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STUDENTS' OPINION POLL

ANALYTICAL REPORT



During the school year 2020-2021, a total of 121 classes teaching some 2430 students were the target group of the validation of the *Me-You-Us* Resources Pack in the partner countries. The schools that took part in the project were located in different locations in the countries. The students were between 9 and 16 years old, most of them being 11-14 years old, with female students being slightly more than males. The opinion poll results, both at national and project level, could also be explained considering that students have grown one year older between the two polls and more mature due to project implementation, of course, but also a year is a lot of time for a 11-12-13 year old with all the knowledge, skills and experiences gained during that time.

Bulgaria: 30 classes; 775 students; age: 9-15; locations: cities of Burgas, Sofia, Varna, Plovdiv, Rakitovo, Botevgrad, Pleven, Etropole, Velingrad

Greece: 14 classes; 128 students; age: 12-17; locations: Prefecture of Serres

Portugal: 20 classes; 417 students; age: 11-15; locations: Santarem, Entroncamento

Poland: 18 classes; 217 students; age: 12-16; locations: Lodz

Romania: 36 classes; 818 students; age: 12-15; locations: Craiova

Spain: 3 classes; 75 students; age: 10-14; locations: Madrid

The questionnaire includes 29 questions which were answered prior to the implementation of the project at the beginning of the school year, and then, once again at its completion; its goal being to show the changes in students' behavior and opinion between these two stages.

Differences between people

This category includes a number of questions, in particular questions 1-8. In Greece Q. 8 was not included in the opinion poll, because the Greek Ministry of Education decided to be removed.

Regarding the interest on the topic of differences between people the main answer of the students was YES, combining the answers A. "Yes, I'm interested in the topic and I've thought about the differences between people." and B.) Yes, I'm interested in the topic but I haven't thought about the fact that people are different." The total of answers A and B amounts to the average of **81.1%** prior to the trainings and to **85.2 %** after them.

The big difference is in the percentage of students who answer B.) Yes, I'm interested in the topic but I haven't thought about the fact that people are different.". They drop drastically which is understandable because one of the three modules in the Resource Pack discusses the differences between people and the diversity of the world around us.

However, there still are students who answer that they are not interested in the topic.



Q.1 Are you interested in the topic of differences between people; have you ever thought about that?

Please choose only ONE ANSWER!

- A. Yes, I'm interested in the topic and I've thought about the differences between people.
- B.) Yes, I'm interested in the topic but I haven't thought about the fact that people are different.
- C.) I'm not interested in the topic.
- D.) I don't know.

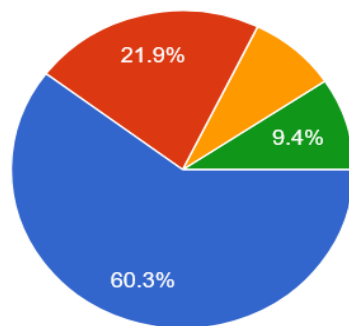
BULGARIA

Before the training sessions

1 - Интересува ли те темата за различията между хората, така че това да те е накарало да се замислиш по този въпрос?



776 responses

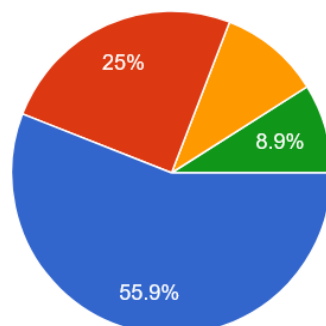


- да, темата ме интересува и съм се замислял върху различията между хората
- да темата ме интересува, но не съм се замислял за това, че хората са различни
- темата не ме интересува
- не мога да преценя

After the training sessions

1 - Интересува ли те темата за различията между хората, така че това да те е накарало да се замислиш по този въпрос?

649 responses



- да, темата ме интересува и съм се замислял върху различията между хората
- да темата ме интересува, но не съм се замислял за това, че хората са различни
- темата не ме интересува
- не мога да преценя

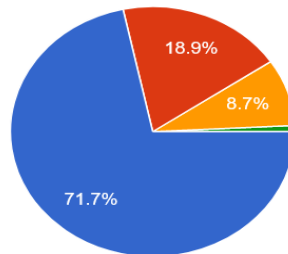


GREECE

Before the training sessions

1. Σας ενδιαφέρει το θέμα των διαφορών μεταξύ των ανθρώπων; Έχετε σκεφτεί ποτέ για αυτό; Παρακαλούμε επιλέξτε μόνο μια απάντηση.

127 responses

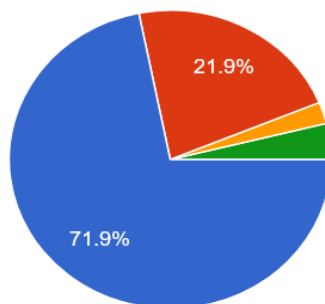


- Ναι, μ' ενδιαφέρει το θέμα και έχω σκεφτεί για τις διαφορές μεταξύ των ανθρώπων.
- Ναι, μ' ενδιαφέρει το θέμα, αλλά δεν έχω σκεφτεί το γεγονός ότι οι άνθρωποι είναι διαφορετικοί.
- Δε μ' ενδιαφέρει το θέμα.
- Δε γνωρίζω.

After the training sessions

1. Σας ενδιαφέρει το θέμα των διαφορών μεταξύ των ανθρώπων; Έχετε σκεφτεί ποτέ για αυτό; Παρακαλούμε επιλέξτε μόνο μια απάντηση.

128 responses



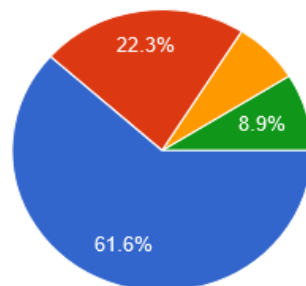
- Ναι, μ' ενδιαφέρει το θέμα και έχω σκεφτεί για τις διαφορές μεταξύ των ανθρώπων.
- Ναι, μ' ενδιαφέρει το θέμα, αλλά δεν έχω σκεφτεί το γεγονός ότι οι άνθρωποι είναι διαφορετικοί.
- Δε μ' ενδιαφέρει το θέμα.
- Δε γνωρίζω.

PORTUGAL

Before the training sessions

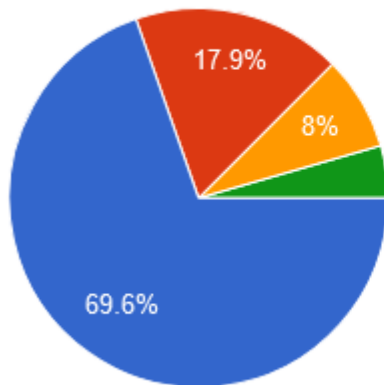
1 - Tens interesse pelo tema das diferenças entre as pessoas? Alguma vez pensaste nisso?

417 responses



- Sim, tenho interesse neste tema e já pensei nas diferenças entre as pessoas.
- Sim, tenho interesse neste tema, mas nunca pensei no facto de que as pessoas são diferentes.
- Não tenho interesse neste tema.
- Não sei.

After the training sessions



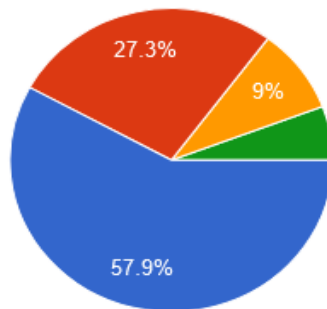
- Sim, tenho interesse neste tema e já pensei nas diferenças entre as pessoas.
- Sim, tenho interesse neste tema, mas nunca pensei no facto de que as pessoas são diferentes.
- Não tenho interesse neste tema.
- Não sei.

ROMANIA

Before the training sessions

1. Te interesează subiectul diferențelor dintre oameni; te-ai gândit vreodată la asta?

818 responses

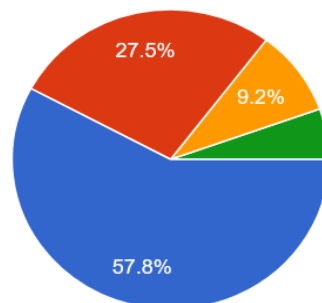


- Da, mă interesează subiectul și m-am gândit la diferențele dintre oameni.
- Da, mă interesează subiectul, dar nu m-am gândit la faptul că oamenii sunt diferiți.
- Nu mă interesează subiectul.
- Nu știu.

After the training sessions

1. Te interesează subiectul diferențelor dintre oameni; te-ai gândit vreodată la asta?

804 responses



- Da, mă interesează subiectul și m-am gândit la diferențele dintre oameni.
- Da, mă interesează subiectul, dar nu m-am gândit la faptul că oamenii sunt diferiți.
- Nu mă interesează subiectul.
- Nu știu.

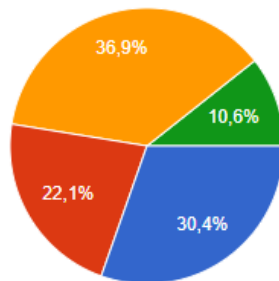


POLAND

Before the training sessions

1. Czy interesujesz się tematyką różnic międzyludzkich? Czy kiedykolwiek myślałeś/aś o tym?
Wybierz tylko JEDNĄ ODPOWIEDŹ.

217 odpowiedzi

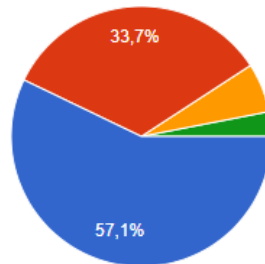


- Tak, interesuję się tym tematem oraz zastanawiałam/em nad różnicami międzyludzkimi.
- Tak, interesuję się tym tematem, ale nigdy nie zastanawiałam/em się nad faktem, że ludzie się różnią.
- Nie interesuję się tym tematem.
- Nie wiem.

After the training sessions

1. Czy interesujesz się tematyką różnic międzyludzkich? Czy kiedykolwiek myślałeś/aś o tym?
Wybierz tylko JEDNĄ ODPOWIEDŹ.

196 odpowiedzi



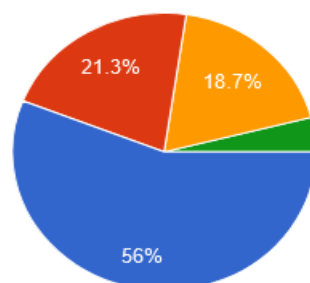
- Tak, interesuję się tym tematem oraz zastanawiałam/em nad różnicami międzyludzkimi.
- Tak, interesuję się tym tematem, ale nigdy nie zastanawiałam/em się nad faktem, że ludzie się różnią.
- Nie interesuję się tym tematem.
- Nie wiem.

SPAIN

Before the training sessions

1 - ¿Estás interesado en el tema de las diferencias entre las personas de forma que te había hecho pensar en ello?

75 responses



- Sí, estoy interesado en el tema y estaba pensando en las diferencias entre las personas.
- Sí, el tema me interesa, pero no he pensado que las personas sean diferentes.
- No me interesa el tema
- No puedo decidir

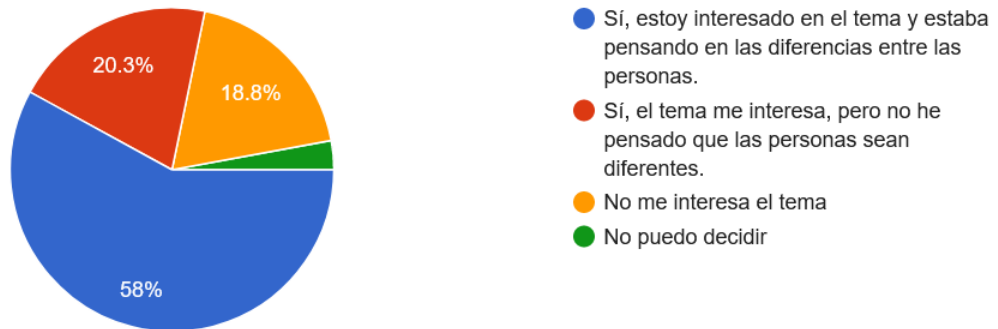


After the training sessions

1 - ¿Estás interesado en el tema de las diferencias entre las personas de forma que te había hecho pensar en ello?



69 responses



Q. 2 People are different. Do you think it is something positive? Please choose only ONE ANSWER!

A) Strongly agree B) Agree C) I don't know D) Disagree E) Strongly disagree

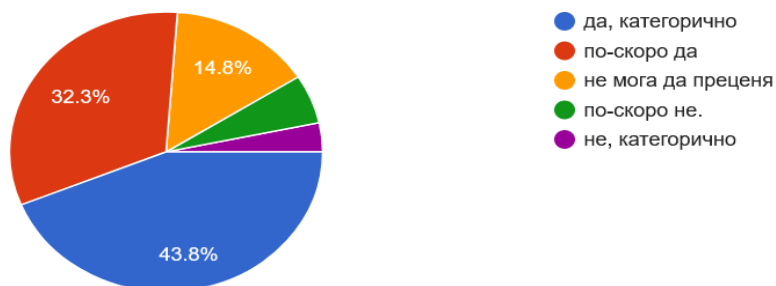
Following that question, students agreed (answers: *strongly agree* and *agree*): 82.01% - prior vs. 83.6 % after the training sessions that existence of different people is positive. It demonstrates that the panel is already aware and accepting of people's differences before the implementation of the project and remains positive all along with a slight increase the presenting of respondents choosing answers: *strongly agree* and *agree*.

BULGARIA

Before the training sessions

2 - Смяташ ли това, че хората са различни, е нещо положително?

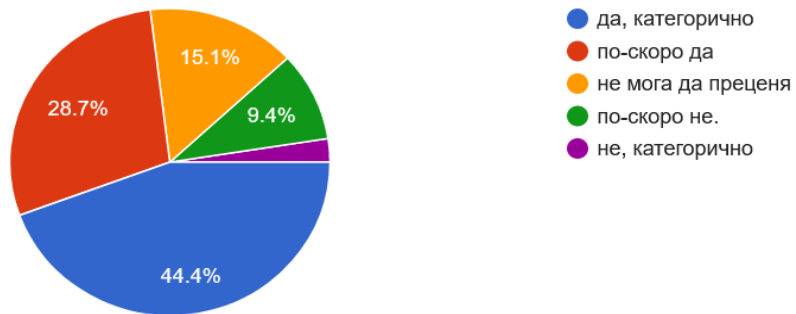
776 responses



After the training sessions



649 responses

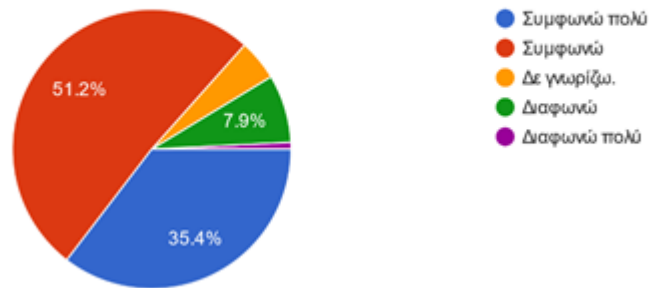


GREECE

Before the training sessions

2. Οι άνθρωποι είναι διαφορετικοί. Νομίζετε πως είναι θετικό αυτό ;

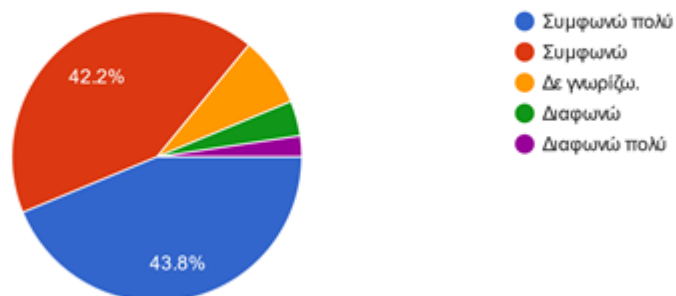
127 responses



After the training sessions

2. Οι άνθρωποι είναι διαφορετικοί. Νομίζετε πως είναι θετικό αυτό ;

128 responses



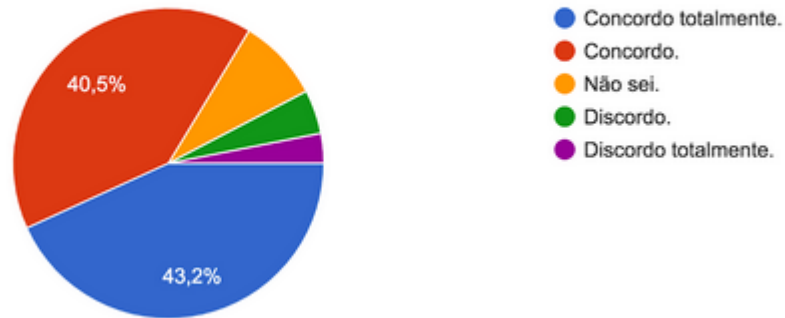


PORTUGAL

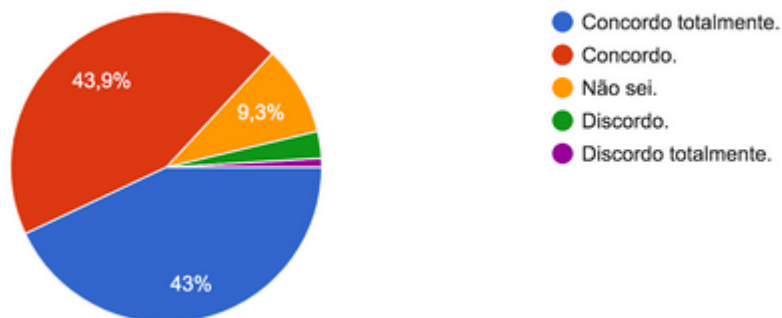
Before the training sessions

2 - As pessoas são diferentes. A diferença é algo de positivo?

417 respostas



After the training sessions

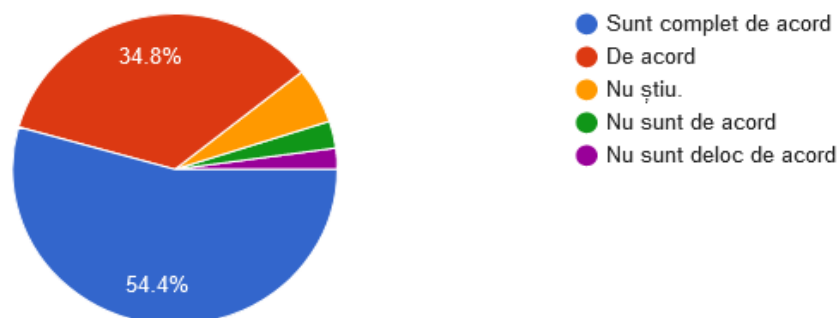


ROMANIA

Before the training sessions

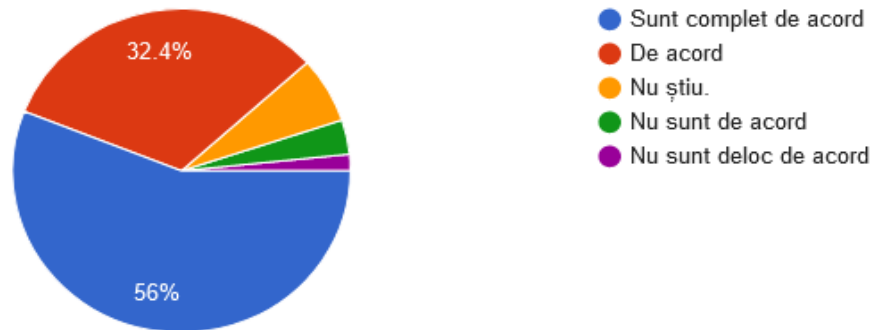
2. Oamenii sunt diferiți. Crezi că acesta este un lucru bun?

818 responses





After the training sessions

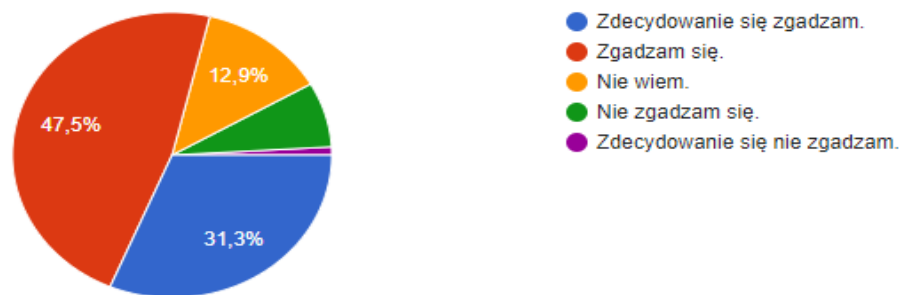


POLAND

Before the training sessions

2. Ludzie są różni. Czy uważasz, że to coś pozytywnego? Wybierz tylko JEDNĄ ODPOWIEDŹ.

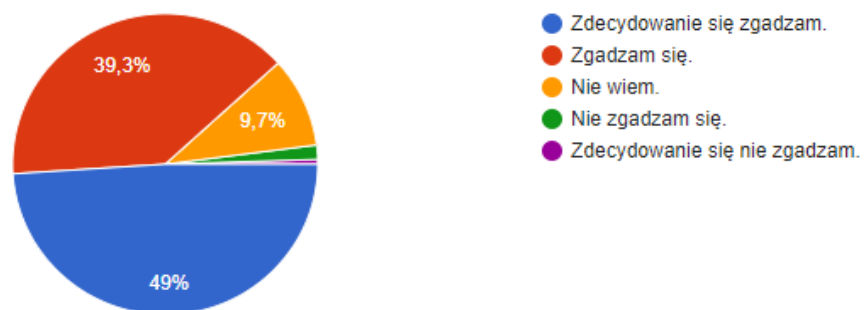
217 odpowiedzi

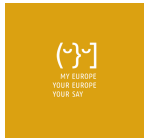


After the training sessions

2. Ludzie są różni. Czy uważasz, że to coś pozytywnego? Wybierz tylko JEDNĄ ODPOWIEDŹ.

196 odpowiedzi



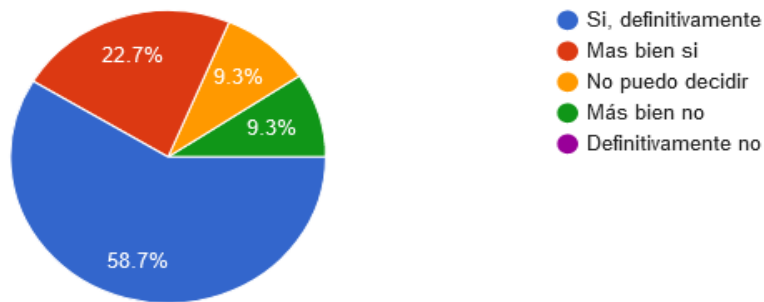


SPAIN

Before the training sessions

2- ¿Crees que el hecho que las personas son diferentes es algo positivo?

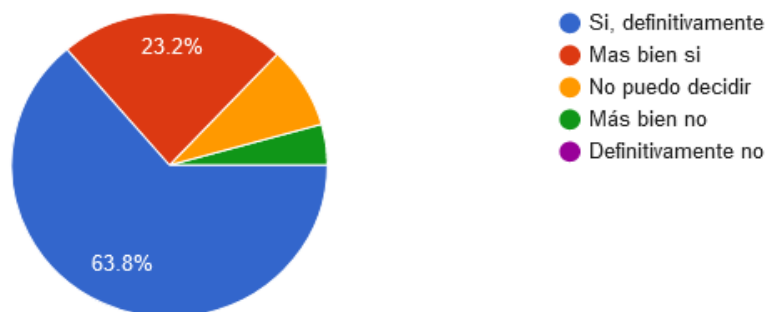
75 responses



After the training sessions

2- ¿Crees que el hecho que las personas son diferentes es algo positivo?

69 responses

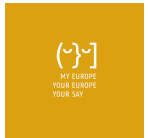


Q. 3

What does it mean, in your opinion, to be tolerant to people who are different from you? You can choose MORE THAN ONE ANSWER if you wish.

- A. To respect them, accepting their differences and opinions.
- B. To understand people who are different; to be able to collaborate with them.
- C. To be friendly to people who are different and to support them when they need your help.
- D. To believe that people who are different have equal rights.
- E. I don't know.
- F. Other

(Please specify if none of the previously listed answers matches your opinion.)



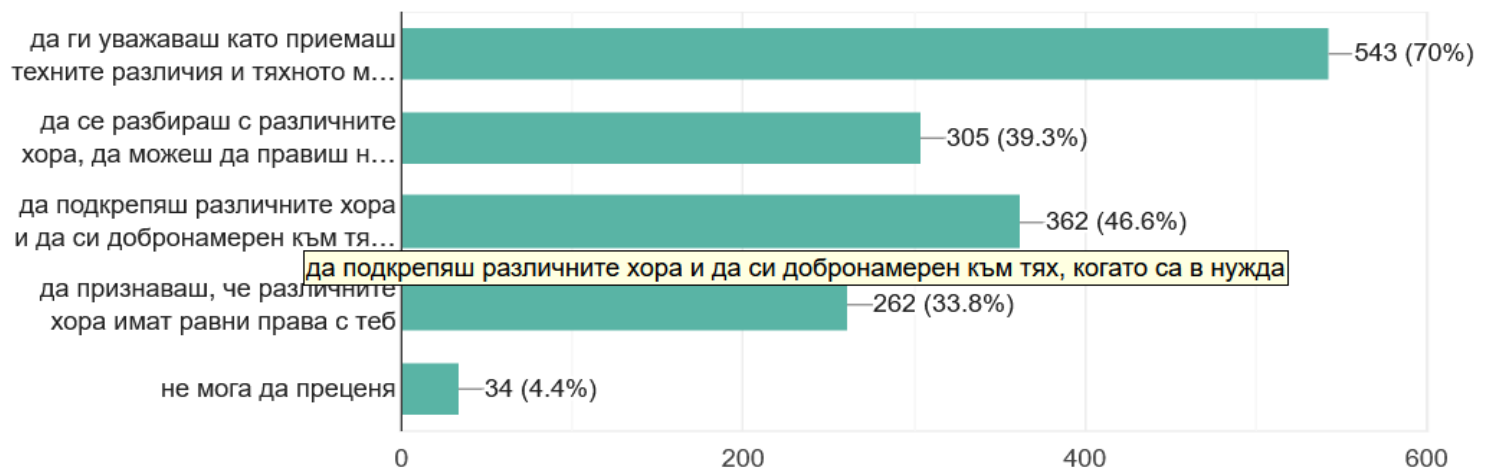
When students were asked about the meaning of tolerance towards people that are different, the majority of the students linked it to respect and acceptance of differences in people and opinions (73% prior vs. 77.9% after the training sessions). The answer which comes second is linked to "be friendly to people who are different and to support them when they need your help" (47% prior and 49.3% after) and *understanding and collaborating with people who are different* comes third (43% vs. 46.7%). These three answers remain the highest both at the beginning and at the end of the project period with a noticeable increase at the ending emphasizing the values of respect and understanding. Most of the students' comments also support these answers.

BULGARIA

BEFORE THE TRAINING SESSIONS

3 - Какво според теб означава да си толерантен към различните от теб хора?

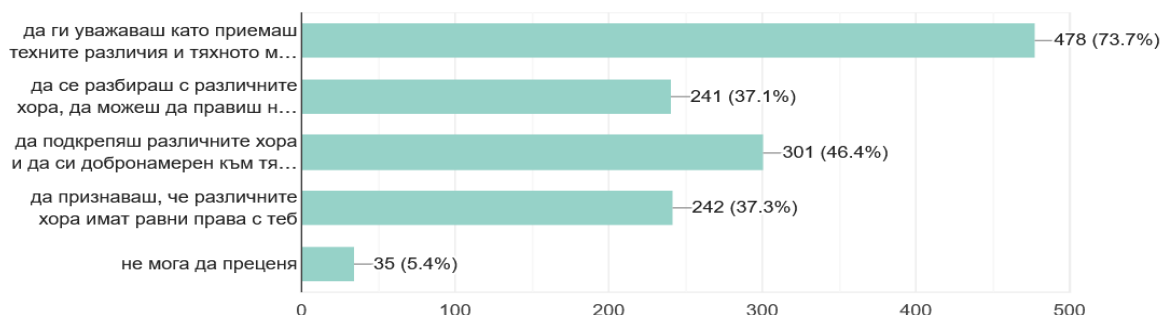
776 responses



AFTER THE TRAINING SESSIONS

3 - Какво според теб означава да си толерантен към различните от теб хора?

649 responses

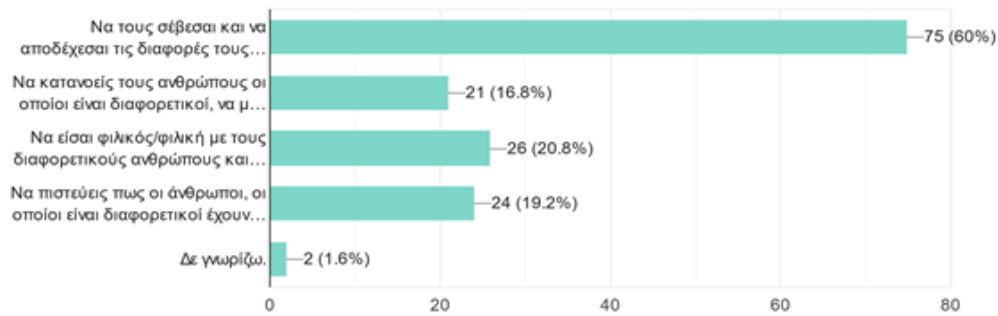




GREECE

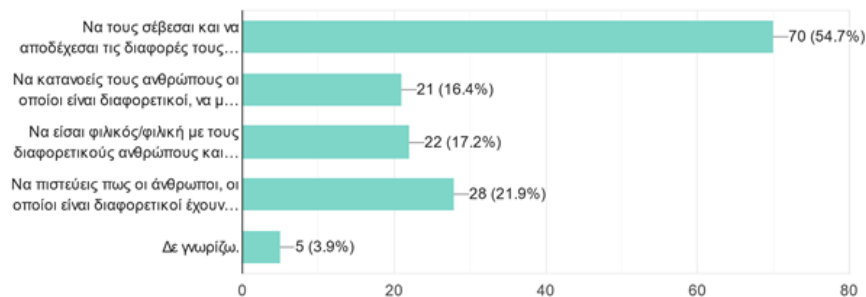
BEFORE THE TRAINING SESSIONS

3. Κατά τη γνώμη σας τι σημαίνει να είσαι ανεκτικός με ανθρώπους οι οποίοι είναι διαφορετικοί από εσένα;
125 responses



AFTER THE TRAINING SESSIONS

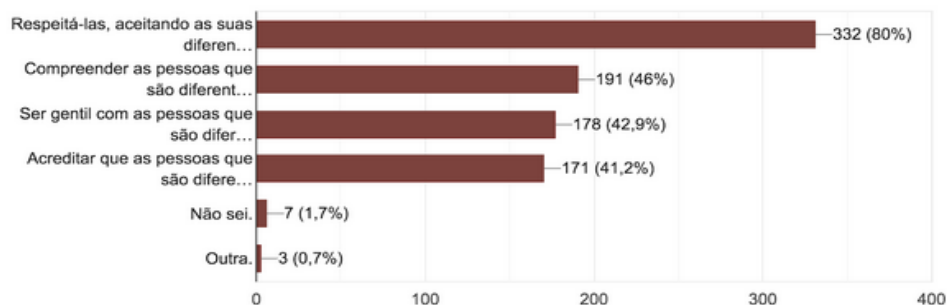
3. Κατά τη γνώμη σας τι σημαίνει να είσαι ανεκτικός με ανθρώπους οι οποίοι είναι διαφορετικοί από εσένα;
128 responses



PORTUGAL

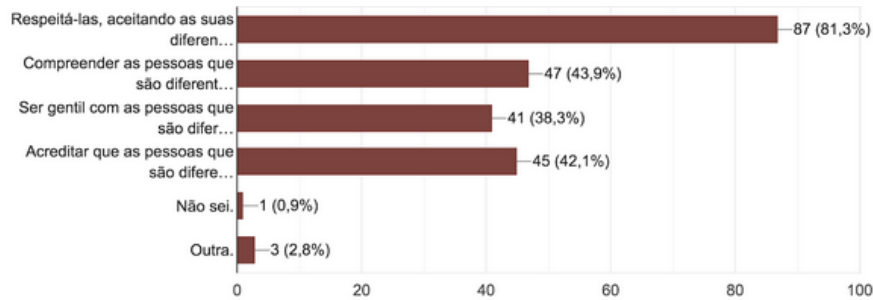
BEFORE THE TRAINING SESSIONS

3 - O que significa, na tua opinião, ser tolerante com pessoas que são diferentes de ti?
415 respostas





AFTER THE TRAINING SESSIONS

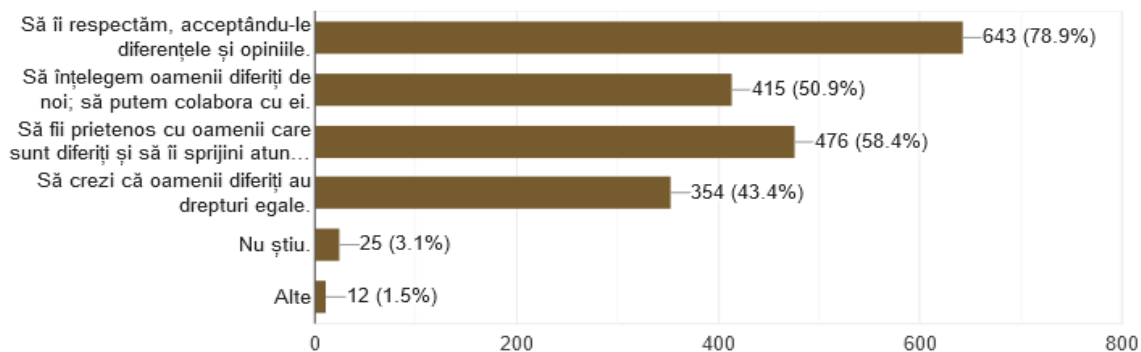


ROMANIA

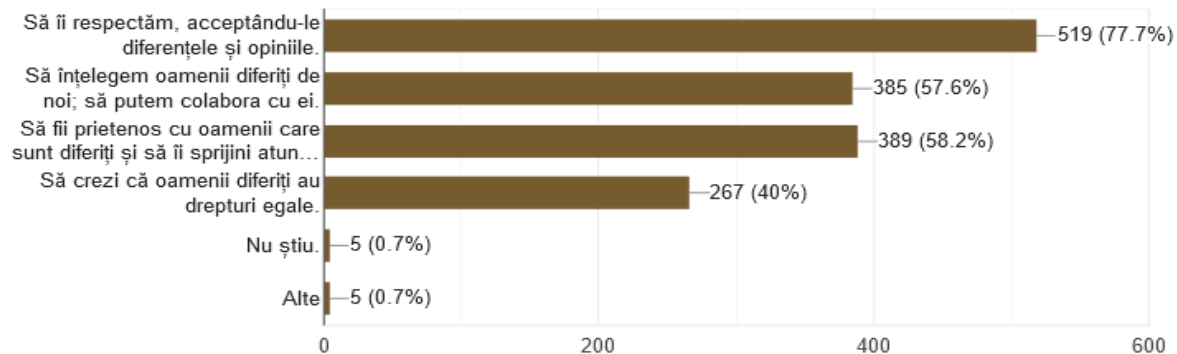
BEFORE THE TRAINING SESSIONS

3. Ce înseamnă, în opinia ta, să fii tolerant față de oameni care sunt diferiți de tine?

815 responses



AFTER THE TRAINING SESSIONS



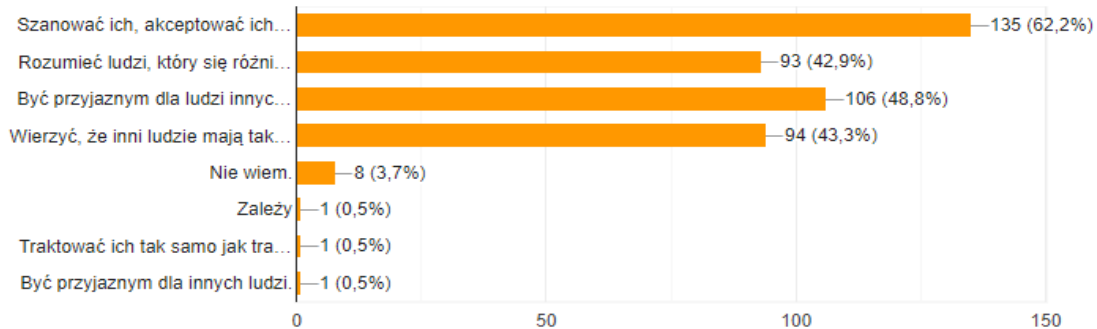


POLAND

BEFORE THE TRAINING SESSIONS

3. Co, Twoim zdaniem, oznacza tolerancja wobec osób innych niż Ty? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

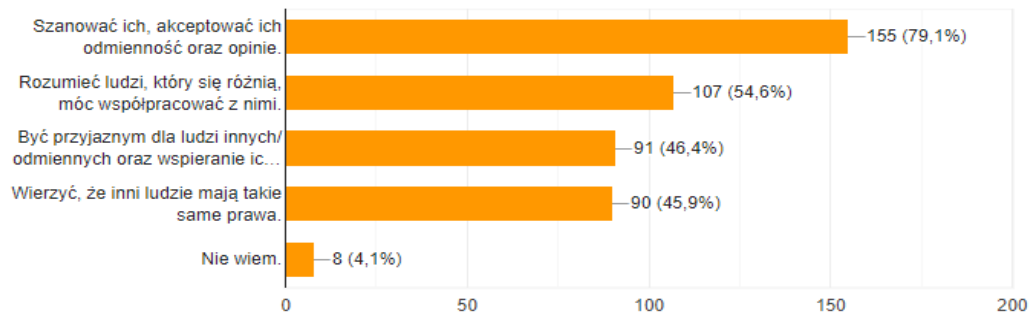
217 odpowiedzi



AFTER THE TRAINING SESSIONS

3. Co, Twoim zdaniem, oznacza tolerancja wobec osób innych niż Ty? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

196 odpowiedzi

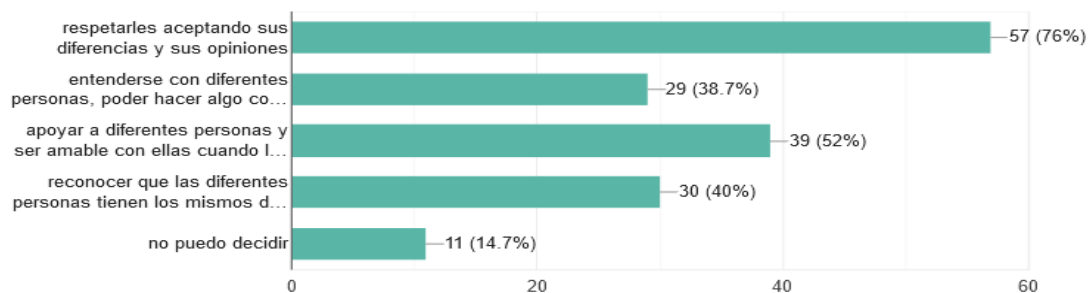


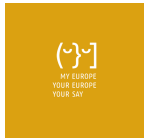
SPAIN

BEFORE THE TRAINING SESSIONS

3 - ¿Qué crees que significa ser tolerante con las personas diferentes a ti?

