	1939	27,72	2093	31,01	2050	31,39	2343	35,08	3264	40,14	3328	40,89
<b>VET after VIII grade</b>												

Not willing to continue	28	56,00	20	52,63	-	-	25	44,64	14	31,11	11	28,95
Due to family reasons	21	42,00	14	36,84	39	82,98	29	51,78	25	55,56	15	39,47
Gone abroad	-	-	-	-	-	-	-	-	4	8,89	10	26,32
<b>IX – XIII grade</b>												
Not willing to continue	1897	31,18	1641	27,45	1495	26,19	1424	25,49	1672	25,21	1745	27,48
Due to family reasons	3026	49,74	3162	52,89	3040	53,26	2750	49,22	3148	47,47	2659	41,87
Gone abroad	876	14,40	910	15,22	965	16,91	1152	20,62	1335	20,13	1498	23,59
<b>Vocational colleges after secondary education</b>												
Not willing to continue	16	38,09	-	-	7	38,89	8	14,81	6	35,29	3	4,05
Due to family	17	40,48	3	42,86	11	61,11	16	29,63	5	29,41	39	52,70



reasons												
Gone abroad	7	16,67	-	-	-	-	30	55,56	3	17,65	32	43,24

Source: NSI

\* The share of students who have left education due to particular reason from the total number of students who have left the respective level of education. The sum of percentages of all reasons for the respective school year does not make 100%, because for some of the students the reason was not defined.



For the I-IV grade family reasons are leading for the period 2010/2011 – 2012/2013, while during the last three years going abroad is with the highest share. It is necessary to point out that not willing to continue is with the lowest share for the whole period discussed.

The situation is similar for V-VIII grade – family reasons are prevailing during the first four school years, followed by going abroad, while during the last two school years, they change places and not willing to continue is with the lowest share.

The reasons for leaving VET after VIII grade in the predominant part of the cases are distributed among not willing to continue and family reasons, the first prevailing during the first two school years and during the next four years they change places. Similar is the situation when it comes to leaving vocational colleges after secondary education.

Based on results from researches the Strategy for Decreasing the Share of Early Education System Leavers (2013 – 2020) classifies the main categories reasons for early school leaving as follows:

#### A. Economic reasons

Unemployment, low incomes and respectively poverty and low living standard put many children in conditions leading to increased risk of leaving school. As a result of financial and economic difficulties lots of children have to help their families, which disturb participation in the training process.

#### B. Social reasons

They are related with parental carelessness, contradictions, conflicts, tension and crises in the family, negative impact of home environment, functional illiteracy or low level of education of parents, not full families, severe penalties, even violence at home, not respecting children's right of choice. Considering that friends influence substantially students' development and decisions, contacts with representatives of risk groups might also contribute to early school leaving.

#### C. Educational reasons

They encompass a broad range of problems arising from individual reasons like difficulties in learning or related to disadvantages of teaching methods and organization of training. Educational reasons are linked also with the methods of assessment of students' achievements, teachers' qualification, quality of training materials and textbooks, negative attitudes of participants in the education process.

The high number of absences from classes, the lack of enough effective system for their control, deteriorated discipline, violence and aggression at school, low level of achievements are among internal school factors.

The relationships in school, not enough developed career guidance, low attractiveness of vocational education and training are among the important educational reasons for early school leaving.

The potential of teachers, pedagogical advisors and school psychologists is not effectively utilized in providing psychological and pedagogic support for prevention of early school leaving.

Not full involvement of children in kindergartens contributes to increasing the difficulties in school adaptation. In the collection of reports of UNICEF "The wellbeing of children in early childhood in Bulgaria" it is pointed out that to 2009, about 26 000 children missed at least 1 school year because

their parents had not send them to first group of kindergarten and other 20 000 children were not involved in also second group of kindergarten and this way miss 2 years of preschool education and 16 000 children did not attend kindergarten at all before introduction of obligatory preschool education.

The involvement of children from ethnic minority groups in preschool education is substantially lower than the average for the country. According to data from a national representative research “Equality – a road to progress”<sup>3</sup> during 2011 the share of attending kindergarten among children of 3-6 years of age for ethnic Bulgarians is 55%, while for children from Roma minority is 30,9%.

Substantial part of children for whom Bulgarian is not their mother tongue faces difficulties in training process, which leads to their social exclusion from the school community.

#### D. Ethno cultural reasons

Ethno cultural variety in the contemporary Bulgarian education system is represented in specific ethnic, religious and language dimensions. The strong inner group norms and the pressure of ethno cultural traditions among the vulnerable ethnic communities and groups are prerequisites for early school leaving: lack of cognitive motivation, low level of readiness for school, lack of parents’ motivation for education of their children etc. researches and analyses show that the level of enrolment in all levels of education for Roma citizens is quite lower compared to all other minority groups. According to data from 2011 Census, in the group of children in obligatory education age (from 7 to 15 years), the children not attending school from Roma origin are 23,2%, from Turkish origin – 11,9%, ethnic Bulgarian – 5,6%.

#### E. Institutional reasons

Among them are the not enough coordinated approach of the different institutions and experts at national, regional, local and school levels dealing with the problem; not enough effective control over management and implementation of policies for encompassing, retention and reintegration of students in the education system.

Achievement of positive change requires implementation of complex measures and good coordination between institutions in different sectors at each management level – national, regional, local and school.

#### F. Reasons related with the health status

In the context of policies for development of inclusive education the tendency for inclusion of children with special education needs in general education schools continues. The risks of dropping out are related with the not enough developed capacity of kindergartens and schools for inclusion of these children and students. Here all factors connected with the facilities, education environment, human and financial resources, which do not meet the requirements of inclusive education, are included as well.

Substantial problem with respect to research of education challenges faced by the children with special education needs is the lack of precise data for the number of those attending and not attending school. According to NSI data from the 2011 Census, the number of children in the age group 5-15 years with a degree of disability is 7 4061. According to Agency for Social Support, during

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<sup>3</sup> National representative research “Equality – a road to progress”, Institute “Open Society”, MLSP, data base 2011.

the last ten years in the age group 0-16 years in Bulgaria the annual average of newly registered children with disabilities is 3,5 for each 1000 children.

In implementation of the Strategy for Decreasing the Share of Early Education System Leavers (2013 – 2020), the Ministry of Education and Science (MES) initiated actions for building up early warning system and the schools were obliged to:

- develop school strategy for decreasing the number of students with unexcused absences;
- identify the risk factors for leaving the particular school and form teams for support to students who are at risk of dropping out;
- to analyse the reasons for the big number of unexcused absences from classes during the previous and the current school year.

At the beginning of the current 2017/2018 school year MES informed that 206 378 children and students had dropped out or had never attended an educational institution. Considering this fact MES together with other government institutions undertook actions as a result of which 17 297 children were involved again in the education system and attend kindergarten or a school.

Taking into account the statistical data provided above the actions in fighting early school leaving need further intensification, especially initiatives focused on prevention - making learning more attractive, interesting and valuable for the students and providing effective support to them in further education and career planning.

## 2. Questionnaire Studies

### 2.1. General information about studies

The study was conducted among 4 project target groups: students over 10 years of age (Group A), students up to 10 years of age (Group B), teachers (Group C) and parents/caregivers (Group D).

#### **STUDENTS OVER 10 YEARS OLD (Group A)**

22 classes (563 students in total) from V to X grade (11 – 17 years old) in primary schools and gymnasiums filled in the questionnaire:

- V grade – 4 classes – 92 students
- VI grade – 4 classes – 98 students
- VII grade – 4 classes – 97 students
- VIII grade – 4 classes – 96 students
- IX grade – 3 classes – 87 students
- X grade – 3 classes – 93 students

From the whole group 51% (286 students) were boys and 49% (277 students) - girls.

#### **STUDENTS UNDER 10 YEARS OLD (Group B)**

For 23 classes (480 students in total) from I – IV grade the teachers filled in the questionnaire:

- I grade – 4 classes – 71 students
- II grade – 6 classes – 114 students
- III grade – 6 classes – 120 students
- IV grade – 7 classes – 175 students

From the whole group 54% (259 students) were boys and 46% were girls.

#### **TEACHERS (GROUP C)**

214 teachers filled in the questionnaire designed for the group. 14% (30 teachers) were men and 86% (184 teachers) were women.

#### **PARENTS (GROUP D)**

293 parents/caregivers were involved in the survey. 53 (18%) from them were men and 240 (82%) were women.

The distribution of the respondents by age groups is as follows:

- 18 – 30 years old – 17 (6%)
- 31 – 40 years old – 190 (65%)
- 41 – 50 years old – 80 (27%)
- 51 - 60 years old – 3 (1%)
- 61 – 70 years old - 3 (1%).

## 2.2. Realisation of the survey

The survey was carried out in accordance to the methodology provided by the activity lead partner. The survey was implemented with the support of the regional administrations and Regional Departments of Education in the regions selected in order to ensure broader enough coverage of the country and involve regions with different characteristics – share of early school leaving, existence of minority groups, economic development. These authorities were contacted by ITPIO and they recommended schools – junior and secondary junior schools where the questionnaires were administered in particular classes. Schools were from big and small cities in each region. ITPIO provided to all schools during face to face meetings or e-mails information about the project, objectives of the survey, instructions related to administering questionnaires to the different target groups. We tried and in most of the cases succeeded to involve in each school two classes, teachers of these classes and parents of the students of the selected classes, as well as other teachers and parents.

In order to ensure collecting of comprehensive and honest answers from the respondents from all groups the survey was anonymous and was conducted the following way:

- The students filled in the questionnaire in presence of ITPIO, regional department of education or regional administration staff member and gave the filled in questionnaires in a closed common box;
- Teachers of 6 – 10 years old students, other teachers from the respective school, as well as parents/caregivers filled in the questionnaires individually and gave them back in a closed envelope in the common box.
- The box of each school was collected by ITPIO, regional department of education or regional administration staff member.

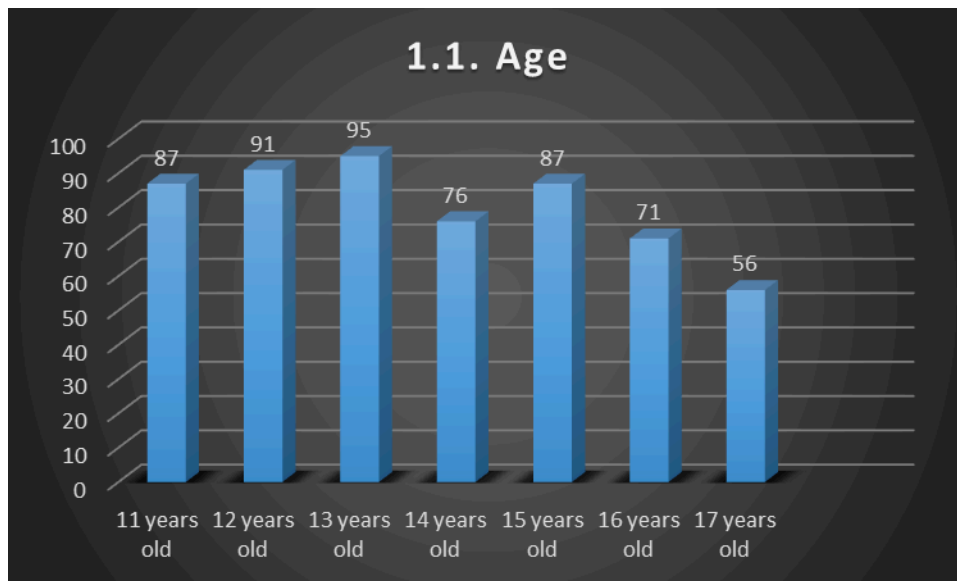
## 2.3. Statistical Data

### 2.3.1. Group A – Students (over 10 years old)

#### 2.3.1.1. Information about students

##### 1.1. Age

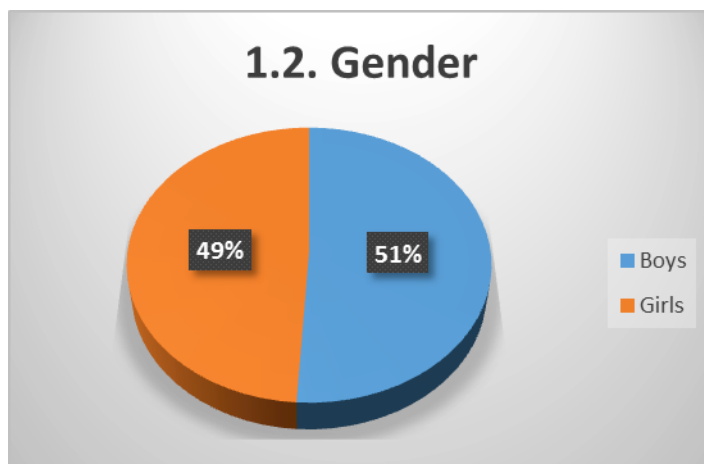
11 years – 87 students; 12 years – 91 students; 13 years – 95 students; 14 years - 76 students; 15 years - 87 students; 16 years - 71 students; 17 years - 56 students.



##### 1.2. Gender

Boys – 286 students (51%)

Girls – 277 students (49%)



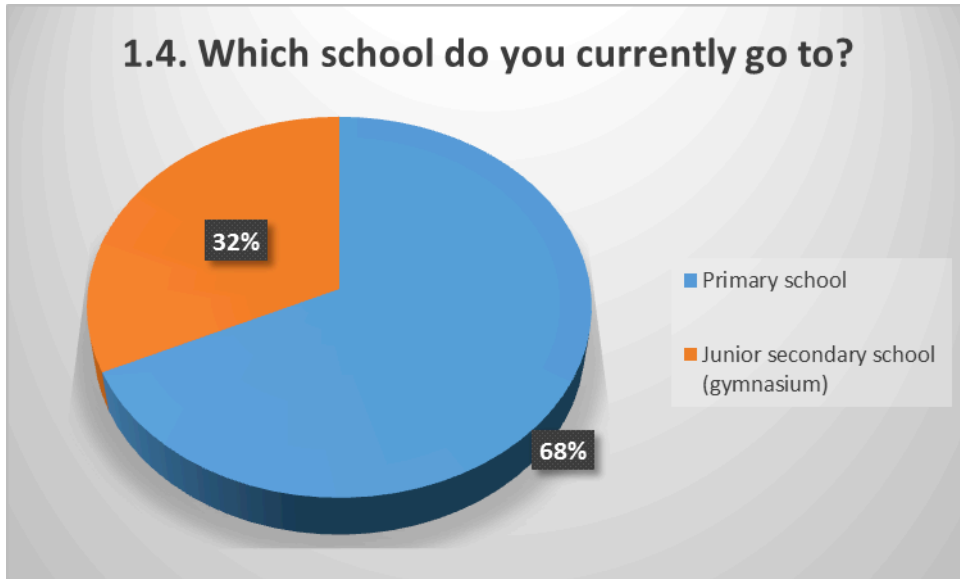
**1.3. Nationality**

All students were of Bulgarian nationality.

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

Primary school – 383 students

Junior secondary school (gymnasium) – 180 students



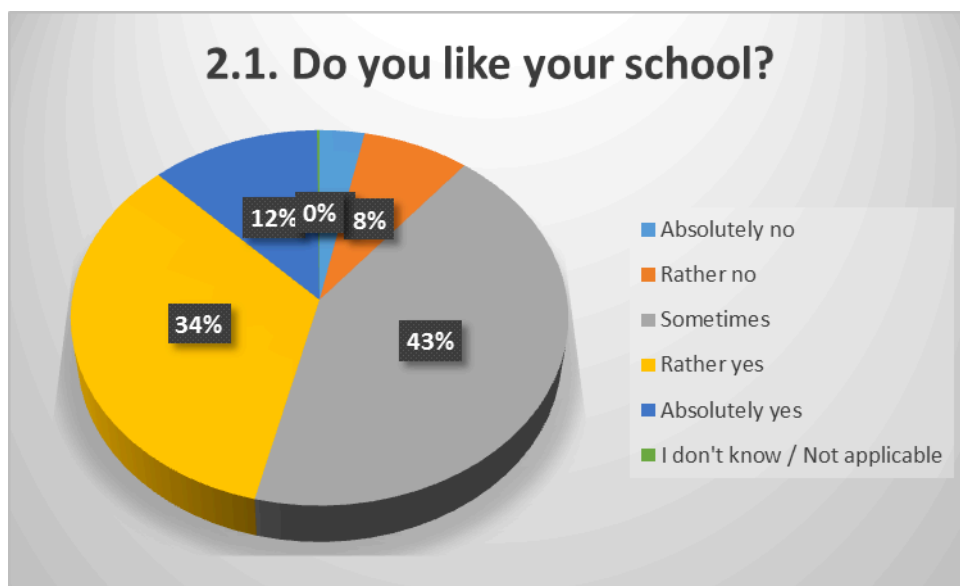


### 2.3.1.2. School and its surroundings

#### 2.1. Do you like your school?

Additional comments: no

Answers	Number	%
Absolutely no	18	3,20
Rather no	43	7,64
<b>Sometimes</b>	<b>242</b>	<b>42,98</b>
<b>Rather yes</b>	<b>191</b>	<b>33,92</b>
Absolutely yes	68	12,08
I don't know/NA	1	0,18



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

Additional comments: no

Answers	Number	%
Absolutely no	14	2,49
Rather no	68	12,08
Sometimes	55	9,77
<b>Rather yes</b>	<b>250</b>	<b>44,40</b>
Absolutely yes	159	28,24
I don't know/NA	17	3,02

#### 2.3. Do you feel safe in school?

Additional comments: no

Answers	Number	%
Absolutely no	19	3,37
Rather no	19	3,37
Sometimes	72	12,79

Rather yes	131	23,27
<b>Absolutely yes</b>	<b>312</b>	<b>55,42</b>
I don't know/NA	10	1,78

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

Additional comments: no

Answers	Number	%
Absolutely no	18	3,20
Rather no	39	6,93
Sometimes	62	11,01
<b>Rather yes</b>	<b>281</b>	<b>49,91</b>
Absolutely yes	152	27,00
I don't know/NA	11	1,95

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

Additional comments: no

Answers	Number	%
Absolutely no	17	3,02
Rather no	28	4,97
Sometimes	74	13,14
Rather yes	141	25,04
<b>Absolutely yes</b>	<b>287</b>	<b>50,98</b>
I don't know/NA	16	2,84

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

1 comment for "sometimes" – we have access to computers.

Answers	Number	%
<b>Absolutely no</b>	<b>162</b>	<b>28,77</b>
<b>Rather no</b>	<b>174</b>	<b>30,91</b>
Sometimes	152	27,00
Rather yes	41	7,28
Absolutely yes	24	4,26
I don't know/NA	10	1,78

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

Additional comments: no

Answers	Number	%
Absolutely no	40	7,10
Rather no	58	10,30

<b>Sometimes</b>	<b>175</b>	<b>30,08</b>
<b>Rather yes</b>	<b>151</b>	<b>26,82</b>
Absolutely yes	128	22,74
I don't know/NA	11	1,95

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	36	6,39
Sometimes	55	9,77
Rather yes	104	18,47
<b>Absolutely yes</b>	<b>363</b>	<b>64,48</b>
I don't know/NA	5	0,89

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

Additional comments: no

Answers	Number	%
Absolutely no	18	3,20
Rather no	77	13,68
Sometimes	127	22,56
Rather yes	136	24,16
<b>Absolutely yes</b>	<b>199</b>	<b>35,35</b>
I don't know/NA	6	1,05

**2.10. Are students in your school treated too harshly?**

Additional comments: no

Answers	Number	%
Absolutely no	117	20,78
Rather no	117	20,78
<b>Sometimes</b>	<b>188</b>	<b>33,39</b>
Rather yes	92	16,34
Absolutely yes	49	8,71
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	46	8,17
Rather no	23	4,08



<b>Sometimes</b>	<b>194</b>	<b>34,46</b>
<b>Rather yes</b>	<b>183</b>	<b>32,50</b>
Absolutely yes	112	19,89
I don't know/NA	5	0,89

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

Additional comments: no

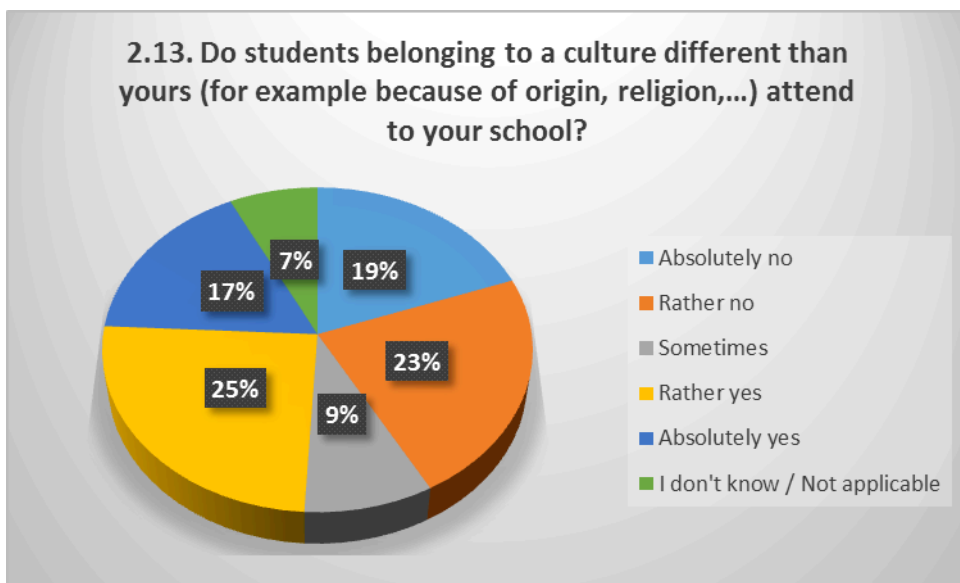
Answers	Number	%
Absolutely no	78	13,85
Rather no	102	18,12
<b>Sometimes</b>	<b>202</b>	<b>35,88</b>
Rather yes	96	17,05
Absolutely yes	77	13,67
I don't know/NA	8	1,42



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

1 comment for rather no: But my friends are.

