

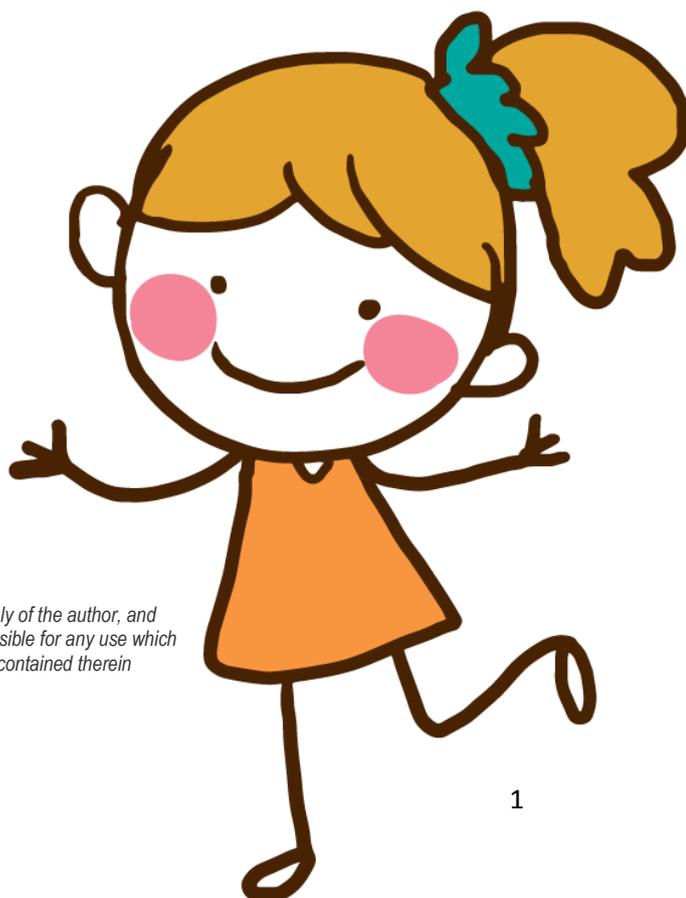
FINE AT SCHOOL



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

FIELD RESEARCH ON PUPILS WELLNESS AT SCHOOL

REPORT TRANSNATIONAL LEVEL



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1. Introduction

The Fine at School project aims to prevent and reduce Early School Leaving (ESL) and to promote diversity in the learning environment, to ensure the educational success of children and adolescents attending primary and lower secondary schools, especially students who live in areas at risk and/or who have disadvantage backgrounds as immigrants. This goal will be achieved through the implementation of specific activities, including: research, training, evaluation and training focused on the development of emotional competencies and life skills of students.

This is a project addressed to pupils (and their parents) and teachers in primary and junior secondary schools.

The project's premise is to develop practical tools to combat ESL that can be replicated and thereby contribute to the definition of national and European policies and strategies to combat early school leaving and to raise the level of education of young people in the European Union.

Emotional dimension is key in all project activities. The authors of the project want to contribute to the reduction of tensions between the school and the student through the development of key psychosocial competencies (including: coping with emotion) in pupils.

The research phase will focus on pupils' well-being at school with reference to their perception of learning environment, to their emotional competences, life skills and diversity of learning styles.

OBJECTIVES OF RESEARCH

During the project implementation, research was conducted among primary and secondary junior school pupils/students, teachers and parents and was focused on:

- learning environment,
- emotional (and social) competence of students,
- pupils' life skills,
- variety of learning styles,
- conflicts and discrimination in the classroom.

To realize the survey the research qualitative tools were elaborated and validated on pupils, parents and teachers at European level with the support of policy makers and delegating authorities. During the first phase of this action we elaborated four questionnaires – one for each survey group (for students we developed two questionnaires: one for students over 10 years old, and one for students below 10 years old).

RESPONDENT GROUP

- pupils of primary and secondary junior schools (Group A – students over 10 years old, Group B – students under 10 years old);
- teachers of primary and secondary junior schools (Group C);
- parents or caregivers of pupils of primary and secondary junior schools (Group D).

The study covered the above groups to get a full picture of the so-called school life of pupils, both from the point of view of the pupils themselves, as well as their teachers and parents. The research was implemented in the reference countries, in classes with pupils being at risk of drop

out or pupils with disadvantages background (migrant families, learning difficulties). The classes were indicated, according to the reference national privacy regulation, by each school manager.

In the following report, we present the results of the research according to the following system:

- 1) Introduction - this section contains information on the institutions involved in the project, brief information on the ESL in each of the reference countries, definition of research areas, research hypotheses and a brief description of the statistical analysis method and information on the presentation of statistical results.
- 2) Questionnaire studies - this chapter contains general information about research, their implementation in individual countries and statistical data divided into research groups:
 - Students over 10 years old (Group A);
 - Students below 10 years old (Group B);
 - Teachers (Group C);
 - Parents (Group D);

In each of these research group there are provided statistical data in specific areas e.g. school and its surroundings, school relations etc. collected during the implementation of surveys. At the end of each part (research group) there are presented some general conclusions about results achieved in the particular research group.

- 3) General conclusions and summary of the research - in the last part of this report we present conclusions with reference to research hypotheses.

Realization of the research allowed the partnership to have a substantial material for realizing a concrete qualitative analysis about the inner perception the students have about negative or positive aspects of education and then develop specific training and educational tools to prevent and fight early school leaving.

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

1.1.2. Bulgaria

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) 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.

1.1.3. Italy

FAS project partner:

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

Schools involved in the implementation of the study:

- **Istituto Comprensivo di Agropoli ‘Rossi Vairo’** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Ascea ‘Parmenide’** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Castellabate** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Centola** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Futani** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Omignano** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Rofrano** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Sapri** (primary and lower secondary school) (place of research)

- **Istituto Comprensivo di Torre Orsaia** (primary and lower secondary school) (place of research)
- **Istituto Comprensivo di Vallo della Lucania** (primary and lower secondary school) (place of research)
- **Istituto Paritario Alfredo Pinto di Vallo della Lucania (non public primary school)** (place of research)

1.1.4. Poland

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

- **Wyższa Szkoła Biznesu i Nauk o Zdrowiu in Lodz** (coordination and implementation of research),
- **Group of Schools in Szczawin (Zespół Szkolno – Gimnazjalny w Szczawinie** (Szkoła Podstawowa im. Króla Stefana Batorego w Szczawinie)) (place of research),
- **Primary School No. 172 of prof. Stefan Banach in Łódź (Szkoła Podstawowa nr 172 im. prof. Stefana Banacha w Łodzi)** (place of research),
- **Primary School of Leokadia Ostrowska in Bobrowniki (Szkoła Podstawowa im. Leokadii Ostrowskiej w Bobrownikach)** (place of research),
- **Primary School of J. Twardowski in Dębowa Góra (Szkoła Podstawowa im. ks. J. Twardowskiego w Dębowej Górze)** (place of research).

About WSBINOZ

WYŻSZA SZKOŁA BIZNESU I NAUK O ZDROWIU in Lodz (WSBINOZ) is the first non-public higher education institution in central Poland that offers health-allied and medical-allied studies as well as business and pedagogy faculties. The world class school facility and an outstanding training atmosphere promoted by highly competent and most distinguished specialist, practitioners and academic teachers guarantee the unique and ambitious curriculum, theoretical knowledge and practical skills so desired in professional life.

WSBINOZ conducts numerous researches and educational projects, cooperates with various education and health care institutions, remains locally and regionally active in the field of conference and workshops organization, social work and community elicitation. Prominent and well-qualified managers, determined students and academics guarantee its successful development and involvement in various thematic projects related to development of new ideas and services, curriculum building, preparation course syllabus, elaboration of materials and terminology for thematic courses and others. In our project experiences we conduct also many trainings for teachers, students, children, and adults. The topic area of this trainings was were wide, but we would like to underline the interpersonal skills, creativity, entrepreneurship and resolving conflicts.

1.1.5. Spain

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

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

About EUROACCION

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

Our vision is the personal change for social change.

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

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

Euroaccion realises annually around 8 – 9 European projects mostly about training and education as well as projects in the field of capacity building and social inclusion of people with fewer opportunities through humanistic approaches and Gestalt therapy.

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



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

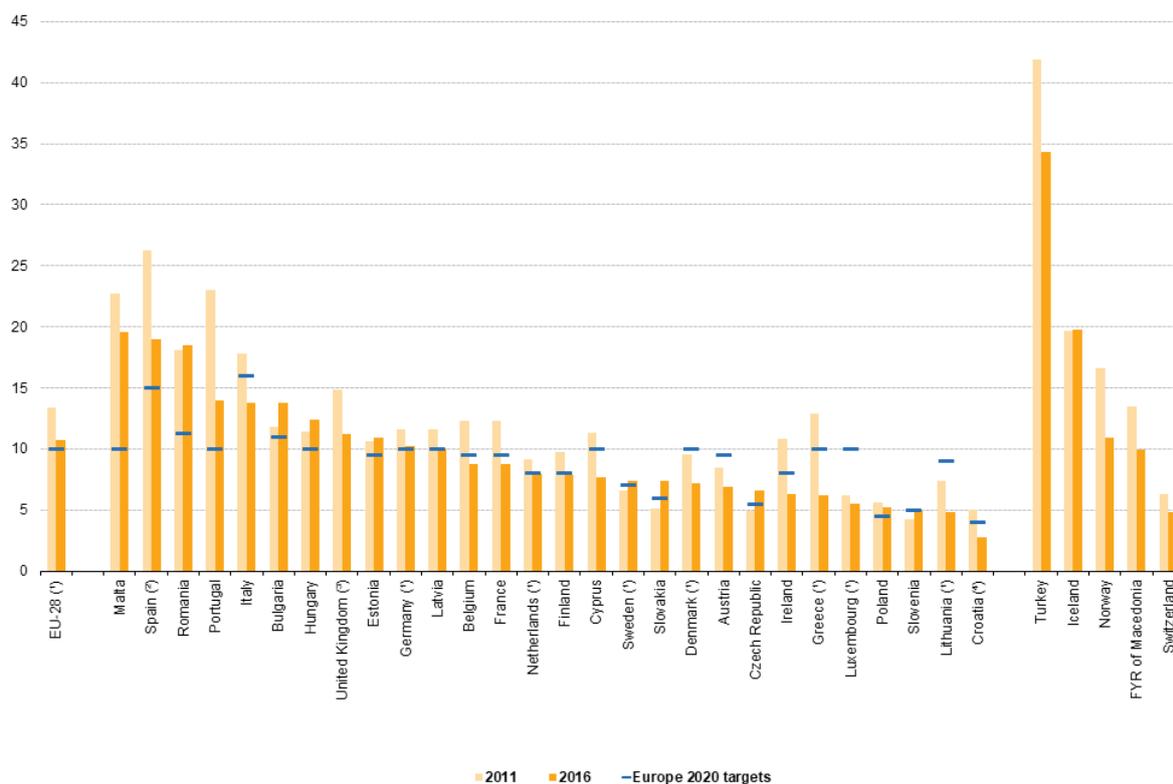
1.2.1. Bulgaria

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 2014-2020¹. In the Strategy for Decreasing the Share of Early Education System Leavers (2013 – 2020)² 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.

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.

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	% *								
I – IV grade												
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
V – VIII grade												
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
VET after VIII grade												
Not willing to continue	28	56,00	20	52,63	-	-	25	44,64	14	31,11	11	28,95
Due to family	21	42,00	14	36,84	39	82,98	29	51,78	25	55,56	15	39,47

reasons												
Gone abroad	-	-	-	-	-	-	-	-	4	8,89	10	26,32
IX – XIII grade												
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
Vocational colleges after secondary education												
Not willing to continue	16	38,09	-	-	7	38,89	8	14,81	6	35,29	3	4,05
Due to family reasons	17	40,48	3	42,86	11	61,11	16	29,63	5	29,41	39	52,70
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”³ 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

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

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 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.

1.2.2. Italy

According to the most up-to-date data, in the European framework where the share of early leavers from education and training (aged 18-24), not obtaining a secondary education or a professional qualification, has steadily decreased, from 12.6% in 2012 to 10.7% in 2016, against 17% in 2002, also in Italy the early school leavers reduce from 17.3% to 13.8% confirming the decreasing trend of the last few years. According to the European trend, with a lower percentage of female than male students (9,2% than 12,2%) (except in Bulgaria, the Czech Republic and Romania), Italian girls, who early leave education and training, are fewer than boys, with 11.3% against 16.1%. Despite the improvement of its position, in 2016 Italy – with its 13.8%, in the same percentage of Bulgaria – ranked higher than Countries with the highest share of Malta (19.6%), Spain (19.0%) and Romania (18.5%), definitely far from Croatia (2.8%), Lithuania (4.8%), Slovenia (4.9%), Poland (5.2%) and Luxembourg (5.5%).

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

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

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

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

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

source: our processing on EUROSTAT data

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

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

source: our processing on EUROSTAT data

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

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

source: our processing on EUROSTAT data

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

Whereas, in addition to the indicator used in an EU context, many countries have worked out specific national measures to quantify early leaving from education and training, based on institutional databases or on statistical results, even if not done for an intentional

measure of school dropping out and often with a level of separation not lower than the school unit.

In Italy it is possible to quantify the phenomenon of school dropping out on a national level, thanks to data available from the Students' National Database⁴, which includes information from all students attending schools, both public and private, belonging to national educational system/authority. At the time of the first registration in ANS, an anonymous code will be assigned to each student that will follow him throughout his / her school career. In addition, the students are characterized by a "state" of frequency that can be changed at any time by the school secretariats at the occurrence of particular events (transfers, abandonments, withdrawals, etc.)

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

So, a recent work by the MIUR⁵ has tried to find out which alternative paths the students identify, in some cases, the reasons for the exit from the system and the students were indicated with the generic definition of "leaving not motivated by the school system", the research measures with greater precision the transition to regional paths of education and training.

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

⁴ The National Students' Database (ANS) was founded thanks to the Italian Law n°76 approved on 15th April 2005, in order to help the achievement of the rights-duties related to Education and Training and the surveillance on completion of compulsory Education and Training, as related to Educational and Training Programmes and Apprenticeship of Students, since the 1st year of primary school; then, the Italian Law N°74/2010 has approved its executive authorization and has defined its features and conditions of Students' information collection, and also the different access and availability of students legally classified

⁵ <http://www.miur.gov.it/documents/20182/0/Focus+La+dispersione+scolastica/9bc1c11b-1c40-4029-87ba-40b8ba2bc2bf>

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

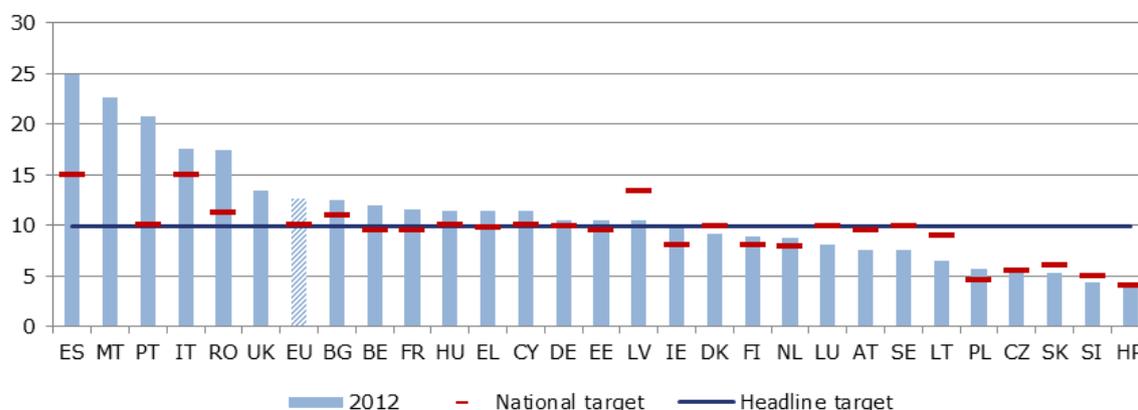
Moreover, between the school years 2015/2016 and 2016/2017, it has dropped 4,31% of the students attending secondary high school. And, because of this, values are already clear for young people who undertake professional training or apprenticeships, they will represent - reaching the age group 18-24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

1.2.3. Poland

According to data from the Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions from 2011: "In 2009, more than six million of young people, or 14.4% of people aged 18-24 years, completed education or training on lower secondary education level or even less. What is worse 17.4% of them completed only primary school. ESL is a waste of life opportunities of young people, as well as social and economic potential across the European Union ". Statistical data from the same report shows that in 2009 the highest percentage of students dropping out of school was adequately in Malta (36.8%), Portugal (31.2%) and Spain (31.2%). Poland in this classification was at good place. We were the third country with the lowest percentage (5.3%) of pupils dropping out of school. The first two places was for Slovakia and Slovenia. However, in another similar study conducted in 2013⁶ noted a slight improvement in the situation on the European level (12% of young Europeans were early school leavers). However, the situation also changed a bit in Poland - we ended up in fourth place with a score of 5.6%. Ahead of us were Croatia, Slovenia and the Czech Republic. This means that we should strengthen measures aimed at countering this phenomenon

⁶ MAS/forsal.pl

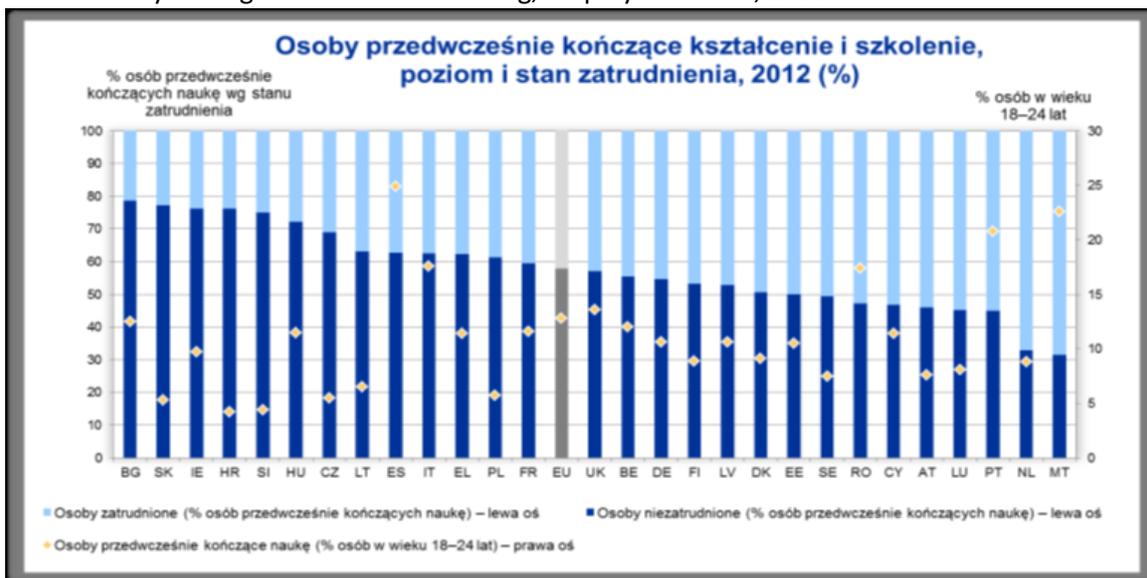
ESL rate 2012, Europe 2020 target and national targets



Source: Eurostat (LFS) in Europe 2020 Target: Early Leavers From Education And Training⁷

In the diagram above, we can find information picture of Polish situation in comparison with other European countries in the field of ESL. As we see, Poland is one of the countries with the lowest rate - just over 5 but its aim is to achieve a rate of 5.

Persons early ending education and training, employment rate, 2012



Source: Source: Eurostat, Labour Force Survey (at 05.11.2013) in CEDEFOP, Kontynuacja kształcenia (zawodowego) wśród młodzieży – co się sprawdza?⁸

The above diagram shows the rate of early leavers from education, training, divided into employed and unemployed persons. As we can see in Poland more than 60% of early school leavers are unemployed persons, only not the whole 40% of those is working.

⁷ http://ec.europa.eu/europe2020/pdf/themes/29_early_school_leaving.pdf

⁸ CEDEFOP, Kontynuacja kształcenia (zawodowego) wśród młodzieży – co się sprawdza?
www.cedefop.europa.eu/files/9084_pl.pdf

Early leavers from education and training by sex in Poland

Males				Females			
2009	2010	2011	2012	2009	2010	2011	2012
6,6	7,2	7,4	7,8	3,9	3,5	3,8	3,5

Source: Eurostat (LFS) in Europe 2020 Target: Early Leavers From Education And Training⁹

As we can see in the above table in Poland early school leavers are more often men than women. What confirms the trend prevailing throughout Europe.

Two-thirds of graduates of vocational schools in Poland continued education in secondary schools or complementary techniques. The others leave the school system with very low qualifications, not simultaneously taking any efforts for further education or training. This is a group of potentially condemned to social exclusion. They represent about 5% of the population of young people aged 18-24, which is one of the lowest rates in the EU. For example, in the school year 2005/2006 (according to the Central Statistical Office) 81.8 thous. of young people aged 16-18 years, i.e. 4.9% of young people in this age group did not meet the obligation to school. According to the Ministry of Education did not meet the requirement of education about 55 thous. 16-18 year olds reported by schools, i.e. 3.3% of young people in this age. These are often men (6.4%) than women (3.6%), as in most European countries.¹⁰

The increase in educational aspirations was confirmed by research conducted by the Public Opinion Research Centre, which were published in May 2009. According to these studies 91% of adult Poles is convinced that it is important to get an education, and 68% of them expressed this opinion in a decisive manner (compared with respectively 76% and 48% in 1993). 86% of respondents wishes to higher education for daughter, and 84% for son (compared with respectively 64% and 65% in 1993). The main stated motive of inducing people to get an education were higher earnings (64%), followed by an interesting profession (39%).¹¹

The low percentage of early school leavers Poland owes to several factors. Above all, one of the most important reason for giving up education is socio-economic condition. Students who do not have adequate conditions for study, young people coming from single-parent families, threatened with unemployment, families with many children, and sometimes with insufficient educational care, dysfunctional, in a difficult financial situation are most at risk of early school leaving. For these young people Voluntary Labour Corps directs their actions - a national, state organization supporting public education system, with many years of experience in building systems of help for the weakest groups, organizing and supporting forms of going out of poverty, unemployment and

⁹ http://ec.europa.eu/europe2020/pdf/themes/29_early_school_leaving.pdf

¹⁰ Report PRZEDWCZESNE OPUSZCZANIE SYSTEMU EDUKACJI, RAPORT DOTYCZĄCY KLUCZOWYCH TEAMTÓW W PROJEKCIE Z IRLANDII, REPUBLIKI CZESKIEJ, TURCJI I POLSKI, 2012, <http://www.betteropportunities.dwup.pl/upload/file/pliki/outcomes/Przedwczesne%20opuszczanie%20edukacji.pdf>

¹¹ Report PRZEDWCZESNE OPUSZCZANIE SYSTEMU EDUKACJI, RAPORT DOTYCZĄCY KLUCZOWYCH TEAMTÓW W PROJEKCIE Z IRLANDII, REPUBLIKI CZESKIEJ, TURCJI I POLSKI, 2012, <http://www.betteropportunities.dwup.pl/upload/file/pliki/outcomes/Przedwczesne%20opuszczanie%20edukacji.pdf>

social pathologies. Students who do not receive a promotion to the upper classes, they can go from primary or secondary education to VLC and there complete implementation of compulsory education. The solution limiting the drop-out rate due to learning problems is undoubtedly the psychological and pedagogical help system based on over 500 clinics across the country as well as psychologists and educators employed directly in schools. Students with learning difficulties can get professional help, attend compensatory, corrective, therapeutic, re-education and other specialist classes. The strong tradition of monitoring compliance with compulsory education and the obligation to study until the age of 18 is also significant.¹²

Achieving a further drop in the percentage of early school leavers even in the 2020 perspective will not be easy. The Ministry of National Education considers, however, that actions taken as part of the reform of vocational education and training will contribute to this goal. The decisive factors encouraging young people to continue their education and acquire professional qualifications is the attractiveness of the acquired education and skills on the labour market and their adaptation to the needs of the economy and the changing market demand. Therefore, the reform assumptions focus on activities aimed at facilitating the acquisition of vocational education and making the vocational education and training system more attractive and flexible. They include changes in the education organization system - some ineffective forms will no longer exist (e.g. profiled lyceums and vocational schools for adults), and instead of them more flexible training paths (vocational courses for adults enabling the acquisition of qualifications) have been introduced. At the same time, vocational schools will have the opportunity to create, together with other educational institutions, educational centres for vocational and continuing education, which will create conditions for a more diversified offer and better opportunities for cooperation with employers. Introduced changes to the core curriculum combining vocational education with the core curriculum for high schools will give students a better base for further education.¹³

In connection with the introduction of 500+ family supplements, the economic situation of families, and thus the living conditions of children, the accessibility of cultural goods has significantly improved.

1.2.3.1. Spain

Spain is the second country of the European Union in school failure, with a rate of 19% of young people between 18 and 24 years old who have left the educational system prematurely having completed at the very least the first cycle of Secondary Education (ESO) and not having received any other type of training in the last month. This rate is only surpassed by Malta (19.6%) and is above the European average (10.7%), according to Eurostat data. The last day of the Ministry of Education, Culture and Sports, on January 26, 2017, this figure appears at 18.98%. The proportion of school failure is much higher among boys (22.7%) than among girls (15.1%), according to

¹² <http://www.edukator.ore.edu.pl/przedwczesne-koczenie-nauki-sytuacja-w-polsce/>

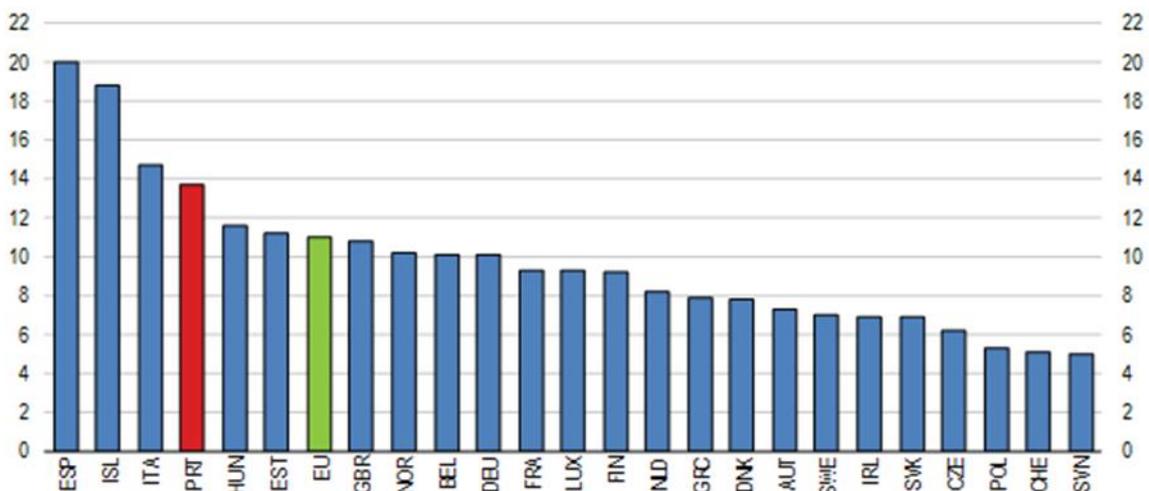
¹³ <http://www.edukator.ore.edu.pl/przedwczesne-koczenie-nauki-sytuacja-w-polsce/>

Eurostat data. However, Spain has managed to reduce the school dropout rate in the last decade from 30.3% in 2006 to 19% in 2016, although it is still far from reaching the national goal of reducing it by 15% in 2020, five points less than the goal for the entire EU.

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

Spain has improved a lot since 2013. However, more measures have to be taken to reduce youth and long-term unemployment and reduce the school dropout rate. The commissioner called in particular measures "to improve the effectiveness" of the guarantee of youth employment, public employment services and their cooperation with other social services to ensure the return of the unemployed to the labour market and the drop in early school leaving .

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



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

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

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

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

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

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

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

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

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

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

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

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

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

1.2.3.2. Research areas - criteria for the development of a questionnaire

European countries have committed to reducing the number of early leavers to below 10% by 2020¹⁴. In June 2011, education ministers agreed "the basis for a targeted and effective evidence-based policy" to tackle early leaving¹⁵.

Early leaving is a serious problem in many EU countries and is of interest of many researchers, those responsible for policy making and pedagogues. Although the situation is different in individual countries, and the main factors for which students stop their studies seem to be very individual, however, on the basis of the collected data and literature, we succeed to identify several common elements such as: learning difficulties, socio-economic problems or lack of motivation, advice or support.

The results presented in the report¹⁶ on early school leaving by students confirm that early leaving is a complex challenge at the individual, national and European level. **The analysis shows that factors related to early leaving are closely related to other educational and social issues.** Young people with early leaving are often socially and economically disadvantaged, in contrast to students who are continuing learning and who have qualifications that are helpful in achieving success in life. In order to be able to solve this problem, it should be borne in mind that **although early leaving seems to be an issue related to education and training systems, its background is associated with a wider social and political context.** Early school leaving is mainly influenced by wider policies in the areas of economy, employment, social affairs, health, etc. **Therefore, progress in learning outcomes and an increase in the employment rate of young people depend on improving the socio-economic climate, higher economic growth, combating poverty and improving health, and the effective integration of immigrants and minorities in society.** For the above reasons, only a comprehensive approach to tackling early leaving can be effective and have lasting effects.

Early leaving is a complex problem and its causes are varied. On the basis of the literature, we can notice that among the risk factors conducive to premature leaving of the education system, many elements from different areas of life can be distinguished. The family situation and / or immigrant background, gender and socio-economic conditions, as well as factors related to the education

¹⁴ [http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528\(01\)&from=EN](http://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52009XG0528(01)&from=EN) dostępny w dniu 06.08.2018

¹⁵ Zalecenie Rady z dnia 28 czerwca 2011 r. w sprawie polityk na rzecz ograniczania zjawiska przedwczesnego

kończenia nauki, Dz.U C 191, 1.7.2011. dostępny w dniu 06.08.2018 (<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2011:191:0001:0006:en:PDF>).

¹⁶ Komisja Europejska/EACEA/Eurydice/Cedefop, 2014. Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures. Eurydice and Cedefop Report. (Ograniczanie zjawiska wczesnego kończenia nauki w Europie: Polityka, strategie, działania. Raport Eurydice i Cedefop). Luksemburg: Urząd Publikacji Unii Europejskiej.

and training system are just some of the elements that may have a smaller or larger impact on the processes resulting in early school leavers. (...) pupils who were born abroad, young people from disadvantaged backgrounds and boys more often finish their education early than other groups. Students from immigrant backgrounds tend to have more difficulties with access to and participation in education than those who were born in the country where they are educated. This may be due to language and / or cultural barriers, socioeconomic segregation, limited access to learning support, etc.¹⁷

As demonstrated in the report "Reducing the phenomenon of early leaving in Europe: Policy, strategies, actions. The Eurydice and Cedefop Report "(2014), immigrant background / being a minority member or male gender should not be seen as defining factors in relation to early leaving. The socio-economic situation of pupils seems to have a greater impact on the likelihood of early leaving than other factors. Difficulties in the family, such as unemployment, low household incomes and low level of parents' education may have direct and lasting impact on students' learning at school, their approach to learning and achievement, and this may lead to early school-leaving decisions. In the referenced report, among the factors related to the education system that have an impact on the age of early leavers, there are, among others, such negative aspects as grade retention, socio-economic segregation of schools and early division of students into groups according to their academic capacity.

Among the positive factors (on the basis of "Reducing Early School Leaving in Europe: Policy, Strategies, Actions, Eurydice Report and Cedefop", 2014), which can reduce the risk of early leaving, there is participation in high quality early childhood education and care, well managed transition process from primary to secondary school, from middle school to high school and from school to work. Flexible secondary education paths can also have a positive effect on preventing or reducing early leaving. In addition, factors such as conditions on the local labour market can act as 'conducive' or 'restrictive' factors for early leaving, which underlines the complexity of early leaving and employment relationships. It also highlights the important role of educational and vocational guidance in supporting students in making the right choices.

Bearing in mind the referred report and experience gathered in an earlier project implemented in this partnership, which concerned the early leaving of the education system (research, literature review) as part of the Fine at School project, we focused on several selected areas of students' educational and social life. As the project is targeted at primary and lower secondary school students, our activities are concentrated in the areas of **compensation and prevention** as key to the target pupils' age group. During the research, we defined two **main research areas**:

- student's well-being at school;
- social and emotional development of pupils.

For the main research category, we have taken a general understanding of the **student's well-being at school** in the context of his/her social and emotional maturity and the conditions that the peer / school environment creates.

¹⁷ Komisja Europejska/EACEA/Eurydice/Cedefop, 2014. Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures. Eurydice and Cedefop Report. (Ograniczenie zjawiska wczesnego kończenia nauki w Europie: Polityka, strategie, działania. Raport Eurydice i Cedefop). Luksemburg: Urząd Publikacji Unii Europejskiej.

The student's well-being at school consists of: his / hers assessment of school conditions, peer relations, acceptance in the school environment, the learning process, the opportunity to learn as a value for the student. How a student perceives his/her school, how he / she feels in it, to how wide the infrastructure (both housing and offer) he / she has access, on which support from the school (but also parents) he/ she can count, has an impact on his / her educational success.

The second category of research is the **emotional and social development** of pupils; for this age group is understood as adequately developed emotional competences (coping in difficult situations, readiness to resolve conflicts in a manner consistent with the principles of social life, emotional responses adequate to the symptoms of stress, noticing the need to use help from other people, awareness of the existence of such people in the environment inside and outside the school and other indicators). They can be effective ways of counteracting early school leaving and abandoning the education system. That's why we also focused on developing students' life skills.

An element of research, important for the educational success of pupils, are also the student learning styles. We assumed that getting to know the pupils' learning styles by diagnosing teachers and then adapting teaching methods to students' learning styles can positively influence their educational success.

In order to obtain the fullest and widest picture of the pupil at school, not only the students (two research groups: students under 10 and students over 10), but also their teachers and parents were among the research groups. Such a wide research group allowed to collect accurate data.

In order to gather complete data in each of the main areas, we focused on several aspects. As you know, there is no single factor that causes premature leaving of education - often these are very individual factors. However, a certain compilation of factors in students' school and social life may influence the decision to abandon school. That is why we have focused on a number of aspects of students' lives. The age of the target group of students (primary school and lower secondary school) is strongly influenced by the definition of areas and research aspects. The areas in which we focused during the research include:

Part 1 – Student's well-being at school

- 1) School and its surroundings (the area studied in all four research groups: older and younger students, teachers and parents):
 - The level of general satisfaction of the student from school
 - Level of student satisfaction with the school's infrastructure and equipment
 - Level of student satisfaction with classes and events organized at school
 - Level of student satisfaction with school work in the field of learning difficulties, interrupting education
 - Level of student satisfaction in the area of pupils coming from other cultures going to school
 - Level of student satisfaction with school work in the area of risky behaviour and aggression
 - Level of parents' involvement in the work of the school according to the student
- 2) School relations (the area studied in all four research groups: older and younger students, teachers and parents):
 - Level of student satisfaction with relations with school employees

- Level of student satisfaction with relationships with other students
- Level of parents' involvement in the work of the school according to the student
- 3) Student's well-being at school - acceptance level (area studied in two groups of students)
- 4) The importance of learning for the student (the area studied in two groups of students)
 - Level determining the importance of learning for the student
 - Level determining the meaning of learning for the student's environment
 - Student's learning style (also in the group of parents)
 - Student's life competences (also in the group of parents)
- 5) Feedback of parents / caregivers about the school (tested only in the group of parents)
 - Assessment of school work by parent

Part II

- 6) Student's social and emotional development (the area studied in two groups of students)
 - The level of cooperation skills, group work by the student
 - The student's ability to handle emotions
 - The level of student's ability to cope with conflict situations

The above-mentioned areas constitute a broad research background. Several questions were assigned to each of the areas allowing for taking data from a specific part.

1.2.3.3. Research hypotheses

Based on the defined research areas, the following research hypotheses for each group were adopted (formulated).

I. Research group A - Students over 10 years of age

Part 1 - Student's well-being at school

- 1) We assume, when it comes to the school and its surroundings, that:
 - 1.1. The feeling of belonging to a group or school community, fair treatment, willingness to learn, and motivation to learn have an impact on the overall satisfaction of the student from school.
 - 1.2. The feeling of safety at school (and its surroundings), equipment and school buildings have a positive impact on the level of student satisfaction with the infrastructure and equipment of the school, arouse curiosity for learning and create a climate conducive to learning.
 - 1.3. The way of teaching and additional school activities have an impact on the level of student satisfaction with classes (which is expressed by high attendance at school); in addition, students are more eager to take part in events organized at the school.
 - 1.4. Support from the school in risk situations means that the student does not feel isolated, which in effect affects the level of student satisfaction with school work, does not result in interruption of education.
 - 1.5. The presence of students from other cultures, their acceptance by the environment and school support have an impact on the level of satisfaction of pupils from other cultures; while the general pupil community feels that they are learning in a tolerant environment.
 - 1.6. The educational intervention of the school in risky situations (including violence at school) affects the student's level of school satisfaction in the area of risky behaviour and aggression, because the student is aware of support and care.
 - 1.7. Parents' participation in school life, their involvement in its work, according to the surveyed students reflects the social respect for the institution which is the school, builds positive attitude and respect among students.
- 2) School relations:
 - 2.1. Good contact with school staff (teachers and administrative staff) affects the level of student satisfaction with the relations with the school staff, due to the possibility of direct reporting of troubling problems and hope for support.
 - 2.2. Good contact with other students contributes to the friendly school atmosphere, gives the chance to make student friendships, which affects the level of student satisfaction with relationships with other students.
 - 2.3. Parents' participation in the pupil's school life, good orientation in terms of pupils' acquaintances and friendships as well as opinions expressed about their children's

colleagues, awareness of the quality of the school environment have an impact on his assessment of the parents' involvement in the school's work.

- 3) Student's well-being at school - level of acceptance
 - 3.1. Student's well-being at school - level of acceptance
 - 3.1. The level of student acceptance by peers, taking into account the following characteristics: origin, manner of speaking, physical characteristics and other influences the pupil's well-being at school.
- 4) The importance of learning for the student
 - 4.1. The importance of learning and learning opportunities for the student is demonstrated by: independent mobilization, effort, time spent, cognitive curiosity, in a word, awareness of the factors on which the learning results depend on.
 - 4.2. The ratio of other students, teachers and parents to learning and learning opportunities has an impact on the perception of learning for the student.
 - 4.3. Defining the student's preferred learning style, awareness of an individual and effective way of learning.
 - 4.4. Assessment of one's own life competences, plans for the future, defining one's own and strengths has an impact on determining the level of student's life competences.

Part 2 - Social and emotional development

- 5) Student's social and emotional development.
 - 5.1. Activity, openness in contacts, assertiveness, adherence to rules have an impact on the level of cooperation and work of the student in the group.
 - 5.2. Knowledge of emotions, awareness of one's emotions, awareness of the causes of specific emotions is decisive in dealing with emotions by the student.
 - 5.3. Assertiveness, reactions in conflict situations, provoking conflict situations have an impact on the level of students' ability to cope in conflict situations.

II. Research group B - Students under the age of 10

Part 1 - Student's well-being at school

- 1) We assume that the school and its surroundings are important for the well-being of the child, in particular:
 - 1.1. What pupils like to do at school influences the overall satisfaction of the pupil at school.
 - 1.2. The feeling of safety at school (and its surroundings), equipment and school buildings have a positive impact on the level of student satisfaction with the infrastructure and equipment of the school, arouse curiosity for learning and create a climate conducive to learning.
 - 1.3. The way of teaching and additional school activities have an impact on the level of student satisfaction with classes (which is expressed by high attendance at school); in addition, students are more eager to take part in events organized at the school.

- 1.4. Support from the school in risk situations means that the student does not feel isolated, which in effect affects the level of student satisfaction with school work, does not result in interruption of education.
- 1.5. The presence of students from other cultures, their acceptance by the environment and school support have an impact on the level of satisfaction of pupils from other cultures; while the general pupil community feels that they are learning in a tolerant environment.
- 1.6. Good contact with school staff (teachers and administrative staff) affects the level of student satisfaction with the relations with the school staff, due to the possibility of direct reporting of troubling problems and hope for support.
- 1.7. Good contact with other students co-creates a friendly school atmosphere, gives the chance to make student friendships, which affects the level of student satisfaction with relationships with other students.

Part 2 - Social and emotional development

2) Student's social and emotional development

- 2.1. Active participation, openness in contacts, assertiveness, adherence to rules affect the level of cooperation and work of the student in the group.
- 2.2. Knowledge of emotions, awareness of own emotions, awareness of the causes of specific emotions co-determines the student's emotions management.
- 2.3. Assertiveness, reactions in conflict situations, provoking conflict situations affects the level of student's ability to cope with conflict situations.

3) The importance of learning for the student

- 3.1. Defining the student's preferred learning style, awareness of an individual and effective way of learning.
- 3.2. The assessment of life competences has an impact on determining the level of student's life competences.

III. Research group C - Teachers

1) School and its surroundings:

- 1.1. The feeling of safety at school (and its surroundings), equipment and school buildings have an impact on the level of teacher satisfaction with the school's infrastructure and equipment.
- 1.2. The way of teaching and additional school activities have an impact on the level of teacher satisfaction with classes and events organized at school.
- 1.3. Support from the school in risk situations affects the level of teacher satisfaction with school work in terms of learning difficulties, interrupting learning.
- 1.4. The presence of students from other cultures, their acceptance and support of the school has an impact on the level of teacher satisfaction in the area of pupils coming from other cultures going to school.

1.5. The presence of risky situations and violence at school, school support in this area has an impact on the level of teacher satisfaction with school work in the area of risky behaviour and aggression.

1.6. Parents' participation in school life affects the perception of this commitment (assessment) by teachers.

2) School relations:

2.1. Good contact between students and school staff (teachers and administrative staff) affects the level of teacher satisfaction in the relationship between students and school staff.

2.2. Good student contact with other students affects the level of teacher satisfaction in the area of student relations.

2.3. The participation of parents in the student's school life, the contact of parents with the teacher affects the level of teachers' satisfaction with the relations with the parents of pupils.

IV. **Research group D - Parents**

1) School and its surroundings:

1.1. The feeling of safety at school (and its surroundings), equipment and school buildings have an impact on the level of parent's satisfaction with the school's infrastructure and equipment.

1.2. The way of teaching and additional school activities have an impact on the level of parent's satisfaction with classes and events organized at school.

1.3. Support from the school in risk situations affects the level of parent's satisfaction with school work in terms of learning difficulties and interrupting learning.

1.4. The presence of students from other cultures, their acceptance and support of the school has an impact on the level of parent's satisfaction in the presence of students from other cultures at school.

1.5. The presence of risky situations and violence at school, school support in this area, affect the level of parent's satisfaction with school work in the area of risky behaviour and aggression.

1.6. The participation of parents in school life has an impact on the assessment of the level of parent's involvement in the school's work.

2) School relations:

2.1. Good contact with school staff (teachers and administrative staff) affects the level of parent's satisfaction in the area of their child's relations with the school's employees.

2.2. Good contact with other students affects the level of parental satisfaction in the area of student relationship with other students.

3) Opinion about the school

3.1. Safety at school, the level of childcare at school, the sense of safety of a student at school affects the level of parent's satisfaction with school work.

- 3.2. Good contacts with teachers and the tutor have an impact on the level of parent's satisfaction from cooperation with the teaching staff.
- 4) Learning style of the child.
 - 4.1. A parent's awareness of the child's preferred learning style will improve understanding and support.
 - 4.2. Assessment of the level of children's life competences.

1.2.3.4. Method of statistical analysis

The results from individual countries were collected and summarized together. We used numerical data for individual answers for statistical analysis. Taking into account the different way of presenting results in individual countries and different ways of calculating the arithmetic average in the national reports, we verified the arithmetic average in individual countries (and in individual responses) according to the full number of answers given to a given question.

Considering the differences in the size of groups between different countries, we used a weighted average of the number of respondents to calculate the overall result summarizing the question.:

$$\bar{x} = \frac{\sum_{i=1}^n w_i x_i}{\sum_{i=1}^n w_i}, \text{ so } \bar{x} = \frac{w_1 x_1 + w_2 x_2 + \dots + w_n x_n}{w_1 + w_2 + \dots + w_n}.$$

Below is an example of a table with results:

2.1. Do you like your school?

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	18 (3,20%)	43 (7,64%)	242 (42,98%)	191 (33,92%)	68 (12,08%)	1 (0,18%)
Italy N=126	5 (4%)	6 (4,8%)	27 (21,26%)	50 (40%)	34 (27,2%)	3 (2,4%)
Poland N=227	6 (2,64%)	12 (5,29%)	45 (19,82%)	112 (49,34%)	51 (22,47%)	1 (0,44%)
Spain N=151	5 (3,31%)	11 (7,28%)	30 (19,87%)	60 (39,74%)	42 (27,81%)	3 (1,99%)
In total N=1067 (weight average)	3,17%	7,21%	37,93%		14,86%	0,39%

Weight average

Numerical data

The arithmetic average by number of given responses (data in brackets)

Table showing the differences in the size of groups between countries.

	Group A	Group B	Group C	Group D
Bulgaria	563	24	214	293
Italy	126	16	126	200
Poland	227	6	128	217
Spain	151	9	127	142
In total	1067	55	595	852

2. Questionnaire studies

2.1.1.1. General information about studies

2.1.2. Respondents' group

2.1.2.1. Bulgaria

The study was conducted among project target 4 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) were girls.

STUDENTS UNDER 10 YEARS OLD (Group B)

For 24 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

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%).

