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# ALL IN SCHOOL

Analysis- Led approach  
of Levels of Inclusivity in School  
to reduce early school leaving

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## O2/A1 QUESTIONNAIRE REPORT

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# WORKING METHODS FOR THE CONSTRUCTION OF THE QUESTIONNAIRES

The O2 SYLLABUS consists in three work steps:

1. creating a questionnaire constructed starting from the Index items and administered to teachers, school staff, students and families;
2. realizing a competence grid, outlining the areas and skills of the inclusive teacher;
3. creating a syllabus, on the basis of the competence grid, articulating indicators and descriptors.

The O2/A1 Questionnaire has the following purposes: involve teachers, staff, students, families in the inclusion process initiated by the project; analyse the level of inclusion of the school perceived by the different actors; identify strengths and weaknesses and priorities to be pursued for inclusion; identify the areas of expertise to be developed in the syllabus.

The questionnaires were built on the basis of the questionnaires contained in the last part of the Index for Inclusion. The index, in fact, contains ready-made questionnaire formats to be administered to school staff, families and students. Starting from this basis, the partnership of the ALL IN SCHOOL project has prepared 4 different questionnaire formats to be administered to the intended targets (school staff, parents and students). Each school had the task of reaching the following target groups:

- 20 Teachers / trainers  
10 School not teaching staff  
20 Students
- 10 Parents / families

There are two questionnaire formats for students contained in the Index: one for primary and secondary school students, one for kindergarten children. In consideration of the difference in level between primary and secondary students, and since the partnership schools welcome students of different levels (see table 1), it was decided to prepare a questionnaire format for students of the ISCED1 level and a questionnaire format for ISCED2/3 students.

SCHOOL NAME	ISCED LEVEL
IC Bozzano - Italy	ISCED1 ISCED2
IISS Majorana - Italy	ISCED3
Centro San Viator - Spain	ISCED1 ISCED2 ISCED3
Agrupamento de Escolas Dra Laura Ayres - Portugal	ISCED1 ISCED2 ISCED3
Scoala Gimnaziala Comuna Sacalaz - Romania	ISCED1 ISCED2
149th School Sofia - Bulgaria	ISCED1 ISCED2 ISCED3

*ISCED levels in partner's schools*

For teaching staff and non-teaching staff of the schools it was decided to administer a single questionnaire format, as suggested in the Index.

The questionnaire formats developed are shown in the following table:

TARGET	QUESTIONNAIRE FORMAT	NUMBER OF ITEMS
Teachers and trainers	SCHOOL STAFF QUESTIONNAIRE	20
Non-teaching staff		
Students	ISCED1 STUDENTS QUESTIONNAIRE	10
	ISCED2 STUDENTS QUESTIONNAIRE	10
Parents and family persons	PARENTS QUESTIONNAIRE	20

*Questionnaires formats developed*

To develop the questionnaires, it was decided to divide the partnership staff into two working groups, each of which prepared two questionnaire formats, which they subsequently shared with all the others. Each partner then translated the four questionnaire formats from English into their own language, and published the questionnaire online to administer it remotely to the intended target.

The work on developing the questionnaires took into account the following issues:

- The items had to be necessarily reduced in number: the examples provided in the index, in fact, contain a very high number of items (from 55 to 70) that cover all the dimensions of the Index. To ensure that all respondents answered all questions, it was decided to reduce the number of items to 20 for adults and 10 for students, respectively. The items deemed most appropriate for the purposes of the project were therefore selected.
- It was necessary to contextualize the items for the age level of the students, thus adapting the language and the type of questions for the chosen levels.

In the following table we explain tasks and roles in the questionnaires development and administering.

WHO	WHAT
IC Bozzano	Coordination of the action
Learning Community	Operational setting of the work, supervision and preparation of the summary report
Working group: IC Bozzano - Scoala Gimnaziala Comuna Sacalaz - 149th School Sofia	Development of the questionnaire formats: <ul style="list-style-type: none"> <li>• ISCED1 students (10 items)</li> <li>• Parents (20 items)</li> </ul>
Working group: IISS Majorana - Centro San Viator - Agrupamento de Escolas Dra Laura Ayres	Development of the questionnaire formats: <ul style="list-style-type: none"> <li>• ISCED2/3 students (10 items)</li> <li>• School staff (20 items)</li> </ul>

*O2/A1 tasks and roles*

## METRICS

A three-level metric was used for the responses to the questionnaire: agree/always; sometimes/can't say; disagree/never. In the case of the questionnaires administered by the Spanish partner, a 5-level Lickert scale was used, where 1 = disagree and 5 = completely agree. To make it possible to cross-read and compare the data, the 5 levels have been merged as follows:

levels 1-2: equal to disagree/never

levels 3-4: equivalent to sometimes/can't say

level 5: equivalent to agree/always.

The unification, although arbitrary, proved to be consistent in comparison with the results of the other countries that used the three-level scale.