Answers	Number	%
Absolutely no	109	19,35
Rather no	127	22,58
Sometimes	50	8,87
<b>Rather yes</b>	<b>140</b>	<b>25,00</b>
Absolutely yes	95	16,93
I don't know/NA	41	7,26



**2.14. Do you think this is a positive situation?**

Additional comments: no

Answers	Number	%
Absolutely no	64	11,29
Rather no	36	6,45
<b>Sometimes</b>	<b>118</b>	<b>20,97</b>
<b>Rather yes</b>	<b>123</b>	<b>21,77</b>
Absolutely yes	95	16,94
I don't know/NA	127	22,58

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

Additional comments: no

Answers	Number	%
Absolutely no	55	9,77
Rather no	77	13,68
Sometimes	89	15,81
<b>Rather yes</b>	<b>170</b>	<b>30,19</b>
Absolutely yes	73	12,97
I don't know/NA	99	17,58

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

Additional comments: no

Answers	Number	%
Absolutely no	27	4,80
Rather no	45	7,99
Sometimes	64	11,37
<b>Rather yes</b>	<b>197</b>	<b>34,99</b>
Absolutely yes	131	23,27
I don't know/NA	99	17,58

**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, ...)?**

Additional comments: no

Answers	Number	%
Absolutely no	27	4,79
Rather no	68	12,08
Sometimes	89	15,81
<b>Rather yes</b>	<b>176</b>	<b>31,26</b>
Absolutely yes	145	25,75
I don't know/NA	58	10,30

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

Additional comments: no

Answers	Number	%
Absolutely no	116	20,61
Rather no	64	11,37
Sometimes	41	7,28
<b>Rather yes</b>	<b>187</b>	<b>33,21</b>
Absolutely yes	82	14,56
I don't know/NA	73	12,97

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

Additional comments: no

Answers	Number	%
Absolutely no	104	18,47
Rather no	125	22,21
<b>Sometimes</b>	<b>159</b>	<b>28,24</b>
Rather yes	55	9,77
Absolutely yes	54	9,59
I don't know/NA	66	11,72

**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, ...)?*

Additional comments: no

Answers	Number	%
Absolutely no	41	7,28
Rather no	41	7,28
Sometimes	82	14,56
<b>Rather yes</b>	<b>183</b>	<b>32,51</b>
Absolutely yes	114	20,25
I don't know/NA	102	18,12

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

Additional comments: no

Answers	Number	%
Absolutely no	27	4,80
Rather no	71	12,61
Sometimes	131	23,27
Rather yes	108	19,18

<b>Absolutely yes</b>	<b>199</b>	<b>35,34</b>
I don't know/NA	27	4,80

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

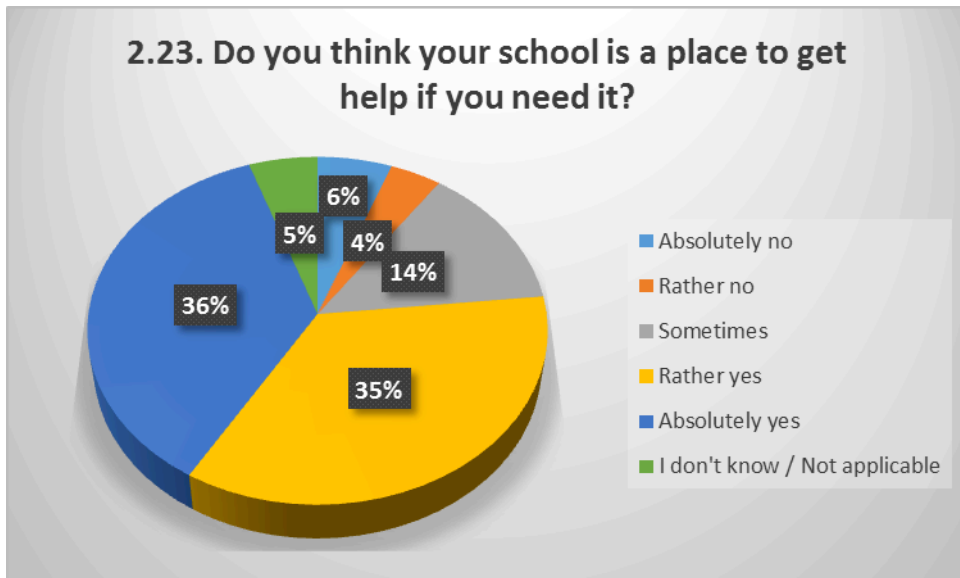
Additional comments: no

Answers	Number	%
Absolutely no	36	6,45
Rather no	41	7,26
Sometimes	82	14,52
Rather yes	114	20,16
<b>Absolutely yes</b>	<b>249</b>	<b>44,35</b>
I don't know/NA	41	7,26

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

Additional comments: no

Answers	Number	%
Absolutely no	42	7,46
Rather no	29	5,15
Sometimes	69	12,26
<b>Rather yes</b>	<b>185</b>	<b>32,86</b>
<b>Absolutely yes</b>	<b>197</b>	<b>34,99</b>
I don't know/NA	41	7,28



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

Additional comments: no

Answers	Number	%
Absolutely no	50	8,88
Rather no	64	11,37
<b>Sometimes</b>	<b>159</b>	<b>28,24</b>
Rather yes	100	17,76
<b>Absolutely yes</b>	<b>132</b>	<b>23,44</b>
I don't know/NA	58	10,31

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

Additional comments: no

Answers	Number	%
Absolutely no	14	2,48
2Rather no	32	5,68
Sometimes	86	15,28
Rather yes	145	25,75
<b>Absolutely yes</b>	<b>245</b>	<b>43,52</b>
I don't know/NA	41	7,29





### 2.3.1.3. School relations

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

Additional comments: 5 – 2 for “rather no” and 3 for “don’t know”, explaining that the respondent doesn’t have communication with the school headmaster.

Answers	Number	%
Absolutely no	41	7,28
Rather no	55	9,77
<b>Sometimes</b>	<b>162</b>	<b>28,77</b>
<b>Rather yes</b>	<b>142</b>	<b>25,22</b>
Absolutely yes	111	19,72
I don't know/NA	52	9,24

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

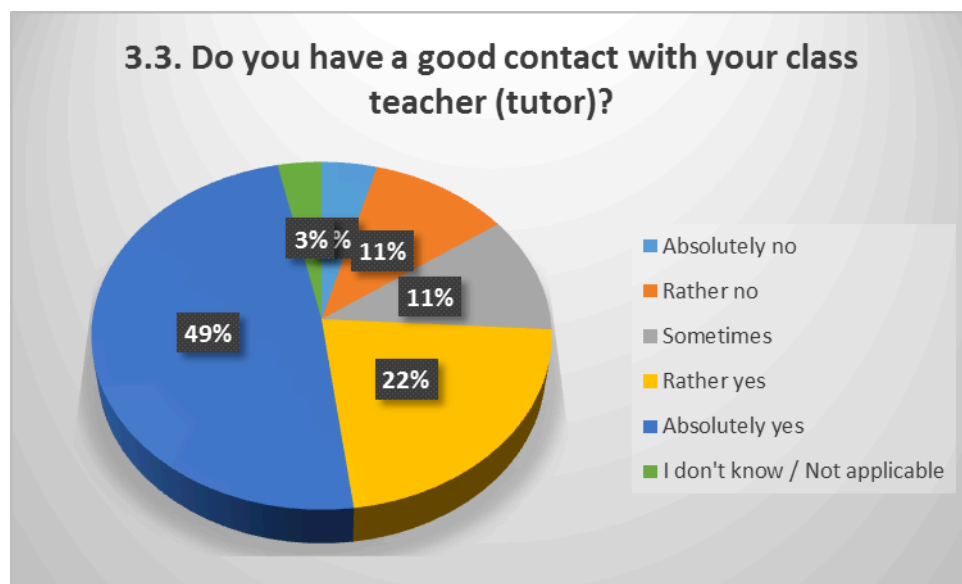
Additional comments: no

Answers	Number	%
Absolutely no	36	6,39
Rather no	68	12,10
<b>Sometimes</b>	<b>169</b>	<b>30,02</b>
<b>Rather yes</b>	<b>182</b>	<b>32,33</b>
Absolutely yes	75	13,32
I don't know/NA	33	5,86

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

Additional comments: no

Answers	Number	%
Absolutely no	24	4,27
Rather no	61	10,84
Sometimes	61	10,84
Rather yes	124	22,02
<b>Absolutely yes</b>	<b>274</b>	<b>48,67</b>
I don't know/NA	19	3,37



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

Additional comments: 2 – for rather no – with most of the teachers/with all teachers

Answers	Number	%
Absolutely no	18	3,19
Rather no	27	4,80
Sometimes	117	20,78
<b>Rather yes</b>	<b>241</b>	<b>42,81</b>
Absolutely yes	140	24,87
I don't know/NA	20	3,55

### 3.5. Do you think teachers treat you fairly?

Additional comments: no

Answers	Number	%
Absolutely no	36	6,40
Rather no	50	8,88
<b>Sometimes</b>	<b>168</b>	<b>29,84</b>
<b>Rather yes</b>	<b>201</b>	<b>35,70</b>
Absolutely yes	108	19,18
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	41	7,28
Rather no	54	9,59
<b>Sometimes</b>	<b>136</b>	<b>24,17</b>
<b>Rather yes</b>	<b>149</b>	<b>26,46</b>



Absolutely yes	126	22,38
I don't know/NA	57	10,12

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

Additional comments: 3 on rather yes explaining that this applies only to several teachers.

Those that did not know are predominantly from the group – 11-14 years

Answers	Number	%
Absolutely no	23	4,08
Rather no	18	3,20
Sometimes	143	25,40
<b>Rather yes</b>	<b>232</b>	<b>41,21</b>
Absolutely yes	129	22,91
I don't know/NA	18	3,20

### 3.8. Do you go along with the other students?

Additional comments: 4 for absolutely yes explaining that it depends, this refers only to some of the other students.

Only younger students (11- 14 years) pointed out don't know.

Answers	Number	%
Absolutely no	-	-
Rather no	44	7,82
Sometimes	89	15,81
Rather yes	140	24,87
<b>Absolutely yes</b>	<b>271</b>	<b>48,13</b>
I don't know/NA	19	3,37



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

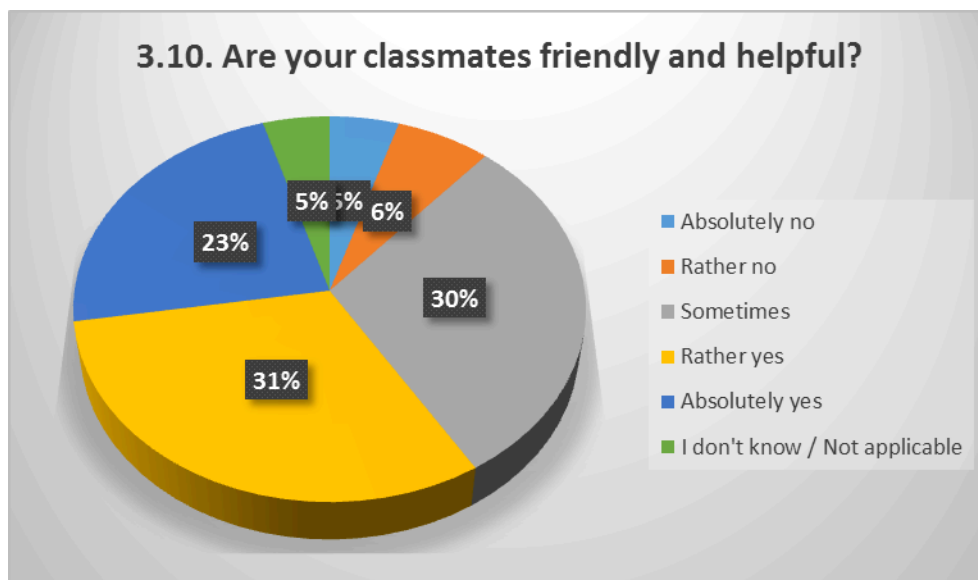
Additional comments: no

Answers	Number	%
Absolutely no	16	2,84
Rather no	42	7,46
<b>Sometimes</b>	<b>158</b>	<b>28,06</b>
<b>Rather yes</b>	<b>165</b>	<b>29,31</b>
<b>Absolutely yes</b>	<b>152</b>	<b>27,00</b>
I don't know/NA	30	5,33

**3.10. Are your classmates friendly and helpful?**

Additional comments: 10 from younger students for pointing out rather yes and absolutely yes explaining that this refers to 2-3 students, very few, only some  
Only younger students pointed out absolutely no and don't know.

Answers	Number	%
Absolutely no	27	4,80
Rather no	37	6,57
<b>Sometimes</b>	<b>168</b>	<b>29,84</b>
<b>Rather yes</b>	<b>176</b>	<b>31,26</b>
Absolutely yes	129	22,91
I don't know/NA	26	4,62



**3.11. Do classmates accept you the way you are?**

Additional comments: 3 for absolutely yes – only some.

Answers	Number	%
Absolutely no	33	5,86
Rather no	37	6,57
Sometimes	73	12,97
<b>Rather yes</b>	<b>216</b>	<b>38,36</b>
<b>Absolutely yes</b>	<b>181</b>	<b>32,16</b>
I don't know/NA	23	4,08

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

Additional comments: 1 for rather yes - they say I have to solve the problems by myself; 1 for rather no – they take my phone

Answers	Number	%
Absolutely no	27	4,80

Rather no	27	4,80
Sometimes	36	6,40
Rather yes	41	7,28
<b>Absolutely yes</b>	<b>400</b>	<b>71,04</b>
I don't know/NA	32	5,68

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

Additional comments: 1 for rather yes – if it is for something different than complaining of me.

Answers	Number	%
Absolutely no	23	4,08
Rather no	68	12,08
<b>Sometimes</b>	<b>127</b>	<b>22,56</b>
<b>Rather yes</b>	<b>127</b>	<b>22,56</b>
<b>Absolutely yes</b>	<b>186</b>	<b>33,04</b>
I don't know/NA	32	5,68

**3.14. Do parents encourage you to learn well?**

Additional comments: 1 for sometimes – depends on their plans for my future.

Answers	Number	%
Absolutely no	23	4,08
Rather no	18	3,20
Sometimes	36	6,40
Rather yes	45	7,99
<b>Absolutely yes</b>	<b>409</b>	<b>72,65</b>
I don't know/NA	32	5,68

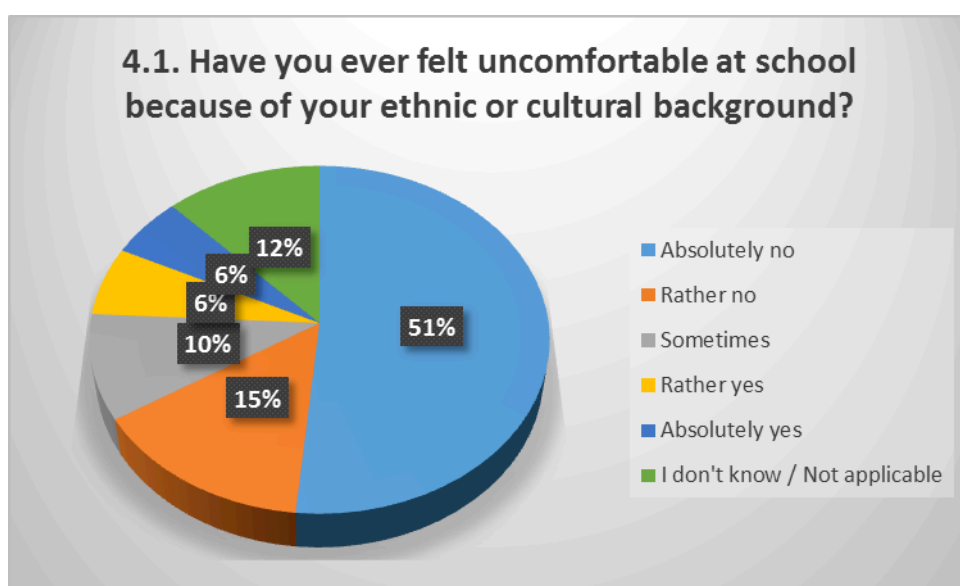


### 2.3.1.4. Well – being at school

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

Additional comments: no

Answers	Number	%
<b>Absolutely no</b>	<b>290</b>	<b>51,51</b>
Rather no	82	14,56
Sometimes	55	9,77
Rather yes	36	6,40
Absolutely yes	32	5,68
I don't know/NA	68	12,08



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

Additional comments: no

Answers	Number	%
<b>Absolutely no</b>	<b>375</b>	<b>66,61</b>
Rather no	32	5,68
Sometimes	47	8,35
Rather yes	14	2,49
Absolutely yes	27	4,79
I don't know/NA	68	12,08

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

Additional comments: no

Answers	Number	%
<b>Absolutely no</b>	<b>325</b>	<b>57,72</b>
Rather no	23	4,08

Sometimes	92	16,34
Rather yes	53	9,41
Absolutely yes	17	3,02
I don't know/NA	53	9,41

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

Additional comments: 23 from older students (15-17 years) 10 boys and 13 girls for absolutely no — why should I, I like girls/boys.

I don't know – all are from 11-14 years of age.

Answers	Number	%
<b>Absolutely no</b>	<b>435</b>	<b>77,26</b>
Rather no	50	8,88
Sometimes	23	4,08
Rather yes	18	3,20
Absolutely yes	14	2,50
I don't know/NA	23	4,08

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

Additional comments: for rather yes – 1 until recently; 3 because I am tall.

Answers	Number	%
<b>Absolutely no</b>	<b>288</b>	<b>51,15</b>
Rather no	28	4,97
Sometimes	102	18,13
Rather yes	36	6,39
Absolutely yes	41	7,28
I don't know/NA	68	12,08

**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, ...)?**

Additional comments: 2 – “I don't have such problems”.

Lack of answers: 2

Answers	Number	%
<b>Absolutely no</b>	<b>284</b>	<b>50,62</b>
Rather no	34	6,06
Sometimes	115	20,50
Rather yes	28	4,99
Absolutely yes	28	4,99
I don't know/NA	72	12,84

**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, ...)?**

Additional comments: 1 for rather yes - everybody tells me I am too slow, even using very insulting words.

Answers	Number	%
<b>Absolutely no</b>	<b>286</b>	<b>50,80</b>
Rather no	100	17,76
Sometimes	108	19,18
Rather yes	24	4,26
Absolutely yes	45	8,0
I don't know/NA	-	-

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

Additional comments: 1 for don't know - our family is neither rich nor poor

Answers	Number	%
<b>Absolutely no</b>	<b>344</b>	<b>61,10</b>
Rather no	46	8,17
Sometimes	52	9,24
Rather yes	35	6,22
Absolutely yes	41	7,28
I don't know/NA	45	7,99

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

The majority of students did not provide answers. 36 have written "No". 27 pointed out that they do not have reasons to feel uncomfortable. Lack of answers: 486.

Students' answers provided:

- Yes, but I do not want to share (2);
- Yes, because my classmates are quite destructive (2);
- Yes, too many homework (2);
- Yes, because teachers are bad (2);
- Yes, because most of the other children do not understand me;
- Yes, because other students are aggressive and mocking without reason;
- Yes, because I am often being mocked;
- Yes, because of my nickname, I don't like it but all use it.



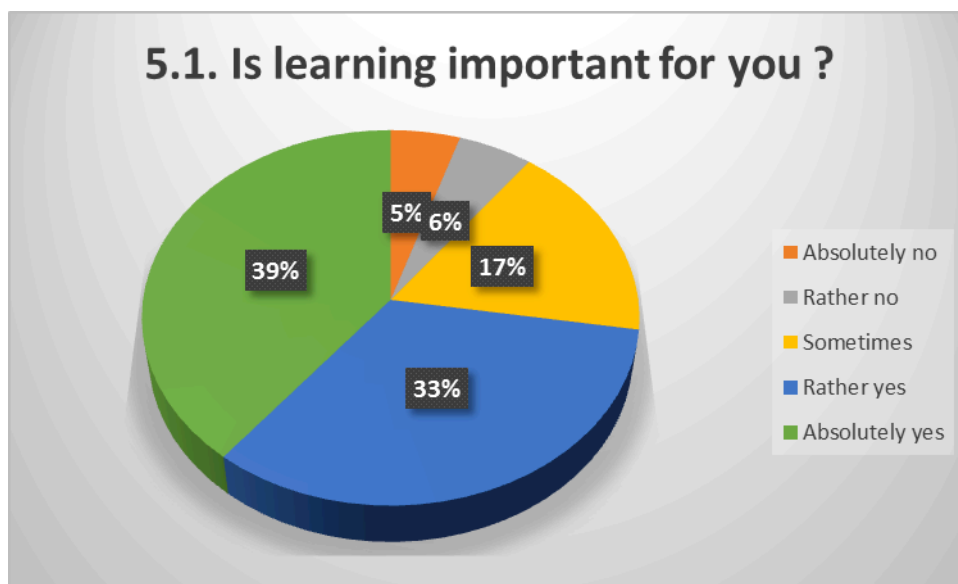


### 2.3.1.5. What is „learning“ for students?

#### 5.1. Is learning important for you?

Additional comments: 1 for rather yes – depends for what

Answers	Number	%
Absolutely no	27	4,80
Rather no	29	5,15
Sometimes	94	16,70
<b>Rather yes</b>	<b>181</b>	<b>32,15</b>
<b>Absolutely yes</b>	<b>214</b>	<b>38,01</b>
I don't know/NA	18	3,19



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

Additional comments: 1 for absolutely no – for nobody.