75 responses

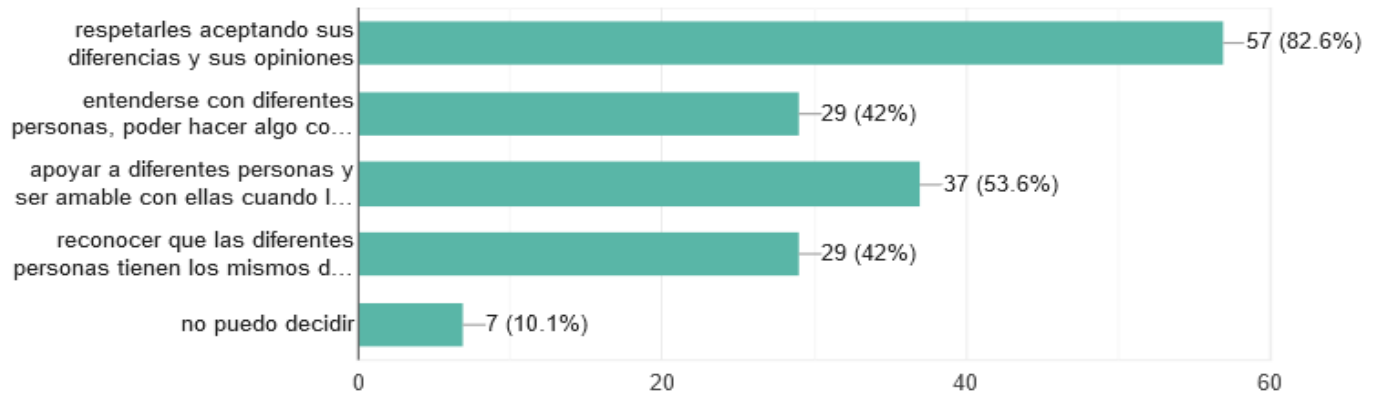




AFTER THE TRAINING SESSIONS

3 - ¿Qué crees que significa ser tolerante con las personas diferentes a ti?

69 responses



Q. 4 Are there students who are different in your school? Please choose only ONE ANSWER!

A. Yes	B. I don't know	C. No

A large majority of students replied positively to the question whether there are children who are different in their schools. 80.1% before the implementation of the project and 83.2% after developing their awareness about the differences among people. Regarding the specific aspects of differences, the most frequently chosen reply is the difference in appearance (65.1% vs 61.3%). The rate of the answer dropped down most probably due to the fact that the training resources from the Resource Pack teach students to pay more attention to other, more meaningful cultural differences among people, e.g differences in the language the different student speak (36.3% prior vs. 43.7% after) and the differences regarding holidays and customs (38.2% before vs. 40.7% after). Another interesting result is that the students who answered that a major difference among students is that some students have learning and behavior problems dropped down by more than 3% (40.6% prior vs. 37.2% after). This might have a couple of explanations. Firstly, there are plenty of training sessions aimed at providing support and understanding for students who have learning and behavior difficulties, so this is not considered as a major difference but a case which provokes students' empathy and support. And secondly, the case of misbehavior could have become milder and their frequency had dropped down.

Students' open-ended comments include a plethora of reasons, focusing on all the answers of the question.

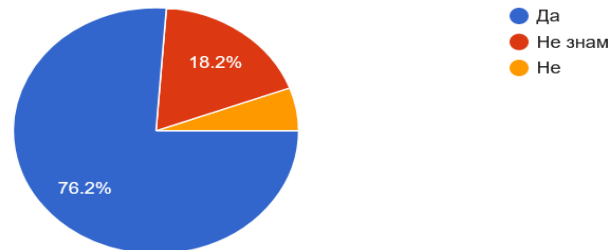


BULGARIA

BEFORE THE TRAINING SESSIONS

4 - Има ли в твоето училище различни деца?

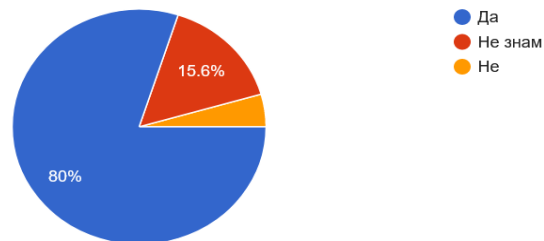
776 responses



AFTER THE TRAINING SESSIONS

4 - Има ли в твоето училище различни деца?

649 responses

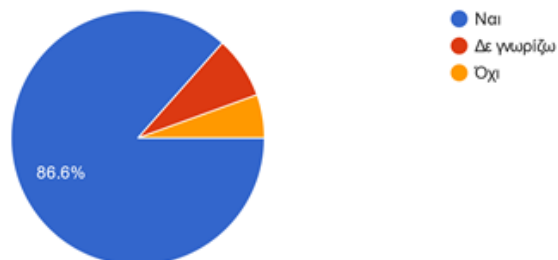


GREECE

BEFORE THE TRAINING SESSIONS

4 - Στο δικό σας σχολείο υπάρχουν μαθητές οι οποίοι είναι διαφορετικοί;.

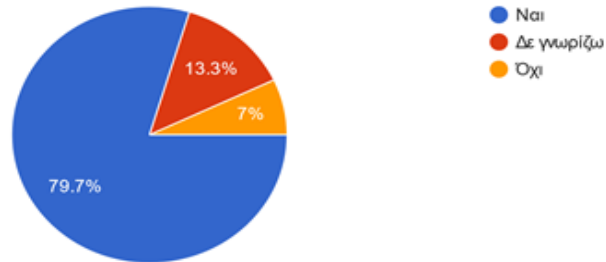
127 responses





AFTER THE TRAINING SESSIONS

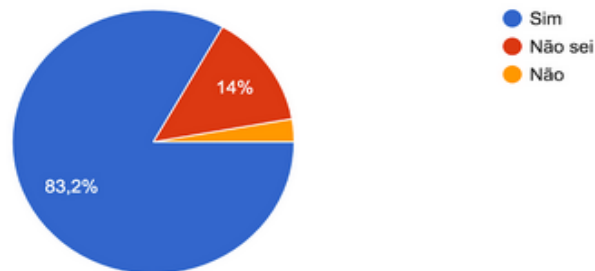
4 - Στο δικό σας σχολείο υπάρχουν μαθητές οι οποίοι είναι διαφορετικοί;.
128 responses



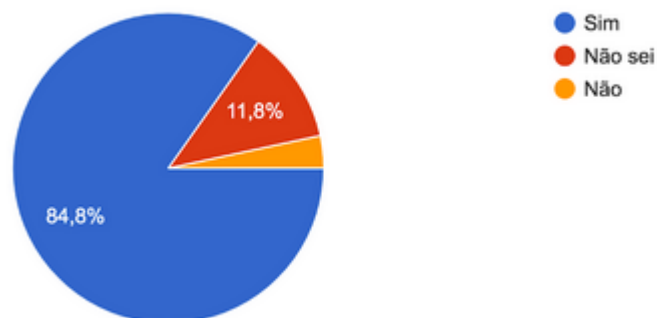
PORTUGAL

BEFORE THE TRAINING SESSIONS

415 respostas



AFTER THE TRAINING SESSIONS



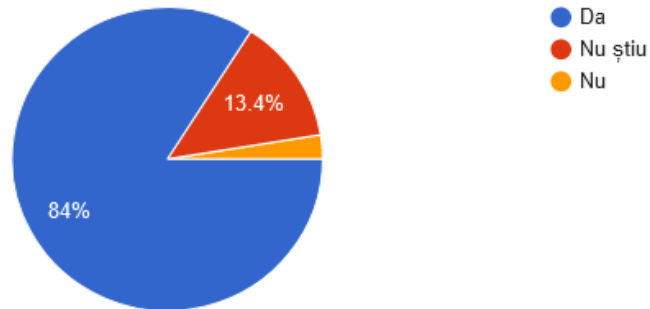


ROMANIA

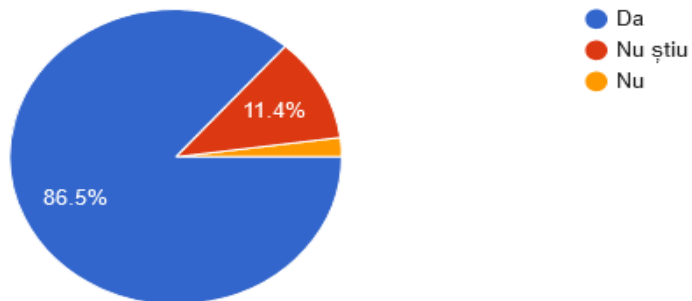
BEFORE THE TRAINING SESSIONS

4. În școala ta există elevi care sunt diferiți?

815 responses



AFTER THE TRAINING SESSIONS

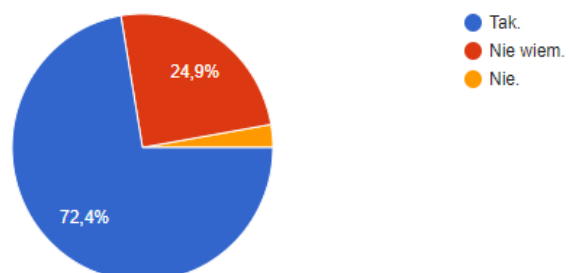


POLAND

BEFORE THE TRAINING SESSIONS

4. Czy w Twojej szkole są uczniowie, którzy są inni? Wybierz tylko JEDNĄ ODPOWIEDŹ.

217 odpowiedzi

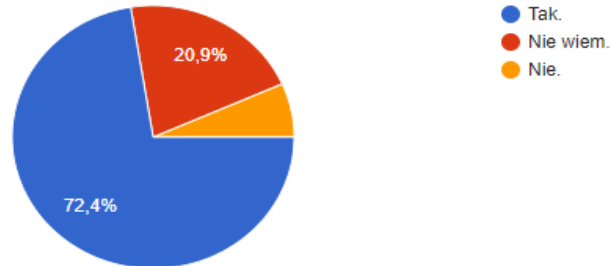




AFTER THE TRAINING SESSIONS

4. Czy w Twojej szkole są uczniowie, którzy są inni? Wybierz tylko JEDNĄ ODPOWIEDŹ.

196 odpowiedzi

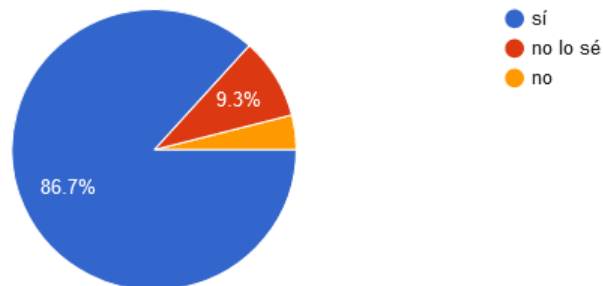


SPAIN

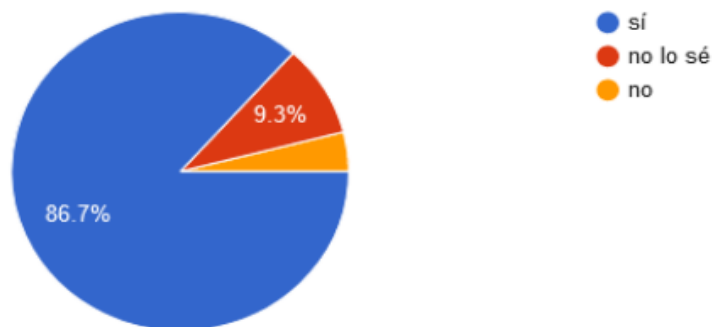
BEFORE THE TRAINING SESSIONS

4 - ¿Hay niños diferentes en tu escuela?

75 responses



AFTER THE TRAINING SESSIONS





Q. 5

How do these students differ from the rest? (Answer this question only if you answered YES to question 4) *You can choose MORE THAN ONE ANSWER if you wish.*

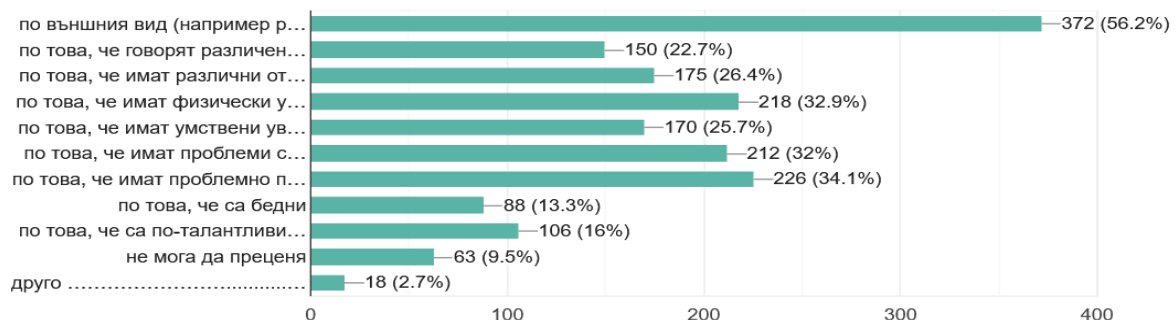
- A. They look different. (e.g. different skin colour, eye shape, etc.)
- B. They speak a different language.
- C. They have different holidays and customs.
- D. They have physical disabilities.
- E. They have mental disabilities.
- F. They have learning difficulties.
- G. They are aggressive and have problematic behaviour.
- H. They are poor.
- I. They are more talented and gifted than the rest of the students.
- J. I don't know.
- K. Other

BULGARIA

BEFORE THE TRAINING SESSIONS

5 - По какво тези деца се различават от останалите? (Отговори на този въпрос само, ако на въпрос 4 си отговорил с ДА)

662 responses

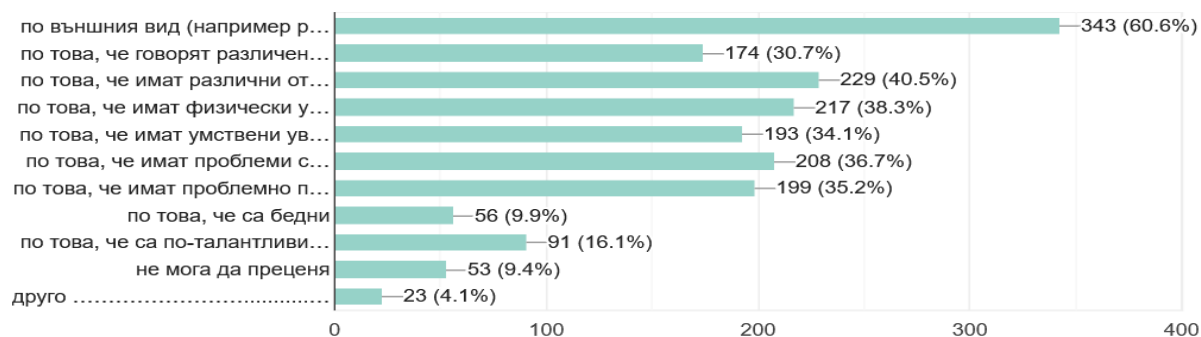


AFTER THE TRAINING SESSIONS



5 - По какво тези деца се различават от останалите? (Отговори на този въпрос само, ако на въпрос 4 си отговорил с ДА)

566 responses

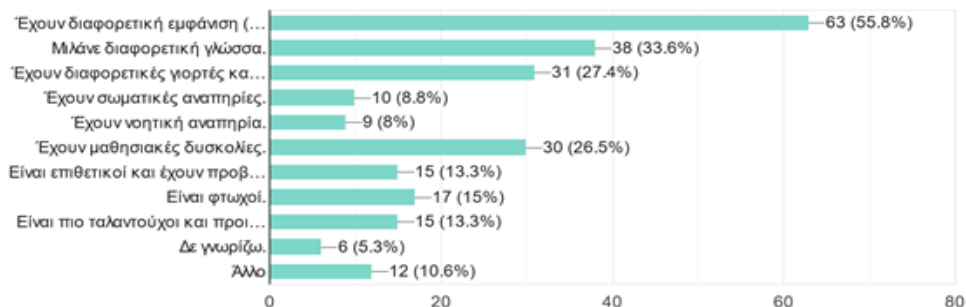


GREECE

BEFORE THE TRAINING SESSIONS

5 - (Απαντήστε σ' αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 4). Σε τι διαφέρουν αυτοί οι μαθητές από τους υπόλοιπους;

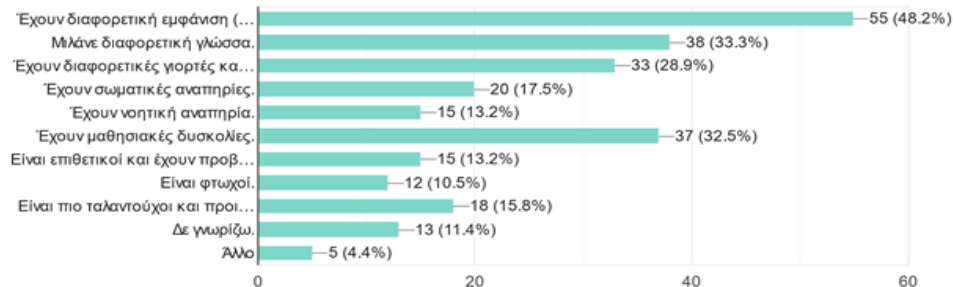
113 responses



AFTER THE TRAINING SESSIONS

5 - (Απαντήστε σ' αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 4). Σε τι διαφέρουν αυτοί οι μαθητές από τους υπόλοιπους;

114 responses



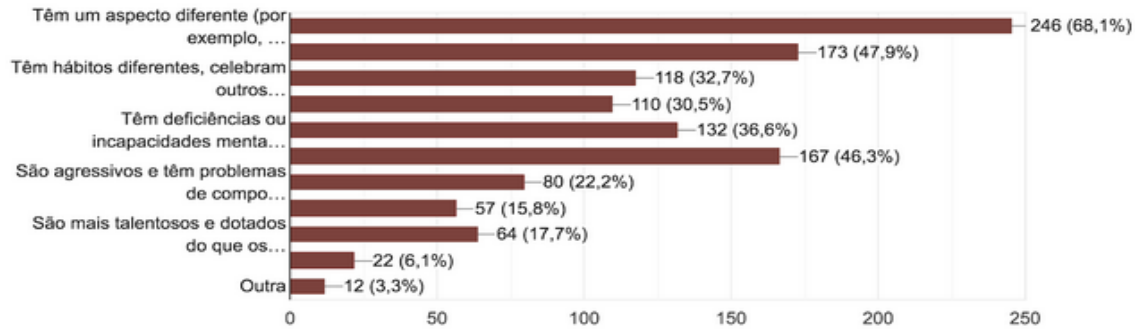


PORTUGAL

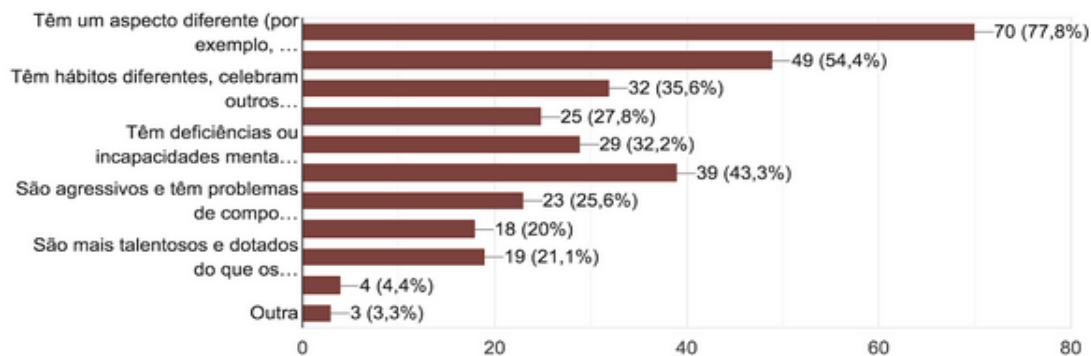
BEFORE THE TRAINING SESSIONS

5 - (Responde a esta questão apenas se tiveres respondido SIM na questão anterior). De que forma é que esses estudantes são diferentes dos outros?

361 respostas



AFTER THE TRAINING SESSIONS

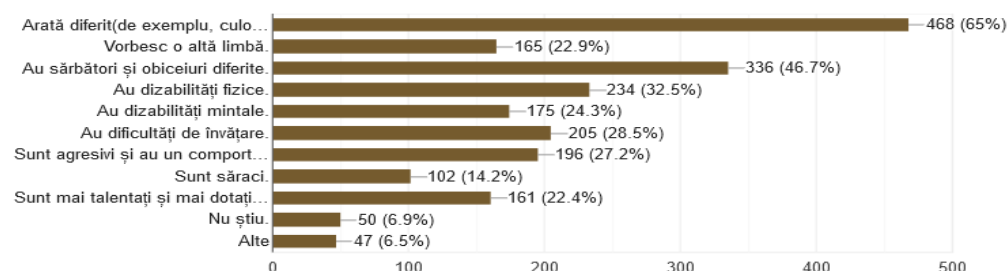


ROMANIA

BEFORE THE TRAINING SESSIONS

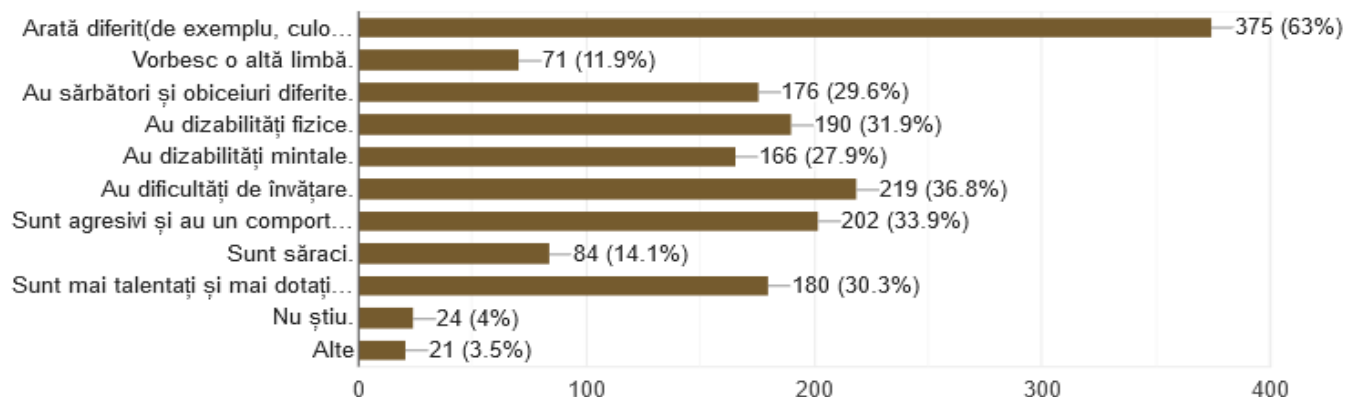
5. (Răspunde la această întrebare doar dacă ai răspuns DA la întrebarea 4) Cum diferă acești elevii de restul?

720 responses





AFTER THE TRAINING SESSIONS

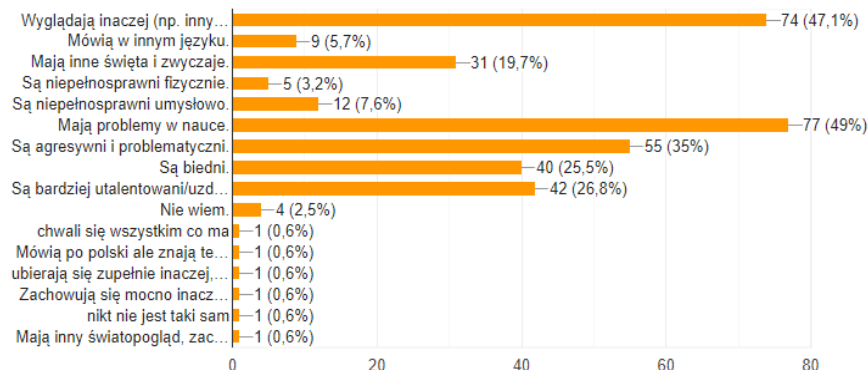


POLAND

BEFORE THE TRAINING SESSIONS

5. Czym się różnią Ci uczniowie od reszty? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

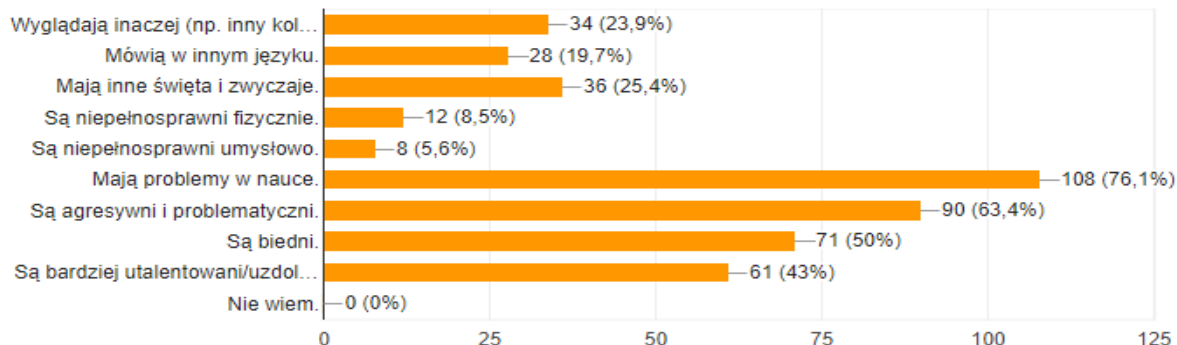
157 odpowiedzi



AFTER THE TRAINING SESSIONS

5. Czym się różnią Ci uczniowie od reszty? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

142 odpowiedzi



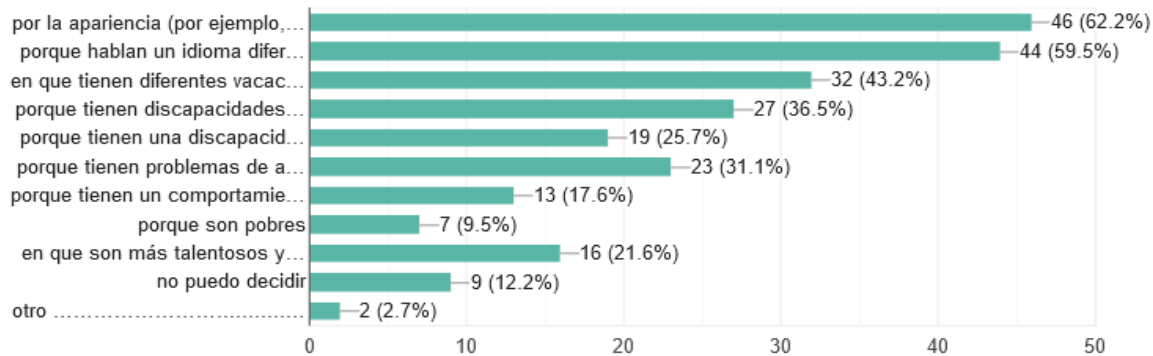


SPAIN

BEFORE THE TRAINING SESSIONS

5 - ¿En qué se diferencian estos niños de los demás? (Responda a esta pregunta solo si ha respondido SÍ a la pregunta 4)

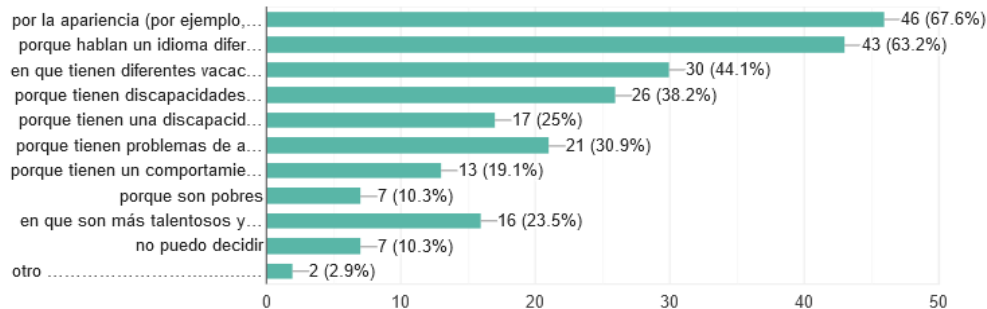
74 responses



AFTER THE TRAINING SESSIONS

5 - ¿En qué se diferencian estos niños de los demás? (Responda a esta pregunta solo si ha respondido SÍ a la pregunta 4)

68 responses



Q. 6 Using the grading scale from 2 to 6, where 2 is poor/fail, and 6 is excellent; please grade the level of tolerance towards the different students in your school on behalf of the following groups of people. (Answer this question only if you answered YES to question 4)

	2	3	4	5	6
	poor	sufficient	good	very good	excellent
Your classmates	●	●	●	●	●
Your teachers	●	●	●	●	●
Senior school managers	●	●	●	●	●

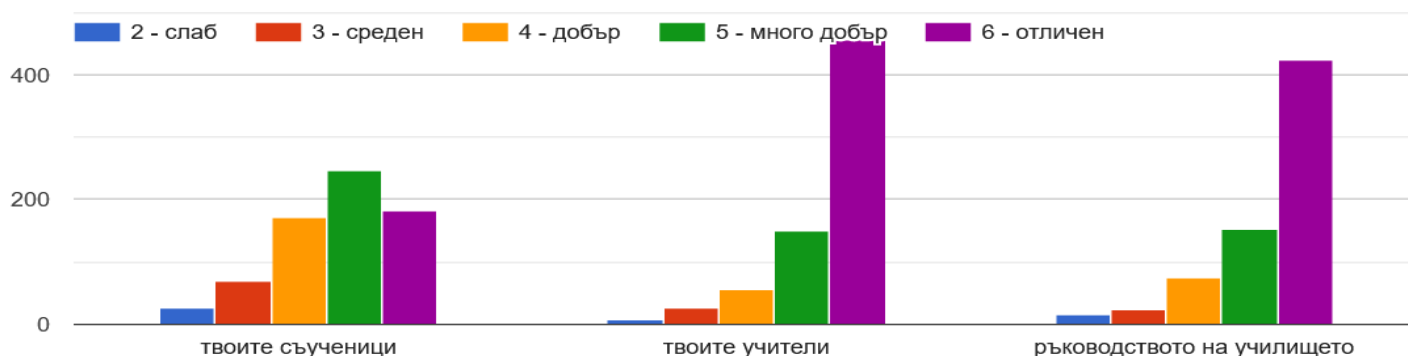


When students asked to grade the level of tolerance towards the *different* students, they replied in majority good when tolerance comes from their classmates, very good coming from the teachers and perfect when coming from the school administration. From the panel of students' point of view, their classmates are less tolerant than the adults (teachers and school management teams) working in their school. The comparison of the graphs presenting students' opinion prior and after the training sessions also shows that students have become more alert to cases of intolerant behavior towards the *different* students (being educated how to identify intolerant behavior) and they evaluate the level of tolerance in the classroom lower after the training activities.

BULGARIA

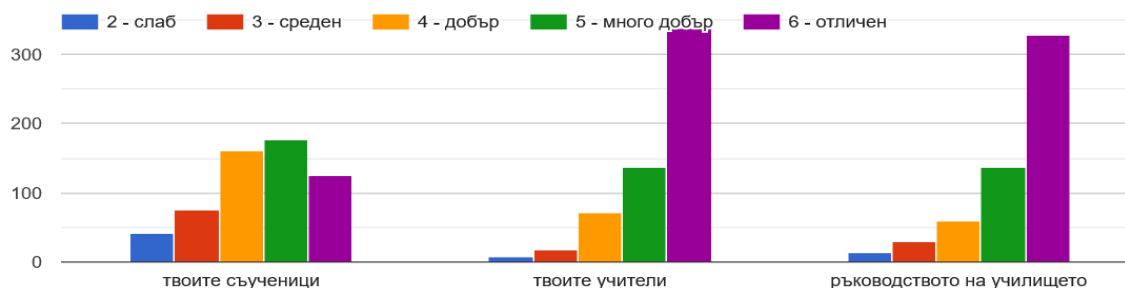
BEFORE THE TRAINING SESSIONS

6 - Като използваш оценките от 2 до 6, където 2 е слаб, а 6 – отличен, как би оценил толерантността към различните деца в твоето училище, която проявяват следните отделни групи хора в твоето училище. (Отговори на този въпрос само, ако на въпрос 4 си отговорил с ДА)



AFTER THE TRAINING SESSIONS

6 - Като използваш оценките от 2 до 6, където 2 е слаб, а 6 – отличен, как би оценил толерантността към различните деца в твоето училище, която проявяват следните отделни групи хора в твоето училище. (Отговори на този въпрос само, ако на въпрос 4 си отговорил с ДА)

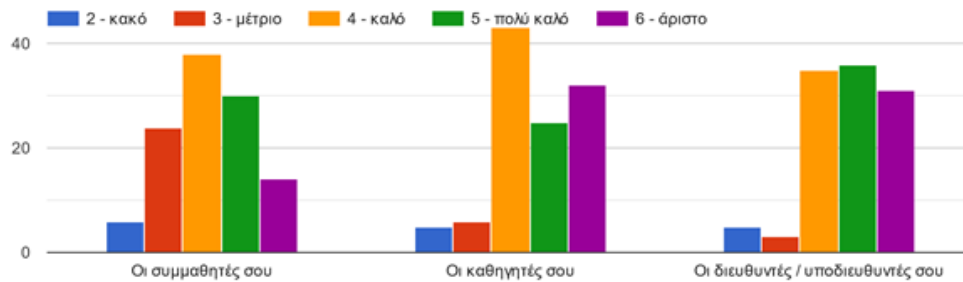




GREECE

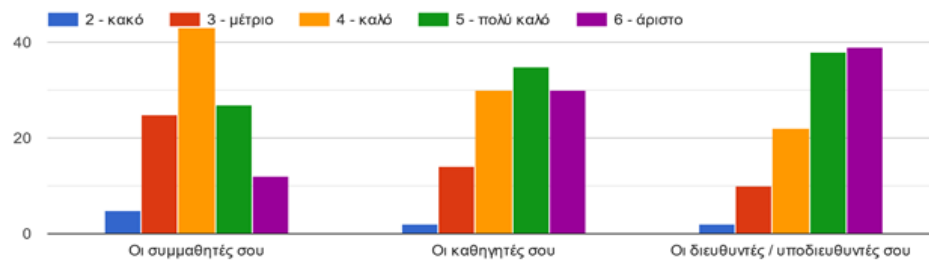
BEFORE THE TRAINING SESSIONS

6 - (Απαντήστε αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 4.).
Χρησιμοποιώντας τη βαθμολογική κλίμακα από 2 ...υ σχολείου σας οι παρακάτω ομάδες ανθρώπων .



AFTER THE TRAINING SESSIONS

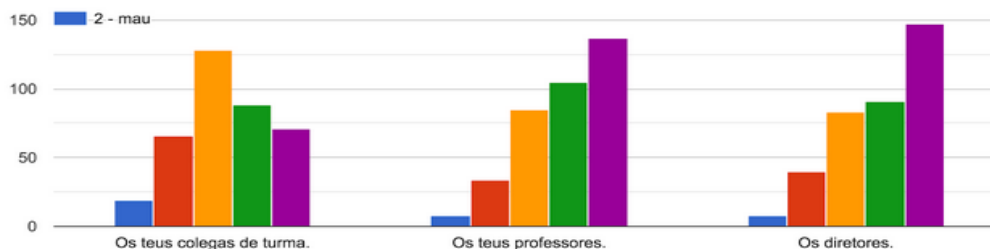
6 - (Απαντήστε αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 4.).
Χρησιμοποιώντας τη βαθμολογική κλίμακα από 2 ...υ σχολείου σας οι παρακάτω ομάδες ανθρώπων .



PORTUGAL

BEFORE THE TRAINING SESSIONS

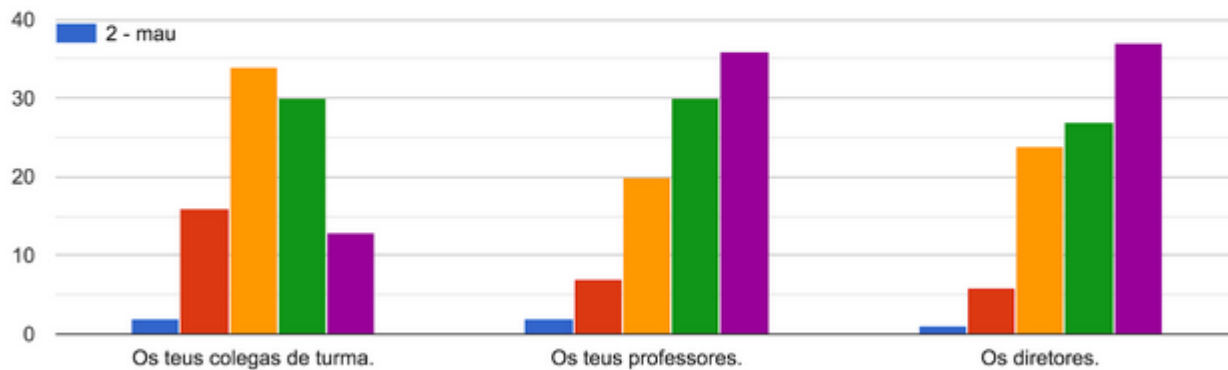
6 - (Responde a esta questão apenas se tiveres respondido SIM na questão 4). Usando uma escala de 2 a 6, em que 2 significa "mau" e 6 significa "...es, tendo em conta os seguintes grupos de pessoas.