## QUESTIONNAIRES

ISCED1 STUDENTS QUESTIONNAIRE*
A1. I can't wait to come to school every day.
A2. Children are kind to each other at school.
A3. Adults are kind to children at school.
A4. When I first joined the school I was helped to feel happy.
A5. Children often help each other in lessons.
A6. If I have a problem I can ask an adult for help.
A7. At school I learn about people in other parts of the world.
A8. Teachers are interested in listening to my ideas.
A9. Teachers don't mind if I make mistakes in my work as long as I try my best.
A10. My work is displayed on the walls of the school / is shared on the screen.

*\* Some partners have chosen to administer the ISCED1 questionnaire to lower secondary school students, for a greater congruence between the item and the age level (12-13) of the target.*

ISCED2/3 STUDENTS QUESTIONNAIRE
B1. Students collaborate and support each other.
B2. The school encourages democratic involvement to support inclusion.
B3. Each student has the opportunity to share his/her own ideas in the recognition of rights and democracy.
B4. Students study hygiene, the body and the environmental well-being.
B5. Students investigate energy resources.
B6. Students study the natural environment.
B7. Critical thinking is encouraged.
B8. Students are aware of their educational progress.
B9. The school fosters cooperative learning.
B10. Extra-curricular practices foster free involvement concerned with the students' interest.

SCHOOL STAFF AND TEACHERS QUESTIONNAIRE
C1. The school staff are involved in a democratic collaboration.
C2. The school staff and the families are involved in a democratic collaboration.
C3. The school fosters global citizenship.
C4. The school encourages mutual support.
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development.
C6. The school is committed with the benefit of Planet Earth.
C7. The school fosters a broad involvement with all members in order to support inclusion.
C8. The school is committed with the fulfilment of practices meant to foster health care.
C9. The school encourages leadership by inclusive processes.
C10. The staff competences are thoroughly identified and involved.
C11. The school is committed with the decrease of Carbon Dioxide emissions and wastage, and the reduction of water consumption.
C12. The school coordinates the supporting practices.
C13. Training practices allow the school staff to enhance student's values.
C14. The school fosters educational continuity for students supported by social care services.
C15. The school fosters critical thinking.
C16. The school fosters cooperative learning.
C17. The assessment procedure supports the educational objectives for all students.
C18. The school staff are involved in the educational, planning and assessing process.
C19. The school staff shares resources shaped for the educational process.
C20. The carers support students' learning process and involvement.

**PARENTS QUESTIONNAIRE**

D1. The school keeps me informed of what's going on.

D2. Students get on well together.

D3. Adults and young people get on well together.

D4. All families are equally important to the teachers at the school.

D5. Teachers take an interest in what I tell them about my son.

D6. It's good to have students from different backgrounds in the school.

D7. Just being at school my son learns how to get on with people.

D8. All young people who live locally are welcome at the school.

D9. I have friends among the other parents.

D10. Every student is treated with respect.

D11. In this school students with disabilities are accepted and respected.

D12. You are respected irrespective of the color of your skin.

D13. You are an equal part of the school whatever your religion or if you have no religion.

D14. At school people do not look down on students because of what they wear.

D15. If anyone bullied my son I know that I would get help from the school.

D16. I think the teachers are fair when they praise a student.

D17. I think the teachers are fair when they punish a student.

D18. My son learns how to settle disagreements by listening, talking and compromise.

D19. The school has a good system for supporting students when they have a problem.

D20. The students help each other when they are stuck with their work.