Answers	Number	%
Absolutely no	32	5,68
Rather no	77	13,68
<b>Sometimes</b>	<b>141</b>	<b>25,04</b>
<b>Rather yes</b>	<b>202</b>	<b>35,88</b>
Absolutely yes	79	14,04
I don't know/NA	32	5,68

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

Additional comments: no

Answers	Number	%
Absolutely no	46	8,17

Rather no	52	9,24
<b>Sometimes</b>	<b>202</b>	<b>35,87</b>
<b>Rather yes</b>	<b>142</b>	<b>25,22</b>
Absolutely yes	102	18,12
I don't know/NA	19	3,38

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

Additional comments: no

Answers	Number	%
Absolutely no	38	6,75
Rather no	41	7,28
<b>Sometimes</b>	<b>148</b>	<b>26,29</b>
<b>Rather yes</b>	<b>193</b>	<b>34,28</b>
Absolutely yes	103	18,29
I don't know/NA	40	7,11

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

Additional comments: no

Answers	Number	%
Absolutely no	32	5,68
Rather no	57	10,14
<b>Sometimes</b>	<b>246</b>	<b>43,69</b>
Rather yes	108	19,18
Absolutely yes	84	14,92
I don't know/NA	36	6,39

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

Additional comments: no

Answers	Number	%
Absolutely no	125	22,20
<b>Rather no</b>	<b>195</b>	<b>34,64</b>
Sometimes	119	21,14
Rather yes	75	13,32
Absolutely yes	45	7,99
I don't know/NA	4	0,71

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

Additional comments: no

Answers	Number	%
Absolutely no	70	12,43
<b>Rather no</b>	<b>251</b>	<b>44,58</b>



Sometimes	133	23,63
Rather yes	86	15,28
Absolutely yes	23	4,08
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	32	5,68
Rather no	48	8,52
<b>Sometimes</b>	<b>174</b>	<b>30,91</b>
<b>Rather yes</b>	<b>222</b>	<b>39,44</b>
Absolutely yes	87	15,45
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	46	8,17
Rather no	36	6,39
Sometimes	91	16,16
<b>Rather yes</b>	<b>224</b>	<b>39,79</b>
Absolutely yes	89	15,81
I don't know/NA	77	13,68

**5.10. On what does your learning outcomes depend?**

Lack of answers: 4

Answered: 559

Answers	Number of students	%
<b>My commitment</b>	<b>440</b>	<b>78,69</b>
<b>My talents</b>	<b>220</b>	<b>39,34</b>
<b>The time I devote to learning</b>	<b>298</b>	<b>53,28</b>
My parents' help	139	20,49
Atmosphere in the classroom	82	14,75
Help of colleagues, classmates	37	6,56

Opinion of teachers about me	7	1,25
<b>Teachers' work</b>	<b>201</b>	<b>36,06</b>
Additional private lessons	128	5,74
Luck	35	6,56
Other: 6 answers <ul style="list-style-type: none"> <li>- Self-motivation (2)</li> <li>- Nobody</li> <li>- I try to deal with learning alone</li> <li>- Internet (2)</li> </ul>		

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

Not answered: 4

Answered: 559

Answers	Number of students	%
My father	140	25,00
<b>My mother</b>	<b>307</b>	<b>55,00</b>
Brother or sister (siblings)	61	10,83
<b>Teachers</b>	<b>233</b>	<b>41,76</b>
Classmates or friends	130	23,33
Other people: (13)		
My grandmother	6	
My grandfather	1	
Private lessons	2	
The whole family	2	
Cousins	1	
My aunt	1	
Nobody	77	13,7

**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
73 (13%)	68 (12%)	<b>135 (24%)</b>	<b>163 (29%)</b>	56 (10%)	68 (12%)

*5.12.2. I'm learning with understanding*

1	2	3	4	5	I don't know
28 (5%)	56 (10%)	<b>174 (31%)</b>	<b>158 (28%)</b>	129 (23%)	28 (5%)

*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
<b>213 (38%)</b>	<b>104 (18%)</b>	<b>138 (24%)</b>	36 (6%)	45 (9%)	27 (5%)

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

1	2	3	4	5	I don't know
62 (11%)	55 (10%)	<b>150 (27%)</b>	<b>127 (23%)</b>	<b>141 (25%)</b>	9 (4%)

*5.12.5. I'm learning by solving problems*

1	2	3	4	5	I don't know
<b>145 (26%)</b>	68 (12%)	<b>145 (26%)</b>	77 (14%)	86 (15%)	41 (7%)

*5.12.6. I'm learning by imitation*

1	2	3	4	5	I don't know
<b>168 (30%)</b>	<b>149 (26%)</b>	<b>118 (21%)</b>	36 (6%)	79 (14%)	27 (5%)

*5.12.7. I prefer other activities than studying*

1	2	3	4	5	I don't know
73 (13%)	68 (12%)	107 (19%)	101 (18%)	<b>197 (35%)</b>	17 (3%)

**Comments to this question:**

I like discussions – I learn intensively while discussing

I prefer to study online and with training games

**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
51 (9%)	17 (3%)	124 (22%)	<b>163 (29%)</b>	135 (24%)	73 (13%)

*5.13.2. Creative thinking and critical thinking*

1	2	3	4	5	I don't know

28 (5%)	84 (15%)	<b>163 (29%)</b>	<b>129 (23%)</b>	<b>118 (21%)</b>	41 (7%)
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### 5.13.3. Effective communication and maintaining good interpersonal relationships

1	2	3	4	5	I don't know
11 (2%)	62 (11%)	<b>180 (32%)</b>	118 (21%)	146 (26%)	46 (8%)

### 5.13.4. Self-awareness and empathy

1	2	3	4	5	I don't know
32 (5%)	91 (16%)	<b>141 (25%)</b>	100 (18%)	<b>136 (24%)</b>	63 (11%)

### 5.13.5. Coping with emotions and managing stress

1	2	3	4	5	I don't know
36 (6%)	100 (18%)	<b>124 (22%)</b>	109 (19%)	<b>136 (24%)</b>	58 (10%)

Comments to this question:

There should be lessons on these or special subjects, emotion management is very important.

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

131 (23%) students did not answer the question.

118 (21%) students wrote they do not know/ have not decided yet what they will do in the future.

314 (56%) students answered the question.

The answers provided could be summarized as follows:

1. Containing general idea about own future (264 students in total):

- Start working after finishing school – 72 (23%)
- To make money - 56 (18%)
- Continue studying – 44 (14%)
- To help people – 31 (10%)
- To have a good job – 26 (8%)
- To study Spanish and go to Spain – 10 (3%)
- Start own business - 7
- Study in university - 5
- To do something I like and brings me profit – 2
- Not to live in limitations
- To have family and do what I like
- To achieve much
- To help my relatives as much as I can
- To have well paid job
- I want to work a decent job with which to support my family
- I want to continue studying and find a well-paid job
- To be free from school, parents and lessons
- To realize all of my dreams

- To take care of animals
- To deal with cars and trucks

## 2. Pointing out different professions (50 students in total):

- Doctor – 5
- Football player – 6
- Hair dresser - 2
- Lawyer - 3
- IT specialist - 2
- Computer programmer - 2
- Veterinarian – 2
- Sportsman - 2
- Teacher – 2
- Cook - 2
- Cosmetician - 2
- Basketball player
- Volleyball player
- Singer
- Fashion designer
- Choreographer of folk dances
- Car mechanic
- Policeman
- Dancer
- Baker
- Researcher
- Designer
- English teacher
- Actress
- Bitcoin digger
- Chemist
- Motorist
- Folk dancer
- Fashion designer
- Interior designer
- Carpenter



### 5.15. Your strengths (your skills)

The students who answered the previous question wrote answers to this one, too - 314 (56%) students.

Part of them pointed out that they do not know what their strengths are – 58 (1 of them in the previous question answered he wants to make money), others shared they have no strengths – 41 and 1 – wrote “I am strong in everything”.

Answers related to individual strengths were provided by 214 students.

Those who have pointed out professions, in most of the cases wrote skills related to them.

The answers provided could be summarized as follows:

### 1. Skills in particular area

Starting with “I am good in”, the following skills in were listed:

#### A) School subjects (112 students)

- Mathematics - 10
- English – 40
- History - 21
- Biology - 3
- Bulgarian - 2
- Informatics - 11
- Geography - 3
- Chemistry - 4
- English - 18

#### B) Sports and sports disciplines (23 students)

- Sports – 7
- Playing volleyball - 3
- Playing basketball - 4
- Playing football – 5
- Running
- Cycling
- Carate
- Skating

#### C) Other areas (40 students)

- Singing – 8
- Drawing – 8
- Dancing, folk dancing - 7
- Computers - 7
- Gaming - 3
- Looking after animals
- Playing music
- Writing and understanding poetry
- Playing chess
- Reading – I love reading different books
- Knitting bracelets
- Car repairing – I help my father in repairing cars

### 2. Skills related to communication (21 students)

- I am a good listener
- I communicate well with people, I understand them and listen to them, I don't show aggression
- I maintain good relationships with others – 12
- I am empathic person – 3
- I understand other people – 3





- I am good in helping other people

### 3. Personal characteristics (18 students)

- Persistent – 4
- Good intuition
- Quick thinking, good thinking under pressure
- Creative thinking – 2
- Analytical thinking
- Good memory
- Patient
- Adaptive
- Smart
- Quick
- Organized
- Ambitious
- Difficultly irritated
- Solving problems

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

397 students did not answer.

160 students answered “No”.

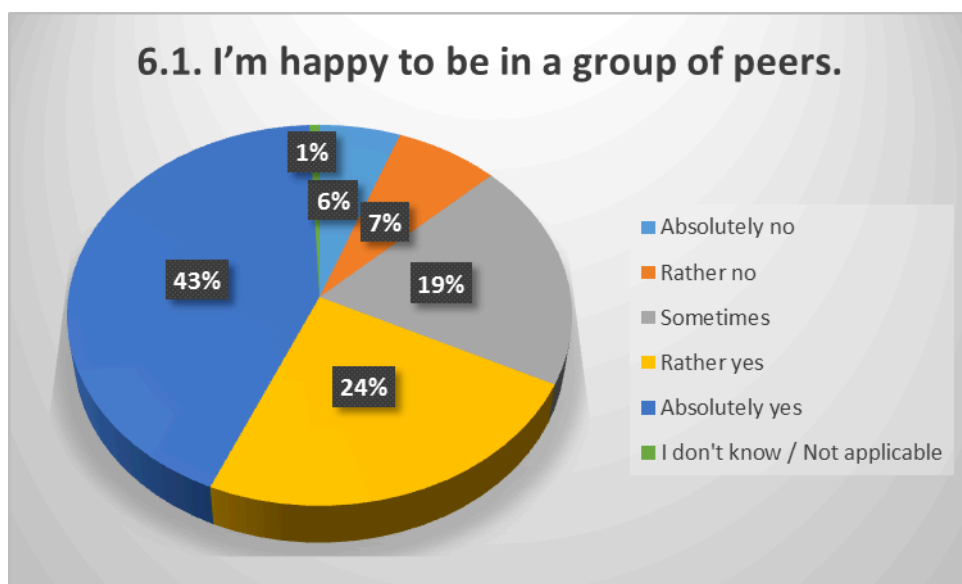
The 6 answers provided were as follows:

- My school is very good – 2;
- The school is sometimes good; some teachers are good - 2;
- I don't like the school (13 years old and has pointed out concerning importance of learning that it is absolutely important for him);
- Our school is very good. I go to school with desire. The best thing about the school is the teachers. They explain well. They will always help you if you want. I am willing to go to school to learn something and I know that with such teachers as ours, I will be able to understand and it will be interesting.

### 2.3.1.6. Social and emotional competences of students

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

Answers	Number	%
Absolutely no	32	5,68
Rather no	41	7,28
Sometimes	109	19,36
Rather yes	136	24,16
<b>Absolutely yes</b>	<b>241</b>	<b>42,81</b>
I don't know/NA	4	0,71



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

Answers	Number	%
Absolutely no	86	15,28
Rather no	104	18,47
Sometimes	118	20,96
Rather yes	82	14,56
<b>Absolutely yes</b>	<b>154</b>	<b>27,35</b>
I don't know/NA	19	3,38

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

Answers	Number	%
Absolutely no	27	4,80
Rather no	59	10,48

Sometimes	204	<b>36,23</b>
Rather yes	159	<b>28,24</b>
Absolutely yes	100	17,76
I don't know/NA	14	2,49

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

Answers	Number	%
Absolutely no	30	5,33
Rather no	91	16,16
Sometimes	245	<b>43,52</b>
Rather yes	113	20,07
Absolutely yes	68	12,08
I don't know/NA	16	2,84

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

Answers	Number	%
Absolutely no	7	1,24
Rather no	73	12,97
Sometimes	123	21,85
Rather yes	<b>168</b>	<b>29,84</b>
Absolutely yes	<b>182</b>	<b>32,33</b>
I don't know/NA	10	1,77

**6.6. I like working and collaborating in groups.**

Answers	Number	%
Absolutely no	23	4,08
Rather no	50	8,88
Sometimes	<b>163</b>	<b>28,95</b>
Rather yes	<b>154</b>	<b>27,35</b>
Absolutely yes	<b>154</b>	<b>27,35</b>
I don't know/NA	19	3,38

**6.7. I am open in contact with adults.**

Answers	Number	%
Absolutely no	23	4,08
Rather no	63	11,19
Sometimes	109	19,36



<b>Rather yes</b>	<b>218</b>	<b>38,72</b>
Absolutely yes	123	21,85
I don't know/NA	27	4,80

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

Answers	Number	%
Absolutely no	27	4,80
Rather no	36	6,39
Sometimes	123	21,85
<b>Rather yes</b>	<b>186</b>	<b>33,04</b>
<b>Absolutely yes</b>	<b>177</b>	<b>31,44</b>
I don't know/NA	14	2,48

**6.9. I easily make contacts with my peers.**

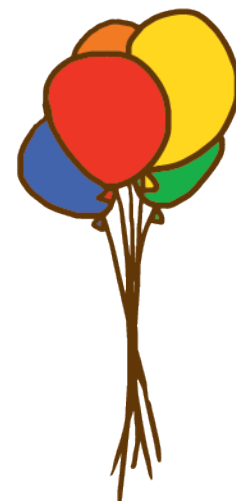
Answers	Number	%
Absolutely no	35	6,22
Rather no	25	4,44
Sometimes	100	17,76
<b>Rather yes</b>	<b>159</b>	<b>28,24</b>
<b>Absolutely yes</b>	<b>222</b>	<b>39,43</b>
I don't know/NA	22	3,91

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

Answers	Number	%
Absolutely no	45	7,99
Rather no	50	8,88
<b>Sometimes</b>	<b>150</b>	<b>26,64</b>
<b>Rather yes</b>	<b>159</b>	<b>28,24</b>
<b>Absolutely yes</b>	<b>141</b>	<b>25,04</b>
I don't know/NA	18	3,20

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

Answers	Number	%
Absolutely no	23	4,08
Rather no	32	5,68
Sometimes	118	20,96
<b>Rather yes</b>	<b>132</b>	<b>23,44</b>



<b>Absolutely yes</b>	<b>245</b>	<b>43,52</b>
I don't know/NA	13	2,31

**6.12. I am aware of my rights.**

Answers	Number	%
Absolutely no	36	6,39
Rather no	27	4,80
Sometimes	79	14,03
<b>Rather yes</b>	<b>215</b>	<b>38,19</b>
<b>Absolutely yes</b>	<b>165</b>	<b>29,31</b>
I don't know/NA	41	7,28

**6.13. I respect the rights and freedoms of others.**

Answers	Number	%
Absolutely no	27	4,79
Rather no	27	4,79
Sometimes	50	8,88
<b>Rather yes</b>	<b>168</b>	<b>29,84</b>
<b>Absolutely yes</b>	<b>257</b>	<b>45,64</b>
I don't know/NA	34	6,05

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

Answers	Number	%
Absolutely no	54	9,59
Rather no	73	12,97
<b>Sometimes</b>	<b>218</b>	<b>38,72</b>
Rather yes	91	16,16
Absolutely yes	123	21,85
I don't know/NA	4	0,71

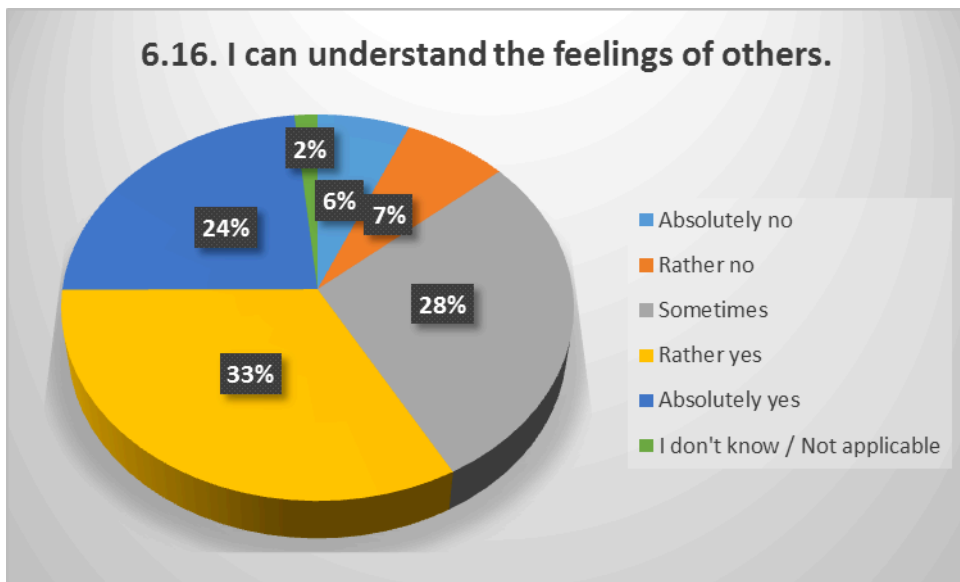
**6.15. Usually I have a good mood and I can easily show my well-being.**

Answers	Number	%
Absolutely no	18	3,20
Rather no	41	7,28
<b>Sometimes</b>	<b>176</b>	<b>31,26</b>
<b>Rather yes</b>	<b>155</b>	<b>27,53</b>
<b>Absolutely yes</b>	<b>155</b>	<b>27,53</b>

I don't know/NA	18	3,20
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**6.16. I can understand the feelings of others.**

Answers	Number	%
Absolutely no	36	6,39
Rather no	41	7,28
<b>Sometimes</b>	<b>159</b>	<b>28,24</b>
<b>Rather yes</b>	<b>186</b>	<b>33,03</b>
Absolutely yes	132	23,44
I don't know/NA	9	1,62



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

Answers	Number	%
Absolutely no	95	16,87
Rather no	114	20,25
<b>Sometimes</b>	<b>172</b>	<b>30,55</b>
Rather yes	73	12,97
Absolutely yes	95	16,87
I don't know/NA	14	2,49

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

Answers	Number	%
<b>Absolutely no</b>	<b>118</b>	<b>20,96</b>

Rather no	104	18,47
<b>Sometimes</b>	<b>159</b>	<b>28,24</b>
Rather yes	73	12,97
Absolutely yes	95	16,87
I don't know/NA	14	2,49

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

Answers	Number	%
Absolutely no	114	20,25
Rather no	109	19,36
<b>Sometimes</b>	<b>154</b>	<b>27,35</b>
Rather yes	95	16,87
Absolutely yes	77	13,68
I don't know/NA	14	2,49

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

Answers	Number	%
Absolutely no	123	21,85
Rather no	118	20,96
Sometimes	127	22,56
Rather yes	73	12,97
Absolutely yes	117	20,78
I don't know/NA	5	0,88



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

Answers	Number	%
Absolutely no	36	6,39
Rather no	41	7,28
Sometimes	110	19,54
<b>Rather yes</b>	<b>162</b>	<b>28,77</b>
<b>Absolutely yes</b>	<b>195</b>	<b>34,64</b>
I don't know/NA	19	3,37

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

Answers	Number	%
Absolutely no	36	6,39
Rather no	23	4,08

Sometimes	73	12,97
Rather yes	159	28,24
<b>Absolutely yes</b>	<b>263</b>	<b>46,71</b>
I don't know/NA	9	1,61

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

Answers	Number	%
Absolutely no	59	10,48
Rather no	32	5,68
<b>Sometimes</b>	<b>168</b>	<b>29,84</b>
<b>Rather yes</b>	<b>150</b>	<b>26,64</b>
Absolutely yes	119	21,13
I don't know/NA	35	6,22

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

Answers	Number	%
Absolutely no	54	9,59
Rather no	68	12,07
Sometimes	118	20,95
Rather yes	109	19,36
<b>Absolutely yes</b>	<b>200</b>	<b>35,55</b>
I don't know/NA	14	2,48

**6.25. I avoid conflict situations.**

Answers	Number	%
Absolutely no	36	6,39
Rather no	41	7,28
Sometimes	104	18,47
<b>Rather yes</b>	<b>212</b>	<b>37,66</b>
Absolutely yes	125	22,20
I don't know/NA	45	7,99

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

Answers	Number	%
Absolutely no	39	6,92
Rather no	59	10,47
Sometimes	143	25,40



<b>Rather yes</b>	<b>203</b>	<b>36,06</b>
Absolutely yes	100	17,76
I don't know/NA	19	3,39

**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).**

Answers	Number	%
<b>Absolutely no</b>	<b>263</b>	<b>46,71</b>
Rather no	118	20,96
Sometimes	59	10,48
Rather yes	41	7,28
Absolutely yes	41	7,28
I don't know/NA	41	7,28

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

Answers	Number	%
<b>Absolutely no</b>	<b>204</b>	<b>36,23</b>
Rather no	140	24,87
Sometimes	86	15,28
Rather yes	50	8,88
Absolutely yes	54	9,59
I don't know/NA	29	5,15

**6.29. I often cause conflicts.**

Answers	Number	%
<b>Absolutely no</b>	<b>226</b>	<b>40,14</b>
Rather no	172	30,55
Sometimes	94	16,70
Rather yes	40	7,10
Absolutely yes	20	3,55
I don't know/NA	11	1,95

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

112 students answered with "No".