AFTER THE TRAINING SESSIONS



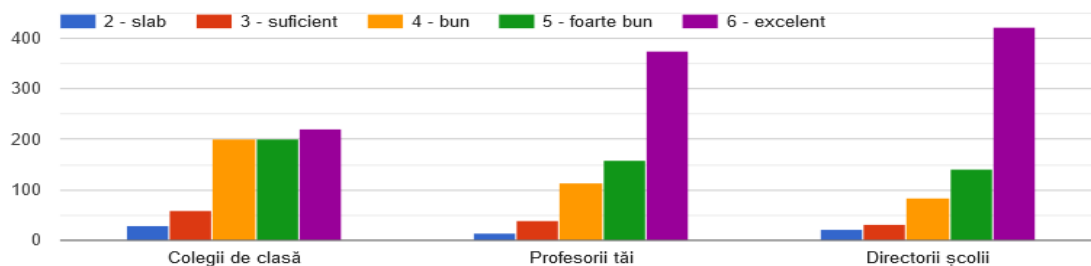
6 - (Responde a esta questão apenas se tiveres respondido SIM na questão 4). Usando uma escala de 2 a 6, em que 2 significa "mau" e 6 significa "...es, tendo em conta os seguintes grupos de pessoas.



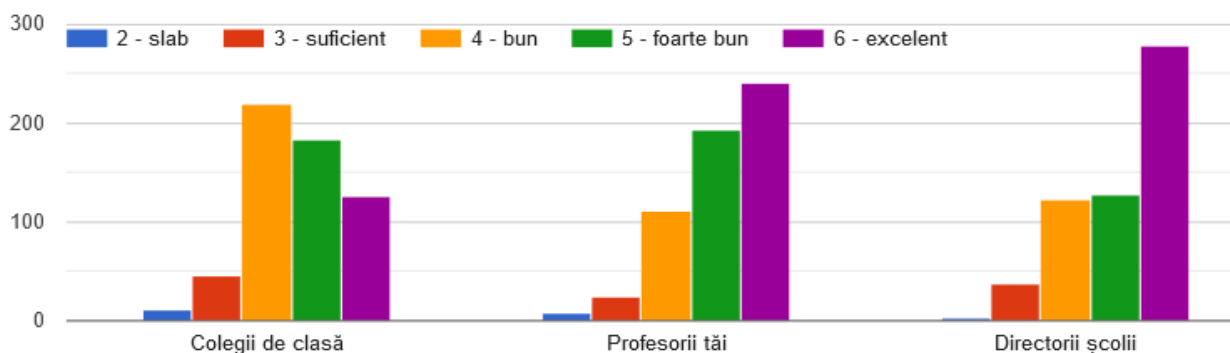
ROMANIA

BEFORE THE TRAINING SESSIONS

6. (Răspunde la această întrebare doar dacă ai răspuns DA la întrebarea 4) Folosind scara de gradare de la 2 la 6, unde 2 este slab/eșec, iar 6 este excelent, te rog să evaluezi nivelul de toleranță față de diferiți elevi din școala ta în numele următoarelor grupuri de oameni.



AFTER THE TRAINING SESSIONS

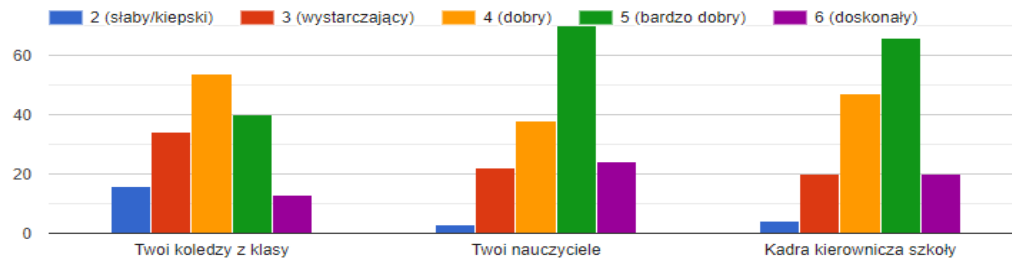




POLAND

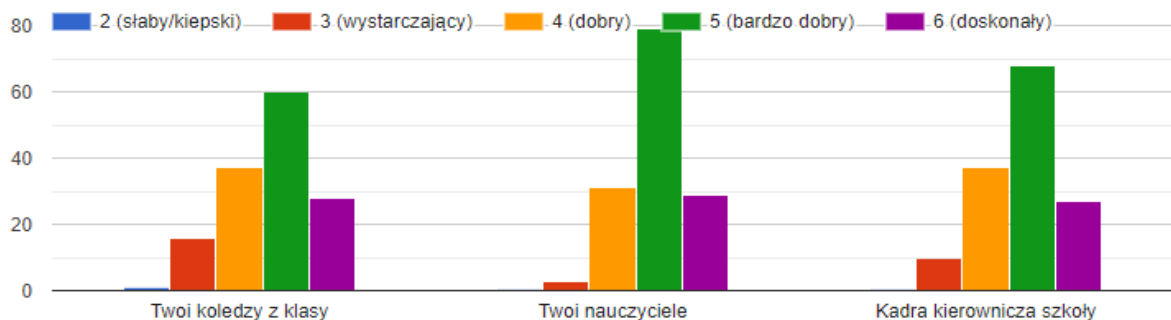
BEFORE THE TRAINING SESSIONS

6. W skali od 2 do 6, gdzie ocena 2 to słaby/kiepski, a 6 to doskonały, oceń proszę poziom tolerancji poszczególnych grup wobec uczniów, którzy są inni w Twojej szkole. Wybierz tylko JEDNĄ ODPOWIEDŹ W KAŻDYM WIERSZU!



AFTER THE TRAINING SESSIONS

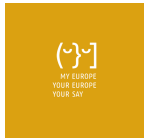
6. W skali od 2 do 6, gdzie ocena 2 to słaby/kiepski, a 6 to doskonały, oceń proszę poziom tolerancji poszczególnych grup wobec uczniów, którzy są inni w Twojej szkole. Wybierz tylko JEDNĄ ODPOWIEDŹ W KAŻDYM WIERSZU!



SPAIN

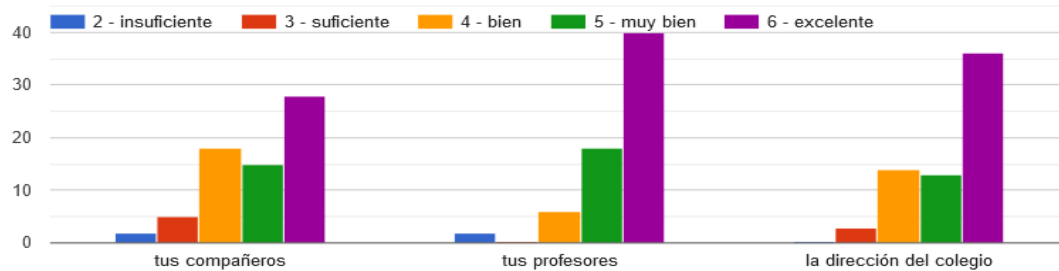
BEFORE THE TRAINING SESSIONS





AFTER THE TRAINING SESSIONS

6 - Usando los grados de 2 a 6, donde 2 es insuficiente y 6 es excelente, ¿Cómo evaluarías la tolerancia hacia los diferentes niños en tu escuela que muestran los siguientes grupos de personas? (Responda a esta pregunta solo si has respondido Sí a la pregunta 4)






Q. 7

4. Have you ever eye witnessed acts of mistreatment or intolerance towards the different students in your school?

(Answer this question only if you answered YES to question 4)

Please choose only ONE ANSWER!

A. Yes	B. I don't know	C. No
		

The last question that falls into that category has been altered for the Greek students, following the recommendations from the Greek Ministry of Education. So Question 7 has been modified as: "Do you think all students are treated the same way?"

For the rest of the countries, before the implementation of the project 53 % of the students answered that they have eye witnessed acts of mistreatment or intolerance towards the *different* students in their schools, compared to 56.1 % after the implementation period. The results could be explained with the fact that students have become more alert to cases of intolerant behavior towards the *different* students (being educated how to identify intolerant behavior) and they report more cases of tolerance in the classroom. Another good result from the implementation of project activities is that the number of the answers "I don't know" has substantially dropped down from 14.1 % prior to project implementation to 10.9 %.

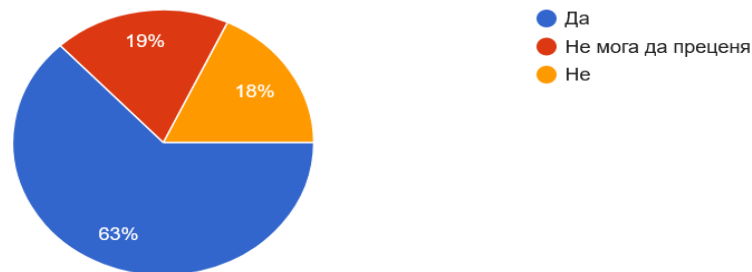


BULGARIA

BEFORE THE TRAINING SESSIONS

7 - Ти самият/самата бил/а ли си свидетел на прояви на лошо отношение и нетолерантност към различните деца в твоето училище? (Отговори на този въпрос само, ако на въпрос 4 си отговорил с ДА)

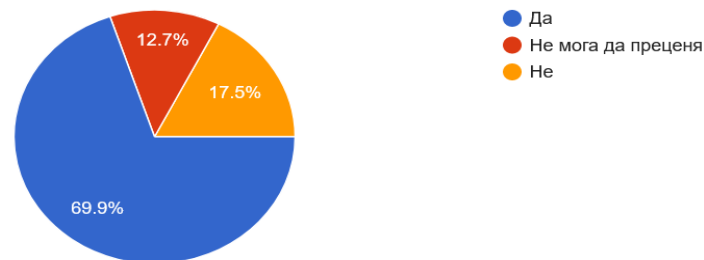
684 responses



AFTER THE TRAINING SESSIONS

7 - Ти самият/самата бил/а ли си свидетел на прояви на лошо отношение и нетолерантност към различните деца в твоето училище? (Отговори на този въпрос само, ако на въпрос 4 си отговорил с ДА)

584 responses

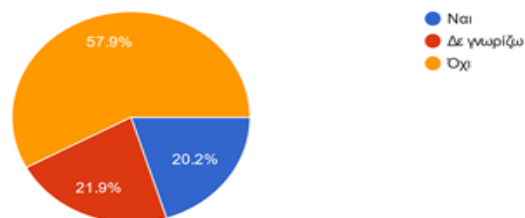


GREECE

BEFORE THE TRAINING SESSIONS

7 - (Απαντήστε αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 4.). Θεωρείτε ότι όλοι οι μαθητές αντιμετωπίζονται με τον ίδιο τρόπο;

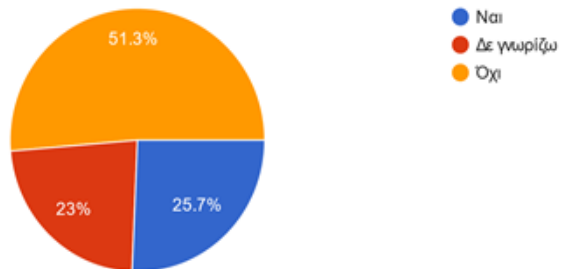
114 responses





AFTER THE TRAINING SESSIONS

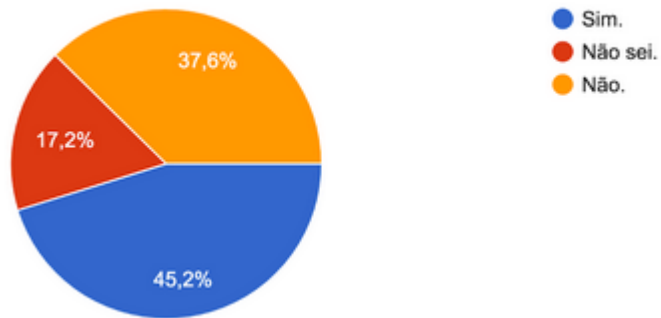
7 - (Απαντήστε αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 4.). Θεωρείτε ότι όλοι οι μαθητές αντιμετωπίζονται με τον ίδιο τρόπο;
113 responses



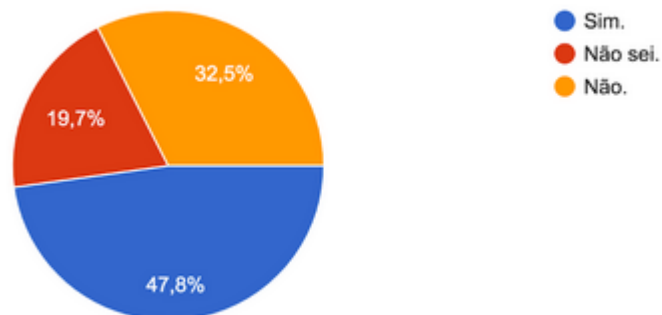
PORTUGAL

BEFORE THE TRAINING SESSIONS

360 respostas



AFTER THE TRAINING SESSIONS



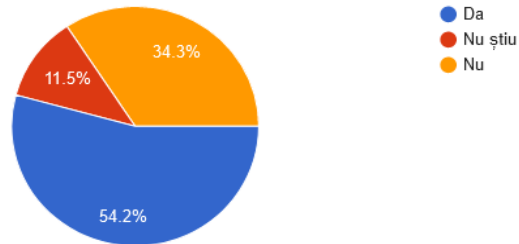


ROMANIA

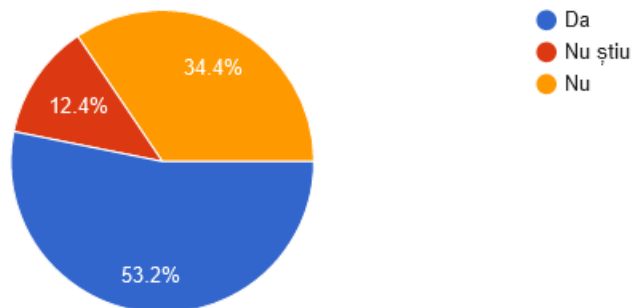
BEFORE THE TRAINING SESSIONS

7. (Răspunde la această întrebare doar dacă ai răspuns DA la întrebarea 4) Ai fost vreodată martorul unor abuzuri sau al unor acte de intoleranță față de diferiții elevi din școala ta? Te rog să alegi UN RĂSPUNS!

714 responses



AFTER THE TRAINING SESSIONS

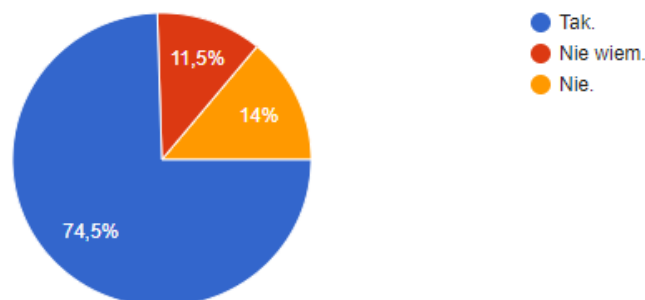


POLAND

BEFORE THE TRAINING SESSIONS

7. Czy kiedykolwiek byłeś/aś świadkiem sytuacji, w której inni uczniowie doświadczyli aktu nietolerancji lub znęcania? Wybierz tylko JEDNĄ ODPOWIEDŹ!

157 odpowiedzi

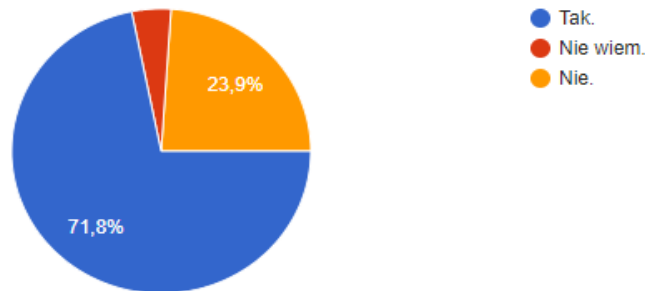




AFTER THE TRAINING SESSIONS

7. Czy kiedykolwiek byłeś/aś świadkiem sytuacji, w której inni uczniowie doświadczyli aktu nietolerancji lub znęcania? Wybierz tylko JEDNĄ ODPOWIEDŹ!

142 odpowiedzi

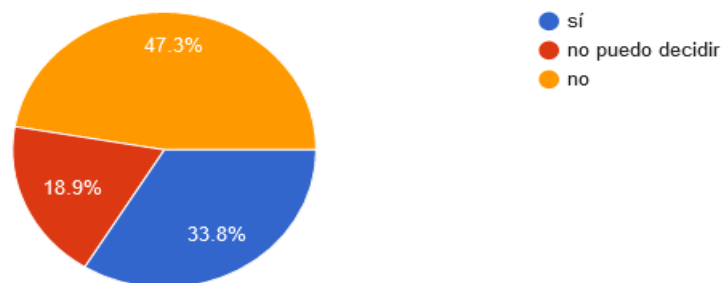


SPAIN

BEFORE THE TRAINING SESSIONS

7 - ¿Has presenciado malos tratos e intolerancia hacia los niños diferentes de tu escuela?
(Responda a esta pregunta solo si has respondido SÍ a la pregunta 4)

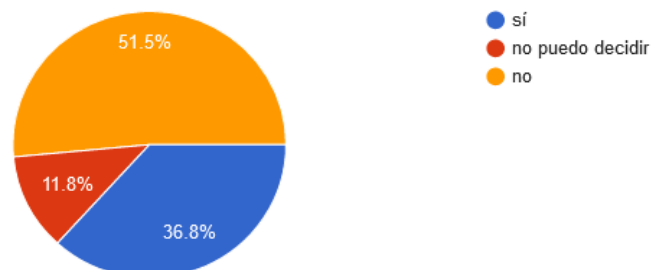
74 responses

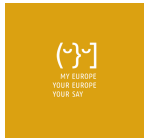


AFTER THE TRAINING SESSIONS

7 - ¿Has presenciado malos tratos e intolerancia hacia los niños diferentes de tu escuela?
(Responda a esta pregunta solo si has respondido SÍ a la pregunta 4)

68 responses





Q. 8 What kind of mistreatment of and intolerance to the different children in your school occur most often?

(Answer this question only if you answered YES to question 4)

You can choose MORE THAN ONE ANSWER if you wish.

- A. Physical abuse (aggression).
- B. Verbal assaults, insults and threats.
- C. Isolating the different children and not including them in learning activities and games as desirable partners.
- D. Unjust punishment imposed by teachers or school authorities.
- E. I don't know.
- F. Other

(Please specify if none of the previously listed answers matches your opinion.)

The most frequent type of mistreatment and intolerance to the different children which has been detected, both prior and after the project activities, are the verbal assaults, insults and threats.

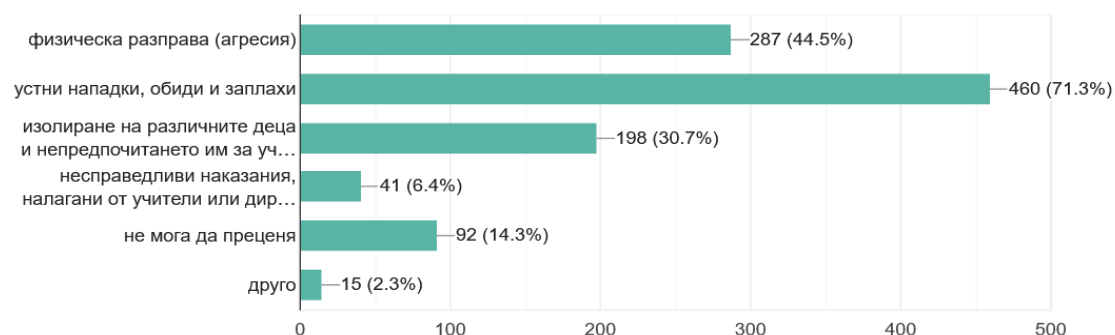
BULGARIA

BEFORE THE TRAINING SESSIONS

8 - Какъв вид лошо отношение и нетолерантност се проявява най-често към различните деца в твоето училище? (Отговори на този въпрос само, ако на въпрос 4 си отговорил с ДА)



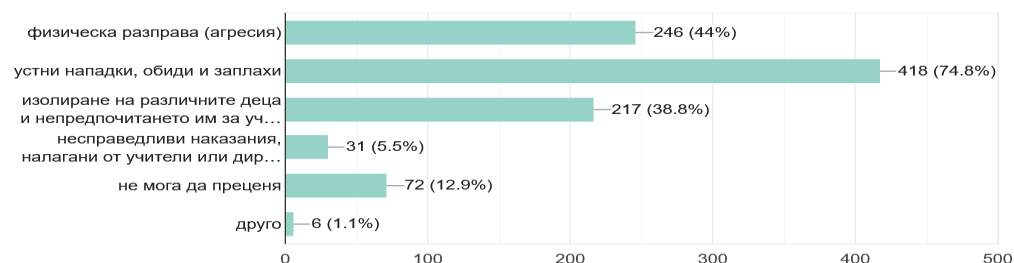
645 responses



AFTER THE TRAINING SESSIONS

8 - Какъв вид лошо отношение и нетолерантност се проявява най-често към различните деца в твоето училище? (Отговори на този въпрос само, ако на въпрос 4 си отговорил с ДА)

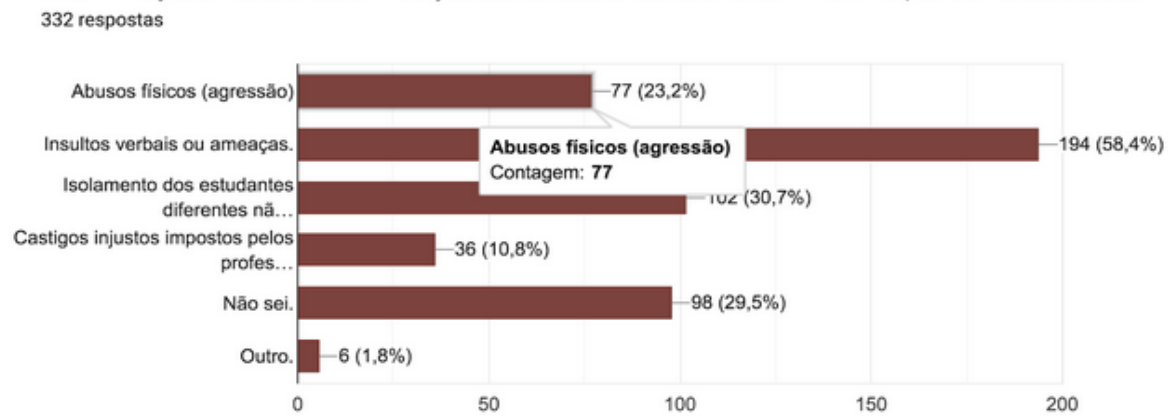
559 responses



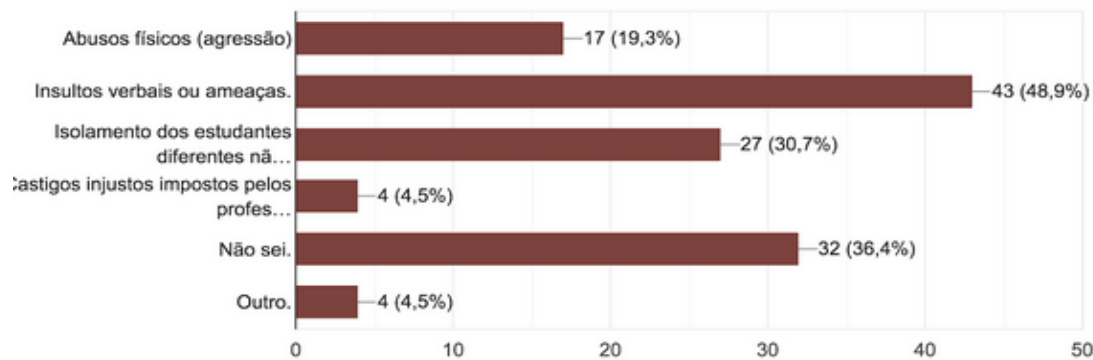


PORTUGAL

BEFORE THE TRAINING SESSIONS



AFTER THE TRAINING SESSIONS

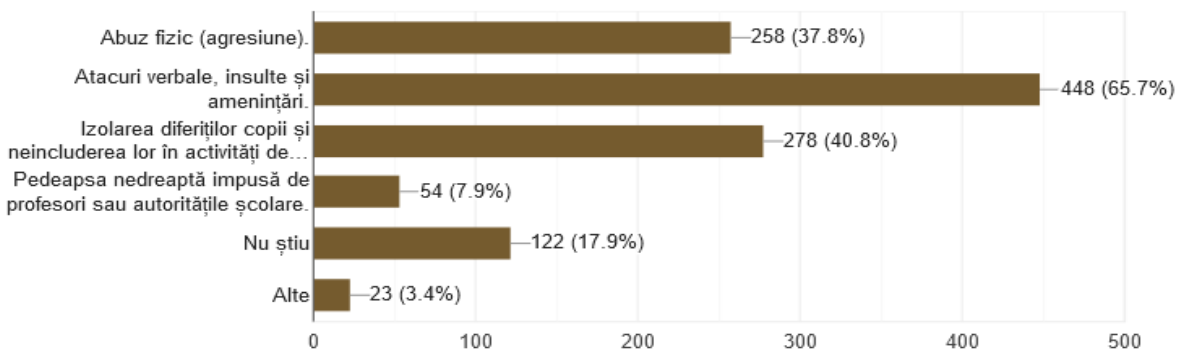


ROMANIA

BEFORE THE TRAINING SESSIONS

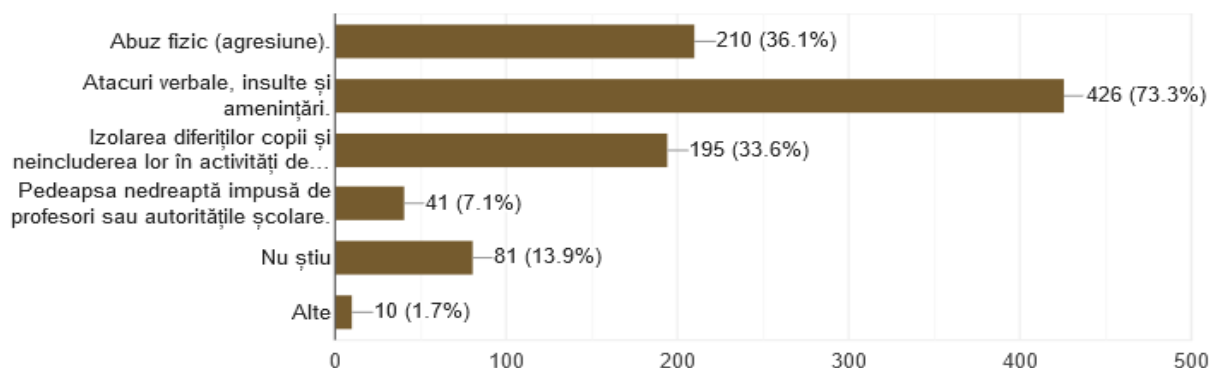
8. (Răspunde la această întrebare doar dacă ai răspuns DA la întrebarea 4) Ce fel de abuzuri și acte de intoleranță apar cel mai des la copiii diferiți din școala ta?

682 responses





AFTER THE TRAINING SESSIONS

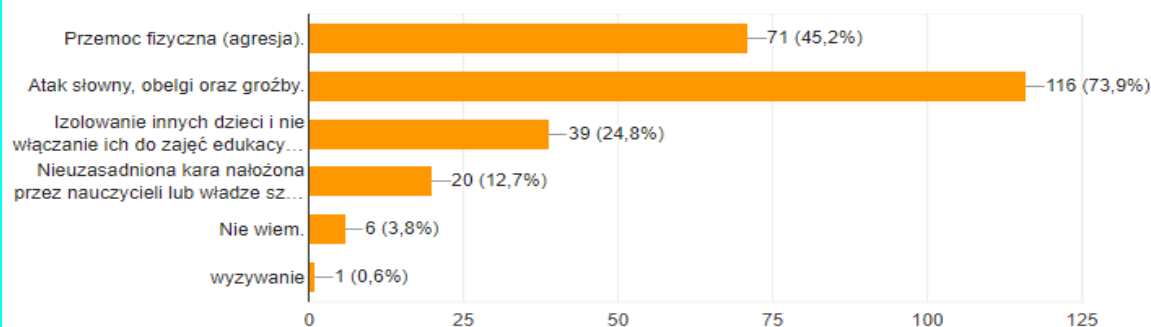


POLAND

BEFORE THE TRAINING SESSIONS

8. Jakiego rodzaju złe traktowanie i nietolerancja najczęściej pojawia się w Twojej szkole? Jeśli chcesz, możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

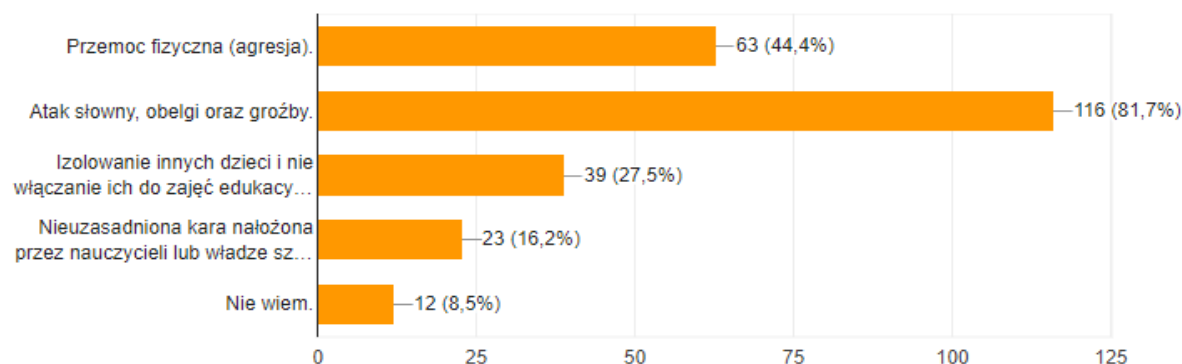
157 odpowiedzi



AFTER THE TRAINING SESSIONS

8. Jakiego rodzaju złe traktowanie i nietolerancja najczęściej pojawia się w Twojej szkole? Jeśli chcesz, możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

142 odpowiedzi



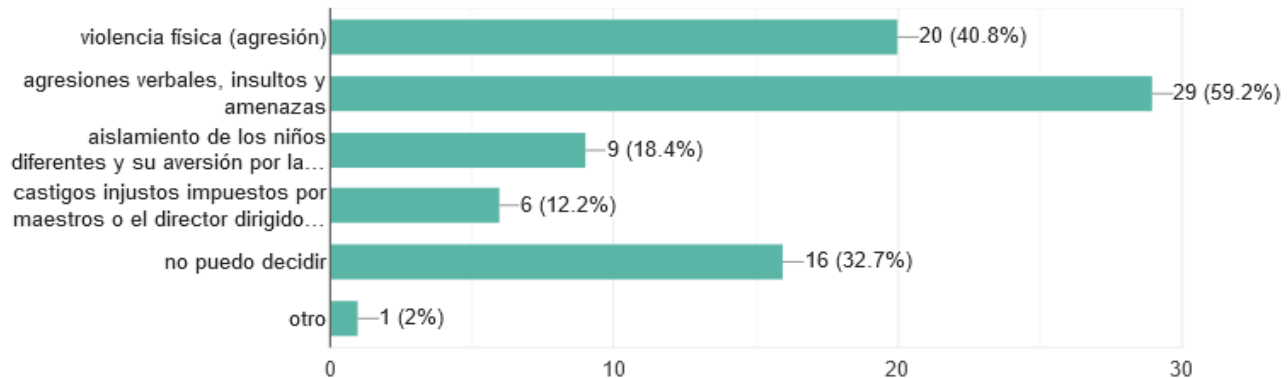


SPAIN

BEFORE THE TRAINING SESSIONS

8 - ¿Qué tipo de malos tratos e intolerancia es más común hacia los niños diferentes en tu escuela? (Responda a esta pregunta solo si has respondido sí a la pregunta 4)

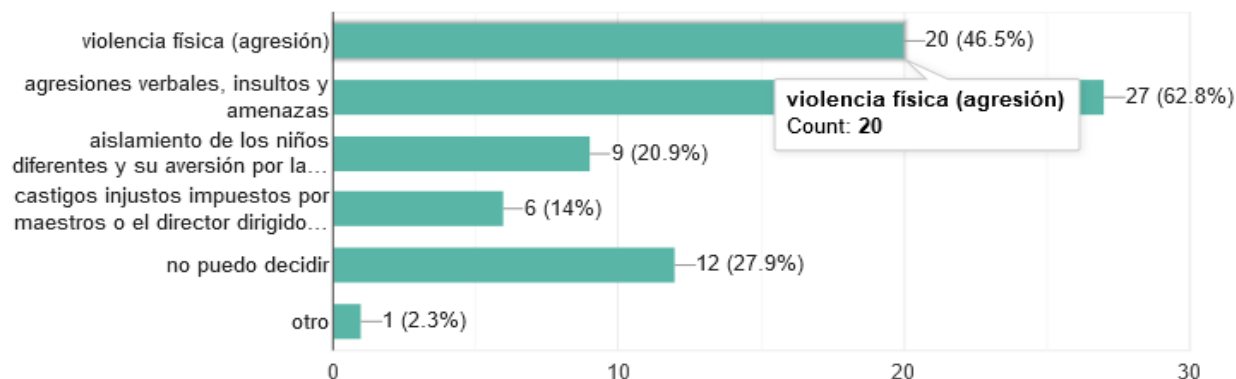
49 responses



AFTER THE TRAINING SESSIONS

8 - ¿Qué tipo de malos tratos e intolerancia es más común hacia los niños diferentes en tu escuela? (Responda a esta pregunta solo si has respondido sí a la pregunta 4)

43 responses






Tolerance – Diversity – Mistreatment

When students were asked "Would you like to talk more often about tolerance, diversity and differences between people at school?", the students largely replied YES with 66.1% at the beginning of the project, and even more at the end with 71.2%, showing greater interest in the topic and wanting to learn more about it. The "I don't know" answer was given by 27.5% prior to the launch of the training activities as students didn't have a clear idea of the forthcoming trainings, but the indefinite answers plummeted to only 17.9% after the training sessions.



Q. 9

Would you like to talk more about tolerance, diversity and differences between people in school? Please choose only ONE ANSWER!

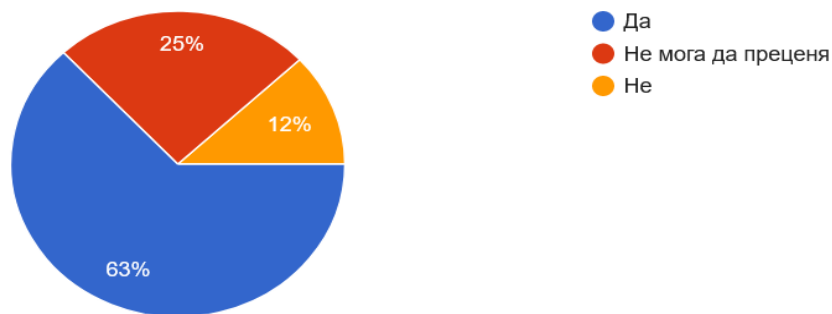
A. Yes	B. I don't know	C. No
		

BULGARIA

BEFORE THE TRAINING SESSIONS

9 - Би ли искал в часовете по различните предмети в училище да се говори повече за толерантността, различията и многообразието между хората?

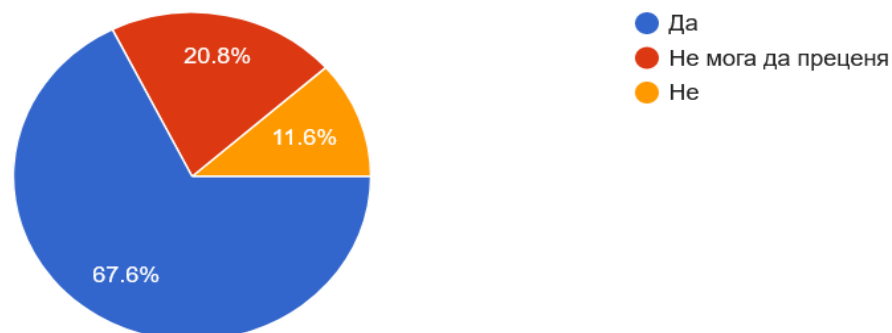
776 responses



AFTER THE TRAINING SESSIONS

9 - Би ли искал в часовете по различните предмети в училище да се говори повече за толерантността, различията и многообразието между хората?