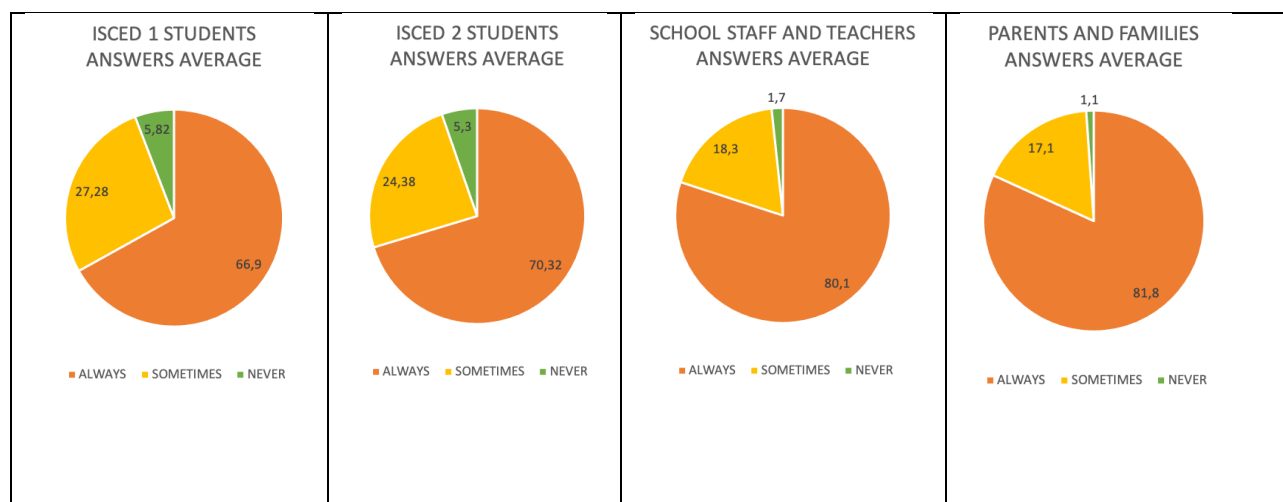


## ANSWERS ANALYSIS: QUANTITATIVE DATA

A total of 884 questionnaires were administered in the period February-April 2021 in the five partner countries. Overall, the students are the most critical, with an "always" response average of 67% for ISCED 1 and 70% for ISCED 2/3 respectively; the average response "always for adults, on the other hand, is around 80%.

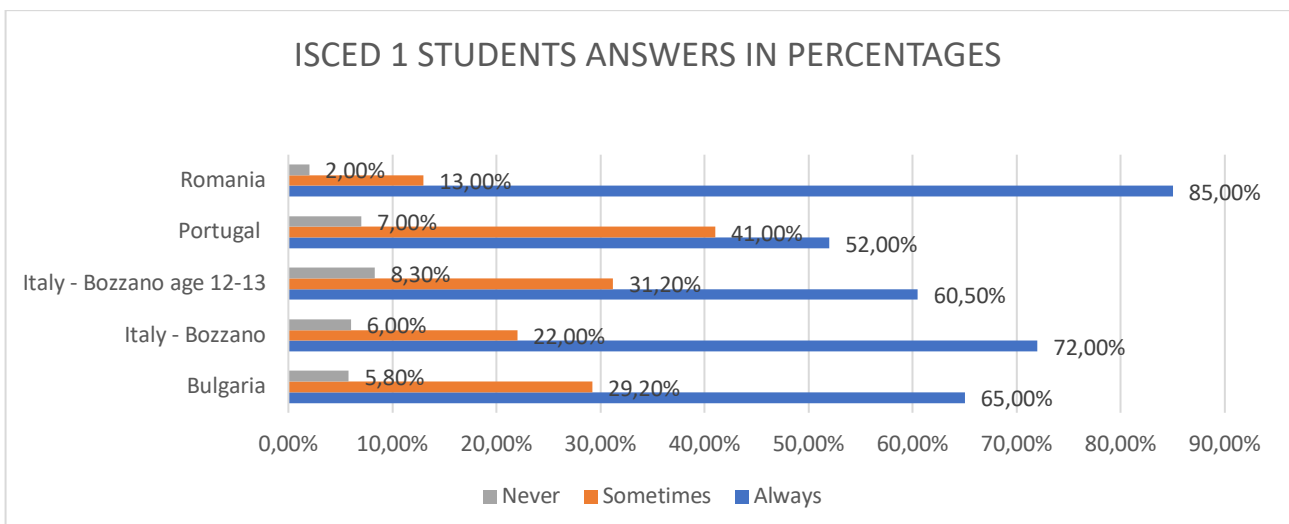
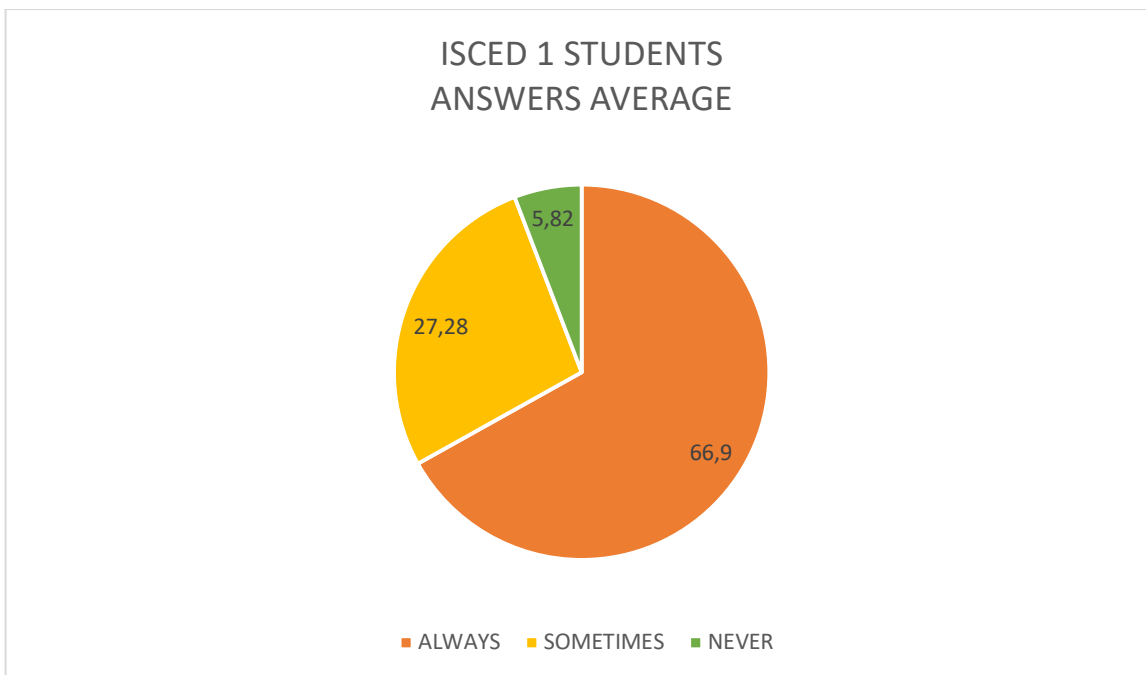
Not being able to make a precise comparison at a quantitative level between the answers, due to the differences in consistency between the samples in the different schools and the randomness of the sample, which is not statistically representative, we limited ourselves to a presentation of the numerical data and a qualitative analysis of the data.