436 students didn't answer.

15 students answered.

The answers provided could be summarized as follows:

- The questionnaire was interesting – 10;

- I can't understand how this questionnaire will make things in the school better – 1;
- I have answered many similar questionnaires but nothing changed for better – 2;
- For all thing that do not go well in the school the teachers are blamed, I do not agree – 1;
- Puberty is bad thing, it is difficult period for the students and for the teachers – 1.



### 2.3.1.7. General conclusions

#### 1) School and its surroundings

In the group of students involved in the survey prevail those who sometimes like their school (43%), followed by the ones that marked answer “rather yes” (34%). Substantially lower is the share of students who definitely like the school – 12%.

The perception of the safety among students is relatively good. 44 % of them shared that the area where the school is located is rather safe, 28% consider it absolutely safe. More than half of the students (55%) declare that they feel absolutely safe at school.

According to the majority of students the conditions in schools are good – 50% assess them as rather comfortable and 27% are absolutely satisfied. The students share that the school provides learning materials (51% of them gave answer “absolutely yes” and 25% - “rather yes”).

The situation about the opportunities provided by the school for gaining experience in practical activities is quite different. The majority of students (60%) gave negative answers at different extent – “absolutely no” (31%) and “rather no” (29%). The positive answers represent only 12% totally.

Half of the students are satisfied with the space provided in the school for extracurricular activities (27 % - “rather” and 23% - “absolutely”), 30% only sometimes. Negative opinions were given by 17% of the students in total. The majority of the group (82%) declared that the school organizes extracurricular events, 64% of which expressed absolutely definite opinion. Above half of the students (59%) like taking part in extracurricular events – 35% “absolutely”, 24% “rather”. 23% of the group like to participate in such events “sometimes”. The data shows that the students are satisfied with extracurricular events and further developments in this respect could be focused on diversification of topics they are related to in order to involve students in activities that are both interesting for them and support their personal development, broaden their experience and make learning and school in general more attractive.

42% from the students think that they are not treated too harshly in the school (both negative answers are with equal shares). The middle position “sometimes” was pointed out by 34% of the students. The positive answers attract 25% of the opinions.

Concerning the feeling of belonging to the school, 32% of the students rather and 20% absolutely experience it, but 34% point out that this is only sometimes true for them and totally 12% gave negative answers. Only 31% of the students involved in the survey pointed out that it is rather (17%) or absolutely (14%) interesting for them to go to school and 36% - only sometimes. For 32% it is rather (18%) or absolutely (14%) not interesting. These results reflect the students’ attitude to the school and outline a situation, related to the early school leaving phenomenon, that needs intensified efforts in implementing approaches and methods for improvement.

With respect to existence of students belonging to different culture, the students’ answers are divided equally between positive and negative answers, both having total shares of 42%. The option “rather” prevails in the two cases. The remaining part of 9% pointed “sometimes”. The data reflects the real situation – in some schools there are students from the main minority groups (Roma and Turkish), while in others – no, depending on the region. 39% from the students consider the situation rather (22%) or absolutely (17%) positive. Another 21% declare middle position – “sometimes”. Negative opinions attract 17% of opinions in total, definitely negative prevailing (“absolutely no” - 11%). The results probably reflect negative experience or negative attitude to representatives of different cultures in the school community, students’ environment etc. In any case, the need of

targeted and adequate actions for improvement with respect to acceptance of people belonging to another culture is obvious.

43% of the students think that the school rather (30%) or absolutely (13%) helps students who risk to leave their education. The remaining part is distributed among the opposite position (24% of negative answers), 18% - don't know and 16% of students who chose the middle "sometimes".

Concerning the support provided by the school to students at risk of not being in the next grade students' opinion is better – 58% expressed positive opinion though at different extent, "rather" (35%) prevailing over "absolutely yes" (23%), the total share of negative answers is lower (13%). The students who pointed out "don't know" (18%) are again more than the voices of those who think this happens "sometimes" (11%).

57% of students think that school helps students who are at risk of having poorer school performance ("rather" - 31%, "absolutely" - 26%). The opposite position was shared by 17% of students ("rather no"- 12%, "absolutely no" – 5%), followed by students who pointed out "sometimes" with almost the same share of 16%.

According to 48% of respondents the school helps students who show risky behaviour ("rather" – 33%, "absolutely" - 15%). However, 31% share negative opinion, of which 21% definitely deny availability of such help and the middle position "sometimes" is supported by 7%. These results give basis for concerns, especially considering the high share of risky behaviours registered among the students in the country by other surveys published.

Cases of discrimination of boys and girls belonging to a minority are not frequent according to the students – 38% of the students shared that this does not happen ("rather no" - 31%, "absolutely no" – 18%), 28% pointed out "sometimes". But opposite position is supported by 20% with equal shares of both options – "rather yes" and "absolutely yes". In this context the opinion about whether the school helps students who are discriminated because they belong to some minority are relatively encouraging – positive answers were given by 53% of the students ("rather yes" – 33%, "absolutely yes" – 20%). The remaining part of opinions are distributed among negative answers (14% in total), sometimes (15%) and those who don't know (18%).

There are episodes of aggression and bullying according to 54% of the students, the option "absolutely" attracting 35% of opinions. 23% of students shared that it happens sometimes. The voices for absence of such cases in the school represent only 18%. Most of the students (64%) think that the school provides help to students that suffer aggression/violence, the definite position "absolutely" (44%) substantially prevailing over "rather" (20%). The opposite opinion was shared by 13%. "Sometimes" was pointed out by 15% of the students.

The majority of students (68%) consider their school a place to get help if they need it ("absolutely" – 35%, "rather" - 33%), 12% rely on it "sometimes". The negative position attracts 12% of opinions.

All results, related to the help and support provided to students by the school in different situations, presented above give basis to conclude that the actions in this area need to be intensified, the support has to be provided on regular basis with focus on prevention of situations, the help available and provided to be more visible for the students. Good prerequisites for this exist, considering the trust expressed by students in the potential of the school to help them when necessary.

The major part of students (69%) thinks that the school gives importance to topics like integration and tolerance, the option "absolutely" attracting 44% of opinions. Opposite position was shared by only 8% of students and "sometimes" was pointed out by 15%.

According to 41% of students their parents are involved in the school activities, 28,24% think that this happens sometimes, 20% gave negative answers.

## 2) School relations

With respect to students' relations in the school the results outline relatively good situation considering the following:

- The contact with the headmaster are good for 45% of the students (25 % - "rather", 20% – "absolutely");
- The communication with the secretarial/security staff is satisfactory for 45% of students (32% - "rather", 13% – "absolutely");
- For the majority of students (71%) their relationships with the class teacher are good ("absolutely" – 49%, rather 22%), for 30% they are sometimes good, 18% gave negative answers;
- Most of the students (68%) have rather (43%) or absolutely good (25%) communication with the other teachers, opposite opinion is supported by 8%;

According to 55% of the students, teachers treat them rather (36%) or absolutely (19%) fairly. However, 30% think that this is so only sometimes and 15% don't share the opinion that teachers treat them fairly. 50% of students think that teachers rather (26%) or absolutely (22%) encourage them to express own views, while for 24% of students, teachers encourage them only sometimes. At the same time most of the students (64%) count on teacher's help when they need it ("rather"- 41%, "absolutely" – 23%), 25% only sometimes. Those, who don't rely on teachers' support are 7% in total. The majority of students (71%) have absolutely (48%) or rather (25%) good contact with the other students. However, the atmosphere in the class is not so good. Being together with classmates is something half of the students like at different extent ("rather" – 29%, "absolutely" – 27%) and for 28% this is pleasant only sometimes. Moreover, the students who think that their classmates are friendly and supportive are about 1/3 of all (31%) and another 30% shared that this happens sometimes. Definitely satisfied with the friendliness and support of their classmates are 20% of students. At the same time the level of acceptance of their individuality by classmates is rather (38%) or absolutely (32%) satisfactory for most of the students (60%). The shares of students who shared the opposite opinion and think they are accepted sometimes are equal (13%).

The results related to the atmosphere in the classroom outline the necessity of providing assistance to students in maintaining more friendly and supportive relationships.

The students are definitely convinced that they can rely on parents' support if they have any problems at school - the majority (71%) of students think that their parents are absolutely ready to help them and even more (73%) stated that parents encourage them to learn well.

According to 56% of the students, parents absolutely (33%) or rather (23%) willingly come to school to talk with teachers. The opposite opinion is supported by 16%. The option "sometimes" attracts 23% of voices. The readiness of parents to cooperate with the school could be further improved with focus on school initiatives that meet their expectations, needs and interests.

## 3) Students' well – being at school

Students answers give basis to conclude that the majority feels comfortable at school and does not suffer abuse because of:

- ethnic or cultural background (“absolutely no” – 52%,” rather no” – 15%; “I don’t know/NA” – 12%);
- colour of skin (“absolutely no” – 67%, “rather no” – 6 %; “I don’t know/NA” – 12%);
- accent or language (“absolutely no” – 58%, “rather no” – 4 %; “I don’t know/NA” – 9%);
- sexual orientation (“absolutely no” – 77%, “rather no” – 9%; “I don’t know/NA” – 4%);
- physical characteristics (“absolutely no” – 51%, “rather no” – 5 %; “I don’t know/NA” – 12%);
- disability or disorder (“absolutely no” – 51%, “rather no” – 6 %; “I don’t know/NA” – 13%);
- way of studying (“absolutely no” – 51%, “rather no” – 18 %; “I don’t know/NA” – 0%);
- material status of the family (“absolutely no” – 61%, “rather no” – 8 %; “I don’t know/NA” – 8%).

It is necessary to point out that the share of students who gave answer “sometimes” for the following reasons for discomfort at school is relatively high:

- disability and disorder – 20,50%;
- the way of studying – 19,18%;
- physical characteristics - 18,13%;
- accent or language - 16,34%.

Comments were provided for physical characteristics, related mainly with mocking for being tall, as well as for the way of studying, again because of mocking for being slow and using insulting words.

The other reasons pointed out by students could be summarised as follows:

- teachers (teachers are bad; they give too many homework) – 5;
- other students (my classmates are destructive, other students are aggressive and mocking without reason, I am often being mocked, other students do not understand me) – 5.

Two students wrote that they have other reasons for feeling uncomfortable at school but they don’t want to share them.

#### 4) Meaning of “learning” for students

For the majority of students (70%) learning is absolutely (38%) or rather (32%) important. The opposite opinion is shared by totally 10% and the middle position “sometimes” attracted 17% of the voices. According to the students learning is not so important for their peers. Half of them think that learning is rather (36%) or absolutely (14%) important for their friends/classmates. The negative answers here are twice higher (20%), substantially higher is the share of those who pointed “sometimes” (25%).

In the context of the declared high personal importance of learning the level of self-mobilization for learning is not high enough. 43% of students stated that they rather (25%) or absolutely (18%) mobilize themselves for learning. The students that only sometimes do this are 36%. Negative answers comprise 17%. Moreover, the students are not active enough in trying to understand the issues discussed at school – 52% point out that they rather (34%) or absolutely (18%) invest efforts in this, 26% say they do it only sometimes and 14% don’t do additional work to understand things that were discussed at school. The interest in gaining additional deeper knowledge to the one provided at school is also low. Only 34% of students share that they rather (19%) or definitely (15%) devote time to such activity, 44% - only sometimes, 16% - rather no or definitely no.

According to students the pressure from parents for achievements at school is low – 35% of opinions were for “rather no” and 22% for “absolutely no”. Existence of rather and too high expectations was declared by 21% of students in total. According to another 21% of students’ parents require higher

achievements only sometimes. Based on students' answers the pressure from teachers is also low - 45% students pointed out that their teachers rather do not expect too much from them and 12% - definitely don't. The existing pressure ("rather yes" and "absolutely yes") executed by teachers is lower (19%) than that by parents. However, 24% of students think that sometimes teachers' requirements are quite high.

The level of satisfaction with the process of learning new things is average – for 55% of the students learning new things is rather (40%) or absolutely (15%) enjoyable challenge. But the share of those who enjoy learning only sometimes is relatively high – 31%. The negative answers ("rather no" and "absolutely no") represent in total 15% opinions.

Only 16% of students share the opinion that dropping out of school definitely has negative consequences, and 40% think that the consequences are rather negative.

According to students their achievements in learning depend mainly on: their commitment (79%), the time they devote to learning (53%), their abilities (39%) and teachers' work (36%). Parents' help attracted 20% of voices, the atmosphere in the classroom – 15%. Five answers were added – Internet (2), self-motivation (2) and nobody.

Among persons who provide support to students in learning the mother occupies the first place (55%), followed by teachers (42%), father (25%), classmates or friends (11%). Other answers were also provided (12 in total): other family members (grandmother – 6 voices; grandfather – 1); the whole family -2; relatives (cousins, aunt), private lessons.

The results about the prevailing levels in the individual learning styles according to the students' opinion are as follows:

- I learn by heart because I do not understand everything - level 4 (29%), level 3 (24%);
- I'm learning to understand - level 3 (31%), level 4 (28%), level 5 (23%);
- I do not learn at all because I remember everything from class - level 1 (38%), level 3 (24%), level 2 (18%);
- I learn through trials and mistakes - level 3 (27%), level 5 (25%), level 4 (23%);
- I learn by solving problems - level 1 (26%), level 3 (26%)
- I learn by imitation - level 1 (30%), level 2 (26%), level 3 (21%);
- I prefer other activities than learning - level 5 (35%).

The results presented show that students often learn by heart because they do not understand everything. Learning with understanding is not enough applied. It looks that they have to learn because it is impossible for them to remember everything during the lessons. Nearly half of the students learn through trials and errors and learning by imitation is applied by most of the students. Learning by solving problems is used at low extent – only lower levels prevail and it should be pointed out that levels 4 and 5 are pointed out by totally 29% of students. The share of students who prefer other activities than learning is quite high.

The results from students' self-assessment of the life skills development are as follows:

- Decision making and problem solving - level 4 (29%), level 5 (24%), level 3 (22%);
- Creative thinking and critical thinking - level 3 (29%), level 4 (23%), level 5 (21%);
- Effective communication and maintaining good interpersonal relationships - level 3 (32%), level 5 (26%), level 4 (21%);
- Self-awareness and empathy - level 3 (25%), level 5 (24%);
- Coping with emotions and stress management - level 5 (24%), level 3 (22%).



It is obvious that students assess high their life skills, especially decision making and problem solving skills (levels 4 and 5 attract 53% of opinions).

The students that have plans for the future and shared them represent 56% of the whole group (314 students). It is necessary to point out that among them the majority (264 students) has only general idea about own future, related mainly with the intention to start working after finishing school, to make money, continue studying, help other people, have a good and well paid job, start own business, study in university, to do something I like and brings me profit. The remaining part (50 students) wrote a particular profession they would like to practice. 131 (23%) students did not answer and 118 (21%) students wrote they do not know/ have not decided yet what they will do in the future.

The students who shared their plans for the future and answered the question about their strengths and the skills they have. Part of them pointed out that they do not know what their strengths are – 58 (1 of them in the previous question answered he wants to make money), others shared they have no strengths – 41 and 1 – wrote “I am strong in everything”. Answers related to individual strengths were provided by 214 students. Those who have pointed out professions, in most of the cases wrote skills related to them. The answers provided could be grouped as follows:

- Skills in particular area where school subjects (112 students), sports disciplines (23) and other areas (40 students) were listed;
- Skills related to communication (21 students);
- Personal characteristics (18 students).

### 5) Social and emotional competences of students

Most of the students (67%) state that they are definitely (42%) or rather (24%) happy to be in a group of peers. The opposite feeling is shared by 13% of the students. It should be pointed out that those who only sometimes feel well to be with their peers represent relatively high share – 19%. These results are related with the ones about the atmosphere in the classroom presented above (item 2. School relations).

27% of students would like definitely to be leaders in the peers’ group, followed by those who only sometimes have such intention. Students who do not want to take the leadership at different extent (“rather no” and “absolutely no”) represent around 30%.

The interest in the group’s activities and cooperation with others is at average level. Students declaring such interest are 46% (“rather yes” – 28%, “absolutely yes”- 18%) and the ones who only sometimes cooperate with others have relatively high share – 36%.

When it comes to active participation in lessons the share of students active sometimes is the highest (44%) among all possible options and higher than the total share of the students stating they are active though at different extent (32%).

The results about active participation in games with peers outline better situation. 62% of students absolutely (32%) or rather (32%) actively take part the games. However, the option “sometimes” was pointed out by 22% of the students.

The satisfaction with working in groups is at average level – 54% of students declare they like to collaborate in groups (both options attracted equal share of voices – 27%) and those who like this type of activity sometimes again are with relatively high share – 29%.



Most of the students (61%) are open in contacts with adults at different extent (“rather yes” – 39%, “absolutely yes” - 22%).

64% of the students declare that they rather (33%) or absolutely (31%) respect the rules in the group and try to act according to them. However, the sometimes option is again with relatively high share – 22% and negative answers are 12%, which might be one of the reasons for the results about group work presented above.

Most of the students (67%) build contacts with peers easily (“absolute yes”- 39%, “rather yes” – 28%).

At the same time the level of activity in starting conversation and inviting peers to play together is average – 28% of students point out they are rather and 25% definitely active in this respect, while 27% - sometimes.

The individual activity in helping and cheering up peers is higher – 44% of students state that they are definitely and 23% rather active. But 21% of students only sometimes demonstrate such type of behaviour.

The level of awareness of their rights is not high - the highest share is of the of students declaring they are rather aware (38%), followed by absolutely informed in the field (29%). The respect to the rights and freedoms of other people is substantially higher – 46% of students point out that they absolutely and 30% rather respect them.

The results show that students are not very inclined to share opinion about important for them issues – 39% say they do this sometimes and 38% give positive answers at different extent (22% - “absolutely yes”, 16% - “rather yes”). These results could be related to low level of trust in the peers, close environment, big difference of values in their community, with low level of assertiveness, of self-esteem or of self-confidence. Anyway, this is an area that needs improvement, which is confirmed by the results about saying no to your friends when they force you to do something you don’t like – 36% of students are definitely able to do so, but negative answers represent 22%, sometimes option was chosen by 21% and the share of those who declared “rather yes” is 20%.

The level of emotional development of students in terms of awareness of own emotional state, understanding the feelings of others, expressing own feelings and managing emotions is outlined by the results that follow.

Over half of the students (56%) point out that they usually are rather or definitely in a good mood and can show their well-being. But the share of those who sometimes experience good mood is quite high – 31%.

The level of understanding other people’s feelings is similar – again 56% of students declare that they rather or absolutely understand the feeling of others and 28% - this is possible for them sometimes. Only 37% of the students in total state that it is not difficult for them to explain to friends how they feel (20% - “rather no”; 17% “absolutely no”), for totally 30% - this is a difficulty (13% - “rather yes”; 17% - “absolutely yes”) and 31% find it difficult sometimes.

Hiding inside oneself when they are upset is usual reaction of 30% of students though at different extent (17% - “absolutely yes”, 13% – “rather yes”) and sometimes – for 28% of them.

Concerning understanding how they feel at specific moment 31% of the students in total declare that they never know, opposite opinion is stated by 39% and this happens sometimes to 27% of the students. The situation about knowing the reasons for getting angry is not much better – 34% of the students often don’t know why they are angry, and according to 23% - this happens sometimes.

Students are interested in their friends' feelings – for most of them (64%) this is absolutely (35%) and rather (29%) important. Among the remaining part prevails the group for which their friends' feelings are important sometimes. When their friends are upset 47% of the students are definitely and 28% rather interested in the reason, which in total comprises the majority of students (75%).

The skills for recognizing other peoples' feelings are not well developed – 30% of students declare they are able to do this sometimes, followed by those who point out “rather” (27%) and “absolutely” (21%).

The results presented above definitely show that serious work with students on the development of their emotional intelligence is needed.

Most of the students say they avoid conflicts (60%) – 38% “absolutely” and 22% “rather”. The remaining part is distributed among “sometimes” (18%) and those who are involved in conflicts (13% in total). The constructive behaviour in conflict situations doesn't dominate among students – 36% of students declare that they rather try to deal with conflicts in a peaceful way, followed by 25% of those who do this sometimes. The students definitely trying to resolve conflict peacefully represent 18%, almost as much as those saying that this is not their approach (17%). At the same time most of the students (68%) state they are not aggressive in conflict situations, “absolutely” (47%) substantially prevailing over “rather” (21%). The remaining part is distributed among students behaving aggressively (14% in total, with equal shares of “rather” and absolutely”) and those who are sometimes aggressive. In conflict situations most of students don't easily get angry and run away (36% - “absolutely”, 25% - “rather”). This behaviour is rather or definitely usual for totally 19% and sometimes for 15%.