2.1.2.2. Italy

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

STUDENTS OVER 10 YEARS OLD (FAS A)

n° respondents

- 126 secondary lower school students

age

- 10-14 years

gender

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

STUDENTS 6-10 YEARS OLD (FAS B)

n° respondents

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

in total age (pupils)

- 6-10 years

gender (pupils)

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

TEACHERS (FAS C)

n° respondents

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

age

- 27-67 years

gender [*3 lack of answer]

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

PARENTS / CARE GIVERS (FAS D)

n° respondents

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

age

- 27-63 year

gender [*4 lack of answer]

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

2.1.2.3. Poland

The study was conducted in four research groups: students over 10 years old (FAS A), students under 10 years old (FAS B), teachers (FAS C) and parents / caregivers (FASD).

STUDENTS OVER 10 YEARS OLD (FAS A)

227 primary school and gymnasium (lower secondary school) students aged between 10 and 16 (one student aged 9) took part in the study. 54% of the research group are boys (123 students) and 46% are girls (104 students).

Part I of the questionnaire - 227 students answered.

Part II of the questionnaire - 203 students answered.

STUDENTS UNDER 10 YEARS OLD (FAS B)

The study was conducted in six 1st - 3rd classes of primary school (1st Class – three classes, 3rd Class – three classes). In total, the study covered: 68 boys and 53 girls (121 students in total).

TEACHERS (FAS C)

128 teachers aged 26 to 58 participated in the study.

In the group of teachers there were 12 men (9%) and 116 women (91%).

PARENTS (FAS D)

217 parents / caregivers of students took part in the study. Respondents were aged 30 to 60+.

In the parents' group there were 50 men (23%) and 167 women (77%).

2.1.2.4. Spain

The study was conducted in 4 research groups:

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

STUDENTS OVER 10 YEARS OLD

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

IES Eduardo Linares

IES Poeta Julian Andúgar

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

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

STUDENTS UNDER 10 YEARS OLD

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

Public School Los Rosales.

CEIP. Santa Rosa de Lima.

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

TEACHERS

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

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

The study was conducted in 4 schools in Murcia Region:

CEIP. Los Rosales. Murcia

Secondary Educational School Poeta Julián Andugar. Murcia

CEIP. Santa Rosa de Lima. Murcia

IES. Eduardo Linares. Murcia

PARENTS

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

The study was conducted in 4 schools in Murcia Region:

CEIP. Los Rosales.

Secondary Educational School Poeta Julián Andugar.

CEIP. Santa Rosa de Lima.

IES. Eduardo Linares.

2.1.3. Realisation of the survey

RESEARCH TOOLS (QUESTIONNAIRES)

To realize survey the research questionnaires were developed:

Questionnaires for students:

- 1) Questionnaire A - school environment questionnaire and emotional competence for students over 10 years old;
- 2) Questionnaire B - school environment questionnaire and emotional competence for the students below 10 years old.

Questionnaires for teachers:

- 1) Questionnaire C - school environment questionnaire.

Questionnaires for parents / caregivers:

- 1) Questionnaire D - school environment questionnaire.

METHODOLOGY OF RESEARCH

The questionnaire was provided by psychologists, educators and psychometrics.

Implementation of the study

-In order to complete the survey, we contacted primary and secondary junior education, youth organizations / associations, government offices dealing with school education and youth issues. With selected institutions we contacted by phone, in person or by letter to present the purpose of the project and study, and present the application for a permit to conduct the study.

-In survey should took part primary and secondary junior school students, teachers and parents.

-The study was anonymous and the results of each single questionnaires will not be available to third parties.

Prior to the survey, respondents were informed about the purpose of the study and agreed to participate in it. Parental consent for children to participate in the study depends on the legal situation in particular country.

To collect the widest and most honest answers, the test was carried out in a safe environment, while ensuring anonymity, for example:

- on-line questionnaire,
- the survey was conducted by a person from outside the school,
- students/parents/teachers could give back the completed survey in the common one box, so that it is impossible to know who wrote the particular questionnaire,
- students/parents/teachers can give back the questionnaire in the closed envelope.

Study among students

1. Students over 10 years old

Each respondent had the most comfortable conditions for completing the questionnaire.

The students completed the tests during the (selected) lessons so that the teacher could help and support if the student was in doubt.

2. Students below 10 years old

To assist younger students (students over 10 years old from primary schools, or when it is needed) in filling in the questionnaire, the person conducting the survey could read the questionnaire aloud.

It was recommended that the entire class (as indicated by the headmaster) was involved in the study.

Before the tests begin, teachers received instructions how the test looks and how should be realized.

Pupils 6-10 years old

The questionnaire was filled in by the teacher for the whole class (one questionnaire for all pupils). Questionnaire was supported by pupils' drawings on the topic written down in the questionnaire. The drawings were realized during school lessons (e.g. tutor hours or art classes) and collected by the teacher as the survey material.

Study among teachers

Each respondent had the most comfortable conditions for completing the questionnaires. Each teacher completed the questionnaire individually.

Study among parents / caregivers

Each respondent had the most comfortable conditions for completing the questionnaires.

To maintain anonymity, parents completed surveys on-line or during a school meeting and forward them directly to the project coordinator or the questionnaires were left in closed envelope or in a special protected box.

2.1.3.1. Bulgaria

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 that taught 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.

2.1.3.2. Italy

The Italian team's survey focuses on the area of Salerno's district named Cilento, in the South of Campania Region, the one with the higher drop-out/early school leaver rate, with an overall percentage resulting higher than national average (18,1% vs 13,8% ESL).¹¹ This area is an interesting cross-section for our survey because it has many specific features compared to those of the urban-metropolitan areas in Campania.

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

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

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

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

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

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

The schools selected for the survey are located in suburban areas (Vallo della Lucania and Castellabate, about 9000 inhabitants for each, Sapri about 7000 inhabitants, Ascea and Centola about 5000 inhabitants) and rural areas (Alfano, Cannalonga, Celle di Bulgheria, Ceraso, Cuccaro, Futani, Laurito, Moio della Civitella, Montano Omignano, Novi Velia, Perdifumo, Pisciotta, Roccagloriosa, Rofrano, Rutino, San Mango Cilento, San Mauro La Bruca, Sessa Cilento, Stella Cilento, Torre Orsaia, Tortorella). Only the school “Rossi Vairo” is located in Agropoli, which is a little town of about 20000 citizens.

Three municipalities - Castellabate, Celle di Bulgheria, Vallo della Lucania - are in the list of the 13 Ministry of Education, University and Research [Circular n° 11666 of 2012] as areas of serious social and cultural exclusion.

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

The study was conducted according to a defined methodology.

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

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

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

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

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

The survey was conducted in national language (Italian).

2.1.3.3. Poland

The study was carried out in accordance to a given methodology.

To accomplish this study we contacted the staff of primary school and secondary junior schools. With these schools, we can contact by phone and e-mail. We arranged the appointments in chosen schools and presented during them the objectives of the project and the study with the request for permission to conduct the study.

Four schools with a different location were selected for the study:

- a city (Łódź city with about 700,000 inhabitants);
- suburban (Szczawin - about 5000 inhabitants);
- rural (Bobrowniki, Dębowa Góra).

Selected schools were also different in size (due to the number of pupils: small (up to 150 students) and large (Group of Schools in Szczawin - 371 students, Primary School No. 172 in Lodz - 503 students). We selected these schools to achieve a wide, diverse groups of students constituting a representative environment of the studied students.

Before the start of survey respondents were informed about the purpose of the survey and agree to participate in it and share information.

To get the most complete and honest answer we tried to realize the survey in a safe environment for respondents with guaranteeing anonymity e.g.:

- the survey was conducted by a person from outside the school (project researcher),
- respondents gave back the completed survey in the common one box, so that it is impossible to know who filled in the particular questionnaire,
- respondents gave back the questionnaire in the closed envelope.

The survey was anonymous.

The survey was conducted in national language (Polish).

The survey was realized in paper version (by individual contact) and later was forwarded to the digital version (online).

2.1.3.4. Spain

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

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

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

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

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

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

The survey was realized though questionnaires that were given to the school in a paper version. There was one person in charge of coordinating the survey in each school. After we had la the answers we forwarded the questionnaires in an online digital version that gave us all the graphics of the answers, and that we have use to explain the actual situation and make all the conclusions of our research though this report.

2.1.3.5. Statistical data

2.1.3.6. Group A – Students (over 10 years old)

2.1.3.7. Information about students

1.1. Age

Bulgaria: 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.

Italy: 10 years - 1 student; 11 years - 40 students; 12 years - 7 students; 13 years - 23 students; 14 years - 5 students.

Poland: 9 years - 1 student; 10 years - 9 students; 11 years - 51 students, 12 years - 53 students, 13 years - 60 students; 14 years - 19 students; 15 years - 23 students; 16 years - 11 students.

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

1.2. Gender

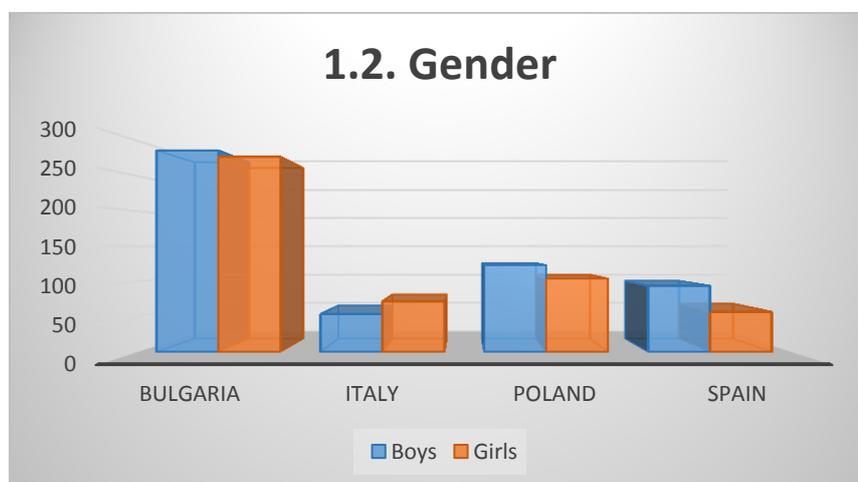
Bulgaria: Boys – 286 students (51 %); Girls – 277 students (49%).

Italy: Boys: 54 students (43%); Girls: 72 students (57%).

Poland: Boys - 123 students (54%); Girls – 104 students (46%).

Spain: Boys - 94 students (62,25%); Girls – 57 students (37,75%).

In total: Boys – 557 (52,5%); Girls – 510 (47,5%)



1.3. Nationality

Bulgaria: All students were of Bulgarian nationality.

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

Poland: All students were of Polish nationality (5 people didn't answer), one student entered German nationality.

Spain: The main nationality is Spanish with a 81,46% (123 students), followed by a 7,95% (12 students) of Moroccan. There are other nationalities but indeed with a very small % of people and just 1 or two individuals. 3,97% (6) of pupils did not answered.

1.4. Which school do you currently go to?

Bulgaria: Primary school – 383 (68%); Junior secondary school (gymnasium) – 180 (32%)

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

Poland: Primary school – 182 students (80%); Gymnasium – 45 students (20%)

Spain: 100% (151 students) of respondents replied Junior High School.



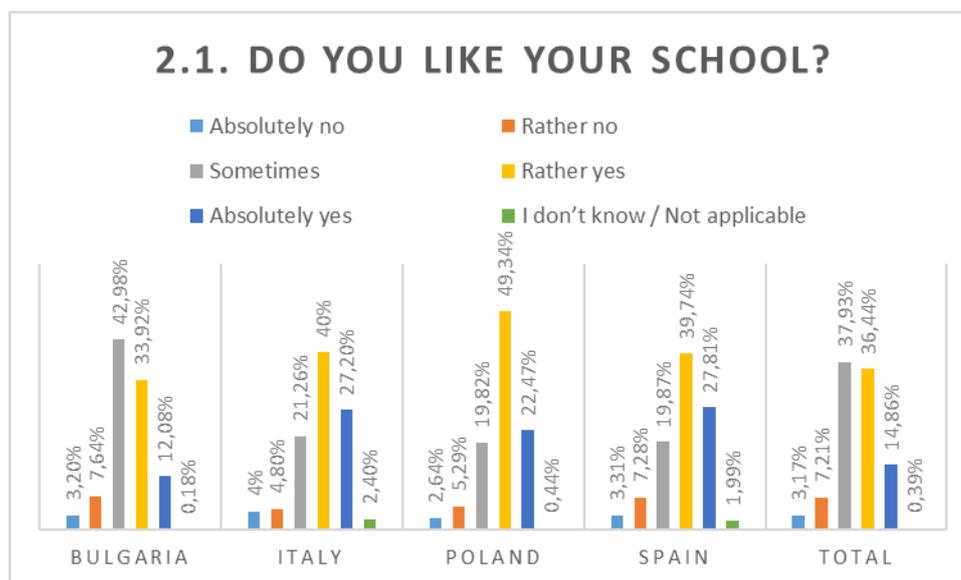
2.1.3.8. School and its surroundings

2.1. Do you like your school?

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	18 (3,20%)	43 (7,64%)	242 (42,98%)	191 (33,92%)	68 (12,08%)	1 (0,18%)
Italy N=126	5 (4%)	6 (4,8%)	27 (21,6%)	50 (40%)	34 (27,2%)	3 (2,4%)
Poland N=227	6 (2,64%)	12 (5,29%)	45 (19,82%)	112 (49,34%)	51 (22,47%)	1 (0,44%)
Spain N=151	5 (3,31%)	11 (7,28%)	30 (19,87%)	60 (39,74%)	42 (27,81%)	3 (1,99%)
In total N=1067 <i>(weight average)</i>	3,17%	7,21%	37,93%	36,44%	14,86%	0,39%

Additional comments: no

Lack of answer: Italy: 1



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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	14 (2,49%)	68 (12,08%)	55 (9,77%)	250 (44,40%)	159 (28,24%)	17 (3,02%)

Italy N=126	4 (3,17%)	6 (4,76%)	14 (11,11%)	21 (16,67%)	70 (55,56%)	11(8,73%)
Poland N=227	8 (3,54%)	3 (1,33%)	23 (10,18%)	94 (41,59%)	87 (38,5%)	11 (4,87%)
Spain N=151	2 (1,32%)	20 (13,25%)	23 (15,23%)	50 (33,11%)	49 (32,4%)	7 (4,64%)
In total N=1067 <i>(weight average)</i>	2,58%	10,50%	10,18%	42,34%	30,84%	3,56%

Additional comments: no

2.3. Do you feel safe in school?

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	19 (3,37%)	19 (3,37%)	72 (12,79%)	131 (23,27%)	312 (55,42%)	10 (1,78%)
Italy N=126	2 (0,80%)	4 (3,2%)	8 (6,40%)	36 (28,80%)	76 (60,80%)	-
Poland N=227	3 (1,33%)	3 (1,33%)	16 (7,08%)	95 (42,02%)	102 (45,13%)	7 (3,1%)
Spain N=151	3 (1,98%)	12 (7,95%)	29 (19,21%)	40 (26,49%)	67 (44,37%)	-
In total N=1067 <i>(weight average)</i>	2,94%	3,37%	12,18%	26,03%	53,71%	1,77%

Additional comments: no

Lack of answers: Poland: 1

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	18 (3,20%)	39 (6,93%)	62 (11,01%)	281 (49,91%)	152 (27,00%)	11 (1,95%)
Italy N=126	5 (4%)	12 (9,6%)	29 (23,2%)	38 (30,4%)	39 (31,2%)	2 (1,6%)
Poland N=227	6 (2,65%)	10 (4,42%)	29 (12,83%)	91 (40,27%)	83 (36,73%)	7 (3%) (3,1%)
Spain N=151	3 (2%)	9 (6%)	20 (13,33%)	44 (29,33%)	72 (48,01%)	2 (1,33%)

In total N=1067 <i>(weight average)</i>	3,09%	6,66%	11,84%	46,79%	29,56%	2,06%
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Additional comments: Poland: 1; lack of answer.

Lack of answers: Italy: 1; Spain: 1 student didn't reply on the question.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	17 (3,02%)	28 (4,97%)	74 (13,14%)	141 (25,04%)	287 (50,98%)	16 (2,85%)
Italy N=126	9 (7,2%)	20 (16%)	22 (17,6%)	33 (26,4%)	39 (31,2%)	2 (1,6%)
Poland N=227	5 (2,2%)	4 (1,76%)	25 (11,01%)	58 (25,55%)	124 (54,63%)	11 (4,85%)
Spain N=151	1 (0,67%)	21 (14%)	22 (14,67%)	31 (20,67%)	64 (42,67%)	11 (7,32%)
In total N=1067 <i>(weight average)</i>	2,94%	5,49%	13,13%	24,92%	50,21%	3,31%

Additional comments: no

Lack of answers: Italy: 1; Spain: 1 student didn't reply on the question.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	162 (28,77%)	174 (30,91%)	152 (27,00%)	41 (7,28%)	24 (4,26%)	10 (1,78%)
Italy N=126	53 (29,94%)	10 (5,65%)	36 (20,34%)	49 (27,68%)	27 (15,25%)	2 (1,14%)
Poland N=227	53 (23,56%)	53 (23,56%)	49 (21,78%)	31 (13,78%)	17 (7,55%)	22 (9,77%)
Spain N=151	4 (2,72%)	7 (4,76%)	22 (14,97%)	29 (19,73%)	77 (52,38%)	8 (5,44%)
In total N=1067 <i>(weight average)</i>	26,79%	27,22%	25,34%	9,86%	7,85%	2,94%

Additional comments: Poland: 2; „No, because we don't have such activities""; „In school – no, in open-air area - yes”.

Lack of answers: Italy: 2; Spain: 4 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	40 (7,10%)	58 (10,30%)	175 (30,08%)	151 (26,82%)	128 (22,74%)	11 (1,96%)
Italy N=126	9 (7,2%)	17 (13,6%)	38 (30,4%)	27 (21,6%)	28 (22,4%)	6 (4,8%)
Poland N=227	13 (5,73%)	21 (9,25%)	34 (14,98%)	61 (26,87%)	85 (37,44%)	13 (5,73%)
Spain N=151	11 (7,33%)	14 (9,33%)	23 (15,33%)	37 (24,67%)	58 (38,67%)	7 (4,67%)
In total N=1067 <i>(weight average)</i>	6,95%	10,24%	28,14%	26,51%	25,47%	2,69%

Additional comments: no

Lack of answers: Italy: 1; Spain: 1 student didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	-	36 (6,39%)	55 (9,77%)	104 (18,47%)	363 (64,48%)	5 (0,89%)
Italy N=126	3 (2,42%)	20 (16,13%)	42 (33,87%)	40 (32,26%)	18 (14,52%)	1 (0,8%)
Poland N=227	2 (0,88%)	4 (1,77%)	43 (19,03%)	38 (16,81%)	133 (58,85%)	6 (2,65%)
Spain N=151	3 (2,05%)	17 (11,64%)	28 (19,18%)	45 (30,82%)	46 (31,51%)	7 (4,80%)
In total N=1067 <i>(weight average)</i>	0,32%	6,47%	12,38%	19,46%	60,05%	1,32%

Additional comments: no

Lack of answers: Italy: 2; Poland: 1; Spain: 5 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	18 (3,20%)	77 (13,68%)	127 (22,56%)	136 (24,16%)	199 (35,35%)	6 (1,06%)

Italy N=126	2 (1,61%)	4 (3,23%)	15 (12,1%)	38 (30,65%)	65 (52,41%)	-
Poland N=227	13 (5,73%)	19 (8,37%)	55 (24,23%)	54 (23,79%)	82 (36,12%)	4 (1,76%)
Spain N=151	16 (11,03%)	13 (8,97%)	39 (26,9%)	45 (31,03%)	30 (20,69%)	2 (1,38%)
In total N=1067 <i>(weight average)</i>	3,88%	12,35%	22,60%	24,73%	35,31%	1,13%

Additional comments: no

Lack of answers: Italy: 2; Spain: 5 students didn't reply on the question.

2.10. Are students in your school treated too harshly?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	117 (20,78%)	117 (20,78%)	188 (33,39%)	92 (16,34%)	49 (8,71%)	-
Italy N=126	39 (30,95%)	43 (34,13%)	31 (24,6%)	6 (4,76%)	4 (3,18%)	3 (2,38%)
Poland N=227	43 (19,03%)	70 (30,97%)	71 (31,42%)	14 (6,19%)	21 (9,29%)	7 (3,1%)
Spain N=151	26 (18,31%)	26 (18,31%)	55 (38,73%)	16 (11,27%)	8 (5,63%)	11 (7,75%)
In total N=1067 <i>(weight average)</i>	20,83%	22,46%	33,08%	14,34%	8,40%	0,89%

Additional comments: no

Lack of answers: Spain: 9 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	46 (8,17%)	23 (4,09%)	194 (34,46%)	183 (32,50%)	112 (19,89%)	5 (0,89%)
Italy N=126	5 (4%)	2 (1,6%)	15 (12%)	33 (26,40%)	68 (54,4%)	2 (1,6%)
Poland N=227	6 (2,64%)	12 (5,29%)	24 (10,57%)	78 (34,36%)	88 (38,77%)	19 (8,37%)
Spain N=151	4 (2,7%)	11 (7,43%)	13 (8,78%)	53 (35,81%)	59 (39,86%)	8 (5,42%)
In total N=1067 <i>(weight average)</i>	7,01%	4,33%	29,15%	32,68%	24,72%	2,11%

Additional comments: no

Lack of answers: Spain: 3 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	78 (13,85%)	102 (18,12%)	202 (35,88%)	96 (17,05%)	77 (13,68%)	8 (1,42%)
Italy N=126	7 (5,6%)	9 (7,2%)	19 (15,2%)	38 (30,4%)	52 (41,6%)	-
Poland N=227	32 (14,1%)	35 (15,42%)	78 (34,36%)	37 (16,3%)	32 (14,1%)	13 (5,73%)
Spain N=151	21 (14,19%)	14 (9,46%)	32 (21,62%)	43 (29,05%)	34 (22,97%)	4 (2,71%)
In total N=1067 <i>(weight average)</i>	13,59%	16,88%	34,10%	18,13%	15,32%	1,98%

Additional comments: no

Lack of answers: Italy: 1; Spain: 3 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	109 (19,40%)	127 (22,6%)	50 (8,9%)	140 (24,91%)	95 (16,9%)	41 (7,29%)
Italy N=126	9 (7,2%)	37 (29,6%)	24 (19,2%)	16 (12,8%)	26 (20,8%)	13 (10,4%)
Poland N=227	32 (14,22%)	31 (13,78%)	12 (5,33%)	42 (18,67%)	73 (32,44%)	35 (15,56%)
Spain N=151	3 (2,07%)	2 (1,38%)	4 (2,76%)	24 (16,55%)	102 (70,34%)	10 (6,9%)
In total N=1067 <i>(weight average)</i>	17,33%	20,61%	8,51%	23,20%	21,90%	8,45%

Additional comments: Bulgaria: But my friends are.

Lack of answers: Italy: 1; Poland: 2; Spain: 6 students didn't reply on the question.

2.14. Do you think this is a positive situation?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria	64 (11,37%)	36 (6,39%)	118	123	95 (16,87%)	127 (22,56%)

N=563			(20,96%)	(21,85%)		
Italy N=126	4 (3,23%)	6 (4,84%)	24 (19,35%)	27 (21,77%)	46 (37,1%)	17 (13,71%)
Poland N=227	17 (7,52%)	11 (4,87%)	27 (11,95%)	58 (25,66%)	67 (29,65%)	46 (20,35%)
Spain N=151	7 (4,76%)	8 (5,44%)	23 (15,65%)	33 (22,45%)	63 (42,86%)	13 (8,84%)
In total N=1067 (weight average)	10,21%	6,09%	19,46%	22,36%	20,69%	21,19%

Additional comments: no

Lack of answers: Italy: 2; Poland: 1; Spain: 4 students didn't reply on the question.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	55 (9,77%)	77 (13,68%)	89 (15,81%)	170 (30,19%)	73 (12,97%)	99 (17,57%)
Italy N=126	6 (4,8%)	8 (6,4%)	17 (13,6%)	27 (21,6%)	52 (41,6%)	15 (12%)
Poland N=227	14 (6,25%)	25 (11,16%)	24 (10,71%)	69 (30,8%)	43 (19,2%)	49 (21,88%)
Spain N=151	8 (5,41%)	15 (10,14%)	22 (14,86%)	42 (28,38%)	41 (27,7%)	20 (13,51%)
In total N=1067 (weight average)	8,90%	12,88%	15,03%	29,84%	15,67%	17,68%

Additional comments: Poland: 1; „I don't know, I think so.”

Lack of answers: Italy: 1; Poland: 2; Spain: 3 students didn't reply on the question.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	27 (4,80%)	45 (7,99%)	64 (11,37%)	197 (34,99%)	131 (23,27%)	99 (17,58%)
Italy N=126	1 (0,8%)	14 (11,2%)	17 (13,6%)	35 (28%)	43 (34,4%)	15 (12%)
Poland N=227	7 (3,1%)	13 (5,75%)	30 (13,27%)	81 (35,84%)	62 (27,43%)	33 (14,61%)
Spain N=151	13 (7,98%)	12 (7,36%)	38 (23,31%)	32 (19,63%)	53 (32,52%)	15 (9,2%)

In total N=1067 <i>(weight average)</i>	4,62%	7,80%	12,41%	33,90%	24,78%	16,49%
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Additional comments: no

Lack of answers: Italy: 1; Poland: 1; Spain: 3 students didn't reply on the question.

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, ...)?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	27 (4,8%)	68 (12,08%)	89 (15,81%)	176 (31,26%)	145 (25,75%)	58 (10,30%)
Italy N=126	2 (1,6%)	11 (8,8%)	17 (13,6%)	43 (34,4%)	46 (36,8%)	6 (4,8%)
Poland N=227	9 (3,98%)	25 (11,06%)	27 (11,95%)	79 (34,96%)	52 (23,01%)	34 (15,04%)
Spain N=151	11 (7,53%)	14 (9,59%)	28 (19,18%)	26 (17,81%)	56 (38,36%)	11 (7,53%)
In total N=1067 <i>(weight average)</i>	4,72%	11,69%	15,42%	31,12%	26,52%	10,53%

Additional comments: no

Lack of answers: Italy: 1; Poland: 1; Spain: 5 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	116 (20,60%)	64 (11,37%)	41 (7,28%)	187 (33,21%)	82 (14,56%)	73 (12,98%)
Italy N=126	21 (16,67%)	10 (7,94%)	9 (7,14%)	18 (14,29%)	28 (22,22%)	40 (31,74%)
Poland N=227	14 (9,86%)	12 (8,45%)	23 (16,20%)	32 (22,54%)	25 (17,61%)	36 (25,34%)
Spain N=151	25 (16,89%)	21 (14,19%)	29 (19,59%)	14 (9,46%)	48 (32,43%)	11 (7,44%)
In total N=1067 <i>(weight average)</i>	19,34%	11,15%	8,72%	30,18%	16,16%	14,45%

Additional comments: Poland: 4; „We don't have such students.”; 3 times lack of comments.

Lack of answers: Poland: 81, Spain: 3 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	104 (18,47%)	125 (22,20%)	159 (28,24%)	55 (9,77%)	54 (9,59%)	66 (11,73%)
Italy N=126	39 (31,2%)	24 (19,2%)	27 (21,6%)	10 (8%)	5 (4%)	20 (16%)
Poland N=227	35 (21,60%)	40 (24,69%)	36 (22,22%)	9 (5,56%)	8 (4,94%)	34 (20,99%)
Spain N=151	18 (12,41%)	21 (14,48%)	38 (26,21%)	27 (18,62%)	32 (22,07%)	9 (6,21%)
In total N=1067 (weight average)	18,94%	21,88%	27,30%	9,80%	9,63%	12,45%

Additional comments: no

Lack of answers: Italy: 1; Poland: 65; Spain: 6 students didn't reply on the question.

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,...)?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	41 (7,28%)	41 (7,28%)	82 (14,56%)	183 (32,50%)	114 (20,25%)	102 (18,13%)
Italy N=126	12 (9,68%)	11 (8,87%)	14 (11,29%)	22 (17,74%)	46 (37,1%)	19 (15,32%)
Poland N=227	14 (8,64%)	11 (6,79%)	15 (9,26%)	52 (32,10%)	38 (23,46%)	32 (19,75%)
Spain N=151	5 (3,40%)	9 (6,12%)	16 (10,88%)	36 (24,49%)	67 (45,58%)	14 (9,53%)
In total N=1067 (weight average)	7,29%	7,23%	13,73%	31,42%	22,66%	17,67%

Additional comments: no

Lack of answers: Italy: 2; Poland: 65; Spain: 4 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	27 (4,80%)	71 (12,61%)	131 (23,27%)	108 (19,18%)	199 (35,35%)	27 (4,79%)

Italy N=126	26 (20,8%)	29 (23,2%)	38 (34,4%)	15 (12%)	3 (2,4%)	14 (11,2%)
Poland N=227	9 (3,96%)	40 (17,62%)	49 (21,59%)	30 (13,22%)	75 (33,04%)	24 (10,57%)
Spain N=151	15 (10,20%)	33 (22,45%)	44 (29,93%)	27 (18,37%)	20 (13,61%)	8 (5,44%)
In total N=1067 <i>(weight average)</i>	5,60%	14,19%	23,70%	18,10%	32,59%	5,82%

Additional comments: no

Lack of answers: Italy: 1; Spain: 4 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	36 (6,39%)	41 (7,28%)	82 (14,56%)	114 (20,25%)	249 (44,23%)	41 (7,29%)
Italy N=126	7 (5,69%)	5 (4,07%)	21 (17,07%)	30 (24,39%)	49 (39,84%)	11 (8,94%)
Poland N=227	11 (4,85%)	8 (3,52%)	17 (7,49%)	68 (29,96%)	105 (46,26%)	18 (7,92%)
Spain N=151	3 (2,03%)	8 (5,41%)	17 (11,49%)	36 (24,32%)	75 (50,68%)	9 (6,07%)
In total N=1067 <i>(weight average)</i>	5,93%	6,58%	13,60%	21,86%	44,67%	7,36%

Additional comments: no

Lack of answers: Italy: 3; Spain: 3 students didn't reply on the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	42 (7,46%)	29 (5,15%)	69 (12,26%)	185 (32,86%)	197 (34,99%)	41 (7,28%)
Italy N=126	2 (1,63%)	14 (11,38%)	16 (13,01%)	42 (34,15%)	43 (34,96%)	6 (4,87%)
Poland N=227	13 (5,73%)	9 (3,96%)	31 (13,66%)	80 (35,24%)	82 (36,12%)	12 (5,29%)
Spain N=151	6 (4,11%)	12 (8,22%)	23 (15,75%)	31 (21,23%)	61 (41,78%)	13 (8,91%)
In total	6,84%	5,40%	12,65%	32,58%	35,50%	7,03%

N=1067

(weight average)

Additional comments: no

Lack of answers: Italy: 3; Spain: 5 students didn't reply on the question.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	50 (8,88%)	64 (11,37%)	159 (28,24%)	100 (17,76%)	132 (23,45%)	58 (10,30%)
Italy N=126	9 (7,26%)	32 (25,81%)	32 (25,81%)	25 (20,16%)	20 (16,13%)	6 (4,83%)
Poland N=227	6 (2,64%3%)	6 (2,64%)	30 (13,22%)	60 (26,43%)	110 (48,46%)	15 (6,61%)
Spain N=151	17 (11,72%)	25 (17,24%)	32 (22,07%)	31 (21,38%)	22 (15,17%)	18 (12,42%)
In total N=1067 <i>(weight average)</i>	8,18%	11,13%	25,91%	19,15%	25,89%	9,74%

Additional comments: no

Lack of answers: Italy: 2; Spain: 6 students didn't reply on the question.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	14 (2,49%)	32 (5,68%)	86 (15,28%)	145 (25,75%)	245 (43,52%)	41 (7,28%)
Italy N=126	-	9 (7,14%)	12 (9,52%)	46 (36,51%)	49 (38,89%)	10 (7,94%)
Poland N=227	4 (1,76%)	8 (3,52%)	25 (11,01%)	48 (21,15%)	127 (55,95%)	15 (6,61%)
Spain N=151	7 (4,73%)	4 (2,70%)	16 (10,81%)	45 (30,41%)	62 (41,89%)	14 (9,46%)
In total N=1067 <i>(weight average)</i>	2,42%	5,30%	14,27%	25,85%	44,82%	7,34%

Additional comments: no

Lack of answers: Spain: 3 students didn't reply on the question.

Additional comments:

Italy:

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

2.1.3.9. School relations

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	41 (7,28%)	55 (9,77%)	162 (28,77%)	142 (25,22%)	111 (19,72%)	52 (9,24%)
Italy N=126	11 (8,73%)	11 (8,73%)	9 (7,14%)	10 (7,94%)	33 (26,19%)	52 (41,27%)
Poland N=227	9 (3,96%)	12 (5,29%)	15 (6,61%)	88 (38,77%)	88 (38,77%)	15 (6,60%)
Spain N=151	4 (2,65%)	18 (11,92%)	30 (19,87%)	42 (27,81%)	44 (29,14%)	13 (8,61%)
In total N=1067 <i>(weight average)</i>	6,66%	9,28%	24,63%	26,41%	22,91%	10,11%

Additional comments:

Bulgaria: 5 – 2 for no and 3 for don't know, explaining that the respondent doesn't have communication with the school headmaster.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	36 (6,39%)	68 (12,08%)	169 (30,02%)	182 (32,33%)	75 (13,32%)	33 (5,86%)
Italy N=126	5 (4%)	4 (3,2%)	9 (7,2%)	17 (13,6%)	74 (59,2%)	16 (12,8%)
Poland N=227	9 (3,96%)	17 (7,49%)	25 (11,01%)	84 (37,00%)	67 (29,52%)	25 (11,02%)
Spain N=151	8 (5,30%)	15 (9,93%)	31 (20,53%)	46 (30,46%)	35 (23,18%)	16 (10,60%)
In total N=1067 <i>(weight average)</i>	5,93%	11,03%	26,20%	32,09%	17,70%	7,05%

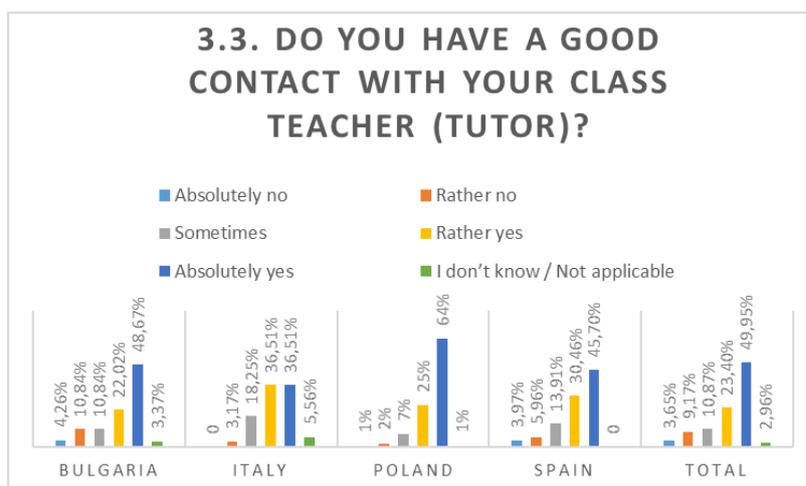
Additional comments: no

Lack of answer: Italy: 1.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	24 (4,26%)	61 (10,84%)	61 (10,84%)	124 (22,02%)	274 (48,67%)	19 (3,37%)
Italy N=126	-	4 (3,17%)	23 (18,25%)	46 (36,51%)	46 (36,51%)	7 (5,56%)
Poland N=227	2 (0,88%)	5 (2,20%)	17 (7,49%)	56 (24,67%)	145 (63,88%)	2 (0,88%)
Spain N=151	6 (3,97%)	9 (5,96%)	21 (13,91%)	46 (30,46%)	69 (45,70%)	-
In total N=1067 <i>(weight average)</i>	3,65%	9,17%	10,87%	23,40%	49,95%	2,96%

Additional comments: no



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	18 (3,19%)	27 (4,80%)	117 (20,78%)	241 (42,81%)	140 (24,87%)	20 (3,55%)
Italy N=126	1 (0,79%)	5 (3,97%)	19 (15,08%)	46 (36,51%)	52 (41,27%)	3 (2,38%)
Poland N=227	2 (0,88%)	3 (1,32%)	46 (20,26%)	95 (41,85%)	78 (34,37%)	3 (1,32%)
Spain N=151	2 (1,37%)	6 (4,11%)	29 (19,86%)	48 (32,88%)	60 (41,10%)	1 (0,68%)
In total N=1067 <i>(weight average)</i>	2,71%	4,29%	20,44%	41,90%	27,59%	3,07%

Additional comments:

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

3.5. Do you think teachers treat you fairly?

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	36 (6,40%)	50 (8,88%)	168 (29,84%)	201 (35,70%)	108 (19,18%)	-
Italy N=126	2 (1,59%)	5 (3,97%)	19 (15,08%)	34 (26,98%)	62 (49,21%)	4 (3,17%)
Poland N=227	8 (3,52%)	15 (6,61%)	52 (22,91%)	97 (42,73%)	49 (21,59%)	6 (2,64%)
Spain N=151	10 (6,71%)	13 (8,72%)	37 (24,83%)	42 (28,19%)	45 (30,20%)	2 (1,35%)
In total N=1067 <i>(weight average)</i>	5,86%	8,39%	28,11%	35,84%	21,27%	0,53%

Additional comments: no

Lack of answer: Spain: 2 students did not reply the question.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	41 (7,28%)	54 (9,59%)	136 (24,16%)	149 (26,47%)	126 (22,38%)	57 (10,12%)
Italy N=126	2 (1,6%)	11 (8,8%)	17 (13,6%)	45 (36%)	49 (39,2%)	1 (0,8%)
Poland N=227	10 (4,42%)	18 (7,96%)	57 (25,22%)	64 (28,32%)	61 (26,99%)	16 (7,08%)
Spain N=151	7 (4,70%)	15 (10,07%)	37 (24,83%)	37 (24,83%)	48 (32,21%)	5 (3,36%)
In total N=1067 <i>(weight average)</i>	6,56%	9,38%	23,92%	26,98%	24,16%	9,00%

Additional comments: no

Lack of answer: Italy: 1; Poland: 1; Spain: 2 students did not reply the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	23 (4,08%)	18 (3,20%)	143 (25,40%)	232 (41,21%)	129 (22,91%)	18 (3,20%)
Italy N=126	1 (0,79%)	4 (3,17%)	20 (15,87%)	41 (32,54%)	58 (46,03%)	2 (1,60%)
Poland N=227	1 (0,44%)	11 (4,87%)	41 (18,14%)	71 (31,42%)	98 (43,36%)	4 (1,77%)
Spain N=151	8 (5,37%)	4 (2,68%)	34 (22,82%)	41 (27,52%)	59 (39,60%)	3 (2,01%)
In total N=1067 <i>(weight average)</i>	3,57%	3,38%	23,97%	38,87%	27,32%	2,89%

Additional comments:

Bulgaria: 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

Poland: 1: „Only on a few teachers”

Lack of answer: Spain: 2 students did not reply to this question.

3.8. Do you go along with the other students?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	-	44 (7,82%)	89 (15,81%)	140 (24,87%)	271 (48,13%)	19 (3,37%)
Italy N=126	2 (1,6%)	5 (4%)	12 (9,6%)	52 (41,6%)	54 (43,2%)	-
Poland N=227	-	2 (0,88%)	20 (8,85%)	66 (29,20%)	135 (59,73%)	3 (1,34%)
Spain N=151	3 (1,99%)	9 (5,96%)	25 (16,56%)	38 (25,17%)	76 (50,32%)	-
In total N=1067 <i>(weight average)</i>	0,17%	6,69%	14,73%	26,08%	49,53%	2,80%

Additional comments:

Bulgaria: 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.

Poland: 1; „It depends with who”

Lack of answer: Italy: 1.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	16 (2,84%)	42 (7,46%)	158 (28,06%)	165 (29,31%)	152 (27,00%)	30 (5,33%)
Italy N=126	1 (0,8%)	6 (4,8%)	15 (12%)	40 (32%)	51 (40,8%)	12 (9,6%)
Poland N=227	1 (0,44%)	6 (2,64%)	22 (9,69%)	95 (41,85%)	98 (43,17%)	5 (2,21%)
Spain N=151	9 (5,96%)	22 (14,57%)	43 (28,48%)	33 (21,85%)	38 (25,17%)	6 (3,97%)
In total N=1067 <i>(weight average)</i>	2,63%	7,15%	25,14%	30,58%	29,48%	5,02%

Additional comments: no

Lack of answer: Italy: 1.

3.10. Are your classmates friendly and helpful?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	27 (4,80%)	37 (6,57%)	168 (29,84%)	176 (31,26%)	129 (22,91%)	26 (4,62%)
Italy N=126	3 (2,42%)	9 (7,26%)	20 (16,13%)	50 (40,32%)	40 (32,26%)	2 (1,61%)
Poland N=227	5 (2,21%)	13 (5,75%)	72 (31,86%)	73 (32,30%)	59 (26,11%)	4 (1,77%)
Spain N=151	10 (6,76%)	15 (10,14%)	46 (31,08%)	37 (25,00%)	38 (25,68%)	2 (1,34%)
In total N=1067 <i>(weight average)</i>	4,49%	6,69%	29,64%	31,40%	23,83%	3,95%

Additional comments:

Bulgaria: 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.

Poland: 1; „Only my best friends”.

Lack of answer: Italy: 2; Spain: 3 students did not reply to this question.

3.11. Do classmates accept you the way you are?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	33 (5,86%)	37 (6,57%)	73 (12,97%)	216 (38,37%)	181 (32,15%)	23 (4,08%)
Italy N=126	2 (1,59%)	5 (3,97%)	18 (14,29%)	37 (29,37%)	57 (45,23%)	7 (5,55%)
Poland N=227	4 (1,76%)	6 (2,64%)	28 (12,33%)	93 (40,97%)	86 (37,89%)	10 (4,41%)
Spain N=151	3 (2,05%)	8 (5,48%)	28 (19,18%)	28 (19,18%)	74 (50,68%)	5 (3,43%)
In total N=1067 <i>(weight average)</i>	4,97%	5,91%	13,28%	37,30%	34,39%	4,15%

Additional comments:

Bulgaria: 3 for absolutely yes – only some.

Lack of answer: Spain: 5 students didn't reply to the question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	27 (4,80%)	27 (4,80%)	36 (6,40%)	41 (7,28%)	400 (71,05%)	32 (5,67%)
Italy N=126	-	3 (2,4%)	6 (4,8%)	15 (12%)	98 (78,4%)	3 (2,4%)
Poland N=227	4 (1,76%)	4 (1,76%)	7 (3,08%)	34 (14,98%)	172 (75,77%)	6 (2,65%)
Spain N=151	1 (0,67%)	5 (3,36%)	8 (5,37%)	19 (12,75%)	114 (76,51%)	2 (1,34%)
In total N=1067 <i>(weight average)</i>	4,00%	4,24%	5,86%	8,74%	72,23%	4,93%

Additional comments:

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

Lack of answer: Italy: 1; Spain: 2 students did not reply to this question.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	23 (4,09%)	68 (12,08%)	127 (22,56%)	127 (22,56%)	186 (33,04%)	32 (5,67%)
Italy N=126	2 (1,59%)	7 (5,56%)	14 (11,11%)	28 (22,22%)	72 (57,14%)	3 (2,38%)
Poland N=227	12 (5,31%)	18 (7,96%)	43(19,03%)	69 (30,53%)	66 (29,20%)	18 (7,97%)
Spain N=151	21 (13,91%)	29 (19,21%)	32 (21,19%)	21 (13,91%)	40 (26,49%)	8 (5,29%)
In total N=1067 <i>(weight average)</i>	4,69%	11,70%	21,59%	23,07%	33,13%	5,82%

Additional comments:

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

Poland: 1; „They work here”.

3.14. Do parents encourage you to learn well?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	23 (4,09%)	18 (3,20%)	36 (6,40%)	45 (7,99%)	409 (72,65%)	32 (5,67%)
Italy N=126	-	2 (1,61%)	4 (3,23%)	15 (12,10%)	102 (82,26%)	1 (0,80%)
Poland N=227	2 (0,88%)	5 (2,21%)	7 (3,10%)	38 (16,81%)	168 (74,34%)	6 (2,66%)
Spain N=151	2 (1,35%)	3 (2,03%)	8 (5,41%)	30 (20,27%)	102 (68,92%)	3 (2,02%)
In total N=1067 <i>(weight average)</i>	3,38%	2,95%	5,80%	9,94%	73,02%	4,91%

Additional comments:

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

Poland: 1; „Blackmail and force”

Lack of answer: Italy: 1; Spain: 2 students did not reply to this question.