TOTAL ANSWERS TO QUESTIONNAIRES: 884					
SCHOOL	ISCED 1	ISCED 2-3	STAFF AND TEACHERS	PARENTS AND FAMILIES	TOTAL
IC Bozzano Italy	168	0	111	70	349
IISS Majorana Italy	0	140	53	29	222
Centro S. Viator Spain	0	30	13	12	55
149th School Sofia	12	20	11	21	64
Scoala Gimnaziala Comuna Sacalaz	10	10	30	20	70
Agrupamento de Escolas Dra Laura Ayres	34	44	33	13	124
<b>TOTAL</b>	<b>224</b>	<b>244</b>	<b>251</b>	<b>165</b>	<b>884</b>

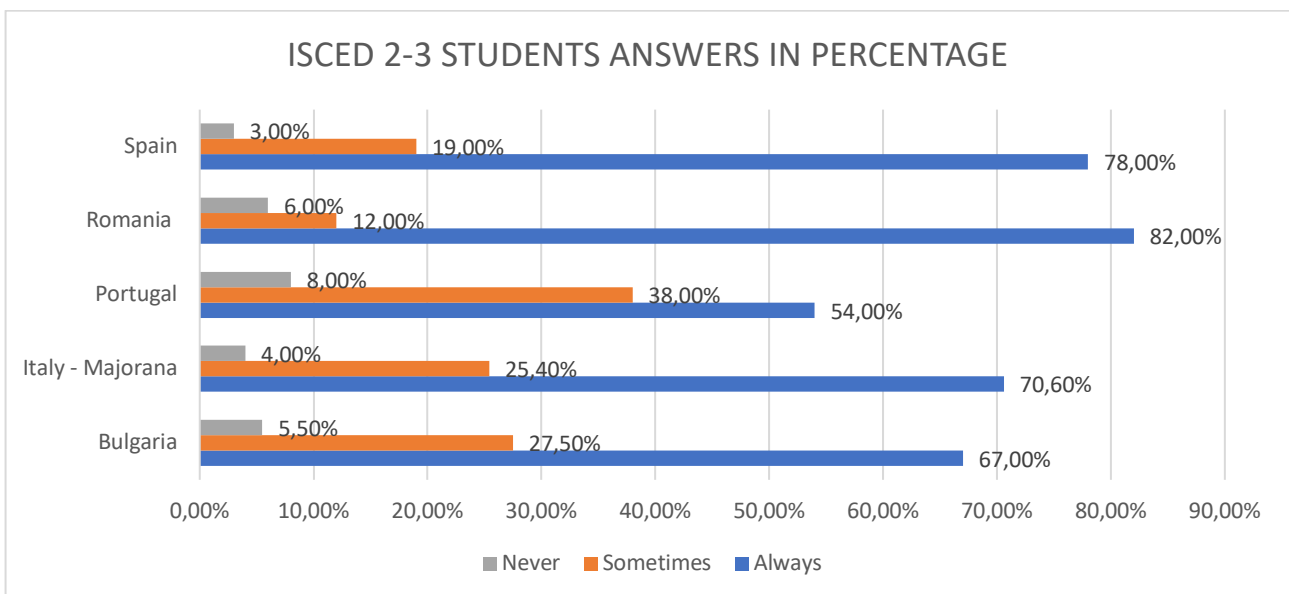
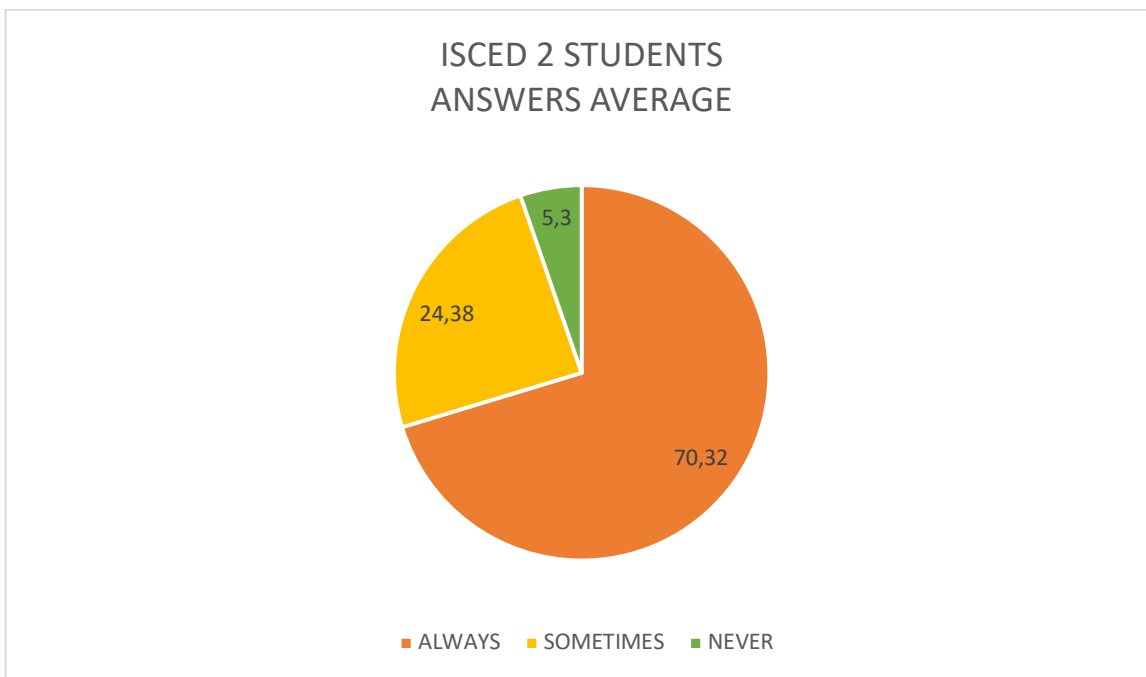