The results presented above outline the necessity of more intensive work with students on dealing with conflicts, particularly ways of using the conflict as an opportunity for improvement of relationships and personal development.



## 2.3.2. Group B – Pupils 6 - 10 years old

### 2.3.2.1. Class's data

#### 1.1. Age of pupils in the class

1<sup>st</sup> grade – 4 classes – 6 and 7 years - 71 students

2<sup>nd</sup> grade – 6 classes – 7 and 8 years - 114 students

3<sup>rd</sup> grade – 6 classes – 8 and 9 years - 120 students

4<sup>th</sup> grade – 7 classes – 9 and 10 years - 175 students

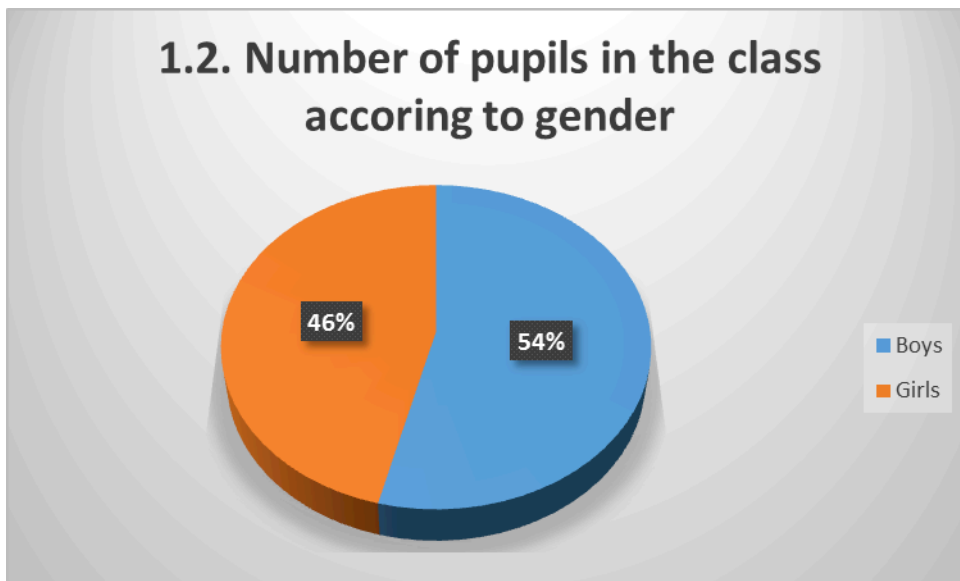
#### 1.2. Number of pupils in the class

Classes by grades	Boys	Girls
<b>1<sup>st</sup> grade</b>		
Class 1	10	9
Class 2	9	9
Class 3	11	8
Class 4	11	13
<b>2<sup>nd</sup> grade</b>		
Class 1	13	11
Class 2	10	9
Class 3	12	11
Class 4	10	15
Class 5	11	14
Class 6	13	10
<b>3<sup>rd</sup> grade</b>		
Class 1	13	5
Class 2	11	12
Class 3	15	5



Class 4	12	6
Class 5	15	4
Class 6	9	8
<b>4<sup>th</sup> grade</b>		
Class 1	11	13
Class 2	12	8
Class 3	15	10
Class 4	15	8
Class 5	12	13
Class 6	12	10

**Totally:** Boys – 259 and Girls – 221 (480 pupils)



### 1.3. Nationality/Nationalities

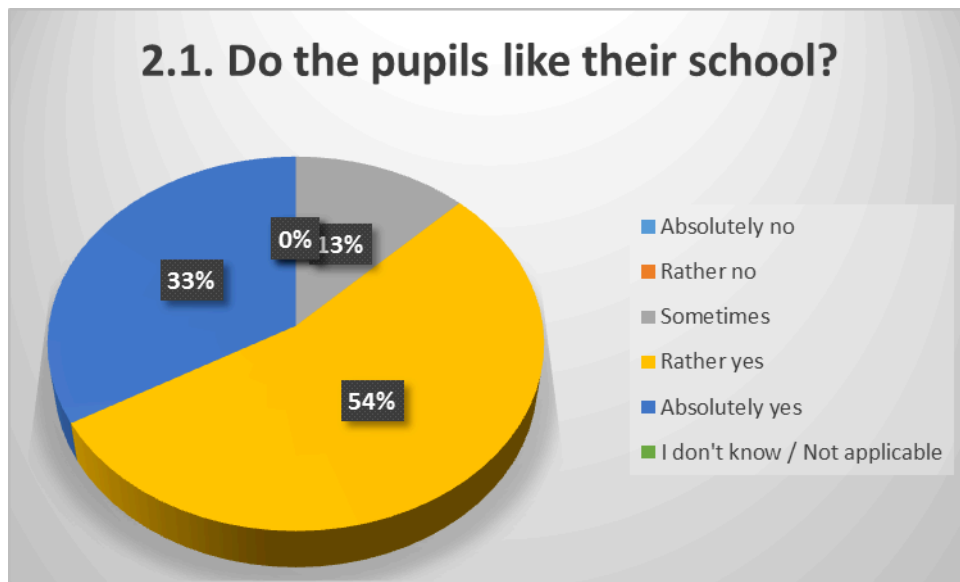
All pupils are Bulgarians.

### 2.3.2.2. School and its surroundings

#### 2.1. Do the pupils like their school?

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	3	13
<b>Rather yes</b>	<b>13</b>	<b>54</b>
Absolutely yes	8	33
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	-	-
<b>Rather yes</b>	<b>17</b>	<b>71</b>
Absolutely yes	7	29
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
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Absolutely no	-	-
Rather no	-	-
Sometimes	-	-
<b>Rather yes</b>	<b>15</b>	<b>63</b>
Absolutely yes	9	37
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	-	-
Rather yes	9	38
<b>Absolutely yes</b>	<b>15</b>	<b>62</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	3	12
Rather no	2	8
<b>Sometimes</b>	<b>9</b>	<b>38</b>
Rather yes	5	21
Absolutely yes	5	21
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	1	4
Rather no	3	12
Sometimes	4	17
Rather yes	5	21
<b>Absolutely yes</b>	<b>11</b>	<b>46</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	2	8
Sometimes	4	17
Rather yes	4	17
<b>Absolutely yes</b>	<b>14</b>	<b>58</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	2	8
Rather yes	6	25
<b>Absolutely yes</b>	<b>16</b>	<b>67</b>
I don't know/NA	-	-

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

Additional comments: 3 teachers pointed out Roma minority, 1 – Chinese

Answers	Number	%
Absolutely no	3	12
Rather no	4	17
<b>Sometimes</b>	<b>6</b>	<b>25</b>
<b>Rather yes</b>	<b>6</b>	<b>25</b>
<b>Absolutely yes</b>	<b>5</b>	<b>21</b>
I don't know/NA	-	-

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

Additional comments: no

1 teacher did not answer.

Answers	Number	%
Absolutely no	-	-
<b>Rather no</b>	<b>6</b>	<b>26</b>
Sometimes	3	13
<b>Rather yes</b>	<b>6</b>	<b>26</b>
Absolutely yes	4	17
I don't know/NA	4	17

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	5	21
<b>Sometimes</b>	<b>10</b>	<b>41</b>
Rather yes	5	21
Absolutely yes	4	17
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	1	4
Sometimes	7	29
Rather yes	4	17
<b>Absolutely yes</b>	<b>12</b>	<b>50</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	1	4
Sometimes	1	4
<b>Rather yes</b>	<b>11</b>	<b>46</b>
<b>Absolutely yes</b>	<b>11</b>	<b>46</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	1	4
Rather no	-	-
Sometimes	-	-
Rather yes	8	33
<b>Absolutely yes</b>	<b>15</b>	<b>62</b>
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	1	4
Rather no	1	4
Sometimes	5	21
<b>Rather yes</b>	<b>8</b>	<b>33</b>
<b>Absolutely yes</b>	<b>9</b>	<b>38</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	1	4
Rather no	1	4
Sometimes	7	29
Rather yes	3	13
<b>Absolutely yes</b>	<b>12</b>	<b>50</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	1	4
Sometimes	-	-
<b>Rather yes</b>	<b>12</b>	<b>50</b>
<b>Absolutely yes</b>	<b>11</b>	<b>46</b>
I don't know/NA	-	-

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

Only 1 teacher provided comment: More attention should be paid to the promotion of good relationships and to the prevention of problematic and conflict situations in the school.

**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?**

11 teachers provided conclusions that could be summarized as follows:

- During classes pupils like: working in small groups; game elements in the class activities; interactive methods;
- From the subjects they like mathematics, Bulgarian language, physical activities;

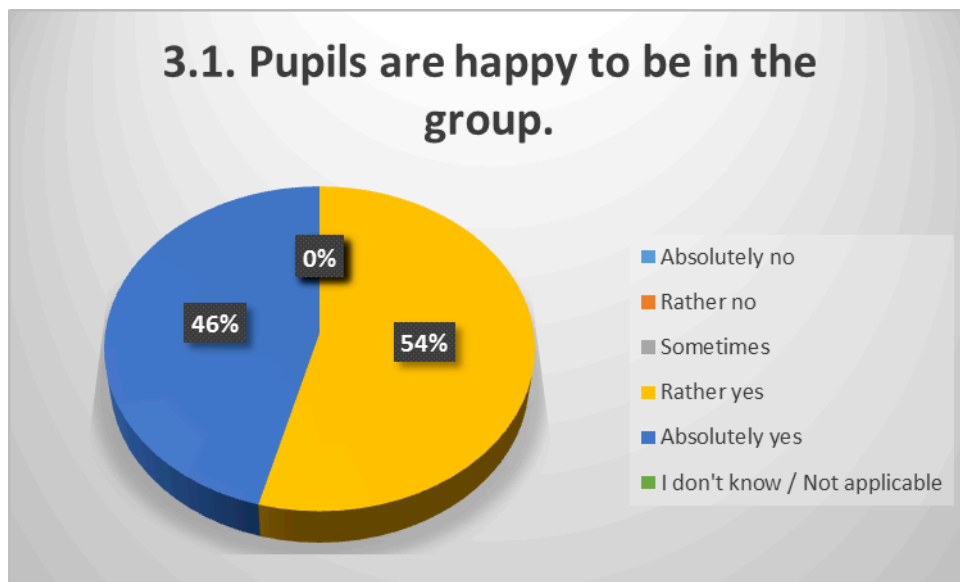
- They like sports activities and playing together, especially games related with movements during breaks and after classes;
- They like out of school and out of class activities – interest clubs, especially dance and different artistic workshops (drawing, singing, acting), excursions, „green lessons” (lessons in a mountain, forest);
- They like meeting friends and playing together during breaks.

### 2.3.2.3. Social and emotional competences of pupils

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	-	-
<b>Rather yes</b>	<b>13</b>	<b>54</b>
<b>Absolutely yes</b>	<b>11</b>	<b>46</b>
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	2	8
Rather no	2	8
Sometimes	3	13
Rather yes	7	29
<b>Absolutely yes</b>	<b>10</b>	<b>42</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	2	8
<b>Rather yes</b>	<b>17</b>	<b>71</b>
Absolutely yes	5	21
I don't know/NA	-	-

**3.4. Pupils are active during lessons.**

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	3	12
<b>Rather yes</b>	<b>10</b>	<b>42</b>
<b>Absolutely yes</b>	<b>11</b>	<b>46</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	1	4
Rather yes	7	29
<b>Absolutely yes</b>	<b>16</b>	<b>67</b>
I don't know/NA	-	-

**3.6. Pupils cooperate in group.**

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	1	4
<b>Rather yes</b>	<b>14</b>	<b>58</b>
Absolutely yes	9	38
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	2	8
<b>Rather yes</b>	<b>10</b>	<b>42</b>
<b>Absolutely yes</b>	<b>12</b>	<b>50</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	-	-
<b>Rather yes</b>	<b>18</b>	<b>75</b>
Absolutely yes	6	25
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	5	21
<b>Rather yes</b>	<b>15</b>	<b>62</b>
Absolutely yes	4	17
I don't know/NA	-	-

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

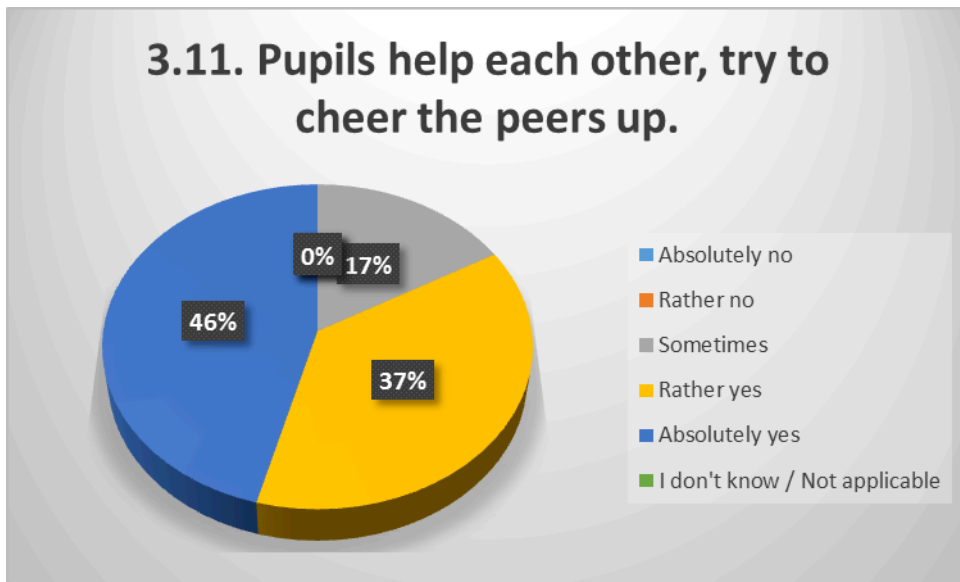
Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	5	21
<b>Rather yes</b>	<b>14</b>	<b>58</b>
Absolutely yes	5	21
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	4	17
<b>Rather yes</b>	<b>9</b>	<b>37</b>
<b>Absolutely yes</b>	<b>11</b>	<b>46</b>
I don't know/NA	-	-



**3.12. Pupils are aware of their rights.**

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	1	4
Sometimes	2	8
<b>Rather yes</b>	<b>14</b>	<b>58</b>
Absolutely yes	7	29
I don't know/NA	-	-

**3.13. Pupils respect the rights and freedom of others.**

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-

Sometimes	5	21
<b>Rather yes</b>	<b>15</b>	<b>62</b>
Absolutely yes	4	17
I don't know/NA	-	-

**3.14. Pupils talk about important issues for them.**

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	6	25
<b>Rather yes</b>	<b>11</b>	<b>46</b>
Absolutely yes	7	29
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	1	4
Sometimes	7	29
<b>Rather yes</b>	<b>10</b>	<b>42</b>
Absolutely yes	6	25
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	1	4
<b>Rather yes</b>	<b>15</b>	<b>62</b>
Absolutely yes	8	34
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	4	17

<b>Rather yes</b>	<b>15</b>	<b>62</b>
Absolutely yes	5	21
I don't know/NA	-	-

**3.18. Pupils avoid conflict situations.**

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	8	34
<b>Rather yes</b>	<b>13</b>	<b>54</b>
Absolutely yes	3	12
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	10	42
<b>Rather yes</b>	<b>12</b>	<b>50</b>
Absolutely yes	2	8
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	1	4
<b>Rather no</b>	<b>10</b>	<b>42</b>
<b>Sometimes</b>	<b>10</b>	<b>42</b>
Rather yes	3	12
Absolutely yes	-	-
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	2	8
<b>Rather no</b>	<b>9</b>	<b>38</b>
<b>Sometimes</b>	<b>10</b>	<b>42</b>



Rather yes	3	12
Absolutely yes	-	-
I don't know/NA	-	-

**3.22. Pupils often cause conflicts.**

Additional comments: no

Answers	Number	%
Absolutely no	-	-
<b>Rather no</b>	<b>16</b>	<b>67</b>
Sometimes	5	21
Rather yes	3	12
Absolutely yes	-	-
I don't know/NA	-	-

**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.**

Number of teachers that did not answer: 13

Number of teachers that answered: 11

In the short descriptions provided by teachers the emotional and social development of their pupils is assessed as good and adequate for the age. The arguments provided include statements that pupils express their emotions appropriately, express empathy, help each other, respect social rules, work well in teams, accept other children individualities, the conflict situations that arise are usually quickly solved.



### 2.3.2.4. Learning styles of pupils

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

One teacher did not answer to the questions included in this part.

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

1	2	3	4	5	I don't know
2 (9%)	<b>7 (30%)</b>	<b>10 (43%)</b>	4 (18%)	0 (0%)	0 (0%)

##### 4.1.2. They learn to understand

1	2	3	4	5	I don't know
0 (0%)	3 (13%)	6 (26%)	<b>10 (43%)</b>	4 (18%)	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
2 (9%)	<b>8 (35%)</b>	<b>10 (43%)</b>	3 (13%)	0 (0%)	0 (0%)

##### 4.1.4. They learn through trials and mistakes

1	2	3	4	5	I don't know
3 (13%)	4 (18%)	<b>7 (30%)</b>	<b>7 (30%)</b>	2 (9%)	0 (0%)

##### 4.1.5. They learn by solving problems

1	2	3	4	5	I don't know
0 (0%)	4 (18%)	<b>9 (39%)</b>	<b>7 (30%)</b>	3 (13%)	0 (0%)

##### 4.1.6. They learn by imitation

1	2	3	4	5	I don't know
0 (0%)	4 (18%)	<b>6 (26%)</b>	<b>12 (52%)</b>	1 (4%)	0 (0%)

##### 4.1.7. They prefer other activities than studying

1	2	3	4	5	I don't know
4 (18%)	4 (18%)	0 (0%)	<b>14 (60%)</b>	0 (0%)	1 (4%)

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

Only 7 teachers provided answers:

- The styles are very different depending on pupil's temperament;
- My students learn mainly by imitation and by trials and errors;
- They try to understand, they don't like to study by heart;
- They prefer visual tools;
- They most easily learn in small groups' activities and when involved in game like activities;
- They like solving problems in teams;
- I encourage the interaction between pupils in groups with distributed responsibilities

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

One teacher did not answer the questions included in this section.

##### 4.2.1. Decision making and problem solving

1	2	3	4	5	I don't know
0 (0%)	5 (22%)	10 (43%)	6 (26%)	2 (9%)	0 (0%)

##### 4.2.2. Creative thinking and critical thinking.

1	2	3	4	5	I don't know
1 (4%)	6 (26%)	2 (9%)	9 (39%)	5 (22%)	0 (0%)

##### 4.2.3. Effective communication and maintaining good interpersonal relationships

1	2	3	4	5	I don't know
0 (0%)	2 (9%)	11 (48%)	10 (43%)	0 (%)	0 (0%)

##### 4.2.4. Self-awareness and empathy

1	2	3	4	5	I don't know
1 (4%)	3 (13%)	9 (39%)	7 (31%)	3 (13%)	0 (0%)

##### 4.2.5. Coping with emotions and managing stress

1	2	3	4	5	I don't know
0 (0%)	4 (17%)	13 (56%)	6 (27%)	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.

Answers provided 11 teachers:

- The pupils understand adequately the different life situations.
- Managing difficult situations, self-control and the stress depends at high extent on family environment. Most of the pupils have high self-esteem. For conflict resolution they rely on the teacher. Good time planning.
- Interested in developing critical thinking and assertiveness and understanding others emotions.
- They manage well for their age.

- The pupils manage to assess risk in a particular situation. They work on conflicts resolution. In difficult situations they ask for help.
- Life skills are developed with experience.
- Creativity, positive thinking, collaboration.
- Adequate for the age (2)
- Learning by understanding and team work.
- They manage to do their tasks independently, understand their place among classmates, respect the teacher.



### 2.3.2.5. General conclusions

#### 1) School and its surroundings

According to their teachers, the pupils from this group rather (54%) or absolutely (33%) like their school.

Moreover, the majority of the pupils feel rather safe (71%) and the remaining part (29%) – definitely. The school buildings are convenient (63% - “rather yes”, 37% - “absolutely yes”).

The school provides learning materials to pupils (62% - “absolutely yes”, 38% - “rather yes”).

Considering the opportunities that the school ensures to the pupils for experiments and practical activities, the option “sometimes” is with the highest share – 38%, higher than the definitely positive opinions (21%). The negative answers comprise 20% of voices.

The situation about providing area for pupils’ extra-curricular activities is better – most of the teachers answered positively (46% - “absolutely yes”, 21% - “rather yes”). The total of negative answers and sometimes option reach 33%, having almost equal shares (negative answers in total – 16%, sometimes – 17%). The results show different level of infrastructure of schools with respect to ensuring space for out of class activities.

The school definitely works on organization of extracurricular events for pupils according to 58% of the teachers, 17% declare the lower level and another 17% - sometimes.

The pupils are satisfied with the events, they absolutely (67%) or rather (25%) like to participate in them.

The answers about students belonging to different culture attending the school are divided as is the real situation. The option, “rather yes” and “sometimes” attracted equal shares of voices (25%), “absolutely” – 21%, negative answers in total – 29%. The attitude to this situation is also different. Nobody gave definitely negative answer. The moderate negative and positive opinions have equal shares (26% - “rather” in both cases). 17% of teachers think that pupils accept the situation as absolutely positive, 13% - sometimes and 17% - I don’t know/NA. The results outline relatively low level of acceptance of presence of other cultures’ representatives in the pupils’ community, which needs to be considered in the work with the pupils and their families.