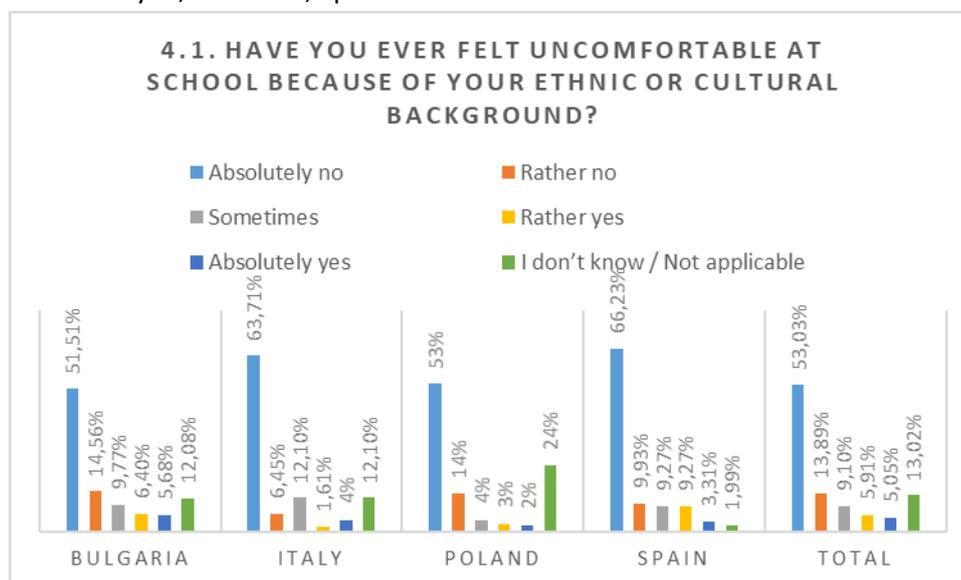
2.1.3.10. Well – being at school

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	290 (51,51%)	82 (14,56%)	55 (9,77%)	36 (6,40%)	32 (5,68%)	68 (12,08%)
Italy N=126	79 (63,71%)	8 (6,45%)	15 (12,10%)	2 (1,61%)	5 (4,03%)	15 (12,10%)
Poland N=227	120 (53,33%)	31 (13,78%)	9 (4%)	6 (2,67%)	5 (2,22%)	54 (24%)
Spain N=151	100 (66,23%)	15 (9,93%)	14 (9,27%)	14 (9,27%)	5 (3,31%)	3 (1,99%)
In total N=1067 (weight average)	53,03%	13,89%	9,10%	5,91%	5,05%	13,02%

Additional comments: Poland: 1; „I don't understand”

Lack of answer: Italy: 2; Poland: 1; Spain: 3 students



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	375 (66,61%)	32 (5,68%)	47 (8,35%)	14 (2,49%)	27 (4,79%)	68 (12,08%)
Italy N=126	115 (91,27%)	2 (1,59%)	2 (1,59%)	2 (1,59%)	-	5 (3,96%)

Poland N=227	140 (62,22%)	16 (7,11%)	2 (0,89%)	3 (1,33%)	5 (2,22%)	59 (26,23%)
Spain N=151	137 (91,95%)	6 (4,03%)	2 (1,34%)	3 (2,01%)	-	1 (0,67%)
In total N=1067 <i>(weight average)</i>	68,42%	5,61%	6,76%	2,28%	4,02%	12,91%

Additional comments:

Poland: 1; „Everyone has the same colour”;

Spain: 1; „Everyone has the same colour”

Lack of answer: Poland: 1; Spain: 2 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	325 (57,73%)	23 (4,09%)	92 (16,34%)	53 (9,41%)	17 (3,02%)	53 (9,41%)
Italy N=126	93 (73,81%)	16 (12,7%)	8 (6,35%)	3 (2,38%)	3 (2,38%)	3 (2,38%)
Poland N=227	126 (55,51%)	26 (11,45%)	12 (5,29%)	6 (2,64%)	8 (3,52%)	49 (21,59%)
Spain N=151	127 (84,11%)	9 (5,96%)	12 (7,95%)	1 (0,66%)	1 (0,66%)	1 (0,66%)
In total N=1067 <i>(weight average)</i>	59,55%	5,46%	14,08%	7,79%	2,92%	10,20%

Additional comments: no

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	435 (77,26%)	50 (8,88%)	23 (4,08%)	18 (3,20%)	14 (2,49%)	23 (4,09%)
Italy N=126	117 (92,86%)	1 (0,79%)	2 (1,59%)	1 (0,79%)	-	5 (3,97%)
Poland N=227	81 (63,28%)	8 (6,25%)	3 (2,34%)	2 (1,56%)	3 (2,34%)	31 (24,23%)
Spain N=151	132 (87,42%)	9 (5,96%)	6 (3,97%)	1 (0,66%)	-	3 (1,99%)
In total N=1067 <i>(weight average)</i>	77,45%	8,17%	3,85%	2,83%	2,23%	5,47%

Additional comments:

Bulgaria: 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.

Poland: 1; „I don't know”

Lack of answer: Poland: 98

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	288 (51,15%)	28 (4,97%)	102 (18,13%)	36 (6,39%)	41 (7,28%)	68 (12,08%)
Italy N=126	64 (50,79%)	28 (22,22%)	12 (9,52%)	15 (11,9%)	4 (3,18%)	3 (2,39%)
Poland N=227	106 (46,70%)	35 (15,42%)	50 (22,03%)	9 (3,96%)	16 (7,05%)	11 (4,86%)
Spain N=151	92 (60,93%)	24 (15,89%)	20 (13,25%)	4 (2,65%)	10 (6,62%)	1 (0,66%)
In total N=1067 (weight average)	51,12%	7,58%	18,01%	6,09%	7,05%	10,15%

Additional comments:

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

Lack of answer: Spain: 1 student didn't give applicable answer.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	284 (50,62%)	34 (6,06%)	115 (20,50%)	28 (4,99%)	28 (4,99%)	72 (12,84%)
Italy N=126	91 (72,8%)	11 (8,8%)	7 (5,6%)	2 (1,6%)	4 (3,2%)	10 (8%)
Poland N=227	123 (54,67%)	20 (8,89%)	17 (7,56%)	2 (0,89%)	5 (2,22%)	58 (25,77%)
Spain N=151	131 (86,75%)	6 (3,97%)	4 (2,65%)	3 (1,99%)	3 (1,99%)	4 (2,65%)
In total N=1067 (weight average)	54,03%	6,41%	17,29%	4,17%	4,40%	13,70%

Additional comments:

Bulgaria: 2 - „I don't have such problems”.

Poland: 2; „I don't have such problems", „I don't have ADHD".

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,...) ?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	286 (50,80%)	100 (17,76%)	108 (19,18%)	24 (4,26%)	45 (8,0%)	-
Italy N=126	67 (54,03%)	28 (22,58%)	14 (11,29%)	2 (1,61%)	7 (5,65%)	6 (4,84%)
Poland N=227	106 (46,9%)	58 (25,66%)	33 (14,6%)	7 (3,1%)	13 (5,75%)	9 (3,99%)
Spain N=151	105 (69,54%)	25 (16,56%)	16 (10,6%)	-	3 (1,99%)	2 (1,31%)
In total N=1067 <i>(weight average)</i>	51,48%	18,88%	17,82%	3,78%	7,28%	0,76%

Additional comments:

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

Lack of answer: Italy: 2; Poland: 1

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	344 (61,10%)	46 (8,17%)	52 (9,24%)	35 (6,22%)	41 (7,28%)	45 (7,99%)
Italy N=126	94 (75,81%)	10 (8,06%)	7 (5,65%)	1 (0,81%)	3 (2,42%)	9 (7,25%)
Poland N=227	153 (67,4%)	37 (16,3%)	12 (5,29%)	5 (2,2%)	9 (3,96%)	11 (4,85%)
Spain N=151	121 (78,57%)	15 (9,74%)	6 (3,90%)	2 (1,30%)	7 (4,55%)	3 (1,94%)
In total N=1067 <i>(weight average)</i>	63,46%	9,28%	8,30%	5,22%	6,52%	7,22%

Additional comments:

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

Lack of answer: Italy: 2.

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

Bulgaria:

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 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.

Italy:

Students’ answers 52:

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

- Sometimes, in order to help my classmates, I took the blame but I felt proud of what I did
- sometimes I feel uncomfortable when other classmates leave me out of the class, or gossip about me
- yes, when they laugh at me (2)
- no, except whenever some friend laughs my surname
- when teachers scold me even if it is not my fault
- because sometimes I read very slowly and make some mistakes

Lack of answer: 74

Poland:

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

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

Lack of answer: 177

Spain:

41,72% of students answered that they do not feel uncomfortable at school because of the other reasons, and 48,34% didn't answer that question.



2.1.3.11. What is „learning” for students?

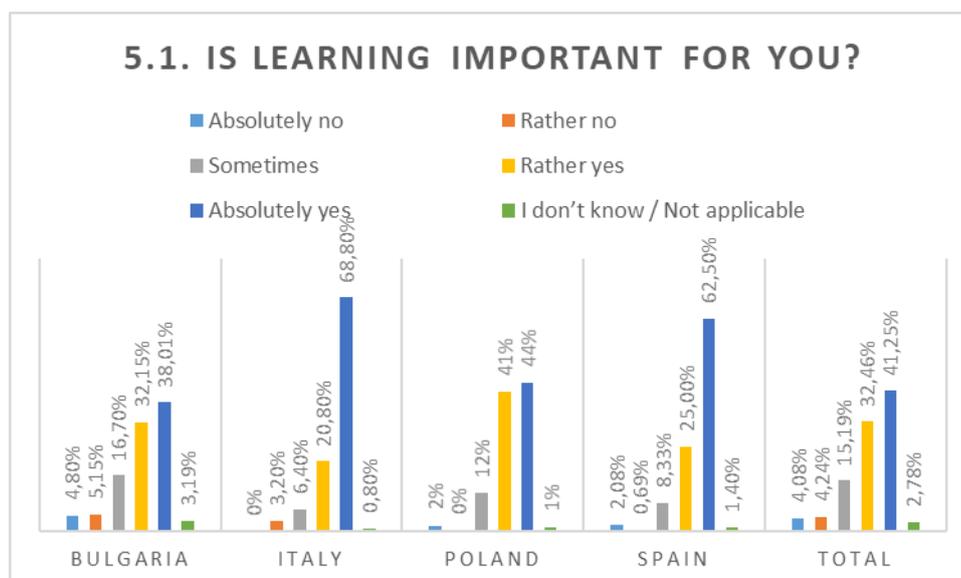
5.1. Is learning important for you ?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	27 (4,80%)	29 (5,15%)	94 (16,70%)	181 (32,15%)	214 (38,01%)	18 (3,19%)
Italy N=126	-	4 (3,2%)	8 (6,4%)	26 (20,8%)	86 (68,8%)	1 (0,8%)
Poland N=227	4 (1,77%)	1 (0,44%)	26 (11,50%)	93 (41,15%)	99 (43,81%)	3 (1,33%)
Spain N=151	3 (2,08%)	1 (0,69%)	12 (8,33%)	36 (25,00%)	90 (62,50%)	2 (1,40%)
In total N=1067 <i>(weight average)</i>	4,08%	4,24%	15,19%	32,46%	41,25%	2,78%

Additional comments:

Bulgaria: 1 for rather yes – depends for what

Lack of answer: Italy: 1; Poland: 1, Spain: 7



5.2. Is learning important for your friends / classmates?

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	32 (5,68%)	77 (13,68%)	141 (25,04%)	202 (35,88%)	79 (14,03%)	32 (5,69%)
Italy N=126	2 (1,6%)	3 (2,4%)	25 (20%)	49 (39,2%)	31 (24,8%)	15 (12%)
Poland N=227	5 (2,21%)	10 (4,42%)	50 (22,12%)	101 (44,69%)	39 (17,26%)	21 (9,30%)
Spain N=151	4 (2,70%)	14 (9,46%)	44 (29,73%)	37 (25,00%)	32 (21,62%)	17 (11,49%)
In total N=1067 <i>(weight average)</i>	4,92%	11,84%	24,74%	36,52%	15,27%	6,71%

Additional comments:

Bulgaria: 1 for absolutely no – for nobody.

Lack of answer: Italy: 1; Poland: 1; Spain: 3 students did not replied to this question.

5.3. Do you self-mobilize to learning?

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	46 (8,17%)	52 (9,24%)	202 (35,87%)	142 (25,22%)	102 (18,12%)	19 (3,37%)
Italy N=126	5 (4,03%)	4 (3,23%)	26 (20,97%)	50 (40,32%)	34 (27,42%)	5 (4,03%)
Poland N=227	15 (6,61%)	19 (8,37%)	77 (33,92%)	66 (29,07%)	46 (20,26%)	4 (1,77%)
Spain N=151	1 (0,67%)	12 (8,00%)	34 (22,67%)	39 (26,00%)	63 (42,00%)	1 (0,66%)
In total N=1067 <i>(weight average)</i>	7,39%	8,83%	34,32%	26,33%	20,08%	3,05%

Additional comments: no

Lack of answer: Italy: 2; Spain: 3 students;

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	38 (6,75%)	41 (7,28%)	148 (26,29%)	193 (34,28%)	103 (18,29%)	40 (7,11%)
Italy N=126	3 (2,4%)	7 (5,6%)	23 (18,4%)	48 (38,4%)	41 (32,8%)	3 (2,4%)
Poland N=227	11 (4,87%)	13 (5,75%)	63 (27,88%)	81 (35,84%)	46 (20,35%)	12 (5,31%)
Spain N=151	3 (2,00%)	12 (8,00%)	35 (23,33%)	40 (26,67%)	57 (38,00%)	3 (2,00%)
In total N=1067 <i>(weight average)</i>	6,08%	7,07%	26,02%	34,21%	20,22%	6,40%

Additional comments: no

Lack of answer: Italy: 1; Poland: 1; Spain: 1 student

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	32 (5,68%)	57 (10,14%)	246 (43,69%)	108 (19,18%)	84 (14,92%)	36 (6,39%)
Italy N=126	5 (3,97%)	9 (7,14%)	44 (34,92%)	47 (37,30%)	21 (16,67%)	-
Poland N=227	8 (3,52%)	21 (9,25%)	108 (47,58%)	48 (21,15%)	37 (16,30%)	5 (2,20%)
Spain N=151	10 (6,90%)	21 (14,48%)	43 (29,66%)	35 (24,14%)	35 (24,14%)	1 (0,68%)
In total N=1067 <i>(weight average)</i>	5,41%	10,13%	43,09%	20,41%	15,66%	5,30%

Additional comments: no

Lack of answer: Spain: 6 students.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	125 (22,20%)	195 (34,64%)	119 (21,14%)	75 (13,32%)	45 (7,99%)	4 (0,71%)
Italy N=126	17 (13,49%)	20 (15,87%)	29 (23,02%)	27 (21,43%)	20 (15,87%)	13 (10,32%)
Poland N=227	49 (21,68%)	71 (31,42%)	47 (20,80%)	28 (12,39%)	26 (11,50%)	5 (2,21%)
Spain N=151	4 (2,80%)	14 (9,79%)	12 (8,39%)	46 (32,17%)	56 (39,16%)	11 (7,69%)
In total N=1067 (weight average)	20,76%	32,17%	20,49%	14,52%	10,40%	1,66%

Additional comments: Poland: 1; „It happens”

Lack of answer: Spain: 8 students.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	70 (12,43%)	251 (44,58%)	133 (23,63%)	86 (15,28%)	23 (4,09%)	-
Italy N=126	7 (5,6%)	23 (18,4%)	41 (32,8%)	18 (14,4%)	14 (11,2%)	22 (17,6%)
Poland N=227	36 (15,86%)	89 (39,21%)	59 (25,99%)	20 (8,81%)	15 (6,61%)	8 (3,52%)
Spain N=151	2 (1,40%)	10 (6,99%)	30 (20,98%)	43 (30,07%)	36 (25,17%)	22 (15,39%)
In total N=1067 (weight average)	12,02%	40,88%	24,14%	15,21%	5,80%	1,95%

Additional comments: no

Lack of answer: Italy: 1; Spain: 8 students.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	32 (5,68%)	48 (8,53%)	174 (30,91%)	222 (39,43%)	87 (15,45%)	-
Italy N=126	10 (8,06%)	13 (10,48%)	34 (27,42%)	29 (23,39%)	36 (29,03%)	2 (1,62%)
Poland N=227	10 (4,41%)	17 (7,49%)	61 (26,87%)	74 (32,6%)	55 (24,22%)	10 (4,41%)
Spain N=151	6 (4,17%)	23 (15,97%)	33 (22,92%)	33 (22,92%)	43 (29,86%)	6 (4,16%)
In total N=1067 <i>(weight average)</i>	5,53%	8,87%	29,83%	37,06%	17,86%	0,85%

Additional comments: no

Lack of answer: Italy: 2; Spain: 7 students.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	46 (8,17%)	36 (6,39%)	91 (16,16%)	224 (39,79%)	89 (15,81%)	77 (13,68%)
Italy N=126	5 (4,03%)	11 (8,87%)	10 (8,06%)	26 (20,97%)	68 (54,84%)	4 (3,23%)
Poland N=227	17 (7,49%)	17 (7,49%)	26 (11,45%)	47 (20,7%)	87 (38,33%)	33 (14,54%)
Spain N=151	23 (15,44%)	7 (4,70%)	7 (4,70%)	16 (10,74%)	80 (53,69%)	16 (10,73%)
In total N=1067 <i>(weight average)</i>	8,33%	6,54%	14,62%	35,04%	22,26%	13,21%

Additional comments: no

Lack of answer: Italy: 2; Spain: 2.

5.10. On what does your learning outcomes depend?

	Bulgaria N=563	Italy N=126	Poland N=227	Spain N=151
My commitment	440 (78,69%)	106 (84,8%)	177 (78%)	6%
My talents	220 (39,34%)	14 (11,2%)	124 (55%)	23%
The time I devote to	298 (53,28%)	74 (59,2%)	160 (70%)	14%

learning				
My parents' help	139 (20,49%)	37 (29,6%)	99 (44%)	8%
Atmosphere in the classroom	82 (14,75%)	17 (13,6%)	82 (36%)	11%
Help of colleagues, classmates	37 (6,56%)	25 (20%)	50 (22%)	7%
Opinion of teachers about me	7 (1,25%)	17 (13,6%)	61 (27%)	4%
Teachers' work	201 (36,06%)	47 (37,6%)	90 (40%)	2%
Additional private lessons	128 (5,74%)	4 (3,2%)	42 (19%)	22%
Luck	35 (6,56%)	9 (7,2%)	74 (33%)	-
Other	<p>Bulgaria: 6 answers</p> <ul style="list-style-type: none"> - Self-motivation (2) - Nobody - I try to deal with learning alone - Internet (2) <p>Italy: Other - 13 (10,4%):</p> <ul style="list-style-type: none"> - I'm a genius - on the relationship with classmates - I place confidence in me - on my grandmother who unfortunately is no more with us but in those years gave me many lessons that I will always carry with me. - on the desire to give my best and let everybody know that I am talented - on Fumagalli's videos - on good lessons - on the study I do - sometimes, when I cannot do something, my mum and my dad help me. - I think too much in a positive way - on the happiness that i give to my parents - on the help my parents give me too. On the happiness I give to my parents - on the help of my parents <p>Poland: 17 (7%): Among other factors on which learning results depend, students indicate their own motivation, interest in a given topic, time management. Some students think that their learning results are influenced by the help of others, and a few students do not know why they achieve positive</p>			

	results in learning, because learning does not require them to make any extra effort.
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Lack of answers:

Bulgaria: 4; Italy: 1; Spain: 5 students.

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

	Bulgaria N=563	Italy N=126	Poland N=227	Spain N=151
My father	140 (25,00%)	38 (30,4%)	145 (64%)	1%
My mother	307 (55,00%)	74 (59,2%)	186 (82%)	3%
Brother or sister (siblings)	61 (10,83%)	30 (24%)	83 (37%)	21%
Teachers	233 (41,76%)	54 (43,2%)	99 (44%)	14%
Classmates or friends	130 (23,33%)	39 (31,2%)	82 (36%)	4%
Nobody	77 (13,7%)	5 (4%)	14 (6%)	22%
Other people	<p>Bulgaria: (13 answers) My grandmother (6); My grandfather (1); Private lessons (2); The whole family (2); Cousins (1); My aunt (1)</p> <p>Italy: grandma - 3 students, grandfather - 1 students, grandma, grandfather - 1 students, aunt, uncle - 4 students, cousin - 4 students, friend - 2 student, parents (together) – 5, little brother – 1, tutors - 2 student, computer - 1 student.</p> <p>Poland: Among other people who support students during learning, they mainly mention people from the family: grandma, grandpa, aunt, uncle, cousin. 1 student mentioned Google.</p> <p>Spain (13%) (20 students): Private teacher/class (83), Aunt, uncle (38), Cousin (30).</p>			

Lack of answer: Spain: 32 students

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
Bulgaria N=563	73 (12,97%)	68 (12,08%)	135 (23,98%)	163 (28,95%)	56 (9,95%)	68 (12,07%)
Italy N=126	53 (43,09%)	27 (21,95%)	19 (15,45%)	10 (8,13%)	6 (4,88%)	8 (6,50%)
Poland N=227	36 (15,86%)	31 (13,66%)	77 (33,92%)	46 (20,26%)	17 (7,49%)	20 (8,81%)
Spain N=151	16 (11,35%)	29 (20,57%)	62 (43,97%)	21 (14,89%)	3 (2,13%)	10 (7,09%)
In total N=1067 (weight average)	14,40%	13,10%	25,96%	26,31%	9,03%	11,20%

Lack of answer: Spain: 3 students

5.12.2. I'm learning with understanding

	1	2	3	4	5	I don't know
Bulgaria N=563	28 (4,89%)	56 (9,77%)	174 (30,37%)	158 (27,57%)	129 (22,51%)	28 (4,89%)
Italy N=126	13 (10,24%)	14 (11,02%)	17 (13,39%)	39 (30,71%)	43 (33,86%)	1 (0,78%)
Poland N=227	9 (3,96%)	25 (11,01%)	55 (24,23%)	72 (31,72%)	59 (25,99%)	7 (3,09%)
Spain N=151	5 (3,40%)	15 (10,20%)	28 (19,05%)	47 (31,97%)	50 (34,01%)	2 (1,37%)
In total N=1067 <i>(weight average)</i>	4,90%	10,00%	28,33%	28,45%	24,01%	4,31%

Lack of answer: Spain: 4 students

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
Bulgaria N=563	213 (37,83%)	104 (18,47%)	138 (24,51%)	36 (6,39%)	45 (7,99%)	27 (4,81%)
Italy N=126	56 (45,53%)	23 (18,70%)	18 (14,63%)	7 (5,69%)	8 (6,50%)	11 (8,95%)
Poland N=227	74 (32,60%)	49 (21,59%)	52 (22,91%)	27 (11,89%)	14 (6,17%)	11 (4,84%)
Spain N=151	58 (39,73%)	30 (20,55%)	31 (21,23%)	11 (7,53%)	12 (8,22%)	4 (2,74%)
In total N=1067 <i>(weight average)</i>	37,56%	18,99%	23,75%	7,13%	7,71%	4,86%

Lack of answer: Spain: 5 students

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

	1	2	3	4	5	<i>I don't know</i>
Bulgaria N=563	62 (11,40%)	55 (10,11%)	150 (27,57%)	127 (23,35%)	141 (25,92%)	9 (1,65%)
Italy N=126	23 (17,97%)	22 (17,19%)	21 (16,41%)	28 (21,88%)	28 (21,88%)	6 (4,67%)
Poland N=227	35 (15,42%)	28 (12,33%)	53 (23,35%)	63 (27,75%)	39 (17,18%)	9 (3,97%)
Spain N=151	36 (24,83%)	24 (16,55%)	19 (13,10%)	25 (17,24%)	35 (24,14%)	6 (4,14%)
In total N=1067 <i>(weight average)</i>	12,93%	11,05%	25,77%	23,52%	24,52%	2,21%

Lack of answer: Spain: 6 students

5.12.5. *I'm learning by solving problems*

	1	2	3	4	5	<i>I don't know</i>
Bulgaria N=563	145 (25,80%)	68 (12,10%)	145 (25,80%)	77 (13,70%)	86 (15,30%)	41 (7,30%)
Italy N=126	24 (18,46%)	25 (19,23%)	31 (23,85%)	26 (20,00%)	18 (13,85%)	6 (4,61%)
Poland N=227	41 (18,06%)	37 (16,3%)	50 (22,03%)	51 (22,47%)	29 (12,78%)	19 (8,36%)
Spain N=151	28 (19,05%)	11 (7,48%)	34 (23,13%)	29 (19,73%)	42 (28,57%)	3 (2,04%)
In total N=1067 <i>(weight average)</i>	24,15%	12,67%	25,10%	15,39%	15,65%	7,04%

Lack of answer: Spain: 4 students

I'm

5.12.6. learning by imitation

	1	2	3	4	5	I don't know
Bulgaria N=563	168 (29,12%)	149 (25,82%)	118 (20,45%)	36 (6,24%)	79 (13,69%)	27 (4,68%)
Italy N=126	64 (54,24%)	20 (16,95%)	14 (11,86%)	7 (5,93%)	5 (4,24%)	8 (6,78%)
Poland N=227	79 (34,80%)	44 (19,38%)	42 (18,50%)	19 (8,37%)	20 (8,81%)	23 (10,14%)
Spain N=151	71 (54,62%)	20 (15,38%)	19 (14,62%)	7 (5,38%)	3 (2,31%)	10 (7,69%)
In total N=1067 (weight average)	31,96%	24,20%	19,62%	6,46%	12,19%	5,57%

Lack of answer: Spain: 11 students

5.12.7. I prefer other activities than studying

	1	2	3	4	5	I don't know
Bulgaria N=563	73 (12,97%)	68 (12,08%)	107 (19,01%)	101 (17,94%)	197 (34,99%)	17 (3,01%)
Italy N=126	25 (20,83%)	16 (13,33%)	26 (21,67%)	14 (11,67%)	25 (20,83%)	14 (11,67%)
Poland N=227	25 (11,01%)	25 (11,01%)	56 (24,67%)	28 (12,33%)	74 (32,60%)	19 (8,38%)
Spain N=151	41 (29,08%)	14 (9,93%)	32 (22,70%)	19 (13,48%)	29 (20,57%)	6 (4,24%)
In total N=1067 (weight average)	13,86%	11,88%	20,02%	16,76%	33,40%	4,08%

Lack of answer: Spain: 10 students

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

Bulgaria:

- I like discussions – I learn intensively while discussing
- I prefer to study online and with training games

Poland:

- My teachers and family require too much.
- I do not listen during lessons. I do not study at all, and I have very good grades.
- I am learning to explain something in my own way.
- 5.12.7 Who does not like to have free time :)
- I have to repeat information a lot of times to learn them. Saving information helps me to learn them.
- Xagoo helps me learn with low grades - 51% attendance.
- None.
- I learn by taking notes, etc.
- I do not like to learn.
- Archery.
- Why there are no additional arts classes?

Spain:

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

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

5.13.1. Decision making and problem solving

	1	2	3	4	5	I don't know
Bulgaria N=563	51 (9,06%)	17 (3,02%)	124 (22,02%)	163 (28,95%)	135 (23,98%)	73 (12,97%)
Italy N=126	16 (12,80%)	15 (12,00%)	34 (27,20%)	29 (23,20%)	28 (22,40%)	3 (2,40%)
Poland N=227	11 (4,85%)	12 (5,29%)	41 (18,06%)	86 (37,89%)	58 (25,55%)	19 (8,36%)
Spain N=151	3 (2,08%)	15 (10,42%)	32 (22,22%)	41 (28,47%)	34 (23,61%)	19 (13,20%)
In total	8,29%	4,05%	21,73%	29,84%	24,10%	11,99%

N=1067 <i>(weight average)</i>	
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Lack of answer: Spain: 7 students

5.13.2. Creative thinking and critical thinking

	1	2	3	4	5	<i>I don't know</i>
Bulgaria N=563	28 (4,97%)	84 (14,92%)	163 (28,95%)	129 (22,91%)	118 (20,96%)	41 (7,29%)
Italy N=126	11 (8,94%)	17 (13,82%)	28 (22,76%)	28 (22,76%)	35 (28,46%)	4 (3,26%)
Poland N=227	9 (3,96%)	19 (8,37%)	56 (24,67%)	65 (28,63%)	58 (25,55%)	20 (8,82%)
Spain N=151	6 (4,26%)	4 (2,84%)	40 (28,37%)	48 (34,04%)	39 (27,66%)	4 (2,83%)
In total N=1067 <i>(weight average)</i>	4,96%	13,41%	28,14%	24,22%	22,18%	7,09%

Lack of answer: Spain: 10 students

5.13.3. Effective communication and maintaining good interpersonal relationships

	1	2	3	4	5	<i>I don't know</i>
Bulgaria N=563	11 (1,95%)	62 (11,01%)	180 (31,97%)	118 (20,96%)	146 (25,93%)	46 (8,18%)
Italy N=126	4 (3,13%)	10 (7,81%)	32 (25,00%)	30 (23,44%)	45 (35,16%)	7 (5,46%)
Poland N=227	4 (1,76%)	9 (3,96%)	52 (22,91%)	86 (37,89%)	62 (27,31%)	14 (6,17%)
Spain N=151	4 (2,84%)	12 (8,51%)	35 (24,82%)	35 (24,82%)	41 (29,08%)	14 (9,93%)
In total N=1067 <i>(weight average)</i>	2,02%	9,86%	30,17%	23,41%	26,64%	7,90%

Lack of answer: Spain: 10 students

5.13.4. Self-awareness and empathy

	1	2	3	4	5	I don't know
Bulgaria N=563	32 (5,68%)	91 (16,16%)	141 (25,04%)	100 (17,76%)	136 (24,16%)	63 (11,20%)
Italy N=126	12 (9,52%)	19 (15,08%)	28 (22,22%)	32 (25,40%)	22 (17,46%)	13 (10,32%)
Poland N=227	7 (3,08%)	16 (7,05%)	62 (27,31%)	71 (31,28%)	53 (23,35%)	18 (7,93%)
Spain N=151	4 (2,90%)	12 (8,70%)	30 (21,74%)	37 (26,81%)	45 (32,61%)	10 (7,24%)
In total N=1067 <i>(weight average)</i>	5,36%	14,58%	25,05%	20,24%	24,23%	10,54%

Lack of answer: Spain: 13 students

5.13.5. Coping with emotions and managing stress

	1	2	3	4	5	I don't know
Bulgaria N=563	36 (6,39%)	100 (17,76%)	124 (22,02%)	109 (19,36%)	136 (24,16%)	58 (10,31%)
Italy N=126	17 (13,18%)	25 (19,38%)	31 (24,03%)	26 (20,16%)	20 (15,50%)	10 (7,75%)
Poland N=227	20 (8,81%)	32 (14,10%)	53 (23,35%)	68 (29,96%)	38 (16,74%)	16 (7,04%)
Spain N=151	9 (6,62%)	16 (11,76%)	37 (27,21%)	42 (30,88%)	26 (19,12%)	6 (4,41%)
In total N=1067 <i>(weight average)</i>	6,98%	17,06%	22,54%	21,32%	22,61%	9,49%

Lack of answer: Spain: 15 students

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

Bulgaria:

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

Poland:

- I do not stress anything. I'm "chilled".
- I try to be independent at all times and in every situation.
- They ridicule the Pope at school.
- I deal well with stress, but if someone will be able to do it all the time, I cannot stand it.
- I do not have it.

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

Bulgaria:

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

Italy:

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

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

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

Lack of answer: 13

Poland:

When answering this question, it should be noted that the vast majority of students could say what they would like to do in the future - some of them specified specific professions that they would like to perform, some defined what scope of tasks they would like to perform. Some students wrote that they would like to be happy and start a family. 50 students wrote that they do not know yet what they would like to do in the future, and 13 did not answer.

Lack of answer: 13

Spain:

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

5.15. Your strengths (your skills)

Bulgaria:

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)

B) Sports and sports disciplines (23 students)

C) Other areas (40 students)

2. Skills related to communication (21 students)

3. Personal characteristics (18 students)

Italy:

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

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

Lack of answer: 7

Poland:

Among the abilities mentioned, the students entered both specific abilities, talents, "professional" skills, e.g. singing, playing instruments, painting, sports skills, mathematical skills, sewing, cooking, etc. As well as character traits, for example, I am friendly, sociable, I have crazy ideas, easy make friends, etc. Some students have combined skills with what they would like to do in the future. 23 students were unable to determine their strengths, while 37 did not answer. Some of the respondents show a high level of awareness of their strengths and interests, whereas in a large number of respondents (23 (*I don't know*) + 37) there is no such data.

Lack of answer: 37

Spain:

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

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

Bulgaria:

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.

Italy:

answers: 75

- no (35)
- I usually can't sit for oral exams because I am shy
- I have been bullied in primary school for several months
- I feel fine at school because I am well treated
- sometimes my classmates made fun of me because of my beauty/ugliness or of my fashion style
- It is definitely a beautiful experience and once it will be over I am going to miss it a lot
- I would like to learn Information Technology
- We would like to have more time for Physical Education
- IF CLASSMATES DO NOT JUDGE BODY IMAGE, PEOPLE/STUDENTS FEEL MORE FREE TO SPEAK
- school is useful but sometimes we can avoid it
- to study a lot
- I guess I am one of the most anxious girls on earth, I always underestimate myself in each context, for example, today I have a musical contest (flute)and instead of feeling free. confident and well-prepared , I feel very insecure about myself , always feeling a failure, but luckily my parents, and also some teachers helped me with this negative mentality problem and thus giving me more useful confidence.
- It is horrible
- Yes, everything was ok in my class, in 1st class we were a strong group without making any difference among each other or anything like this, but in 2nd class everything changed, in the classroom and outside, during the break, two kinds of groups were formed. The first group is the group of perfect girls, wearing branded clothes and accessories, slim, tall and without any problem (IN THEIR OPINION), the second group is the group of classmates that accept you as you really are without

isolating or discriminating you, probably because you wear normal clothes, without showing off and without being perfectly slim and tall. I belong to this second group, and I don't mind at all, because I don't need to fall into despair if my hair is messy, school is not a fashion show, school is the place for learning and studying is the top priority to achieve a better future. So, I do not envy these people because they do not care about the most important things in life

- teachers tend to help us when we are in trouble
- we should take more tests , sports' events and less homework
- I love going to school but I need to study more
- when I arrived in the 2nd class, everybody gave me welcome greetings
- school is very important for everybody's future plans
- I think that my school is very modern also thanks to teachers , etc ...
- thanks to school, apart from learning new subjects, I also met wonderful people and new friends ;-)
- thanks to school, I have learnt new things and i have met fantastic people, always helping me especially during my difficult moments / times
- I think that School should teach us main subjects in a funny way, and not explain subjects for hours and hours because we don't get to understand everything
- sometimes I don't understand subjects but I try to get some help from classmates but they don't help me always, but I have a special friend who helps me whenever I need help, and teachers are always available and ready to help me understand the subjects
- at school I usually have fun with my classmates in my same row
- my friends give me the strength to go on every single day
- to respect given rules and to help my friends
- sometimes it [school] is funny and interesting
- I enjoy studying
- I like going to school and learning from every lesson given by professors/ teachers .
- helping a foreign classmate has helped me and my classmate , too , in order to help him melt in , and for me it was a great chance to meet new people .
- teachers cannot understand my vitality
- we are learning new subjects if compared to primary school
- to learn new subjects
- learning new things and meeting new friends
- positive experience and I have met a lot of new friends and I enjoyed both very much .
- female teachers help us a lot when we cannot understand the lesson / subject
- to learn new things
- I feel welcome
- I am lucky in having these female teachers and friends

Poland:

Obtained answers from students indicate a sporadic responsible approach to providing information about their experiences / strengths; sometimes it is expressed in a non-cultural way,

a common language. Many students (26 (No) + 188) did not make any effort to provide additional information about themselves.

Lack of answer: 188

Spain:

Maths

I like sports a lot, piano

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

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

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

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

Nothing

yes

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

I do not know

I don't know

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

I want to try to be designer or a lawyer

Additional comments on part 5.

Italy:

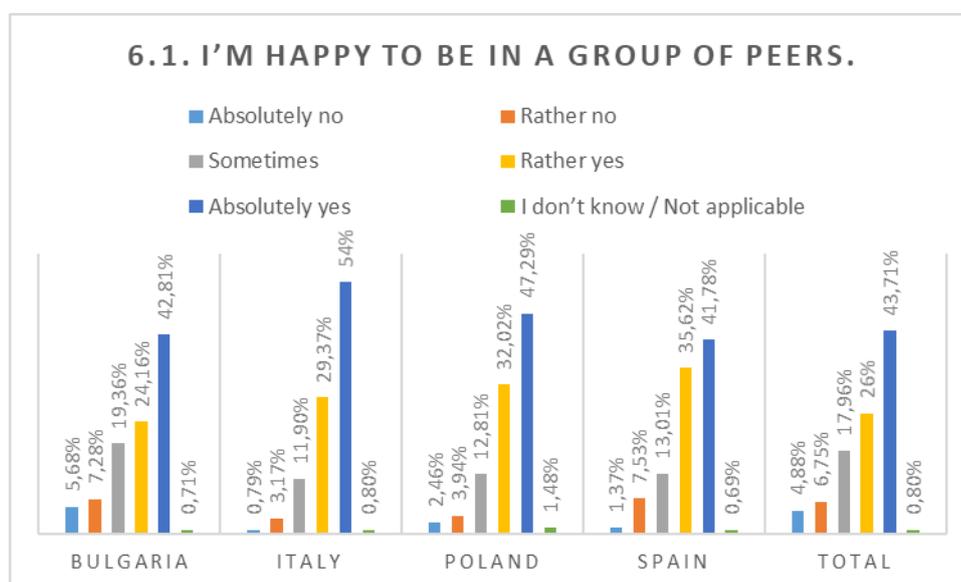
- no (15)
- the questions were very interesting and they have drawn my attention
- I really enjoyed these questions very much because they deal with serious topics
- these questions are very useful for me in order to help understanding the correct relationship with school...
- they are quite easy (2)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

2.1.3.12. Social and emotional competences of students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	32 (5,68%)	41 (7,28%)	109 (19,36%)	136 (24,16%)	241 (42,81%)	4 (0,71%)
Italy N=126	1 (0,79%)	4 (3,17%)	15 (11,9%)	37 (29,37%)	68 (53,97%)	1 (0,8%)
Poland N=227	5 (2,46%)	8 (3,94%)	26 (12,81%)	65 (32,02%)	96 (47,29%)	3 (1,48%)
Spain N=151	2 (1,37%)	11 (7,53%)	19 (13,01%)	52 (35,62%)	61 (41,78%)	1 (0,69%)
In total N=1067 <i>(weight average)</i>	4,88%	6,75%	17,96%	25,90%	43,71%	0,80%

Lack of answer: Poland: 24; Spain: 5 students



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	86 (15,28%)	104 (18,47%)	118 (20,96%)	82 (14,56%)	154 (27,35%)	19 (3,38%)
Italy N=126	21 (16,8%)	16 (12,8%)	40 (32%)	18 (14,4%)	23 (18,4%)	7 (5,6%)
Poland	36 (17,73%)	50 (24,63%)	52 (25,62%)	32 (15,76%)	26 (12,81%)	7 (3,45%)

N=227						
Spain N=151	48 (32,88%)	31 (21,23%)	31 (21,23%)	19 (13,01%)	13 (8,90%)	4 (2,75%)
In total N=1067 <i>(weight average)</i>	16,58%	19,11%	21,94%	14,61%	24,31%	3,45%

Lack of answer: Italy: 1; Poland: 24; Spain: 5 students

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	27 (4,80%)	59 (10,48%)	204 (36,23%)	159 (28,24%)	100 (17,76%)	14 (2,49%)
Italy N=126	3 (2,42%)	15 (12,1%)	25 (20,16%)	52 (41,94%)	28 (22,58%)	1 (0,81%)
Poland N=227	8 (3,94%)	17 (8,37%)	67 (33%)	69 (33,99%)	38 (18,72%)	4 (1,98%)
Spain N=151	6 (4,11%)	4 (2,74%)	55 (37,67%)	51 (34,93%)	28 (19,18%)	2 (1,37%)
In total N=1067 <i>(weight average)</i>	4,57%	9,88%	35,31%	29,81%	18,14%	2,29%

Lack of answer: Italy: 2; Poland: 24; Spain: 5 students

6.4. I'm active during the lesson.

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	30 (5,33%)	91 (16,16%)	245 (43,52%)	113 (20,07%)	68 (12,08%)	16 (2,84%)
Italy N=126	2 (1,63%)	9 (7,32%)	29 (23,58%)	52 (42,28%)	30 (24,39%)	1 (0,8%)
Poland N=227	9 (4,43%)	33 (16,26%)	85 (41,87%)	47 (23,15%)	27 (13,3%)	2 (0,99%)
Spain N=151	8 (5,56%)	19 (13,19%)	46 (31,94%)	48 (33,33%)	23 (15,98%)	-
In total N=1067 <i>(weight average)</i>	5,09%	15,67%	41,93%	22,01%	12,90%	2,40%

Lack of answer: Italy: 3; Poland: 24; Spain: 7 students

6.5. I actively participate in games with my peers.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	7 (1,24%)	73 (12,97%)	123 (21,85%)	168 (29,84%)	182 (32,33%)	10 (1,77%)
Italy N=126	1 (0,8%)	6 (4,8%)	16 (12,8%)	44 (35,2%)	57 (45,6%)	1 (0,8%)
Poland N=227	4 (1,97%)	21 (10,34%)	43 (21,18%)	82 (40,39%)	51 (25,12%)	2 (1%)
Spain N=151	9 (6,25%)	10 (6,94%)	46 (31,94%)	39 (27,08%)	40 (27,79%)	-
In total N=1067 (weight average)	1,58%	12,02%	21,96%	31,12%	31,77%	1,55%

Lack of answer: Italy: 1; Poland: 24; Spain: 7 students

6.6. I like working and collaborating in groups.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	23 (4,09%)	50 (8,88%)	163 (28,95%)	154 (27,35%)	154 (27,35%)	19 (3,38%)
Italy N=126	1 (0,79%)	5 (3,97%)	18 (14,29%)	39 (30,95%)	63 (50%)	-
Poland N=227	5 (2,45%)	21 (10,29%)	43 (21,08%)	82 (40,20%)	51 (25,00%)	2 (0,98%)
Spain N=151	5 (3,42%)	11 (7,53%)	27 (18,49%)	51 (34,93%)	49 (33,57%)	3 (2,06%)
In total N=1067 (weight average)	3,73%	8,78%	26,89%	29,40%	28,32%	2,88%

Lack of answer: Poland: 24; Spain: 5 students

6.7. I am open in contact with adults.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	23 (4,09%)	63 (11,19%)	109 (19,36%)	218 (38,72%)	123 (21,85%)	27 (4,79%)
Italy N=126	5 (3,97%)	9 (7,14%)	23 (18,25%)	50 (39,68%)	35 (27,78%)	4 (3,18%)
Poland N=227	7 (3,45%)	19 (9,36%)	42 (20,69%)	82 (40,39%)	47 (23,15%)	6 (2,96%)
Spain	9 (6,29%)	24 (16,78%)	25 (17,48%)	39 (27,27%)	43 (30,07%)	3 (2,11%)

N=151						
In total N=1067 (weight average)	4,13%	11,12%	19,37%	38,33%	22,68%	4,37%

Lack of answer: Poland: 24; Spain: 8 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	27 (4,80%)	36 (6,39%)	123 (21,85%)	186 (33,04%)	177 (31,44%)	14 (2,48%)
Italy N=126	2 (1,61%)	10 (8,06%)	29 (23,39%)	45 (36,29%)	30 (24,19%)	8 (6,46%)
Poland N=227	7 (3,47%)	7 (3,47%)	33 (16,34%)	96 (47,52%)	57 (28,22%)	2 (0,98%)
Spain N=151	4 (2,78%)	12 (8,33%)	27 (18,75%)	39 (27,08%)	58 (40,28%)	4 (2,78%)
In total N=1067 (weight average)	4,41%	6,23%	21,11%	34,50%	31,27%	2,48%

Lack of answer: Italy: 2; Poland: 25; Spain: 7 students

6.9. I easily make contacts with my peers.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	35 (6,22%)	25 (4,44%)	100 (17,76%)	159 (28,24%)	222 (39,43%)	22 (3,91%)
Italy N=126	2 (1,6%)	4 (3,2%)	26 (20,8%)	51 (40,8%)	36 (28,8%)	6 (4,8%)
Poland N=227	8 (3,94%)	12 (5,91%)	41 (20,2%)	68 (33,5%)	70 (34,48%)	4 (1,97%)
Spain N=151	8 (5,63%)	17 (11,97%)	27 (19,01%)	36 (25,35%)	48 (33,80%)	6 (4,24%)
In total N=1067 (weight average)	5,74%	4,96%	18,23%	29,19%	38,14%	3,74%

Lack of answer: Italy: 1; Poland: 24; Spain: 9 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	45 (7,99%)	50 (8,88%)	150 (26,64%)	159 (28,24%)	141 (25,04%)	18 (3,21%)
Italy N=126	3 (2,38%)	8 (6,35%)	32 (25,40%)	48 (38,1%)	31 (24,6%)	4 (3,17%)
Poland N=227	11 (5,42%)	18 (8,87%)	62 (30,54%)	59 (29,06%)	49 (24,14%)	4 (1,97%)
Spain N=151	16 (11,11%)	14 (9,72%)	33 (22,92%)	45 (31,25%)	35 (24,31%)	1 (0,69%)
In total N=1067 <i>(weight average)</i>	7,64%	8,82%	26,84%	28,89%	24,88%	2,93%

Lack of answer: Poland: 24; Spain: 7 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	23 (4,09%)	32 (5,68%)	118 (20,96%)	132 (23,45%)	245 (43,52%)	13 (2,3%)
Italy N=126	-	8 (6,35%)	25 (19,84%)	36 (28,57%)	54 (42,86%)	3 (2,38%)
Poland N=227	4 (1,97%)	4 (1,97%)	36 (17,73%)	72 (35,47%)	84 (41,38%)	3 (1,48%)
Spain N=151	4 (2,74%)	11 (7,53%)	16 (10,96%)	43 (29,45%)	71 (48,63%)	1 (0,69%)
In total N=1067 <i>(weight average)</i>	3,61%	5,38%	19,99%	25,36%	43,53%	2,13%