Comparison among the average answers for the 4 target groups

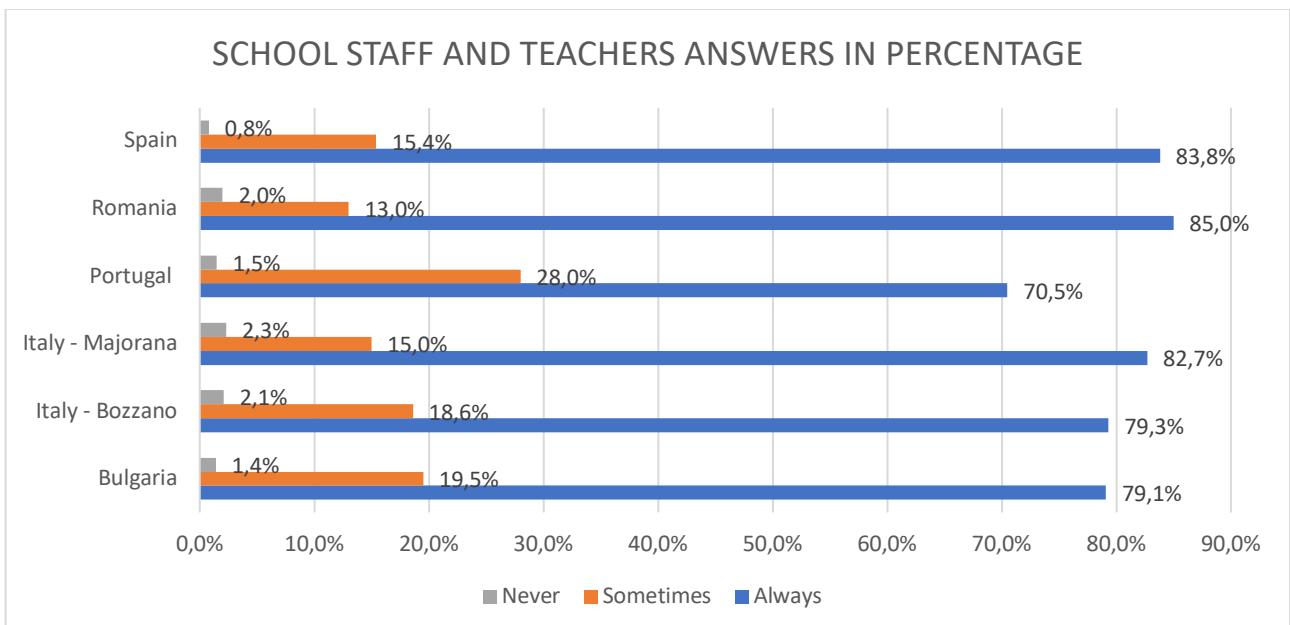
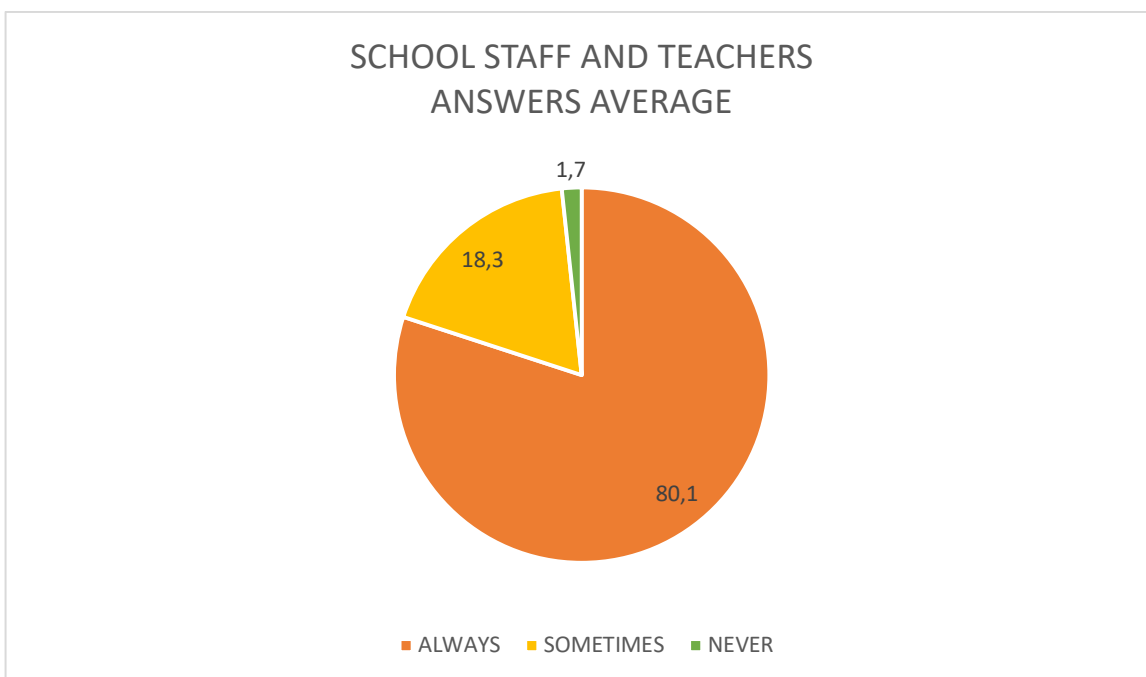
ISCED 1 STUDENTS ANSWERS IN PERCENTAGE						
ANSWER	COUNTRY					AVERAGE
	Bulgaria	Italy - Bozzano	Italy - Bozzano age 12-13	Portugal	Romania	
Always	65,00%	72,00%	60,50%	52,00%	85,00%	<b>66,90%</b>
Sometimes	29,20%	22,00%	31,20%	41,00%	13,00%	<b>27,28%</b>
Never	5,80%	6,00%	8,30%	7,00%	2,00%	<b>5,82%</b>