649 responses

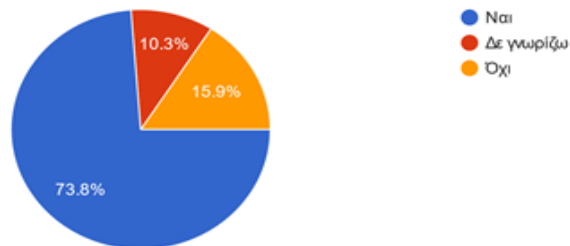




GREECE

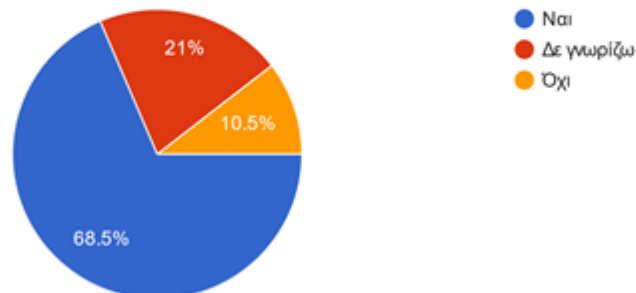
BEFORE THE TRAINING SESSIONS

9 - Θα θέλατε να συζητάτε πιο συχνά για την ανοχή / ανεκτικότητα, διαφορετικότητα και τις διαφορές μεταξύ των ανθρώπων στο σχολείο;
126 responses



AFTER THE TRAINING SESSIONS

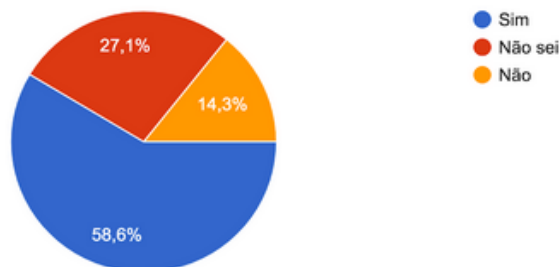
9 - Θα θέλατε να συζητάτε πιο συχνά για την ανοχή / ανεκτικότητα, διαφορετικότητα και τις διαφορές μεταξύ των ανθρώπων στο σχολείο;
124 responses



PORTUGAL

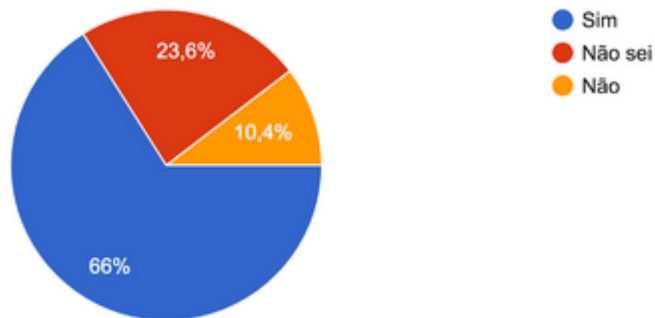
BEFORE THE TRAINING SESSIONS

413 respostas





AFTER THE TRAINING SESSIONS

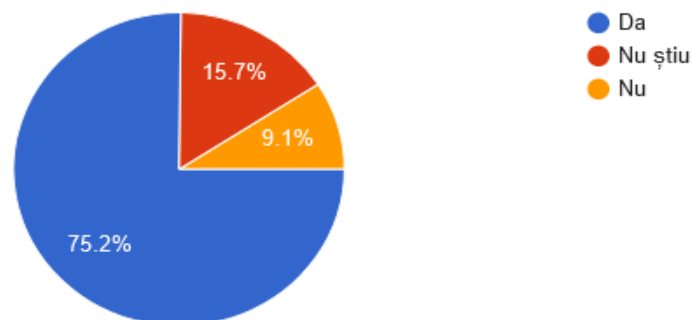


ROMANIA

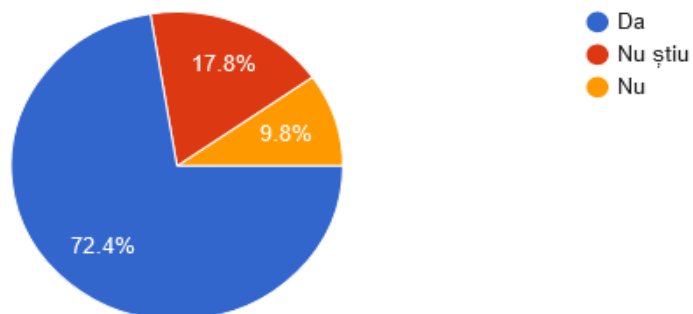
BEFORE THE TRAINING SESSIONS

9. Ai dori să se vorbească mai des despre toleranță, diversitate și diferențe între oamenii din școală?

810 responses



AFTER THE TRAINING SESSIONS



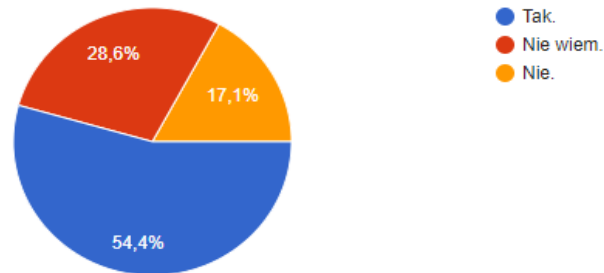


POLAND

BEFORE THE TRAINING SESSIONS

9. Czy chciałbyś rozmawiać więcej o tolerancji, różnorodności oraz różnicach między ludźmi w szkole? Wybierz tylko JEDNĄ ODPOWIEDŹ!

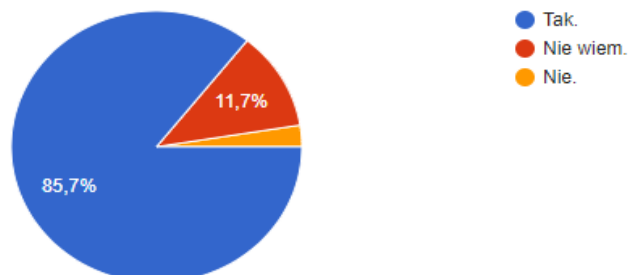
217 odpowiedzi



AFTER THE TRAINING SESSIONS

9. Czy chciałbyś rozmawiać więcej o tolerancji, różnorodności oraz różnicach między ludźmi w szkole? Wybierz tylko JEDNĄ ODPOWIEDŹ!

196 odpowiedzi

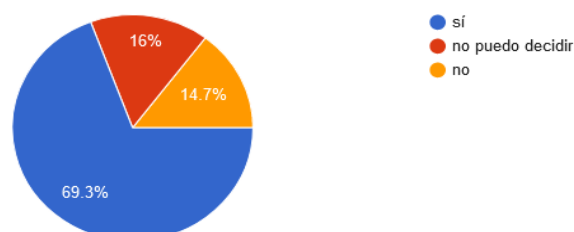


SPAIN

BEFORE THE TRAINING SESSIONS

9 - ¿Te gustaría hablar más sobre la tolerancia, las diferencias y la diversidad entre las personas en diferentes asignaturas en la escuela?

75 responses

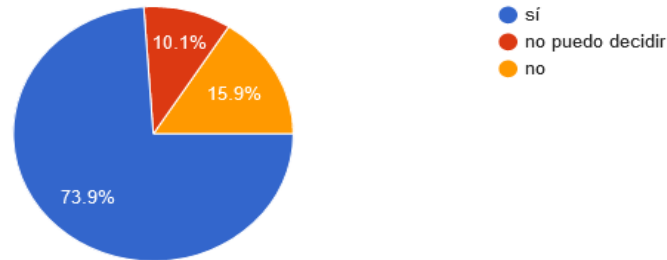




AFTER THE TRAINING SESSIONS

9 - ¿Te gustaría hablar más sobre la tolerancia, las diferencias y la diversidad entre las personas en diferentes asignaturas en la escuela?

69 responses



Q. 10

Which of the following topics are you interested in and would like to learn more about? You can choose MORE THAN ONE ANSWER if you wish.

- A. Acceptance of and respect for the different students
- B. Skills for accepting other people's opinions and viewpoints
- C. Managing conflicts and aggression in school
- D. Democratic involvement of students in school life and school management
- E. Cooperation and teamwork between peers
- F. Assisting behaviour for disadvantaged people
- G. Other

Following, to the question about the specific topics students are interested in and would like to learn more about them, the panel seems equally interested in all the topics proposed with a preference for *Acceptance of and respect for the different students* (50.4% before vs. 58.9.3% after the trainings). The *Managing conflicts and aggression at school* was a topic great majority of the students were willing to dig in with 58.9% indicating this is their preference for extra activities. At the end of the project implementation this percentage plummeted to only 45.5% and the topic of *Cooperation and teamwork between peers* (with 44.5%) proved to have become really popular. This is a big change in the students' attitudes and perception of the importance of cooperation and teamwork in life. The change is understandable and it is due to the fact that non-formal education teaching approaches are used in all training sessions, and most of them are related to improving students' teamwork skills.



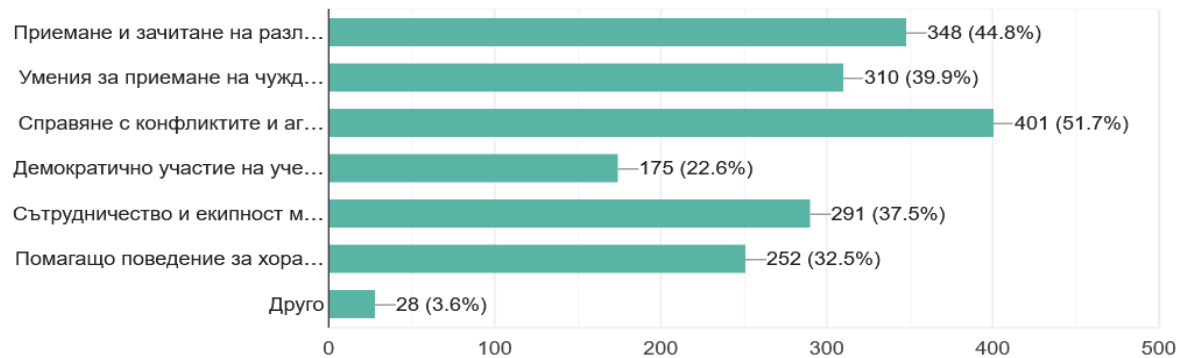
BULGARIA

BEFORE THE TRAINING SESSIONS

10 - Кои от изброените по-долу теми са ти интересни и би искал да научиш повече по тях?



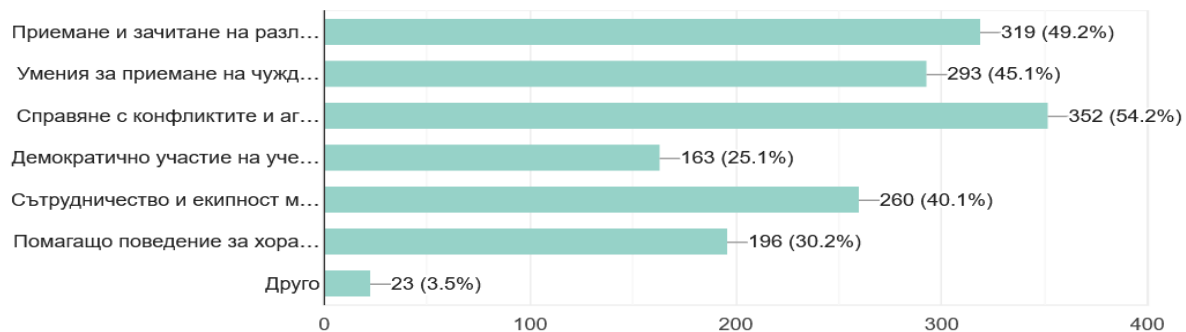
776 responses



AFTER THE TRAINING SESSIONS

10 - Кои от изброените по-долу теми са ти интересни и би искал да научиш повече по тях?

649 responses

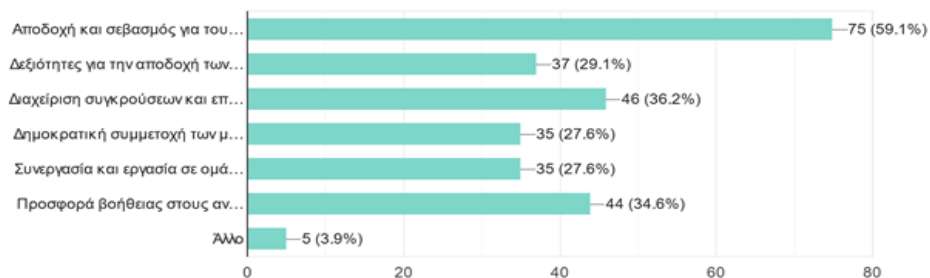


GREECE

BEFORE THE TRAINING SESSIONS

10 - Ποια από τα ακόλουθα θέματα σας ενδιαφέρουν και θα θέλατε να μάθετε περισσότερο για αυτά;

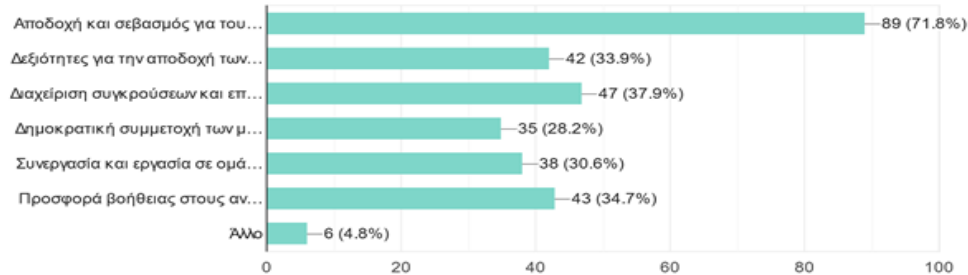
127 responses





AFTER THE TRAINING SESSIONS

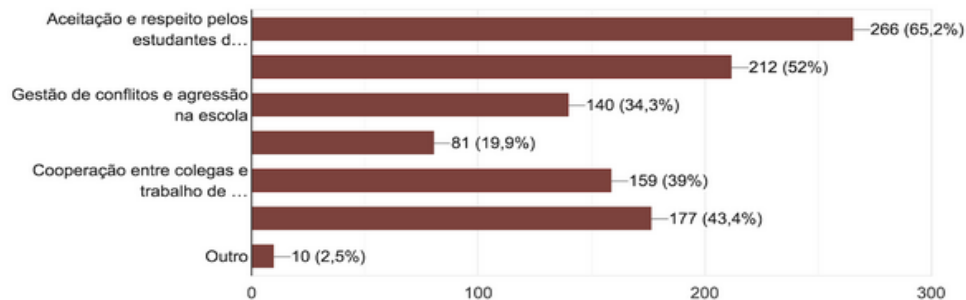
10 - Ποια από τα ακόλουθα θέματα σας ενδιαφέρουν και θα θέλατε να μάθετε περισσότερο για αυτά;
124 responses



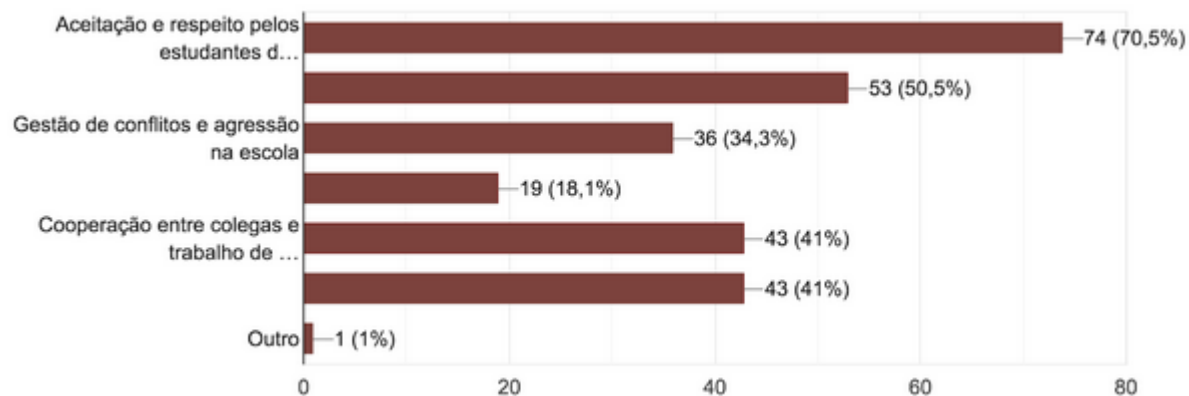
PORTUGAL

BEFORE THE TRAINING SESSIONS

10 - Em qual dos seguintes tópicos tens mais interesse e gostarias que se falasse mais?
408 respostas



AFTER THE TRAINING SESSIONS



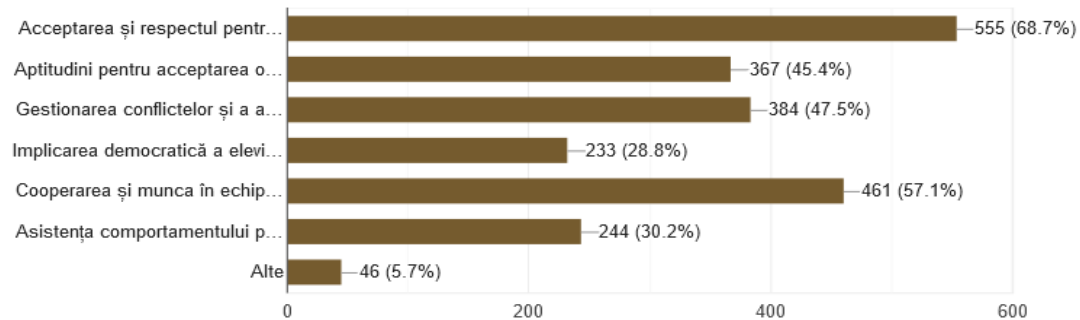


ROMANIA

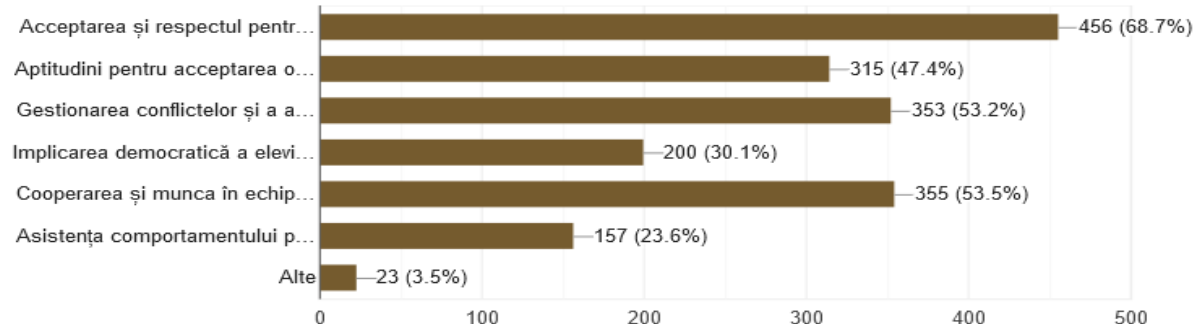
BEFORE THE TRAINING SESSIONS

10. Care dintre următoarele subiecte te interesează și despre care dorești să afli mai multe lucruri?

808 responses



AFTER THE TRAINING SESSIONS

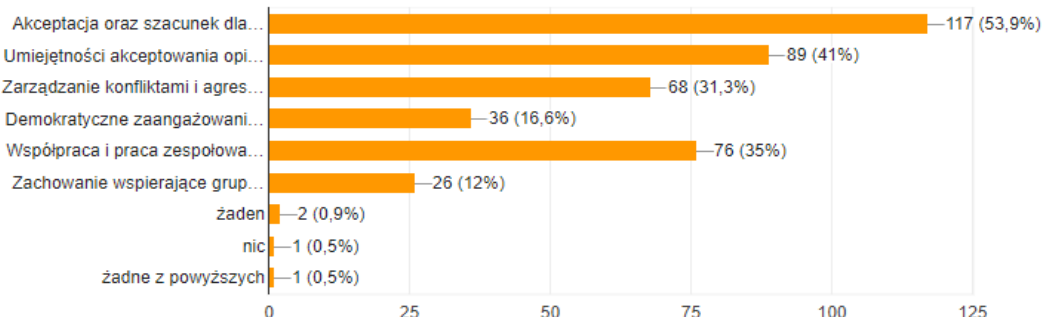


POLAND

BEFORE THE TRAINING SESSIONS

10. Który z podanych tematów jest dla Ciebie interesujący i chciałbyś/aś dowiedzieć się o nim więcej? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

217 odpowiedzi

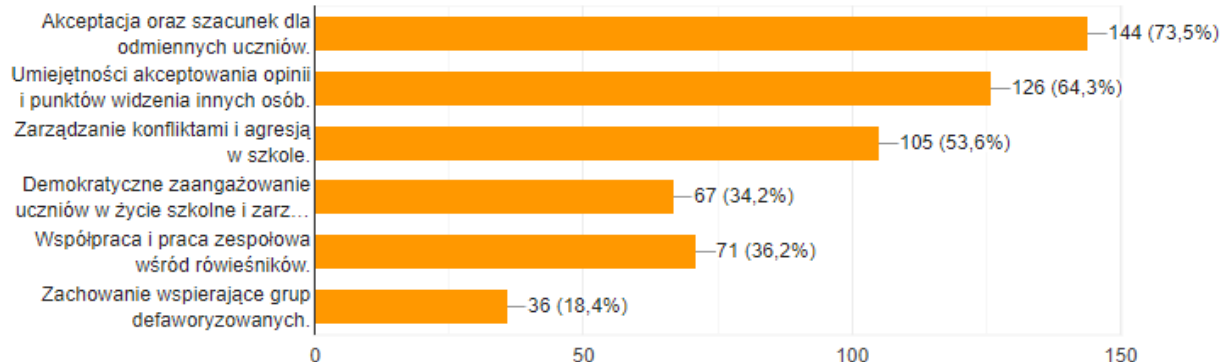




AFTER THE TRAINING SESSIONS

10. Który z podanych tematów jest dla Ciebie interesujący i chciałbyś/aś dowiedzieć się o nim więcej? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

196 odpowiedzi

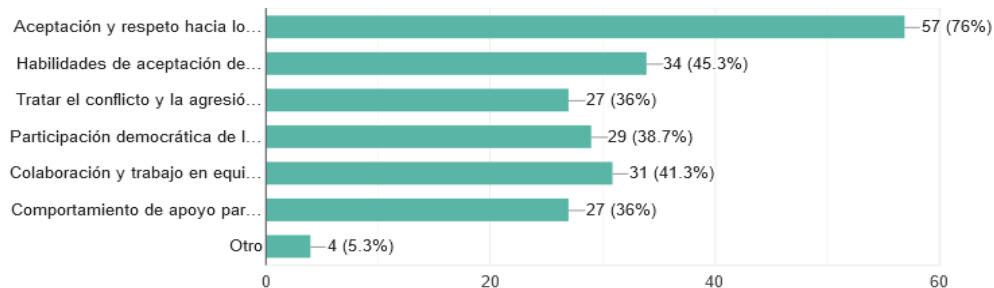


SPAIN

BEFORE THE TRAINING SESSIONS

10 - ¿Cuáles de los siguientes temas te parecen interesantes y te gustaría aprender más sobre ellos?

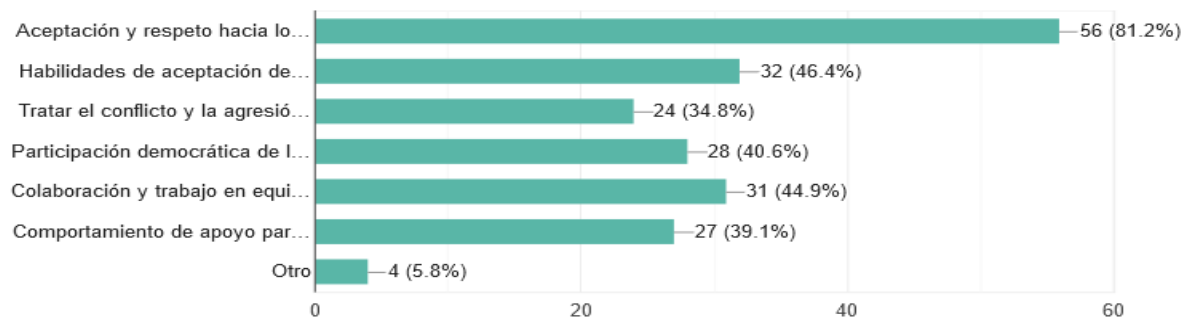
75 responses

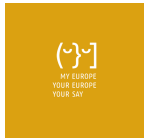


AFTER THE TRAINING SESSIONS

10 - ¿Cuáles de los siguientes temas te parecen interesantes y te gustaría aprender más sobre ellos?

69 responses








Religion

Regarding the diversity of religions, a great percentage of students (more than 66%) report that they have been in personal contact with people of different religion or having different religious holidays. Students' opinion about the people with different religion based on their personal contact was stated as: more than half the students replied that they like them (56.3% vs 61.2% prior and after project implementation respectively) and more than a third replied that they are like everyone else (40.4% vs 37.9%). The students who don't like people with different religious background and holidays were quite few (3.1% prior to the training sessions), but their number dropped down even more to 1.5% after the project implementation. The results show a high level of acceptance of people with different religious background.

When students were asked if they were going to invite a student of different religion in order to celebrate with them a big religious holiday, about half of the students were willing to do so even before the project (53.5%), but their number increased substantially in the final poll amounting to 62.3%. At the end of the project, the percentage of "I don't know" answers decreased slightly (28.8% - 25%), and the ones who definitely reject the idea by answering NO also decreased from 17.8% to 12.1%.

Q. 11 – 12 -13

Q11 Have you ever had personal contacts with people of different religions or ones who observe different religious holidays? Please choose only ONE ANSWER!

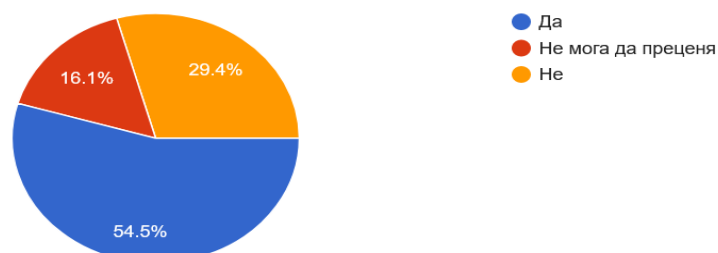
A. Yes	B. I don't know	C. No
		

BULGARIA

BEFORE THE TRAINING SESSIONS

11 - Имал/а ли си досега лични контакти с хора с различна от твоята религия и религиозни празници?

776 responses

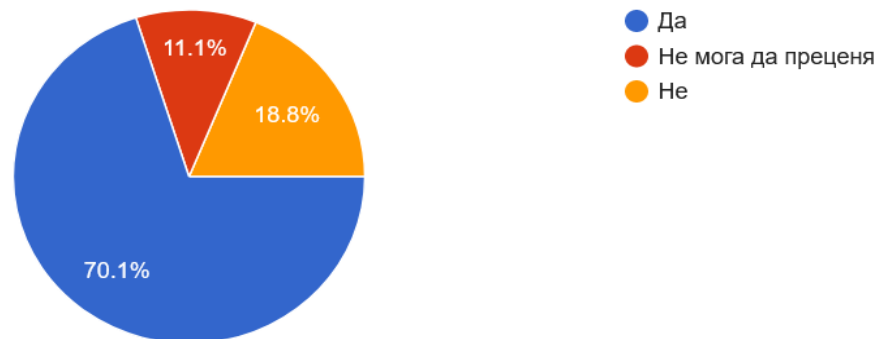




AFTER THE TRAINING SESSIONS

11 - Имал/а ли си досега лични контакти с хора с различна от твоята религия и религиозни празници?

649 responses

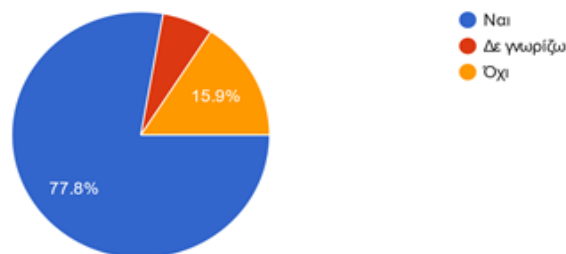


GREECE

BEFORE THE TRAINING SESSIONS

11 - Είχατε ποτέ επαφές με ανθρώπους με διαφορετική θρησκεία ή με διαφορετικές θρησκευτικές γιορτές;

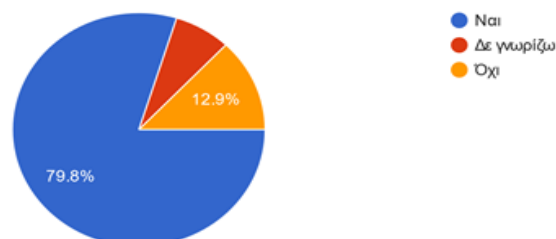
126 responses



AFTER THE TRAINING SESSIONS

11 - Είχατε ποτέ επαφές με ανθρώπους με διαφορετική θρησκεία ή με διαφορετικές θρησκευτικές γιορτές;

124 responses



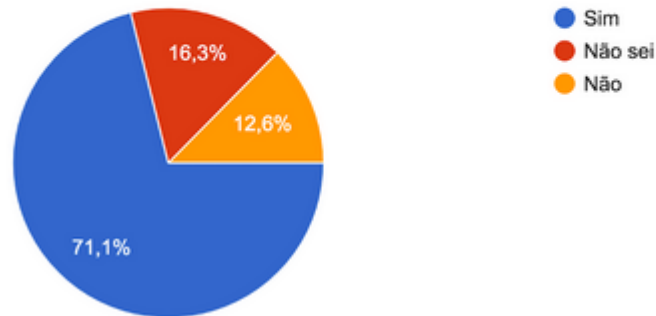


PORTUGAL

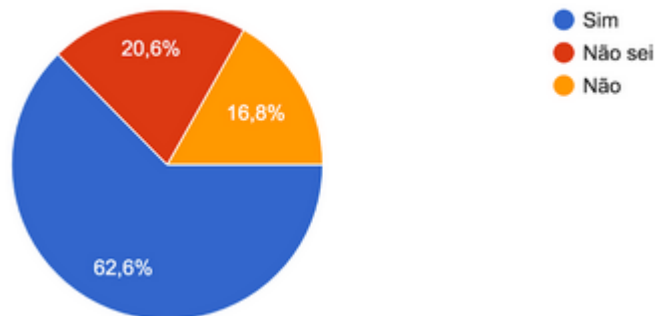
BEFORE THE TRAINING SESSIONS

11 - Alguma vez tiveste contacto pessoal com pessoas de religiões diferentes ou que celebram outras datas religiosas diferentes das tuas?

412 respostas



AFTER THE TRAINING SESSIONS

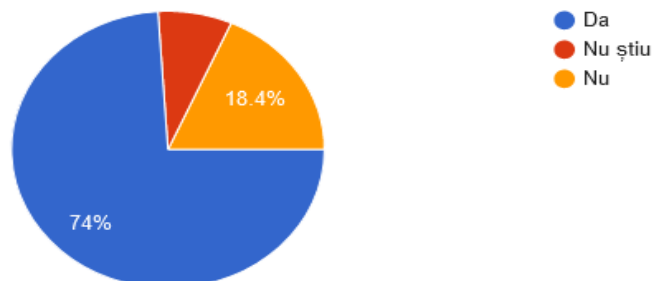


ROMANIA

BEFORE THE TRAINING SESSIONS

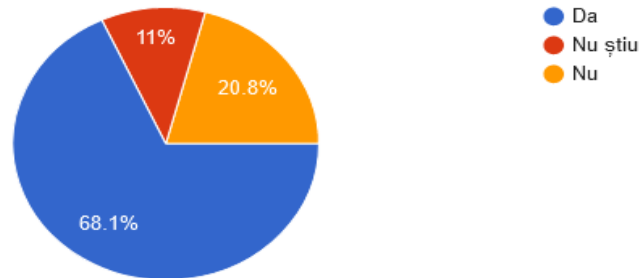
11. Ai avut vreodată contacte personale cu oameni de religii diferite sau cu persoane care respectă sărbători religioase diferite?

811 responses





AFTER THE TRAINING SESSIONS

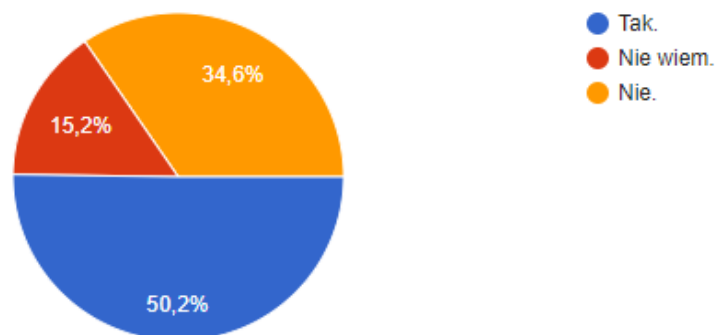


POLAND

BEFORE THE TRAINING SESSIONS

11. Czy miałeś/aś kiedykolwiek kontakt z osobami z innych religii lub obchodzącymi inne święta religijne? Wybierz tylko JEDNĄ ODPOWIEDŹ!

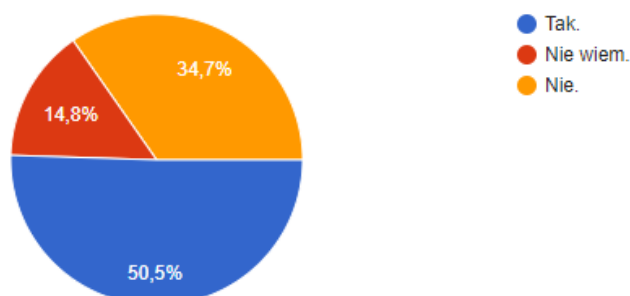
217 odpowiedzi



AFTER THE TRAINING SESSIONS

11. Czy miałeś/aś kiedykolwiek kontakt z osobami z innych religii lub obchodzącymi inne święta religijne? Wybierz tylko JEDNĄ ODPOWIEDŹ!

196 odpowiedzi



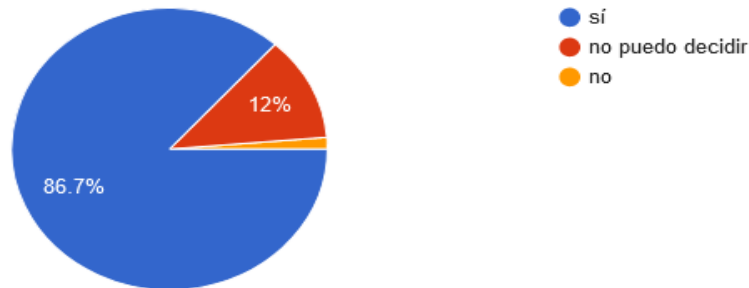


SPAIN

BEFORE THE TRAINING SESSIONS

11 - ¿Alguna vez has tenido contactos con personas que tengan diferente religión y festivos religiosos a los tuyos?

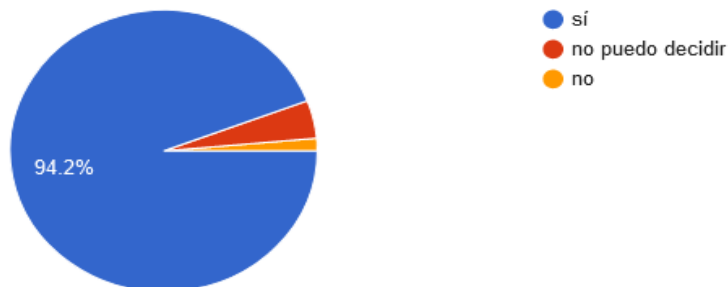
75 responses



AFTER THE TRAINING SESSIONS




11 - ¿Alguna vez has tenido contactos con personas que tengan diferente religión y festivos religiosos a los tuyos?

69 responses



12. What do you think about people who come from different religious backgrounds based on your personal contacts? (Answer this question only if you answered YES to question 11)

Please choose only ONE ANSWER!