Lack of answer: Poland: 24; Spain: 5 students

6.12. I am aware of my rights.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	36 (6,39%)	27 (4,80%)	79 (14,03%)	215 (38,19%)	165 (29,31%)	41 (7,28%)
Italy N=126	2 (1,6%)	2 (1,6%)	18 (14,4%)	40 (32%)	58 (46,4%)	5 (4%)
Poland N=227	4 (1,97%)	5 (2,46%)	30 (14,78%)	81 (39,90%)	73 (35,96%)	10 (4,93%)
Spain	6 (4,23%)	5 (3,52%)	19 (13,38%)	29 (20,42%)	81 (57,04%)	2 (1,41%)

N=151						
In total N=1067 (weight average)	5,58%	4,33%	14,10%	37,19%	32,23%	6,57%

Lack of answer: Italy: 1; Poland: 24; Spain: 9 students

6.13. I respect the rights and freedoms of others.

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	27 (4,80%)	27 (4,80%)	50 (8,88%)	168 (29,84%)	257 (45,65%)	34 (6,03%)
Italy N=126	1 (0,8%)	5 (4%)	18 (14,4%)	46 (36,8%)	50 (40%)	5 (4%)
Poland N=227	4 (1,97%)	-	20 (9,85%)	83 (40,89%)	91 (44,83%)	5 (2,46%)
Spain N=151	3 (2,08%)	4 (2,78%)	7 (4,86%)	34 (23,61%)	95 (65,97%)	1 (0,70%)
In total N=1067 (weight average)	4,17%	4,11%	8,99%	31,05%	46,44%	5,24%

Lack of answer: Italy: 1; Poland: 24; Spain: 9 students

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	54 (9,59%)	73 (12,97%)	218 (38,72%)	91 (16,16%)	123 (21,85%)	4 (0,71%)
Italy N=126	11 (8,73%)	21 (16,67%)	41 (32,54%)	31 (24,6%)	18 (14,29%)	4(3,17%)
Poland N=227	26 (12,81%)	45 (22,17%)	64 (31,53%)	37 (18,23%)	20 (9,85%)	11 (5,41%)
Spain N=151	7 (4,93%)	19 (13,38%)	32 (22,54%)	33 (23,24%)	50 (35,21%)	1 (0,70%)
In total N=1067 (weight average)	9,68%	14,19%	36,78%	17,11%	20,88%	1,36%

Lack of answer: Italy: 24; Poland: 24; Spain: 9 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	18 (3,20%)	41 (7,28%)	176 (31,26%)	155 (27,53%)	155 (27,53%)	18 (3,20%)
Italy N=126	8 (6,45%)	6 (4,84%)	25 (20,16%)	45 (36,29%)	37 (29,84%)	3 (2,42%)
Poland N=227	7 (3,45%)	7 (3,45%)	40 (19,7%)	83 (40,89%)	63 (31,03%)	3 (1,48%)
Spain N=151	8 (5,67%)	11 (7,80%)	36 (25,53%)	34 (24,11%)	51 (36,17%)	1 (0,72%)
In total N=1067 (weight average)	3,48%	6,77%	29,19%	29,23%	28,49%	2,84%

Lack of answer: Italy: 2; Poland: 24; Spain: 10 students

6.16. I can understand the feelings of others.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	36 (6,39%)	41 (7,28%)	159 (28,24%)	186 (33,04%)	132 (23,45%)	9 (1,60%)
Italy N=126	4 (3,17%)	15 (11,9%)	32 (25,4%)	52 (41,27%)	18 (14,29%)	5 (3,97%)
Poland N=227	3 (1,48%)	5 (2,46%)	36 (17,73%)	90 (44,33%)	64 (31,53%)	5 (2,47%)
Spain N=151	2 (1,43%)	6 (4,29%)	21 (15,00%)	51 (36,43%)	58 (41,43%)	2 (1,42%)
In total N=1067 (weight average)	5,44%	6,75%	26,22%	34,84%	24,97%	1,78%

Lack of answer: Poland: 24; Spain: 11 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	95 (16,87%)	114 (20,25%)	172 (30,55%)	73 (12,97%)	95 (16,87%)	14 (2,49%)
Italy N=126	20 (16,00%)	27 (21,60%)	46 (36,80%)	16 (12,80%)	14 (11,20%)	2 (1,60%)
Poland N=227	24 (11,82%)	30 (14,78%)	70 (34,48%)	38 (18,72%)	29 (14,29%)	12 (5,91%)
Spain N=151	14 (10,07%)	21 (15,11%)	23 (16,55%)	42 (30,22%)	37 (26,62%)	2 (1,43%)

N=151						
In total N=1067 (weight average)	15,90%	19,40%	30,51%	14,53%	16,87%	2,79%

Lack of answer: Poland: 24; Spain: 12 students

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	118 (20,96%)	104 (18,47%)	159 (28,24%)	73 (12,97%)	95 (16,87%)	14 (2,49%)
Italy N=126	21 (16,94%)	33 (26,61%)	28 (22,58%)	21 (16,94%)	12 (9,68%)	9 (7,25%)
Poland N=227	41 (20,2%)	35 (17,24%)	53 (26,11%)	38 (18,72%)	27 (13,3%)	9 (4,43%)
Spain N=151	31 (22,14%)	31 (22,14%)	29 (20,71%)	24 (17,14%)	19 (13,57%)	6 (4,30%)
In total N=1067 (weight average)	20,77%	18,85%	27,38%	14,00%	16,01%	2,99%

Lack of answer: Italy: 2; Poland: 24; Spain: 11 students

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	114 (20,25%)	109 (19,36%)	154 (27,35%)	95 (16,87%)	77 (13,68%)	14 (2,49%)
Italy N=126	17 (13,6%)	22 (17,6%)	37 (29,6%)	27 (21,6%)	11 (8,8%)	11 (8,8%)
Poland N=227	39 (19,21%)	41 (20,20%)	62 (30,54%)	28 (13,79%)	16 (7,88%)	17 (8,38%)
Spain N=151	16 (11,59%)	25 (18,12%)	35 (25,36%)	34 (24,64%)	14 (10,14%)	14 (10,15%)
In total N=1067 (weight average)	19,42%	19,32%	27,71%	17,11%	12,63%	3,81%

Lack of answer: Italy: 1; Poland: 24; Spain: 13 students

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=563	123 (21,85%)	118 (20,96%)	127 (22,56%)	73 (12,97%)	117 (20,78%)	5 (0,88%)

Italy N=126	26 (20,63%)	23 (18,25%)	27 (21,43%)	30 (23,81%)	15 (11,9%)	5 (3,98%)
Poland N=227	61 (30,05%)	53 (26,11%)	44 (21,67%)	22 (10,84%)	12 (5,91%)	11 (5,42%)
Spain N=151	34 (24,29%)	33 (23,57%)	23 (16,43%)	18 (12,86%)	27 (19,29%)	5 (3,56%)
In total N=1067 <i>(weight average)</i>	22,87%	21,58%	22,09%	13,15%	18,63%	1,68%

Lack of answer: Poland: 24; Spain: 11 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	36 (6,39%)	41 (7,28%)	110 (19,54%)	162 (28,77%)	195 (34,64%)	19 (3,38%)
Italy N=126	6 (4,8%)	14 (11,2%)	37 (29,6%)	37 (29,6%)	28 (22,4%)	3 (2,4%)
Poland N=227	13 (6,4%)	12 (5,91%)	36 (17,73%)	70 (34,48%)	68 (33,5%)	4 (1,98%)
Spain N=151	7 (5,11%)	11 (8,03%)	29 (21,17%)	38 (27,74%)	49 (35,77%)	3 (2,18%)
In total N=1067 <i>(weight average)</i>	6,27%	7,32%	19,81%	29,41%	34,08%	3,11%

Lack of answer: Italy: 1; Poland: 24; Spain: 14 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	36 (6,39%)	23 (4,09%)	73 (12,97%)	159 (28,24%)	263 (46,71%)	9 (1,60%)
Italy N=126	1 (0,81%)	8 (6,45%)	18 (14,52%)	43 (34,68%)	51 (41,13%)	3 (2,41%)
Poland N=227	6 (2,96%)	6 (2,96%)	28 (13,79%)	78 (38,42%)	81 (39,90%)	4 (1,97%)
Spain N=151	9 (6,62%)	-	18 (13,24%)	47 (34,56%)	58 (42,65%)	4 (2,93%)
In total N=1067 <i>(weight average)</i>	5,79%	3,84%	13,14%	29,99%	45,50%	1,74%

Lack of answer: Italy: 2; Poland: 24; Spain: 15 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	59 (10,48%)	32 (5,68%)	168 (29,84%)	150 (26,64%)	119 (21,14%)	35 (6,22%)
Italy N=126	4 (3,17%)	11 (8,73%)	36 (28,57%)	45 (35,71%)	24 (19,05%)	6 (4,77%)
Poland N=227	9 (4,43%)	19 (9,36%)	62 (30,54%)	60 (29,56%)	44 (21,67%)	9 (4,44%)
Spain N=151	12 (8,63%)	8 (5,76%)	27 (19,42%)	33 (23,74%)	54 (38,85%)	5 (3,60%)
In total N=1067 <i>(weight average)</i>	9,40%	6,23%	29,32%	27,19%	22,05%	5,81%

Lack of answer: Poland: 24; Spain: 12 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	54 (9,59%)	68 (12,08%)	118 (20,96%)	109 (19,36%)	200 (35,52%)	14 (2,49%)
Italy N=126	13 (10,48%)	19 (15,32%)	30 (24,19%)	27 (21,77%)	31 (25,00%)	4 (3,24%)
Poland N=227	15 (7,39%)	16 (7,88%)	45 (22,17%)	48 (23,65%)	71 (34,98%)	8 (3,93%)
Spain N=151	7 (5,15%)	16 (11,76%)	21 (15,44%)	31 (22,79%)	57 (41,91%)	4 (2,95%)
In total N=1067 <i>(weight average)</i>	9,14%	11,70%	20,94%	20,13%	35,38%	2,71%

Lack of answer: Italy: 2; Poland: 24; Spain: 15 students

6.25. I avoid conflict situations.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	36 (6,39%)	41 (7,28%)	104 (18,47%)	212 (37,66%)	125 (22,20%)	45 (8%)
Italy N=126	5 (4,03%)	9 (7,26%)	29 (23,39%)	45 (36,29%)	29 (23,39%)	7 (5,64%)
Poland N=227	9 (4,46%)	19 (9,41%)	54 (26,73%)	70 (34,65%)	40 (19,80%)	10 (4,95%)
Spain	8 (5,76%)	12 (8,63%)	21 (15,11%)	26 (18,71%)	68 (48,92%)	4 (2,87%)

N=151						
In total N=1067 (weight average)	6,05%	7,59%	19,44%	36,26%	23,38%	7,28%

Lack of answer: Italy: 2; Poland: 25; Spain: 12 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	39 (6,93%)	59 (10,48%)	143 (25,40%)	203 (36,06%)	100 (17,76%)	19 (3,37%)
Italy N=126	5 (3,97%)	13 (10,32%)	24 (19,05%)	54 (42,86%)	26 (20,63%)	4 (3,17%)
Poland N=227	11 (5,42%)	15 (7,39%)	59 (29,06%)	71 (34,98%)	41 (20,2%)	6 (2,95%)
Spain N=151	11 (8,40%)	7 (5,34%)	34 (25,95%)	28 (21,37%)	41 (31,30%)	10 (7,64%)
In total N=1067 (weight average)	6,71%	9,86%	25,60%	35,47%	18,83%	3,53%

Lack of answer: Poland: 24; Spain: 20 students

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).

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	263 (46,71%)	118 (20,96%)	59 (10,49%)	41 (7,28%)	41 (7,28%)	41 (7,28%)
Italy N=126	61 (48,41%)	34 (26,98%)	15 (11,9%)	6 (4,76%)	10 (7,95%)	-
Poland N=227	92 (45,32%)	49 (24,14%)	36 (17,73%)	12 (5,91%)	9 (4,43%)	5 (2,47%)
Spain N=151	67 (47,86%)	26 (18,57%)	26 (18,57%)	5 (3,57%)	8 (5,71%)	8 (5,72%)
In total N=1067 (weight average)	46,68%	21,44%	11,80%	6,83%	6,90%	6,35%

Lack of answer: Poland: 24; Spain: 11 students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	204 (36,23%)	140 (24,87%)	86 (15,28%)	50 (8,88%)	54 (9,59%)	29 (5,15%)
Italy N=126	34 (26,98%)	32 (25,4%)	35 (27,78%)	19 (15,08%)	4 (3,17%)	2 (1,59%)
Poland N=227	68 (33,5%)	59 (29,06%)	38 (18,72%)	16 (7,88%)	13 (6,4%)	9 (4,44%)
Spain N=151	38 (27,54%)	38 (27,54%)	23 (16,67%)	16 (11,59%)	17 (12,32%)	6 (4,34%)
In total N=1067 (weight average)	35,10%	25,51%	16,24%	9,15%	9,11%	4,89%

Lack of answer: Poland: 24; Spain: 13 students

6.29. I often cause conflicts.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=563	226 (40,14%)	172 (30,55%)	94 (16,70%)	40 (7,10%)	20 (3,55%)	11 (1,96%)
Italy N=126	47 (37,3%)	35 (27,78%)	26 (20,63%)	9 (7,14%)	6 (4,76%)	3 (2,39%)
Poland N=227	94 (46,31%)	65 (32,02%)	30 (14,78%)	7 (3,45%)	2 (0,99%)	5 (2,45%)
Spain N=151	95 (68,84%)	15 (10,87%)	9 (6,52%)	14 (10,14%)	1 (0,72%)	4 (2,91%)
In total N=1067 (weight average)	42,24%	29,58%	16,10%	6,84%	3,16%	2,08%

Lack of answer: Poland: 24; Spain: 13 students

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

Bulgaria:

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.

Italy:

- I would prefer to answer the question about the sports we practice
- I really liked this questionnaire very much , and I hope that even younger children or older teenagers among us will do it and I would like to thank you for this good opportunity
- It wasn't boring
- It took a long time
- I haven't got any suggestions for this questionnaire because I think it is very interesting and complete
- I enjoyed it (3)
- A long questionnaire with less variety of answers
- In my opinion, the questionnaire needs more answers available, with more answers to be given
- I think that the questionnaire is long but I enjoyed it
- To focus on emotions, to talk about relationships among classmates and to study this issue in deep, to keep on talking about School-Family relationships, and to talk more about considering the school as a vital infrastructure / issue
- This questionnaire should mainly talk about the relationships kept with certain people and give space to more “ free” answers, so that each person can really express their feelings .
- I would like you to come up with more questions about relationships among classmates, because unfortunately nowadays students tend to gather in smaller / restricted groups. for example, the most intelligent boys or girls groups, students coming from rich families wearing branded clothes and, thus, representing nowadays fashion and beauty trends, of course; and, of course , the groups of well-grown up students , with less financial opportunities and maybe having problems at school. These latter students are forced to build up a group, being isolated and being left alone
- In my opinion , this questionnaire should ask if anyone has any sort of problems inside the school itself.
- I like it
- You should focus more on getting teachers more involved in all issues, as a matter of fact this questionnaire is wonderful, congratulations
- It was beautiful
- I would prefer more school trips
- No, because this questionnaire includes the most useful things and it is done in a correct manner.
- Thanks for taking this test, in order to improve our school life.
- In my opinion, this questionnaire is well developed but you may wish to add more questions about school learning and about teacher – student relationship. As a matter

of fact, this questionnaire is very useful for us because we can understand our proficiency and our problems and any other sort of problems at school, and thus discuss about these issues with the right person without having any fear of the answers. Thanks for everything and for giving us the opportunity for this questionnaire.

- I enjoyed this questionnaire very much and it is very well developed and it helped me understand the importance of going to school, spending time with friends, respecting teachers. Finally, I would also like to thank you all for this positive and very useful experienceThanks again
- To make more questions on character / personality , also in order to help school discover our human aspects. It would also be great to talk about ourselves and to make more questions about our learning skills and to understand the skills of young students belonging to this Comprehensive School and to practice our best skills, thanks to theory and practice
- This questionnaire is very funny and very useful, I would prefer to take these tests more often
- In my opinion, students must study and attend school and keep on studying but sometimes we need to relax and, in my opinion, there shouldn't be any homework given for holidays.
- I enjoyed this questionnaire, it was great, I would like to take these tests more often , even because I like working on the computer
- This questionnaire was very important, funny and useful. I had great fun in taking this questionnaire , I would like to take it more often.
- I believe that this questionnaire is very useful.
- It was a beautiful experience and I have discovered many aspects I didn't know at all.
- Taking this test was great fun
- This questionnaire is very creative and interesting. I enjoyed it very much.
- I enjoyed all questions (2)
- I was beautiful
- It took quite a long time...but it was beautiful
- It was a wonderful experience, I hope to repeat it again with someone always asking me about its meaning...
- It was interesting (5)
- I really enjoyed this experience very much , and I would like to do it again

Poland:

Most students who have answered this question have no comments on the survey. A few students wrote that they liked the survey and it was well prepared. Several students replied that the survey was too long. One student wrote that the questionnaire could be extended by students' interests. One of the students pointed out that at school, there is too little time devoted to the subject of depression or attempted suicide of children. It is worth paying attention to the statement of one student about the school system in Poland, which was very criticized by him/her; the student's statement proves a great insight and possession of personal knowledge.

Spain:

- I don't like that we have people who thinks that they are better than others and show themselves off in front of everyone
- I like the High school quite a lot and some classes are fun. English, Math and others. But I don't like classes that are boring, such as Plastics, etc. Teacher of plastics is very bad
- I think I'm very special and a lot of people make fun of me, but I always ask myself: What did I do? Why do you say this? People are weird. Or because I am Chinese and that has something to do with it. I have nothing against the people, I just live my life and I like to help people
- I want for the educational system to drop-off not needed things and they should teach us the things are actually important. And the education is useful for all the humanity to develop in the future, we should leave primitive thoughts behind. And we start to think together in the future.
- I do not like the High School but I have to study for my future.
- Thank you for trusting me and for behaving good with me!
- I would like you to ask: Does any teacher disrespect you?
- It's really long
- I do not like the teachers, they scare me and the students and classmates insult me for being different.
- Our teachers help us a lot

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

2.1.3.13. General conclusions

In four project partners countries: Bulgaria, Italy, Poland and Spain, 1017 primary school and gymnasium (lower secondary school) students aged between 10 and 16 (one student aged 9) took part in the study. 52,5% of the research group are boys (557 students) and 47,5% are girls (510 students). In the survey took part 563 students in Bulgaria, 126 students in Italy, 227 students in Poland and 151 students in Spain.

Generally in every country students are of country's nationality. The biggest group of students with other nationality is in Spain (almost 20% of respondents in this country is of other nationality - mainly Moroccan).

There are some differences according to educational system in particular partners' countries. In Italy and in Bulgaria and Poland students participating in the survey mainly are attending primary schools: 68% in Bulgaria, and 80% in Poland (the rest of respondents from these countries is attending Junior secondary school (gymnasium). The opposite situation is in Italy and Spain. In those countries 100% of respondents attends lower secondary school/junior high school.

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

1) School and its surroundings

Based on the results, we can say that students accept their school. Over 36% of all students like their school rather, and over 14% definitely like it, but 37,93% like it sometimes. The similar result were achieved in particular countries. Only in Bulgaria the biggest group of respondents (almost 43%) declared that they sometimes like the school.

The sense of safety of the pupil in the school area is also good. 42,34% of students feel safe in the school area, and 30,84% definitely feel safe in the school area. This situation was similarly rated in every country and is similar when it comes to the sense of safety of students at school. 26,03% of students feel rather safe, and more than 53% of students feel definitely safe in school. The can say that feeling of safety in school is high among students.

The students also assess the condition of school buildings well (46,79% think that the buildings are rather comfortable, while 29,56% think that definitely). The situation is similar in every country. The students are satisfied with the equipment they received at school (50,21% of the students chose the answer *Absolutely yes*, and 24,92% *Rather yes*). In every country the most often answer was *Absolutely yes*.

The situation is completely different when it comes to the students' experience, experiments and practical activities in the school. Only 9,86% of students rather and 7,85% of students definitely said, that school allows for experiences etc., but 25,34% that only *sometimes*, and almost 27% that *absolutely no*. In this question we can also note differences between countries. Different situation we find in Bulgaria and Poland. In these two countries students said, that they are not (or rather not) allowed to experience and experiment in laboratory. While in Spain in Italy students said opposite – they are allowed for such activates. It follows from this that students in Poland and Bulgaria have less chance to practice practical activities and experiments during lessons at school than in Italy and Spain.

Students are absolutely (25,47%) or rather satisfied (26,51%) with the infrastructure of school buildings, which allows for additional activities. In Italy according to the biggest group of respondents school sometimes provide space for extra-curricular activities. The school's offer in the area of additional events and classes was assessed very well by the students. 60,05% of students strongly and 19,46% rather confirmed that this type of activities are organized at the school (sports activities, discussion clubs, special events). Again only in Italy the situation is a slightly different – 33,87% of students answered *Sometimes*. Students *absolutely* (35,31%), *rather yes* (24,73%) and *sometimes* (22,60%) like to take part in events organized at school, which indicates that they are rather satisfied with the school's work in the area of additional events. This situation is similar in every country (the highest answer are in *absolutely yes* or *rather yes*).

More than 43% of students believe that students in their school, are absolutely not or rather not treated too harshly, but more than 33% of students think, that sometimes. This may indicate that students are treated by teachers friendly (but not all). There are no significant differences between countries.

Students generally identify with the school. According to the total results 24,72% of pupils definitely have a sense of belonging to a school, while 32,68% rather have such a feeling. The situation in particular countries is similar.

The attitude of the students to school education looks a bit different. In the question: *Do you often think that going to school is interesting?* the most answers were collected in the *Sometimes* category (34,10% in total results). In Poland and Bulgaria the voices collected in the remaining responses were spread more evenly. This may indicate that it is an area that requires work. In Italy and Spain also in answers *Rather yes* and *Absolutely yes* the high score was achieved.

According to students, pupils from other cultures are in the student community. In total results 21,90% of students answered *Absolutely yes* and 23,20% *Rather yes*. We should pay particular attention to the fact, that the biggest group of students answering *Absolutely yes* was in Spain – over 70% of respondents. The students' attitude to the presence of students from other cultures in the school is (rather) positive. Over 20% of students definitely, and almost 22% of students (in total results) rather think it is a positive phenomenon. There are no significant differences between countries.

Students are also satisfied with the school support they receive in terms of dropping out of school. In total results according to 15,67%, definitely and to 29,84% rather the school helps students at risk of dropping out.

The students are also pleased with the support received from the school in risk of not passing to the next grade. In total 33,90% of students believe that rather, and 24,78% definitely, that school helps students who are at risk of not passing to the next class. The answers in particular countries were similar. The situation is similar in terms of students' satisfaction with the received support from the school in terms of learning difficulties. 31,12% of students believe that rather, and 26,52% that absolutely, the school helps students who are at risk of less successful learning.

In total results a large group of students (30,18% - *rather yes* and more than 16% *absolutely yes*) is satisfied with support received from the school in the area of risky behaviour. However, it should

be noted that according to more than 14% of students this problem does not apply to them. According to answers in particular countries there are no significant differences.

Students accept students from minorities (ethnic, cultural, national, etc.). Students to the question: *if the students belonging to a minority are discriminated*, answered: *Absolutely no* (18,94%), *Rather no* 21,88%). But on the other hand over 27,3% of students answered *Sometimes*. So it might be area for the future work, especially in the country with big migrants group in schools (e.g. in Spain, where over 22% of students answered *Absolutely yes*), but also in developing the openness for the others in other countries.

Students are also satisfied with the received support from the school in the field of discrimination of minority students (ethnic, cultural, national, etc.). In total results according to more than 31,42% of students, the school rather would help discriminated students and over 22,66% of students think that school would definitely help. The answers in particular countries were on similar level.

According to total results 23,70% of students *sometimes* encounter situations of aggression and / or violence at school, and more than 32,59% *absolutely yes*. There are some differences in particular countries. In Bulgaria and in Poland students answered *absolutely yes* (35,35% and 33,04%). It follows that this is a problem in schools in those countries. These is definitely the area for the future work in all countries.

Students, on the other hand, are satisfied with the support they receive from the school in dealing with aggression and violence. In total results 44,67% of students believe that school *absolutely* (21,86% *rather*) helps victims of aggression / violence. The particular answers in countries are similar.

The students' safety at school is also confirmed by the fact that 35,50% of students *absolutely*, and 32,58% *rather* think that the school is a place where they can get help if they need it.

According to students (total results), parents (25,89%) *definitely* or *rather* (19,15%) cooperate with the school, while according to 25,91% students only *sometimes*. We can see difference between Italy and other countries. Students in Italy said, that parents *rather not* (25,81%) or *sometimes* (25,81%) cooperate with school.

At school in all countries, subjects of tolerance and respect for others are also taken up (44,82% of students *definitely* think so and 25,85% of them *rather* think so).

2) School relations

According to total results, in the area of students' school relations, we can say that students are generally satisfied with their relationships with:

- school management (headmaster) (almost 23% *Absolutely yes*, over 26% *Rather yes*);
- school "service" staff (over 17% *Absolutely yes*, over 32% *Rather yes*);
- tutor / class teacher (almost 50% *Absolutely yes*, over 23% *Rather yes*);
- teachers (almost 28% *Absolutely yes*, almost 42% *Rather yes*).

There are no significant differences between countries in these categories.

According to students, teachers rather (35,84%) or definitely (21,27%) treat them fairly. But over 28% of students think that only sometimes teachers treat them fairly. Especially in Bulgaria the big group of students (almost 30%) believe that they are treated fairly by teachers.

Students assess the possibility of expressing their own opinion at school rather on a good level. Over 24% students definitely and almost 27% of students rather think that teachers encourage them to express own views. But, also a big group of respondents (23,92%) choose answer *Sometimes*. There is no significant difference between countries.

Students also have a quite high sense of support from the teacher. Appropriately (in total results), over 29% and almost 39% of students definitely or rather can count on additional teacher's help when they need it.

The contentment of the students from relationships with other students is very high. In total results almost 50% of students definitely have good contact with other students, and more than 26% of students assess their contacts with other students rather well.

The students are also happy with the atmosphere in the class. Accordingly to total results, 29,48% and 30,58% of students said that students of their class definitely or rather like to stay together.

In total results 31,40% and 23,83% of students, respectively, answered that their classmates are rather or definitely kind and helpful. But on the other hand, 29,64% of students answered that sometimes classmates are kind and helpful.

The level of the sense of acceptance in the group of peers is quite high. In all countries 37,3% of students feel rather accepted by colleagues, while 34,39% definitely feel accepted in the classroom.

The feeling of support from the parents achieved the highest score. Over 72% of students can definitely count on parents' help if they have any problems at school (in every particular country we achieved more than 70% to this answer).

Parents rather (23,07%) or definitely (33,13%) willingly come to school according to students. So we can assume that the cooperation of parents with teachers according to students is good or very good.

The importance of student learning for parents is very high. In total results more than 73% of students absolutely confirmed that parents encourage them to learn well. In every country this answer achieved the highest score.

3) Students' well – being at school

Based on the students' answers (according to the total results), we can conclude that in general students feel good at school. We can assume that students at school have a high level of acceptance in relation to:

- ethnic or cultural origin (*Absolutely no*: 53,03%, *I don't know / Not applicable*: 13,02%),
- skin colour (*Absolutely no*: 68,42%, *I don't know / Not applicable*: 12,91%),
- language, accent (*Absolutely no*: 59,55%, *I don't know / Not applicable*: 10,20%),
- sexual orientation (*Absolutely no*: 77,45%, *I don't know / Not applicable*: 5,47%),

- physical traits (*Absolutely no*: 51,12%, *I don't know / Not applicable*: 10,15%),
- disability or illness (*Absolutely no*: 54,03%, *I don't know / Not applicable*: 13,7%),
- way of learning (*Absolutely no*: 51,48%, *Rather no*: 18,88%),
- material status of the family (*Absolutely no*: 63,46%, *Rather no*: 9,28%).

Among other reasons, the students mentioned above all: not being understood by other pupils, teachers are bad, others are destructive, being mocked, bullying, wearing cheap clothes, calling “nerd”, gossiping, laughing and talking behind their backs, laughing at idols who are very important for children at this age. Some students also pay attention to the school's infrastructure, which affects their well-being, such as window bars. Students also pay attention to the rejection by colleagues or the exaltation of other students.

4) Meaning of „learning“ for students

We can assume that learning is of great importance to the students. 32,46% of students rather, while 41,25% definitely (in total results) think that learning is important to them. The situation is similar in every country.

When it comes to the importance of learning for peers according to the students, the situation looks a bit different. According to the total results more than 36,52% of students believe that learning is rather important to their colleagues, but 24,74% that only sometimes. Only 15,27% of students think that learning is definitely important for their peers.

Students sometimes (34,32%) or rather (26,33%) are self-motivated to learn. But 20,08% of students are definitely self-motivated to learn.

Students show additional work to understand the content transmitted at school. An additional effort is rather made by 34,21% of students, and definitely by 20,22% of students. 26,02% of students sometimes make an effort to understand the issues raised at school.

The students' interest in expanding knowledge beyond the content provided in the school is on the average level. The largest group of students (43,09%) sometimes devotes time to deepening certain topics. But on the other hand 20,41% answered rather yes.

The pressure of school achievements exerted by parents on the students is rather small, but it look different in particular countries. According to total results almost 32,17% of students think that parents rather do not expect too much from them, definitely do not consider almost 20,76%. But 14,52% of students think that parents rather expect too much and 10,40% definitely think so. In Poland and Bulgaria students believe that parents rather do not expect too much form them, but the opposite situation is in Italy and Spain.

The situation is similar when it comes to the pressure of school achievements exerted by teachers on students. In total results almost 40,88% of students think that teachers rather do not expect too much from them, but definitely not consider this 12,02%. However, more than 24% of students sometimes think that teachers expect too many school achievements from them. The differences between countries are the same as in the previous question. The answers with the highest scores in Bulgaria and Poland are *rather no* (accordingly 44,58% and 39,21%), in Italy is *sometimes* (32,8%) and in Spain are *rather yes* (30,07%) and *absolutely yes* (25,17%).

In total results, according to students, learning new things is rather (37,06%) an interesting challenge. Almost 18% of students absolutely think that way, and sometimes almost 30% of students think so. This illustrates the student attitude to school education, and is very similar in every partner countries.

According to more than 57% of students (total results), dropping out of school has negative consequences.

Responsibility of the students for the results achieved is divided into several factors. According to them, their results in science depend primarily on their involvement and the time they devote to learning, but also their talents. A big group of students believe that their results depend on the work of teachers. Other responses also received high results. Among other factors on which learning results depend, students indicate their own motivation, interest in a given topic, time management, internet, relations with classmates, self-confidence, good, lessons. Some students think that their learning results are influenced by the help of others, and a few students do not know why they achieve positive results in science, because learning does not require them to make any extra effort. From the above results, we can conclude that students feel responsible for their results, but are aware of the impact of other factors as well.

Supporters of students in the education process are primarily parents, but also teachers. Other answers also obtained high results: siblings, school friends. Among other people who support students during learning, they mainly mention people from the family: grandma, grandpa, aunt, uncle, cousin, but also: tutors, computers, private lessons. Attention should be paid to the fact that a big group of students indicated that nobody helps them when they have learning problems.

In terms of the preferred learning style students identified as follows:

- I learn by heart because I do not understand everything - level 4 (26,31%), level 3 (25,96%),
- I'm learning to understand - level 4 (28,45%), level 3 (28,33%), level 5 (24,01%),
- I do not learn at all because I remember everything from class - level 1 (37,56%), level 3 (23,75%), level 2 (18,99%)
- I learn through trials and errors - level 3 (25,77%), level 5 (24,52%), level 4 (23,52%),
- I learn by solving problems - level 3 (25,10%), level 1 (24,15%),
- I learn by imitation - level 1 (31,96%), level 2 (24,20%),
- I prefer other activities than learning - level 5 (33,40%), level 3 (20,02%)

The above results show that students sometimes learn by heart because they do not understand everything. They try and learn with understanding quite often. Rather, they learn because they do not remember everything from classes. A fairly large group of students learn by trial and error. But only some of them learn by solving problems. They rather do not learn by imitation. A large group of students prefer other activities than learning.

Life skills possessed by students.

- Decision making and problem solving - level 4 (29,84%), level 5 (24,10%), level 3 (21,73%)
- Creative thinking and critical thinking - level 3 (28,14%), level 4 (24,22%), level 5 (22,18%)

- Effective communication and maintaining good interpersonal relationships - level 5 (26,64%), level 3 (30,17%), level 4 (23,41%),
- Self-awareness and empathy - level 3 (25,05%), level 5 (24,23%), level 4 (20,24%),
- Coping with emotions and stress management - level 5 (22,61%), level 3 (22,54%), level 4 (21,32%),

The above results show that students assess their life skills rather highly. In each of the skill categories, the levels were 3, 4 and 5.

Students tend to general idea about own future but some of them have also specific plans for the future. It should be noted that the vast majority of students could say what they would like to do in the future - some of them specified specific professions that they would like to perform, some defined what scope of tasks they would like to perform. Some students wrote that they would like to be happy and start a family. In every country a big group of students wrote that they do not know yet what they would like to do in the future, and some of them did not answer.

Knowledge of their skills by the student - among the abilities mentioned, students entered specific abilities, talents, "professional" skills, e.g. singing, playing instruments, painting, sports skills, mathematical skills, sewing, cooking, etc. As well as character traits e.g. I am friendly, sociable, I have crazy ideas, easy friendships, etc. Some of the students have combined skills with what they would like to do in the future. A lot of students in some countries (Bulgaria, Poland, Spain) mentioned that they are good in some specific school subjects. A big group of students mentioned, that they do not know their skills and strengths. This is area that might need the future work.

5) Social and emotional competences of students

Based on the total results we can say that students have a high sense of acceptance in a group of peers. Over 43% of students definitely and 25,90% of students are rather willing to be in a group of their peers. The very similar results were achieved in every partner country.

The results in the field of student leadership in the peer group are slightly different comparing the countries. In total results we can see that 24,31% of students definitely like to be a leader, almost 22% sometimes like to lead the group, but over 16% definitely and over 19% rather don't like to be a leader. The similar results we can find in Poland and Spain. But Italy the results are quite equal, so we can assume that some students like to be leader and some don't. And in Bulgaria the biggest group of students (more than 27%) absolutely like to be a leader.

In total results (which are reflected in the results of particular county) students declare cooperation in the group and interest in their peers. 29,81% of students and 18,14% of students respectively are rather or definitely interested in what their colleagues do and cooperate with them. But as many as 35,31% of students do it sometimes.

Students (according to the total results) declare their activity during classes usually sometimes (almost 41,93% of pupils). Some of the students (over 22%) think that they are rather active during classes, and almost 13% that they are definitely active during lessons.

The aspect of students' activity when playing with their peers is a bit different. Over 31% of students are rather actively involved in games with their peers, and almost 32% of students are definitely active when playing with their peers according to the total results.

Students in all countries rather (over 29%) and definitely (over 28%) willingly cooperate in a group.

They can also build relationships with adults. Over 38% of students (according to the total results) is rather open in contacts with adults and almost 23% are definitely open in such relationships.

Students also accept social and group rules (Total results: *Rather yes*: 34,50%, *Absolutely yes*: 31,27%).

Students tend to build relationships with peers rather easily. 29,19% of all students rather, and 38,14% of all students definitely easily make contact with their peers.

In the aspect of students' acceptance of their peers, the results suggest that the largest group of students rather (28,89%) invites and encourages colleagues to talk and play. But 24,88% of students definitely encourage their peers to play together. In Bulgaria and Poland the big group of respondents (Accordingly 26,64% and 30,54%) sometimes encourage peers to play.

In all countries students declare a high level of sensitivity to the needs and emotions of their peers. As many as 25,36% and over 43% of students are rather helping or absolutely helping their colleagues, trying to cheer them up when needed.

The research also shows that students in all countries are aware of their rights. 37,19% say they are rather aware of them, while 32,23% say they are definitely aware of them.

Pupils adhere to social norms and rules, which is also expressed by respecting the rights and freedoms of other people. Accordingly to the total results, 31,05% and 46,44% of students declare that they rather or strongly respect the rights and freedoms of others.

However, the assertiveness of the students is a definite area to work. Only 36,78% of students said that they sometimes speak out loud about matters important to them. In total, over 23% of students answered that they rather or definitely do not speak out loud about such matters.

When it comes to the awareness of one's emotions by students, they declare (in total results) that rather (29,23%) or definitely (28,49%) are usually in a good mood and easily feel good.

In the aspect of awareness of emotions of other people, students (in all countries) declare that they are able to understand the feelings of other people rather (34,84%) or definitely (24,97%). But also a big group of students (26,22%) can do it sometimes.

According to the total results, sometimes students (30,51%) find it difficult to explain to other people what they feel. The other aspects are divided quite equal. The results obtained in this category show that the ability to express emotions by the student can be another factor for further work.

The same applies to the ability to deal with emotions, stress by the students. Also in this category the largest group of students sometimes (27,38%) hide in themselves when they are upset but 20,77% absolutely and 18,85% rather don not react that way.

Also in the next question referring to the awareness of one's emotions by students we obtained similar results. Again, the largest group are students (according to the total results) who sometimes (27,71%) do not know exactly what emotions they feel at the moment. This answers obtained the highest score in every county.

However, the answers to the next question suggest that students have the ability to combine emotions with the causes that cause them. In total results almost 39% of students definitely or probably know why they are angry. Only in Italy over 23% of students rather do not know why they are angry.

Also the aspect of awareness of the importance of emotions in relationships with others is at a good level among students. In total results over 63% of students say that it is rather or definitely important for them to know what their friends feel.

Students also demonstrate the need to understand the causes of given emotions in other people. According to the total results 29,99% of students rather and 45,50% of students definitely try to understand why their friend is e.g. upset.

The ability to read emotions of other people by students is at a medium and good level. In the total results 29,32% of students sometimes, while 27,19% of students rather and 22,05% of students definitely can guess what the person they are talking to is feeling.

The next question is testifying to the level of assertiveness of students. According to the total results 35,38% of students declare that it is definitely easy for them to say NO when their friends and colleagues encourage them to do something that they do not like. Rather, 20,13% of pupils think so too. But as many as 20,94% of students admit that only sometimes it is easy to tell them NO.

Students in all countries tend to avoid conflict situations (Total results: *Rather yes* – 36,26%, *Absolutely yes* – 23,38%). But as many as 19,44% of students admit that only sometimes avoids conflict situations. Over 15% of students are rather or definitely engaged in conflict situations.

As for the way students deal with conflict situations, they declare (according to the total results) that rather (35,47%) try to deal with conflict situations in a peaceful way. But as many as 25,60% of students admit that they only sometimes refer to peaceful ways of coping in conflict situations.

In conflict situations, students in all countries rather not (21,44%) or definitely not (46,68%) behave aggressively towards their colleagues.

In such situations, students usually do not take offense and do not get angry (Total results: *Absolutely not* – 35,10%, *Rather no* – 25,51%).

The research also shows that students in all countries definitely not (42,24%) or rather not (29,58%) initiate conflict situations.



2.1.3.14. Group B – Pupils 6-10 years old

2.1.3.15.

2.1.3.16. Class's data

1.1. Age of pupils in the class

Bulgaria:

1st grade – 4 classes – 6 and 7 years - 71 students

2nd grade – 6 classes – 7 and 8 years - 114 students

3rd grade – 6 classes – 8 and 9 years - 120 students

4th grade – 7 classes – 9 and 10 years - 175 students

Italy:

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

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

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

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

Poland:

1st Class (pupils 6-7 years old) – three groups;

3rd Class (pupils 9-10 years old) – three groups

Spain:

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

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

1.2. Number of pupils in the class

Bulgaria:

Classes by grades	Boys	Girls
1st grade		
Class 1	10	9
Class 2	9	9
Class 3	11	8
Class 4	11	13
2nd grade		
Class 1	13	11
Class 2	10	9
Class 3	12	11
Class 4	10	15
Class 5	11	14
Class 6	13	10

3rd grade		
Class 1	13	5
Class 2	11	12
Class 3	15	5
Class 4	12	6
Class 5	15	4
Class 6	9	8
4th grade		
Class 1	11	13
Class 2	12	8
Class 3	15	10
Class 4	15	8
Class 5	12	13
Class 6	12	10

In total: Boys – 259 and Girls – 221 (480 pupils)

Italy:

Classes by grades	Boys	Girls
1st grade		
Class 1	12	4
Class 2	4	6
2nd grade		
Class 1	10	11
Class 2	10	5
Class 3	7	9
Class 4	7	4
Class 5	5	6
Class 6	6	12
4th grade		
Class 1	7	11
Class 2	10	9
Class 3	7	12
Class 4	9	12
5th grade		
Class 1	8	7
Class 2	11	3
Class 3	11	6
Class 4	7	10

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

Poland:

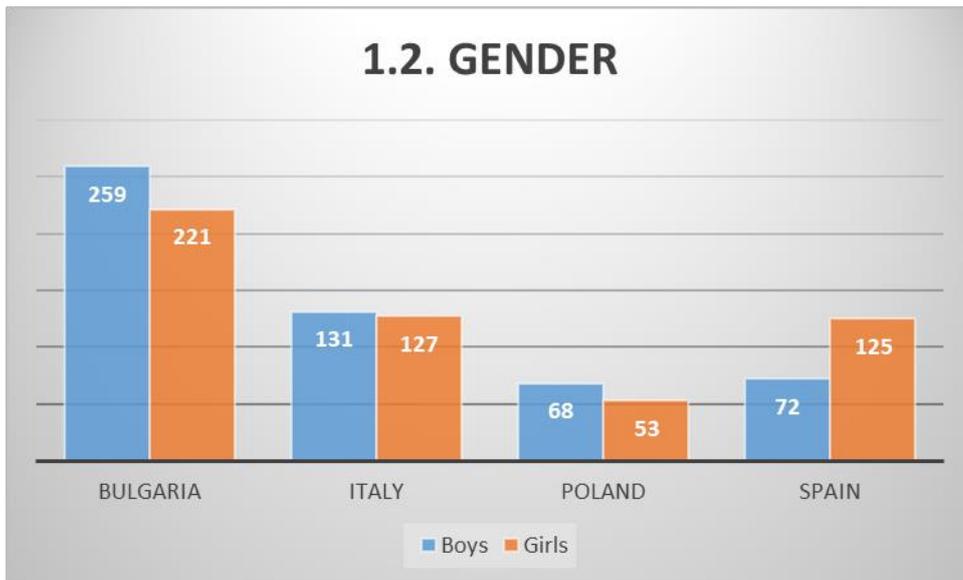
Classes by grades	Boys	Girls
1st grade		
Class 1	12	10
Class 2	11	9
Class 3	13	4
3rd grade		
Class 1	12	12
Class 2	11	12
Class 3	9	6

In total: 68 boys and 53 girls (121 pupils)

Spain:

Classes by grades	Boys	Girls
1st Level Primary Education		
Class 1	8	12
Class 2	7	9
Class 3	15	10
Class 4	3	15
Class 5	7	17
2nd Level Primary Education		
Class 1	10	15
Class 2	4	15
Class 3	2	20
Class 4	16	12

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



In total (in all countries) the study covered: 530 boys and 564 girls (1094 students in total)

1.3. Nationality/Nationalities

Bulgaria: All pupils are Bulgarians.

Italy: All pupils are Italian, except four pupils from Romania, two from Ukraine, two from Venezuela, one from Morocco, one from Colombia.

Poland: All pupils are Polish.

Spain:

Spanish, Moroccan, German

Spanish and Moroccan

Spanish

Spanish, German, Italian and Moroccan

Spanish, Ecuadorian, Moroccan

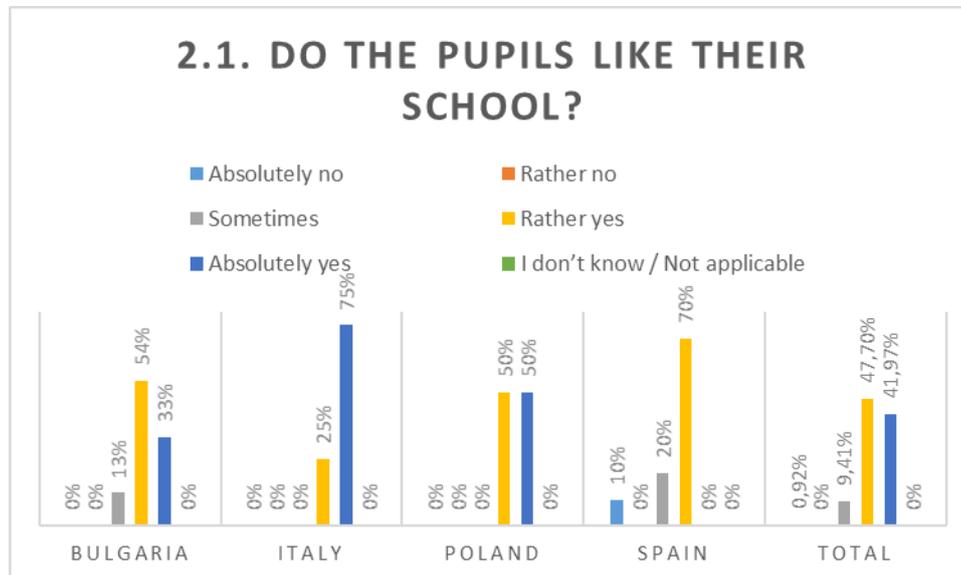
2.1.3.17. School and its surroundings

2.1. Do the pupils like their school?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	3 (12,50%)	13 (54,17%)	8 (33,33%)	-
Italy N=16	-	-	-	4 (25%)	12 (75%)	-
Poland N=6	-	-	-	3 (50%)	3 (50%)	-
Spain N=9	1 (10%)	-	2 (20%)	7 (70%)	-	-
In total N=55 <i>(weight average)</i>	0,92%	0,00%	9,41%	47,70%	41,97%	0,00%

Additional comments:

Italy: 3: they are well integrated and educated; they gladly attend school - Since few years they also attend in the summer time (June-July); they gladly attend school.