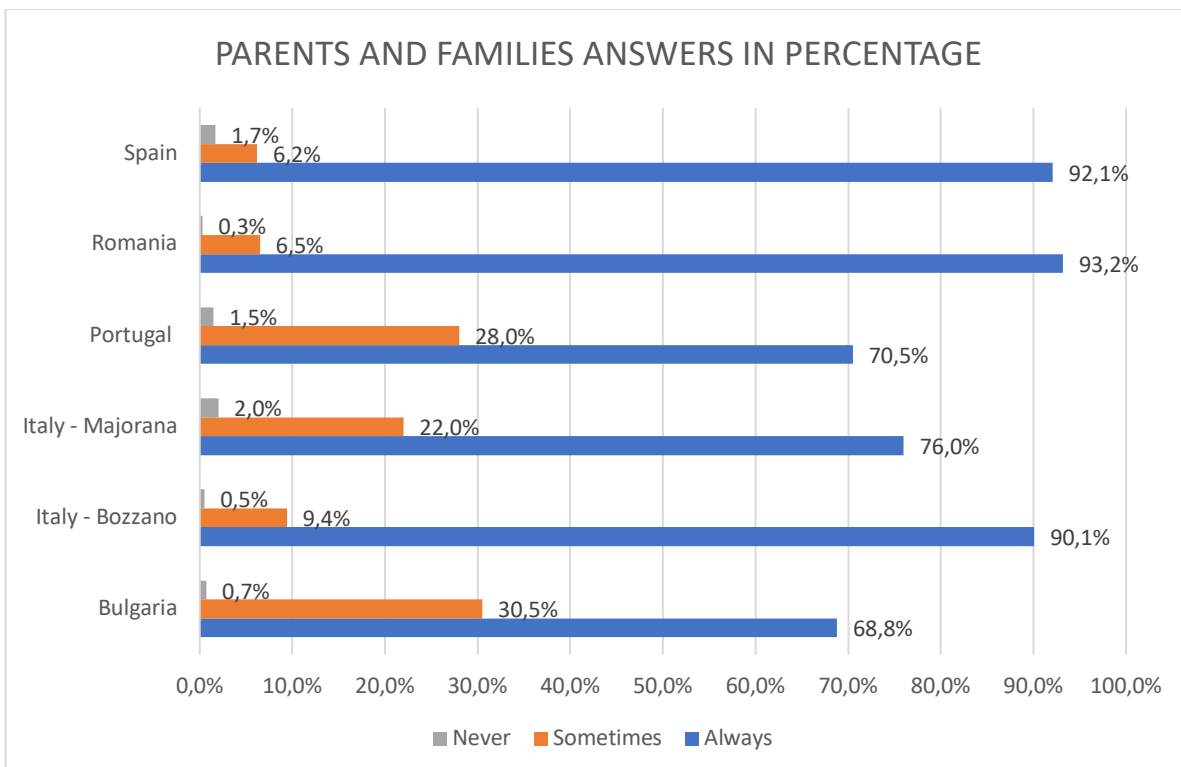
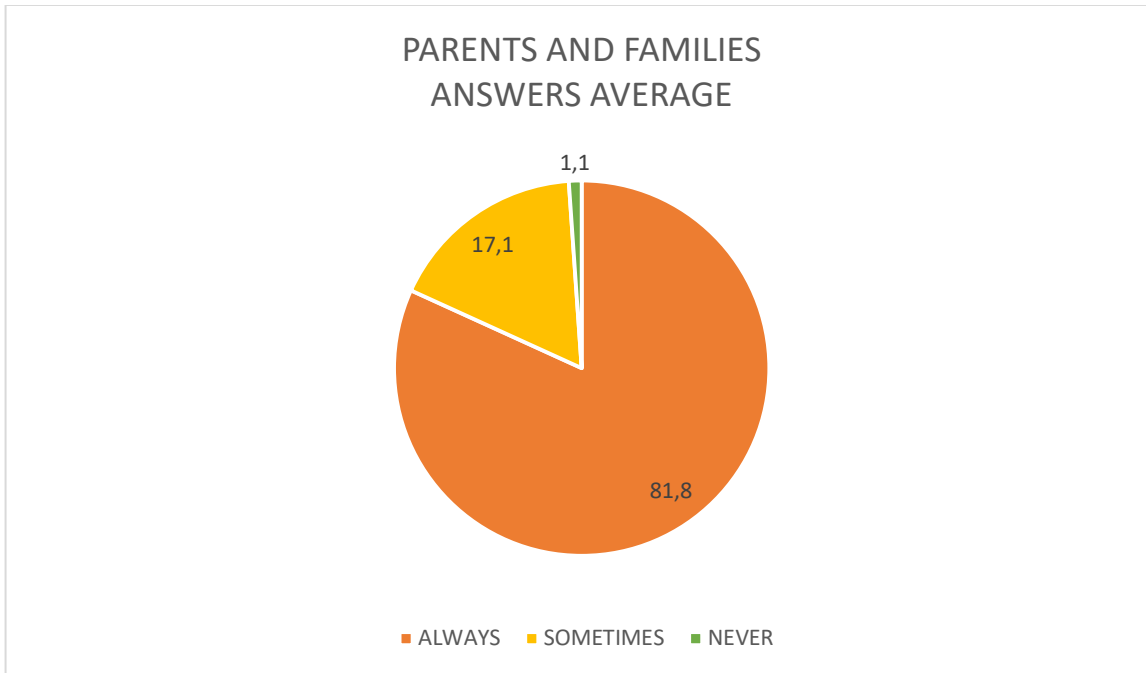
ISCED 2-3 STUDENTS ANSWERS IN PERCENTAGE						
ANSWERS	COUNTRY					AVERAGE
	Bulgaria	Italy - Majorana	Portugal	Romania	Spain	
Always	67,00%	70,60%	54,00%	82,00%	78,00%	<b>70,32%</b>
Sometimes	27,50%	25,40%	38,00%	12,00%	19,00%	<b>24,38%</b>
Never	5,50%	4,00%	8,00%	6,00%	3,00%	<b>5,30%</b>