Aggressive behaviour among pupils from this group is not so frequent as in the group of older students. 41% of the teachers declare that such episodes occur sometimes and 38% gave positive answers (21% - “rather yes”, 17% - “absolutely yes”), 21% declare rather absence of aggressive behaviour.

With respect to the help of school for pupils suffering aggression/ violence the teachers’ opinion is that pupils think that school definitely (50%) or rather (17%) supports these students. However, the share of pupils who sometimes trust the school in this aspect is quite high – 29%. But according to the majority of teachers (92%) pupils absolutely or rather accept the school as a place where someone can get help (both options having equal shares of 46%).

From teachers’ point of view pupils are highly satisfied with their contact with teachers (62% - “absolutely yes”, 33% - “rather yes”). The contact of pupils with the school management, administrative and security staff is also good according to the teachers but at lower extent most probably due to the fact that pupils do not have much contact with these representatives of the school non-pedagogical staff.

The majority of teachers think (96%) that pupils perceive their contact with other pupils as rather (50%) or absolutely (46%) good.

Favourite activities of pupils during classes according to teachers are group work, game elements in exercises, interactive methods. They also like lessons in mathematics, Bulgarian language and physical activities and enjoy games during breaks, as well as out of class activities – interest clubs, especially dances and different artistic workshops (drawing, singing, acting), excursions, „green lessons” (lessons in a mountain, forest).

## 2) Social and emotional competences of pupils

The pupils are satisfied with being members of the group (54% - “rather yes”, 46% - “absolutely yes”) which shows that they feel accepted by their classmates.

There are definitely recognised (42%) or rather accepted (29%) leaders in the class, according to the teachers. The other opinions - the negative answers and sometimes attract substantially lower share of voices, respectively 16% and 13%.

The interest in peers and collaboration with them is at average level in the class. Teachers’ moderate positive answers (71% - “rather yes”) prevail over definitely positive estimation (21% - “absolutely yes”), which shows need of additional work with students in the discussed respect. This is confirmed by the opinion of teachers about the cooperation in the group (58% - “rather yes”, 38% - “absolutely yes”).

The majority of teachers (88%) think that pupils in the class are absolutely (46%) or rather (42%) active during lessons. Compared with the older students the younger demonstrate higher level of participation in activities during lessons.

As it might be expected the pupils’ involvement in group plays is even higher (67% - “absolutely yes”, 29% - “rather yes”).

Pupils are open to contact with adults though at different extent (50% - “absolutely yes”, 42% - “rather yes”).

The teachers think that pupils rather (75%) or absolutely (25%) respect the rules in the group.

Building relationships between pupils in the group is good - 62% of teachers share the opinion that the attempts for contacts are rather understood by the other children, the share of absolutely yes is quite low (17%), while the option “sometimes” attracted 21% of voices. The level of acceptance in the group is similar. The majority of teachers (79%) think that pupils are rather (58%) or absolutely (21%) active in starting conversation and inviting other children to play together. The opinions that this happens sometimes again comprise 21% of all voices.

The response of pupils to other children’s emotions is at higher level according to teachers – 46% of them think that pupils definitely and 37% rather help and try to cheer up peers, the opinion that this happens sometimes is 17%.

Over half of teachers (58%) think that pupils are rather aware of their rights and 29% - absolutely aware. The remaining opinions (12%) are distributed among rather no (4%) and sometimes (8%).

Pupils’ respect of others’ rights and freedom is assessed by teachers as relatively good, 62% providing answer “rather yes” and 17% - “absolutely yes”. But the share of those who think that pupils respect social norms sometimes is 21%, which should be considered in the work with the pupils from this group.

According to the majority of teachers, pupils rather (46%) or definitely (29%) talk about important for them issues. However, 25% think that this happens sometimes. Comparing this group of pupils with

the older students, the younger one have higher level of assertiveness but this does not mean that the work with pupils in this area should be underestimated.

Different aspects of pupils' emotional development are outlined in the results presented below.

According to 42% of the teachers, pupils are rather able to express their feelings adequately to the situation, followed by those who say that this happens sometimes (29%) and the ones who think that pupils are definitely capable of adequate emotional reaction to particular situation (25%).

The level of pupils' ability to show good mood, contentment and joy is higher according to the teachers (62% - "rather yes", 34% - "absolutely yes"). No negative answers and only 4% of voices support the option "sometimes".

The level of recognition of other people's emotions and empathic response to them is at relatively good level – 62% of the teachers think that pupils rather feel empathy, recognize and name emotions of other children, 21% believe that this is absolutely true for their pupils. The middle position sometimes attracts 21% of opinions.

Pupils rather (54%) or definitely (12%) avoid conflicts according to most of the teachers. The remaining part representing 34% of opinions thinks that this happens sometimes.

The peaceful way of dealing with conflicts is rather usual behaviour of pupils according to 50% of the teachers, followed by those who think that this approach is preferred sometimes (42%), while the share of the definitely positive position is only 8%.

Pupils rather don't behave aggressively in conflict situations, according to 42% of teachers. Another 42% support the opinion that students sometimes are aggressive to other children when involved in conflict.

Pupils sometimes react with anger, insult, turn around, walk away in conflict situations according to 42% of the teachers, followed by those who think that these reactions are rather not usual for the pupils (38%).

Most of the teachers (67%) think that pupils don't cause conflicts. The remaining part is distributed among the opinions that this happens sometimes (21%) or rather often (12%).

The results presented above outline the necessity of work with students on managing negative emotions and development of skills for dealing with conflicts in a constructive way.

In the short descriptions provided by teachers the emotional and social development of their pupils is assessed as good and adequate for the age. The arguments provided include statements that pupils express their emotions appropriately, express empathy, help each other, respect social rules, work well in teams, accept other children individualities, the conflict situations that arise are usually quickly solved.

### 3) Learning styles of pupils

The results about the prevailing levels in pupils learning styles according to the teachers' opinion are as follows:

- They learn by heart because they do not understand everything - level 3 (43%), level 2 (30%);
- They learn with understanding - level 4 (43%)
- They do not learn at all because they remember everything from class - level 3 (43%), level 2 (35%);
- They learn by trial and error - level 3 (30%), level 4 (30%);
- They learn by solving problems – level 3 (39%), level 4 (30%);
- They learn by imitation - level 4 (52%), level 3 (26%);

- They prefer other activities than learning – level 4 (60%).

The result presented above show that, according to teachers, pupils try to learn with understanding but sometimes learn by heart. The pupils do not enough understand everything during lessons and they have to learn at home or most probably because they have assignments for individual work at home. Learning by imitation is quite often used by pupils. The results about learning by solving problems outline the necessity of encouraging students to use it through more intensive implementation of methods based on this learning style during classes and giving tasks requiring finding solutions or reflecting on solutions of problems.

When answering the open questions some teachers pointed out that their pupils learn most easily while working in small groups and when involved in activities that include game elements and finding solutions of problems, other the pupils need visualisation to understand different issues.

The results from teachers' assessment of pupils' life skills development are as follows:

- Decision making and problem solving - level 3 (43%), level 4 (26%);
- Creative thinking and critical thinking - level 4 (39%), level 2 (26%);
- Effective communication and maintaining good interpersonal relationships - level 3 (48%), level 4 (43%);
- Self-awareness and empathy - level 3 (39%), level 4 (24%);
- Coping with emotions and stress management - level 3 (56%), level 4 (27%).

The results presented show that level 3 prevails in the assessment of all life skills except creative critical thinking for which level 4 is with the highest share. The highest is the evaluation of pupils' skills for effective communication. Level 4, except for the two mentioned areas of life skills is relatively low represented. So, further efforts for development of pupils' life skills are needed.





### 2.3.3. Group C – Teachers

#### 2.3.3.1. Personal data

##### 1.1. Age

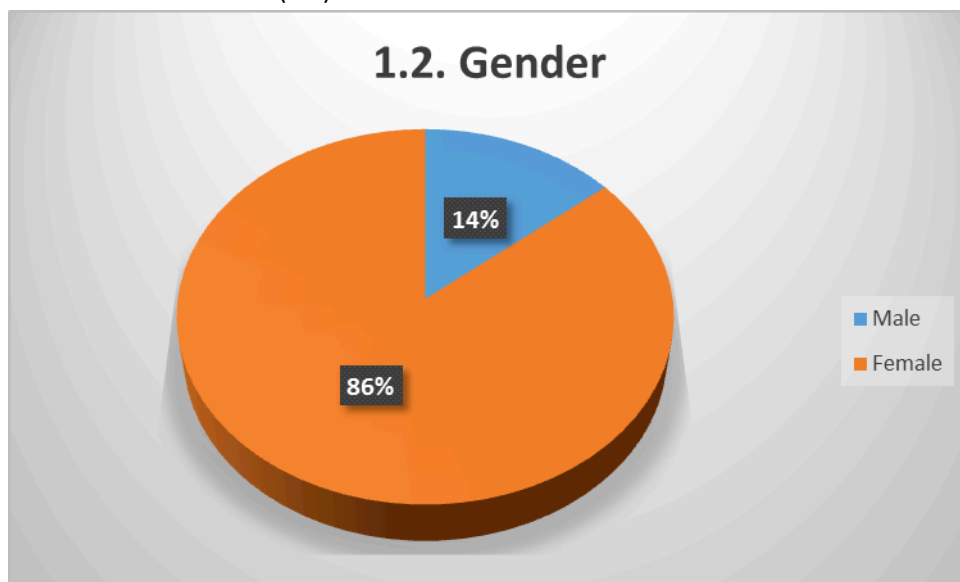
214 teachers were involved in the survey.

- Less than 30 years old - 17 teachers
- 31 - 40 years old - 49 teachers
- 36 - 40 years old - 60 teachers
- 41 - 50 years old - 60 teachers
- 51 - 60 years old - 66 teachers
- 61 – 70 years old – 22 teachers

##### 1.2. Gender

Male - 30 teachers (14%)

Female - 184 teachers (86%)



##### 1.3. Nationality

21 3 teachers are Bulgarian 1 is Polish.

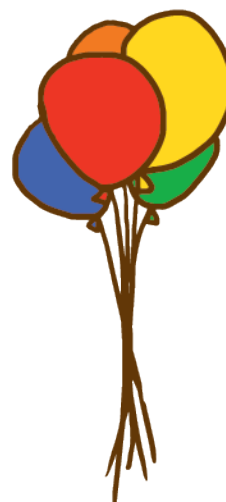
##### 1.4. Taught subject/subjects

Subjects	Number of teachers
Bulgarian language and Literature	71
English language	20
Informatics	10
Mathematics and IT	11

Philosophy	9
Sports	2
Music	3
Biology	10
History	14
Geography	10
Chemistry	10
Man and Society	9
Teacher in a study hall	12
Primary school teacher	23

### 1.5. Experience in teaching

- Less than 2 years - 5 teachers (2%)
- 3 years - 5 years – 32 teachers (15%)
- 6 years - 10 years - 54 teachers (25%)
- **11 years - 20 years - 92 teachers (43%)**
- 21 years and more - 31 teachers (15%)



### 2.3.3.2. General information about school

#### 2.1. School

- Primary school – 152 teachers (71%)
- Gymnasium – 62 teachers (29%)

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

- Small school (less than 150 students) – 4 schools
- Medium school (151 – 300 students) – 6 schools
- Big school (301 and more students) – 8 schools

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

- Yes – 156 (73%)
- No – 58 (27%)

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

- Yes – 143 (67%)
- No – 71 (33%)

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

- Economical - 47 (22%)
- Geographical – 4 (2%)
- Educational – 108 (50%)
- Cultural – 53 (25%)
- Others – 2 (1%): emotional problem, health problem

#### 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%) – 17 (2%)
- Medium (10%-14%) – 59 (14%)
- Low (5-9%) – 75 (25%)
- Very low (less than 4%) – 64 (57%)

### 2.3.3.3. School and its surroundings

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

Additional comments: no

Answers	Number	%
Absolutely no	7	3,27
Rather no	15	7,00
Sometimes	9	4,20
<b>Rather yes</b>	<b>118</b>	<b>55,16</b>
Absolutely yes	65	30,37
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	83	<b>38,78</b>
Rather no	92	<b>42,99</b>
Sometimes	31	14,49
Rather yes	3	1,40
Absolutely yes	5	2,34
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	6	2,80
Rather no	-	-
Sometimes	16	7,48
<b>Rather yes</b>	<b>83</b>	<b>38,78</b>
<b>Absolutely yes</b>	<b>109</b>	<b>50,94</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	3	1,40
Rather no	5	2,34
Sometimes	6	2,80
<b>Rather yes</b>	<b>96</b>	<b>44,86</b>

<b>Absolutely yes</b>	<b>104</b>	<b>48,60</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	14	6,55
Rather no	22	10,28
Sometimes	46	21,50
<b>Rather yes</b>	<b>87</b>	<b>40,65</b>
Absolutely yes	45	21,02
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	11	5,14
Sometimes	18	8,42
<b>Rather yes</b>	<b>88</b>	<b>41,12</b>
<b>Absolutely yes</b>	<b>97</b>	<b>45,32</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	9	4,21
Rather yes	22	10,28
<b>Absolutely yes</b>	<b>183</b>	<b>85,51</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-

Rather no	-	-
Sometimes	8	3,74
Rather yes	56	26,17
<b>Absolutely yes</b>	<b>150</b>	<b>70,09</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	22	10,29
Rather no	56	26,17
Sometimes	25	11,68
<b>Rather yes</b>	<b>83</b>	<b>38,78</b>
Absolutely yes	28	13,08
I don't know/NA	-	-

**3.10. Do you think this is a positive situation?**

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	50	23,36
Sometimes	42	19,63
Rather yes	60	28,04
Absolutely yes	40	18,69
I don't know/NA	22	10,28

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

Additional comments: no

Answers	Number	%
Absolutely no	33	15,42
Rather no	22	10,28
Sometimes	-	-
Rather yes	36	16,82
<b>Absolutely yes</b>	<b>123</b>	<b>57,48</b>
I don't know/NA		

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

Additional comments: no

Answers	Number	%
Absolutely no	51	23,83

Rather no	22	10,28
Sometimes	-	-
Rather yes	41	19,16
<b>Absolutely yes</b>	<b>86</b>	<b>40,19</b>
I don't know/NA	14	6,54

**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...)?*

Additional comments: no

Answers	Number	%
Absolutely no	6	2,80
Rather no	7	3,27
Sometimes	-	-
Rather yes	49	22,9
<b>Absolutely yes</b>	<b>152</b>	<b>71,03</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	14	6,54
Rather no	3	1,40
Sometimes	16	7,48
Rather yes	44	20,56
<b>Absolutely yes</b>	<b>118</b>	<b>55,14</b>
I don't know/NA	19	8,88

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

Additional comments: no

Answers	Number	%
Absolutely no		24,67
<b>Rather no</b>		<b>32,47</b>
Sometimes		23,37
Rather yes		6,49
Absolutely yes		10,39
I don't know/NA		3,9

**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, ...)?**

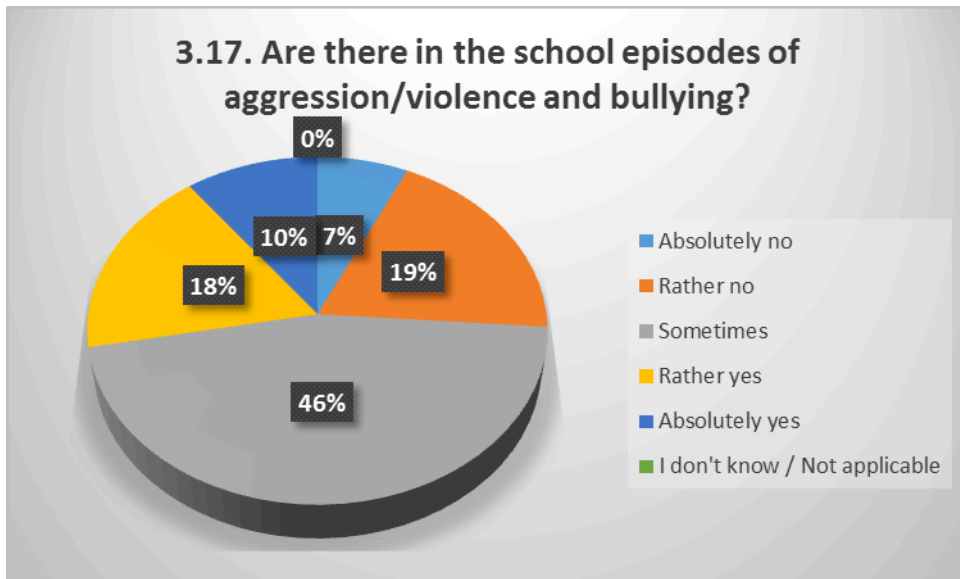
Additional comments: no

Answers	Number	%
Absolutely no	8	3,74
Rather no	16	7,48
Sometimes	15	7,01
Rather yes	22	10,28
<b>Absolutely yes</b>	<b>124</b>	<b>57,94</b>
I don't know/NA	29	13,55

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

Additional comments: no

Answers	Number	%
Absolutely no	15	7,01
Rather no	41	19,16
<b>Sometimes</b>	<b>98</b>	<b>45,79</b>
Rather yes	38	17,76
Absolutely yes	22	10,28
I don't know/NA	-	-





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

Additional comments: no

Answers	Number	%
Absolutely no		-
Rather no	6	2,80
Sometimes	11	5,14
Rather yes	46	21,50
<b>Absolutely yes</b>	<b>140</b>	<b>65,42</b>
I don't know/NA	11	5,14

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

Additional comments: no

Answers	Number	%
Absolutely no		-
Rather no	3	1,40
Sometimes	11	5,14
Rather yes	42	19,63
<b>Absolutely yes</b>	<b>150</b>	<b>70,09</b>
I don't know/NA	8	3,74

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

Additional comments: no

Answers	Number	%
Absolutely no		-
Rather no	6	2,80
Sometimes	44	20,56
<b>Rather yes</b>	<b>97</b>	<b>45,33</b>
Absolutely yes	61	28,51
I don't know/NA	6	2,80

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	8	3,74
Rather yes	39	18,22
<b>Absolutely yes</b>	<b>161</b>	<b>75,23</b>
I don't know/NA	6	2,81

### 2.3.3.4. Relations with students

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	3	1,40
Sometimes	12	5,61
<b>Rather yes</b>	<b>88</b>	<b>41,12</b>
<b>Absolutely yes</b>	<b>103</b>	<b>48,13</b>
I don't know/NA	8	3,74

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

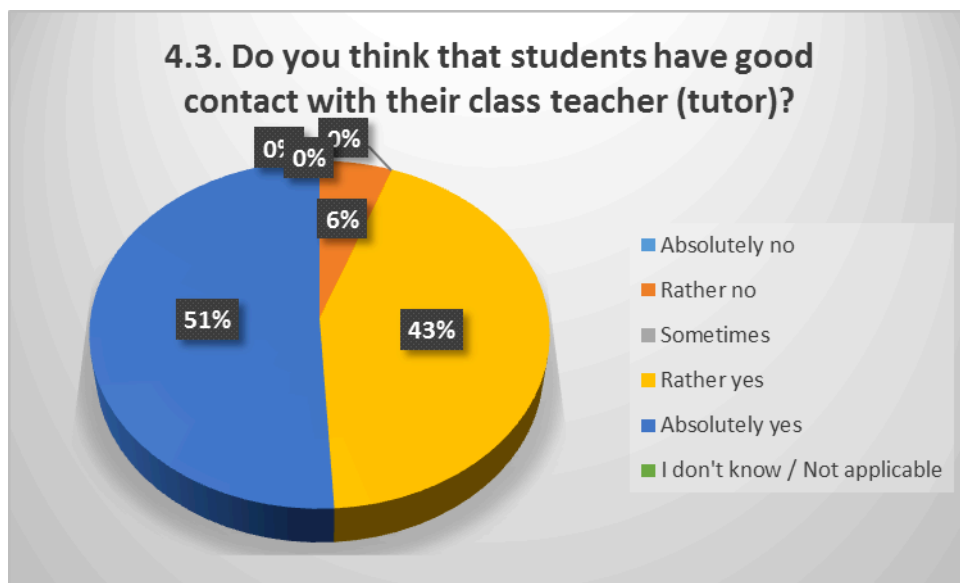
Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	8	3,74
Sometimes	14	6,54
<b>Rather yes</b>	<b>86</b>	<b>40,19</b>
<b>Absolutely yes</b>	<b>100</b>	<b>46,73</b>
I don't know/NA	6	2,80

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	12	5,61
Sometimes	-	-
<b>Rather yes</b>	<b>93</b>	<b>43,46</b>
<b>Absolutely yes</b>	<b>109</b>	<b>50,93</b>
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	22	10,28
<b>Rather yes</b>	<b>118</b>	<b>55,14</b>
Absolutely yes	74	34,58
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	3	1,40
Rather no	5	2,34
Sometimes	6	2,80
<b>Rather yes</b>	<b>97</b>	<b>45,33</b>
<b>Absolutely yes</b>	<b>103</b>	<b>48,13</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-

Sometimes	3	1,40
<b>Rather yes</b>	<b>112</b>	<b>52,34</b>
<b>Absolutely yes</b>	<b>99</b>	<b>46,26</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	33	15,42
<b>Rather yes</b>	<b>95</b>	<b>44,39</b>
<b>Absolutely yes</b>	<b>86</b>	<b>40,19</b>
I don't know/NA	-	-

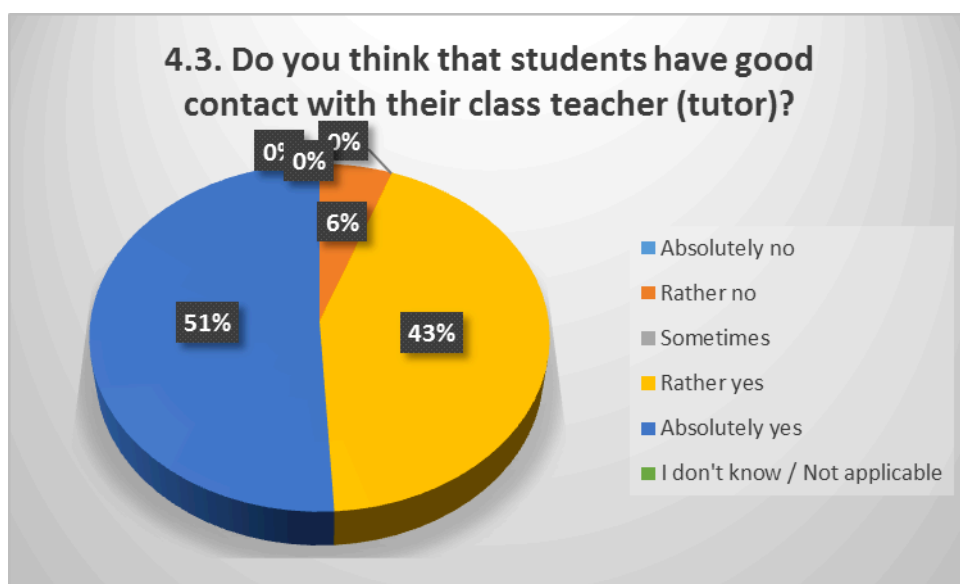


### 2.3.3.5. Relations with students' parents/caregivers

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	21	9,81
<b>Rather yes</b>	<b>118</b>	<b>55,14</b>
<b>Absolutely yes</b>	<b>75</b>	<b>35,05</b>
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	11	5,14
Sometimes	25	11,68
<b>Rather yes</b>	<b>91</b>	<b>42,52</b>
<b>Absolutely yes</b>	<b>87</b>	<b>40,66</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	14	6,54
<b>Rather yes</b>	<b>89</b>	<b>41,59</b>
<b>Absolutely yes</b>	<b>111</b>	<b>51,87</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	11	5,14
Rather yes	64	29,90
<b>Absolutely yes</b>	<b>139</b>	<b>64,96</b>
I don't know/NA	-	-



### 2.3.3.6. General conclusions

#### 1) School and its surroundings

The majority of teachers think that the area where the school is located is rather (55%) or absolutely (30%) safe. The predominant opinion is that there are no risks in the school buildings for the students' safety (45% - "rather no", "absolutely no" - 39%).