A. Positive, I like them.	B. I don't know; they are like everybody else.	C. Negative, I don't like them.
		



BULGARIA

BEFORE THE TRAINING SESSIONS

12 - Какво е впечатлението ти от контактите с хора с различна от твоята религия?
(Отговори на този въпрос само, ако на въпрос 11 си отговорил с ДА)

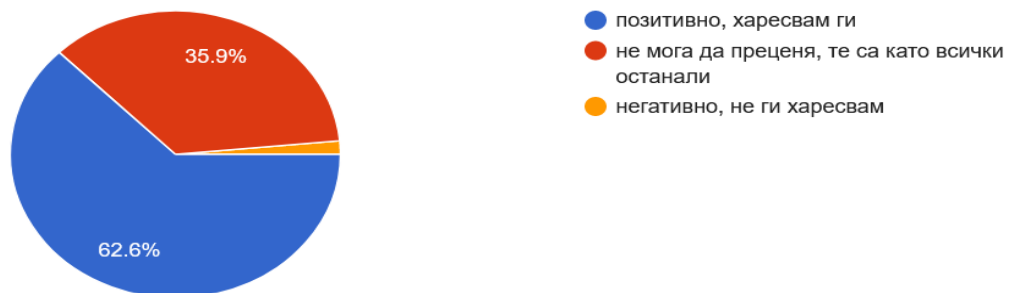
549 responses



AFTER THE TRAINING SESSIONS

12 - Какво е впечатлението ти от контактите с хора с различна от твоята религия?
(Отговори на този въпрос само, ако на въпрос 11 си отговорил с ДА)

529 responses

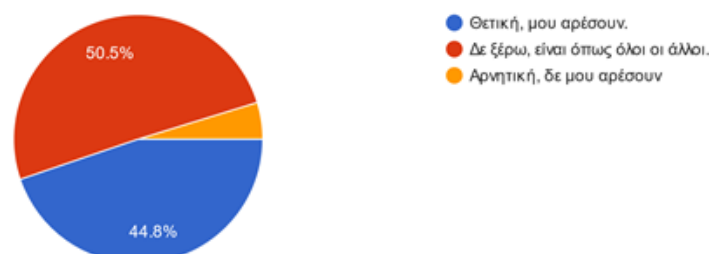


GREECE

BEFORE THE TRAINING SESSIONS

12 - (Απαντήστε αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 11.). Με βάση τις προσωπικές σας επαφές, ποια είναι η γνώμη σας ...θρώπους, οι οποίοι έχουν διαφορετική θρησκεία;

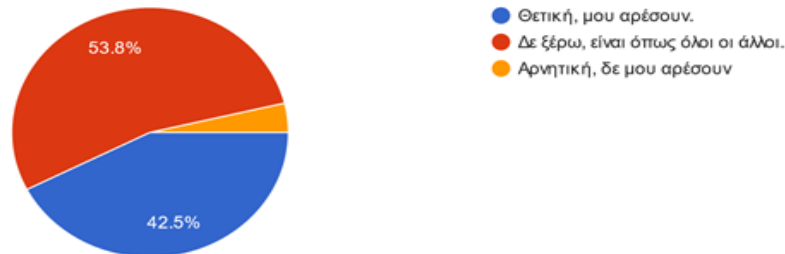
105 responses





AFTER THE TRAINING SESSIONS

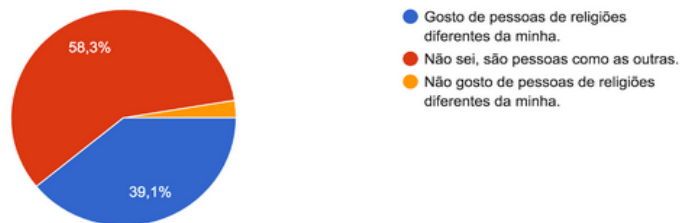
12 - (Απαντήστε αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 11.). Με βάση τις προσωπικές σας επαφές, ποια είναι η γνώμη σας ...θρώπους, οι οποίοι έχουν διαφορετική θρησκεία;
106 responses



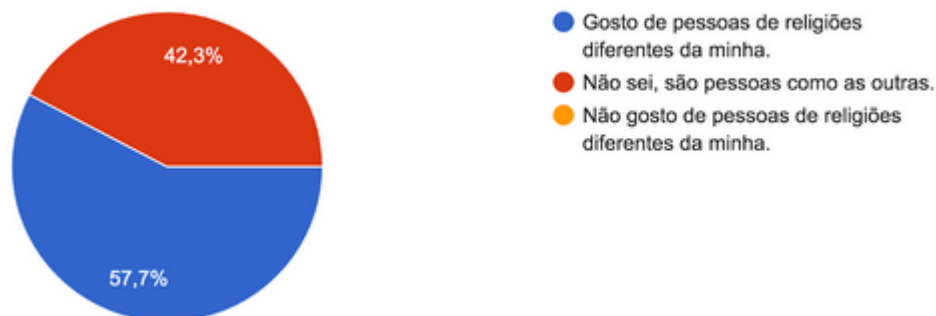
PORTUGAL

BEFORE THE TRAINING SESSIONS

12 - (Responde a esta questão apenas se tiveres respondido SIM na questão anterior). Com base na tua experiência pessoal o que achas de pessoas que são de religiões diferentes?
348 respostas



AFTER THE TRAINING SESSIONS



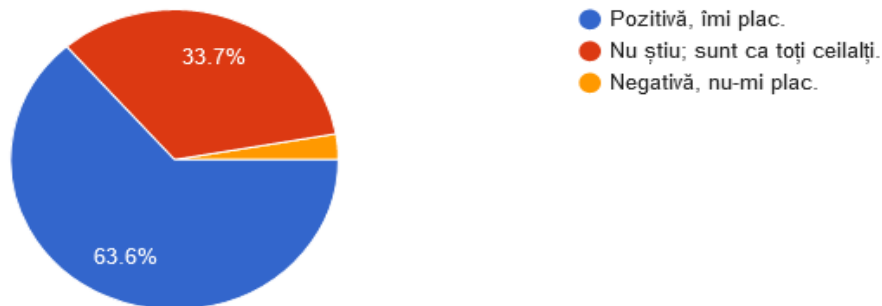


ROMANIA

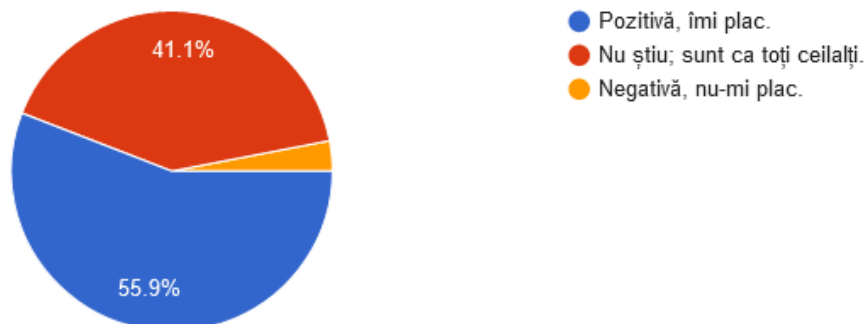
BEFORE THE TRAINING SESSIONS

12. (Răspunde la această întrebare doar dacă ai răspuns DA la întrebarea 11) Ce părere ai despre oamenii care provin din medii religioase diferite pe baza contactelor tale personale?

689 responses



AFTER THE TRAINING SESSIONS

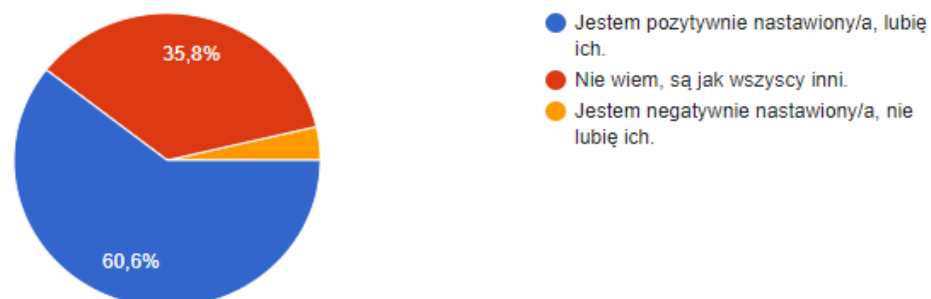


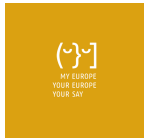
POLAND

BEFORE THE TRAINING SESSIONS

12. Na podstawie swojego doświadczenia, co myślisz o osobach pochodzących z różnych środowisk religijnych? Wybierz tylko JEDNĄ ODPOWIEDŹ!

109 odpowiedzi





AFTER THE TRAINING SESSIONS

12. Na podstawie swojego doświadczenia, co myślisz o osobach pochodzących z różnych środowisk religijnych? Wybierz tylko JEDNĄ ODPOWIEDŹ!

99 odpowiedzi

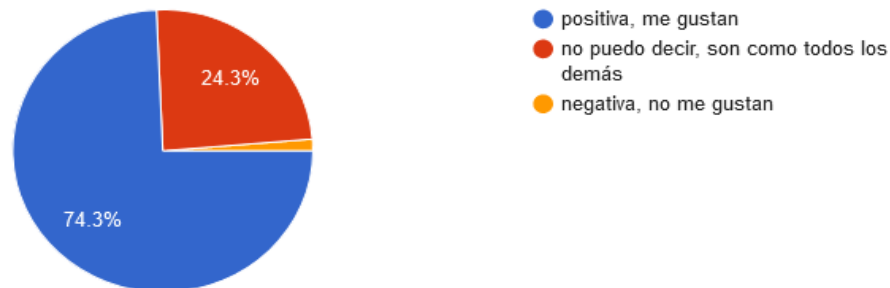


SPAIN

BEFORE THE TRAINING SESSIONS

12 - ¿Cuál es tu impresión de los contactos con personas con religión distinta a la tuya?
(Responda a esta pregunta solo si has respondido SÍ a la pregunta 11)

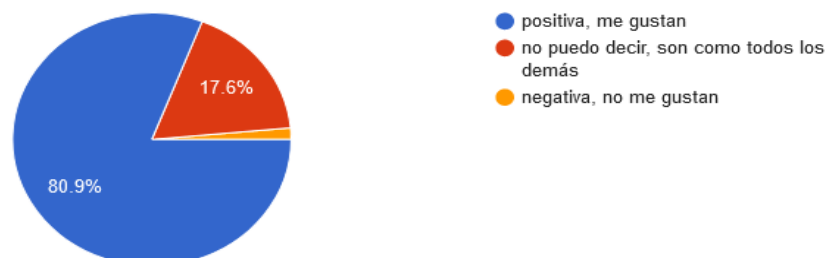
74 responses

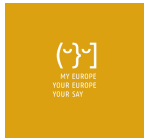


AFTER THE TRAINING SESSIONS




12 - ¿Cuál es tu impresión de los contactos con personas con religión distinta a la tuya?
(Responda a esta pregunta solo si has respondido SÍ a la pregunta 11)

68 responses





13. You have the opportunity to invite a classmate/peer to celebrate with you and your family a big religious holiday. Would you invite a classmate of different religious beliefs? Please choose only ONE ANSWER!

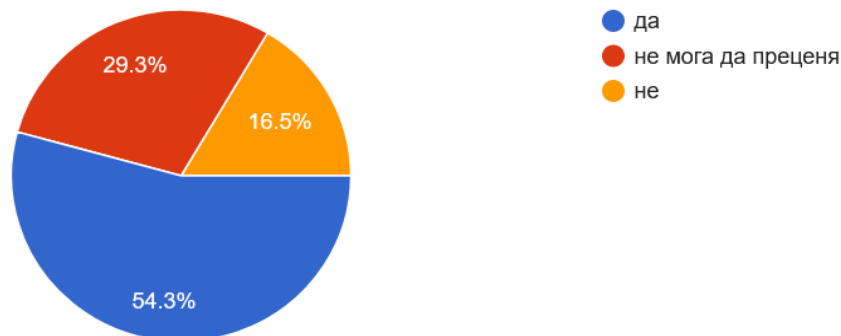
A. Yes	B. I don't know	C. No
		

BULGARIA

BEFORE THE TRAINING SESSIONS

13 - Ти имаш възможност да поканиш твой съученик/ връстник да празнува заедно с теб и твоето семейство голям религиозен празник. Би ли поканил/а дете, което има различна от твоята религия?

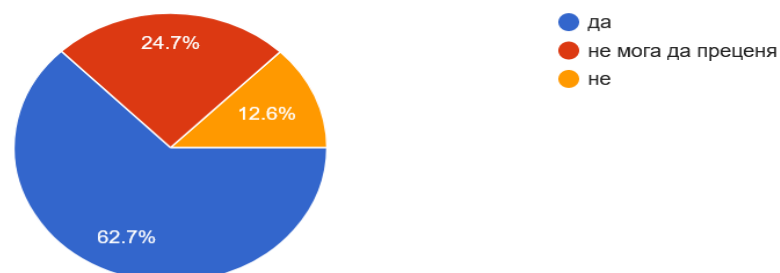
776 responses



AFTER THE TRAINING SESSIONS

13 - Ти имаш възможност да поканиш твой съученик/ връстник да празнува заедно с теб и твоето семейство голям религиозен празник. Би ли поканил/а дете, което има различна от твоята религия?

649 responses

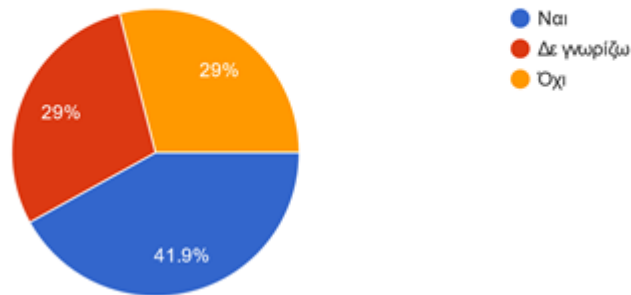




GREECE

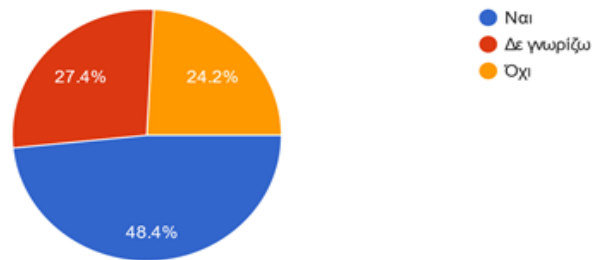
BEFORE THE TRAINING SESSIONS

13 - Έχετε την ευκαιρία να προσκαλέσετε έναν συμμαθητή ή συνομήλικο να γιορτάσει με εσάς και την οικογένειά σας μια μεγάλη θρησκευτική γιορτή...ύσατε έναν συμμαθητή με διαφορετική Θρησκεία ;
124 responses



AFTER THE TRAINING SESSIONS

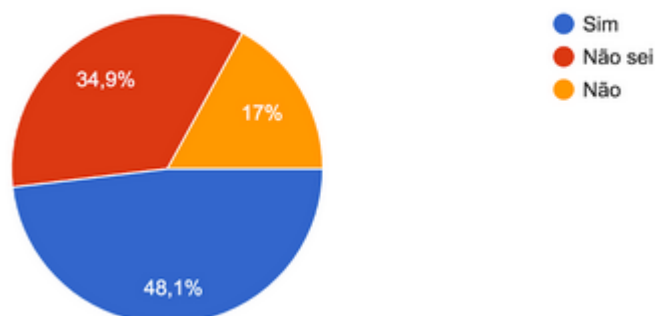
13 - Έχετε την ευκαιρία να προσκαλέσετε έναν συμμαθητή ή συνομήλικο να γιορτάσει με εσάς και την οικογένειά σας μια μεγάλη θρησκευτική γιορτή...ύσατε έναν συμμαθητή με διαφορετική Θρησκεία ;
124 responses



PORTUGAL

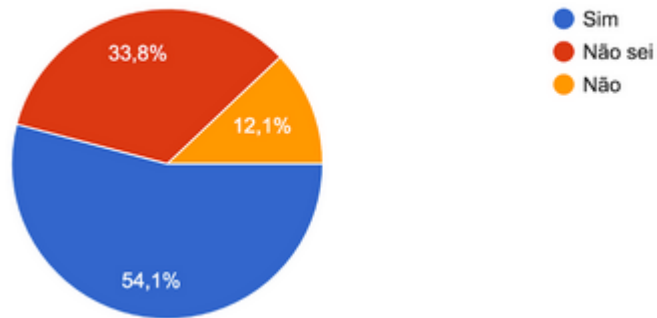
BEFORE THE TRAINING SESSIONS

414 respostas





AFTER THE TRAINING SESSIONS



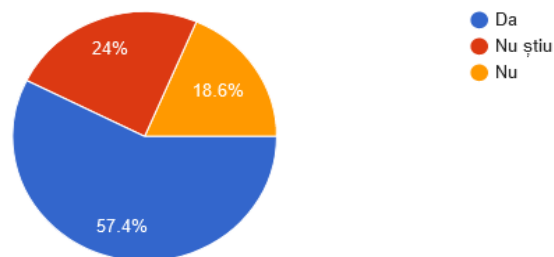
ROMANIA

BEFORE THE TRAINING SESSIONS

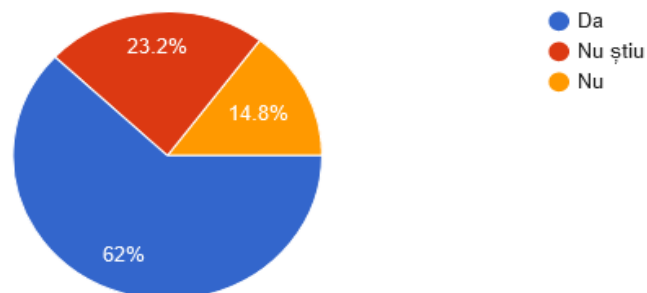
13. Ai ocazia să inviți un coleg de clasă/coleg să sărbătorească împreună cu tine și cu familia ta o mare sărbătoare religioasă. Ai invita un coleg de clasă cu o credință religioasă diferită?



811 responses



AFTER THE TRAINING SESSIONS



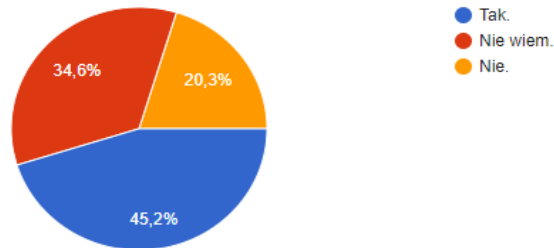


POLAND

BEFORE THE TRAINING SESSIONS

13. Masz okazję zaprosić swojego kolegę/swoją koleżankę do świętowania ważnego święta religijnego z Twoją rodziną. Czy zaprosiłbyś/zaprosiłabyś kolegę/koleżankę, który/która jest innego wyznania niż Ty? Wybierz tylko JEDNĄ ODPOWIEDŹ!

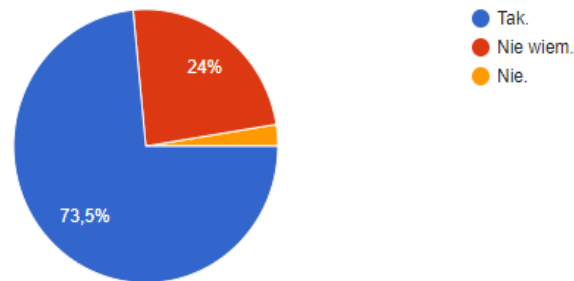
217 odpowiedzi



AFTER THE TRAINING SESSIONS

13. Masz okazję zaprosić swojego kolegę/swoją koleżankę do świętowania ważnego święta religijnego z Twoją rodziną. Czy zaprosiłbyś/zaprosiłabyś kolegę/koleżankę, który/która jest innego wyznania niż Ty? Wybierz tylko JEDNĄ ODPOWIEDŹ!

196 odpowiedzi

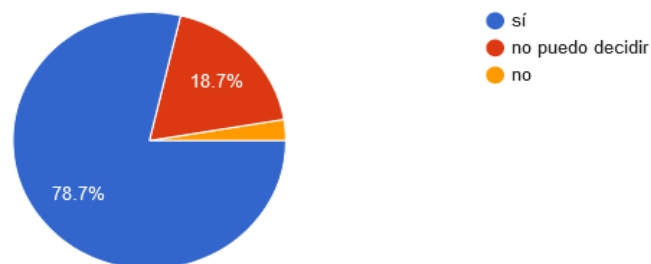


SPAIN

BEFORE THE TRAINING SESSIONS

13 - Tienes la oportunidad de invitar a un compañero de clase a celebrar una gran fiesta religiosa contigo y tu familia. ¿Invitarías a un niño con religión diferente a la tuya?

75 responses

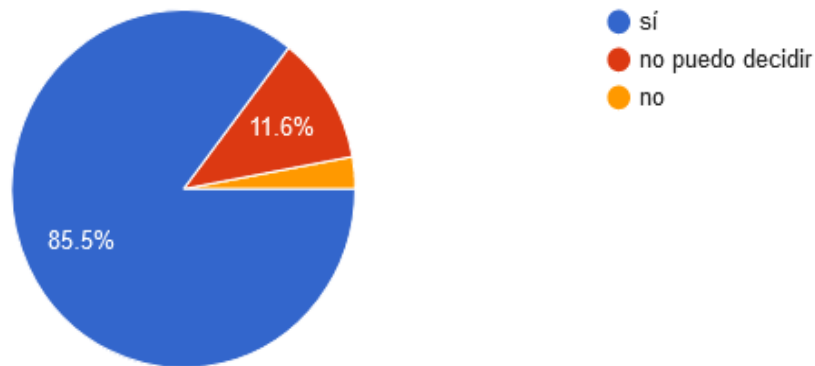




AFTER THE TRAINING SESSIONS

13 - Tienes la oportunidad de invitar a un compañero de clase a celebrar una gran fiesta religiosa contigo y tu familia. ¿Invitarías a un niño con religión diferente a la tuya?

69 responses



Traditions- Culture – Refugees/Migrants

A large majority of the panel (67%) have contacted students of different cultures/traditions/mother tongue/foreigners/refugees/migrants. The largest majority (76.7% vs. 78.4%) have a positive attitude towards people that are different with more than two third of the panel replying that they like them. The percentage of respondents who have no definite opinion about the people bearing different cultural characteristics remains stable before and after the implementation period (20%)

Q. 14

14. Have you ever communicated with people (peers included) who have different traditions, customs or speak a different language, e.g. foreigners, migrants and refugees? Please choose only ONE ANSWER!

A. Yes	B. I don't know	C. No

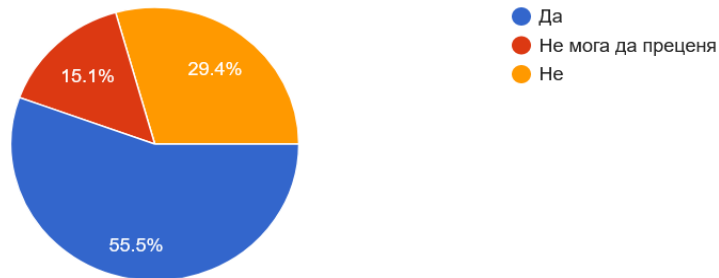


BULGARIA

BEFORE THE TRAINING SESSIONS

14 - Общувал ли си до сега с хора (включително твои връстници), които имат различни от твоите език, традиции, обичаи (като чужденци, мигранти или бежанци)?

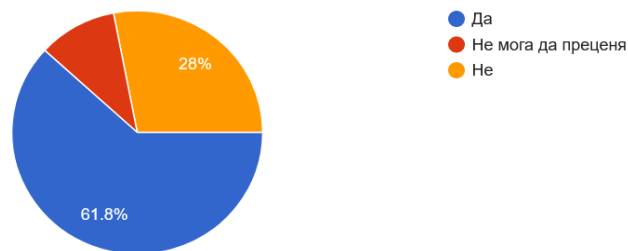
776 responses



AFTER THE TRAINING SESSIONS

14 - Общувал ли си до сега с хора (включително твои връстници), които имат различни от твоите език, традиции, обичаи (като чужденци, мигранти или бежанци)?

649 responses

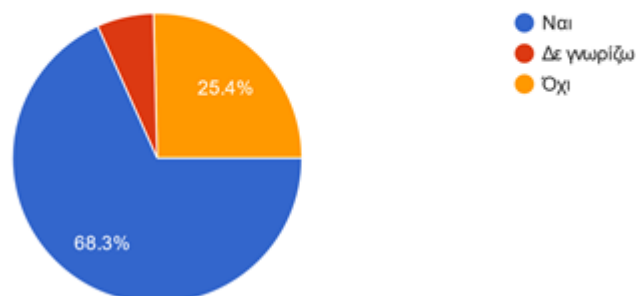


GREECE

BEFORE THE TRAINING SESSIONS

14 - Έχετε επικοινωνήσει ποτέ με ανθρώπους (συμπεριλαμβανομένου συνομηλίκων), οι οποίοι έχουν διαφορετικές παραδόσεις, έθιμα, ή μιλάνε ...ώσσα, π.χ. με ξένους, μετανάστες και πρόσφυγες;

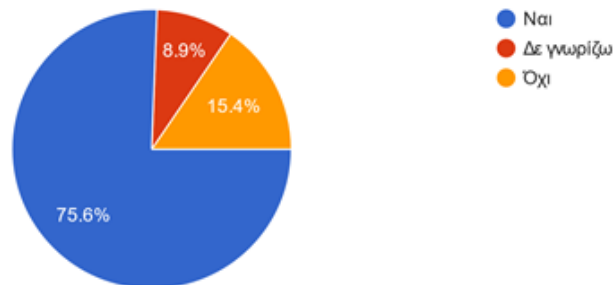
126 responses





AFTER THE TRAINING SESSIONS

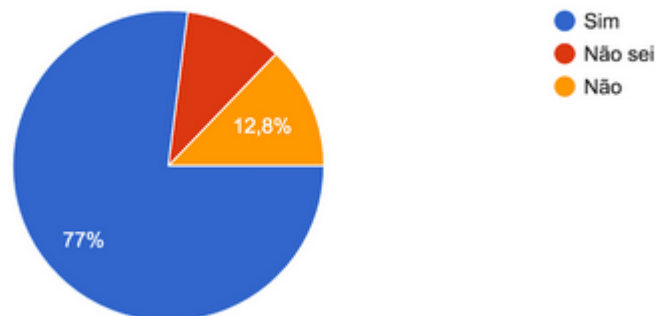
14 - Έχετε επικοινωνήσει ποτέ με ανθρώπους (συμπεριλαμβανομένου συνομηλίκων), οι οποίοι έχουν διαφορετικές παραδόσεις, έθιμα, ή μιλάνε ...ώσσα, π.χ. με ξένους, μετανάστες και πρόσφυγες;
123 responses



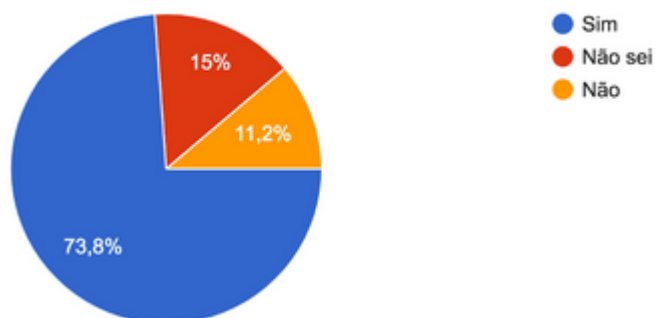
PORTUGAL

BEFORE THE TRAINING SESSIONS

413 respostas



AFTER THE TRAINING SESSIONS



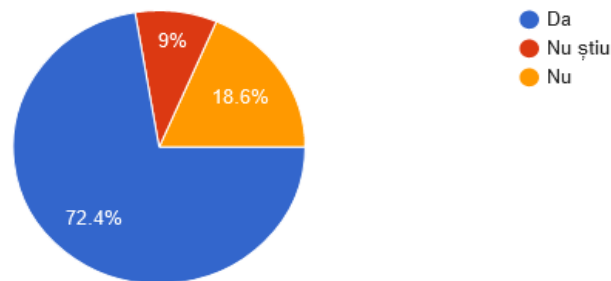


ROMANIA

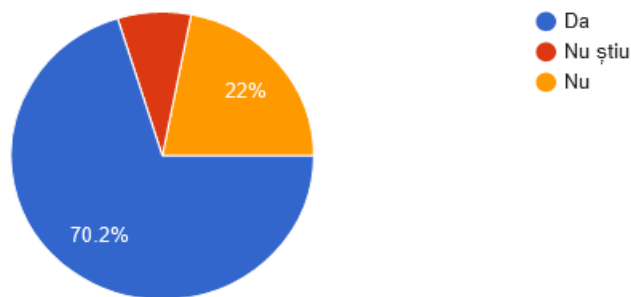
BEFORE THE TRAINING SESSIONS

14. Ai comunicat vreodată cu oameni (inclusiv cu colegii) care au tradiții, obiceiuri sau vorbesc o altă limbă, de exemplu, străini, migranți și refugiați?

807 responses



AFTER THE TRAINING SESSIONS

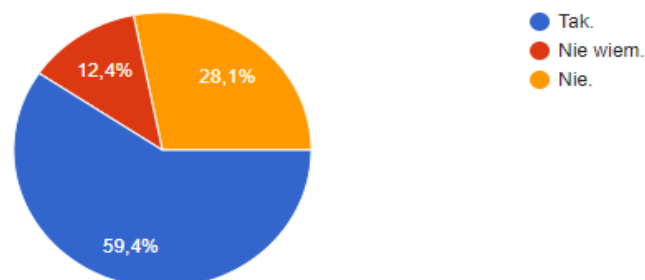


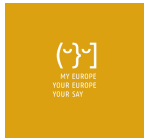
POLAND

BEFORE THE TRAINING SESSIONS

14. Czy miałeś/aś kiedykolwiek kontakt z osobami (wliczając w to rówieśników), które mają inne tradycje, zwyczaje lub mówią w innym języku np. osoby zagranicy, migranci lub uchodźcy? Wybierz tylko JEDNĄ ODPOWIEDŹ!

217 odpowiedzi

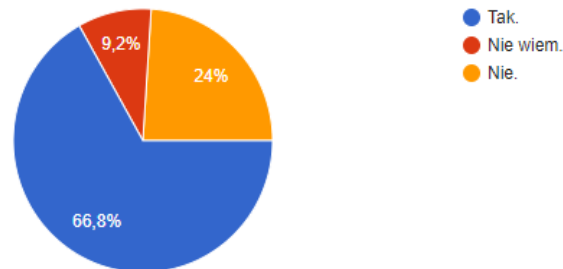




AFTER THE TRAINING SESSIONS

14. Czy miałeś/aś kiedykolwiek kontakt z osobami (wliczając w to rówieśników), które mają inne tradycje, zwyczaje lub mówią w innym języku np. osoby zagranicy, migranci lub uchodźcy? Wybierz tylko JEDNĄ ODPOWIEDŹ!

196 odpowiedzi

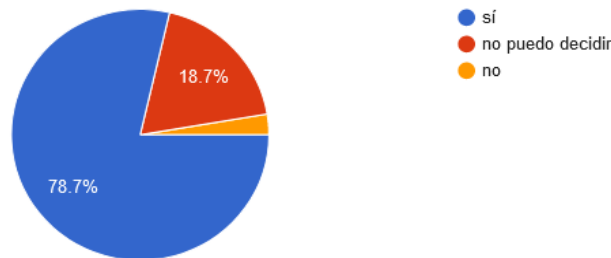


SPAIN

BEFORE THE TRAINING SESSIONS

14 - ¿Alguna vez te has comunicado con personas (incluidos tus compañeros) que tienen diferentes idioma, tradiciones, costumbres (como extranjeros, migrantes o refugiados)?

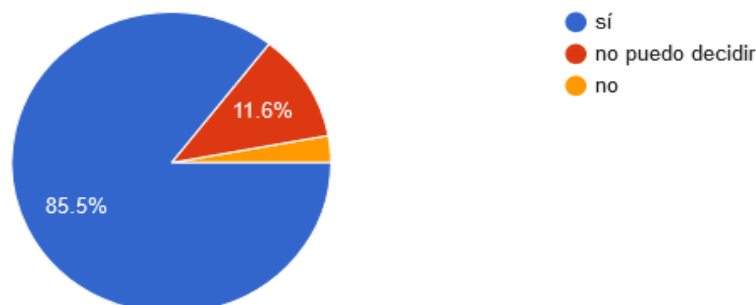
75 responses

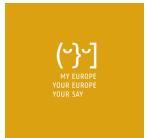


AFTER THE TRAINING SESSIONS

14 - ¿Alguna vez te has comunicado con personas (incluidos tus compañeros) que tienen diferentes idioma, tradiciones, costumbres (como extranjeros, migrantes o refugiados)?

69 responses



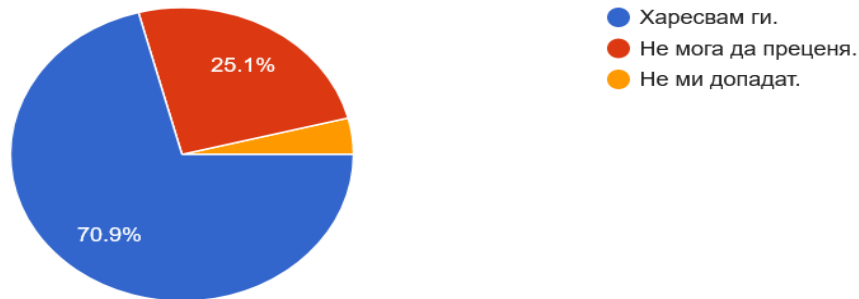


15. What is your opinion of these people? Please choose only ONE ANSWER!

Bulgaria

15 - Какво е мнението ти за тези хора? (Отговори на този въпрос само, ако на въпрос 14 си отговорил с ДА)

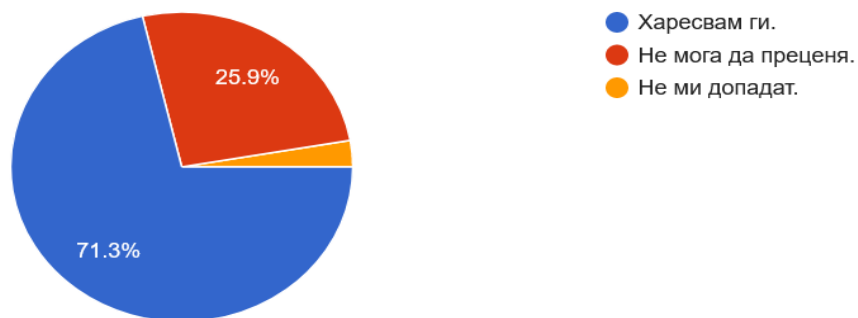
526 responses



and after

15 - Какво е мнението ти за тези хора? (Отговори на този въпрос само, ако на въпрос 14 си отговорил с ДА)

474 responses

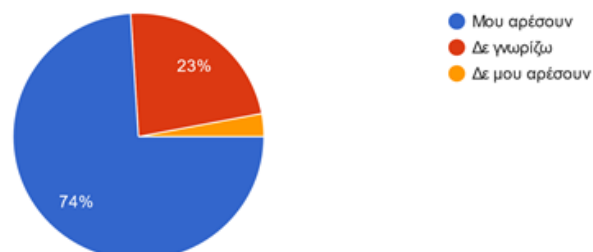


GREECE

BEFORE THE TRAINING SESSIONS

15 - (Απαντήστε αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 14.). Ποια είναι η γνώμη σας για αυτούς τους ανθρώπους;

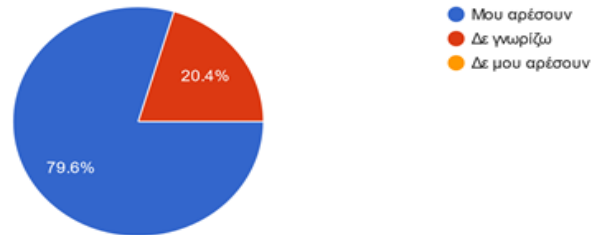
100 responses





AFTER THE TRAINING SESSIONS

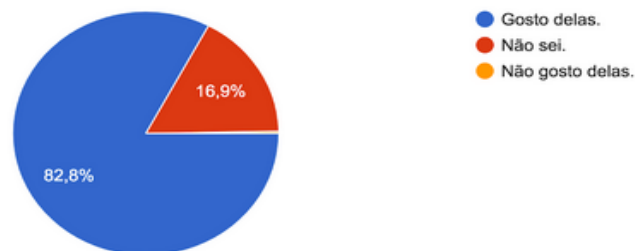
15 - (Απαντήστε αυτή την ερώτηση μόνο εάν έχετε απαντήσει Ναι στην ερώτηση 14.). Ποια είναι η γνώμη σας για αυτούς τους ανθρώπους;
103 responses



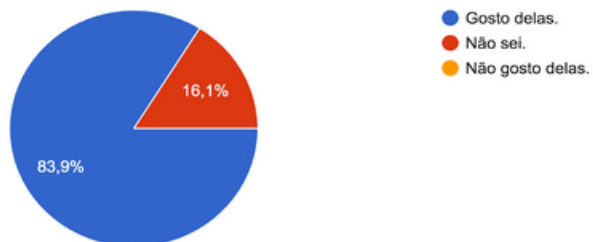
Portugal

BEFORE THE TRAINING SESSIONS

349 respostas



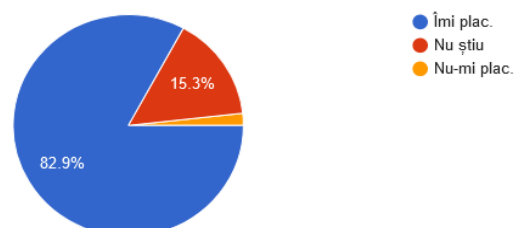
AFTER THE TRAINING SESSIONS



Romania

15. (Răspunde la această întrebare doar dacă ai răspuns DA la întrebarea 14) Care este părerea ta despre acești oameni?

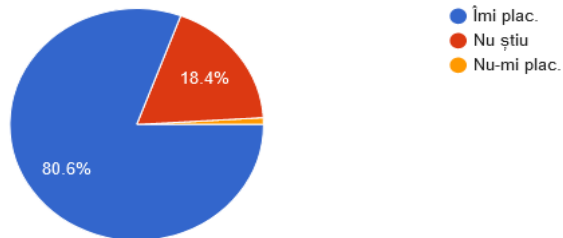
680 responses



BEFORE THE TRAINING SESSIONS



AFTER THE TRAINING SESSIONS

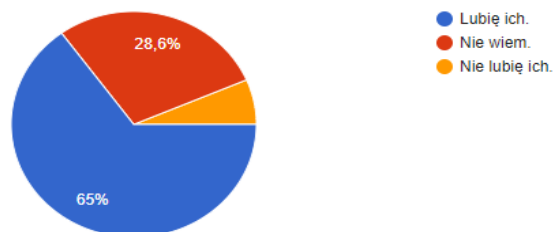


Poland

BEFORE THE TRAINING SESSIONS

15. Jak jest Twoja opinia na temat osób (wliczając w to rówieśników), które mają inne tradycje, zwyczaje lub mówią w innym języku? Wybierz tylko JEDNĄ ODPOWIEDŹ!

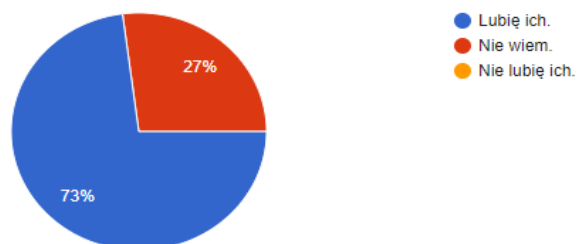
217 odpowiedzi



AFTER THE TRAINING SESSIONS

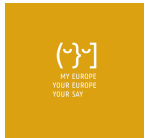
15. Jak jest Twoja opinia na temat osób (wliczając w to rówieśników), które mają inne tradycje, zwyczaje lub mówią w innym języku? Wybierz tylko JEDNĄ ODPOWIEDŹ!

196 odpowiedzi



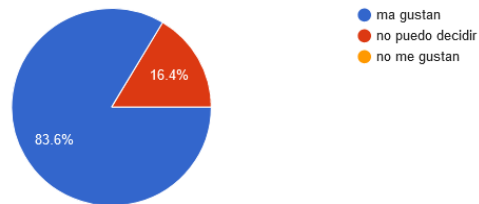
Spain

BEFORE THE TRAINING SESSIONS



15 - ¿Cuál es tu opinión sobre estas personas? (Responda a esta pregunta solo si has respondido Sí a la pregunta 14)

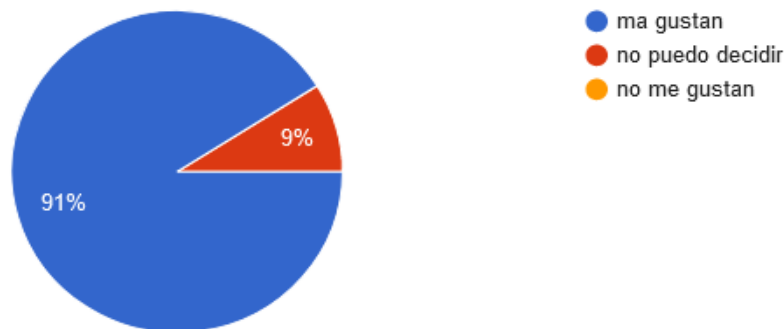
73 responses



AFTER THE TRAINING SESSIONS

15 - ¿Cuál es tu opinión sobre estas personas? (Responda a esta pregunta solo si has respondido Sí a la pregunta 14)

67 responses



Question 16 was meant to research students' attitude and acceptance of refugees in their close environment. It describes a case with a newly enrolled migrant student and poses the question "Would you volunteer to have the new student (from a refugee family) seated next to you?"