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	-	17 (70,83%)	7 (29,17%)	-
Italy N=16	-	-	-	1 (6,25%)	15 (93,75%)	-
Poland N=6	-	-	-	4 (66,67%)	2 (33,33%)	-
Spain N=9	-	-	8 (88,89%)	1 (11,11%)	-	-
In total N=55 (weight average)	0,00%	0,00%	7,59%	48,17%	44,24%	0,00%

Additional comments: no

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	-	15 (62,50%)	9 (37,50%)	-
Italy N=16	-	3 (18,75%)	1 (6,25%)	6 (37,5%)	6 (37,5%)	-
Poland N=6	-	-	-	3 (50%)	3 (50%)	-
Spain N=9	-	1 (11,11%)	-	5 (55,56%)	3 (33,33%)	-
In total N=55 (weight average)	0,00%	5,96%	1,68%	54,72%	37,64%	0,00%

Additional comments:

Italy: 1: we would need some other space for laboratory activities.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	-	9 (37,5%)	15 (62,5%)	-
Italy N=16	1 (6,25%)	5 (31,25%)	3 (18,75%)	5 (31,25%)	2 (12,50%)	-

Poland N=6	-	-	-	2 (33,33%)	4 (66,67%)	-
Spain N=9	3 (33,33%)	5 (55,56%)	1 (11,11%)	-	-	-
In total N=55 <i>(weight average)</i>	4,52%	13,16%	5,97%	32,46%	43,89%	0,00%

Additional comments: no

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=24	3 (12,50%)	2 (8,34%)	9 (37,50%)	5 (20,83%)	5 (20,83%)	-
Italy N=16	-	3 (18,75%)	2 (12,5%)	7 (43,75%)	4 (25%)	-
Poland N=6	-	1 (16,67%)	2 (33,33%)	2 (33,33%)	1 (16,67%)	-
Spain N=9	-	-	-	6 (66,67%)	2 (22,22%)	1 (11,11%)
In total N=55 <i>(weight average)</i>	7,59%	10,72%	27,42%	31,42%	21,92%	0,93%

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

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=24	1 (4,17%)	3 (12,50%)	4 (16,67%)	5 (20,83%)	11 (45,83%)	-
Italy N=16	-	3 (18,75%)	2 (12,5%)	6 (37,5%)	4 (25%)	1 (6,25%)
Poland N=6	-	-	-	2 (33,33%)	4 (66,67%)	-
Spain N=9	-	-	-	7 (77,78%)	2 (22,22%)	-
In total	2,55%	12,62%	13,49%	30,69%	38,97%	1,68%

N=55
(weight average)

Additional comments: Italy: 3: extracurricular activities take place in school spaces that are not suitable for the purpose; in external facilities; extracurricular activities are rarely performed.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	4 (18,18%)	4 (18,18%)	14 (63,64%)	-
Italy N=16	-	-	4 (25%)	5 (31,25%)	7 (43,75%)	-
Poland N=6	-	-	-	1 (16,67%)	5 (83,33%)	-
Spain N=9	-	-	2 (22,22%)	7 (77,78%)	-	-
In total N=55 (weight average)	0,00%	0,00%	19,76%	27,20%	53,04%	0,00%

Additional comments: no

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	2 (8,33%)	6 (25%)	16 (66,67%)	-
Italy N=16	-	-	-	3 (18,75%)	13 (81,25%)	-
Poland N=6	-	-	-	1 (16,67%)	5 (83,33%)	-
Spain N=9	-	-	1 (11,11%)	7 (77,78%)	1 (11,11%)	-
In total N=55 (weight average)	0,00%	0,00%	5,97%	27,54%	66,49%	0,00%

Additional comments: no

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria	3 (12,50%)	4 (16,67%)	6 (25%)	6 (25%)	5 (20,83%)	-

N=24						
Italy N=16	3 (20%)	2 (13,33%)	4 (26,67%)	3 (20%)	3 (20%)	-
Poland N=6	1 (16,67%)	-	1 (16,67%)	-	4 (66,67%)	-
Spain N=9	-	-	-	1 (11,11%)	8 (88,89%)	-
In total N=55 (weight average)	13,50%	13,74%	22,94%	21,52%	28,30%	0,00%

Additional comments:

Bulgaria: 3 teachers pointed out Roma minority, 1 – Chinese

Italy: 3: tunisians, pakistanis, Indians; no; there are no foreign students.

Lack of answer: Italy: 1.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	6 (26,09%)	3 (13,04%)	6 (26,09%)	4 (17,39%)	4 (17,39%)
Italy N=16	-	-	-	3 (23,08%)	9 (69,23%)	1 (7,69%)
Poland N=6	-	-	-	2 (33,33%)	1 (16,67%)	3 (50%)
Spain N=9	-	1 (11,11%)	3 (33,33%)	4 (44,45%)	-	1 (11,11%)
In total N=55 (weight average)	0,00%	17,43%	11,29%	27,33%	28,09%	15,86%

Additional comments: Italy: 1: Yes.

Lack of answers:

Bulgaria: 1

Italy: 3

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	5 (20,83%)	10 (41,67%)	5 (20,83%)	4 (16,67%)	-
Italy N=16	10 (66,67%)	4 (26,66%)	1 (6,67%)	-	-	-

Poland N=6	-	1 (16,67%)	2 (33,32%)	1 (16,67%)	1 (16,67%)	1 (16,67%)
Spain N=9	-	1 (11,11%)	2 (22,22%)	6 (66,67%)	-	-
In total N=55 <i>(weight average)</i>	17,16%	21,29%	30,66%	19,27%	10,97%	0,65%

Additional comments: no

Lack of answer: Italy: 1.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=24	-	1 (4,17%)	7 (29,17%)	4 (16,67%)	12 (50%)	-
Italy N=16	-	-	-	5 (33,33%)	9 (60%)	1 (6,67%)
Poland N=6	-	-	-	2 (33,33%)	4 (66,67%)	-
Spain N=9	-	2 (22,22%)	4 (44,44%)	2 (22,22%)	1 (11,12%)	-
In total N=55 <i>(weight average)</i>	0,00%	4,54%	21,80%	22,10%	49,85%	1,71%

Additional comments: Italy: 1: the school has carried out a project on bullying.

Lack of answer: Italy: 1.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=24	-	1 (4,17%)	1 (4,17%)	11 (45,83%)	11 (45,83%)	-
Italy N=16	-	1 (6,25%)	2 (12,5%)	5 (31,25%)	7 (43,75%)	1 (6,25%)
Poland N=6	-	-	-	2 (33,33%)	4 (66,67%)	-
Spain N=9	-	6 (66,67%)	-	2 (22,22%)	1 (11,11%)	-
In total N=55 <i>(weight average)</i>	0,00%	9,91%	5,91%	39,40%	43,10%	1,68%

Additional comments: no

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	1 (4,17%)	-	-	8 (33,33%)	15 (62,50%)	-
Italy N=16	-	-	-	3 (18,75%)	13 (81,25%)	-
Poland N=6	-	-	-	2 (33,33%)	4 (66,67%)	-
Spain N=9	-	2 (22,22%)	1 (11,11%)	6 (66,67%)	-	-
In total N=55 <i>(weight average)</i>	2,55%	1,91%	0,93%	32,21%	62,40%	0,00%

Additional comments: no

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	1 (4,17%)	1 (4,17%)	5 (20,83%)	8 (33,33%)	9 (37,50%)	-
Italy N=16	-	-	-	6 (37,5%)	10 (62,5%)	-
Poland N=6	-	-	-	3 (50%)	3 (50%)	-
Spain N=9	1 (11,11%)	2 (22,22%)	5 (55,56%)	-	1 (11,11%)	-
In total N=55 <i>(weight average)</i>	3,47%	4,46%	17,37%	32,25%	42,45%	0,00%

Additional comments: Italy: 1: for the students the manager represents the figure of a father.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	1 (4,17%)	1 (4,17%)	7 (29,17%)	3 (12,50%)	12 (50%)	-
Italy N=16	-	-	-	3 (18,75%)	11 (68,75%)	2 (12,5%)
Poland	-	-	-	3 (50%)	3 (50%)	-

N=6						
Spain N=9	-	1 (11,11%)	5 (55,56%)	3 (33,33%)	-	-
In total N=55 (weight average)	2,55%	3,48%	22,42%	17,38%	50,81%	3,36%

Additional comments: Italy: 1: our secretary has a fraternal relationship with the students, teachers and janitors.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	1 (4,17%)	-	12 (50%)	11 (45,83%)	-
Italy N=16	-	-	-	5 (31,25%)	11 (68,75%)	-
Poland N=6	-	-	-	3 (50%)	3 (50%)	-
Spain N=9	-	-	-	6 (66,67%)	3 (33,33%)	-
In total N=55 (weight average)	0,00%	2,55%	0,00%	46,35%	51,10%	0,00%

Additional comments: no

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

Bulgaria:

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.

Italy:

Poland:

- Coping with stress, emotions.
- Coping with stress; Changing habits of thinking, changing beliefs; Free them self from destructive emotions.

Spain:

- The atmosphere in class is calm and the children are very nice. Most parents have confidence in me as a teacher.
- Expulsions are frequent when school rules are broken by a student.
- Nothing special.
- Nothing special

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

Bulgaria:

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.

Italy:

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

Poland:

- They like: working in groups; theatre; experiments; games, computer classes, trips;
- To learn through play. To participate in games and motion games. To acquire knowledge during excursions and ecological - nature workshops.
- Movement games (physical activity lessons); Experiments; Fun on breaks.
- Children like to spend time actively during movement games, both during lessons and breaks.
- They like to play together, play games, dance, sing, go on trips.

Spain:

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

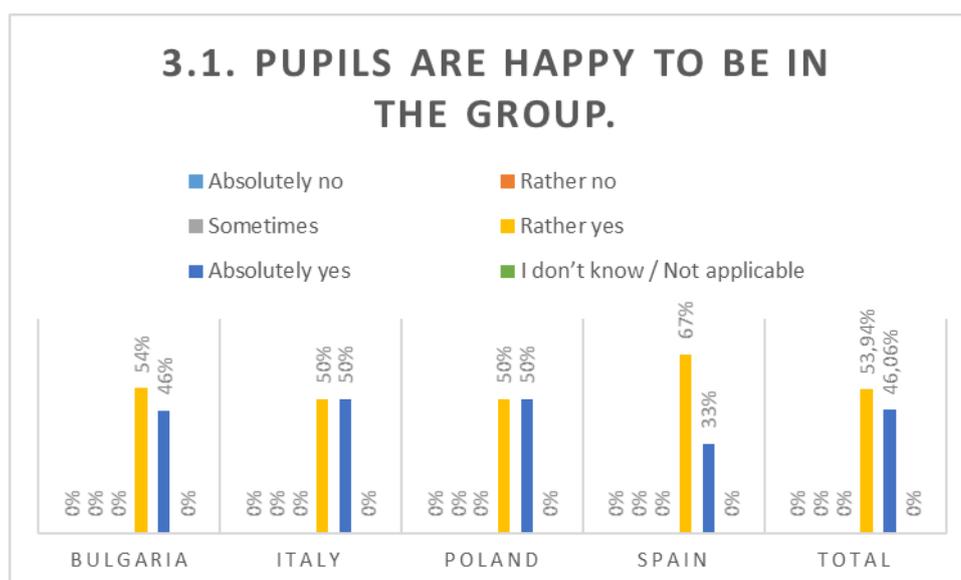
- My students do not usually express explicitly what they like and I have to try many things but in general what I see that attracts them most are the dynamics and the games that are done by teams.

2.1.3.18. Social and emotional competences of pupils

3.1. Pupils are happy to be in the group.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	-	13 (54,17%)	11 (45,83%)	-
Italy N=16	-	-	-	8 (50%)	8 (50%)	-
Poland N=6	-	-	-	3 (50%)	3 (50%)	-
Spain N=9	-	-	-	6 (66,67%)	3 (33,33%)	-
In total N=55 (weight average)	0,00%	0,00%	0,00%	53,94%	46,06%	0,00%

Additional comments: no



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	2 (8,33%)	2 (8,33%)	3 (12,50%)	7 (29,17%)	10 (41,67%)	-
Italy N=16	1 (6,67%)	2 (13,33%)	4 (26,67%)	6 (40%)	2 (13,33%)	-
Poland N=6	-	-	-	1 (16,67%)	5 (83,33%)	-
Spain N=9	-	-	-	2 (22,22%)	7 (77,78%)	-
In total N=55 (weight average)	6,84%	8,55%	14,56%	30,90%	39,15%	0,00%

Additional comments: Italy: 1: He emerges for his mood, but I don't consider him a leader.

Lack of answer: Italy: 1.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	-	17 (77,27%)	5 (22,73%)	-
Italy N=16	-	-	-	8 (50%)	8 (50%)	-
Poland N=6	-	-	-	2 (33,33%)	4 (66,67%)	-
Spain N=9	-	-	-	9 (100%)	-	-
In total N=55 (weight average)	0,00%	0,00%	0,00%	69,80%	30,20%	0,00%

Additional comments: no

3.4. Pupils are active during lessons.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	3 (12,50%)	10 (41,67%)	11 (45,83%)	-
Italy N=16	-	-	-	7 (43,75%)	9 (56,25%)	-
Poland	-	-	-	1 (16,67%)	5 (83,33%)	-

N=6						
Spain N=9	-	1 (11,11%)	-	3 (33,33%)	5 (55,56%)	-
In total N=55 (weight average)	0,00%	0,93%	7,59%	40,56%	50,92%	0,00%

Additional comments: no

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	1 (4,17%)	7 (29,17%)	16 (66,66%)	-
Italy N=16	-	-	-	7 (43,75%)	9 (56,25%)	-
Poland N=6	-	-	-	2 (33,33%)	4 (66,67%)	-
Spain N=9	-	-	-	3 (33,33%)	6 (66,67%)	-
In total N=55 (weight average)	0,00%	0,00%	2,55%	33,60%	63,85%	0,00%

Additional comments: no

3.6. Pupils cooperate in group.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	1 (4,17%)	14 (58,33%)	9 (37,50%)	-
Italy N=16	-	1 (6,25%)	-	7 (43,75%)	8 (50%)	-
Poland N=6	-	-	1 (16,67%)	4 (66,67%)	1 (16,67%)	-
Spain N=9	1 (11,11%)	1 (11,11%)	1 (11,11%)	5 (55,56%)	1 (11,11%)	-
In total N=55 (weight average)	0,93%	2,61%	4,11%	54,52%	37,83%	0,00%

Additional comments: no

3.7. Pupils are open in contact with adults.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	2 (8,33%)	10 (41,67%)	12 (50%)	-
Italy N=16	-	-	-	11 (68,75%)	5 (31,25%)	-
Poland N=6	-	-	1 (16,67%)	2 (33,33%)	3 (50%)	-
Spain N=9	-	1 (11,11%)	5 (55,56%)	1 (11,11%)	2 (22,22%)	-
In total N=55 (weight average)	0,00%	0,93%	10,43%	46,03%	42,61%	0,00%

Additional comments: Italy: 1: Not always in a positive way.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	-	18 (75%)	6 (25%)	-
Italy N=16	-	-	3 (18,75%)	10 (62,5%)	3 (18,75%)	-
Poland N=6	-	-	2 (33,33%)	4 (66,67%)	-	-
Spain N=9	1 (11,11%)	3 (33,33%)	3 (33,33%)	-	2 (22,23%)	-
In total N=55 (weight average)	0,93%	2,84%	9,16%	64,93%	22,14%	0,00%

Additional comments: Italy: 1: with difficulty.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	5 (20,83%)	15 (62,50%)	4 (16,67%)	-
Italy N=16	-	-	1 (6,25%)	11 (68,75%)	4 (25%)	-
Poland N=6	-	-	-	6 (100%)	-	-
Spain	-	1 (11,11%)	7 (77,78%)	1 (11,11%)	-	-

N=9						
In total N=55 (weight average)	0,00%	0,93%	20,99%	61,22%	16,86%	0,00%

Additional comments: no

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=24	-	-	5 (20,83%)	14 (58,34%)	5 (20,83%)	-
Italy N=16	-	-	1 (6,25%)	7 (43,75%)	8 (50%)	-
Poland N=6	-	-	-	6 (100%)	-	-
Spain N=9	-	-	3 (33,33%)	5 (55,56%)	1 (11,11%)	-
In total N=55 (weight average)	0,00%	0,00%	17,16%	55,77%	27,07%	0,00%

Additional comments: no

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=24	-	-	4 (16,67%)	9 (37,50%)	11 (45,83%)	-
Italy N=16	-	-	2 (12,5%)	6 (37,5%)	8 (50%)	-
Poland N=6	-	-	1 (16,67%)	3 (50%)	2 (33,33%)	-
Spain N=9	-	1 (11,11%)	3 (33,33%)	4 (44,45%)	1 (11,11%)	-
In total N=55 (weight average)	0,00%	0,93%	16,98%	38,59%	43,50%	0,00%

Additional comments: no

3.12. Pupils are aware of their rights.

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=24	-	1 (4,17%)	2 (8,33%)	14 (58,33%)	7 (29,17%)	-

Italy N=16	-	-	2 (13,33%)	9 (60%)	4 (26,67%)	-
Poland N=6	-	-	1 (16,67%)	3 (50%)	2 (33,33%)	-
Spain N=9	6 (66,67%)	3 (33,33%)	-	-	-	-
In total N=55 (weight average)	5,78%	5,48%	9,20%	53,42%	26,12%	0,00%

Additional comments: no

Lack of answer: Italy: 1.

3.13. Pupils respect the rights and freedom of others.

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=24	-	-	5 (20,83%)	15 (62,50%)	4 (16,67%)	-
Italy N=16	-	1 (6,25%)	1 (6,25%)	13 (81,25%)	1 (6,25%)	-
Poland N=6	-	-	1 (16,67%)	4 (66,68%)	1 (16,67%)	-
Spain N=9	1 (11,11%)	3 (33,33%)	5 (55,56%)	-	-	-
In total N=55 (weight average)	0,93%	4,52%	19,70%	62,39%	12,46%	0,00%

Additional comments: no

3.14. Pupils talk about important issues for them.

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=24	-	-	6 (25%)	11 (45,83%)	7 (29,17%)	-
Italy N=16	-	1 (6,25%)	5 (31,25%)	7 (43,75%)	3 (18,75%)	-
Poland N=6	-	-	-	4 (66,67%)	2 (33,33%)	-
Spain N=9	-	-	2 (22,22%)	4 (44,45%)	3 (33,33%)	-
In total N=55 (weight average)	0,00%	1,68%	25,51%	45,97%	26,84%	0,00%

Additional comments: Italy: 1: it depends who they speak to.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	1 (4,17%)	7 (29,17%)	10 (41,66%)	6 (25%)	-
Italy N=16	-	1 (6,25%)	5 (31,25%)	9 (56,25%)	1 (6,25%)	-
Poland N=6	-	-	1 (16,67%)	5 (83,33%)	-	-
Spain N=9	3 (33,33%)	-	4 (44,44%)	2 (22,23%)	-	-
In total N=55 (weight average)	2,84%	4,23%	30,49%	45,57%	16,87%	0,00%

Additional comments: no

3.16. Pupils show good mood, contentment, joy.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	1 (4,17%)	15 (62,50%)	8 (33,33%)	-
Italy N=16	-	-	1 (6,25%)	7 (43,75%)	8 (50%)	-
Poland N=6	-	-	-	2 (33,33%)	4 (66,67%)	-
Spain N=9	-	-	6 (66,67%)	2 (22,22%)	1 (11,11%)	-
In total N=55 (weight average)	0,00%	0,00%	9,90%	52,92%	37,18%	0,00%

Additional comments: no

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	4 (16,67%)	15 (62,50%)	5 (20,83%)	-
Italy N=16	-	-	2 (12,5%)	12 (75%)	2 (12,5%)	-

Poland N=6	-	-	-	5 (83,33%)	1 (16,67%)	-
Spain N=9	3 (37,50%)	4 (50,00%)	1 (12,50%)	-	-	-
In total N=55 (weight average)	2,87%	3,80%	14,57%	61,97%	16,79%	0,00%

Additional comments: no

3.18. Pupils avoid conflict situations.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	8 (33,33%)	13 (54,17%)	3 (12,50%)	-
Italy N=16	2 (12,5%)	1 (6,25%)	7 (43,75%)	6 (37,5%)	-	-
Poland N=6	-	-	4 (66,67%)	2 (33,33%)	-	-
Spain N=9	4 (44,44%)	5 (55,56%)	-	-	-	-
In total N=55 (weight average)	7,13%	6,43%	34,59%	44,26%	7,59%	0,00%

Additional comments: Italy: 1: They aren't always able.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	-	10 (41,67%)	12 (50%)	2 (8,33%)	-
Italy N=16	-	-	8 (50%)	6 (37,5%)	2 (12,5%)	-
Poland N=6	-	-	1 (16,67%)	5 (83,33%)	-	-
Spain N=9	3 (33,33%)	3 (33,33%)	3 (33,34%)	-	-	-
In total N=55 (weight average)	2,84%	2,84%	42,24%	43,68%	8,40%	0,00%

Additional comments: Italy: 2: with the teacher's mediation, with our support.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	1 (4,16%)	10 (41,67%)	10 (41,67%)	3 (12,50%)	-	-
Italy N=16	2 (13,33%)	6 (40,01%)	5 (33,33%)	2 (13,33%)	-	-
Poland N=6	-	3 (50%)	3 (50%)	-	-	-
Spain N=9	-	-	3 (33,34%)	4 (44,44%)	2 (22,22%)	-
In total N=55 (weight average)	6,01%	37,97%	39,09%	14,98%	1,95%	0,00%

Additional comments: no

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	2 (8,32%)	9 (37,50%)	10 (41,68%)	3 (12,50%)	-	-
Italy N=16	1 (6,25%)	5 (31,25%)	9 (56,25%)	1 (6,25%)	-	-
Poland N=6	-	2 (33,33%)	4 (66,67%)	-	-	-
Spain N=9	-	-	1 (11,11%)	6 (66,67%)	2 (22,22%)	-
In total N=55 (weight average)	6,72%	32,46%	43,94%	14,96%	1,92%	0,00%

Additional comments: no

3.22. Pupils often cause conflicts.

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=24	-	16 (66,67%)	5 (20,83%)	3 (12,50%)	-	-
Italy N=16	-	7 (43,75%)	8 (50%)	1 (6,25%)	-	-
Poland	-	5 (83,33%)	1 (16,67%)	-	-	-

N=6						
Spain N=9	-	-	5 (55,56%)	4 (44,44%)	-	-
In total N=55 (weight average)	0,00%	55,45%	31,51%	13,04%	0,00%	0,00%

Additional comments: no

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

Bulgaria:

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.

Italy:

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

Poland:

- Most of my pupils are polite, disciplined children, following the rules and principles in the classroom and at school. They are sensitive to the needs of other people. They take part in charity events. They are also sensitive to the harm of animals.

- Most of the pupils in my class have a sense of self-worth and an awareness of their talents and character traits. Children can talk about their feelings and emotions. They are able to share with others, propose common fun, enjoy the successes of others, are sensitive to harm to people and animals.
- A child at this stage of emotional development is constantly changing his/her behaviour in the emotional and social aspect. The biggest problem is the ability to respond adequately to a crisis situation.
- The class has a nice atmosphere, the children try to use polite expressions towards each other, in conflict situations they try to behave in a restrained manner.
- The class is under the care of specialists (of Psychological and Pedagogical Centre) who work on emotional and social development. At the moment, pupils are able to deal with difficult situations much better than before these classes.

Spain:

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

2.1.3.19. Learning styles of pupils

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

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

	1	2	3	4	5	I don't know
Bulgaria N=24	2 (8,70%)	7 (30,43%)	10 (43,48%)	4 (17,39%)	-	-
Italy N=16	7 (43,75%)	2 (12,5%)	7 (43,75%)	-	-	-
Poland N=6	1 (16,67%)	3 (50%)	1 (16,67%)	-	-	1 (16,66%)
Spain N=9	3 (33,33%)	1 (11,11%)	1 (11,11%)	4 (44,45%)	-	-
In total N=55 (weight average)	20,88%	24,51%	39,68%	14,28%	0,00%	0,65%

4.1.2. They learn to understand

	1	2	3	4	5	I don't know
Bulgaria N=24	-	3 (13,04%)	6 (26,09%)	10 (43,48%)	4 (17,39%)	-
Italy N=16	-	-	1 (6,25%)	10 (62,5%)	5 (31,25%)	-
Poland N=6	-	-	1 (16,67%)	3 (50%)	1 (16,67%)	1 (16,66%)
Spain N=9	2 (22,22%)	2 (22,22%)	3 (33,33%)	2 (22,23%)	-	-
In total N=55 (weight average)	1,96%	9,74%	20,86%	47,12%	19,67%	0,65%

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

	1	2	3	4	5	I don't know
Bulgaria N=24	2 (8,70%)	8 (34,78%)	10 (43,48%)	3 (13,04%)	-	-
Italy N=16	8 (50%)	3 (18,75%)	4 (25%)	1 (6,25%)	-	-
Poland	-	1 (16,67%)	1 (16,67%)	2 (33,33%)	-	2 (33,33%)

N=6						
Spain N=9	2 (22,22%)	2 (22,22%)	3 (33,33%)	2 (22,23%)	-	-
In total N=55 (weight average)	20,99%	28,54%	36,39%	12,77%	0,00%	1,31%

4.1.4. They learn through trials and mistakes

	1	2	3	4	5	I don't know
Bulgaria N=24	3 (13,04%)	4 (17,39%)	7 (30,43%)	7 (30,43%)	2 (8,71%)	-
Italy N=16	-	-	4 (25%)	5 (31,25%)	7 (43,75%)	-
Poland N=6	-	-	2 (33,33%)	3 (50%)	-	1 (16,67%)
Spain N=9	-	-	2 (22,22%)	3 (33,34%)	4 (44,44%)	-
In total N=55 (weight average)	7,79%	10,41%	28,32%	31,65%	21,18%	0,65%

4.1.5. They learn by solving problems

	1	2	3	4	5	I don't know
Bulgaria N=24	-	4 (17,39%)	9 (39,13%)	7 (30,43%)	3 (13,05%)	-
Italy N=16	-	1 (6,25%)	2 (12,5%)	6 (37,5%)	7 (43,75%)	-
Poland N=6	-	-	1 (16,67%)	3 (50%)	1 (16,67%)	1(16,66%)
Spain N=9	3 (33,33%)	2 (22,22%)	1 (11,11%)	2 (22,23%)	1 (11,11%)	-
In total N=55 (weight average)	2,91%	14,08%	28,40%	32,44%	21,51%	0,66%

4.1.6. They learn by imitation

	1	2	3	4	5	I don't know
Bulgaria N=24	-	4 (17,39%)	6 (26,09%)	12 (52,17%)	1 (4,35%)	-

Italy N=16	3 (18,75%)	1 (6,25%)	4 (25%)	6 (37,5%)	2 (12,5%)	-
Poland N=6	-	-	2 (33,33%)	3 (50%)	-	1 (16,67%)
Spain N=9	-	-	2 (22,22%)	6 (66,67%)	1 (11,11%)	-
In total N=55 <i>(weight average)</i>	5,17%	12,12%	25,73%	49,32%	7,01%	0,65%

4.1.7. They prefer other activities than studying

	1	2	3	4	5	I don't know
Bulgaria N=24	4 (17,39%)	4 (17,39%)	-	14 (60,87%)	-	1 (4,35%)
Italy N=16	3 (18,75%)	1 (6,25%)	5 (31,25%)	1 (6,25%)	5 (31,25%)	1 (6,25%)
Poland N=6	-	2 (33,33%)	-	-	-	4 (66,67%)
Spain N=9	-	-	2 (22,22%)	-	7 (77,78%)	-
In total N=55 <i>(weight average)</i>	15,57%	13,43%	10,58%	38,03%	15,45%	6,94%

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

Bulgaria:

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.

Italy:

- the majority of the students has good basic skills, they study enough, their parents follow them at home and the results, based on their learning rhythms, are positive.
- very positive group
- rather positive

- students deal with school work with interest and commitment. Some students carry out their activities in full autonomy and with a sense of responsibility; others require continuous solicitations and further explanations
 - students have satisfying results on didactics and behaviour. They are interested in the various school subjects, they are collaborative and positively collaborate with each other and teachers
 - good level of mastery in the various school subjects
 - they appear motivated and also followed at home in their school work, but they often need to be called for attention and concentration
 - medium level class
 - good learning rhythms, but students often are discontinuous and not always constant
- Lack of answer: 7

Poland:

- My pupils like active classes, group work, experiments, music lessons very much.
- My pupils like: touching and manipulating objects; they are actively learning through experiments; they like motor activity; they ask a lot of questions; they are happy to watch and prepare multi - presentations.
- The most effective acquisition of knowledge occurs when learning is combined with pleasure. Children also like to learn through experience. Some of them especially need to fulfilled their need for movement.
- Children usually learn by acting, manipulating on particulars. Then knowledge is faster and more easily absorbed, remembered.

Spain:

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

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

4.2.1. Decision making and problem solving

	1	2	3	4	5	I don't know
Bulgaria N=24	-	5 (21,74%)	10 (43,48%)	6 (26,08%)	2 (8,70%)	-
Italy N=16	-	-	10 (62,5%)	4 (25%)	2 (12,5%)	-
Poland N=6	-	1 (16,67%)	2 (33,33%)	3 (50%)	-	-
Spain N=9	3 (33,33%)	4 (44,45%)	2 (22,22%)	-	-	-
In total N=55 (weight average)	2,91%	17,49%	46,52%	24,45%	8,63%	0,00%

4.2.2. Creative thinking and critical thinking.

	1	2	3	4	5	I don't know
Bulgaria N=24	1 (4,35%)	6 (26,09%)	2 (8,70%)	9 (39,12%)	5 (21,74%)	-
Italy N=16	-	1 (6,25%)	5 (31,25%)	9 (56,25%)	1 (6,25%)	-
Poland N=6	-	-	2 (33,33%)	4 (66,67%)	-	-
Spain N=9	4 (40,00%)	2 (20,00%)	2 (20,00%)	1 (10,00%)	1 (10,00%)	-
In total N=55 (weight average)	6,42%	19,08%	16,90%	42,11%	15,49%	0,00%

4.2.3. Effective communication and maintaining good interpersonal relationships

	1	2	3	4	5	I don't know
Bulgaria N=24	-	2 (8,70%)	11 (47,83%)	10 (43,47%)	-	-
Italy N=16	-	-	7 (41,18%)	6 (35,29%)	4 (23,53%)	-
Poland N=6	-	-	3 (50%)	3 (50%)	-	-
Spain N=9	2 (22,22%)	2 (22,22%)	5 (55,56%)	-	-	-

In total N=55 <i>(weight average)</i>	1,93%	7,01%	46,67%	37,62%	6,77%	0,00%
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4.2.4. Self-awareness and empathy

	1	2	3	4	5	I don't know
Bulgaria N=24	1 (4,35%)	3 (13,04%)	9 (39,13%)	7 (30,44%)	3 (13,04%)	-
Italy N=16	-	3 (18,75%)	9 (56,25%)	2 (12,5%)	2 (12,5%)	-
Poland N=6	-	-	2 (33,33%)	3 (50%)	1 (16,67%)	-
Spain N=9	6 (66,67%)	1 (11,11%)	2 (22,22%)	-	-	-
In total N=55 <i>(weight average)</i>	8,44%	13,91%	42,21%	23,54%	11,90%	0,00%

4.2.5. Coping with emotions and managing stress

	1	2	3	4	5	I don't know
Bulgaria N=24	-	4 (17,39%)	13 (56,52%)	6 (26,09%)	-	-
Italy N=16	-	5 (31,25%)	6 (37,5%)	5 (31,25%)	-	-
Poland N=6	-	-	4 (66,67%)	2 (33,33%)	-	-
Spain N=9	3 (33,33%)	3 (33,33%)	3 (33,34%)	-	-	-
In total N=55 <i>(weight average)</i>	2,91%	21,94%	49,64%	25,51%	0,00%	0,00%

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

Bulgaria:

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.

Italy:

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

Lack of answer: 9

Poland:

- Pupils are willing to join classes and schools life, acquire many life skills that they use in practice. Psychological and pedagogical workshops are very useful. They just start to learn how to deal with stress, with new and unusual situations, with parting with parents for many hours.
- Most class pupils like to participate in school activities because they not only gain knowledge here but also develop their interests. They also acquire life skills during psychological and pedagogical classes which take place several times a year in a given class.
- Children in the class are independent in self-service activities. They can manage the appointed time. In a stressful situation, they report to the teacher for help.

Spain:

- Students are delighted to participate in all activities and acquire many practical skills. The pedagogical workshops are excellent for my class and the crafts.
- Most students like to participate in school activities because it allows them to leave the school and see other spaces and learn in a different way, more informal

- In general it is a class of students who work although they are not very active in general, they have to be pressured to do their homework and they get a lot out of it and are easily entertained, they have a hard time paying attention and they need to move continuously.
- They need many social skills, although they are very young and this great lack is noticed and it would be good to intervene soon with emotional education sessions.
- Children like to spend time actively during movement games, both during classes and during breaks.
- Students are willing to join the life of classes and schools, acquire many life skills they use in practice.
- Excursions, visits to other places of interest and contact with nature are the three activities that work best with my group of students.
- It is necessary to promote education in emotions among students and in particular among my students, who are emotionally illiterate.
- Students are open and willing to learn and can be motivated if we trust them as people.

2.1.3.20. General conclusions

55 primary school classes took part in the research of pupils up to the age of 10. They were three classes of different grades according to the particular countries' educational systems. The students were from the first up to fifth grade. The survey covered a total of 1094 students (530 boys and 564 girls). The students were aged 6-10 years old. All students were mainly of the countries' nationalities, but both in Italy and Spain among pupils were children of other nationality (especially in Spain – Moroccan).

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

1) School and its surroundings

Based on the results, we can say that pupils of the youngest classes accept their school. In total results (which are covered in counties' result) we have obtained respectively 47,70% and 41,97% of answers confirming that pupils rather or definitely like their school.

Also the sense of safety of pupils at school is rather high. According to the total results 48,17% of pupils feel safe in school, and 44,24% definitely safe.

The condition of school buildings is in line with pupils' needs. In all countries, teachers completing the survey believe that school buildings and classrooms are rather (54,72%) or definitely (37,64%) convenient for pupils.

Pupils in Bulgaria, Italy and Poland are equipped with school materials received at school. But in Spain they are not (over 33%) or rather not (almost 56%).

The situation is completely different when it comes to the pupils' ability to carry out experiments and practical activities at school. The results gathered in this area are quite divergent in particular countries. In Bulgaria students sometimes (37,5%) are allowed for such activities, in Poland also sometimes (33,33%) and rather yes (33,33%), but in Italy rather yes (43,75%) and absolutely yes (25%), and in Spain Rather yes (66,67%). These results show us that in those two countries those kind of activities are definitely more often than in Bulgaria or Poland.

The infrastructure of school buildings allowing the implementation of additional activities for pupils, just like the entire school infrastructure, was assessed very well in every country. According to the total results 38,97% of teachers believe that the school definitely provides space for additional classes, while 30,69% think that it rather does.

Also in every country the school's offer in the area of additional events and classes for pupils also seems to be quite rich from the point of view of the teachers of the youngest classes. In the total results 53,04% of them think that additional classes / events for pupils are absolutely organized at school, and 27,20% think they rather are.

The situation is similar in the area of pupils' involvement in additional events organized at the school. According to the total results 66,49% of pupils definitely willingly participate in such events, and 27,54% rather yes. This situation is similar in every country.

When it comes to the presence of pupils from other cultures in the student community, different countries are represented in different ways. In total results 28,30% of teachers completing the survey claim that students from other cultures definitely go to school, but 22,94% say that sometimes and 13,50% definitely not.

Teachers believe that the attitude of pupils to the presence of pupils from other cultures in school is positive (Total results: 27,33% *Rather yes*, 28,09% *Absolutely yes*), but this situation does not concern as much as 15,86% of the research group.

The level of aggressive behaviour at school in the youngest classes is certainly smaller than in the older classes or classes of junior secondary schools. According to teachers (in total results), such situations of aggression and / or violence sometimes occur (30,66%), rather yes or absolutely yes (respectively 19,27% and 10,97%), but also rather not (21,29%) and definitely not (17,16%). 0,65% of respondents said that this situation did not apply to them. Especially in Spain a big group of respondents (almost 67%) said that such situations rather happens.

When it comes to support for school pupils in violence, teachers (according to the total results) estimate that pupils absolutely (49,85%) or rather (22,10%) believe that the school helps (or would help) students who are victims of violence. Again, only in Spain the biggest group (44,44%) answered *sometimes*.

The situation is similar when it comes to perceiving the school as a place where pupils can get help. In total results 43,10% of respondents definitely, and 39,40% rather, think that according to pupils, the school is a place where they can get help, which may indicate a sense of safety of the pupils at school. But in Spain almost 67% of respondents answered *rather no*.

In the opinion of educators from all countries, pupils are satisfied with the relationship with the teacher / teachers. 62,40% of respondents definitely, 32,21% rather think that students have good contact with the teacher / teachers.

When it comes to student satisfaction with the school management, the situation is similar. In total results 42,45% of respondents definitely, 32,25% rather think that students have good contact with the school management. But in Spain, almost 56% of respondents answered sometimes. The situation is similar in the area of student relations with the school's "service staff" and peer group relations.

In every country respondents said that pupils have good contacts with other students (total results: 46,35% *rather yes*; 51,10% *definitely yes*).

Among other aspects of school life, teachers paid attention to the emotional aspect and coping with stress, promotion of good relations and prevention of the problematic and conflict situations as important elements of students' school life.

Among the favourite activities of pupils at school can be distinguished: group work (theatre, games, trips, games during lessons and on breaks). They like subjects: maths, national language, physical activities, technical and arts education. It should also be noted that pupils like experiences and experiments, which is interestingly combined with the question about this aspect of school life, which is not very well developed in schools.

2) Social and emotional competences of pupils

The sense of acceptance in the peer group by pupils was rated as high in every country. Respectively in the total results, 53,94% and 46,06% of respondents believe that pupils are rather or definitely willing to be together in a group.

In terms of students' leadership in a group of peers, the situation is as follows: 39,15% of teachers in all countries believe that there is definitely one or more leaders in the group, and 30,90% rather yes.

Collaboration of pupils in the group - interest in peers also seems to be at a high level in all countries. In total results 30,20% of teachers definitely, and 69,80% rather, think that pupils are. The activity of younger students during classes also presents slightly differently than among their older colleagues. According to the total results 50,92% of respondents rate pupils as definitely active during lessons, and 40,56% as rather active.

The teacher's assessment in the area of pupils' activity while playing with their peers is similar. Although in this aspect 63,85% of all teachers definitely, and 33,60% rather, think that pupils are active when playing in a group.

In total results according to 54,52% of teachers, pupils rather cooperate in a group, according to 37,83% definitely yes.

In the area of building relationships with adults by pupils, in total results according to 42,61% of teachers, pupils are definitely open in dealing with adults, according to 46,03% rather yes, but according to 10,43% sometimes. The results are similar in particular countries except Spain – in Spain almost 56% of teachers answered *sometimes*.

In total results, regarding the acceptance of social and group rules by pupils, 64,93% of teachers believe that the youngest students rather respect the rules in the group, but 9,16% think that they do so sometimes. And one more time, the results achieved in Spain are different than in other countries, where the most often answers was *rather yes*. In Spain the most often answers were: *rather no* (33,33%) and *sometimes* (33,33%).

Building relationships with peers by pupils was rated as rather good. In total results we can see that 61,22% of respondents answered that pupils' attempts to contact are rather understood by other children, 20,99% of respondents think that sometimes. In Poland 100% of teachers believe that attempts to make contact with children are rather understandable by other children and in Spain almost 78% of respondents that sometimes.

Total results in the next question referring to pupils' acceptance of their peers shows us that in every country pupils rather invite and encourage children to play (55,77% of all answers).

The sensitivity of pupils to the needs and emotions of their peers looks a bit different. In total results, according to 38,59% of all teachers, pupils rather help other children, try to cheer their peers up. This is definitely what 43,50% of all teachers think, but 16,98% think that only sometimes. Especially in Bulgaria, Italy and Poland children help each other.

Total results shows us that according to 53,42% of all teachers, students are rather aware of their rights, 26,12% absolutely think so. Once again, we received different results in Spain, than in other countries. In Spain almost 67% of respondents said that pupils are absolutely not aware of their rights.

The pupils' observance of social norms and rules was rather highly valued by their educators all countries, except Spain. In total results accordingly, 12,46% and 62,39% of teachers believe that pupils absolutely or rather respect the rights and freedoms of others, and 19,70% of respondents say that sometimes. In Spain almost 56% of respondents answered *sometimes*.

The level of the pupils' assertiveness in the field of talking about matters important to themselves was judged similarly in every country. In total results we see, that according to the teachers of the youngest students, pupils rather (45,97%) or definitely (26,84%) talk loudly about matters that are important to them.

As far as emotions and the ability to express them are concerned, according to the total results 45,57% of teachers say that pupils are rather able to express their feelings adequately to the situation, while 30,49% of teachers rated that sometimes. The biggest group answering *sometimes* is in Spain (almost 45%).

The level of pupils' ability to express positive emotions and feelings has been rather highly appreciated by teachers in all countries except Spain. According to 37,18% of them definitely, and 52,92% rather pupils can show well-being, contentment or joy. In Spain according to almost 67% of respondents, pupils can do it sometimes.

Similar situation we can observe in next question. The awareness of other people's emotions by pupils was also highly appreciated in Bulgaria, Italy and Poland. According to 61,97% of all teachers, pupils rather sympathize, recognize, and name the experiences of other children. 16,79% of teachers absolutely think so. But in Spain 50% of teacher believe that pupils rather don't feel empathy, don't recognize and call the experiences of other pupils.

In total results according to 34,59% of teachers, pupils sometimes avoid conflict situations, while 44,26% of teachers think that they rather avoid them. In this aspect we can also notice differences between countries. The most often answers in Italy and Poland was *sometimes* (43,75% and 66,67%), in Bulgaria was *rather yes* (over 54%), but in Spain *rather no* (almost 56%).

In total results regarding the peaceful way of dealing with conflict situations by pupils, according to 43,68% of surveyed teachers, pupils rather react in this way, and according to 42,24% of teachers, they "sometimes" react so in conflict situations. The similar result were obtained in Bulgaria, Italy and Poland (those two answers were the most often answers), but in Spain equally more than 33% of respondents answers *absolutely no*, *rather no* and *sometimes*.

In total results pupils in conflict situations rather not (37,97%) or sometimes (39,09%) behave aggressively towards other children. Again, only in Spain teachers answered, that students rather (over 44%) and absolutely (over 22%) behave aggressively towards others in conflict situation.

The similar situation is in next question. According to the total results also in conflict situations, students rather not (32,46%) or sometimes (43,94%) react with anger, are offended, turn away,

and leave (according to teachers). But according to teachers in Spain, pupils rather (almost 67%) and absolutely (over 22%) react this way.

The initiation of conflict situations by pupils was also assessed by teachers at a low level in all countries except Spain. According to the total results 55,45% of them think that pupils rather do not often cause conflicts. And 31,51% of teachers think that sometimes. In Spain almost 56% of respondents answer *sometimes* and over 44% *rather yes*, so we can see that it is a big issue.

From the above three statements we can also see the difference in comparison to the group of older students. Coping with emotions in difficult situations can be one of the areas for further work – especially taking into account the difficult situation in Spain. It should also be emphasized that the development of today's children is not harmonious, which may mean that in terms of cognitive and physical development they reach a high level and cope with teaching and educational duties, while there are numerous deficiencies (lack of sufficient maturity) in the field of socio-emotional development and dealing with negative emotions.

The emotional and social development of pupils in the assessment of their educators is at a good level, adequate to the pupils' age. Teachers in their descriptions underlined appropriately expressing the emotions, empathy, respecting social rules, working well in teams, helping each other's, accepting individualities, solving conflicts, maturity, positive interaction, good level of social and emotional development, the friendliness of children, that they are polite and disciplined, sensitive to the needs of other people and animals, are aware of their qualities and abilities, are able to talk about their feelings. As difficulties and lacks in the social and emotional development we can find: some socio-affective difficulties, difficulties in the ability to respond adequately in a crisis situation. In Spain teacher paid attentions to the disruptive, aggressive behaviours, low self-esteem of pupils, emotional deficiencies, dysfunctional families, pupils unlike adults. From the obtained results we can see that this area definitely need work. In Poland teachers also pay attention to the need of cooperation with specialists (like psychologists form the Pedagogical and Psychological Centre) in the area of social and emotional development of pupils.