SCHOOL STAFF AND TEACHERS ANSWERS IN PERCENTAGE							
ANSWER	COUNTRY						AVERAGE
	Bulgaria	Italy - Bozzano	Italy - Majorana	Portugal	Romania	Spain	
Always	79,1%	79,3%	82,7%	70,5%	85,0%	83,8%	<b>80,1%</b>
Sometimes	19,5%	18,6%	15,0%	28,0%	13,0%	15,4%	<b>18,3%</b>
Never	1,4%	2,1%	2,3%	1,5%	2,0%	0,8%	<b>1,7%</b>



PARENTS AND FAMILIES ANSWERS IN PERCENTAGE							
ANSWER	COUNTRY						AVERAGE
	Bulgaria	Italy - Bozzano	Italy - Majorana	Portugal	Romania	Spain	
Always	68,8%	90,1%	76,0%	70,5%	93,2%	92,1%	<b>81,8%</b>
Sometimes	30,5%	9,4%	22,0%	28,0%	6,5%	6,2%	<b>17,1%</b>
Never	0,7%	0,5%	2,0%	1,5%	0,3%	1,7%	<b>1,1%</b>



## ANSWERS ANALYSIS: QUALITATIVE EMERGING TRENDS

For the analysis of the questionnaires, the items whose answers denote the greatest critical issues were identified:

- low number of answers in the "always" level
- presence of a significant number of responses in the "sometimes" level
- presence of a number of responses in the "never" level.