More than half of the panel answered YES, with a noticeable increase at the end of the project (68.3% before vs. 73.4% after). It demonstrates a desire to accept different people, to assist and help them.

The data also show that students from Bulgaria, Greece and Poland are less open when it comes to accepting foreigners personally. The project activities contributed to changing their attitude but still the numbers in Bulgaria and Greece remain the lowest at the end of the project compared to the rest of the partners.

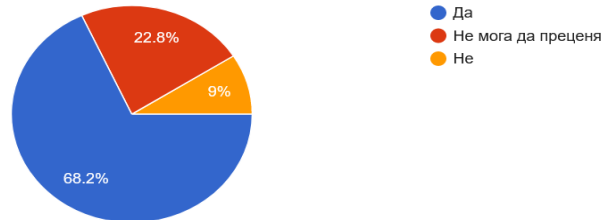


Bulgaria

BEFORE THE TRAINING SESSIONS

16 - В класа ти идва нов ученик чужденец (от семейство бежанци), класният ръководител моли някой да приеме новодошлия за съсед по чин. Ти би ли се съгласил да си този доброволец?

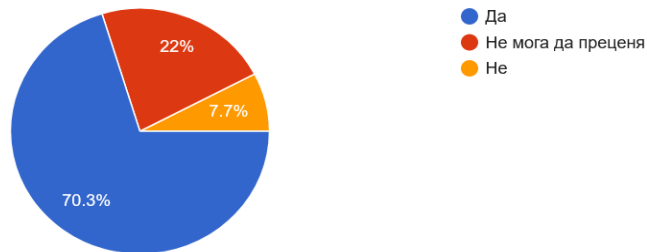
776 responses



AND AFTER

16 - В класа ти идва нов ученик чужденец (от семейство бежанци), класният ръководител моли някой да приеме новодошлия за съсед по чин. Ти би ли се съгласил да си този доброволец?

649 responses

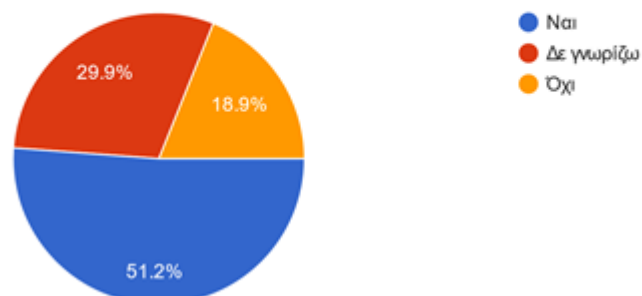


GREECE

BEFORE THE TRAINING SESSIONS

16 - Έχετε καινούργιο μαθητή/μαθήτρια (από προσφυγική οικογένεια). Ο καθηγητής/η καθηγήτρια ρωτάει την τάξη ποιος θα ήθελε ο καινούργιος μα...τλα του/της. Θα ζητούσατε να καθίσει δίπλα σας;

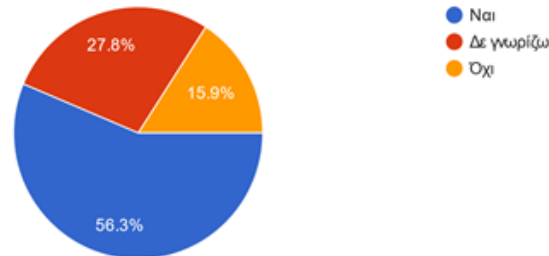
127 responses





AFTER THE TRAINING SESSIONS

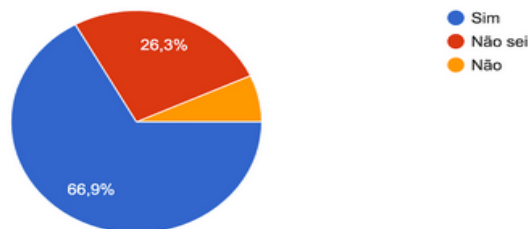
16 - Έχετε καινούργιο μαθητή/μαθήτρια (από προσφυγική οικογένεια). Ο καθηγητής/η καθηγήτρια ρωτάει την τάξη ποιος θα ήθελε ο καινούργιος μα...πλα του/της. Θα ζητούσατε να καθίσει δίπλα σας;
126 responses



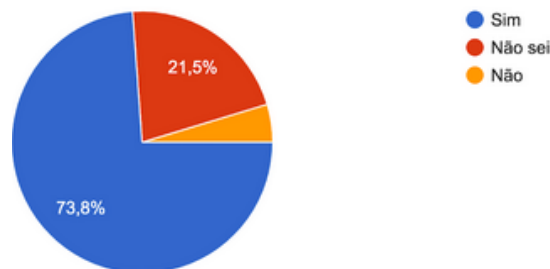
Portugal

BEFORE THE TRAINING SESSIONS

16 - Tens um novo estudante na tua turma (de uma família de refugiados). O teu professor pergunta qual dos estudantes gostaria de convidar...a se sentar ao seu lado? Tu responderias que sim?
411 respostas



AFTER THE TRAINING SESSIONS



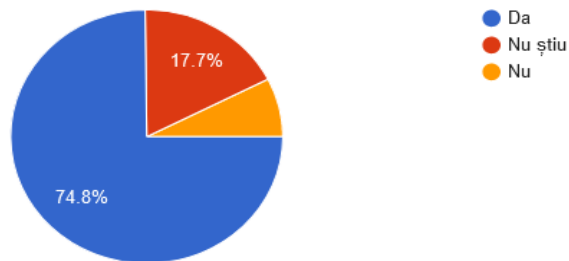


Romania

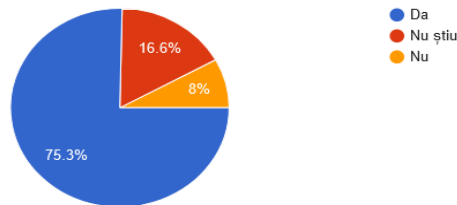
BEFORE THE TRAINING SESSIONS

16. Ai un elev nou în clasă (dintr-o familie de refugiați). Profesorul tău întreabă clasa, cine dorește să invite noul elev să stea lângă el/ea. Te-ai oferi?

811 responses



AFTER THE TRAINING SESSIONS

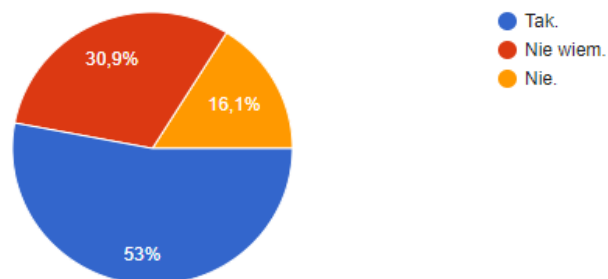


Poland

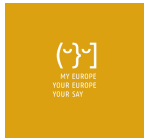
BEFORE THE TRAINING SESSIONS

16. Do Twojej klasy dołącza nowy uczeń (z rodziny uchodźców/imigrantów). Nauczyciel pyta uczniów, z kim może usiąść w ławce nowy uczeń. Czy zgłosisz się? Wybierz tylko JEDNĄ ODPOWIEDŹ!

217 odpowiedzi

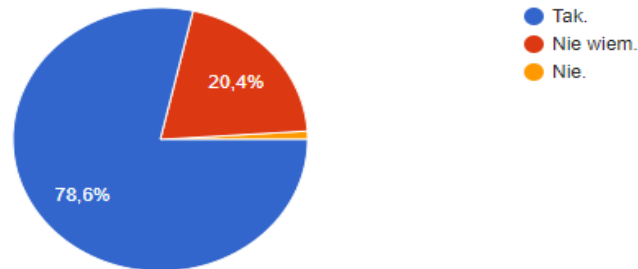


AFTER THE TRAINING SESSIONS



16. Do Twojej klasy dołącza nowy uczeń (z rodziny uchodźców/imigrantów). Nauczyciel pyta uczniów, z kim może usiąść w ławce nowy uczeń. Czy zgłosisz się? Wybierz tylko JEDNĄ ODPOWIEDŹ!

196 odpowiedzi

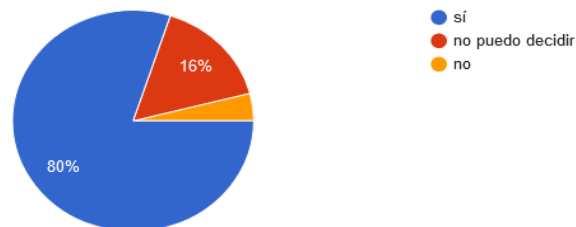


Spain

BEFORE THE TRAINING SESSIONS

16 - Un nuevo estudiante extranjero (de una familia de refugiados) viene a tu clase, el profesor le pide a alguien que acepte sentarse con él. ¿Estarías de acuerdo en ser este voluntario?

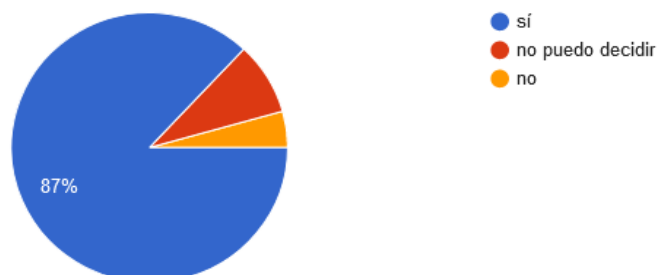
75 responses



AFTER THE TRAINING SESSIONS

16 - Un nuevo estudiante extranjero (de una familia de refugiados) viene a tu clase, el profesor le pide a alguien que acepte sentarse con él. ¿Estarías de acuerdo en ser este voluntario?

69 responses





Socioeconomic Status

On the whole, the prevailing opinion of the respondents is that being poor is not something bad, and the average results of the answers is almost the same before and after project implementation. The respondents who support the opinion that being poor is something bad – answers ‘strongly agree’ and ‘agree’ amounts to 27.2% and 25.9% before and after the trainings respectively, whereas the students who disagree and strongly disagree that being poor is something bad are 48.1% and 47.9%,

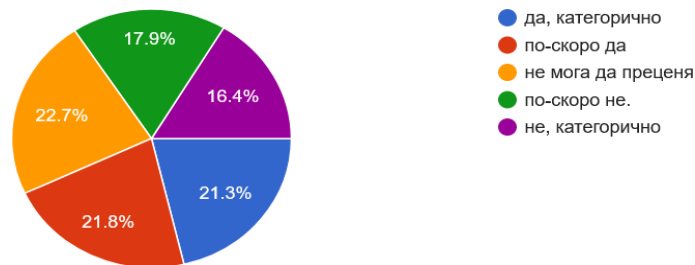
Q17. In your opinion, is it bad to be poor?

Bulgaria

BEFORE THE TRAINING SESSIONS

17 - Как мислиш, лошо ли е да си беден?

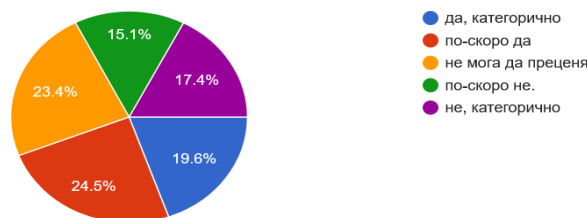
776 responses



AND AFTER

17 - Как мислиш, лошо ли е да си беден?

649 responses

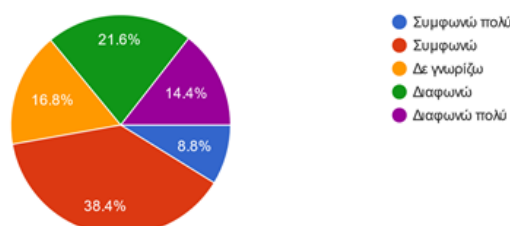


GREECE

BEFORE THE TRAINING SESSIONS

17 - Κατά την άποψή σας το να είσαι φτωχός είναι κάτι που επηρεάζει αρνητικά τη γνώμη των άλλων;

125 responses

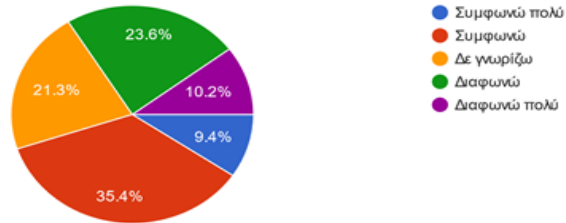




AFTER THE TRAINING SESSIONS

17 - Κατά την άποψή σας το να είσαι φτωχός είναι κάτι που επηρεάζει αρνητικά τη γνώμη των άλλων;

127 responses

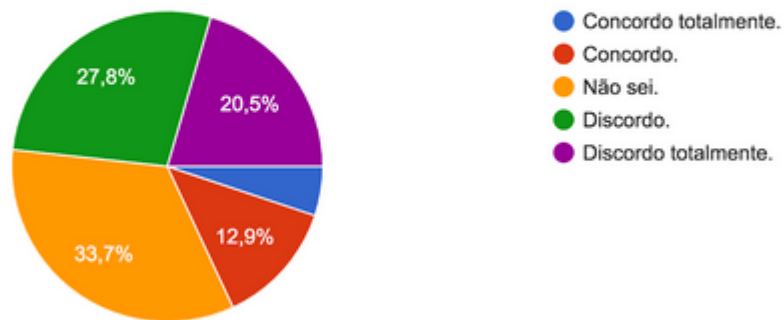


Portugal

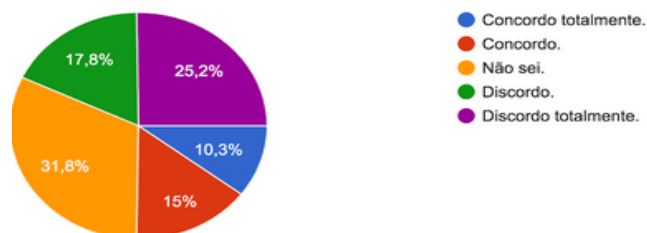
BEFORE THE TRAINING SESSIONS

17 - "Ser pobre é uma coisa boa".

410 respostas



AFTER THE TRAINING SESSIONS

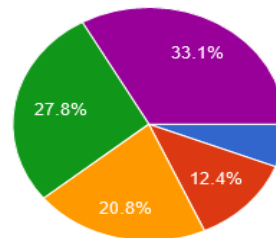




Romania

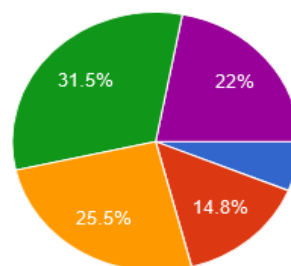
În opinia ta, a fi sărac este un lucru rău?

809 responses



- Sunt complet de acord
- De acord
- Nu știu
- Nu sunt de acord
- Nu sunt deloc de acord

BEFORE THE TRAINING SESSIONS



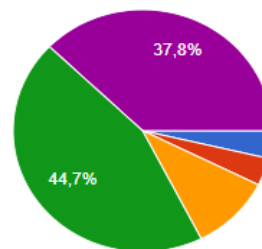
- Sunt complet de acord
- De acord
- Nu știu
- Nu sunt de acord
- Nu sunt deloc de acord

AFTER THE TRAINING SESSIONS

Poland

17. Czy bycie biednym, w Twojej opinii, to coś złego? Wybierz tylko JEDNĄ ODPOWIEDŹ!

217 odpowiedzi

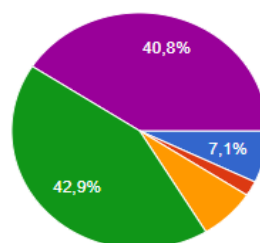


- Zdecydowanie tak.
- Tak.
- Nie wiem.
- Nie.
- Zdecydowanie nie.

BEFORE THE TRAINING SESSIONS

17. Czy bycie biednym, w Twojej opinii, to coś złego? Wybierz tylko JEDNĄ ODPOWIEDŹ!

196 odpowiedzi



- Zdecydowanie tak.
- Tak.
- Nie wiem.
- Nie.
- Zdecydowanie nie.

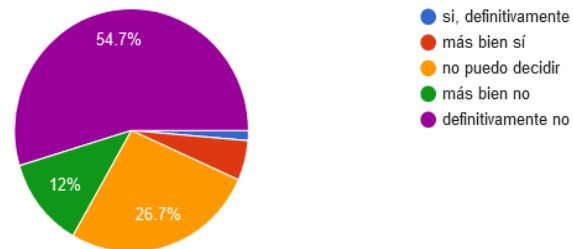
AFTER THE TRAINING SESSIONS



Spain

17 - ¿Crees que es malo ser pobre?

75 responses

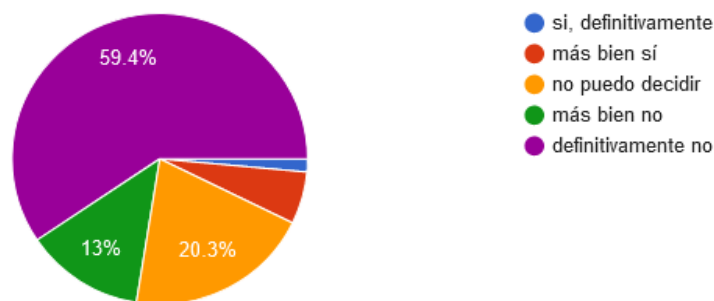


BEFORE THE TRAINING SESSIONS

AFTER THE TRAINING SESSIONS

17 - ¿Crees que es malo ser pobre?

69 responses



Q18. In your opinion, how does one become poor? You can choose MORE THAN ONE ANSWER if you wish.

- A. If one communicates with the wrong people.
- B. If one was born in a poor family.
- C. If one has got into trouble and needs help.
- D. I don't know.
- E. Other

Being asked how someone becomes poor, most students consider that this linked to being in trouble and not getting support from others, with the supporters of this factor staying stable before and after the training sessions (51.8% and 52.8%). This is a great result providing evidence that students, despite their young age, already know that a friendly hand and people's understanding and empathy are of major importance when one is in need. The second most important factor for one's poor socioeconomic status, is the family background (being born in a poor family) with nearly half of the students considering this factor to be of major importance (47.8% - 48.3%). And the reason with the smallest number of supporters is 'communicating with the wrong people – a quarter of the students consider that the wrong friends can results in poorer socioeconomic status.

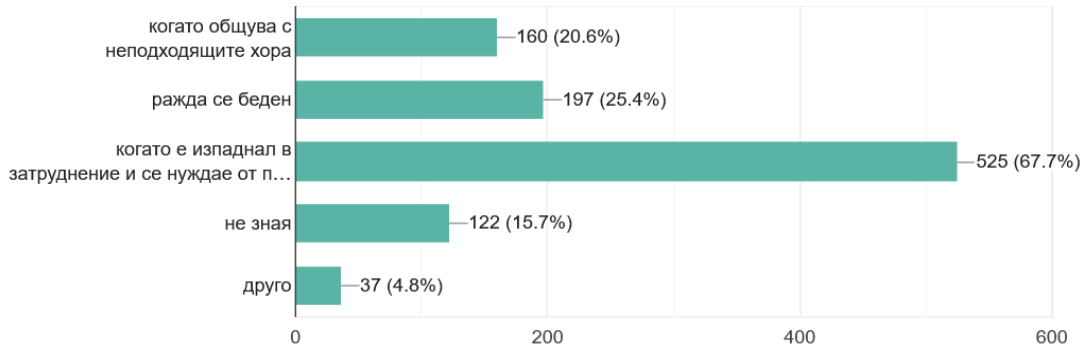


Bulgaria

BEFORE THE TRAINING SESSIONS

18 - Как смяташ, по какъв начин човек става беден?

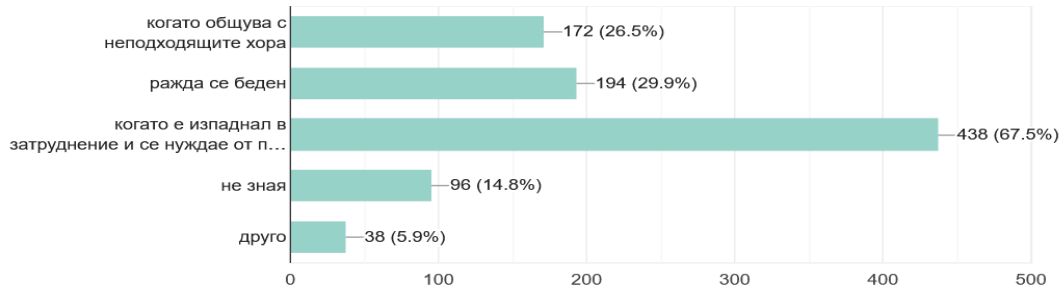
776 responses



AFTER THE TRAINING SESSIONS

18 - Как смяташ, по какъв начин човек става беден?

649 responses

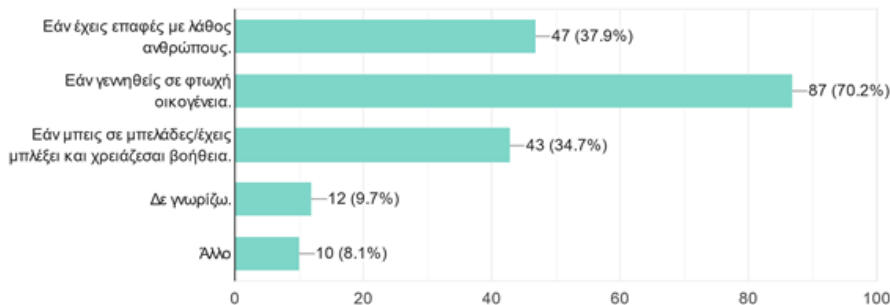


GREECE

BEFORE THE TRAINING SESSIONS

18 - Κατά την άποψή σας πώς γίνεται κανείς φτωχός;

124 responses

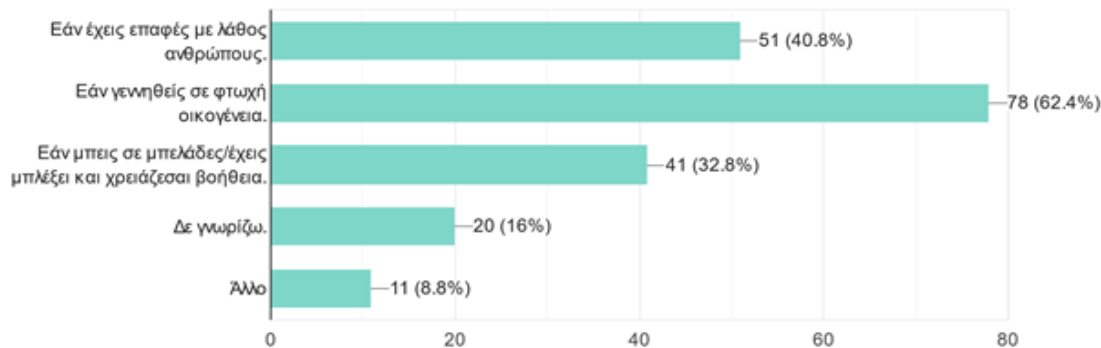




AFTER THE TRAINING SESSIONS

18 - Κατά την άποψή σας πώς γίνεται κανείς φτωχός;

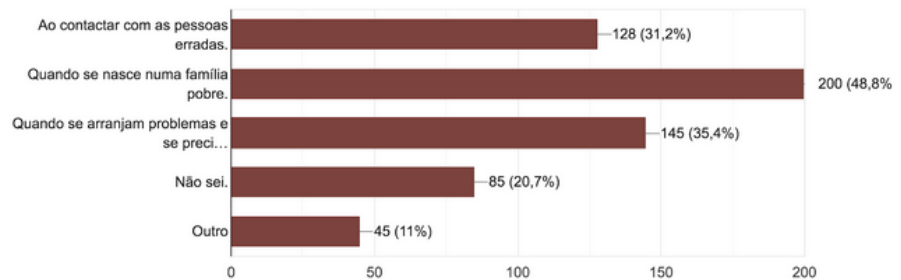
125 responses



Portugal

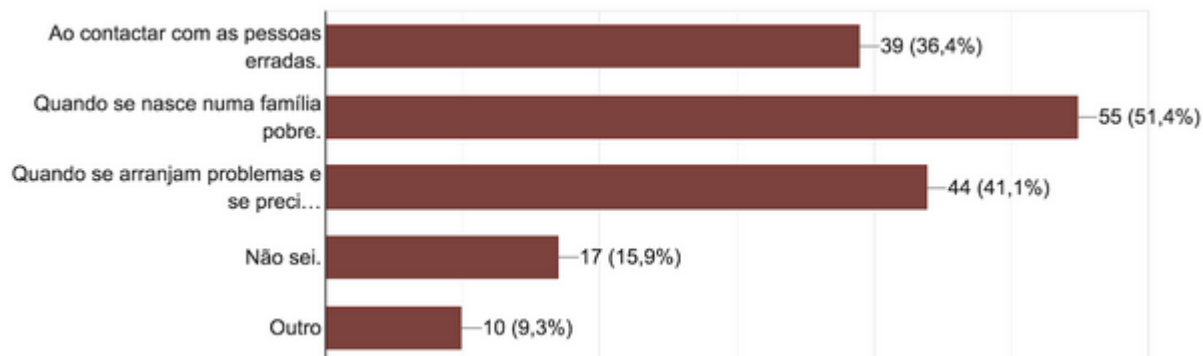
18 - Na tua opinião, como é que uma pessoa fica pobre?

410 respostas



BEFORE THE TRAINING SESSIONS

AFTER THE TRAINING SESSIONS

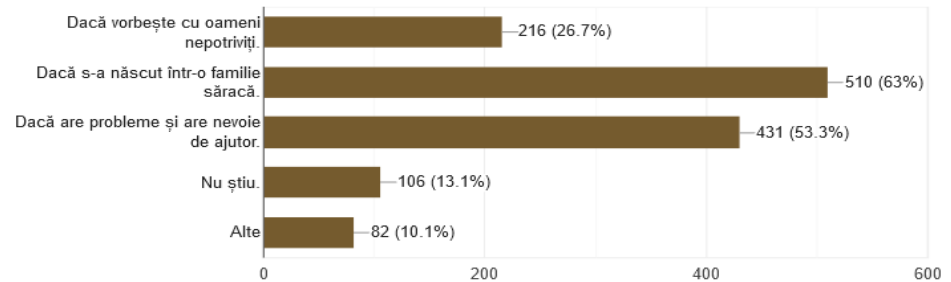




Romania

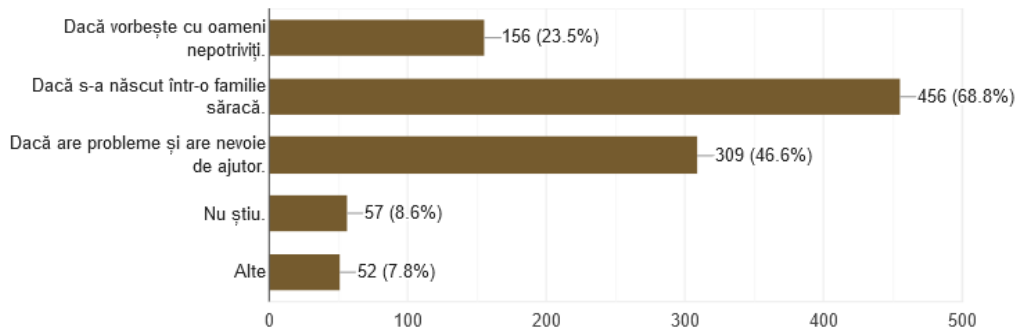
18. În opinia ta, cum ajunge cineva sărac?

809 responses



BEFORE THE TRAINING SESSIONS

AFTER THE TRAINING SESSIONS

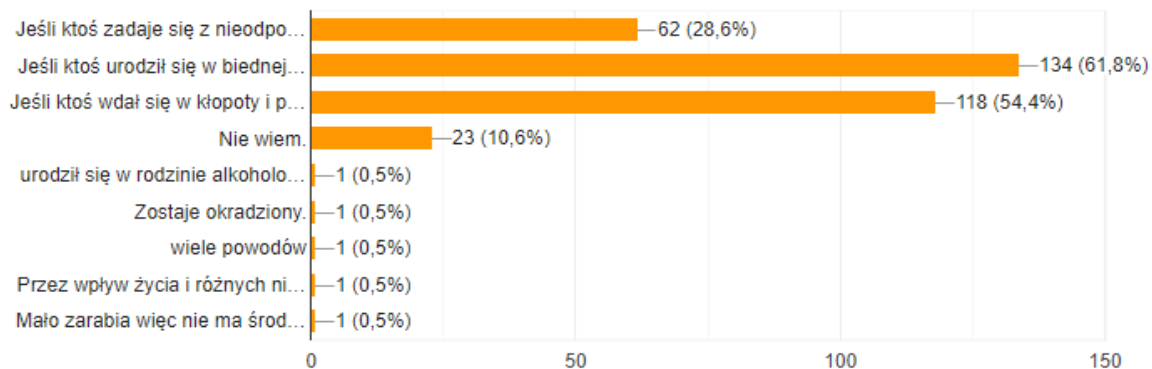


Poland

BEFORE THE TRAINING SESSIONS

18. W Twojej opinii, jak ktoś staje się biedny? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

217 odpowiedzi

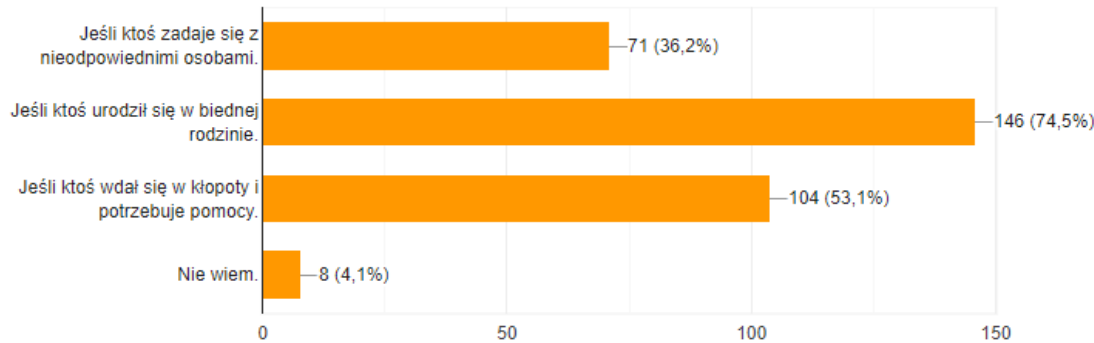




AFTER THE TRAINING SESSIONS

18. W Twojej opinii, jak ktoś staje się biedny? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

196 odpowiedzi

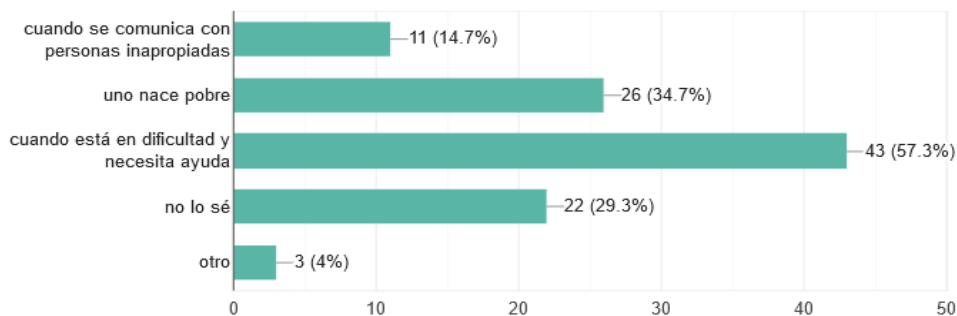


Spain

BEFORE THE TRAINING SESSIONS

18 - ¿Cómo crees que una persona se vuelve pobre?

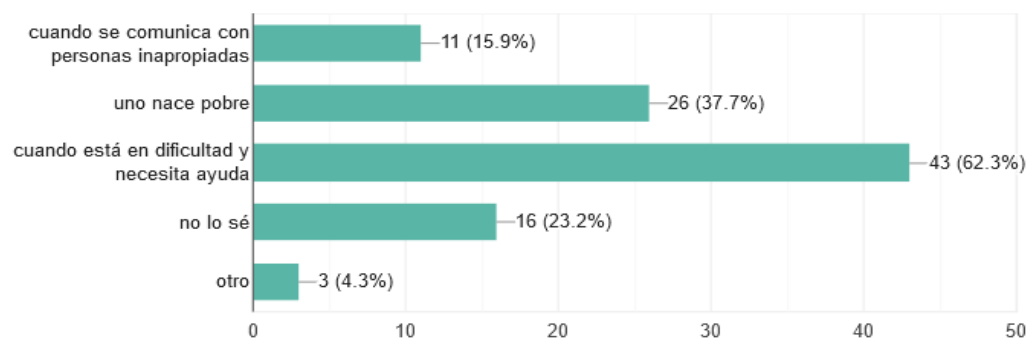
75 responses



AFTER THE TRAINING SESSIONS

18 - ¿Cómo crees que una persona se vuelve pobre?

69 responses





Q19. During the break, you witness a scene in which two of your classmates verbally abuse a student who comes from a poor family. They are ridiculing him for his old mobile phone. What would you do in this situation? Please choose only ONE ANSWER!

- A.** I'd stand up for my classmate who comes from a financially disadvantaged family because it's not his fault that he is poor.
- B.** I'd take no action as it is pointless to try changing the students' opinion of the poor boy and their negative attitude.
- C.** I don't know what I would do in this situation.

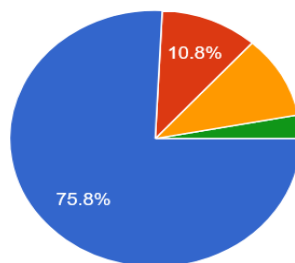
An extension about the situation of an economically disadvantaged student is described in Question 19 – "What would you do if you witnessed a scene where a poor student is being bullied and two of your classmates are making fun of him/her and his/her old mobile phone". More than two thirds of the students would stand up for that student as he/she is not responsible for being poor (76% prior and 79% after the project implementation). Most of them commented that they would also inform a teacher. On the other hand, a rather small percentage of students would not react as they believe that it is pointless to try changing their classmates' opinion who are bullying the poor student. That small percentage dropped from 8.7% to 5.1% in the final poll.

Bulgaria

19 - Чуваш в междучасието, как двама твои съученици обиждат трети съученик, който е от бедно семейство, като му се подиграват заради стария модел мобилен телефон. Какво ще направиш в тази ситуация?



776 responses

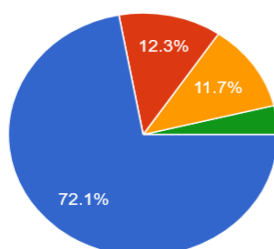


- ще защита съученика от бедно семейство, защото той не е виновен, че е беден
- няма да се намеся – безнадеждно е да се опитваш да промениш мнението и лошото отношение на моите съученици към бедното момче
- не мога да преценя, как ще постъпя в тази ситуация
- друго

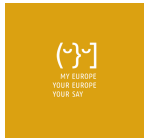
AFTER THE TRAINING SESSIONS

19 - Чуваш в междучасието, как двама твои съученици обиждат трети съученик, който е от бедно семейство, като му се подиграват заради стария модел мобилен телефон. Какво ще направиш в тази ситуация?

649 responses



- ще защита съученика от бедно семейство, защото той не е виновен, че е беден
- няма да се намеся – безнадеждно е да се опитваш да промениш мнението и лошото отношение на моите съученици към бедното момче
- не мога да преценя, как ще постъпя в тази ситуация
- друго

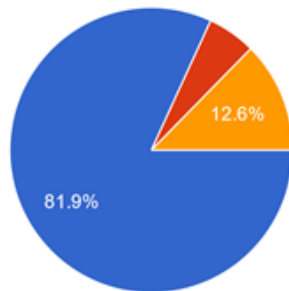


GREECE

BEFORE THE TRAINING SESSIONS

19 - Στο διόλειμμα είσαι μάρτυρας μιας σκηνής όπου δυο συμμαθητές σου επιτίθενται λεκτικά σε ένα μαθητή, ο οποίος προέρχεται από φτωχή οικογ...ου κινητό. Τι θα έκανες σε αυτή την περίπτωση;

127 responses

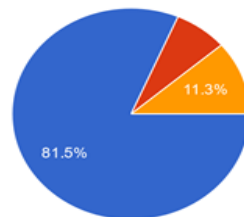


- Επειδή δε φταίει που είναι φτωχός, θα υπερασπιζόμουν το συμμαθητή του οποίου η οικογένεια είναι σε οικονομικά αδύναμη θέση
- Δε θα έκανα κάτι επειδή δεν έχει νόημα να προσπαθείς να αλλάξεις τη γνώμη των μαθητών για το φτωχό αγόρι και την αρνητική τους στάση.
- Δε γνωρίζω τι θα έκανα σε αυτή την περίπτωση.

AFTER THE TRAINING SESSIONS

19 - Στο διόλειμμα είσαι μάρτυρας μιας σκηνής όπου δυο συμμαθητές σου επιτίθενται λεκτικά σε ένα μαθητή, ο οποίος προέρχεται από φτωχή οικογ...ου κινητό. Τι θα έκανες σε αυτή την περίπτωση;

124 responses



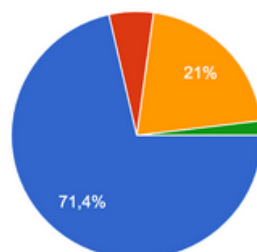
- Επειδή δε φταίει που είναι φτωχός, θα υπερασπιζόμουν το συμμαθητή του οποίου η οικογένεια είναι σε οικονομικά αδύναμη θέση
- Δε θα έκανα κάτι επειδή δεν έχει νόημα να προσπαθείς να αλλάξεις τη γνώμη των μαθητών για το φτωχό αγόρι και την αρνητική τους στάση.
- Δε γνωρίζω τι θα έκανα σε αυτή την περίπτωση.