Moreover, the school is comfortable for the students (51% - "absolutely yes", 39% - "rather yes"). It provides learning materials to students (49% - "absolutely yes", 45% - "rather yes").

The conditions ensured for students to gain experience and experiment are not enough. Around half of the teachers say that such opportunities exist, the moderate positive opinion substantially prevailing (41%) over the definite one (21%). The negative opinions comprise 17% and share of those who pointed out sometimes is 22%.

In the majority of the cases the school infrastructure provides areas for students' extracurricular activities (45% - "absolutely yes", 41% - "rather yes"). Extracurricular events are definitely organised (85%) and the students absolutely willingly participate in them (70%).

According to 64% of the teachers, students from different cultures attend the school, though their number is different (39% - "rather yes", 13% - "absolutely yes", 12 - "sometimes").

Teachers expressed different opinion about this situation. Positive answers are 47%, moderate one prevailing (28% - "rather yes"), followed by moderate negative position (23% - "rather no") and sometimes (20%).

The majority of teachers (71%) declares that the school definitely (57%) or rather (17%) helps students who are at risk of leaving their education. The remaining part (29%) supported the negative opinion.

The support provided to students who are at risk of not being in the next grade is at lower level, according to teachers. Students are definitely (40%) or absolutely (19%) supported in this situation, while 34% say that school doesn't help (24% - "absolutely no", 10% - "rather no").

The situation is much better when it comes to helping students who are at risk of poor school performance – 71% of the teachers point out that students are definitely supported, 23% - rather and negative answers comprise 6%.

Majority of the teachers declares that the school provides assistance to students who show risky behaviour (55% - "absolutely yes", 21% - "rather yes").

The acceptance of students belonging to different culture in the school community is at average level. 57% of the teachers say that there are no cases of discrimination of these boys and girls (32% "rather no", 25% - "absolutely no"), followed by those who point out the this happens sometimes (23%) and the positive answers (16%). The results show that the work with students in the discussed area needs improvement. Most of the teachers think that the school definitely (58%) or rather (10%) provides support to the students who are discriminated or ridiculed, negative answers comprise 11% and the option sometimes attracts 7% of opinions.

The level of aggression and violence in the school is average, according to the teachers. 46% say that such episodes happen sometimes. The negative answers attracted 26% of opinions, but positive – 27%. Students who suffer aggression and violence receive support at school, as the majority of the teachers declared (65% - "absolutely yes", 22% - "rather yes").

Teachers think that the school is definitely (70%) or rather (20%) place where students can receive help and support, if needed.

The majority of teachers declare that students' parents are rather (45%) or definitely (29%) involved in the activities of school. The option "sometimes" attracts 21% of opinions. These results show that the cooperation between the school students' parents is not enough intensive.

The importance given to the topics of integration, tolerance and respect for everybody is at high level according to the teachers (75% - "absolutely yes", 18 - "rather yes").

## 2) Students' relations

According teachers' opinion, students have relatively good relations with:

- the school management (48% - "absolutely yes", 41 - "rather yes");
- the school administration and other non-pedagogical staff (47% - "absolutely yes", 40 - "rather yes").

The relations of students with their teachers are at higher level:

- with the class teacher (51% - "absolutely yes", 43 - "rather yes");
- with the other teachers (55% - "rather yes"; 35% - "absolutely yes").

The relations of students with other students are also relatively good (48% - "absolutely yes", 45% - "rather yes").

Almost all teachers declare that they are fair with their students though at different extent, moderate positive answers (52% - "rather yes") prevailing over the definite ones (46% - "absolutely yes").

The majority of teachers think that the students trust them – 40% are definitely convince in this, and 44% - rather.

## 4) Relations with students' parents/ caregivers

The majority of teachers are rather (55%) or absolutely (35%) satisfied with the contact they have with students' parents. Teachers rather (43%) or absolutely (41%) often inform the parents about the progress of their child. Moreover, the information is provided in an atmosphere of kindness and understanding (21% - "absolutely yes", 42 - "rather yes").

The school encourages parents to take part in school life (65% - "absolutely yes", 30% - "rather yes").



### 2.3.4. Group D – Parents

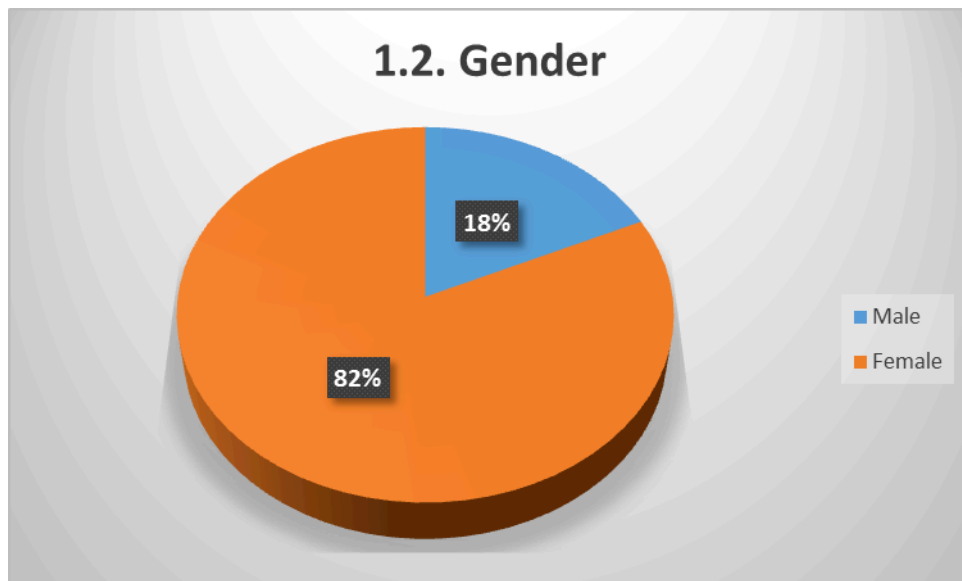
#### 2.3.4.1. Personal data

##### 1.1. Age

- 18 - 30 years old - 17 people
- 31 - 40 years old - 190 people
- 41 - 50 years old - 80 people
- 46 - 50 years old - 21 people
- 51 - 60 years old - 3 people
- 61-70 years old – 1 person

##### 1.2. Gender

- Male - 53 people (18%)
- Female - 240 people (82%)



##### 1.3. Nationality

All respondents are Bulgarian.

### 2.3.4.2. General information about school

#### 2.1. *School a child attends*

- Primary school – 254 (87%)
- Gymnasium – 39 (13%)

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

- Yes – 66 (23%)
- **No – 227 (77%)**

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

- Very high (more than 20%) – 0 (0%)
- High (15%-19%) – 6 (9%)
- **Medium (10%-14%) – 26 (39%)**
- Low (5-9%) – 19 (29%)
- Very low (less than 4%) – 15 (23%)



### 2.3.4.3. School and its surroundings

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

Additional comments: no

Answers	Number	%
Absolutely no	8	2,73
Rather no	19	6,48
Sometimes	11	3,75
<b>Rather yes</b>	<b>158</b>	<b>53,92</b>
<b>Absolutely yes</b>	<b>92</b>	<b>31,40</b>
I don't know/NA	5	1,72

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

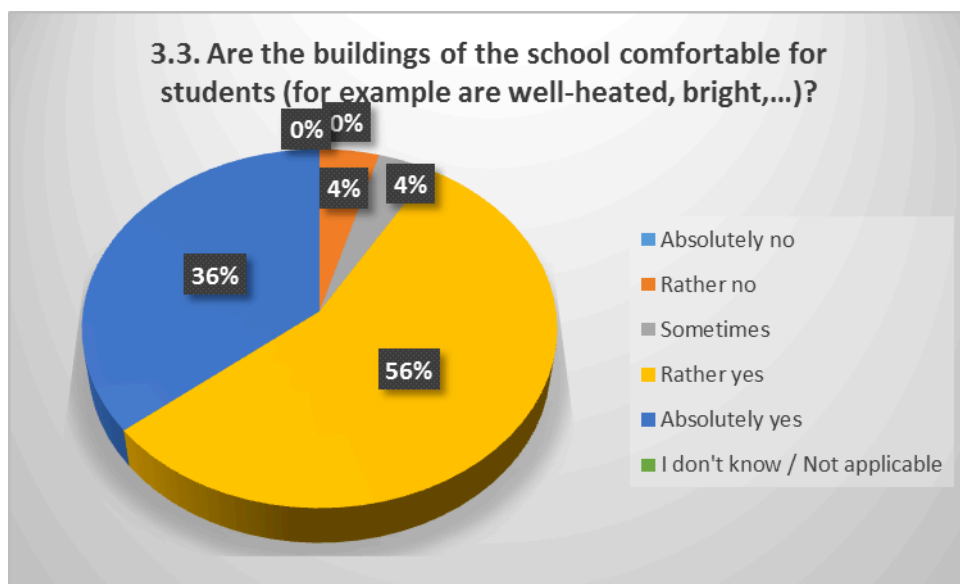
Additional comments: no

Answers	Number	%
Absolutely no	27	9,22
<b>Rather no</b>	<b>134</b>	<b>45,73</b>
Sometimes	44	15,02
Rather yes	42	14,33
Absolutely yes	38	12,97
I don't know/NA	8	2,73

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	13	4,44
Sometimes	12	4,09
<b>Rather yes</b>	<b>163</b>	<b>55,63</b>
<b>Absolutely yes</b>	<b>105</b>	<b>35,84</b>
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	4	1,36
Rather no	11	3,75
Sometimes	29	9,90
<b>Rather yes</b>	<b>153</b>	<b>52,22</b>
<b>Absolutely yes</b>	<b>90</b>	<b>30,72</b>
I don't know/NA	6	2,05

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

Additional comments: no

Answers	Number	%
Absolutely no	22	7,51
Rather no	43	14,68
<b>Sometimes</b>	<b>55</b>	<b>23,01</b>
<b>Rather yes</b>	<b>81</b>	<b>27,64</b>
Absolutely yes	33	11,26
I don't know/NA	59	20,14

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-

Rather no	23	7,85
Sometimes	49	16,72
<b>Rather yes</b>	<b>144</b>	<b>49,15</b>
<b>Absolutely yes</b>	<b>73</b>	<b>24,91</b>
I don't know/NA	4	1,36

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	19	6,48
Sometimes	43	14,68
<b>Rather yes</b>	<b>128</b>	<b>43,69</b>
<b>Absolutely yes</b>	<b>95</b>	<b>32,42</b>
I don't know/NA	8	2,73

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	29	9,90
Sometimes	56	19,11
<b>Rather yes</b>	<b>126</b>	<b>43,00</b>
<b>Absolutely yes</b>	<b>82</b>	<b>27,99</b>
I don't know/NA	-	-

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

Answers	Number	%
Absolutely no	17	5,80
Rather no	56	19,11
Sometimes	31	10,58
<b>Rather yes</b>	<b>69</b>	<b>23,55</b>
Absolutely yes	52	17,75
<b>I don't know/NA</b>	<b>68</b>	<b>23,21</b>

**3.10. Do you think this is a positive situation?**

Additional comments: no

Answers	Number	%
Absolutely no	9	2,61
Rather no	30	12,42

Sometimes	47	15,59
<b>Rather yes</b>	<b>47</b>	<b>25,48</b>
Absolutely yes	62	20,92
<b>I don't know/NA</b>	<b>68</b>	<b>22,98</b>

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

Additional comments: no

Answers	Number	%
Absolutely no	15	5,13
Rather no	31	10,58
Sometimes	11	3,75
<b>Rather yes</b>	<b>78</b>	<b>26,62</b>
<b>Absolutely yes</b>	<b>78</b>	<b>26,62</b>
<b>I don't know/NA</b>	<b>80</b>	<b>27,30</b>

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

Additional comments: no

Answers	Number	%
Absolutely no	21	7,17
Rather no	38	12,97
Sometimes	18	6,14
<b>Rather yes</b>	<b>100</b>	<b>34,13</b>
Absolutely yes	61	20,82
I don't know/NA	55	18,77

**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, ...)?**

Additional comments: no

Answers	Number	%
Absolutely no	8	2,73
Rather no	21	7,17
Sometimes	31	10,58
<b>Rather yes</b>	<b>105</b>	<b>35,84</b>
Absolutely yes	79	26,96
I don't know/NA	49	16,72

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

Additional comments: no

Answers	Number	%
Absolutely no	13	4,44
Rather no	50	17,07

Sometimes	31	10,58
Rather yes	72	24,57
Absolutely yes	35	11,94
<b>I don't know/NA</b>	<b>92</b>	<b>31,40</b>

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

Additional comments: no

Answers	Number	%
Absolutely no	54	18,43
Rather no	77	26,28
Sometimes	29	9,90
Rather yes	34	11,60
Absolutely yes	17	5,80
<b>I don't know/NA</b>	<b>82</b>	<b>27,99</b>

**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, ...)?**

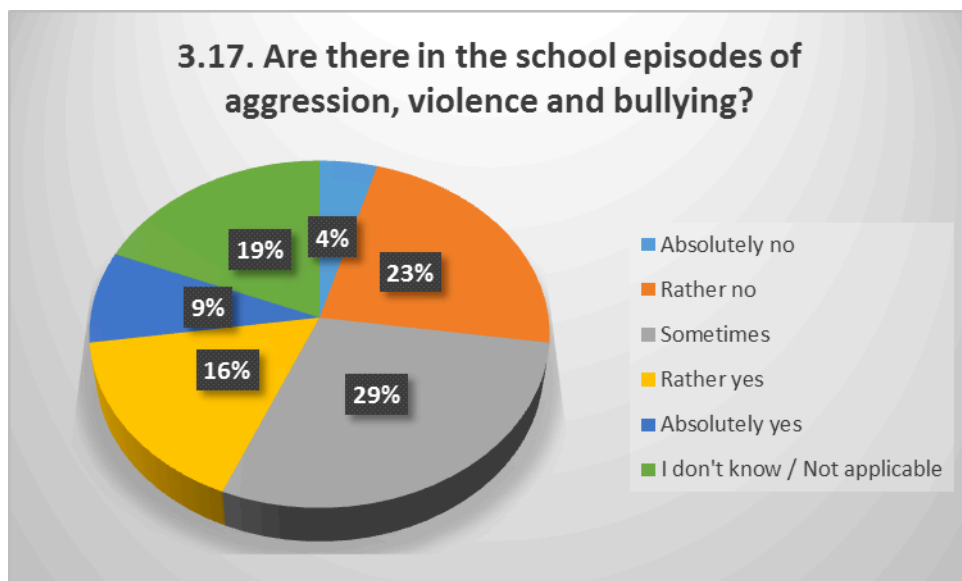
Additional comments: no

Answers	Number	%
Absolutely no	13	5,41
Rather no	30	12,56
Sometimes	16	5,23
<b>Rather yes</b>	<b>79</b>	<b>27,02</b>
Absolutely yes	42	17,76
<b>I don't know/NA</b>	<b>94</b>	<b>32,02</b>

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

Additional comments: no

Answers	Number	%
Absolutely no	13	4,44
Rather no	67	22,87
<b>Sometimes</b>	<b>85</b>	<b>29,01</b>
Rather yes	48	16,38
Absolutely yes	25	8,53
I don't know/NA	55	18,77



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

Additional comments: no

Answers	Number	%
Absolutely no	11	3,75
Rather no	20	6,83
Sometimes	28	9,56
<b>Rather yes</b>	<b>103</b>	<b>35,15</b>
Absolutely yes	79	26,96
I don't know/NA	52	17,75

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

Additional comments: no

Answers	Number	%
Absolutely no	3	1,02
Rather no	4	1,36
Sometimes	43	14,68
<b>Rather yes</b>	<b>146</b>	<b>49,83</b>
<b>Absolutely yes</b>	<b>88</b>	<b>30,03</b>
I don't know/NA	9	3,08

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

Additional comments: no

Answers	Number	%
Absolutely no	3	1,02
Rather no	4	1,36



Sometimes	43	14,68
<b>Rather yes</b>	<b>146</b>	<b>49,83</b>
<b>Absolutely yes</b>	<b>88</b>	<b>30,03</b>
I don't know/NA	9	3,08

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

Additional comments: no

Answers	Number	%
Absolutely no	4	1,36
Rather no	6	2,05
Sometimes	27	9,22
<b>Rather yes</b>	<b>147</b>	<b>50,17</b>
<b>Absolutely yes</b>	<b>88</b>	<b>30,03</b>
I don't know/NA	21	7,17

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### 2.3.4.4. Relations of students in school

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

Additional comments: no

Answers	Number	%
Absolutely no	4	1,36
Rather no	22	7,51
Sometimes	15	5,12
<b>Rather yes</b>	<b>160</b>	<b>54,61</b>
<b>Absolutely yes</b>	<b>63</b>	<b>21,51</b>
I don't know/NA	29	9,89

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

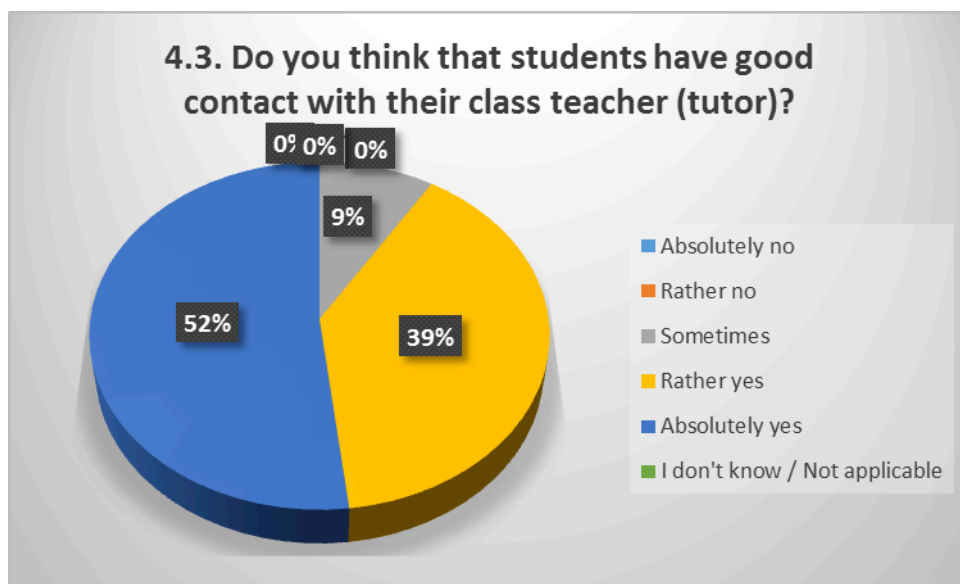
Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	6	2,05
Sometimes	12	4,10
<b>Rather yes</b>	<b>162</b>	<b>55,29</b>
<b>Absolutely yes</b>	<b>79</b>	<b>26,96</b>
I don't know/NA	34	11,60