3) Learning styles of pupils

Preferred style of learning of the youngest students in the assessment of teachers (according to the total results):

- They learn by heart because they do not understand everything - level 3 (39,68%), level 2 (24,51%), level 1 (20,88%)
- They learn with understanding - level 4 (47,12%), level 3 (20,86%)
- They do not learn at all because they remember everything from class - level 3 (36,39%), level 2 (28,54%), level 1 (20,99%)
- They learn by trials and error - level 4 (31,65%), level 3 (28,32%), level 5 (21,18%)
- They learn by solving problems - level 4 (32,44%), level 3 (28,40%), level 5 (21,51%)
- They learn by imitation - level 4 (49,32%), level 3 (25,73%)
- They prefer other activities than learning – level 4 (38,03%), I do not know (6,94%)

The above results show that teachers assess the individual learning styles of pupils rather highly. They believe that pupils do not learn by heart, but rather with understanding. Some teachers also think that pupils remember a lot from classes and do not have to learn at home. Both learning

through trials and errors, through problem solving and imitation have been highly rated by teachers, which means that pupils quite often use such learning styles. It should be noted that teachers in Bulgaria (60,87% *rather yes*) Spain (77,78% *absolutely yes*) and in Italy (31,25% *absolutely yes*) think that pupils prefer other activities than studying, while in Poland 66,67% do not know it.

In the open answer, teachers pointed out that pupils learn better when learning combines with pleasure, like to learn through experience and by working on concrete, which confirms the regularity of development of younger students and their understanding by the surveyed teachers. Teachers also noted that pupils like visual tools, solving problems in teams. Teachers also noted that the styles of learning are different among pupils and depend on their temperament. Some teacher paid attention to the fact, that some pupils are not motivated, have some Add problems and other dysfunctions.

Pupils' life skills according to teachers (total results):

- Decision making and problem solving - Level 3 (46,52%), Level 4 (24,45%)
- Creative thinking and critical thinking - Level 4 (42,11%)
- Effective communication and maintaining good relationships - Level 3 (46,67%), Level 4 (37,62%)
- Self-awareness and empathy - Level 3 (42,21%), Level 4 (23,54%)
- Coping with emotions and stress management - Level 3 (49,64%), Level 4 (25,51%)

The answers above show that teachers assess the level of all life skills of their pupils rather well. Each skill is dominated by levels 3 and 4. Only in Spain in the last category – coping the emotions and stress management were evaluated as rather or absolutely poor.

In the open question, teachers emphasized that pupils at school not only gain knowledge, but develop their skills and interests, acquire many life skills. According to them generally pupils' skills are at good level, adequate to their age, pupils have and develop various competences (also individual and interpersonal). But of course there are some difficulties, especially regarding individuals and some group behaviours, lack of some needed skills and abilities (as described in results from Spain).



2.1.3.21. Group C – Teachers

2.1.3.22. Personal data

1.1. Age

Bulgaria:

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

Italy:

126 teachers took part in the study.

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

No answer: 10 teachers

Poland:

128 teachers took part in the study.

- Less than 30 years old - 13 teachers
- 31 - 35 years old - 18 teachers
- 36-40 years old - 25 teachers
- 41-45 years old - 19 teachers
- 46 - 50 years old - 18 teachers
- 51 years old and more - 17 teachers

No answer: 18 teachers

Spain:

127 teachers took part in the study.

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

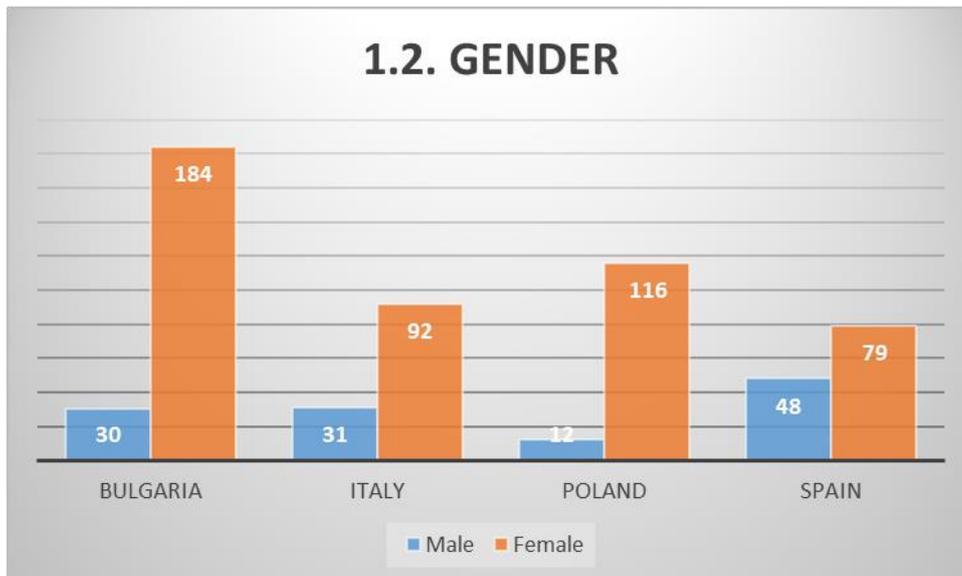
1.2. Gender

Bulgaria: Male - 30 teachers (14%); Female - 184 teachers (6%)

Italy: Male: 31 teachers (25,2%); Female: 92 teachers (74,8%); No answer: 3 teachers

Poland: Male - 12 teachers (9%); Female - 116 teachers (91%)

Spain: Male - 48 teachers (37.80%); Female - 79 teachers (62.20%)



In survey took part 595 teachers (Male – 121; Female - 471) in total in all countries.

1.3. Nationality

Bulgaria: 213 teachers are Bulgarian 1 is Polish.

Italy: All teachers participating in the study are of Italian nationality.

Poland: All teachers participating in the study are of Polish nationality.

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

1.4. Taught subject/subjects

Bulgaria:

- Bulgarian language and Literature – 71 teachers
- English language - 20 teachers
- Informatics - 10 teachers
- Mathematics and IT - 11 teachers
- Philosophy - 9 teachers
- Sports - 2 teachers
- Music - 3 teachers
- Biology - 10 teachers
- History - 14 teachers

- Geography - 10 teachers
- Chemistry - 10 teachers
- Man and Society - 9 teachers
- Teacher in a study hall - 12 teachers
- Primary school teacher - 23 teachers

Italy:

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

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

No answer: 18

Poland:

- Early school education - 29 teachers
- Mathematics - 9 teachers
- Polish - 12 teachers
- English - 9 teachers
- German - 3 teachers
- History - 9 teachers
- Nature - 7 teachers
- Geography - 2 teachers
- Biology - 5 teachers
- Physics - 2 teachers
- Chemistry - 2 teachers
- Knowledge about Society - 2 teachers
- Fine Arts - 4 teachers
- Technique - 3 teachers
- Music - 3 teachers
- Physical Education - 10 teachers
- Religion - 4 teachers
- Ethics - 1 teacher

- Basics of creativity - 4 teachers
- School educator - 3 pedagogues
- Special educator - 1 teacher
- Common room - 6 teachers
- Corrective gymnastics - 1 teacher
- Assistant teacher - 1 teacher
- Speech therapist - 2 teachers
- Oligophrenopedagogue - 1 teacher
- Revalidation - 1 teacher

No answer: 18

Among teachers, many of them teach two or even three different school subjects; this is the specificity of small schools in which it is difficult to provide a full-time 18 hours a week to a teacher teaching only one subject.

Spain:

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

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

1.5. Experience in teaching

	Bulgaria N=214	Italy N=126	Poland N=128	Spain N=127
Less than 2 years	5 teachers (2%)	5 teachers (4,1%)	14 teachers (11%)	11,02%
3 years - 5 years	32 teachers (15%)	3 teachers (2,4%)	15 teachers (12%)	17,32%
6 years - 10 years	54 teachers (25%)	14 teachers (11,4%)	21 teachers (16%)	17,32%
11 years - 20 years	92 teachers (43%)	27 teachers (22%)	31 teachers (24%)	35,43%
21 years and more	31 teachers (15%)	74 teachers (60,2%)	47 teachers (37%)	18,90%



2.1.3.23. General information about school

2.1. School

	Bulgaria N=214	Italy N=126	Poland N=128	Spain N=127
Primary school	152 teachers (71%)	38 teachers (30,9%) 76	119 teachers (93%)	57.98%
Junior secondary school (Junior High School)	62 teachers (29%)	85 teachers (69,1%)	25 teachers (20%)	42.52%
Upper secondary school (High School)	0	0	1 (1%)	0
Upper secondary school (Vocational school)	0	0	0	0
Upper secondary school (Technical school)	0	0	0	0

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

Bulgaria:

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

Italy:

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

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

Poland:

- Small school (less than 150 students) – 34 schools
- Medium school (151 – 300 students) – 11 schools
- Big school (301 and more students) – 53 schools

Spain:

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

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

	Bulgaria N=214	Italy N=126	Poland N=128	Spain N=127
Yes	156 (73%)	116 (94,3%)	123 (97%)	117 (92.13%)
No	58 (27%)	7 (5,7%)	4 (3%)	10 (7.87%)

Lack of answer: Italy: 3.

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

	Bulgaria N=214	Italy N=126	Poland N=128	Spain N=127
Yes	143 (67%)	109 (90,1%)	117 (92%);	111 (87.40%)
No	71 (33%)	12 (9,9%)	10 (8%)	16 (12.60%)

Lack of answer: Italy: 5.

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

	Bulgaria N=214	Italy N=126	Poland N=128	Spain N=127
Economical	47 (22%)	24 (22%)	56 (47%)	41.59%
Geographical	4 (2%)	2 (1,8%)	5 (4%)	-
Educational	108 (50%)	22 (20,2%)	95 (81%)	21.24%
Cultural	53 (25%)	52 (47,7%)	17 (14%)	37.17%
Others	<p>Bulgaria: 2: emotional problem, health problem Italy: 9: Educational-cultural; All; Parental; Learning disability. Poland: 12: Emotional; Health - 3 replies; Parental inadequacy of parents; Concentration; Diseases; Disability; Genetic; Pathologies; Intellectual; Talents Spain: In the answers in this item, a combination of mainly economical and cultural challenges or problems are shown as well.</p>			

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

	Bulgaria N=214	Italy N=126	Poland N=128	Spain N=127
Very high (more than 20%)	-	-	2 (2%)	27.56%
High (15%-19%)	17 (2%)	-	2 (2%)	37.80%
Medium (10%-14%)	59 (14%)	3 (2,5%)	18 (14%)	22.83%
Low (5-9%)	75 (25%)	27 (22,1%)	32 (25%)	11.81%
Very low (less than 4%)	64 (57%)	92 (75,4%)	73 (57%)	-

Lack of answer: Italy: 5

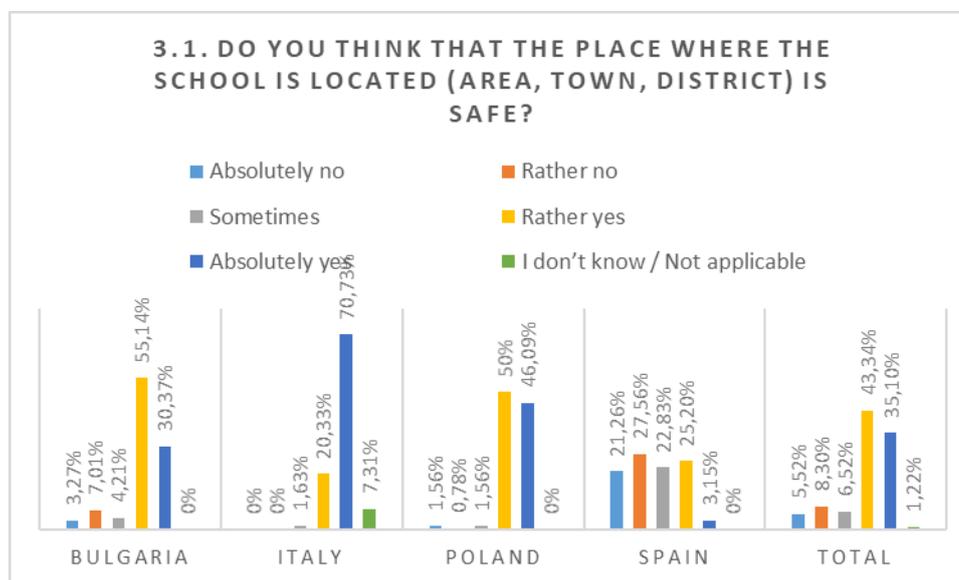
2.1.3.24. School and its surroundings

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	7 (3,27%)	15 (7,01%)	9 (4,21%)	118 (55,14%)	65 (30,37%)	-
Italy N=126	-	-	2 (1,63%)	25 (20,33%)	87 (70,73%)	9 (7,31%)
Poland N=128	2 (1,56%)	1 (0,78%)	2 (1,56%)	64 (50%)	59 (46,10%)	-
Spain N=127	27 (21,26%)	35 (27,56%)	29 (22,83%)	32 (25,20%)	4 (3,15%)	-
In total N=595 <i>(weight average)</i>	5,52%	8,30%	6,52%	43,34%	35,10%	1,22%

Additional comments: no

Lack of answer: Italy: 3.



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	83 (38,78%)	92 (42,99%)	31 (14,49%)	3 (1,40%)	5 (2,34%)	-
Italy	2 (1,63%)	3 (2,44%)	10 (8,13%)	53 (43,09%)	47 (38,21%)	8 (6,5%)

N=126						
Poland N=128	35 (27,34%)	70 (54,69%)	8 (6,25%)	11 (8,59%)	3 (2,35%)	1 (0,78%)
Spain N=127	14 (11,02%)	30 (23,62%)	22 (17,32%)	45 (35,43%)	16 (12,61%)	-
In total N=595 (weight average)	25,87%	35,00%	12,49%	15,40%	10,03%	1,21%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	6 (2,80%)	-	16 (7,48%)	83 (38,79%)	109 (50,93%)	-
Italy N=126	1 (0,81%)	7 (5,69%)	7 (5,69%)	50 (40,65%)	56 (45,53%)	2 (1,63%)
Poland N=128	2 (1,56%)	1 (0,78%)	2 (1,56%)	52 (40,63%)	71 (55,47%)	-
Spain N=127	-	24 (18,90%)	22 (17,32%)	58 (45,67%)	23 (18,11%)	-
In total N=595 (weight average)	1,78%	4,33%	7,84%	40,60%	45,19%	0,26%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	3 (1,40%)	5 (2,34%)	6 (2,80%)	96 (44,86%)	104 (48,60%)	-
Italy N=126	4 (3,25%)	13 (10,57%)	43 (34,96%)	42 (34,15%)	19 (15,45%)	2 (1,62%)
Poland N=128	1 (0,78%)	1 (0,78%)	4 (2,13%)	55 (42,97%)	65 (50,78%)	2 (1,56%)
Spain N=127	2 (1,57%)	5 (3,94%)	15 (11,81%)	74 (58,27%)	31 (24,41%)	-
In total	1,64%	3,70%	9,72%	45,06%	39,34%	0,54%

N=595
(weight average)

Additional comments: no

Lack of answer: Italy: 3.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	14 (6,54%)	22 (10,28%)	46 (21,50%)	87 (40,65%)	45 (21,03%)	-
Italy N=126	2 (1,64%)	11 (9,02%)	42 (34,43%)	45 (36,89%)	21 (17,21%)	1 (0,81%)
Poland N=128	2 (1,56%2%)	12 (9,38%)	30 (23,44%)	48 (37,50%)	28 (21,88%)	8 (6,25%)
Spain N=127	-	-	4 (3,15%)	25 (19,69%)	96 (75,59%)	2 (1,57%)
In total N=595 (weight average)	3,74%	8,14%	20,79%	35,88%	29,94%	1,51%

Additional comments: no

Lack of answer: Italy: 4.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	-	11 (5,14%)	18 (8,41%)	88 (41,12%)	97 (45,33%)	-
Italy N=126	4 (3,25%)	13 (10,57%)	42 (34,15%)	38 (30,89%)	26 (21,14%)	-
Poland N=128	-	3 (2,34%)	16 (12,5%)	52 (40,63%)	57 (44,53%)	-
Spain N=127	-	8 (6,35%)	19 (15,08%)	66 (52,38%)	33 (26,19%)	-
In total N=595 (weight average)	0,54%	5,76%	14,52%	41,27%	37,91%	0,00%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	-	-	9 (4,21%)	22 (10,28%)	183 (85,51%)	-
Italy N=126	3 (2,44%)	2 (1,63%)	26 (21,14%)	61 (49,59%)	31 (25,20%)	-
Poland N=128	1 (0,78%)	-	2 (1,56%)	24 (18,75%)	101 (78,91%)	-
Spain N=127	-	7 (5,51%)	29 (22,83%)	71 (55,91%)	20 (15,75%)	-
In total N=595 <i>(weight average)</i>	0,55%	1,21%	9,75%	26,09%	62,40%	0,00%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	-	-	8 (3,74%)	56 (26,17%)	150 (70,09%)	-
Italy N=126	-	3 (2,46%)	13 (10,66%)	48 (39,34%)	58 (47,54%)	-
Poland N=128	1 (0,78%)	-	1 (0,78%)	54 (42,19%)	72 (56,25%)	-
Spain N=127	3 (2,36%)	40 (31,50%)	27 (21,26%)	38 (29,92%)	17 (13,39%)	2 (1,57%)
In total N=595 <i>(weight average)</i>	0,55%	5,83%	7,37%	31,77%	54,20%	0,28%

Additional comments: no

Lack of answer: Italy: 4.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	22 (10,28%)	56 (26,17%)	25 (11,68%)	83 (38,79%)	28 (13,08%)	-
Italy N=126	13 (10,57%)	42 (34,15%)	38 (30,89%)	27 (21,95%)	1 (0,81%)	2 (1,63%)
Poland	14 (10,94%)	29 (22,66%)	22 (17,19%)	27 (21,09%)	25 (19,53%)	11 (8,59%)

N=128						
Spain N=127	-	1 (0,79%)	2 (1,57%)	31 (24,41%)	93 (73,23%)	-
In total N=595 <i>(weight average)</i>	8,67%	22,51%	14,08%	30,45%	22,52%	1,77%

Additional comments: no

Lack of answer: Italy: 3.

3.10. Do you think this is a positive situation?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	-	50 (23,36%)	42 (19,63%)	60 (28,04%)	40 (18,69%)	22 (10,28%)
Italy N=126	-	1 (0,81%)	16 (13,01%)	35 (28,46%)	64 (52,03%)	7 (5,69%)
Poland N=128	-	2 (1,57%)	8 (6,30%)	49 (38,58%)	40 (31,50%)	28 (22,05%)
Spain N=127	1 (0,79%)	-	14 (11,02%)	11 (8,66%)	99 (77,95%)	2 (1,58%)
In total N=595 <i>(weight average)</i>	0,13%	11,83%	14,74%	26,60%	36,64%	10,06%

Additional comments: Poland: 1: „There are no students form other cultures”

Lack of answer: Italy: 3.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	33 (15,42%)	22 (10,28%)	-	36 (16,82%)	123 (57,48%)	-
Italy N=126	-	7 (5,69%)	11 (8,94%)	26 (21,14%)	74 (60,16%)	5 (4,07%)
Poland N=128	-	1 (0,78%)	2 (1,56%)	48 (37,5%)	60 (46,88%)	17 (13,28%)
Spain N=127	-	1 (0,79%)	4 (3,15%)	36 (28,35%)	86 (67,71%)	-
In total N=595 <i>(weight average)</i>	7,53%	6,23%	2,29%	23,13%	57,83%	2,99%

Additional comments: no

Lack of answer: Italy: 3

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	51 (23,83%)	22 (10,28%)	-	41 (19,16%)	86 (40,19%)	14 (6,54%)
Italy N=126	1 (0,81%)	3 (2,44%)	4 (3,25%)	32 (26,02%)	81 (65,85%)	2 (1,63%)
Poland N=128	-	-	3 (2,34%)	36 (28,13%)	86 (67,19%)	3 (2,34%)
Spain N=127	-	1 (0,79%)	2 (1,57%)	40 (31,50%)	84 (66,14%)	-
In total N=595 (weight average)	11,77%	5,56%	1,22%	23,98%	53,60%	3,87%

Additional comments: no

Lack of answer: Italy: 3.

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...)?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	6 (2,80%)	7 (3,27%)	-	49 (22,9%)	152 (71,03%)	-
Italy N=126	-	3 (2,48%)	7 (5,79%)	35 (28,93%)	74 (61,16%)	2 (1,64%)
Poland N=128	-	-	1 (0,78%)	38 (29,69%)	88 (68,75%)	1 (0,78%)
Spain N=127	-	2 (1,57%)	5 (3,94%)	65 (51,18%)	55 (43,31%)	-
In total N=595 (weight average)	1,37%	2,28%	1,76%	29,94%	64,24%	0,41%

Additional comments: no

Lack of answer: Italy: 5.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	14 (6,54%)	3 (1,40%)	16 (7,48%)	44 (20,56%)	118 (55,14%)	19 (8,88%)

Italy N=126	5 (5,68%)	4 (4,55%)	11 (12,50%)	21 (23,86%)	18 (20,45%)	29 (32,96%)
Poland N=128	-	-	3 (2,38%)	42 (33,33%)	58 (46,03%)	23 (18,26%)
Spain N=127	2 (1,61%)	2 (1,61%)	40 (32,26%)	45 (36,29%)	23 (18,55%)	12 (9,68%)
In total N=595 <i>(weight average)</i>	4,38%	1,58%	11,57%	26,09%	42,65%	13,73%

Additional comments: Poland: 2: „There are no such behaviours”; „There are no such children”.

Lack of answers: Spain:3; Italy: 5.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	52 (24,30%)	69 (32,24%)	50 (23,36%)	13 (6,07%)	22 (10,28%)	8 (3,75%)
Italy N=126	68 (55,28%)	29 (23,58%)	10 (8,13%)	3 (2,44%)	1 (0,81%)	12 (9,76%)
Poland N=128	34 (26,56%)	53 (41,41%)	12 (9,38%)	5 (3,91%)	3 (2,34%)	21 (16,4%)
Spain N=127	-	4 (3,15%)	37 (29,13%)	59 (46,46%)	27 (21,26%)	-
In total N=595 <i>(weight average)</i>	25,63%	27,41%	19,40%	12,04%	9,22%	6,30%

Additional comments: no

Lack of answer: Italy: 3

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,...) ?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	8 (3,74%)	16 (7,48%)	15 (7,01%)	22 (10,28%)	124 (57,94%)	29 (13,55%)
Italy N=126	3 (2,46%)	2 (1,64%)	4 (3,28%)	13 (10,66%)	95 (77,87%)	5 (4,09%)
Poland N=128	3 (2,34%)	2 (1,56%)	2 (1,56%)	31 (24,22%)	66 (51,56%)	24 (18,76%)
Spain N=127	-	-	10 (7,87%)	33 (25,98%)	84 (66,15%)	-

In total N=595 (weight average)	2,65%	4,19%	5,59%	15,48%	61,52%	10,57%
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Additional comments: no

Lack of answer: Italy: 4.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	15 (7,01%)	41 (19,16%)	98 (45,79%)	38 (17,76%)	22 (10,28%)	-
Italy N=126	32 (26,02%)	60 (48,78%)	21 (17,07%)	2 (1,63%)	-	8 (6,5%)
Poland N=128	6 (4,69%)	39 (30,47%)	57 (44,53%)	19 (14,84%)	6 (4,69%)	1 (0,78%)
Spain N=127	-	-	18 (14,17%)	28 (22,05%)	81 (63,78%)	-
In total N=595 (weight average)	8,54%	22,74%	35,39%	15,32%	16,80%	1,21%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	-	6 (2,80%)	11 (5,14%)	46 (21,50%)	140 (65,42%)	11 (5,14%)
Italy N=126	1 (0,82%)	5 (4,1%)	7 (5,74%)	12 (9,84%)	88 (72,13%)	9 (7,37%)
Poland N=128	2 (1,56%)	-	3 (2,34%)	35 (27,34%)	82 (64,06%)	6 (4,70%)
Spain N=127	-	-	3 (2,36%)	44 (34,65%)	80 (62,99%)	-
In total N=595 (weight average)	0,41%	2,04%	4,27%	22,86%	65,86%	4,56%

Additional comments: no

Lack of answer: Italy: 4.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	-	3 (1,40%)	11 (5,14%)	42 (19,63%)	150 (70,09%)	8 (3,74%)
Italy N=126	-	-	6 (4,88%)	19 (15,45%)	97 (78,86%)	1 (0,81%)
Poland N=128	1 (0,78%)	-	3 (2,34%)	33 (25,78%)	89 (69,53%)	2 (1,57%)
Spain N=127	-	2 (1,61%)	18 (14,52%)	71 (57,26%)	33 (26,61%)	-
In total N=595 <i>(weight average)</i>	0,14%	0,96%	6,19%	26,35%	64,12%	2,24%

Additional comments: no

Lack of answer: Spain: 3; Italy: 4.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	-	6 (2,80%)	44 (20,56%)	97 (45,33%)	61 (28,51%)	6 (2,80%)
Italy N=126	-	5 (4,07%)	22 (17,89%)	43 (34,96%)	53 (43,08%)	-
Poland N=128	1 (0,78%)	1 (0,78%)	20 (15,63%)	65 (50,78%)	39 (30,47%)	2 (1,56%)
Spain N=127	21 (16,54%)	33 (25,98%)	39 (30,71%)	27 (21,26%)	7 (5,51%)	-
In total N=595 <i>(weight average)</i>	2,98%	6,65%	21,00%	40,43%	27,30%	1,64%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	-	-	8 (3,74%)	39 (18,22%)	161 (75,23%)	6 (2,81%)
Italy N=126	-	-	4 (3,25%)	28 (22,76%)	91 (73,99%)	-
Poland N=128	-	-	2 (1,56%)	25 (19,53%)	98 (76,56%)	3 (2,35%)
Spain N=127	-	6 (4,72%)	11 (8,66%)	45 (35,43%)	65 (51,19%)	-
In total N=595 (weight average)	0,00%	0,81%	4,13%	22,17%	71,11%	1,78%

Additional comments: no

Lack of answer: Italy: 3.



2.1.3.25. Relations with students

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	-	3 (1,40%)	12 (5,61%)	88 (41,12%)	103 (48,13%)	8 (3,74%)
Italy N=126	-	3 (2,46%)	7 (5,74%)	40 (32,79%)	61 (50%)	11 (9,01%)
Poland N=128	1 (0,78%)	1 (0,78%)	4 (3,13%)	56 (43,75%)	65 (50,78%)	1 (0,78%)
Spain N=127	6 (4,72%)	55 (43,31%)	51 (40,16%)	13 (10,24%)	2 (1,57%)	-
In total N=595 <i>(weight average)</i>	0,95%	8,69%	11,14%	34,89%	40,88%	3,45%

Additional comments: no

Lack of answer: Italy: 4.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	-	8 (3,74%)	14 (6,54%)	86 (40,19%)	100 (46,73%)	6 (2,80%)
Italy N=126	1 (0,82%)	2 (1,64%)	3 (2,46%)	39 (31,97%)	64 (52,46%)	13 (10,65%)
Poland N=128	2 (1,56%)	-	4 (3,13%)	56 (43,75%)	63 (49,22%)	3 (2,34%)
Spain N=127	8 (6,30%)	7 (5,51%)	38 (29,92%)	45 (35,43%)	29 (22,93%)	-
In total N=595 <i>(weight average)</i>	1,49%	3,04%	9,30%	38,64%	43,99%	3,54%

Additional comments: no

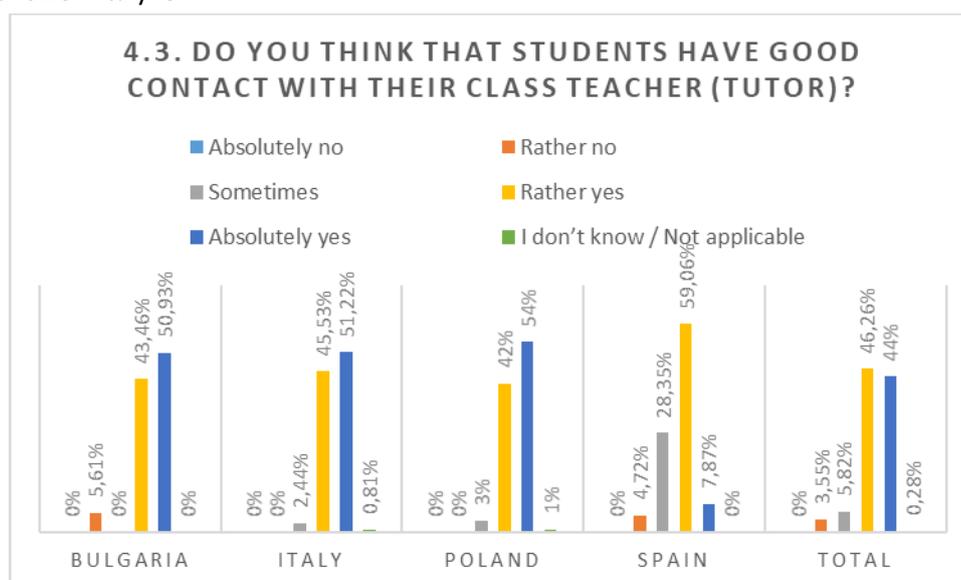
Lack of answer: Italy: 4.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	-	12 (5,61%)	-	93 (43,46%)	109 (50,93%)	-
Italy N=126	-	-	3 (2,44%)	56 (45,53%)	63 (51,22%)	1 (0,81%)
Poland N=128	-	-	4 (3,13%)	54 (42,19%)	69 (53,91%)	1 (0,77%)
Spain N=127	-	6 (4,72%)	36 (28,35%)	75 (59,06%)	10 (7,87%)	-
In total N=595 (weight average)	0,00%	3,55%	5,82%	46,26%	44,09%	0,28%

Additional comments: no

Lack of answer: Italy: 3.



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	-	-	22 (10,28%)	118 (55,14%)	74 (34,58%)	-
Italy N=126	-	-	4 (3,25%)	62 (50,41%)	54 (43,90%)	3 (2,44%)
Poland N=128	-	-	2 (1,56%)	73 (57,03%)	53 (41,41%)	-
Spain N=127	-	2 (1,57%)	53 (41,73%)	55 (43,31%)	17 (13,39%)	-

In total N=595 <i>(weight average)</i>	0,00%	0,27%	13,00%	52,65%	33,67%	0,41%
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Additional comments: no

Lack of answer: Italy: 3.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	3 (1,40%)	5 (2,34%)	6 (2,80%)	97 (45,33%)	103 (48,13%)	-
Italy N=126	-	1 (0,81%)	5 (4,07%)	80 (65,04%)	35 (28,46%)	2 (1,62%)
Poland N=128	-	-	7 (5,47%)	90 (70,31%)	31 (24,22%)	-
Spain N=127	-	2 (1,57%)	14 (11,02%)	97 (76,39%)	14 (11,02%)	-
In total N=595 <i>(weight average)</i>	0,68%	1,55%	4,90%	58,28%	34,32%	0,27%

Additional comments: no

Lack of answer: Italy: 3.

4.6. Do you think you are fair with students ?

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	-	-	3 (1,40%)	112 (52,34%)	99 (46,26%)	-
Italy N=126	-	-	1 (0,81%)	20 (16,26%)	102 (82,93%)	-
Poland N=128	1 (0,79%)	-	-	64 (50,39%)	62 (48,82%)	-
Spain N=127	-	6 (4,72%)	-	46 (36,22%)	58 (45,67%)	17 (13,39%)
In total N=595 <i>(weight average)</i>	0,14%	0,81%	0,82%	43,26%	52,67%	2,30%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	-	-	33 (15,42%)	95 (44,39%)	86 (40,19%)	-
Italy N=126	-	5 (4,07%)	33 (26,83%)	52 (42,28%)	29 (23,58%)	4 (3,24%)
Poland N=128	-	-	7 (5,51%)	51 (40,16%)	69 (54,33%)	-
Spain N=127	17 (13,71%)	40 (32,26%)	41 (33,06%)	19 (15,32%)	7 (5,65%)	-
In total N=595 (weight average)	2,31%	6,12%	18,57%	38,40%	34,05%	0,55%

Additional comments: no

Lack of answer: Spain: 3; Italy: 3.

Additional comments on part 4.

Italy:

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



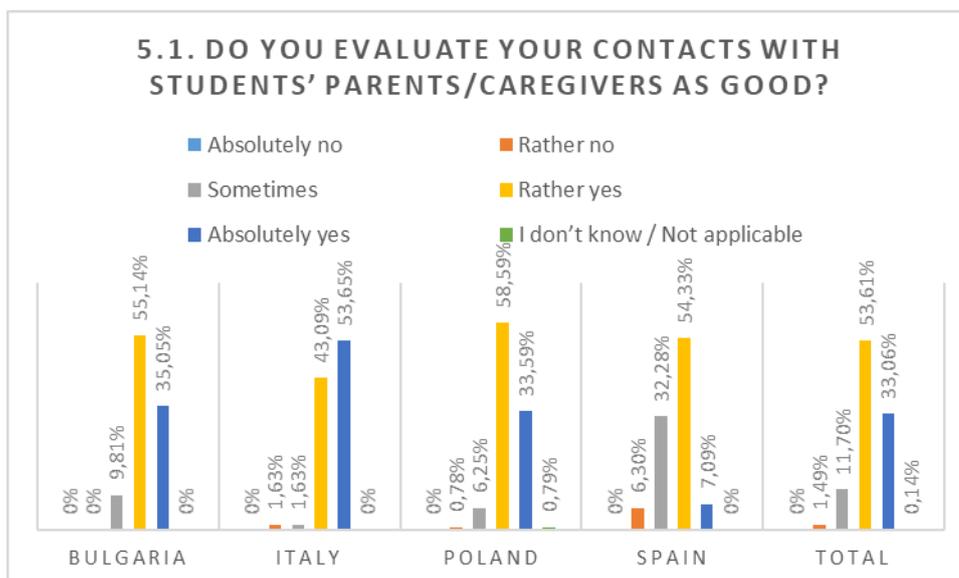
2.1.3.26. Relations with students' parents/caregivers

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	-	-	21 (9,81%)	118 (55,14%)	75 (35,05%)	-
Italy N=126	-	2 (1,63%)	2 (1,63%)	53 (43,09%)	66 (53,65%)	-
Poland N=128	-	1 (0,78%)	8 (6,25%)	75 (58,59%)	43 (33,59%)	1 (0,79%)
Spain N=127	-	8 (6,30%)	41 (32,28%)	69 (54,33%)	9 (7,09%)	-
In total N=595 (weight average)	0,00%	1,49%	11,70%	53,61%	33,06%	0,14%

Additional comments: no

Lack of answer: Italy: 4.



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=214	-	11 (5,14%)	25 (11,68%)	91 (42,52%)	87 (40,66%)	-
Italy N=126	1 (0,82%)	13 (10,66%)	19 (15,57%)	36 (29,51%)	53 (43,44%)	-

Poland N=128	-	3 (2,34%)	13 (10,16%)	59 (46,09%)	52 (40,63%)	1 (0,78%)
Spain N=127	-	3 (2,36%)	8 (6,30%)	26 (20,47%)	90 (70,87%)	-
In total N=595 <i>(weight average)</i>	0,13%	5,08%	11,13%	37,21%	46,31%	0,14%

Additional comments: no

Lack of answer: Italy: 4.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	-	-	14 (6,54%)	89 (41,59%)	111 (51,87%)	-
Italy N=126	-	2 (1,63%)	-	36 (29,27%)	85 (69,10%)	-
Poland N=128	-	-	-	54 (42,19%)	74 (57,81%)	-
Spain N=127	-	2 (1,57%)	21 (16,54%)	77 (60,63%)	27 (21,26%)	-
In total N=595 <i>(weight average)</i>	0,00%	0,54%	6,04%	42,93%	50,49%	0,00%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=214	-	-	11 (5,14%)	64 (29,91%)	139 (64,95%)	-
Italy N=126	-	1 (0,81%)	5 (4,07%)	26 (21,14%)	91 (73,98%)	-
Poland N=128	-	-	2 (1,56%)	39 (30,47%)	87 (67,97%)	-
Spain N=127	-	-	7 (5,51%)	44 (34,65%)	74 (58,27%)	2 (1,57%)
In total N=595 <i>(weight average)</i>	0,00%	0,13%	4,40%	29,37%	65,82%	0,28%

Absolutely no

Lack of answer: Italy: 3.

Additional comments:

Italy:

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



2.1.3.27. General conclusions

The study involved 595 teachers aged from less than 30 years to 60 years and more. 121 of them were men, and 471 of them were women. The surveyed teachers included people working in grades 1-3 and teachers of various school subjects, as well as specialists, school pedagogues, speech therapists, etc. The surveyed teachers are people with varied professional experience, but mainly with the experience of 11-20 years in teaching or more than 21 years of experience in teaching. Such a diverse and representative of the teaching community research group allows to collect wide research results.

Below are the results of research by the categories established in the questionnaire:

1) **General information about school**

The surveyed teachers work mainly in primary school and in junior high school. They also work in schools of various sizes when it comes to the number of students.

According to big groups of teachers in every country teachers, students with learning disabilities learn in school, and also students with less educational opportunities. In the area of smaller chances dominate: educational and economical and cultural. Among other reasons, teachers mentioned also: emotional, health, genetic, pathologies, intellectual.

The level of early school leaving (school drop-out) was assessed by teachers as very low (less than 4%) or as low (5% -9%).

2) **School and its surroundings**

The total results show us, that the feeling of the safety of students around the school according to teachers is at a high level. According to 43,34% and 35,10% of teachers, the school area is rather or definitely safe.

Similarly, ensuring the safety of pupils at school according to teachers. According to 35,00% and 25,87% of them in school buildings, there is little or no risk for students' safety. But in Italy, teachers said that there rather (43,09%) and absolutely (38,21%) is a risk in school for students' safety. Similar in Spain – rather yes answered 35,43%.

The condition of school buildings according to teachers in all countries is good (40,60% rather yes) or very good (45,19% absolutely yes).

Equipping students with school materials received at school according to teachers in all countries is of a high standard. 39,34% of teachers believe that the school definitely provides study materials, while 45,06% think they are rather provided. Only in Italy almost 35% of teachers answered *sometimes*.

The similar situation is in the next category. The possibility of implementing experiences, experiments and practical activities in school by the students according to teachers is quite good. According to 35,88% of teachers, the school rather allows for experiments or experiments. This is definitely what 29,94% of teachers think. But already 20,79% of teachers think that only sometimes (in Italy 34,43% of teacher think that way).

According to the total results the infrastructure of school buildings rather (41,27%) or definitely (37,91%) allows for the implementation of additional activities for students according to teachers. And again, in Italy 34,15% of teachers answered *sometimes*.

The school offer in the area of additional events, classes for students according to teachers in all countries is very large. According to 62,40% of teachers, additional events are definitely organized at the school (e.g. sports activities, discussion clubs, contests or special events, etc.). And 26,09% of teachers think that are rather organized.

In total results, according to 54,20% of teachers, students are eager to engage in events organized at school, and, according to 31,77% rather yes. 31,5% of teachers from Spain answered *rather no*.

Regarding the presence of students from other cultures in the student community, teacher responses were almost evenly distributed: rather no (22,51%), rather yes (30,45%), definitely yes (22,52%), sometimes (14,08%). Which proves that this phenomenon may have different scope in different schools, in different countries, but also that cultural differences can be widely interpreted.

However, the attitude of teachers in all countries to the presence of students from other cultures at school can be assessed as positive. 26,60% of teachers answered that they believe this is a rather positive phenomenon, and 36,64% definitely think so.

Teachers in all countries are satisfied with the support provided to students at risk of ESL. 57,83% of teachers believe that the school definitely helps students at risk of dropping out of school, and 23,13% of teachers rather think so.

Even higher is the satisfaction of teachers with the support provided to students in a situation of threat of failure to the next class. In total results, according to as many as almost 54% of teachers, the school definitely helps students who are in danger of failing, and according to almost 24% teachers rather help.

The situation is similar when it comes to supporting students in learning difficulties. Accordingly, 64,24% and 29,94% of teachers believe that the school definitely or rather helps students who are at risk of poor academic achievement.

According to the total results, teachers' satisfaction with the support provided to students in the area of risky behaviour is also at a rather high level, although as many as 13,73% of teachers stated that this problem does not concern them. However, 42,65% and 26,09% of teachers believe that the school definitely or rather helps students who reveal risky behaviours. Only in Spain a big group of teachers (32,26%) answered *sometimes*.

Acceptance of students from minorities (ethnic, cultural, national, etc.) by other students in the opinion of teachers is diverse in particular country. In total results we can see that 27,41% and 25,63% of teachers believe that minority students are rather not or definitely not ridiculed or discriminated. But in Spain 46,46% of teachers believe that they rather are discriminated.

On the other hand, teachers in all countries (61,52% absolutely yes and 15,48% rather yes) declare school assistance to students from minority groups who would be discriminated in school.

According to the teachers, the level of aggressive behaviour in school is different in particular countries. In total results we obtained 35,39% for *sometimes* and 22,74% for *rather no*. In Bulgaria and Poland dominate answers *sometimes* (45,79% and 44,53%), in Italy *rather no* (48,78%), but in Spain *absolutely yes* (63,78%).

School support for coping with aggression, violence from others according to teachers in all countries is very high or high. Accordingly, 65,86% and 22,86% of teachers believe that school definitely or rather helps students who are victims of aggression or violence.

The feeling of students' safety in school according to teachers in all countries is high, as evidenced by the strong conviction of 64,12% of teachers that a school absolutely is a place where a student can get help if he / she needs it, while 26,35% believe that rather is.

Parents' cooperation with the school, according to the teacher in Bulgaria, Poland and Italy, is rather good and in Spain sometimes. According to total results 40,43% of teachers believe that students' parents rather engage in school activities. 27,30% of teachers definitely think so.

Implementation of the subject of integration / tolerance in school by teachers is at a high level in all countries. 71,11% and 22,17% of teachers said that the school definitely and rather focuses on topics such as tolerance and respect for others.

3) **Students' relations**

In the area of school relations, we can conclude that in general, according to teachers (total results), students are satisfied with their relationship with:

- school management (40,88% Absolutely yes, 34,89% Rather yes)
- school "service" staff (43,99% Absolutely yes, 38,64% Rather yes)
- tutor, class teacher (44,09% Absolutely yes, 46,26% Rather yes)
- teachers (33,67% Absolutely yes, 52,65% Rather yes)
- students (34,32% Absolutely yes, 58,28% Rather yes)

In all countries, accordingly, 43,26% and 52,67% of teachers believe that they are rather or definitely fair to students.

Trust of students for teachers according to the teachers (total results) is also at a high level. 34,05% teachers definitely, and 38,40% rather, think that students can talk to their teachers about their personal problems (e.g. problems with parents or other students). Only in Spain the most often answers were *sometimes* (33,06%) and *rather no* (32,26%).

4) **Relations with students' parents / caregivers**

In total results, teachers (53,61%) are rather satisfied with the relationship with the parents of students. Absolutely a good assessment of their contact with the parents made 33,06% of teachers.

Teachers in all countries rather (37,21%) or definitely (46,31%) often inform parents about the student's progress.

They are also satisfied with the atmosphere of contact with their parents. Accordingly, according to 50,49% and 42,93% of all teachers, information is definitely and rather passed on to parents in an atmosphere of kindness and understanding.

The school's initiative to involve parents in its activities according to teachers in all countries is very high. 65,82% of teachers definitely, and 29,37% rather, think that the school encourages parents to take an active part in its life.

2.1.3.28. Group D – Parents

2.1.3.29. Personal data

1.1. Age

Bulgaria:

- 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

Italy:

- Less than 30 years old: 5 people
- 31 - 35 years old: 18 people
- 36 - 40 years old: 42 people
- 41 - 45 years old: 52 people
- 46 - 50 years old: 46 people
- 51 - 55 years old: 16 people
- 56 years old and more: 5 people Four people don't declare their age.