Portugal

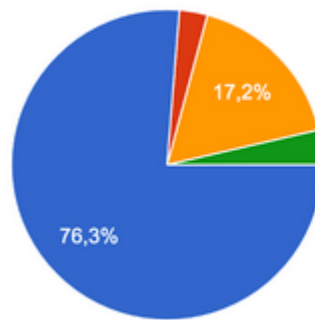
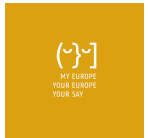
BEFORE THE TRAINING SESSIONS

19 - No intervalo presencias uma situação em que dois colegas teus ofendem verbalmente um estudante pobre. Estão a ridicularizá-lo por ter um telemóvel antigo. O que farias nesta situação?

413 respostas



- Tomaria partido pelo meu colega porque não tem culpa que a sua família seja pobre.
- Não faria nada porque não vale a pena tentar mudar a opinião ou a atitude negativa dos meus colegas em relação ao estudante.
- Não sei o que faria nesta situação.
- Outro



- Tomaria partido pelo meu colega porque não tem culpa que a sua família seja pobre.
- Não faria nada porque não vale a pena tentar mudar a opinião ou a atitude negativa dos meus colegas em relação ao estudante.
- Não sei o que faria nesta situação.
- Outro

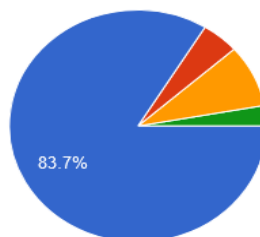
AFTER THE TRAINING SESSIONS

Romania

BEFORE THE TRAINING SESSIONS

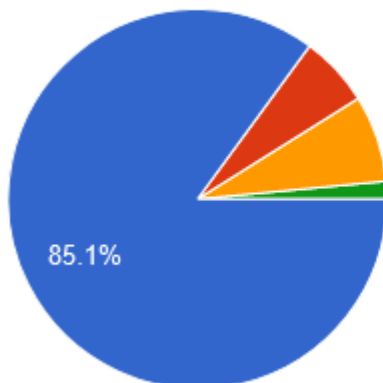
În timpul pauzei, asişti la o scenă în care doi dintre colegii de clasă abuzează verbal de un elev care provine dintr-o familie săracă. Îl ridiculizează pentru telefon său mobil vechi. Ce ai face în această situație?

806 responses

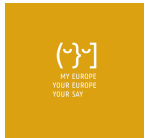


- Mi-aş apăra colegul de clasă, deoarece nu este vina lui că este sărac.
- Nu voi face nimic, deoarece nu are rost să încerc să schimb opinia şi atitudinea elevilor.
- Nu ştiu ce aş face în această situaţie.
- Alte

AFTER THE TRAINING SESSIONS



- Mi-aş apăra colegul de clasă, deoarece nu este vina lui că este sărac.
- Nu voi face nimic, deoarece nu are rost să încerc să schimb opinia şi atitudinea elevilor.
- Nu ştiu ce aş face în această situaţie.
- Alte

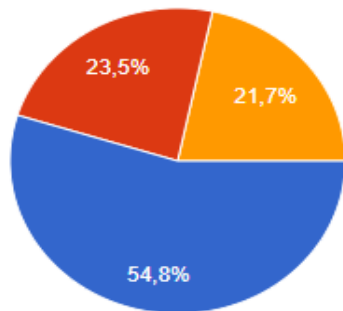


Poland

BEFORE THE TRAINING SESSIONS

19. W trakcie przerwy, jesteś świadkiem sytuacji w trakcie, której dwóch Twoich kolegów z klasy obraża ucznia, który pochodzi z biednej rodziny. Wyśmiewają się z niego z powodu jego starego telefonu. Co byś zrobił/a w tej sytuacji? Wybierz tylko JEDNĄ ODPOWIEDŹ!

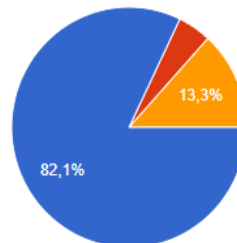
217 odpowiedzi



- Staję w obronie kolegi/koleżanki, który/a pochodzi z rodziny w trudnej sytuacji finansowej, ponieważ to nie jego/jej wina, że jest biedny/a.
- Nie podejmę żadnych działań, ponieważ nie ma sensu próbować zmieniać opinii uczniów na temat biednego ucznia i ich negatywnego nastawienia do niego/niej.
- Nie wiem, co bym zrobił/a w tej sytuacji.

19. W trakcie przerwy, jesteś świadkiem sytuacji w trakcie, której dwóch Twoich kolegów z klasy obraża ucznia, który pochodzi z biednej rodziny. Wyśmiewają się z niego z powodu jego starego telefonu. Co byś zrobił/a w tej sytuacji? Wybierz tylko JEDNĄ ODPOWIEDŹ!

196 odpowiedzi



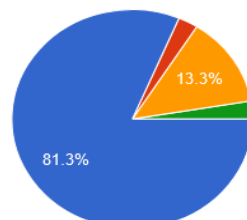
- Staję w obronie kolegi/koleżanki, który/a pochodzi z rodziny w trudnej sytuacji finansowej, ponieważ to nie jego/jej wina, że jest biedny/a.
- Nie podejmę żadnych działań, ponieważ nie ma sensu próbować zmieniać opinii uczniów na temat biednego ucznia i ich negatywnego nastawienia do niego/niej.
- Nie wiem, co bym zrobił/a w tej sytuacji.

AFTER THE TRAINING SESSIONS

Spain

19 - Escuchas en el recreo, cómo dos de tus compañeros de clase están ofendiendo a un tercer compañero de una familia pobre, burlándose de él por su antiguo modelo de teléfono móvil. ¿Qué harías en esta situación?

75 responses



- Protegeré al compañero de una familia pobre, porque no es culpable de ser pobre
- No interferiré; es inútil tratar de cambiar la opinión y la mala actitud de mis compañeros hacia el pobre niño
- No puedo decidir cómo actuaré en esta situación
- Otro

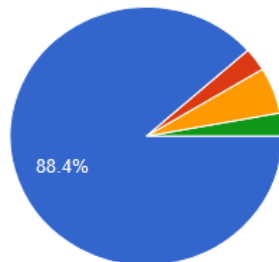
BEFORE THE TRAINING SESSIONS



AFTER THE TRAINING SESSIONS

19 - Escuchas en el recreo, cómo dos de tus compañeros de clase están ofendiendo a un tercer compañero de una familia pobre, burlándose de él por su antiguo modelo de teléfono móvil. ¿Qué harías en esta situación?

69 responses



- Protegeré al compañero de una familia pobre, porque no es culpable de ser pobre
- No interferiré; es inútil tratar de cambiar la opinión y la mala actitud de mis compañeros hacia el pobre niño
- No puedo decidir cómo actuaré en esta situación
- Otro



Disabilities

Q.20

20. Are there students with physical disabilities in your class or your school (e.g. students in wheelchairs, visually or hearing impaired, etc.)? Please choose only ONE ANSWER!

- A. Yes, there are - in my school, but not in my class.
- B. Yes, there are - in my class.
- C. No, there are no such students in my class and school.
- D. I don't know.

Q.21

21. In your opinion, is it harder for students with physical disabilities to cope with routine school activities compared to the rest of the students? Please choose only ONE ANSWER!

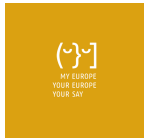
- A. Yes, because they face difficulties in every sphere of everyday life, including moving around freely.
- B. Yes, because the other people don't support them enough.
- C. No, because they get more attention and support by the teachers and other adults.
- D. No, because they learned how to cope with problems when they were small.
- E. I don't know.

Q.22

22. Would you defend a peer with a physical or mental disability, if you noticed that someone was treating them they were weak and helpless? Please choose only ONE ANSWER!

- A. Yes, I'd protect them because mistreating someone who is weaker than you is unworthy.
- B. Yes, I'd protect them because mistreating someone who is weaker than you is unfair.
- C. I wouldn't interfere because the relationship between the two students doesn't concern me.
- D. No, I wouldn't protect them because the student who is being mistreated has obviously deserved it.
- E. No, I wouldn't protect them because I could also get hurt.
- F. I don't know how I would behave.
- G. Other

Students with physical disabilities are present in more than half of the schools. However, there is a big difference in the responses of students between the first and second opinion poll about students that have classmates with physical disabilities (9,9% vs 4,7%). More than half of the students believe that it is harder for students with physical disabilities to cope with routine school activities compared to the rest of the students. Their comments are focused on the difficulties related to participating in school activities which require to be relatively fit (e.g. playing sports), whereas they believe that these students can comprehend and handle well enough in other activities – for instance school projects, team work, etc. There is a slight increase in the second opinion poll in regards to the answer about students with disabilities that need to cope with routine school activities. 15,6% of students (compared to 11,9% in the first opinion poll) think that it is not harder for students with physical disabilities as they have learned



how to cope with problems when they were small. Unfortunately, there are many comments which are focused on the lack of suitable premises and equipment in schools for students with physical disabilities, such as ramps.

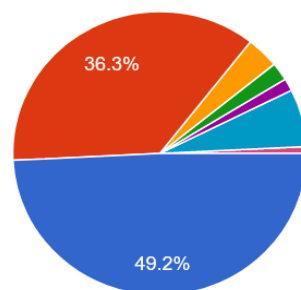
A significant percentage of students (more than 89% in both opinion polls) would defend a peer with a physical or mental disability, if they noticed that someone was treating them badly because they were weak and helpless. Most of the students' comments also show that they would defend anyone that they consider weak (regardless if this person would have a disability or not).

Bulgaria

BEFORE THE TRAINING SESSIONS

22 - . Би ли защитил твой връстник с физическо или умствено увреждане, ако забележиш, че някой се отнася лошо към него заради това, че е по-слаб и безпомощен?

776 responses

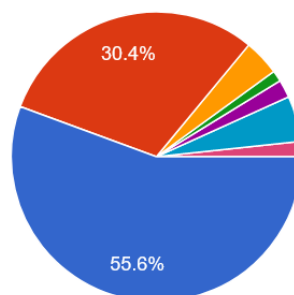


- да, ще го защита, защото да се отнасяш зле с някого, който е по-слаб...
- да, ще го защита, защото това да се отнасяш лошо с някой, който е по-слаб...
- няма да се намеся, защото тези отношения между двамата не ме за...
- не, няма да го защита, защото този...
- не, няма да го защита, защото така...
- не мога да преценя, как ще постъпя...
- друго

AFTER THE TRAINING SESSIONS

22 - . Би ли защитил твой връстник с физическо или умствено увреждане, ако забележиш, че някой се отнася лошо към него заради това, че е по-слаб и безпомощен?

649 responses



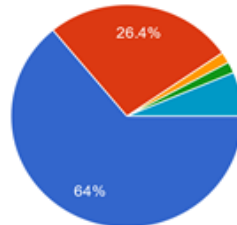
- да, ще го защита, защото да се отнасяш зле с някого, който е по-слаб...
- да, ще го защита, защото това да се отнасяш лошо с някой, който е по-слаб...
- няма да се намеся, защото тези отношения между двамата не ме за...
- не, няма да го защита, защото този...
- не, няма да го защита, защото така...
- не мога да преценя, как ще постъпя...
- друго



GREECE

BEFORE THE TRAINING SESSIONS

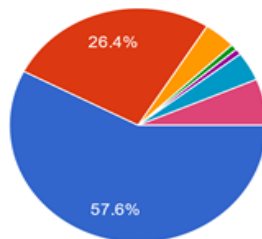
22 - Θα υπερασπιζάτε ένα συνομήλικο με σωματική ή νοητική αναπηρία εάν παρατηρούσατε πως κάποιος του/της φερόταν άσχημα επειδή είναι αδύναμος/αδύναμη και αβοήθητος/ αβοήθητη;
125 responses



- Ναι, θα τους υπερασπιζόμουν επειδή το να φέρεσαι άσχημα σε κάποιον που είναι...
- Ναι, θα τους υπερασπιζόμουν επειδή το να φέρεσαι άσχημα σε κάποιον που είναι...
- Δε θα επενέβαινα επειδή η σχέση μεταξύ των δυο μαθητών δε με αφορά.
- Όχι, δε θα τους υπερασπιζόμουν επειδή...
- Όχι, δε θα τους υπερασπιζόμουν επειδή...
- Δε γνωρίζω ποια θα ήταν η συμπεριφο...
- Άλλο

AFTER THE TRAINING SESSIONS

22 - Θα υπερασπιζάτε ένα συνομήλικο με σωματική ή νοητική αναπηρία εάν παρατηρούσατε πως κάποιος του/της φερόταν άσχημα επειδή είναι αδύναμος/αδύναμη και αβοήθητος/ αβοήθητη;
125 responses

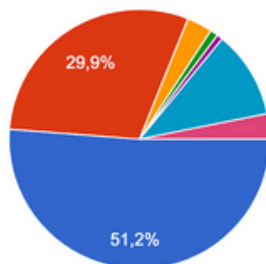


- Ναι, θα τους υπερασπιζόμουν επειδή το να φέρεσαι άσχημα σε κάποιον που είναι...
- Ναι, θα τους υπερασπιζόμουν επειδή το να φέρεσαι άσχημα σε κάποιον που είναι...
- Δε θα επενέβαινα επειδή η σχέση μεταξύ των δυο μαθητών δε με αφορά.
- Όχι, δε θα τους υπερασπιζόμουν επειδή...
- Όχι, δε θα τους υπερασπιζόμουν επειδή...
- Δε γνωρίζω ποια θα ήταν η συμπεριφο...
- Άλλο

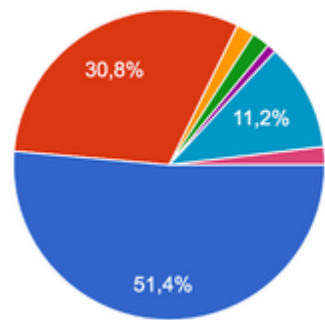
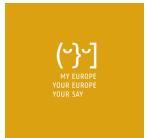
Portugal

BEFORE THE TRAINING SESSIONS

22 - Se visses alguém a tratar mal um colega teu com deficiência incapacidades física ou mental, que é mais frágil e não se pode defender, irias defendê-lo?
412 respostas



- Sim, iria protegê-lo porque não se devem tratar mal as pessoas que são...
- Sim, iria protege-lo porque é injusto tratar mal as pessoas que são mais fr...
- Não iria interferir porque as relações entre outros colegas não me dizem re...
- Não, não iria protegê-lo porque é óbvio...
- Não, não iria protegê-lo porque poderi...
- Não sei o que faria.
- Outro.



- Sim, iria protegê-lo porque não se devem tratar mal as pessoas que são...
- Sim, iria protege-lo porque é injusto tratar mal as pessoas que são mais fr...
- Não iria interferir porque as relações entre outros colegas não me dizem re...
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- Não, não iria protegê-lo porque poderi...
- Não sei o que faria.
- Outro.

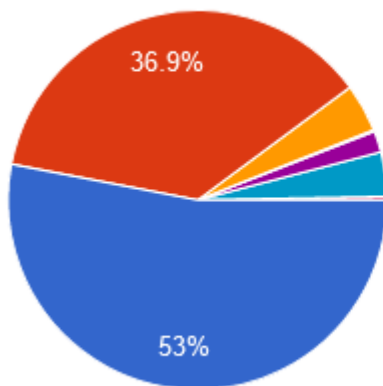
AFTER THE TRAINING SESSIONS

Romania

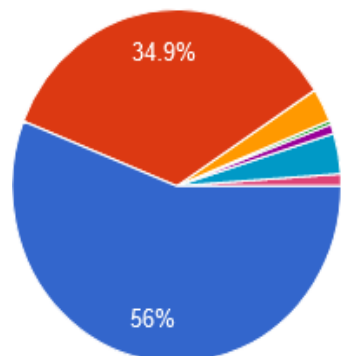
BEFORE THE TRAINING SESSIONS

22. Ai apăra un coleg cu o dizabilitate fizică sau psihică, dacă ai observa că cineva îl tratează rău, pentru că este slab și neputincios?

809 responses



- Da, l-aș proteja pentru că abuzarea cuiva care este mai slab decât tine e...
- Da, l-aș proteja pentru că abuzarea cuiva care este mai slab decât tine e...
- Nu voi interveni, deoarece relația dintre cei doi elevi nu mă privește.
- Nu, nu i-aș proteja pentru că elevul c...
- Nu, nu l-aș proteja pentru că aș pute...
- Nu știu cum m-aș purta.
- Alte



- Da, l-aș proteja pentru că abuzarea cuiva care este mai slab decât tine e...
- Da, l-aș proteja pentru că abuzarea cuiva care este mai slab decât tine e...
- Nu voi interveni, deoarece relația dintre cei doi elevi nu mă privește.
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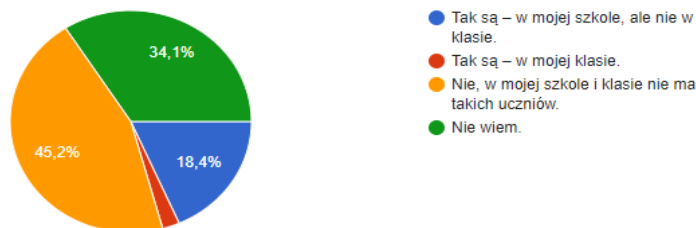
AFTER THE TRAINING SESSIONS



Poland

20. Czy w Twojej klasie lub szkole są uczniowie z niepełnosprawnością fizyczną (na wózku, nieśtyśzący lub niewidzący itp.)? Wybierz tylko JEDNĄ ODPOWIEDŹ!

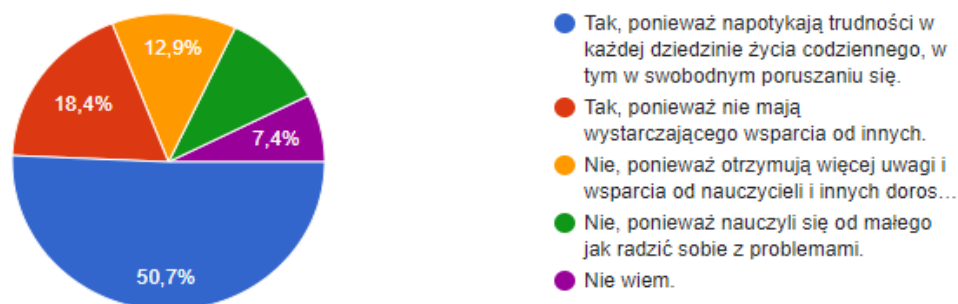
217 odpowiedzi



BEFORE THE TRAINING SESSIONS

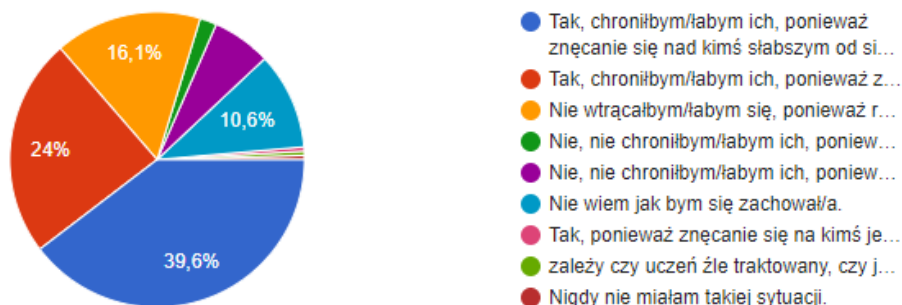
21. Czy Twoim zdaniem trudniej jest uczniom niepełnosprawnym radzić sobie z codziennymi zajęciami szkolnymi w porównaniu z resztą uczniów? Wybierz tylko JEDNĄ ODPOWIEDŹ!

217 odpowiedzi



22. Czy broniłbyś rówieśnika z niepełnosprawnością fizyczną lub umysłową, gdybyś zauważył, że ktoś źle go traktuje, ponieważ był słaby i bezradny? Wybierz tylko JEDNĄ ODPOWIEDŹ!

217 odpowiedzi

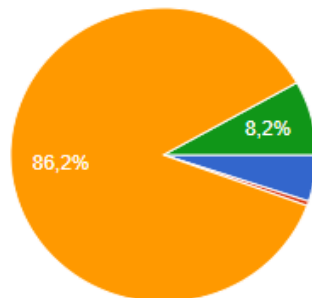




AFTER THE TRAINING SESSIONS

20. Czy w Twojej klasie lub szkole są uczniowie z niepełnosprawnością fizyczną (na wózku, niesłyszący lub niewidzący itp.)? Wybierz tylko JEDNĄ ODPOWIEDŹ!

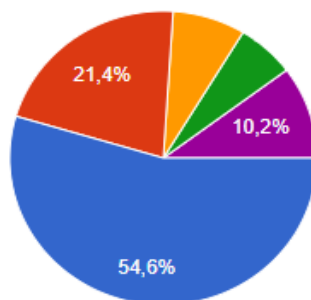
196 odpowiedzi



- Tak są – w mojej szkole, ale nie w klasie.
- Tak są – w mojej klasie.
- Nie, w mojej szkole i klasie nie ma takich uczniów.
- Nie wiem.

21. Czy Twoim zdaniem trudniej jest uczniom niepełnosprawnym radzić sobie z codziennymi zajęciami szkolnymi w porównaniu z resztą uczniów? Wybierz tylko JEDNĄ ODPOWIEDŹ!

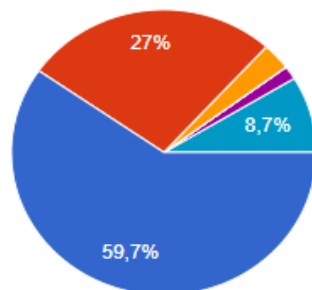
196 odpowiedzi



- Tak, ponieważ napotykają trudności w każdej dziedzinie życia codziennego, w tym w swobodnym poruszaniu się.
- Tak, ponieważ nie mają wystarczającego wsparcia od innych.
- Nie, ponieważ otrzymują więcej uwagi i wsparcia od nauczycieli i innych dorosłych.
- Nie, ponieważ nauczyli się od małego jak radzić sobie z problemami.
- Nie wiem.

22. Czy broniłbyś rówieśnika z niepełnosprawnością fizyczną lub umysłową, gdybyś zauważył, że ktoś źle go traktuje, ponieważ był słaby i bezradny? Wybierz tylko JEDNĄ ODPOWIEDŹ!

196 odpowiedzi



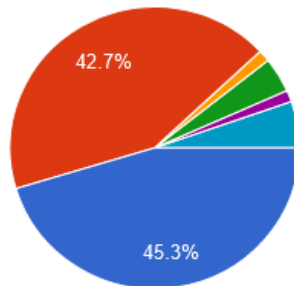
- Tak, chroniłbym/łabym ich, ponieważ znęcanie się nad kimś słabszym od si...
- Tak, chroniłbym/łabym ich, ponieważ znęcanie się nad kimś słabszym od si...
- Nie wtrącałbym/łabym się, ponieważ relacja między dwoma uczniami mnie...
- Nie, nie chroniłbym/łabym ich, ponieważ uczeń, który jest źle traktowany najwy...
- Nie, nie chroniłbym/łabym ich, poniew...
- Nie wiem jak bym się zachował/a.



BEFORE THE TRAINING SESSIONS

22 - ¿Protegerías a un compañero con discapacidad física o mental si notaras que alguien le trata mal porque es más débil e indefenso?

75 responses

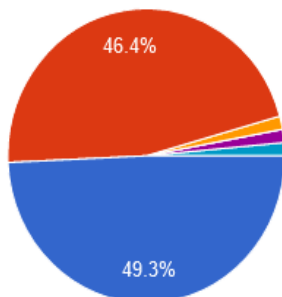


- Sí, le protegeré porque es indigno tratar mal a alguien más débil que tú
- Sí, le protegeré porque es injusto tratar mal a alguien más débil que tú
- No interferiré porque estas relaciones entre los dos no me afectan
- No, no lo defenderé, porque el que tr...
- No, no lo protegeré, porque también...
- No puedo decidir cómo actuaré en e...
- Otro

AFTER THE TRAINING SESSIONS

22 - ¿Protegerías a un compañero con discapacidad física o mental si notaras que alguien le trata mal porque es más débil e indefenso?

69 responses



- Sí, le protegeré porque es indigno tratar mal a alguien más débil que tú
- Sí, le protegeré porque es injusto tratar mal a alguien más débil que tú
- No interferiré porque estas relaciones entre los dos no me afectan
- No, no lo defenderé, porque el que tr...
- No, no lo protegeré, porque también...
- No puedo decidir cómo actuaré en e...
- Otro



Aggressive Behavior

More than 60% of the students have already been in contact with peers who are aggressive or peers who show hostile behavior which is quite alerting. About a quarter of the students asked, have not been in contact with such peers. Most of the students believe that these peers are aggressive or show hostile behavior due to the way they were raised by their families. Possible reasons also include the way that these peers think; the opinion poll shows a rather big percentage of students to believe that the aggressive peers behave in such a way because they think that their problems will be solved in that way, or because they are seeking for other people's respect with this behavior. Few students (5,3% vs 2,7%) think that these peers were born aggressive. It is very interesting how students have commented on the reasons why a peer could be aggressive or show hostile behavior. Apart from the possible answers given by the opinion poll (which they developed further in their comments), students are being empathic and believe that these peers are being hurt, or feeling deeply insecure, or not being loved enough by their families – and this is why they end up being aggressive.

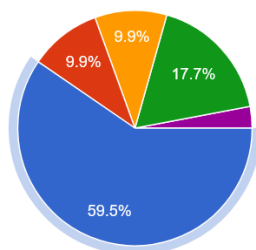
A significant percentage of students (64% prior vs. 68.9% after) would defend a peer, who is known as being aggressive and has been misbehaving, in a particular case where that student was wrongly /unjustly accused that he/she was engaged in a fight that ended up damaging school property. The respondents report that they would inform a teacher about their peer being unjustly accused. Even though they want the aggressive students to be punished for previous behaviors that he/she might have been engaged in, students feel that the presented situation is not fair and they would take action because the 'bad guy' was not involved in the fight. The percentage of respondents who would rather not get involved in the case has dropped from 11.7% to 7.4% which is a good result and evidence that the panel has learned better that when you are part of society you need to have an opinion and take action accordingly. There is also another smaller group of respondents who report that they wouldn't stand up for the unfairly accused students because he has been misbehaving in the past and the measures to discipline him/she are fair as a whole (8.6% prior vs. 6.3% after the training activities)

Bulgaria

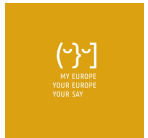
BEFORE THE TRAINING SESSIONS

25 - Твой връстник, когото всички в твоето училище познават като изключително агресивен и с лошо поведение, е обвинен, че е участвал в сбиване с други деца, при което се е стигнало до чупене на училищна собственост (столове и ученически маси). Директорът предлага този ученик да бъде наказан с изключване от училището, но ти знаеш, че този път твоят връстник не е участвал в сбиването. Как ще постъпиш в тази ситуация?

776 responses



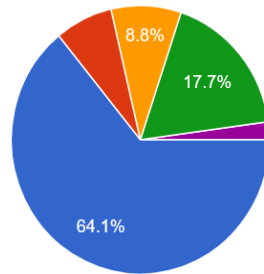
- ще застана зад този ученик, защото е обвинен несправедливо и го очаква несправедливо наказание
- няма да се намеся и ще оставя нещата да се развият от самосебе си
- не, няма да защита ученика с агресивно поведение, защото наказ...
- не зная, как ще постъпя в тази ситуация
- друго



AFTER THE TRAINING SESSIONS

25 - Твой връстник, когото всички в твоето училище познават като изключително агресивен и с лошо поведение, е обвинен, че е участвал в сбиване с други деца, при което се е стигнало до чупене на училищна собственост (столове и ученически маси). Директорът предлага този ученик да бъде наказан с изключване от училището, но ти знаеш, че този път твоят връстник не е участвал в сбиването. Как ще постъпиш в тази ситуация?

649 responses



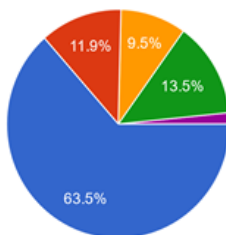
- ще застана зад този ученик, защото е обвинен несправедливо и го очаква несправедливо наказание
- няма да се намеся и ще оставя нещата да се развият от самосебе си
- не, няма да защита ученика с агресивно поведение, защото наказ...
- не знам, как ще постъпя в тази ситуация
- друго

GREECE

BEFORE THE TRAINING SESSIONS

25 - Σκέψου τι θα έκανες σε μία περίπτωση σαν αυτή: «Ένας μαθητής από το σχολείο σας, γνωστός για την αρνητική συμπεριφορά του, κατηγ...ον καυγά.» Τι θα έκανες σε αυτή την περίπτωση;

126 responses

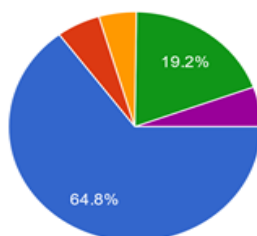


- Θα υπερασπιζόμουν το συμμαθητή επειδή κατηγορείται άδικο και δεν του αξίζει η τιμωρία.
- Δε θα επενέβαινα και θα άφηνα τα πράγματα να εξελιχθούν φυσιολογικά.
- Δε θα υπερασπιζόμουν τον μαθητή. Θα είναι άδικο η τιμωρία αλλά του αξίζει γι...
- Δε γνωρίζω τι θα έκανα σε αυτή την περίπτωση.
- Άλλο.

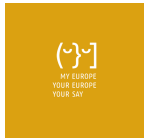
AFTER THE TRAINING SESSIONS

25 - Σκέψου τι θα έκανες σε μία περίπτωση σαν αυτή: «Ένας μαθητής από το σχολείο σας, γνωστός για την αρνητική συμπεριφορά του, κατηγ...ον καυγά.» Τι θα έκανες σε αυτή την περίπτωση;

125 responses



- Θα υπερασπιζόμουν το συμμαθητή επειδή κατηγορείται άδικο και δεν του αξίζει η τιμωρία.
- Δε θα επενέβαινα και θα άφηνα τα πράγματα να εξελιχθούν φυσιολογικά.
- Δε θα υπερασπιζόμουν τον μαθητή. Θα είναι άδικο η τιμωρία αλλά του αξίζει γι...
- Δε γνωρίζω τι θα έκανα σε αυτή την περίπτωση.
- Άλλο.

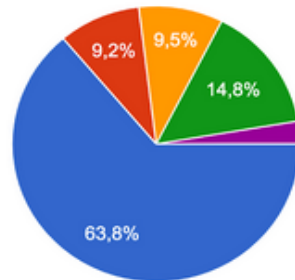


Portugal

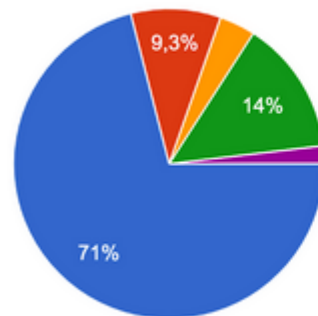
BEFORE THE TRAINING SESSIONS

25 - Um estudante da tua escola, com fama de ser extremamente agressivo e doentio é acusado de ter estado envolvido numa briga com outro estu...ão esteve envolvido. O que farias nesta situação?

412 respostas



- Tomaria partido desse estudante porque está a ser injustamente acusado e o castigo é injusto.
- Não interferiria e deixaria as coisas resolverem-se naturalmente.
- Não tomaria partido pelo meu colega. Podem ter recebido um castigo injusto mas merecem ser castigados por todo...
- Não sei o que faria nesta situação.
- Outro.



- Tomaria partido desse estudante porque está a ser injustamente acusado e o castigo é injusto.
- Não interferiria e deixaria as coisas resolverem-se naturalmente.
- Não tomaria partido pelo meu colega. Podem ter recebido um castigo injusto mas merecem ser castigados por todo...
- Não sei o que faria nesta situação.
- Outro.

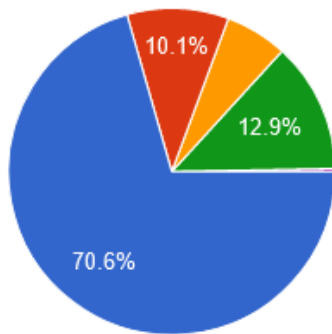
AFTER THE TRAINING SESSIONS

Romania

BEFORE THE TRAINING SESSIONS

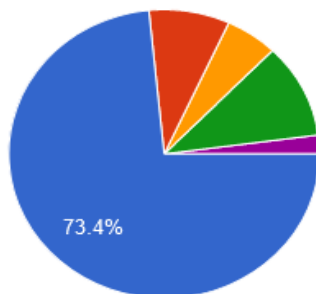
25. Un elev de la școala ta, despre care se știe că este extrem de agresiv și care are probleme de comportament, este acuzat că a fost implicat într-o bătaie cu alți copii, în care s-au produs pagube bunurilor școlii (scaune și mese). Ca pedeapsă, dirigintele solicită transferul elevului din școală și totuși, știi că, de această dată, colegul tău nu a participat la bătaie. Ce ai face în această situație?

809 responses



- Aș lua apărarea acestui elev pentru că au fost acuzat și pedepsit în mod nedrept.
- Nu aș interveni și aș lăsa lucrurile să se dezvolte natural.
- Nu aș lua apărarea elevului. Acesta merită pedepsit, ca urmare a comportamentului său.
- Nu știu ce aș face în această situație.
- Alte

AFTER THE TRAINING SESSIONS



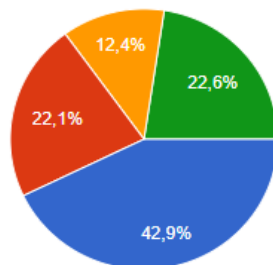
- Aș lua apărarea acestui elev pentru că au fost acuzat și pedepsit în mod nedrept.
- Nu aș interveni și aș lăsa lucrurile să se dezvolte natural.
- Nu aș lua apărarea elevului. Acesta merită pedepsit, ca urmare a comportamentului său.
- Nu știu ce aș face în această situație.
- Alte

Poland

BEFORE THE TRAINING SESSIONS

25. Uczeń ze szkoły, o którym wiadomo, że jest wyjątkowo agresywny i źle się zachowuje, jest oskarżany o udział w walce z innymi dziećmi, która spowodowała uszkodzenie mienia szkolnego (krzesła i stołów). Dyrektor apeluje o wydalenie ucznia ze szkoły w ramach kary, a jednak wiesz, że przy tej szczególnej okazji twój rówieśnik nie wdał się w walkę. Co byś zrobił w tej sytuacji? Wybierz tylko JEDNĄ ODPOWIEDŹ!

217 odpowiedzi



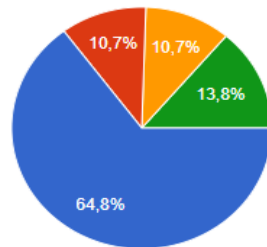
- Staję w obronie tego ucznia, ponieważ został niesłusznie oskarżony, a kara jest niesprawiedliwa.
- Nie zareagowałbym/iabym i pozwalam, aby sytuacja rozwinęła się naturalnie.
- Nie broniłbym/iabym agresywnego ucznia. Otrzyma niesprawiedliwą karę, ale zasługuje na wszystko, co dostanie za złe zachowanie w przeszłości.
- Nie wiem, co bym zrobił/a w tej sytuacji.



AFTER THE TRAINING SESSIONS

25. Uczeń ze szkoły, o którym wiadomo, że jest wyjątkowo agresywny i źle się zachowuje, jest oskarżany o udział w walce z innymi dziećmi, która spowodowała uszkodzenie mienia szkolnego (krzesła i stołów). Dyrektor apeluje o wydalenie ucznia ze szkoły w ramach kary, a jednak wiesz, że przy tej szczególnej okazji twój rówieśnik nie wdał się w walkę. Co byś zrobił w tej sytuacji? Wybierz tylko JEDNĄ ODPOWIEŹ!

196 odpowiedzi

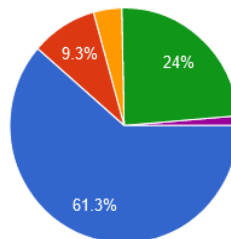


- Staję w obronie tego ucznia, ponieważ został niesłusznie oskarżony, a kara jest niesprawiedliwa.
- Nie zareagowałam/abym i pozwalam, aby sytuacja rozwinęła się naturalnie.
- Nie broniłbym/abym agresywnego ucznia. Otrzyma niesprawiedliwą karę, ale zasługuje na wszystko, co dostanie za złe zachowanie w przeszłości.
- Nie wiem, co bym zrobił/a w tej sytuacji.

Spain

25 - Un compañero, a quien todos en tu escuela conocen como extremadamente agresivo y con mal comportamiento, ha sido acusado de haber participado en una pelea con otros niños, lo que resultó en la ruptura de propiedad escolar (sillas y mesas escolares). El director sugiere que este estudiante sea castigado con expulsión, pero tu sabes que él no participó en la pelea esta vez. ¿Qué harías en esta situación?

75 responses



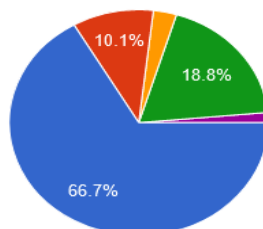
- Apoyaré a este compañero porque es acusado injustamente y le espera un castigo injusto
- No interferiré y dejaré que las cosas se desarrollen por sí mismas
- No, no protegeré al estudiante con un comportamiento agresivo, porque el castigo que se le impondrá, aunque...
- No sé cómo actuaré en esta situación
- Otro

BEFORE THE TRAINING SESSIONS

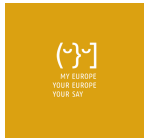
AFTER THE TRAINING SESSIONS

25 - Un compañero, a quien todos en tu escuela conocen como extremadamente agresivo y con mal comportamiento, ha sido acusado de haber participado en una pelea con otros niños, lo que resultó en la ruptura de propiedad escolar (sillas y mesas escolares). El director sugiere que este estudiante sea castigado con expulsión, pero tu sabes que él no participó en la pelea esta vez. ¿Qué harías en esta situación?