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	26	8,87
<b>Rather yes</b>	<b>115</b>	<b>39,25</b>
<b>Absolutely yes</b>	<b>152</b>	<b>51,88</b>
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	-	-
Sometimes	54	18,43
<b>Rather yes</b>	<b>174</b>	<b>59,39</b>
Absolutely yes	65	22,18
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	4	1,36
Sometimes	33	11,26
<b>Rather yes</b>	<b>144</b>	<b>49,15</b>
<b>Absolutely yes</b>	<b>108</b>	<b>36,87</b>
I don't know/NA	4	1,36

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

Additional comments: no

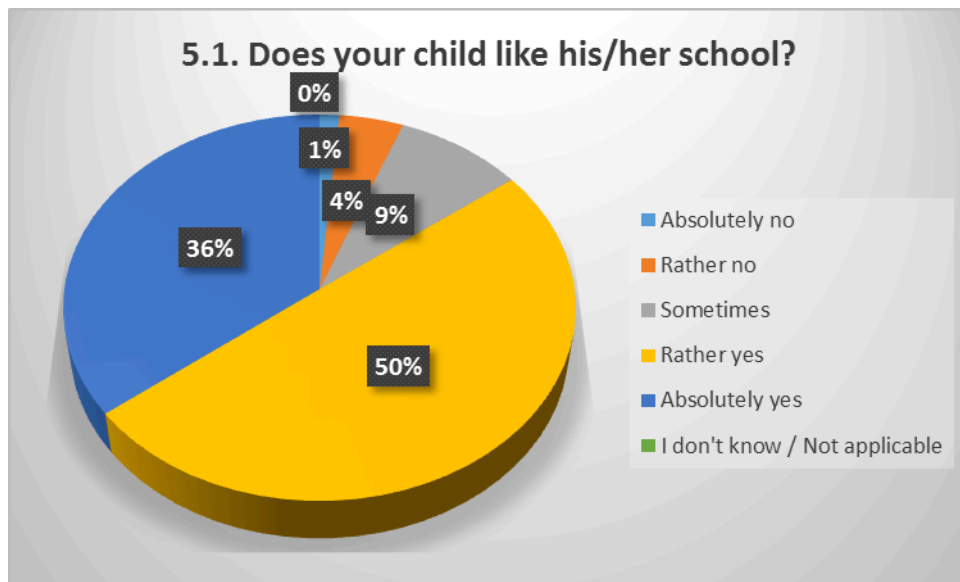
Answers	Number	%
Absolutely no	4	1,36
Rather no	15	5,12
Sometimes	66	22,54
<b>Rather yes</b>	<b>148</b>	<b>50,51</b>
Absolutely yes	56	19,11
I don't know/NA	4	1,36

### 2.3.4.5. Parents' opinion about the school

#### 5.1. Does your child like his/her school?

Additional comments: no

Answers	Number	%
Absolutely no	4	1,36
Rather no	13	4,44
Sometimes	26	8,87
<b>Rather yes</b>	<b>146</b>	<b>49,83</b>
<b>Absolutely yes</b>	<b>104</b>	<b>35,50</b>
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	4	1,36
Sometimes	25	8,53
<b>Rather yes</b>	<b>159</b>	<b>54,27</b>
<b>Absolutely yes</b>	<b>105</b>	<b>35,84</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	20	6,82
Sometimes	44	15,02
<b>Rather yes</b>	<b>140</b>	<b>47,78</b>
Absolutely yes	89	30,38
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	4	1,36
Rather no	15	5,23
Sometimes	31	10,65
<b>Rather yes</b>	<b>150</b>	<b>51,24</b>
<b>Absolutely yes</b>	<b>92</b>	<b>31,52</b>
I don't know/NA	-	-



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

Additional comments: no

Answers	Number	%
Absolutely no	5	1,71
Rather no	7	2,39
Sometimes	7	2,39
<b>Rather yes</b>	<b>149</b>	<b>50,85</b>
<b>Absolutely yes</b>	<b>125</b>	<b>42,66</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	61	20,82
<b>Rather no</b>	<b>86</b>	<b>29,35</b>
<b>Sometimes</b>	<b>94</b>	<b>32,08</b>
Rather yes	27	9,22
Absolutely yes	17	5,80
I don't know/NA	8	2,73

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

Additional comments: no

Answers	Number	%
Absolutely no	13	4,44
Rather no	42	14,33
Sometimes	49	16,72
<b>Rather yes</b>	<b>156</b>	<b>53,24</b>
Absolutely yes	33	11,27
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	-	-
Rather no	6	2,05
Sometimes	17	5,80
<b>Rather yes</b>	<b>117</b>	<b>39,93</b>
<b>Absolutely yes</b>	<b>153</b>	<b>52,22</b>
I don't know/NA	-	-

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

Additional comments: no

Answers	Number	%
Absolutely no	12	4,10
Rather no	15	5,12
Sometimes	26	8,87
<b>Rather yes</b>	<b>146</b>	<b>49,83</b>
Absolutely yes	86	29,35
I don't know/NA	8	2,73



### 2.3.4.6. Style of learning of students

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

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

1	2	3	4	5	I don't know
96 (33%)	47 (16%)	73 (25%)	44 (15%)	18 (6%)	15 (5%)

##### 6.1.2. He/ She learns to understand

1	2	3	4	5	I don't know
15 (5%)	23 (8%)	70 (24%)	82 (28%)	97 (33%)	6 (2%)

##### 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
34 (12%)	62 (21%)	82 (28%)	59 (20%)	50 (17%)	6 (2%)

##### 6.1.4. He/She learns through trials and mistakes

1	2	3	4	5	I don't know
29 (10%)	41 (14%)	97 (33%)	82 (28%)	38 (13%)	6 (2%)

##### 6.1.5. He/She learns by solving problems

1	2	3	4	5	I don't know
20 (7%)	33 (11%)	91 (31%)	82 (28%)	50 (17%)	17 (6%)

##### 6.1.6. He/She learns by imitation

1	2	3	4	5	I don't know
35 (12%)	37 (13%)	106 (36%)	59 (20%)	47 (16%)	9 (3%)

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

1	2	3	4	5	I don't know
29 (10%)	38 (13%)	103 (35%)	53 (18%)	38 (13%)	32 (11%)

#### 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
9 (3%)	26 (9%)	100 (34%)	94 (32%)	41 (14%)	23 (8%)

##### 6.2.2. Creative thinking and critical thinking

1	2	3	4	5	I don't know
9 (3%)	20 (7%)	85 (29%)	100 (33%)	70 (24%)	12 (4%)

6.2.3. *Effective communication and maintaining good interpersonal relationships*

1	2	3	4	5	I don't know
12 (4%)	23 (8%)	<b>88 (30%)</b>	<b>105 (36%)</b>	44 (15%)	21 (7%)

6.2.4. *Self-awareness and empathy*

1	2	3	4	5	I don't know
9 (3%)	23 (8%)	<b>91 (31%)</b>	<b>108 (37%)</b>	56 (19%)	6 (2%)

6.2.5. *Coping with emotions and managing stress*

1	2	3	4	5	I don't know
21 (7%)	44 (15%)	<b>110 (38%)</b>	<b>91 (31%)</b>	21 (7%)	6 (2%)





### 2.3.4.7. General conclusions

#### 1) School and its surroundings

The majority of parents consider the area where the school is located as rather (54%) or absolutely (31%) safe for their children.

Over half of parents think that there is no risk for the students' safety considering the condition of the buildings (46% - "rather no", 9% - "absolutely no"). The positive answers comprise 27% of the opinions (14% - "rather yes", 13% - "absolutely yes"), 15% of the voices are for the middle position, sometimes. The results show that the share of parents that are not satisfied with the level of safety of the school buildings is relatively high.

On the contrary, the majority of parents consider the conditions in the school comfortable for students (56% - "rather yes", 36% - "absolutely yes"). The predominant opinion among parents is that students rather (52%) or absolutely (31%) receive learning materials from the school.

The existing opportunities for students to make experience and experiment are assessed as not enough – 23% of parents point out that students are not involved in practical activities and experiments sometimes and the moderate positive answer "rather yes" attracted 28% of opinions.

The majority of parents think that the school provides area for extracurricular activities of students, though at different extent (49% - "rather yes", 25% - "absolutely yes"). They also say that the school rather (44%) or definitely (32%) organises such events for the students. The students are satisfied with the events – 43% of parents think that their children rather willingly participate in them, 28% - absolutely.

As pointed out for the other groups involved in the survey the opinions are divided when it comes to the presence of children belonging to different culture, due to the real situation. Positive answers represent 42% of opinions, where the moderate positive answer prevails, negative answers are 25%, the middle position – 10%. Here the share of those, who pointed out "I don't know/NA" is relatively high – 23%. The prevailing attitude to this situation is the positive one attracting 47% of opinions (26% - "rather yes", 21% - "absolutely yes"). The negative opinions comprise 14% and the middle position, sometimes - 16%.

The level of support provided by the school to the students at risk to leave their education is at average level according to the parents – 54% of opinions are positive, both options attracted equal shares of voices (27%), 16% of parents gave negative answers, 27% pointed out "I don't know/NA".

Similar is the position about the support provided to students who are at risk of not being in the next grade – 55% think that they rather (34%) or absolutely (21%) receive help, opposite opinions reach 20% and "I don't know/NA" – 19%.

The support to students in case of learning difficulties is assessed better by the parents. The predominant opinion is that this type of help is rather (36%) or definitely (27%) provided to students, negative answers are totally 10%, the middle position – 11% and "I don't know/NA" – 17%.

With respect to the support in case of risky behaviours the highest share (31%) received the answer "I don't know/NA", followed by "rather yes" (25%), negative answers (18% in total) and sometimes – 11%.

With regards to existence of cases of discrimination of children belonging to different culture again the answer "I don't know/NA" has the highest share (28%) among all options, followed by the

moderate negative opinion (26%), and “absolutely no” (18%). The parents who think that such cases exist sometimes, rather, or definitely comprise 28%, where “rather yes” prevails (12%).

Concerning the question whether the discriminated children receive help at school, again the answer “I don’t know/NA” has the highest share (32%) among all options. The remaining part of parents is distributed among those who think that the school provides support to the victims of discrimination 45% (27% - “rather yes”, 18% - “absolutely yes”) and the opposite opinion attracting 18% of voices (13% - “rather no”, 5% - “absolutely no”).

About existence of episodes of aggression at school the middle position sometimes has received the highest share among all possible answers (29%). The parents who share the opinion that such cases rather or definitely occur comprise 26% (16% - “rather yes”, 9% - “absolutely yes”). The opposite opinion is shared by 27% (23% - “rather no”, 4% - “absolutely no”). The answer “I don’t know/NA” was pointed out by 19% of parents. These results imply that may be the level of aggression and violence in the different schools is different.

The parents’ opinion about the support provided to victims of aggression is positive. 62% of them think that the school rather (35%) or definitely (27%) helps students, opposite opinions are 11% in total and help is provided sometimes according 10%. The share of the answer “I don’t know/NA” is relatively high (18%).

The predominant part of parents trusts in the capacity of the school to provide help to students. 80% of them consider the school a place where student can receive help, if needed (50% - “rather yes”, 30% - “absolutely yes”), the middle position attracted 15% of the voices.

Parents are rather (50%) or definitely (30%) involved in the activities of the school.

According to parents, the school rather (50%) or absolutely (30%) gives importance to topics of integration, tolerance and respect to everybody.

## 2) School’s relations of students

The results give basis to conclude that the predominant part of parents assess the relations of students with all groups they communicate at school as good, though at different extent:

- the school management (55% - “absolutely yes”, 22% – “rather yes”);
- the school administration and other non-pedagogical staff (55% - “absolutely yes”, 27% – “rather yes”);
- with the class teacher (52% - “absolutely yes”, 39% – “rather yes”);
- with the other teachers (59% – “rather yes”; 22% - “absolutely yes”);
- with other students (49% – “rather yes”; 37% - “absolutely yes”).

Moreover, the parents are satisfied with the way teachers treat their children. 70% of them express the opinion that teachers are rather (51%) or definitely (19%) fair with the students. Though, the share of parents who think that this happens only sometimes is relatively high (23%).

## 3) Parents’ opinion about the school

Parents think that their children rather (50%) or definitely (36%) like the school. They also highly appreciate the care provided by the school to the students (54% – “rather yes”; 36% - “absolutely yes”). The parents’ expectations from the school in terms of training methods are rather (48%) or definitely (30%) met.

Children rather (51%) or definitely (32%) willingly go to school and feel rather (51%) or absolutely (43%) safe there, according to their parents.

Concerning acts of aggression from classmates, friends, the opinion is different. 51% of parents declared that their children were not subjected to aggression (30% - “rather no”, 21% - “absolutely

no”), 15% say that their children rather or definitely suffered aggressive acts from classmates, friends. The share of parents who declare that such episodes happen sometimes (32%) is quite high. When it comes to developing interests and life skills of students, 53% of parents declare that the school meets their expectations, followed by those who marked the middle position sometimes (17%). Only 11% of parents are absolutely satisfied in this respect. The results show that this area of the school’s activities needs improvement.

The predominant part of the parents is absolutely (52%) or rather (40%) satisfied with their contacts with the class teacher. Though also good their contacts with the other teachers were not so high appreciated: “rather good” received 50%, “absolutely good – 29%.

#### 4) Learning styles of students

The results about the prevailing levels in pupils learning styles according to their parents’ opinion are as follows:

- They learn by heart because they do not understand everything - level 1 (33%), level 3 (25%);
- They learn with understanding - level 5 (33%), level 4 (28%);
- They do not learn at all because they remember everything from class - level 3 (28%), level 2 (20%), level 4 (20%);
- They learn by trial and error - level 3 (33%), level 4 (28%);
- They learn by solving problems – level 3 (31%), level 4 (28%);
- They learn by imitation - level 3 (36%), level 4 (20%),
- They prefer other activities than learning – level 3 (35%).

The results presented above show that parents think that students try and succeed much in learning with understanding. The students use learning by trial and error, solving problems and imitation at relatively equal extent.

The results from parents’ assessment of pupils’ life skills development are as follows:

- Decision making and problem solving - level 3 (34%), level 4 (32%);
- Creative thinking and critical thinking - level 4 (33%), level 3 (29%);
- Effective communication and maintaining good interpersonal relationships - level 4 (36%), level 4 (30%);
- Self-awareness and empathy - level 4 (37%), level 3 (31%);
- Coping with emotions and stress management - level 4 (37%), level 3 (31%).

Parents assess highly the development of all life skills of their children (levels 4 prevail though not much over level 3 and lower levels were not pointed out), only decision making and problem solving stand a bit lower. Compared to teachers’ assessment parents gave higher share of voices for level 4 than teachers except for effective communication and maintaining good interpersonal relationships.

### 3. General conclusions and summary of the research

Totally 593 primary and junior secondary school students over 10 years of age and 23 classes of students aged 6 – 10 years from I-IV grades (480 students), 214 teachers in the schools and 293 parents/ caregivers of students were involved in the survey. The respondents group includes schools from 6 regions of the country, 2 of which are among the first with the highest share of early school leavers. The schools selected are in big and small cities, including in rural areas. Thus conditions for collecting reliable information about the situation of students in the school were ensured.

The results presented in the previous sections of the report give basis to make the following main conclusions.

Students feel safe both with respect to the area of school location and in the school. Similar is the opinion of teachers and parents. Only in the group of parents the share of those who are not satisfied with the level of safety of the school buildings is relatively high (27%). The conditions ensured by the school according to all groups are good – the buildings are comfortable, there is enough space for extracurricular activities, students have at their disposal the necessary learning materials. One problem was identified by all groups – the opportunities that are provided to students for practical activities and experimentation are not enough. The group of students was most critical in this respect. The sense of belonging to the school is not common for most of the students. They also sometimes or rather like their school. Also the share of students who think that treatment in the school is sometimes, rather and definitely harsh needs attention. These results reflect the students' attitude to the school and outline a situation, related to the early school leaving phenomenon, that needs intensified efforts in implementing approaches and methods for improvement. Another area that needs improvement is preventing aggression and violence, considering the opinion of most of students about existence of such episodes (the share of those who say they are no such episode is quite low). The opinion of teachers and parents is that the level of aggression is lower. Considering the fact that in some schools there are students from the main minority groups (Roma and Turkish), while in others – no, depending on the region, the results showing relatively low level of acceptance of representatives of other culture in the school community raises concerns. This requires targeted and adequate actions for improvement of students' attitude to representatives of other cultures. All results, related to the help and support provided to students by the school in different situations, presented in the previous sections give basis to conclude that the actions in this area need to be intensified, the support has to be provided on regular basis with focus on prevention of situations, the help available and provided to be more visible for the students. Good prerequisites for this exist, considering the high level of trust expressed by students in the potential of the school to help them when necessary.

Concerning school relationships between students and all groups of school staff school staff are relatively good and positive. It should be pointed out that students rated especially highly the ones with their class teachers. Positive opinion was also provided for these relationships by the other groups involved in the survey. Most of the students think that teachers treat them rather, sometimes or absolutely fairly, while parents state more positive position. The relationships with

peers are also good. However, the results about the atmosphere in the classroom outline the necessity of providing assistance to students in maintaining more friendly and supportive relationships.

The results related to students' well-being at school give basis to conclude that the majority feels comfortable at school and does not suffer abuse due to any of the reasons defined in the questionnaire. For the future work with students it is necessary to consider that disability and disorder, the way of studying, physical characteristics and accent or language were pointed by relatively high number of students as reasons for discomfort at school. Some students additionally wrote that they were mocked for physical characteristics like being tall or slow. It is obvious that the discussed area needs improvement, especially of accepting the different, respecting individual dignity.

Another important result from the research is that learning is rather or absolutely important for students. However, it is not so important for their peers. In the context of the declared high personal importance of learning the level of self-mobilization for learning is not high enough. Moreover, not all students are active enough in investing efforts in understand the issues discussed at school. The interest in gaining additional deeper knowledge to the one provided at school is also low. Students do not have the feeling that too much is expected from them both from parents and teachers. At the same time their mothers and teachers are trusted most when they need help to overcome difficulties with learning. The results show also that the persons they rely on are mainly from their family and relatives which gives basis to conclude that the students accept their close environment as very supportive.

With respect to learning styles there are differences between the groups. Learning by heart because they do not understand everything is more used by older students than the younger ones. Learning with understanding is implemented by both groups of students and parents think that this style is more frequently used than the students and the teachers do. Learning by solving problems is not used often by older students as the younger students do according to teachers. Parents also think that this style is not often implemented. Imitation is more usual for younger students according to their teachers than for the older students. Parents think that imitation is used at higher level than the older students declare. The two groups of students rather prefer other activities than learning. For parents this true to some extent.

Concerning development of life skills students assessed high their skills, especially in decision making and problem solving. In the teachers' assessment level 3 prevails in the assessment of all life skills of the youngest pupils, except creative critical thinking for which level 4 is with the highest share. The highest is the evaluation of pupils' skills for effective communication. Parents assess highly the development of all life skills of their children, only decision making and problem solving stand a bit lower.

The students that have plans for the future and shared them represent over half of the group. Among them the majority has only general idea about own future, related mainly with the intention to start working after finishing school, to make money, continue studying, help other people, have a good and well paid job, start own business, study in university, to do something I like and brings me

profit. The remaining part relate their future with practicing a particular profession. The students who shared their plans for the future are able to define their strengths and weaknesses. It is important to point out that the groups of students who do not have at all or have only too general idea and not knowing their strengths are large. These results show clear need of work with students on self-awareness and career planning, which will contribute to integration of learning in the students' life strategy.

Most of the students are happy to be in a group of peers. It should be pointed out that those who only sometimes feel well to be with their peers represent relatively high share which is related with the results about the atmosphere in the classroom. The intention to lead the groups is not popular among students. The interest in the group's activities and cooperation with others is at average level - the students who pointed out that they are interested in this only sometimes represent the highest share, followed by those marked "rather yes". Most of the students actively participate in games. The satisfaction with working in groups is at average level. Most of the students are open in contacts with adults. Respecting social rules is at good level but one third of students don't keep the rules or respect them sometimes. This might be one of the reasons for the results about group work presented above. Most of the students build contacts with peers easily. At the same time the level of activity in starting conversation and inviting peers to play together is average. The individual activity in helping and cheering up peers is higher. The level of awareness of their rights is not high among students but the declared respect to the rights and freedoms of other people is substantially higher. Students are not very inclined to share opinion about important for them issues, which implies for not enough developed assertiveness. This is an area that needs improvement, which is confirmed by the results about saying no to your friends when they force you to do something you don't like – slightly over half of the students are able to do so, though at different extent.

Over half of the students are usually in a good mood, can show their well-being, as well as understand other people's feelings. But the share of those who sometimes experience good mood and understand others' feelings is quite high. Students often face difficulties in understanding and explaining how they feel in particular moment, as well as in understanding the reasons for getting angry. Students are interested in their friends' feelings, as well as in the reasons for being upset. However, skills for recognizing other peoples' feelings are not well developed. These results definitely show that serious work with students on the development of their emotional intelligence is needed.

Most of the students avoid conflicts. Not all of them try to deal with conflicts in a peaceful way. At the same time most of the students declare that they are not aggressive in conflict situations. In conflict situations most of students don't easily get angry and run away. Work with students on dealing with conflicts is certainly needed.

The relationships between teachers and parents are good, according to the opinion of both groups. Parents are satisfied with the care for their children and the level of training in the school. Parents involvement in the activities of the school is not enough, considering the students' opinion.



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