No answer: 12

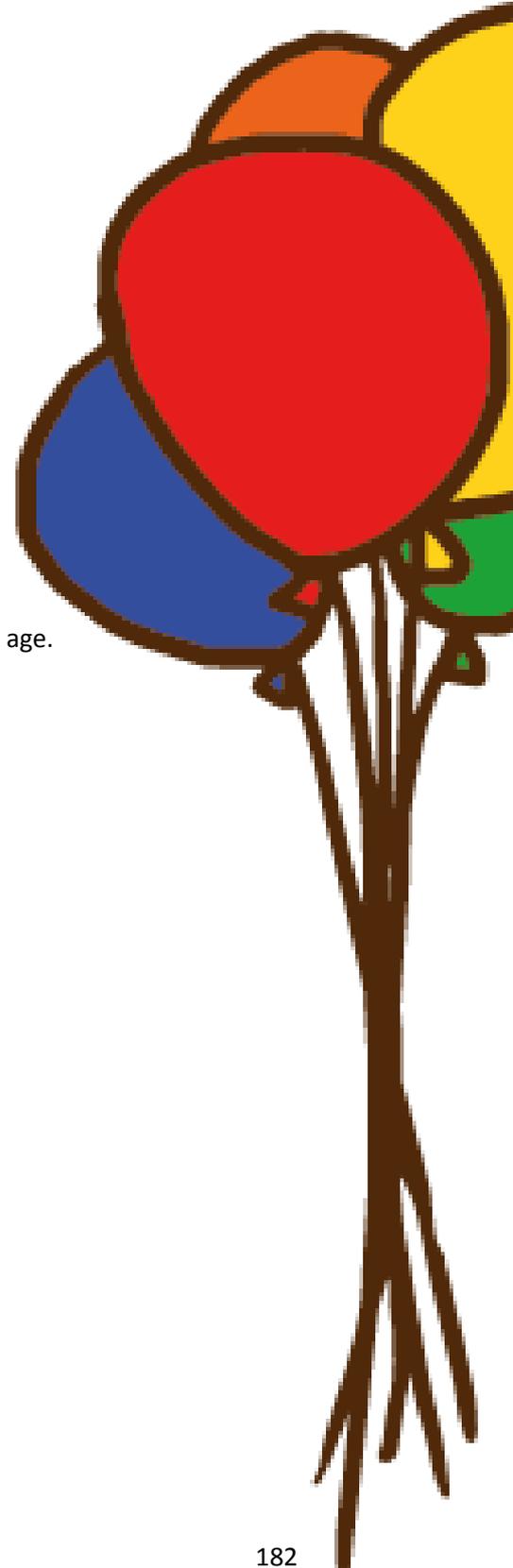
Poland:

- Less than 30 years old - 4 people
- 31 - 35 years old - 15 people
- 36 - 40 years old - 63 people
- 41 - 45 years old - 45 people
- 46 - 50 years old - 21 people
- 51 - 55 years old - 5 people
- 56 years old and more - 2 people

No answer: 62

Spain:

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



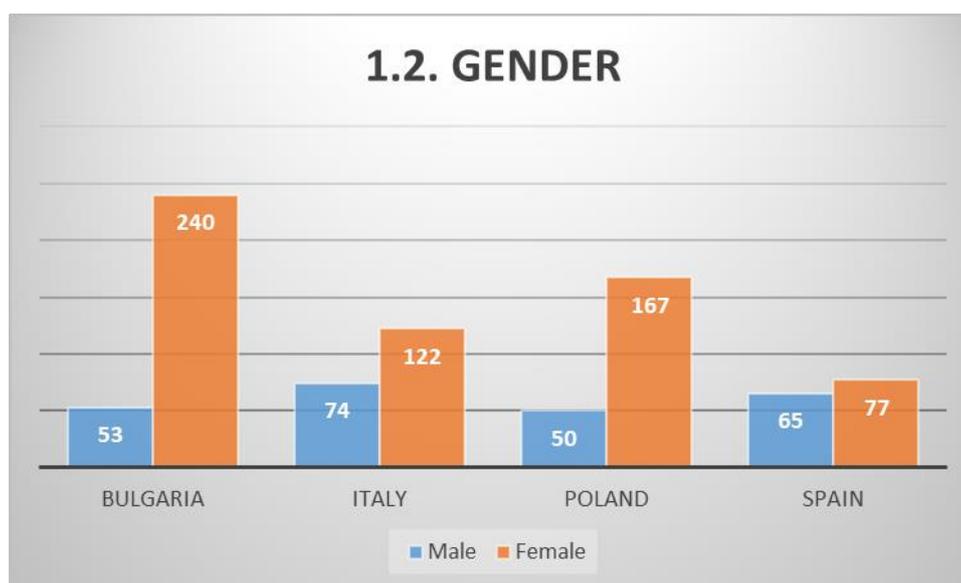
1.2. Gender

Bulgaria: Male - 53 people (18%); Female - 240 people (82%)

Italy: Male: 74 people (37,8%); Female: 122 people (62,2%) Lack of answer: 4

Poland: Male – 50 people (23%); Female - 167 people (77%)

Spain: Male: 65 fathers (46%); Female: 77 mothers (54%)



In survey took part 852 parents (Male - 242; Female - 606) in all countries.

1.3. Nationality

Bulgaria: All respondents are Bulgarian.

Italy: All respondents are of Italian nationality (171), except four persons from Venezuela, six from Romania, one from Ukraine, one from Poland.

No response: 16

Poland: All respondents, who have answered this question, are of Polish nationality. (No response - 77)

Spain: About 66% of the parents are Spanish. There are between the parents 7 of other nationalities; Italian, German, Venezuelan, Argentineans, Argelian. The main one is Moroccan with 18% (26 respondents).

2.1.3.30. General information about school

2.1. School a child attends

	Bulgaria N=293	Italy N=200	Poland N=217	Spain N=142
Primary school	254 (87%)	86 (43,4%)	188 (87%)	45.07%
Junior secondary school (Junior High School)	39 (13%)	109 (55,1%)	29 (13%)	47.18%
Upper secondary school (High School)	0	0	0	7.75%
Upper secondary school (Vocational school)	0	0	0	0
Upper secondary school (Technical school)	0	0	0	0

Lack of answer: Italy: 5.

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

	Bulgaria N=293	Italy N=200	Poland N=217	Spain N=142
Yes	66 (23%)	50 (25,9%)	59 (27%)	50.37%
No	227 (77%)	143 (74,1%)	158 (73%)	49.63%

Lack of answer: Italy: 7.

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

	Bulgaria N=293	Italy N=200	Poland N=217	Spain N=142
Very high (more than 20%)	-	3 (5,8%)	5 (6,25%)	21,92%
High (15%-19%)	6 (9%)	1 (1,9%)	11 (13,75%)	35,62%
Medium (10%-14%)	26 (39%)	16 (30,8%)	34 (42,5%)	28,77%
Low (5-9%)	19 (29%)	5 (9,6%)	12 (15%)	13,70%
Very low (less than 4%)	15 (23%)	27 (51,9%)	18 (22,5%)	-

Lack of answers: Poland: 137; Italy: 148;

2.1.3.31. School and its surroundings

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	8 (2,73%)	19 (6,48%)	11 (3,75%)	158 (53,92%)	92 (31,41%)	5 (1,71%)
Italy N=200	5 (2,58%)	6 (3,09%)	24 (12,37%)	42 (21,65%)	95 (48,97%)	22 (11,34%)
Poland N=217	2 (0,92%)	5 (2,3%)	1 (0,46%)	156 (71,89%)	53 (24,43%)	-
Spain N=142	7 (5,15%)	50 (36,76%)	29 (21,32%)	23 (16,91%)	27 (19,86%)	-
In total N=852 <i>(weight average)</i>	2,50%	7,82%	6,46%	48,06%	32,09%	3,07%

Additional comments: no

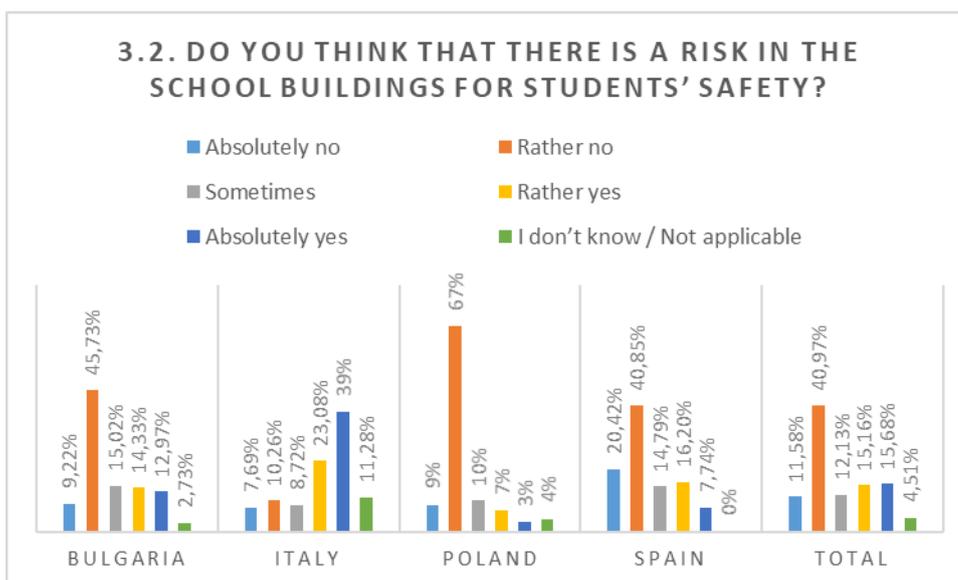
Lack of answer: Spain: 6; Italy: 6.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	27 (9,22%)	134 (45,73%)	44 (15,02%)	42 (14,33%)	38 (12,97%)	8 (2,73%)
Italy N=200	15 (7,69%)	20 (10,26%)	17 (8,72%)	45 (23,08%)	76 (38,97%)	22 (11,28%)
Poland N=217	19 (8,76%)	145 (66,82%)	22 (10,14%)	15 (6,91%)	7 (3,22%)	9 (4,15%)
Spain N=142	29 (20,42%)	58 (40,85%)	21 (14,79%)	23 (16,20%)	11 (7,74%)	-
In total N=852 <i>(weight average)</i>	9,97%	43,19%	12,52%	14,48%	15,31%	4,53%

Additional comments: no

Lack of answer: Italy: 5.



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	-	13 (4,44%)	12 (4,09%)	163 (55,63%)	105 (35,84%)	-
Italy N=200	9 (4,59%)	18 (9,18%)	24 (12,24%)	40 (20,41%)	98 (50,01%)	7 (3,57%)
Poland N=217	2 (0,92%)	9 (4,15%)	9 (4,15%)	125 (57,60%)	70 (32,26%)	2 (0,92%)
Spain N=142	6 (4,23%)	2 (1,41%)	9 (6,34%)	64 (45,07%)	61 (42,95%)	-
In total N=852 <i>(weight average)</i>	1,60%	5,02%	6,00%	47,83%	38,59%	0,96%

Additional comments: no

Lack of answer: Italy: 4.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	4 (1,37%)	11 (3,75%)	29 (9,89%)	153 (52,22%)	90 (30,72%)	6 (2,05%)
Italy N=200	25 (12,69%)	21 (10,66%)	42 (21,32%)	47 (23,86%)	41 (20,81%)	21 (10,66%)
Poland N=217	2 (0,92%)	9 (4,15%)	22 (10,14%)	106 (48,85%)	76 (35,02%)	2 (0,92%)
Spain	49 (34,51%)	45 (31,69%)	16 (11,27%)	32 (22,53%)	-	-

N=142						
In total N=852 (weight average)	7,05%	8,19%	12,44%	42,48%	26,52%	3,32%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=293	22 (7,51%)	43 (14,68%)	55 (18,77%)	81 (27,64%)	33 (11,26%)	59 (20,14%)
Italy N=200	23 (11,73%)	22 (11,22%)	52 (26,53%)	25 (12,76%)	59 (30,1%)	15 (7,66%)
Poland N=217	9 (4,15%)	21 (9,68%)	39 (17,97%)	76 (35,02%)	26 (11,98%)	46 (21,20%)
Spain N=142	8 (5,63%)	26 (18,31%)	30 (21,13%)	37 (26,05%)	35 (24,65%)	6 (4,23%)
In total N=852 (weight average)	7,35%	13,13%	20,40%	26,25%	16,68%	16,19%

Additional comments: no

Lack of answer: Italy: 4.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=293	-	23 (7,85%)	49 (16,72%)	144 (49,15%)	73 (24,91%)	4 (1,37%)
Italy N=200	36 (18,27%)	20 (10,15%)	24 (12,18%)	44 (22,34%)	63 (31,98%)	10 (5,08%)
Poland N=217	3 (1,38%)	11 (5,07%)	23 (10,6%)	103 (47,47%)	74 (34,1%)	3 (1,38%)
Spain N=142	8 (5,63%)	6 (4,23%)	47 (33,10%)	55 (38,73%)	26 (18,31%)	-
In total N=852 (weight average)	4,67%	7,26%	16,01%	42,16%	27,92%	1,98%

Additional comments: no

Lack of answer: Italy: 3.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	-	19 (6,48%)	43 (14,68%)	128 (43,69%)	95 (32,42%)	8 (2,73%)
Italy N=200	17 (8,59%)	37 (18,69%)	33 (16,67%)	46 (23,23%)	61 (30,81%)	4 (2,01%)
Poland N=217	3 (1,38%)	8 (3,69%)	21 (9,68%)	99 (45,62%)	85 (39,17%)	1 (0,46%)
Spain N=142	-	7 (4,93%)	70 (49,30%)	37 (26,05%)	28 (19,72%)	-
In total N=852 (weight average)	2,10%	8,15%	17,49%	38,11%	32,41%	1,74%

Additional comments: no

Lack of answer: Italy: 2.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	-	29 (9,90%)	56 (19,11%)	126 (43,00%)	82 (27,99%)	-
Italy N=200	1 (0,52%)	4 (2,06%)	23 (11,86%)	34 (17,53%)	127 (65,46%)	5 (2,57%)
Poland N=217	1 (0,46%)	16 (7,37%)	33 (15,21%)	89 (41,01%)	73 (33,64%)	5 (2,31%)
Spain N=142	-	6 (4,23%)	41 (28,87%)	45 (31,69%)	50 (35,21%)	-
In total N=852 (weight average)	0,21%	7,10%	17,71%	36,18%	37,71%	1,09%

Additional comments: no

Lack of answer: Italy: 6.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	17 (5,80%)	56 (19,11%)	31 (10,58%)	69 (23,55%)	52 (17,75%)	68 (23,21%)

Italy N=200	21 (10,82%)	10 (5,15%)	26 (13,40%)	18 (9,28%)	84 (43,30%)	35 (18,05%)
Poland N=217	14 (6,45%)	44 (20,28%)	12 (5,53%)	50 (23,04%)	25 (11,52%)	72 (33,18%)
Spain N=142	-	-	8 (5,63%)	62 (43,66%)	72 (50,71%)	-
In total N=852 <i>(weight average)</i>	6,37%	14,57%	9,39%	22,65%	24,85%	22,17%

Additional comments: no

Lack of answer: Italy: 6.

3.10. Do you think this is a positive situation?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	9 (3,42%)	30 (11,41%)	47 (17,87%)	47 (17,87%)	62 (23,57%)	68 (25,86%)
Italy N=200	6 (3,08%)	4 (2,05%)	13 (6,67%)	26 (13,33%)	120 (61,54%)	26 (13,33%)
Poland N=217	4 (1,84%)	14 (6,45%)	9 (4,15%)	59 (27,19%)	67 (30,88%)	64 (29,49%)
Spain N=142	7 (4,93%)	20 (14,08%)	21 (14,79%)	36 (25,35%)	58 (40,85%)	-
In total N=852 <i>(weight average)</i>	3,11%	8,44%	11,62%	20,12%	35,43%	21,28%

Additional comments: no

Lack of answer: Italy: 5.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	15 (5,13%)	31 (10,58%)	11 (3,75%)	78 (26,62%)	78 (26,62%)	80 (27,30%)
Italy N=200	-	17 (8,59%)	15 (7,58%)	46 (23,23%)	71 (35,86%)	49 (24,75%)
Poland N=217	1 (0,46%)	6 (2,76%)	6 (2,76%)	85 (39,17%)	47 (21,66%)	72 (33,19%)
Spain N=142	-	39 (27,46%)	26 (18,31%)	67 (47,18%)	10 (7,05%)	-
In total N=852 <i>(weight average)</i>	2,39%	10,03%	5,82%	31,14%	25,26%	25,36%

Additional comments: no

Lack of answer: Italy: 2.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	21 (7,17%)	38 (12,97%)	18 (6,14%)	100 (34,13%)	61 (20,82%)	55 (18,77%)
Italy N=200	3 (1,52%)	14 (7,11%)	25 (12,69%)	42 (21,32%)	79 (40,1%)	34 (17,26%)
Poland N=217	1 (0,46%)	6 (2,76%)	5 (2,3%)	98 (45,16%)	48 (22,12%)	59 (27,20%)
Spain N=142	-	24 (16,90%)	43 (30,28%)	56 (39,44%)	19 (13,38%)	-
In total N=852 <i>(weight average)</i>	3,62%	9,69%	9,07%	34,76%	24,31%	18,55%

Additional comments: no

Lack of answer: Italy: 3.

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, ...)?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	8 (2,73%)	21 (7,17%)	31 (10,58%)	105 (35,84%)	79 (26,96%)	49 (16,72%)
Italy N=200	-	14 (7,07%)	27 (13,64%)	40 (20,2%)	89 (44,95%)	28 (14,14%)
Poland N=217	2 (0,92%)	9 (4,15%)	15 (6,91%)	95 (43,78%)	50 (23,04%)	46 (21,20%)
Spain N=142	-	2 (1,41%)	81 (57,04%)	36 (25,35%)	23 (16,20%)	-
In total N=852 <i>(weight average)</i>	1,44%	5,81%	15,17%	33,47%	28,57%	15,54%

Additional comments: no

Lack of answer: Italy: 2.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	13 (4,44%)	50 (17,06%)	31 (10,58%)	72 (24,57%)	35 (11,95%)	92 (31,40%)
Italy N=200	14 (7,18%)	19 (9,74%)	20 (10,26%)	19 (9,74%)	54 (27,69%)	69 (35,39%)
Poland N=217	3 (1,40%)	6 (2,79%)	12 (5,58%)	54 (25,12%)	39 (18,14%)	101 (46,97%)
Spain N=142	21 (14,79%)	34 (23,94%)	46 (32,39%)	18 (12,68%)	23 (16,20%)	-
In total N=852 (weight average)	5,34%	12,82%	11,59%	20,43%	17,11%	32,71%

Additional comments: no

Lack of answers: Poland: 2; Italy: 5.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	54 (18,43%)	77 (26,28%)	29 (9,90%)	34 (11,60%)	17 (5,80%)	82 (27,99%)
Italy N=200	78 (39,59%)	26 (13,20%)	38 (19,29%)	10 (5,08%)	8 (4,06%)	37 (18,78%)
Poland N=217	22 (10,28%)	47 (21,96%)	9 (4,21%)	8 (3,74%)	9 (4,21%)	119 (55,60%)
Spain N=142	-	11 (7,75%)	23 (16,20%)	74 (52,11%)	34 (23,94%)	-
In total N=852 (weight average)	18,87%	20,60%	11,11%	12,62%	6,97%	29,83%

Additional comments: Poland: 1: „Definitely yes – religion lessons during school day”.

Lack of answers: Poland: 3; Italy: 3.

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,...) ?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	13 (4,74%)	30 (10,95%)	16 (5,84%)	79 (28,83%)	42 (15,33%)	94 (34,31%)

Italy N=200	4 (2,08%)	25 (13,02%)	28 (14,58%)	15 (7,81%)	68 (35,42%)	52 (27,09%)
Poland N=217	6 (2,76%)	7 (3,23%)	10 (4,61%)	62 (28,57%)	41 (18,89%)	91 (41,94%)
Spain N=142	-	16 (11,27%)	57 (40,14%)	69 (48,59%)	-	-
In total N=852 <i>(weight average)</i>	3,18%	9,46%	11,05%	26,57%	18,71%	31,03%

Additional comments: no

Lack of answers: Bulgaria: 19; Italy: 8.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	13 (4,44%)	67 (22,87%)	85 (29,01%)	48 (16,38%)	25 (8,53%)	55 (18,77%)
Italy N=200	60 (30,61%)	42 (21,43%)	27 (13,78%)	16 (8,16%)	14 (7,14%)	37 (18,88%)
Poland N=217	13 (5,99%)	51 (23,5%)	47 (21,66%)	22 (10,14%)	11 (5,07%)	73 (33,64%)
Spain N=142	-	11 (7,75%)	28 (19,72%)	65 (45,77%)	38 (26,76%)	-
In total N=852 <i>(weight average)</i>	9,69%	21,14%	23,13%	16,26%	9,31%	20,47%

Additional comments: no

Lack of answers: Italy: 4.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	11 (3,75%)	20 (6,83%)	28 (9,56%)	103 (35,15%)	79 (26,96%)	52 (17,75%)
Italy N=200	3 (1,52%)	14 (7,11%)	18 (9,14%)	23 (11,68%)	92 (46,7%)	47 (23,85%)
Poland N=217	3 (1,38%)	4 (1,84%)	11 (5,07%)	85 (39,17%)	56 (25,81%)	58 (26,73%)
Spain N=142	6 (4,23%)	35 (24,65%)	33 (23,24%)	37 (26,06%)	31 (21,82%)	-
In total	2,76%	7,53%	9,81%	30,38%	30,19%	19,33%

N=852
(weight average)

Additional comments: no

Lack of answers: Italy: 3.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	3 (1,02%)	4 (1,37%)	43 (14,68%)	146 (49,83%)	88 (30,03%)	9 (3,07%)
Italy N=200	4 (2,03%)	15 (7,61%)	29 (14,72%)	37 (18,78%)	95 (48,22%)	17 (8,64%)
Poland N=217	1 (0,46%)	4 (1,85%)	13 (6,02%)	115 (53,24%)	68 (31,48%)	15 (6,95%)
Spain N=142	-	65 (45,77%)	26 (18,31%)	44 (30,99%)	7 (4,93%)	-
In total N=852 (weight average)	0,98%	7,42%	12,96%	42,32%	31,48%	4,84%

Additional comments: no

Lack of answers: Poland: 1; Italy: 3.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	3 (1,02%)	4 (1,36%)	43 (14,68%)	146 (49,83%)	88 (30,03%)	9 (3,07%)
Italy N=200	11 (5,56%)	30 (15,15%)	46 (23,23%)	16 (8,08%)	86 (43,43%)	9 (4,55%)
Poland N=217	-	7 (3,23%)	26 (11,98%)	102 (47%)	74 (34,10%)	8 (3,69%)
Spain N=142	-	36 (25,35%)	50 (35,21%)	50 (35,21%)	6 (4,23%)	-
In total N=852 (weight average)	1,60%	7,16%	17,92%	39,03%	31,08%	3,21%

Additional comments: no

Lack of answers: Italy: 2.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria	4 (1,36%)	6 (2,05%)	27 (9,22%)	147	88 (30,03%)	21 (7,17%)

N=293				(50,17%)		
Italy N=200	1 (0,51%)	6 (3,03%)	12 (6,06%)	39 (19,70%)	122 (61,62%)	18 (9,08%)
Poland N=217	2 (0,92%)	3 (1,38%)	9 (4,15%)	108 (49,77%)	76 (35,02%)	19 (8,76%)
Spain N=142	-	33 (23,24%)	51 (35,92%)	47 (33,10%)	11 (7,74%)	-
In total N=852 (weight average)	0,94%	4,30%	10,13%	42,02%	35,41%	7,20%

Additional comments: no

Lack of answers: Italy: 2.

2.1.3.32. Relations of students in school

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	4 (1,36%)	22 (7,51%)	15 (5,12%)	160 (54,61%)	63 (21,50%)	29 (9,90%)
Italy N=200	22 (11,17%)	16 (8,12%)	16 (8,12%)	15 (7,61%)	88 (44,67%)	40 (20,31%)
Poland N=217	1 (0,46%)	10 (4,61%)	15 (6,91%)	123 (56,68%)	42 (19,35%)	26 (11,99%)
Spain N=142	26 (18,31%)	38 (26,76%)	44 (30,99%)	17 (11,97%)	-	17 (11,97%)
In total N=852 (weight average)	4,92%	8,94%	8,88%	41,03%	23,47%	12,76%

Additional comments: no

Lack of answers: Italy: 3.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	-	6 (2,05%)	12 (4,10%)	162 (55,29%)	79 (26,96%)	34 (11,60%)
Italy N=200	11 (5,53%)	8 (4,02%)	21 (10,55%)	20 (10,05%)	122 (61,31%)	17 (8,54%)
Poland	-	6 (2,78%)	6 (2,78%)	127	55 (25,46%)	22 (10,18%)

N=217				(58,80%)		
Spain N=142	7 (4,93%)	17 (11,97%)	35 (24,65%)	56 (39,44%)	10 (7,04%)	17 (11,97%)
In total N=852 (weight average)	1,66%	3,67%	7,26%	45,14%	31,61%	10,66%

Additional comments: Poland: 1: „There’s no secretariat”.

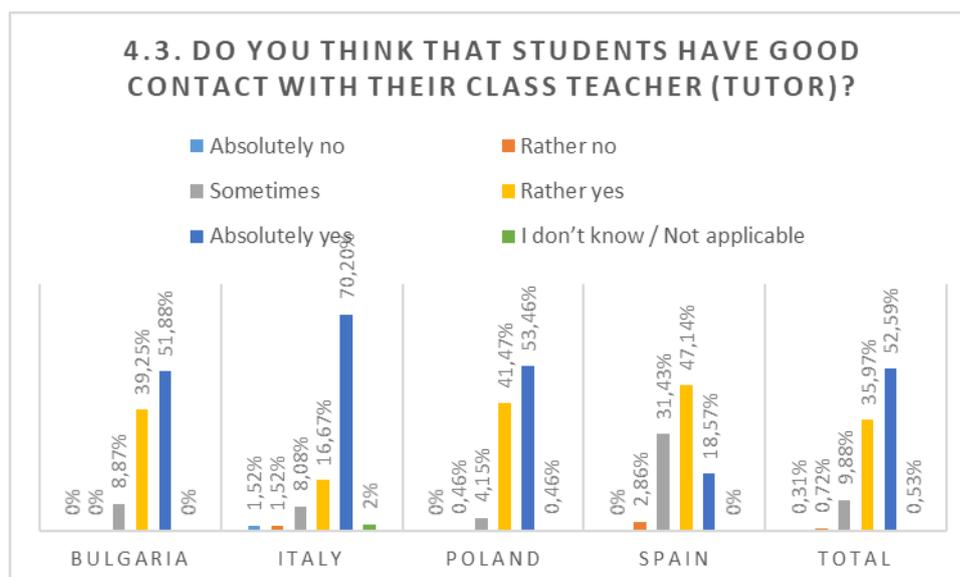
Lack of answers: Italy: 1, Poland: 1.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	-	-	26 (8,87%)	115 (39,25%)	152 (51,88%)	-
Italy N=200	3 (1,52%)	3 (1,52%)	16 (8,08%)	33 (16,67%)	139 (70,2%)	4 (2,01%)
Poland N=217	-	1 (0,46%)	9 (4,15%)	90 (41,47%)	116 (53,46%)	1 (0,46%)
Spain N=142	-	4 (2,86%)	44 (31,43%)	66 (47,14%)	26 (18,57%)	-
In total N=852 (weight average)	0,31%	0,72%	9,88%	35,97%	52,59%	0,53%

Additional comments: no

Lack of answer: Spain: 2; Italy: 2.



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	-	-	54 (18,43%)	174 (59,39%)	65 (22,18%)	-
Italy N=200	4 (2,01%)	10 (5,03%)	19 (9,55%)	31 (15,58%)	115 (57,79%)	20 (10,04%)
Poland N=217	-	1 (0,46%)	19 (8,76%)	137 (63,13%)	56 (25,81%)	4 (1,84%)
Spain N=142	-	32 (22,86%)	61 (43,57%)	47 (33,57%)	-	-
In total N=852 (weight average)	0,42%	3,51%	16,83%	48,59%	28,13%	2,52%

Additional comments: no

Lack of answer: Spain: 2; Italy: 1.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	-	4 (1,37%)	33 (11,26%)	144 (49,15%)	108 (36,86%)	4 (1,36%)
Italy N=200	-	9 (4,52%)	15 (7,54%)	62 (31,16%)	107 (53,77%)	6 (3,01%)
Poland N=217	1 (0,46%)	-	14 (6,45%)	145 (66,82%)	55 (25,35%)	2 (0,92%)
Spain N=142	-	4 (2,82%)	42 (29,58%)	45 (31,69%)	51 (35,91%)	-
In total N=852 (weight average)	0,11%	1,84%	11,24%	47,92%	37,43%	1,46%

Additional comments: no

Lack of answers: Italy: 1.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	4 (1,37%)	15 (5,12%)	66 (22,53%)	148 (50,51%)	56 (19,11%)	4 (1,36%)
Italy N=200	2 (1,01%)	2 (1,01%)	23 (11,56%)	40 (20,1%)	120 (60,3%)	12 (6,02%)
Poland N=217	3 (1,38%)	5 (2,3%)	41 (18,89%)	127 (58,53%)	27 (12,44%)	14 (6,46%)
Spain N=142	21 (14,79%)	15 (10,56%)	35 (24,65%)	34 (23,94%)	26 (18,31%)	11 (7,75%)
In total N=852 <i>(weight average)</i>	2,70%	4,15%	19,60%	43,42%	25,89%	4,24%

Additional comments: no

Lack of answers: Italy: 1.



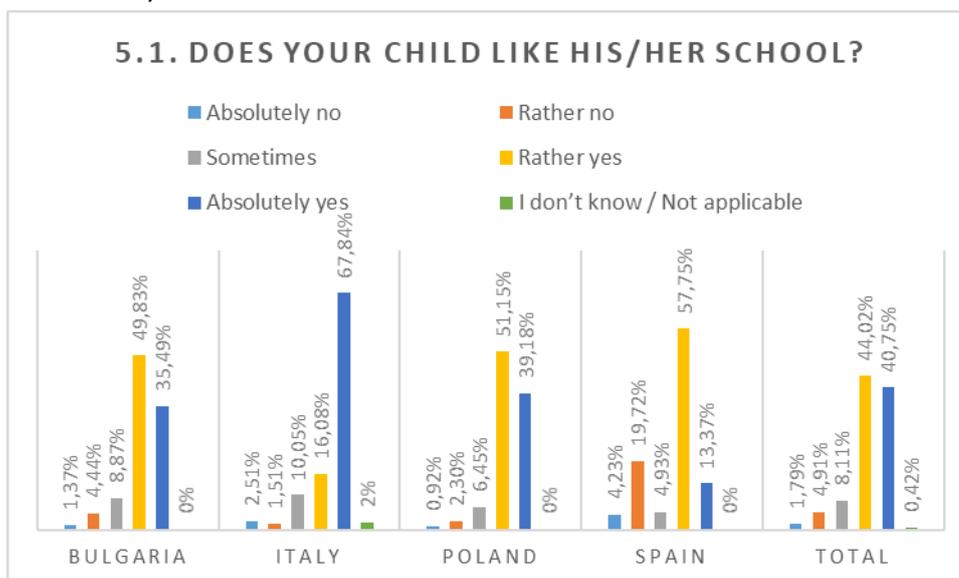
2.1.3.33. Parents' opinion about the school

5.1. Does your child like his/her school?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	4 (1,37%)	13 (4,44%)	26 (8,87%)	146 (49,83%)	104 (35,49%)	-
Italy N=200	5 (2,51%)	3 (1,51%)	20 (10,05%)	32 (16,08%)	135 (67,84%)	4 (2,01%)
Poland N=217	2 (0,92%)	5 (2,3%)	14 (6,45%)	111 (51,15%)	85 (39,18%)	-
Spain N=142	6 (4,23%)	28 (19,72%)	7 (4,93%)	82 (57,75%)	19 (13,37%)	-
In total N=852 <i>(weight average)</i>	1,79%	4,91%	8,11%	44,02%	40,75%	0,42%

Additional comments: no

Lack of answers: Italy: 1.



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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	-	4 (1,36%)	25 (8,53%)	159 (54,27%)	105 (35,84%)	-
Italy N=200	1 (0,51%)	5 (2,55%)	17 (8,67%)	43 (21,94%)	117 (59,69%)	13 (6,64%)
Poland N=217	2 (0,92%)	-	9 (4,15%)	126 (58,06%)	79 (36,41%)	1 (0,46%)

Spain N=142	8 (5,63%)	33 (23,24%)	6 (4,23%)	77 (54,23%)	18 (12,67%)	-
In total N=852 <i>(weight average)</i>	0,92%	3,57%	7,04%	48,60%	38,41%	1,46%

Additional comments: no

Lack of answers: Italy: 4.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=293	-	20 (6,82%)	44 (15,02%)	140 (47,78%)	89 (30,38%)	-
Italy N=200	2 (1,02%)	4 (2,03%)	28 (14,21%)	47 (23,86%)	107 (54,31%)	9 (4,57%)
Poland N=217	2 (0,93%)	11 (5,09%)	28 (12,96%)	122 (56,48%)	52 (24,08%)	1 (0,46%)
Spain N=142	-	21 (14,79%)	28 (19,72%)	54 (38,03%)	25 (17,60%)	14 (9,86%)
In total N=852 <i>(weight average)</i>	0,43%	6,26%	14,84%	43,98%	32,41%	2,08%

Additional comments: no

Lack of answers: Poland: 1; Italy: 3.

5.4. Does your child willingly go to school?

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=293	4 (1,37%)	15 (5,14%)	31 (10,62%)	150 (51,37%)	92 (31,50%)	-
Italy N=200	2 (1,01%)	5 (2,51%)	13 (6,53%)	39 (19,6%)	136 (68,34%)	4 (2,01%)
Poland N=217	4 (1,84%)	5 (2,30%)	20 (9,22%)	117 (53,92%)	71 (32,72%)	-
Spain N=142	22 (15,49%)	22 (15,49%)	9 (6,34%)	72 (50,70%)	17 (11,98%)	-
In total N=852 <i>(weight average)</i>	2,89%	4,99%	8,98%	45,36%	37,37%	0,41%

Additional comments: no

Lack of answers: Bulgaria: 1; Italy: 1.

5.5. Does your child feel safe at school?

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	5 (1,71%)	7 (2,39%)	7 (2,39%)	149 (50,85%)	125 (42,66%)	-
Italy N=200	4 (2,03%)	5 (2,54%)	9 (4,57%)	39 (19,80%)	136 (69,03%)	4 (2,03%)
Poland N=217	-	6 (2,76%)	7 (3,23%)	134 (61,75%)	67 (30,88%)	3 (1,38%)
Spain N=142	8 (5,63%)	18 (12,68%)	44 (30,99%)	59 (41,55%)	13 (9,15%)	-
In total N=852 (weight average)	1,77%	3,59%	6,03%	46,19%	41,67%	0,75%

Additional comments: no

Lack of answers: Italy: 3.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	61 (20,82%)	86 (29,35%)	94 (32,08%)	27 (9,22%)	17 (5,80%)	8 (2,73%)
Italy N=200	134 (67,68%)	20 (10,1%)	23 (11,62%)	-	13 (6,56%)	8 (4,04%)
Poland N=217	43 (19,82%)	102 (47%)	35 (16,13%)	15 (6,91%)	14 (6,45%)	8 (3,69%)
Spain N=142	17 (11,97%)	74 (52,11%)	19 (13,38%)	13 (9,15%)	19 (13,39%)	-
In total N=852 (weight average)	29,27%	32,09%	22,02%	6,76%	6,91%	2,95%

Additional comments: no

Lack of answers: Italy: 2.

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

Country	Absolutely no	Rather no	Sometimes	Rather yes	Absolutely yes	I don't know / Not applicable
Bulgaria N=293	13 (4,44%)	42 (14,33%)	49 (16,72%)	156 (53,24%)	33 (11,27%)	-
Italy	5 (2,53%)	9 (4,55%)	40 (20,2%)	36 (18,18%)	94 (47,47%)	14 (7,07%)

N=200						
Poland N=217	2 (0,92%)	24 (11,06%)	43 (19,82%)	115 (53%)	28 (12,90%)	5 (2,30%)
Spain N=142	-	52 (36,62%)	60 (42,25%)	27 (19,01%)	3 (2,12%)	-
In total N=852 (weight average)	2,72%	13,85%	20,86%	42,40%	18,15%	2,02%

Additional comments: no

Lack of answers: Italy: 2.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=293	-	6 (2,05%)	17 (5,80%)	117 (39,93%)	153 (52,22%)	-
Italy N=200	5 (2,53%)	5 (2,53%)	5 (2,53%)	23 (11,62%)	154 (77,77%)	6 (3,02%)
Poland N=217	-	2 (0,92%)	5 (2,30%)	88 (40,55%)	122 (56,23%)	-
Spain N=142	-	5 (3,52%)	70 (49,30%)	60 (42,25%)	7 (4,93%)	-
In total N=852 (weight average)	0,52%	2,02%	8,83%	34,51%	53,50%	0,62%

Additional comments: no

Lack of answers: Italy: 2.

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

Country	<i>Absolutely no</i>	<i>Rather no</i>	<i>Sometimes</i>	<i>Rather yes</i>	<i>Absolutely yes</i>	<i>I don't know / Not applicable</i>
Bulgaria N=293	12 (4,10%)	15 (5,12%)	26 (8,87%)	146 (49,83%)	86 (29,35%)	8 (2,73%)
Italy N=200	5 (2,51%)	3 (1,51%)	14 (7,04%)	27 (13,57%)	138 (69,34%)	12 (6,03%)
Poland N=217	2 (0,92%)	2 (0,92%)	14 (6,45%)	109 (50,23%)	63 (29,04%)	27 (12,44%)
Spain N=142	-	61 (43,57%)	45 (32,14%)	24 (17,14%)	6 (4,29%)	4 (2,86%)
In total N=852 (weight average)	2,57%	7,32%	10,31%	39,06%	34,95%	5,79%

Additional comments: no

Lack of answer: Spain: 2; Italy: 1.

2.1.3.34. 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
Bulgaria N=293	96 (32,76%)	47 (16,04%)	73 (24,91%)	44 (15,02%)	18 (6,14%)	15 (5,13%)
Italy N=200	95 (55,56%)	20 (11,7%)	24 (14,04%)	7 (4,09%)	16 (9,35%)	9 (5,26%)
Poland N=217	58 (26,73%)	40 (18,43%)	63 (29,03%)	29 (13,36%)	11 (5,08%)	16 (7,37%)
Spain N=142	-	19 (13,38%)	50 (35,21%)	32 (22,54%)	19 (13,38%)	22 (15,49%)
In total N=852 (weight average)	31,88%	15,56%	25,07%	13,41%	7,24%	6,84%

Lack of answers: Italy: 29.

6.1.2. He/ She learns to understand

	1	2	3	4	5	I don't know
Bulgaria N=293	15 (5,12%)	23 (7,85%)	70 (23,89%)	82 (27,99%)	97 (33,11%)	6 (2,06%)
Italy N=200	6 (3,21%)	6 (3,21%)	25 (13,37%)	54 (28,88%)	91 (48,66%)	5 (2,67%)
Poland N=217	2 (0,92%)	15 (6,91%)	46 (21,20%)	71 (32,72%)	76 (35,02%)	7 (3,23%)
Spain N=142	7 (5,15%)	40 (29,41%)	38 (27,94%)	23 (16,91%)	5 (3,68%)	23 (16,91%)
In total N=852 (weight average)	3,71%	8,90%	21,56%	28,21%	33,65%	3,97%

Lack of answer: Spain: 6; Italy: 13.

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

	1	2	3	4	5	I don't know
Bulgaria N=293	34 (11,60%)	62 (21,16%)	82 (27,99%)	59 (20,14%)	50 (17,06%)	6 (2,05%)
Italy	80 (47,34%)	21 (12,43%)	36 (21,3%)	13 (7,69%)	12 (7,1%)	7 (4,14%)

N=200						
Poland N=217	59 (27,19%)	43 (19,82%)	58 (26,73%)	27 (12,44%)	11 (5,07%)	19 (8,75%)
Spain N=142	21 (15,67%)	47 (35,07%)	36 (26,87%)	25 (18,66%)	-	5 (3,73%)
In total N=852 (weight average)	22,48%	20,65%	26,34%	15,77%	10,46%	4,30%

Lack of answers: Spain: 8; Italy: 31.

6.1.4. He/She learns through trials and mistakes

	1	2	3	4	5	I don't know
Bulgaria N=293	29 (9,90%)	41 (13,99%)	97 (33,11%)	82 (27,99%)	38 (12,97%)	6 (2,04%)
Italy N=200	16 (9,3%)	16 (9,3%)	41 (23,84%)	49 (28,49%)	46 (26,74%)	4 (2,33%)
Poland N=217	17 (7,83%)	24 (11,06%)	68 (31,34%)	66 (30,41%)	24 (11,06%)	18 (8,30%)
Spain N=142	24 (17,91%)	45 (33,58%)	37 (27,61%)	15 (11,19%)	8 (5,97%)	5 (3,74%)
In total N=852 (weight average)	10,09%	14,39%	30,39%	26,98%	14,31%	3,84%

Lack of answer: Spain: 8; Italy: 28.

6.1.5. He/She learns by solving problems

	1	2	3	4	5	I don't know
Bulgaria N=293	20 (6,83%)	33 (11,26%)	91 (31,06%)	82 (27,99%)	50 (17,06%)	17 (5,80%)
Italy N=200	14 (8,33%)	7 (4,17%)	29 (17,26%)	54 (32,14%)	51 (30,36%)	13 (7,74%)
Poland N=217	8 (3,69%)	17 (7,83%)	63 (29,03%)	87 (40,09%)	27 (12,44%)	15 (6,92%)
Spain N=142	19 (13,38%)	43 (30,28%)	34 (23,94%)	29 (20,42%)	15 (10,56%)	2 (1,42%)
In total N=852 (weight average)	7,02%	11,17%	27,30%	30,97%	17,59%	5,95%

Lack of answers: Italy: 32

6.1.6. He/She learns by imitation

	1	2	3	4	5	I don't know
Bulgaria	35 (11,95%)	37 (12,63%)	106 (36,18%)	59 (20,14%)	47 (16,04%)	9 (3,06%)
Bulgaria N=293	83 (50,3%)	34 (20,61%)	19 (11,52%)	11 (6,67%)	10 (6,06%)	8 (4,84%)
Italy N=200	23 (10,6%)	28 (12,9%)	72 (33,18%)	56 (25,81%)	13 (5,99%)	25 (11,52%)
Poland N=217	19 (13,38%)	32 (22,54%)	35 (24,65%)	32 (22,54%)	22 (15,49%)	2 (1,40%)
Spain N=142	18,57%	15,18%	29,80%	19,44%	11,67%	5,34%

Lack of answers: Italy: 35.

6.1.7. He/She prefers other activities than studying

	1	2	3	4	5	I don't know
Bulgaria N=293	29 (9,90%)	38 (12,97%)	103 (35,15%)	53 (18,09%)	38 (12,97%)	32 (10,92%)
Italy N=200	60 (37,27%)	20 (12,42%)	22 (13,66%)	17 (10,56%)	34 (21,12%)	8 (4,97%)
Poland N=217	34 (15,67%)	28 (12,90%)	72 (33,18%)	33 (15,21%)	31 (14,29%)	19 (8,75%)
Spain N=142	6 (4,23%)	29 (20,42%)	40 (28,17%)	10 (7,04%)	52 (36,62%)	5 (3,52%)
In total N=852 (weight average)	15,50%	13,67%	30,16%	14,85%	17,30%	8,52%

Lack of answers: Italy: 39.

Comments to this question:

Poland:

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

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

6.2.1. Decision making and problem solving

	1	2	3	4	5	I don't know
Bulgaria	9 (3,07%)	26 (8,87%)	100 (34,13%)	94 (32,08%)	41 (13,99%)	23 (7,86%)
Bulgaria N=293	8 (4,4%)	4 (2,2%)	58 (31,87%)	52 (28,57%)	54 (29,67%)	6 (3,29%)
Italy N=200	3 (1,38%)	15 (6,91%)	81 (37,33%)	78 (35,94%)	33 (15,21%)	7 (3,23%)
Poland N=217	-	25 (18,52%)	31 (22,96%)	39 (28,89%)	19 (14,07%)	21 (15,56%)
Spain N=142	2,59%	8,08%	33,36%	32,05%	17,33%	6,59%

Lack of answer: Spain: 7; Italy: 18.

6.2.2. Creative thinking and critical thinking

	1	2	3	4	5	I don't know
Bulgaria N=293	9 (3,04%)	20 (6,76%)	85 (28,72%)	100 (33,78%)	70 (23,65%)	12 (4,05%)
Italy N=200	6 (3,3%)	8 (4,4%)	36 (19,78%)	63 (34,62%)	67 (36,81%)	2 (1,09%)
Poland N=217	3 (1,38%)	9 (4,15%)	61 (28,11%)	95 (43,78%)	39 (17,97%)	10 (4,61%)
Spain N=142	-	33 (23,24%)	31 (21,83%)	23 (16,20%)	23 (16,20%)	32 (22,53%)
In total N=852 (weight average)	2,36%	7,41%	26,13%	34,55%	23,97%	5,58%

Lack of answers: Italy: 18.

6.2.3. Effective communication and maintaining good interpersonal relationships

	1	2	3	4	5	I don't know
Bulgaria N=293	12 (4,10%)	23 (7,85%)	88 (30,03%)	105 (35,84%)	44 (15,02%)	21 (7,16%)
Italy N=200	4 (2,05%)	2 (1,03%)	43 (22,05%)	60 (30,77%)	83 (42,56%)	3 (1,54%)
Poland N=217	1 (0,46%)	13 (5,99%)	60 (27,65%)	84 (38,71%)	57 (26,27%)	2 (0,92%)

Spain N=142	-	19 (13,38%)	19 (13,38%)	80 (56,34%)	9 (6,34%)	15 (10,56%)
In total N=852 (weight average)	2,36%	6,59%	26,08%	37,66%	22,46%	4,85%

Lack of answers: Italy: 5.

6.2.4. Self-awareness and empathy

	1	2	3	4	5	I don't know
Bulgaria N=293	9 (3,07%)	23 (7,85%)	91 (31,06%)	108 (36,86%)	56 (19,11%)	6 (2,05%)
Italy N=200	5 (2,73%)	8 (4,37%)	50 (27,32%)	50 (27,32%)	63 (34,43%)	7 (3,83%)
Poland N=217	3 (1,38%)	12 (5,53%)	61 (28,11%)	102 (47%)	36 (16,59%)	3 (1,39%)
Spain N=142	11 (8,21%)	19 (14,18%)	27 (20,15%)	38 (28,36%)	14 (10,45%)	25 (18,65%)
In total N=852 (weight average)	3,10%	7,24%	28,50%	36,68%	20,58%	3,90%

Lack of answer: Spain: 8; Italy: 17.

6.2.5. Coping with emotions and managing stress

	1	2	3	4	5	I don't know
Bulgaria N=293	21 (7,17%)	44 (15,02%)	110 (37,54%)	91 (31,06%)	21 (7,17%)	6 (2,04%)
Italy N=200	11 (5,98%)	24 (13,04%)	49 (26,63%)	43 (23,37%)	49 (26,63%)	8 (4,35%)
Poland N=217	13 (5,99%)	25 (11,52%)	91 (41,94%)	74 (34,1%)	12 (5,53%)	2 (0,92)
Spain N=142	17 (13,18%)	54 (41,86%)	10 (7,75%)	18 (13,95%)	24 (18,60%)	6 (4,66%)
In total N=852 (weight average)	7,22%	16,37%	33,61%	28,65%	11,68%	2,47%

Lack of answer: Spain: 13; Italy: 16.