69 responses



- Apoyaré a este compañero porque es acusado injustamente y le espera un castigo injusto
- No interferiré y dejaré que las cosas se desarrollen por sí mismas
- No, no protegeré al estudiante con un comportamiento agresivo, porque el castigo que se le impondrá, aunque...
- No sé cómo actuaré en esta situación
- Otro



Human Rights

The question raised on whether students know their basic rights, most of the responses are positive (combining answers "I know my rights" and "I know my rights but not the specifics"). This is the significant difference between the two polls - in the percentage of students who confidently report that they know their rights and the ones that consider they need to learn better of the specifics of their human rights. The number of the students who consider they have good knowledge about their human rights increased from 41.7% prior to the trainings to 50.2% after them; and the percentage of the ones who report they are not aware of their rights in a detailed and specific way dropped from 35% to 31.2% after the project ended.

When students were asked about the persons that they would turn to for support and assistance if their rights or the rights of a peer were violated, most of them responded that they would turn to their family and relatives (77,1% vs 76,8%) which is explained with their young age when family and relatives are the ones an adolescent trusts most and seeks support from. School environment related persons with whom students are in close everyday contact, i.e. their teachers, is clearly the next most frequent choice in both opinion polls. Moreover, this is the answer that has rocketed in the final poll after the training sessions. Prior to project activities 50% of the students would go to their teachers in case they needed support in case of violation of their human rights, whereas after the training activities their number is 59%. This is an indisputable proof that the teachers have gained students' trust and have done a good job. The school counselor and the police are also part of their choices, but a small percentage would turn to them overall. According to the comments, it is clear that some students are confused in regards to the people they feel that they can trust. More specifically, one student thinks that it is better to defend yourself in person, another student has already turned to several people (family, teachers, friends, etc.) but has not found a solution to his/her problems and several students believe that friends are the only ones who can be trusted – never the police.

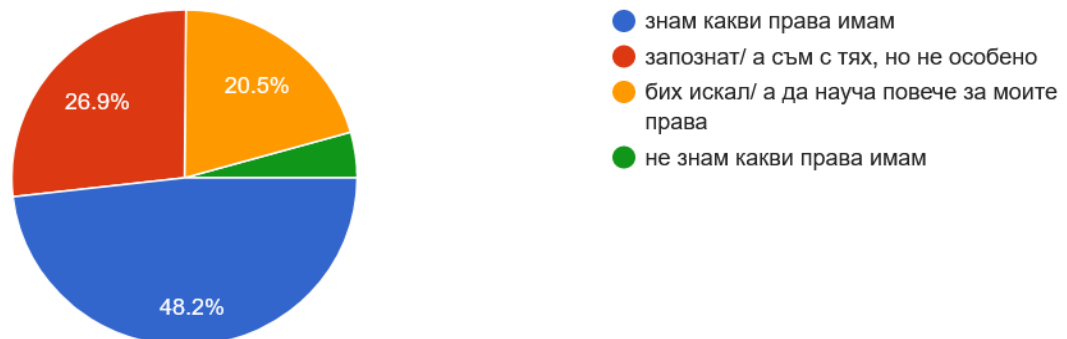
Q26. Do you know your basic rights?

Bulgaria

BEFORE THE TRAINING SESSIONS

26 - Познаваш ли твоите основни права?

776 responses





AFTER THE TRAINING SESSIONS

26 - Познаваш ли твоите основни права?

649 responses

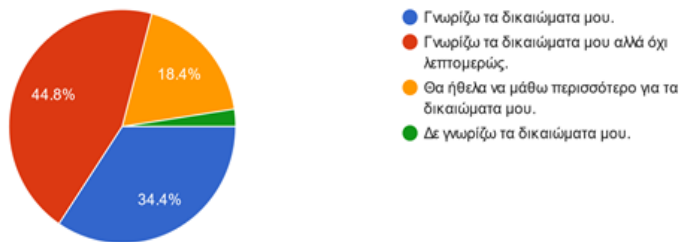


GREECE

BEFORE THE TRAINING SESSIONS

26 - Γνωρίζετε τα βασικά σας δικαιώματα;

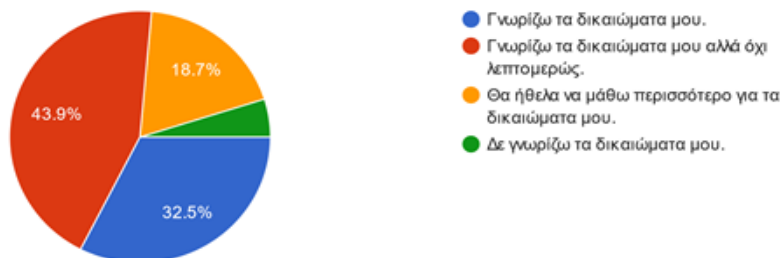
125 responses



AFTER THE TRAINING SESSIONS

26 - Γνωρίζετε τα βασικά σας δικαιώματα;

123 responses



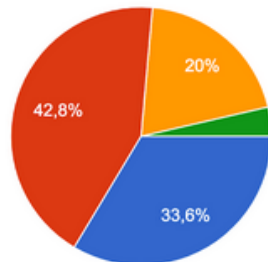


Portugal

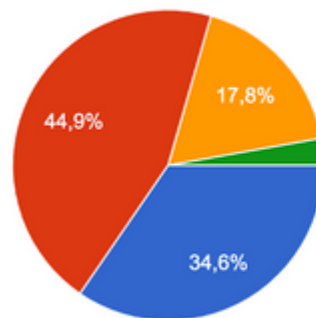
BEFORE THE TRAINING SESSIONS

26 - Conheces os teus direitos básicos?

411 respostas



- Conheço os meus direitos.
- Conheço os meus direitos, mas não em detalhe.
- Gostava de conhecer melhor os meus direitos.
- Não conheço os meus direitos.



- Conheço os meus direitos.
- Conheço os meus direitos, mas não em detalhe.
- Gostava de conhecer melhor os meus direitos.
- Não conheço os meus direitos.

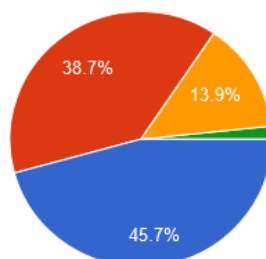
AFTER THE TRAINING SESSIONS

Romania

BEFORE THE TRAINING SESSIONS

26. Îți cunoști drepturile tale fundamentale?

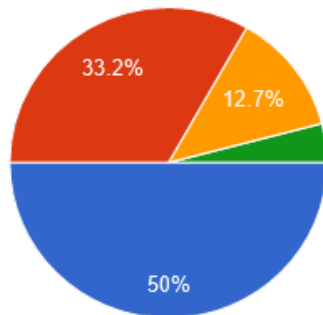
810 responses



- Îmi cunosc drepturile.
- Îmi cunosc drepturile, dar nu în detaliu.
- Aș dori să aflu mai multe despre drepturile mele.
- Nu știu care sunt drepturile mele.



AFTER THE TRAINING SESSIONS



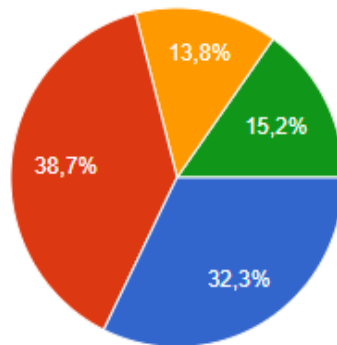
- Îmi cunosc drepturile.
- Îmi cunosc drepturile, dar nu în detaliu.
- Aș dori să aflu mai multe despre drepturile mele.
- Nu știu care sunt drepturile mele.

Poland

BEFORE THE TRAINING SESSIONS

26. Czy znasz swoje podstawowe prawa?

217 odpowiedzi

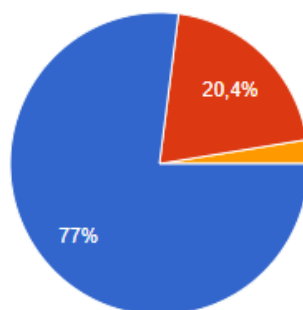


- Znam swoje prawa.
- Znam je, ale nie szczegółowo.
- Chciałbym/łabym dowiedzieć się więcej o moich prawach.
- Nie znam swoich praw.

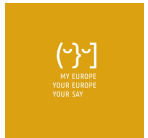
AFTER THE TRAINING SESSIONS

26. Czy znasz swoje podstawowe prawa?

196 odpowiedzi



- Znam swoje prawa.
- Znam je, ale nie szczegółowo.
- Chciałbym/łabym dowiedzieć się więcej o moich prawach.
- Nie znam swoich praw.

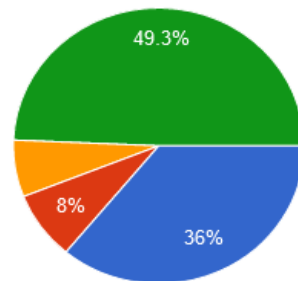


Spain

BEFORE THE TRAINING SESSIONS

26 - ¿Conoces tus derechos fundamentales?

75 responses

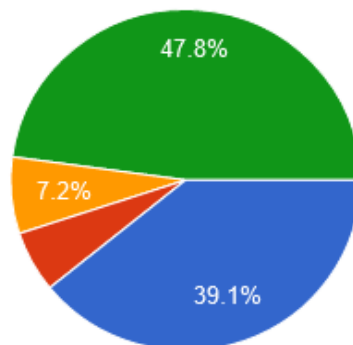


- Se que derechos tengo
- Estoy familiarizado con ellos, pero no particularmente
- Me gustaría saber más sobre mis derechos
- No se que derechos tengo

AFTER THE TRAINING SESSIONS

26 - ¿Conoces tus derechos fundamentales?

69 responses



- Se que derechos tengo
- Estoy familiarizado con ellos, pero no particularmente
- Me gustaría saber más sobre mis derechos
- No se que derechos tengo

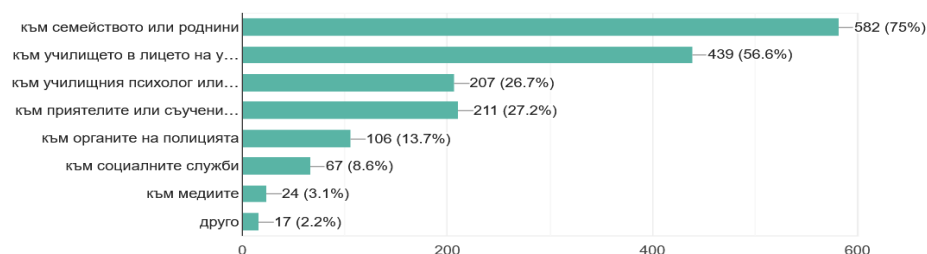
Q27. Where will you seek support in case your rights have been infringed?

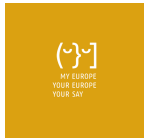
Bulgaria

BEFORE THE TRAINING SESSIONS

27 - Към кого би се обърнал/ а за подкрепа и помощ в случай, че твоите права или тези на друг твой връстник са нарушени?

776 responses

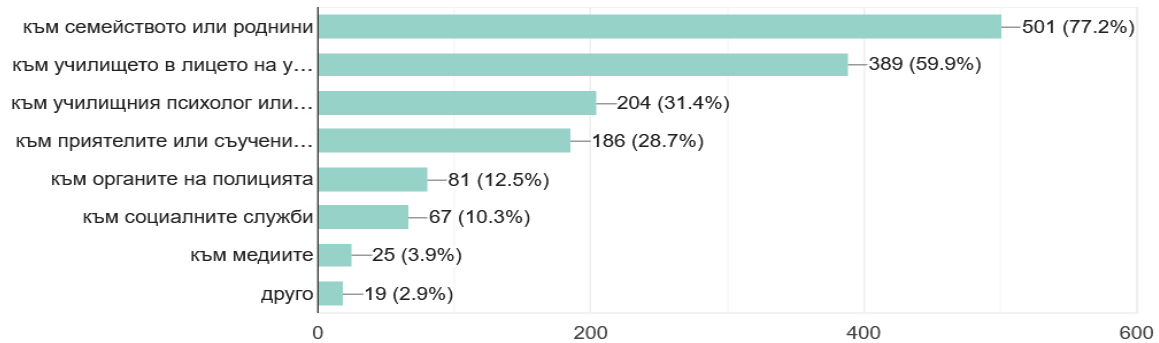




AFTER THE TRAINING SESSIONS

27 - Към кого би се обърнал/ а за подкрепа и помощ в случай, че твоите права или тези на друг твой връстник са нарушени?

649 responses

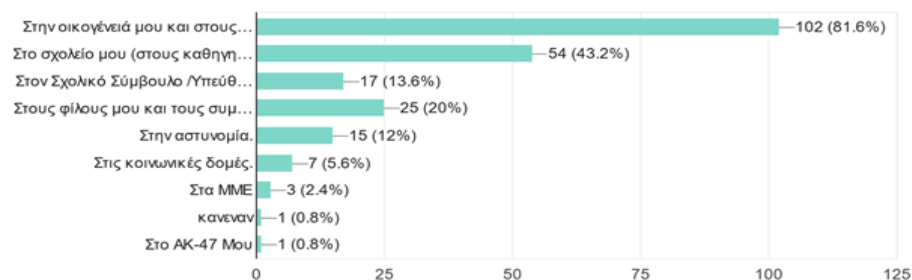


GREECE

BEFORE THE TRAINING SESSIONS

27 - Σε ποιόν θα απευθυνόσασταν για στήριξη και βοήθεια εάν τα δικαιώματά σας ή τα δικαιώματα των συνομήλικών σας παραβιάζονταν;

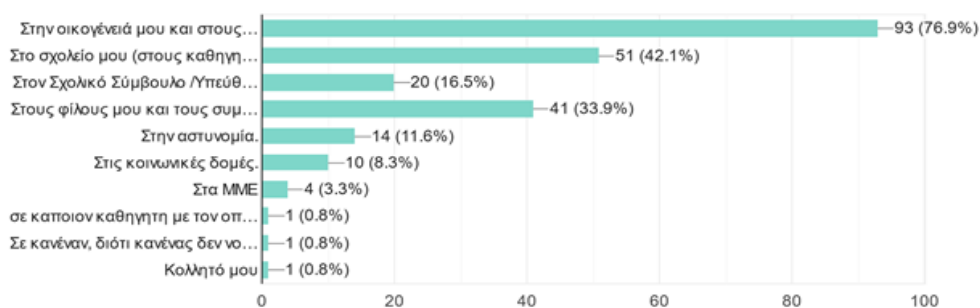
125 responses



AFTER THE TRAINING SESSIONS

27 - Σε ποιόν θα απευθυνόσασταν για στήριξη και βοήθεια εάν τα δικαιώματά σας ή τα δικαιώματα των συνομήλικών σας παραβιάζονταν;

121 responses



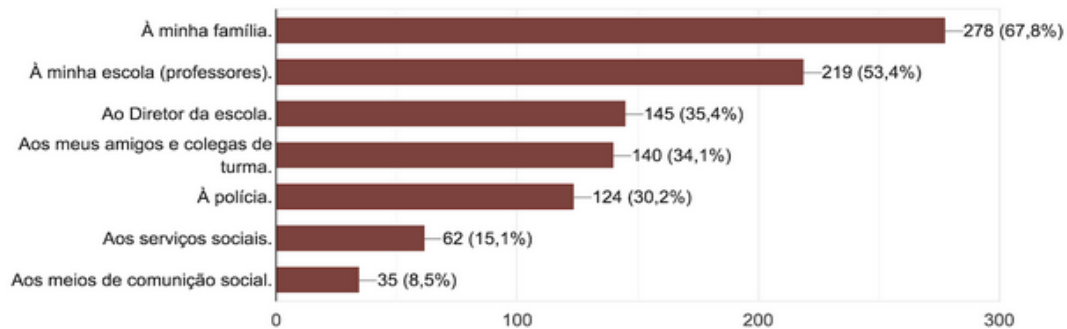


Portugal

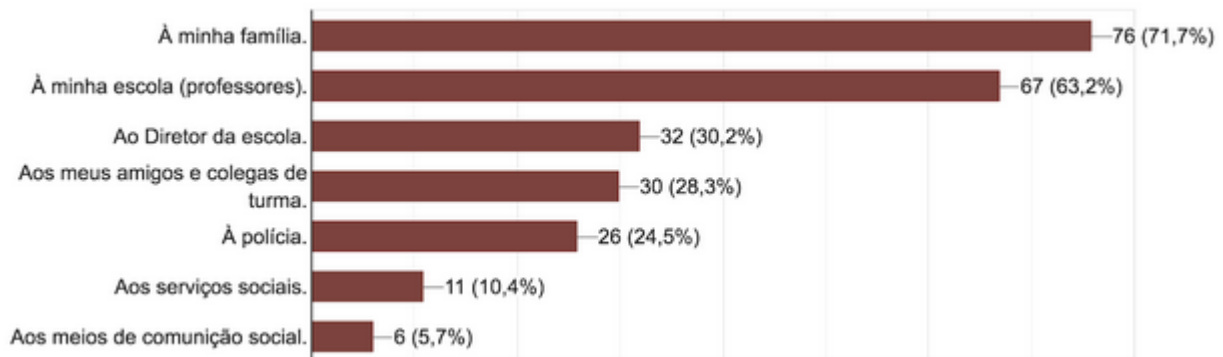
BEFORE THE TRAINING SESSIONS

27 - A quem pedirias apoio e assistência se os teus direitos, ou de um colega fossem violados?

410 respostas



AFTER THE TRAINING SESSIONS

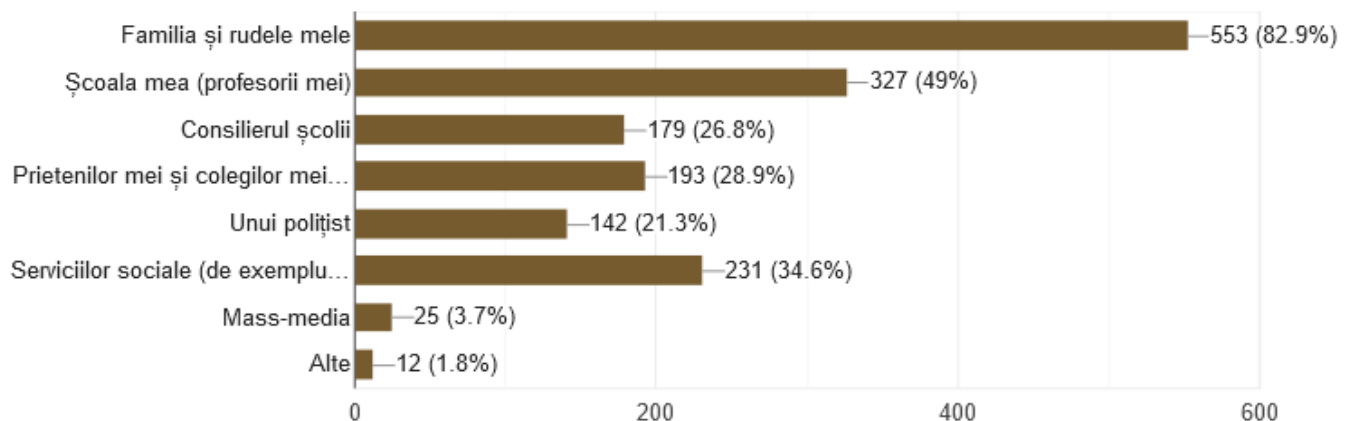


Romania

BEFORE THE TRAINING SESSIONS

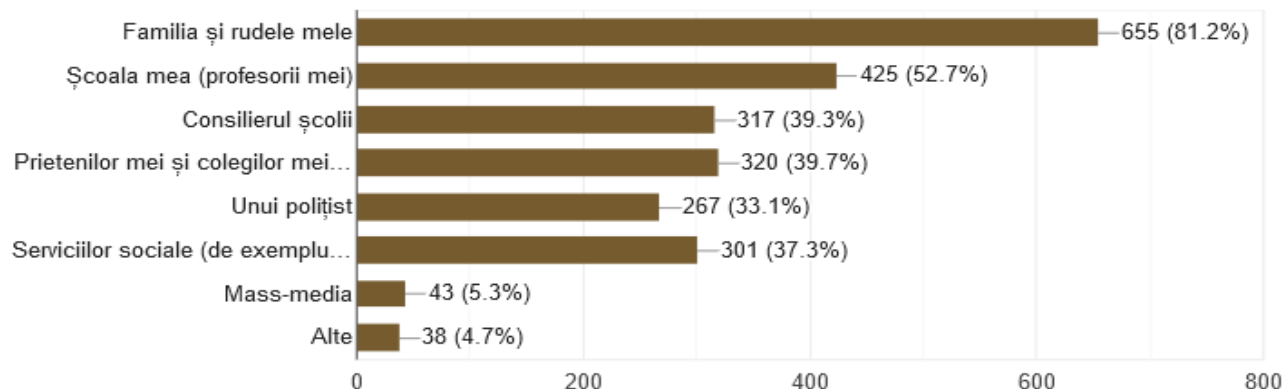
27. La cine vă puteţi adresa pentru sprijin şi asistenţă în cazul în care drepturile sau drepturile unui semen ar fi fost încălcate?

807 responses





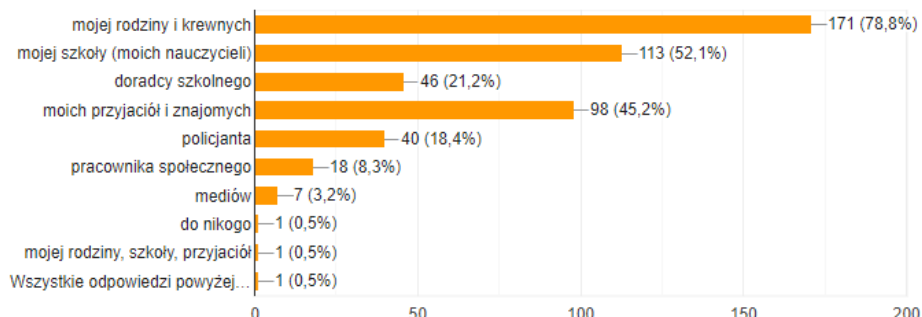
AFTER THE TRAINING SESSIONS



Poland

27. Do kogo byś się zwrócić o wsparcie i pomoc, gdyby zostały naruszone Twoje prawa lub prawa rówieśnika? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

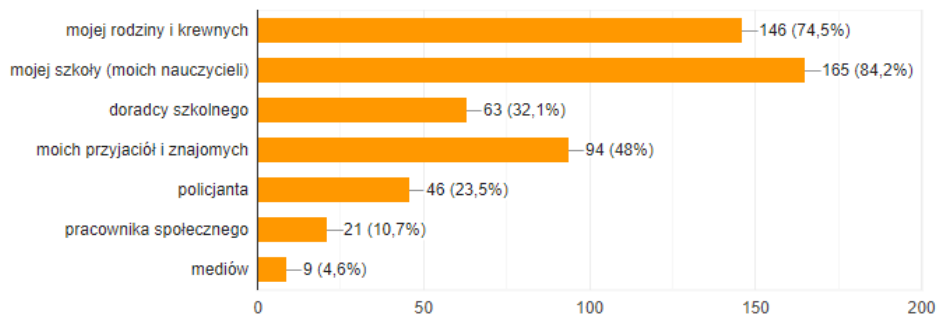
217 odpowiedzi



BEFORE THE TRAINING SESSIONS

27. Do kogo byś się zwrócić o wsparcie i pomoc, gdyby zostały naruszone Twoje prawa lub prawa rówieśnika? Możesz wybrać WIĘCEJ NIŻ JEDNĄ ODPOWIEDŹ.

196 odpowiedzi



AFTER THE TRAINING SESSIONS

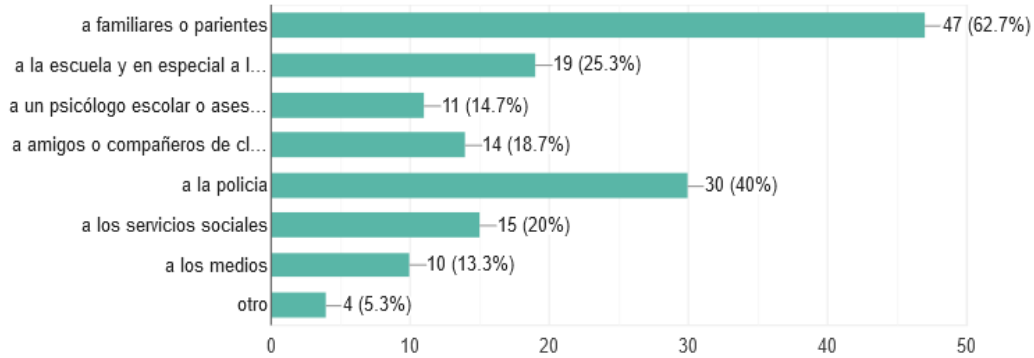


Spain

BEFORE THE TRAINING SESSIONS

27 - ¿A quién recurrirías para obtener apoyo y asistencia si se violaran tus derechos o los de tus compañeros?

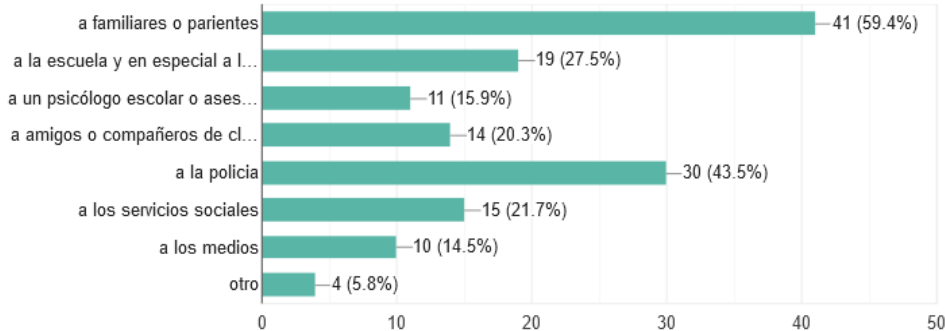
75 responses



AFTER THE TRAINING SESSIONS

27 - ¿A quién recurrirías para obtener apoyo y asistencia si se violaran tus derechos o los de tus compañeros?

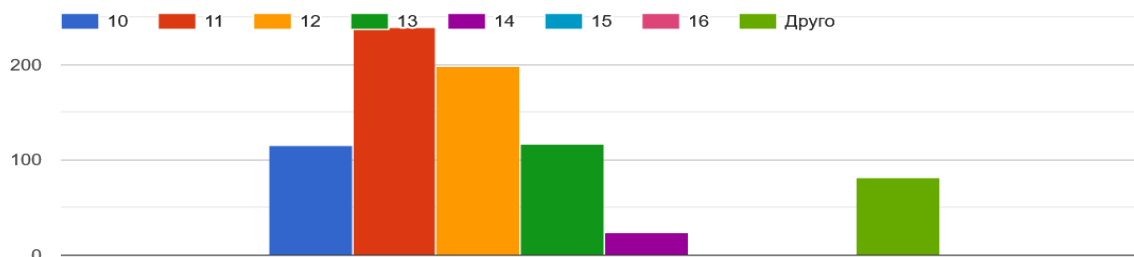
69 responses



Q29. How old are you?

Bulgaria

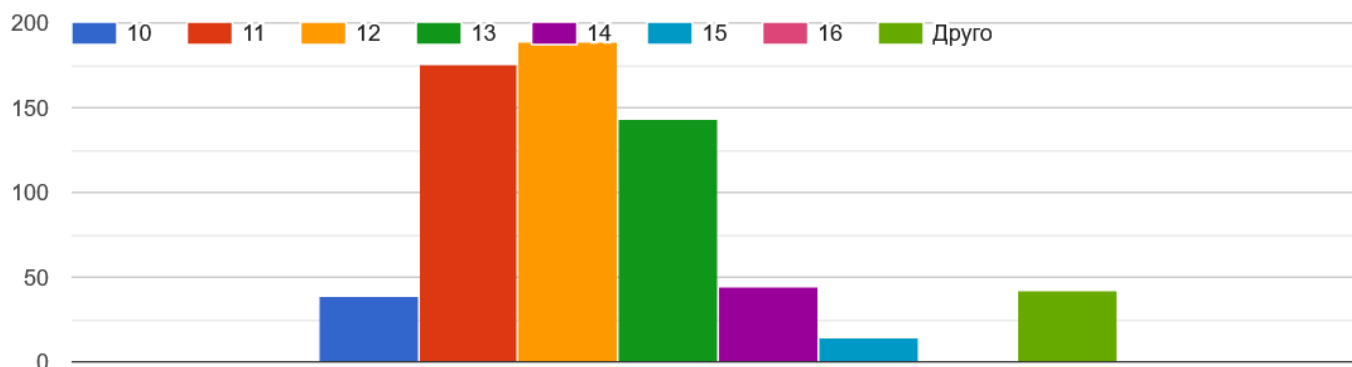
29 - На колко навършени години си в момента?





AFTER THE TRAINING SESSIONS

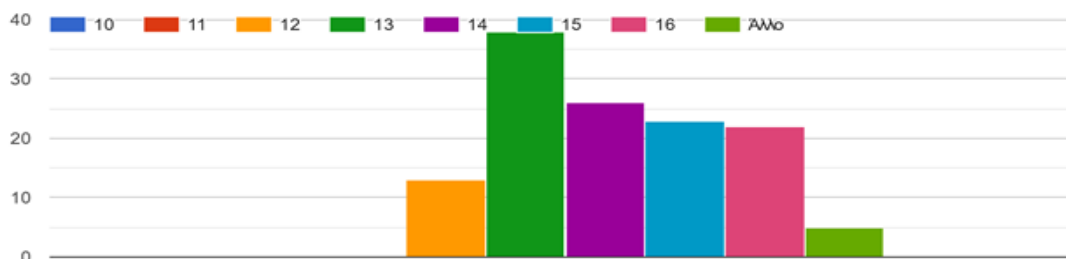
29 - На колко навършени години си в момента?



GREECE

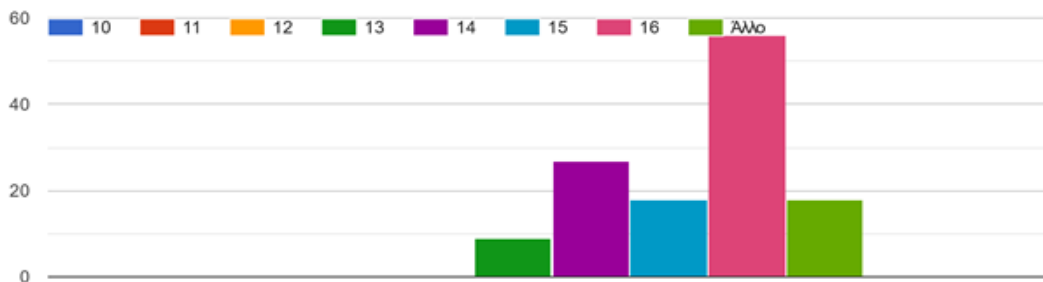
BEFORE THE TRAINING SESSIONS

29 - Πόσο χρονών είσαι;



AFTER THE TRAINING SESSIONS

29 - Πόσο χρονών είσαι;

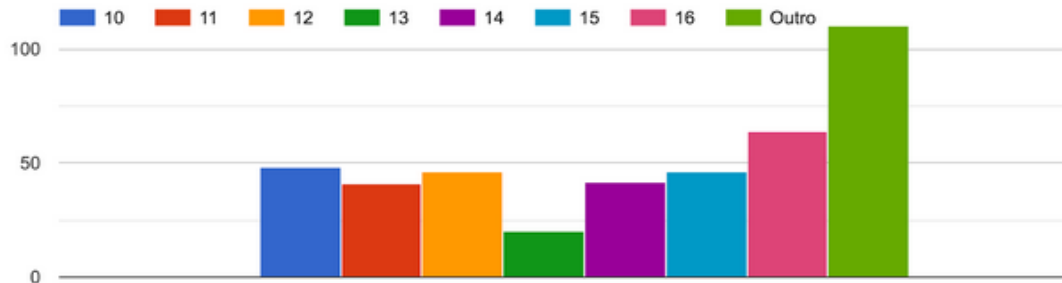




Portugal

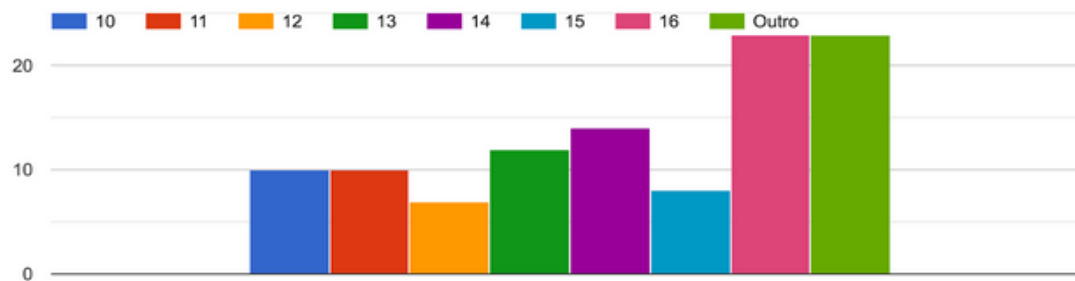
BEFORE THE TRAINING SESSIONS

29 - Quantos anos tens?



AFTER THE TRAINING SESSIONS

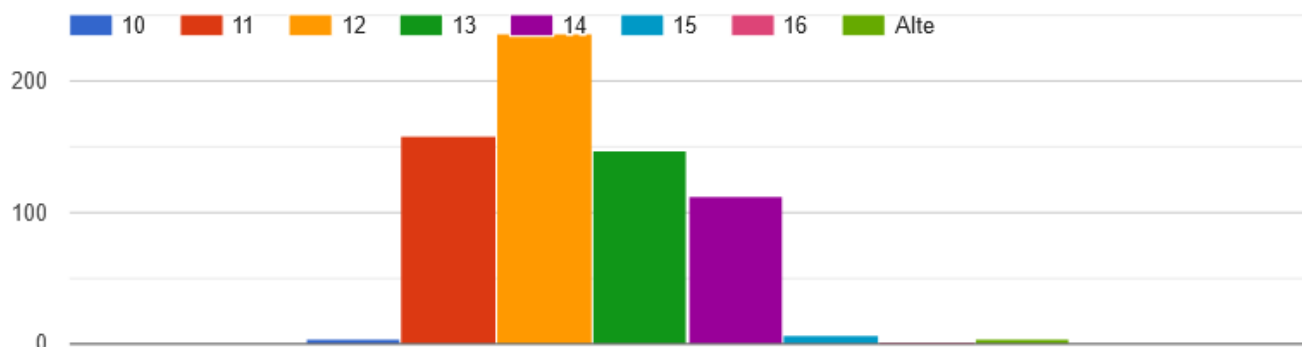
29 - Quantos anos tens?



Romania

BEFORE THE TRAINING SESSIONS

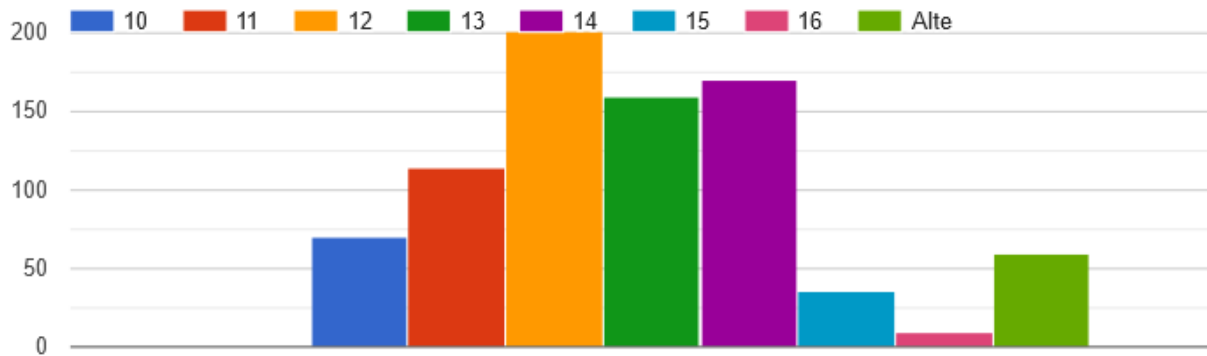
29. Câți ani ai?





AFTER THE TRAINING SESSIONS

29. Câți ani ai?

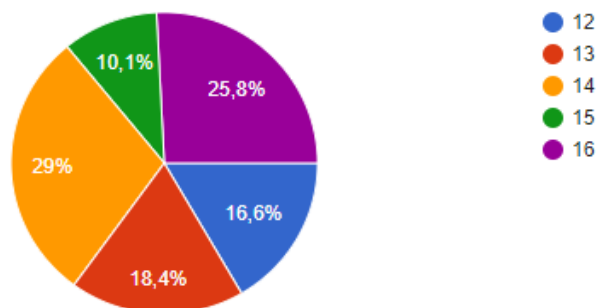


Poland

BEFORE THE TRAINING SESSIONS

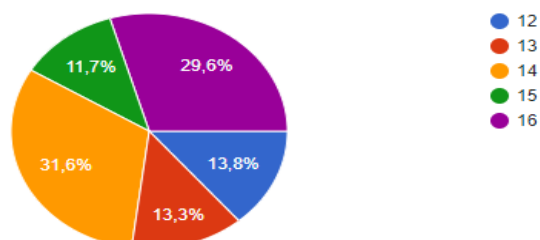
29. Podaj swój wiek.

217 odpowiedzi



29. Podaj swój wiek.

196 odpowiedzi



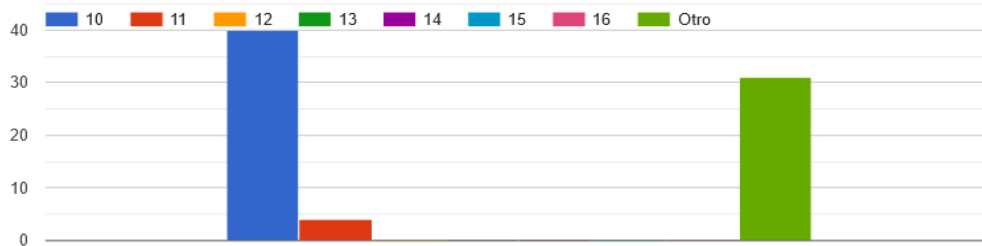
AFTER THE TRAINING SESSIONS



Spain

BEFORE THE TRAINING SESSIONS

29 - ¿Cuántos años tienes ahora?



AFTER THE TRAINING SESSIONS

29 - ¿Cuántos años tienes ahora?