Comments to this question:

Poland:

- Part of the survey is not adequate for a child attending the first grade.
- Lack.
- :)

2.1.3.35. General conclusions

The fourth research group are parents. 852 parents / caregivers of primary and junior secondary school students took part in the study. 242 are men and 606 are women. Parents of students are a group with a wide range in terms of age (from less than 30 years to over 60 years) and mainly are the of countries' nationalities. More than half of the research group are parents of primary school students, and the second group are parents of junior secondary school students.

As for the level of early school leaving, a significant part of parents do not know this level. According to the parents who declared their knowledge of the level of early school leaving, this is mainly on an average level (10% -14%). About 1/5 of parents declared that this is a very low level (less than 4%).

Below we present the research results by category from the parents' questionnaire.

1) **School and its surroundings**

Parents in all countries believe that the school area is rather (48,06%) or definitely (32,09%) safe for students.

Similarly, when it comes to ensuring safety for students at school. In total results according to 43,19% of parents at school, rather there is no risk to students' safety. But in Italy almost 39% of parents believe, that there absolutely is risk for students' safety in the school buildings.

The condition of school buildings according to parents in every country is good. Respectively, 38,59% and 47,83% of parents strongly and rather think that the school buildings are comfortable (e.g. well-heated, bright, etc.) for students.

In Bulgaria, Italy and Poland equipping students with school materials received at school according to parents is rather good. In total results 42,48% and 26,52% of respondents believe that the school rather or absolutely provides students with materials such as books and teaching aids. But in Spain 34,51% and 31,69% of parents absolutely not or rather not agree with this statement.

According to the total results 26,25% of parents believe that the school rather allows for experiments. This is definitely what 16,68% of parents think. But 20,40% think that it happens sometimes.

The infrastructure of school buildings allowing the implementation of additional classes for students according to parents in every country is good. Accordingly, 42,16% and 27,92% of parents rather or strongly believe that the school provides students with space for additional activities such as sports, theatre, music, etc.

The school's offer in the area of additional events and classes for students was also quite well appreciated by parents from all countries. 38,11% rather and 32,41% definitely think that additional events such as discussion clubs, sports activities, special events etc. are organized at the school.

The total results shows, that according to parents, students rather (36,18%) or definitely (37,71%) willingly take part in events organized at school.

According to the total results 22,17% of parents do not know if students from other cultures go to school. 22,65% of parents think *Rather yes*, and 24,85% *Absolutely yes*.

However, the attitude of the parent to the presence of students from other cultures at school is rather positive in every country. Appropriately, 35,43% and 20,12% of parents consider this to be a definitely or rather positive phenomenon. But as many as 21,28% of parents have indicated the answer *I do not know / Not applicable*.

The parent's satisfaction with the support provided to students in terms of early school leaving is quite good in all countries. In total results 31,14% and 25,26% of parents said that the school is rather or definitely helping students who are at risk of dropping out. However, as many as 25,36% chose the answer *I do not know / Not applicable*.

Similar results have been obtained in a following aspect, which is the satisfaction of the parent with the support provided to the students in the situation of the risk of failure to the next class. According to 34,76% and 24,31% of parents in all countries, the school is rather or definitely helping students at risk of failure. 18,55% of parents chose the answer *I do not know / Not applicable*.

The total result shows, that according to parents, the school rather (33,47%) or definitely (28,57%) helps students who are at risk of poor school achievement (e.g. receive low grades, have educational gaps, negative opinion, etc.). But the results achieved in Spain shows, that 57,04% of parents believe that it happens only sometimes.

However, when it comes to risky behaviours, the vast majority of parents in Bulgaria (31,4%), Italy (35,39%) and Poland (46,97%) do not know (or not applicable) whether the school helps students who reveal risky behaviours such as drinking alcohol, smoking cigarettes and taking drugs. And parents in Spain (32,39%) said that it happens sometimes. The total results are divided quite equal among the answers, but the highest score is for the answer *I do not know / Not applicable* (32,71%).

According to parents, discrimination of pupils from minorities (ethnic, cultural, national, etc.) by other students is different in particular countries. According parents from Bulgaria (27,99%) and Poland (55,60%) it does not concern them. According to 39,59% of parents from Italy situations of discrimination of minority students definitely do not happen, but according to 52,11% of parents in Spain, they rather happen.

Also in next category the answers are diverse. Support for discriminated students from minorities (ethnic, cultural, ethnic, etc.) from the school side, according to 41,94% of parents in Poland and 34,31% of parents in Bulgaria, does not apply. On the other hand, 28,57% and 18,89% of parents in Poland and 28,83% and 15,33% of parents in Bulgaria believe that the school rather or definitely helps (or would help) discriminated minority students. 48,59% of parents in Spain think that the school rather helps those students, and 35,42% of parents in Italy absolutely think so.

Parents find it difficult to assess the level of aggressive behaviour or violence at school and the answers are very various in particular countries. The total answers are quite equal divided

between particular answers. The most often answers in particular countries are as following: in Bulgaria – 29,01% - *sometimes*; in Italy – 30,61% - *absolutely no*; in Poland – 33,64% - *I don't know*; and in Spain – 45,77% *rather yes*.

According to parents from all countries, students can count on school support in dealing with aggression, violence from others. According to the total results 30,38% and 30,19% of parents believe that the school rather or definitely helps (or would help) students who are victims of aggression and / or violence.

According to the total results parents believe that school rather (42,32%) or definitely (31,48%) is a place where students can get help if they need it. Only parents from Spain don't agree with it. According to 45,77% of them, school rather isn't such place.

Parents in all countries rather (39,03%) or definitely (31,08%) are involved in the school's activities, which proves the good cooperation of parents with the school.

The total results shows, that the subject of integration / tolerance according to 42,02% of parents is rather implemented at school, and according to 35,41% of parents, the school definitely draws attention to these topics.

2) School's relations of students

The total results show that parents are rather satisfied with the school relationships of students with:

- school management (Rather yes – 41,03%, Absolutely yes – 23,47%)
- employees of the "service" of the school (Rather yes – 45,14%, Absolutely yes – 31,61%)
- with tutor, class teacher (Absolutely yes – 52,59%, Rather yes – 35,97%)
- teachers (Rather yes – 48,59% , Absolutely yes – 28,13%)
- other students (Rather yes – 47,92%, Absolutely yes – 37,43%)

Parents in all countries are also rather satisfied with the treatment / assessment of students. 43,42% of parents think that teachers are rather fair to students, and 25,89% definitely think so, but 19,60% of parents think that teachers are fair sometimes (24,65% of parents from Spain think that way).

3) Parents' opinion about school

According to parents from all countries, students accept their school. 44,02% and 40,75% of parents stated that their children rather and definitely liked their school. And also (question 5.4) 45,36% and 37,37% of parents said that students are rather and absolutely willingly go to school.

Total results also shows that parents are rather (48,60%) or definitely (38,41%) satisfied with the school's duty to take care of students.

All parents are also rather (43,98%) or definitely (32,41%) satisfied with the level of teaching at school.

The parents feel good about the safety of the pupil at school. According to 46,19% and 41,67% of all parents, children feel rather or definitely safe at school. Only in Spain 30,99% of parents said that children sometimes feel safe at school.

The total results shows that children rather don't (32,09%) or absolutely don't (29,27%) face aggression from their colleagues.

Parents from all countries are rather (42,40%) satisfied with developing students' interests and life skills at school. However, 20,86% marked the answer sometimes. The big group of parents (36,62%) from Spain said, that they are rather not satisfied with this area.

All parents are definitely (34,51%) or rather (53,50%) satisfied with the relationship with the class teacher.

Similarly when it comes to relations with other teachers. 39,06% and 34,95% are rather or definitely satisfied with contacts with other teachers.

4) Learning styles of students

Preferred learning style of students according to parents (total results):

- They learn by heart because they do not understand everything - level 1 (31,88%), level 3 (25,07%),
- They learn with understanding - level 5 (33,65%), level 4 (28,21%)
- They do not learn at all because they remember everything from class - level 3 (26,34%), level 1 (22,48%), level 2 (20,65%)
- They learn through trials and errors - level 3 (30,39%), level 4 (26,98%)
- They learn by solving problems - level 4 (30,97%), level 3 (27,30%)
- They learn by imitation - level 3 (29,80%), level 4 (19,44%), level 1 (18,57%)
- They prefer other activities than learning - level 3 (30,16%)

The above results show that parents assess the individual learning styles of students rather well. They believe that students do not learn by heart, but rather with understanding. Some parents also think that students remember a lot from classes and do not have to learn at home. Both learning by trials and errors and by solving problems have been highly rated by parents, which means that students quite often use such learning styles.

Life skills of students according to parents (total results):

- Decision making and problem solving - level 3 (33,36%), level 4 (32,05%)
- Creative thinking and critical thinking - level 4 (34,55%), level 3 (26,13%), level 5 (23,97%)
- Effective communication and maintaining good relationships - level 4 (37,66%), level 3 (26,08%), level 5 (22,46%)
- Self-awareness and empathy - level 4 (36,68%), level 3 (28,50%), level 5 (20,58%)
- Coping with emotions and stress management - level 3 (33,61%), level 4 (28,65%)

The above answers show that parents assess the level of all life skills of their students rather well. Each skill is dominated by levels 3 and 4. Particular attention should be paid to the ability to communicate and maintain a relationship that has the highest scores of every life skills.

3. *General conclusions and summary of the research*

In total, 1017 primary school and gymnasium (lower secondary school) students aged between 10 and 16 (one student aged 9) took part in the study. 52,5% of the research group are boys (557 students) and 47,5% are girls (460 students). In the survey took part 563 students in Bulgaria, 126 students in Italy, 227 students in Poland and 151 students in Spain. 55 primary school classes took part in the research of pupils up to the age of 10. They were three classes of different grades according to the particular countries' educational systems. The students were from the first up to fifth grade. The survey covered a total of 1094 students (530 boys and 564 girls). The study involved 595 teachers aged from less than 30 years to 60 years and more. 121 of them were men, and 471 of them were women. The fourth research group are parents. 852 parents / caregivers of primary and junior secondary school students took part in the study. 242 are men and 606 are women. The research group was representative of the students', teachers' and parents of the students' environment. The study involved schools from large cities, small suburban villages, and rural areas to get the widest and most complete picture of the situation of children at school.

The final conclusions were based on research hypotheses posed during the research.

The results collected in **the first research group (Group A) - students over 10 years of age** refer to several areas of students' lives: general well-being at school, school relationships, level of acceptance, the importance of learning for students, emotional and social development.

1. In the area concerning **the general well-being** of the student at school, we can say that:
 - 1.1. students have a high sense of belonging to a group or school community (which is confirmed by the data collected in question 2.11 - students sometimes (29.15%), rather yes (32.68%) and definitely yes (24.72%) believe that they belong to their school), they feel fairly treated (although as many as 33.08% of students think that they are treated too harshly), rather show a willingness to learn and motivation to learn (34.10% of all students think that sometimes going to school it is interesting, the remaining answers are distributed quite evenly with a slight advantage for the answer, rather yes, and definitely yes), which positively affects the level of their overall satisfaction with the school. This is also confirmed by the fact that pupils sometimes or rather like their school.
 - 1.2. We can also say that the high sense of safety of students at school and in its surroundings (over 40% for answers rather yes and more than 30% for responses definitely yes in terms of the environment and over 50% for answers definitely in terms of safety of students at school), great satisfaction with the equipment received at school (over 50% of students answered that they are definitely satisfied in this area) and school buildings have a positive impact on student satisfaction with school infrastructure and equipment, arouse curiosity for learning and create a climate conducive to learning.
 - 1.3. The way of teaching and additional classes at school affect the level of student satisfaction with classes (which is expressed by high attendance at school); in

addition, students are more eager to take part in events organized at the school. In this area, the collected results allow us to notice that students believe that they have too few practical classes based on experience and experiments. This situation applies especially to students in Bulgaria and Poland, students from Spain and Italy assessed this area better. Certainly the way of teaching influences the students' educational success and this area should be taken into account in further activities in the project. On the other hand, according to students, the school provides space for additional activities and students notice that the school organizes additional events (60.05% of all students answered definitely yes). Students sometimes (22.60%), rather (24.73%) or definitely (35.31%) like to take part in additional school events, which proves that they feel good at school and want to take advantage of the additional offer of classes.

- 1.4. Another hypothesis states that support from the school in risk situations makes the student feel comfortable, which in effect affects the level of student satisfaction with school work, does not result in interruption of education. This hypothesis was confirmed in the results. Students rather (29.84%) or definitely (15.67%) receive support from the school in the risk of dropping out. Even higher results were obtained in the field of helping students in a situation of risk of failing to pass to next class and helping students who are at risk of poor academic achievement (e.g. receive low grades, have educational gaps, do not do homework, have a negative opinion, ...). It should be noted that in this area quite high results were also obtained in the "I do not know / not applicable" answer - respectively above 17%, 16% and 10%. We can therefore claim that students receive support from the school in the above-mentioned, however, there are some students who lack this support and this may also be an area for intervention.
- 1.5. The presence of students from other cultures, their acceptance by the environment and school support have an impact on the level of satisfaction of students from other cultures; while the general student community feels that they are learning in a tolerant environment. Over 40% of all students answered that students from other cultures are rather or definitely present in their schools. Only in Italy, the largest group of students (29.6%) replied that there are no pupils from other cultures in their community. However, as many as 19.46% of all students replied that only sometimes it is a positive phenomenon, and as much as 21.19%, that they do not know, or it doesn't apply them. On the other hand, over 40% of students believe that this is a rather or definitely positive phenomenon. As can be seen from the collected results, we can say that this area may require intervention to strengthen the acceptance of students from other cultures and to build an open, integrated and tolerant school community. About 40% of students believe that situations of discrimination against students from other cultures do not happen or rather do not happen in their school, but as much as 27.30% of all students think that sometimes such situations take place. This is another confirmation that the area of integration, building a school community, team building requires intervention in the next steps of the project. However, students think that school rather (31.42%) and definitely helps (22.66%) (or

would help) students who are discriminated or ridiculed due to belonging to a minority (ethnic, religious, sexual and other).

- 1.6. The educational intervention of the school in risky situations (including violence at school) affects the student's level of school satisfaction in the area of risky behaviour and aggression, because the student is aware of support and care. Students rather (30.18%) or definitely (16.16%) think that the school helps students who reveal risky behaviours, such as drinking alcohol, taking drugs, smoking cigarettes. Almost 15% of students said that this situation does not apply to them. However, on the other hand, students state that situations of aggression and violence occur in their schools (sometimes - 23.70%, rather yes - 18.10% and definitely yes - 32.59%). Also, as you can see, this area requires intervention - how to solve conflicts, how to deal with difficult situations. Students, however, know that they can count on school support in violence - almost 45% of all students answered definitely yes. Students also think that school rather (32.58%) and definitely (35.50%) would help them in a situation where they would need help. According to students, the school definitely and rather focuses on the topics of tolerance and integration. As you can see from the presented results students feel support from the school, but they think that there are situations of violence and aggression in the school - and this area of coping in conflict situations should be taken in further project activities.
- 1.7. From the collected results, we can see that students believe that their parents sometimes (25.91%), rather (19.15%) and definitely (25.89%) engage in the life of the school. Parents' participation in the life of the school, their involvement in its work, according to the surveyed students reflects the social respect to the institution which is the school and builds positive attitude and respect among students.

2. School relations

- 2.1. Students have rather and definitely good contact with school staff (management, administrative staff) and with teachers (especially with their tutor) which affects the level of student satisfaction with the school's employees, due to the possibility of reporting problems directly to the student and hoping for support. However, in each of the questions about relationships with individual employees of the school (with the exception of the relationship with the tutor) a large proportion of students (about 20% -30% answered that sometimes he /she has good contact). Students also feel rather (35.84%), sometimes (28.11%) and definitely (21.27%) fair treated by teachers. They also claim that teachers encourage them to express their views and opinions and that they can count on the help and support of teachers (rather - 38.87%, definitely yes - 27.32%). We can say that students are satisfied with their relationships with school staff, especially with the tutor, which certainly has a positive effect on their educational success and school functioning.
- 2.2. Another hypothesis concerns the relations between students and other students. Good contact with other students contributes to the friendly school atmosphere, gives the chance to make students' friendships, which affects the level of student satisfaction with relationships with other students. 26.08% of students rather and 49.53% definitely think that they have good contact with other students. Pupils also

say that they like to stay together, that their classmates are kind and helpful and accept them as they are (rather yes - 37.30%, definitely yes - 34.39%). The results show that students are satisfied with their relationships with colleagues.

2.3. Parents' participation in the pupil's school life, good orientation in terms of pupils' acquaintances and friendships as well as opinions expressed about their children's colleagues, awareness of the quality of the school environment have an impact on his assessment of the parents' involvement in the school's work. 72.23% of all students think that their parents are ready to help them if they have problems at school. According to students, parents sometimes (21.59%), rather (23.07%) and definitely (33.13%) willingly come to school to talk with teachers. 73.02% of parents encourage students to learn well. The above results show parents' involvement in students' school life and their educational success.

3. Student's well-being at school - acceptance level

3.1. Students have a high level of acceptance in relation to the following traits: origin (53.03% students definitely not and 13.89% do not feel bad because of their origin), skin colour (68.42% of students do not feel bad about this reason), the way of speaking (59.55% of students do not feel bad because of their language or accent), sexual orientation (77.45% of students do not feel bad about it), material status (63.46% of students definitely not feel bad for this reason), physical features such as hair colour, height, weight (51.12% of students do not feel bad because of it, although 18.01% of them sometimes feel bad because of their appearance), disability (54.03% of pupils do not feel bad because of it, although 17.2% of them sometimes feel bad because of their disability) (as shown by the last two characteristics, self-confidence, self-esteem, coping with emotions is another area that may be required future interventions), confessions and other influences on the pupil's well-being at school. Regarding the way of learning (e.g. being a so-called "nerd", "stupid", etc.), pupils do not feel strongly (51.48%) and rather bad (18.88%), but as much as 17.82% of pupils sometimes feel bad because of that. We can therefore conclude that another area - motivation to learn, learning difficulties - may require further intervention.

4. The importance of learning for the student

4.1. The importance of learning and learning opportunities for the student is demonstrated by: independent mobilization, effort, given time, cognitive curiosity, in a word, awareness of the factors on which learning results depend. In support of this hypothesis, we can present results that show that learning is important to students (rather yes - 32.46% and definitely yes - 41.25%), over 46% of students self-mobilize for learning (and 34.32% sometimes mobilizes themselves), more than 54% of pupils put in extra effort to understand the issues raised at school, however 43.09% of all students only sometimes devote time to deepening certain topics. Students think that learning new things is an interesting challenge, however, 29.83% think that only sometimes. The last three aspects indicate that special attention should be paid to the area of mobilization, motivation for learning and development among students, as an important factor of intervention in future activities. Students also think that leaving education has rather or definitely negative consequences. A large group of

students (13.21%) pointed out that this problem does not concern them. Particularly noteworthy is the fact that among many factors influencing the results in learning, which were mentioned by students, primarily focused on those dependent on them: their own commitment, talents, time devoted to learning. They also paid attention to help from parents and to teachers' work, but with a lower extent. Students can especially count on help from parents and teachers when they have learning difficulties. In summary, we can say that students are aware of the importance of learning, but their motivation to learn still requires work.

- 4.2. The ratio of other students (for 24.74% of them sometimes and for 36.52% of them rather learning is important), teachers (and parents) for learning and learning opportunities have an impact on the perception of learning / learning for the student. Students do not have the feeling that both parents and teachers expect too much from them, which may indicate that they do not feel exceptional pressure and that the requirements are adapted to the students' abilities.
- 4.3. Defining the student's preferred learning style, awareness of an individual and effective way of learning. Students admit that they are learning by heart, because they do not understand everything from classes (levels 3 and 4 dominate), but on the other hand they declare that they learn with understanding (levels 3, 4 and 5), rarely or never do not learn at all because they remember everything from classes (level 1, 2 and 3), rather they learn through trials and errors (levels 3, 4 and 5), but when it comes to learning by solving problems, the situation looks a bit different (3 and 1 levels dominate), rather they do not learn by imitation (levels 1,2 and 3). Students also prefer other activities than learning (level 3 and 5). As you can see from the presented conclusions, students point to different styles of learning, although they try to learn with understanding, through trials and errors. But on the other hand, they admit that they learn by heart and prefer other activities than learning. This may indicate the need to work on the motivation to learn and developing different styles of work with students.
- 4.4. Assessment of one's own life competences, plans for the future, defining one's own and strengths has an impact on determining the level of student's life competences. The students rated their life competencies highly. Each of the categories of competence, namely: decision making and problem solving, creative thinking and critical thinking, effective communication and maintaining good interpersonal relationships, self-awareness and empathy, dealing with emotions and stress management were assessed at levels 3, 4 and 5. However, one must take into account the fact that in some competencies, these results were lower than in others. Especially the last competence requires further intervention and work.

It should be emphasized, however, that some students were able to precisely define their plans for the future and even link them to their strengths. However, many students did not answer the question about strengths, or could not name them. Thus, the area of self-awareness, knowledge of one's own competences may require intervention and further work in project activities. Despite a fairly high assessment of individual competences, it is necessary to work in this area, due to

difficulties with student self-reflection, as evidenced by the lack of determination of some of their strengths by some of them.

5. Social and emotional development

5.1. The first hypothesis in the area of social and emotional development of students says that activity, openness in contacts, assertiveness, and compliance with rules have an impact on the level of cooperation skills and work of the student in the group. Based on the results we can say that students rather (25.90%) and definitely (43.71%) like to be in a group of peers, but do not necessarily like to lead a group, be a leader - only in Bulgaria over 27% definitely like to be a leader, in other countries the responses were more evenly distributed, with the advantage of rather not, or definitely not, sometimes. Students are sometimes or rather interested in what their friends do, they are active during the lesson, but they are rather and more definitely active when playing with their friends. Students are willing to cooperate in a group (over 57%), they are rather (38.33%) open in contacts with adults, they respect (over 65%) the rules in the group and try to act in accordance with them. Over 67% of them estimate that it is easy for them to establish contacts with other students. Students also willingly invite their colleagues to play and help their colleagues if there is such a need (43.53% of students answered definitely yes). Over 69% of students are aware of their rights, and 77% of them respect the rights and freedoms of others. However, as many as 36.78% of students only sometimes talk about matters important to them, which may indicate the need to work on improving the assertiveness among students. However, we can assess that the level of cooperation and work of students in the group is at a fairly high level.

5.2. Knowledge of emotions, awareness of one's emotions, awareness of the causes of specific emotions is decisive in dealing with emotions by the student. Over 57% of students usually have good mood and easily show their well-being, but almost 30% only sometimes. Students declare that they can understand the feelings of others, but as much as 26.22% only sometimes. It is not difficult for students to explain to their friends what they feel, but for over 30% this is a problem. In stressful situations, students tend not to hide in themselves but over 27% do so at times, and as much as 40% do so - this proves that coping with stress is another important area requiring intervention in further project activities. Students sometimes know what emotions they feel at a given moment, but in this question answers are almost evenly distributed. Students usually know why they are bad, but over 22% sometimes, and over 31% do not know. It is very important for students (over 63%) to know what their friends feel, which shows their maturity, they also try to understand why their friends are upset. Students can also determine what the person they talk with feel, but over 29% of them only sometimes.

As you can see from the presented conclusions, students realize the importance of the area of dealing with emotions. A lot of students declare that they can deal with emotions, however, there is still a large group of students expressing difficulties in this area. Thus, it seems necessary to take up this topic in the further activities of the project.

5.3. The last hypothesis in this research group says that assertiveness, reactions in conflict situations, provoking conflict situations have an impact on the level of students' ability to cope in conflict situations. On the basis of the results we can say that students can refuse, however, as many as 1/5 of them only sometimes - therefore the aspect of assertiveness should be strengthened and developed among students in further project activities. Students tend to avoid conflict situations, but again about 1.5 of them only sometimes. They try to deal peacefully in conflict situations - however, over 25% only sometimes. Rather, they do not behave aggressively towards their colleagues in problematic situations. In conflict situations, they do not get offended, but over 16% sometimes do. Students do not often cause conflicts, but over 16% sometimes do so, and 10% do it. The results show that the area of coping in conflict situations is difficult for the youth and requires intervention in the next stages of the project. The level of their coping skills seems to be quite good, but there is a large group of students who need support and work in this area.

The results collected in **the second research group (Group B - students below 10 years of age)** refer to the following areas: students' well-being at school, social and emotional development of pupils, the importance of learning for students. Considering the age of the students, the questionnaires were filled in by teachers on their behalf, and the pupils completed the study with visual art presenting their school experiences.

1. Student's well-being at school

We assume that the school and its surroundings are important for the well-being of the child, in particular:

According to the first hypothesis, what students like to do at school, affects the overall satisfaction of the student from school. Based on the results, we can say that students rather (47.70%) and definitely (41.97%) like their school. Based on the drawings, we can see that students like to spend time actively in school, like having fun with other students, they also like some subjects such as national language, maths, arts or nature and sports activities. They also like additional activities such as theatre, trips, etc. It was emphasized that students like to learn through experience and experiments. Among other aspects of school life, which has an impact on the general level of students' satisfaction from school, the presence of stressful situations and the need to work in the area of coping with stress as a very important factor in the student's life were also indicated. This is an aspect that requires intervention in further project work. Attention was also paid to promoting good relationships and preventing problem situations and conflicts at school as well as the area of dealing with emotions as factors requiring further work.

1.1. The feeling of safety at school (and its surroundings), equipment and school buildings have a positive impact on the level of student satisfaction with the infrastructure and equipment of the school, arouse curiosity for learning and create a climate conducive to learning. With reference to this hypothesis, we can say that students feel rather (48.17%) and definitely (44.24%) safely at school. They are (54.72%) or definitely (37.64%) satisfied with the buildings in which the lessons take place and are rather

(32.46%) and definitely (43.89%) satisfied with the materials received at school - although students in Spain and Italy in this last aspect are definitely less satisfied than their colleagues from Bulgaria and Poland.

- 1.2. The way of teaching and additional school activities have an impact on the level of student satisfaction with classes (which is expressed by high attendance at school); in addition, students are more eager to take part in events organized at the school. This hypothesis was confirmed in the results of the research. The youngest students sometimes (27.42%), rather (31.42%) and definitely (21.92%) have the opportunity to carry out experiments and experiments during classes, which positively affects their level of satisfaction with the classes. In addition, over 69% of students believe that the school provides space for additional events and activities, over 80% of them believe that the school organizes such additional classes, and over 93% of students willingly take part in such additional activities, which indicates a high degree of students' satisfaction with the additional school offer.
- 1.3. Support from the school in risk situations means that the student does not feel isolated, which in effect affects the level of student satisfaction with school work, does not result in interruption of education. As the results show, pupils rarely (21.29%) or never (17.16%) encounter situations of violence, however, over 30% of youngest students sometimes encounter such situations, and over 19% rather yes. This testifies to the need to work on coping in conflict situations from the youngest school years, so as to solve them without violence. In the case of violence, over 71% of pupils can count on support from teachers (but 21.80% only sometimes can count on such support - which may result from the situation that teachers do not know about all the situations of aggression and violence that take place at school). However, 85.50% of respondents believe that the school is a place where students can get help if they need it. It can be seen that students receive support at school, which positively affects the level of their satisfaction with school.
- 1.4. The presence of students from other cultures, their acceptance by the environment and school support have an impact on the level of satisfaction of pupils from other cultures; while the general pupil community feels that they are learning in a tolerant environment. According to the obtained responses in the student community, sometimes (22.94%), rather (21.52%) and definitely (28.30%) are students from other cultures. For a significant proportion of students (over 55%) this is seen as a positive phenomenon. However, it should be emphasized that part of the group chose the answer that this situation does not concern them or does not consider this as a positive phenomenon. Therefore, it indicates the need to work in the area of integration and openness, building a student team.
- 1.5. Another hypothesis is that good contact with school staff (teachers and administrative staff) affects the level of student satisfaction with the relations with the school staff, due to the possibility of direct reporting of troubling problems and hope for support. With reference to this hypothesis, we can say that over 94% of students are satisfied with their relationship with the teacher / tutor. The youngest students also have good contact with the school management and secretarial staff.

Good relations positively affect their satisfaction with school and are conducive to educational success.

- 1.6. Good contact with other students contributes to the friendly school atmosphere, gives the chance to make student friendships, which affects the level of student satisfaction with relationships with other students. Over 97% of students have a positive or rather positive assessment of their relationships with other students. This promotes building a good atmosphere in class and school.

2. Social and emotional development

- 2.1. In the next hypothesis, we argue that activity, openness in contacts, assertiveness, and compliance with rules have an impact on the level of cooperation skills and work of the student in the group. The collected data show that 100% of the youngest students are happy to be in their peer group, while in these groups rather (30.90%) or definitely (39.15%) is the leader or several leaders. One should note the difference in this aspect in the context of a group of students over 10 years of age, in which only a few students declared that they liked and wanted to be a leader. 100% of students are interested in what their peers do, and over 91% of them are active during the lesson (in the older group this aspect has achieved a lower score), and over 97% are active while playing in the group. Students rather (54.52%) and definitely (37.83%) willingly cooperate in a group. They are also open in contacts with adults (over 88%). Students rather (64.93%) and definitely (22.14%) respect the principles prevailing in the group, and their attempts to make contact are rather (61.22%) understood by other children. Over 82% of students encourage their peers to play and activity, and over 81% of them try to comfort their friends and help them. Students are rather (53.42%) aware of their rights and (62.39%) respect the rights and freedom of other students. Over 72% of pupils speak about matters that are important to them - which is different in the group of students over 10 years of age. As we can see from the presented results, it appears that students work well in a group and are sensitive to each other.
- 2.2. Knowledge of emotions, awareness of one's emotions, awareness of the causes of specific emotions is decisive in dealing with emotions by the student. Students (45.57%) can express their feelings in a manner adequate to the situation, but over 30% can do it sometimes. Over 90% of students can show positive emotions, e.g. satisfaction, joy. 61.97% of students are able to recognize and name the emotions and experiences of other students.
- 2.3. Assertiveness, reactions in conflict situations, provoking conflict situations have an impact on the level of students' ability to cope in conflict situations. Students up to 10 years of age rather (44.26%) avoid conflict situations, but as much as 34.59% only sometimes avoid them. In such situations, students sometimes (42.24%) and rather (43.68%) try to deal in a peaceful way. Probably not (37.97%) behave in such situations aggressively, but as much as 39.09% sometimes reacts with aggression - it is undoubtedly a factor for further work in project activities - how to deal with conflict situations. In such situations, students sometimes offend (43.94%), which only confirms the need to work with students in this area. 55.45% of students rather do

not provoke conflict, but as many as 31.51% of them sometimes provoke such situations.

In general descriptions of emotional and social development of pupils, despite generally good development of students in these areas, respondents (especially from Spain) also paid attention to such aspects as: low self-esteem, a lot of aggression, fights, quarrels, bad emotional, aggressive, destructive behaviours. As you can see emotions are a topic that needs to be developed.

3. The importance of learning for the student

3.1. Defining the student's preferred learning style, awareness of an individual and effective way of learning. According to the respondents, students up to the age of 10 do not learn by heart, but rather with understanding. Some respondents also think that students remember a lot from classes and do not have to learn at home. Both learning through trials and errors, through problem solving and imitation have been highly evaluated, which means that students quite often use such learning styles. In the open answer, it was pointed out that students learn better when learning combines with pleasure, like learning through experience and working on a specific subject, which confirms the correctness of the development of younger students and their understanding by the surveyed teachers. Respondents also noticed that learning styles differ between students and depend on their temperament. One teacher pointed out that some students are not motivated.

3.2. The assessment of life competences has an impact on determining the level of student's life competences. Each skill has been highly rated, it is dominated by levels 3 and 4 (when 5 is maximum). Only in Spain the last category - coping with emotion and stress management was rated as rather or totally poor. According to the respondents, students' skills are at a good level, adequate to their age, students have and develop different competences (also individual and interpersonal). But of course there are some difficulties, especially in relation to individuals and certain group behaviours, and some skills and abilities are lacking.

The results collected in **the third research group (Group C-teachers)** relate to two areas: school and its surroundings, and school relationships.

1. School and its surroundings

The feeling of safety at school (and its surroundings), equipment and school buildings have an impact on the level of teacher satisfaction with the school's infrastructure and equipment. With reference to this hypothesis, we can say that teachers are satisfied with the school's infrastructure and equipment. This is evidenced by the results obtained in the following aspects. The area in which the school is located is rather (43.34%) and definitely (35.10%) safe according to the surveyed teachers. In school buildings there is no risk for the safety of students (according to over 60% of teachers). Over 85% of teachers believe that school buildings are comfortable for students, and over 84% of them believe that the school provides necessary materials and adequate equipment for students.

- 1.1. The way of teaching and additional classes at school affect the level of teacher satisfaction with classes and events organized at school. Teachers sometimes (20.79%), rather (35.88%) and definitely (29.94%) allow for practical experiments and experiences, which in turn is opposite to the students' responses in this aspect. According to teachers, the school provides and organizes additional classes for students (over 79% and 88% of teachers think so). Over 85% of teachers believe that students are willing to take part in additional initiatives. The presented results confirm the belief that the teaching method and the additional offer of the school positively affect the level of teacher satisfaction with classes and events organized at the school.
- 1.2. Support from the school in risk situations affects the level of teacher satisfaction with school work in terms of learning difficulties, interrupting learning. Over 80% of teachers believe that the school helps students in risk situations to drop out, and more than 77% believe that the school helps students who are in danger of failing to attend the next year. In contrast, over 94% of teachers believe that the school helps students at risk of poor school performance. As you can see according to teachers, students can count on school support in the area of educational failure.
- 1.3. The presence of students from other cultures, their acceptance and support of the school has an impact on the level of teacher satisfaction in the area of pupils coming from other cultures going to school. In this area, according to more than 52% of teachers in schools, there are students from various cultural groups, but 22.51% of teachers think rather not (mainly from Poland and Italy). However, over 63% of teachers consider this a positive phenomenon. It is worth noting that over 10% of teachers said that this situation did not concern them. Students from other cultures are not likely to be ridiculed by their peers, although the situation in Spain is slightly different than in other countries - in Spain, as much as 46.46% of teachers answered rather yes, which confirms the need to work in the area of integration, openness and acceptance. According to 61.52% of teachers, the school definitely helps discriminated students. As can be seen from the above results, the third research group pointed to the need to improve the area of integration and openness in schools.
- 1.4. The presence of risky situations and violence at school, school support in this area has an impact on the level of teacher satisfaction with school work in the area of risky behaviour and aggression. Over 68% of teachers believe that the school helps students who reveal risky behaviours, such as drinking alcohol, taking drugs, smoking etc. According to 35.39% of teachers, there have sometimes been situations of aggression and violence at school. The remaining answers are distributed quite evenly - about 30% that did not take place and 30% that they took place. A particularly large group of teachers from Spain (63.78%) say that such situations definitely take place at school. According to the respondents, the school definitely (over 65%) helps victims of violence, moreover, according to more than 90% of teachers, students can count on help from the school if they need it. Although over 93% of teachers said that the school is tackling tolerance and acceptance, it seems that this area requires further work, especially in the context of the presence of

violence and aggression at school. An important factor is the proper ability to deal with such situations by students - that is, coping in conflict situations and assertiveness.

- 1.5. Parents' participation in school life affects the perception of this commitment (assessment) by teachers. Teachers assess the level of parents' involvement in school life quite highly. 40.43% of them rather and 27.30% definitely notice parents' involvement, which indicates a high degree of teacher satisfaction with this commitment.

2. School relations

- 2.1. Good contact between students and school staff (teachers and administrative staff) affects the level of teacher satisfaction in the relationship between students and school staff. In this area, teachers seem to be satisfied with the prevailing relationship. Over 75% of teachers believe that students have good contact with school management, over 82% that students have good contact with secretarial staff. 46.26% of them rather and 44.09% definitely think that the students have good contact with the tutor, while more than 86% think that the students have good contact with other teachers. 52.67% of teachers strongly and 43.26% rather think that they are fair to students. And over 72% of teachers think that students can talk to their teachers about their personal problems. As you can see, the obtained results allow to conclude that the teachers are very satisfied with the prevailing relations at school.
- 2.2. Good student contact with other students affects the level of teacher satisfaction in the area of student relations. 58.22% teachers rather and 34.32% teachers definitely think, that students have good contact with other students, which confirms the high level of teacher satisfaction with student relations.
- 2.3. The participation of parents in the student's school life, the contact of parents with the teacher affects the level of teachers' satisfaction with the relations with the parents of pupils. Teachers rather (53.61%) and definitely (33.06%) assess their relationships with parents of students well. Over 83% of teachers often (at least once a month) inform parents about the progress of students, and more than 93% do so in an atmosphere of kindness and understanding. According to teachers, the school rather (29.37%) and definitely (65.82%) encourages parents to take an active part in its life. From the above answers we can conclude that good relations with the parents of pupils positively affect the level of teacher satisfaction in this area.

The results collected in **the fourth research group (Group D - parents)** refer to the following areas: school and its surroundings, school relations, general parent's opinion about the school, student learning styles and their life competences.

1. School and its surroundings

- 1.1. The first hypothesis in the fourth research group says that the feeling of safety at school (and its surroundings), equipment and school buildings have an impact on the level of parents' satisfaction with the school's infrastructure and equipment. Based on the data developed, we can say that according to parents (over 80%), the school is in a safe neighbourhood, and there are no (for more than 53% of parents) risks for students. However, 12.52% of parents think that such a risk at school is sometimes, and over 29% of parents believe that it is in school. Parents are also satisfied (over 86%) of the comfort of school buildings and the equipment they receive at school (over 69% of parents are satisfied in this aspect). The presented data show that both the sense of security at the school, as well as the equipment and school infrastructure are assessed positively by parents and parents are satisfied in the above-mentioned aspects.
- 1.2. In the next hypothesis, it was stated that the teaching method and additional school activities affect the level of parent's satisfaction with classes and events organized at school. Over 42% of parents believe that the school allows students to take practical actions, experiments and experiences, but as many as 20.40% of them think that only sometimes. It should be noted that the difference in results in this area in comparison with the results of group A - students over 10 years of age. According to parents, the school provides space for additional classes (over 70% of responses), organizes additional classes and events (over 70% of responses), and students are eager to take part in them (over 73% of responses). It can therefore be said that the way of teaching and the offer of additional classes positively affects the level of parent's satisfaction with school work in these areas.
- 1.3. Support from the school in risk situations affects the level of parent's satisfaction with school work in terms of learning difficulties and interrupting learning. We can see that parents are satisfied with the support they receive at school in terms of dropping out of school and learning difficulties. 31.14% of parents think that rather, and 25.26% of parents say that the school definitely helps students in the event of a risk of leaving school (25.36% of parents chose the answer "I do not know / do not"). We achieved similar results in the next question regarding the risk of not being ready for the next class (according to 34.76% of the respondents, and according to 24.31% of the respondents, the school definitely helps in the situation of risk of failure in passing to another class). According to more than 62% of parents, the school also helps students who are at risk of poor academic achievement (e.g. receive low grades, have educational gaps, negative opinions, slow pace of work ...). As we can see, parents feel that the school helps students in the above-mentioned areas, which positively affects their level of satisfaction with school work.
- 1.4. The presence of students from other cultures, their acceptance and support of the school has an impact on the level of parents' satisfaction in the area of presence of students from other cultures at school. In this area, we note that according to parents (over 47%) students from other cultures go to school, and 14.57% of parents say they sometimes go. This indicates a fairly high level of presence of students from other cultures in the student communities of the studied countries. According to over 55% of surveyed parents, this is a positive phenomenon. Over 39% of respondents believe

that students from other cultures are not ridiculed and discriminated at school, but as many as 19% think that such situations take place. 29.83% of respondents do not know or it does not apply them. This confirms the results achieved in other groups and the need to work in the area of integration and openness. According to more than 45% parents, the school helps (or would help) discriminated students (but 31.03% of them do not know, or the situation does not apply them). And more than 77% of them believe that the topics of tolerance and acceptance are discussed at school. The presented conclusions allow to state that parents are rather satisfied with the presence of students from other cultures at school and positively influences their assessment of the school.

1.5. The presence of risky situations and violence at school, school support in this area, affect the level of parent's satisfaction with school work in the area of risky behaviour and aggression. Over 37% of surveyed parents believe that the school helps students who reveal risky behaviours, such as drinking alcohol, taking drugs, smoking (but as much as 32.71% of respondents do not know / does not apply). According to 23.13% of parents, there are sometimes situations of aggression and violence at school. The remaining categories were almost evenly distributed - around 30%, that such situations happen and that they do not happen. Such data may indicate the need to take action in the area of dealing with conflict situations in a different than aggressive way. According to parents, the school definitely (30.19%) and rather (30.38 %) helps the victims of aggression and violence, and over 73% of parents believe that the school is a place where a student can get help if he / she needs it. So although parents realize that situations of aggression and violence happen in school, they are generally satisfied with the school's work in this area.

1.6. The participation of parents in school life has an impact on the assessment of the level of parents' involvement in the school's work. Based on the collected data, we can conclude that parents are rather (39.03%) and definitely (31.08%) involved in the school's life. Only 17.92% of them answered that they are sometimes involved.

2. School relations

2.1. Good contact with school staff (teachers and administrative staff) affects the level of parents' satisfaction in the area of their child's relations with the school's employees. In this area, the obtained results show that the students have good contact with the management (over 64% of answers), with secretarial staff (over 76%), with the class teacher / tutor (over 88%), with other teachers (over 76%), which proves their high level of satisfaction with the relationships that exist between students and employees (both administrative and didactic) of the school. Over 69% of parents think that teachers are fair to students, which additionally confirms the above thesis.

2.2. Good contact with other students affects the level of parental satisfaction in the area of student relationship with other students. Parents believe that students have good contact with other students (according to over 85% of surveyed parents), which positively affects their level of satisfaction in this area.

3. Opinion about the school

3.1. Safety at school, the level of childcare at school, the sense of safety of a student at school affects the level of parent's satisfaction with school work. Within the scope of this hypothesis, we have found that, according to more than 84% of parents, their children like their school, and over 87% of parents believe that the school is doing well to take care of children. The school also meets the expectations of 76% of parents in terms of teaching levels and methods. According to more than 82% of parents, their children willingly go to school and feel safe there (according to 87% of respondents). Over 61% of parents claim that their child has not experienced aggression or violence at school, but 22.02% of respondents say that sometimes such situations have occurred. It means the necessity of working in this area. The school also meets the expectations of over 60% of parents (and 20.86% sometimes) when it comes to developing children's interests and life skills. As we can see from the above results, the parents are rather satisfied with the work of the school areas.

3.2. Good contacts with teachers and the tutor have an impact on the level of parent's satisfaction from cooperation with the teaching staff. Parents rather (34.51%) and definitely (53.50%) estimate their contacts with the tutor, and also rather (39.06%) and definitely (34.95%) assess their contacts with other teachers well. This has a significant impact on their high level of satisfaction with cooperation with the teaching staff of the school.

4. The child's learning style

4.1. A parent's awareness of the child's preferred learning style will improve understanding and support. Parents assess the individual learning styles of students rather well. They believe that students do not learn by heart, but rather with understanding. Some parents also think that students remember a lot from classes and do not have to learn at home. Both learning through trials and errors as well as problem solving have been highly rated by parents, which means that students quite often use such learning styles. Awareness of the student's preferred learning styles allows parents to provide adequate support. However, it should be noted that there was a group of parents (a few percent) who had difficulty determining how their child learns.

4.2. Assessment of the level of children's life competences. Parents assess the level of all life skills of their children quite well. Each skill is dominated by levels 3 and 4.

On the basis of the results we can say that students rather accept their school and feel good in it. However, analysing the collected data, we have **identified several areas that require further work and reinforcement among students:**

- Motivation for learning / learning difficulties - Most students think that going to school is interesting only sometimes. In addition, students show additional work to understand the content provided at school, but the interest of students in expanding knowledge beyond the content provided at school is at an average level.

- Openness and integration / inclusion - presence of students from other cultures in the student community (e.g. as many as 67% of students from Spain responded that there are students from other cultures in their community).
- Self-awareness and development / Life skills - When it comes to life skills, the results show that students assess their life skills rather well. In each category, the skills are set at levels 3, 4 and 5. The students have a general idea of their own future, and some of them have specific plans for the future. However, a large group of students mentioned that they do not know their skills and strengths and it is difficult to tell them what they would like to do in the future.
- Assertiveness and dealing with conflicts - as research shows, almost half of students meet in a school situation with violence - developing these competences is conducive to dealing with such situations. 1/5 of students say that it is difficult for them to say NO in situations where they are being persuaded to do something they do not want to do. Students declare that they usually try to avoid conflict situations, which may be related to the fact that it is difficult for them to cope in such situations. Among other aspects of school life, teachers also paid attention to the prevention of problem and conflict situations as important elements of students' school life.
- Empathy and emotional management - Sometimes it is difficult for students to explain to others what they feel. The same applies to the ability to deal with emotions. Also a large group are students who sometimes do not know exactly what emotions they feel at the moment.
- Coping with stress - Among many aspects of school life, teachers paid attention to coping with stress as an important element of students' school life.

The analysis of all issues presented in this report proves that the problem of early school leaving is very complex. In principle, there is no one factor that could explain the discrepancy between the percentage of early leavers in individual countries or in Europe. Certainly, however, this is an area requiring intervention and actions that will allow young people to acquire such competences and skills that will allow them to achieve both educational and life success in the future.



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