These items, in which the users' view is not entirely satisfactory, reveal a need which has an impact on the educational organization of the school, the competences of teachers and the inclusive approach of the entire educational community.

The identification of these critical issues, to which correspond needs not completely satisfied, supports us in identifying the inclusive skills that should be part of the teacher's set of competences. The items referring to sustainability issues or to school organization in general were excluded from the analysis. The items in red are those with a majority of "never" answers.

### ISCED 1 STUDENTS

Questionnaire target: ISCED 1			
Country: Bulgaria			
Total answers: 12			
Item	Always	Sometimes	Never
A2. Children are kind to each other at school.	6	6	0
A5. Children often help each other in lessons.	6	5	0
<b>A8. Teachers are interested in listening to my ideas.</b>	<b>6</b>	<b>4</b>	<b>2</b>

Questionnaire target: ISCED 1			
Country: Italy - Bozzano			
Total answers: 92			
Item	Always	Sometimes	Never
A1. I can't wait to come to school every day.	55	29	8
A2. Children are kind to each other at school.	51	34	7
A5. Children often help each other in lessons.	53	32	7
A9. Teachers don't mind if I make mistakes in my work as long as I try my best.	57	27	8
<b>A10. My work is displayed on the walls of the school / is shared on the screen.</b>	<b>56</b>	<b>22</b>	<b>14</b>

Questionnaire target: ISCED 1			
Country: Italy – Bozzano age 12-13			
Total answers: 76			
Item	Always	Sometimes	Never
A2. Children are kind to each other at school.	44	29	3
A5. Children often help each other in lessons.	45	27	4
<b>A7. At school I learn about people in other parts of the world.</b>	<b>30</b>	<b>22</b>	<b>24</b>
A9. Teachers don't mind if I make mistakes in my work as long as I try my best.	38	28	10
A10. My work is displayed on the walls of the school / is shared on the screen.	32	30	14

Questionnaire target: ISCED 1			
Country: Romania			
Total answers: 10			
Item	Always	Sometimes	Never
A5. Children often help each other in lessons.	6	4	0
<b>A7. At school I learn about people in other parts of the world.</b>	<b>6</b>	<b>3</b>	<b>1</b>
A10. My work is displayed on the walls of the school / is shared on the screen.	8	1	1

Questionnaire target: ISCED 1			
Country: Portugal			
Total answers: 34			
Item	Always	Sometimes	Never
A2. Children are kind to each other at school.	10	22	2
A5. Children often help each other in lessons.	17	13	4
A6. If I have a problem I can ask an adult for help.	13	18	3
A8. Teachers are interested in listening to my ideas.	20	12	2
<b>A9. Teachers don't mind if I make mistakes in my work as long as I try my best.</b>	<b>14</b>	<b>13</b>	<b>6</b>
A10. My work is displayed on the walls of the school / is shared on the screen.	13	16	5

ITEM	CRITICAL SITUATION FOUND
A1. I can't wait to come to school every day.	Children don't like going to school
A2. Children are kind to each other at school.	Children are not kind to each other at school
A5. Children often help each other in lessons.	Children don't help each other
A6. If I have a problem I can ask an adult for help.	Children who have a problem don't turn to adults for help
A7. At school I learn about people in other parts of the world.	Other cultures are not learned at school
A8. Teachers are interested in listening to my ideas.	Teachers are not interested in listening to children's ideas
A9. Teachers don't mind if I make mistakes in my work as long as I try my best.	Children's mistakes are penalized regardless of their effort
A10. My work is displayed on the walls of the school / is shared on the screen.	The children's works are not enhanced through the display in the school

## ISCED 2/3 STUDENTS

Questionnaire target: ISCED 2/3			
Country: Bulgaria			
Total answers: 20			
Item	Always	Sometimes	Never
B1. Students collaborate and support each other.	13	7	0
B2. The school encourages democratic involvement to support inclusion.	15	4	1
B3. Each student has the opportunity to share his/her own ideas in the recognition of rights and democracy.	16	3	1
<b>B7. Critical thinking is encouraged.</b>	<b>10</b>	<b>7</b>	<b>3</b>
B9. The school fosters cooperative learning.	14	6	0

Questionnaire target: ISCED 2/3			
Country: Italy - Majorana			
Total answers: 140			
Item	Always	Sometimes	Never
B1. Students collaborate and support each other.	103	35	2
B2. The school encourages democratic involvement to support inclusion.	111	25	4
B3. Each student has the opportunity to share his/her own ideas in the recognition of rights and democracy.	108	27	5
<b>B7. Critical thinking is encouraged.</b>	<b>93</b>	<b>39</b>	<b>8</b>
B8. Students are aware of their educational progress.	112	22	6

Questionnaire target: ISCED 2/3			
Country: Spain			
Total answers: 30			
Item	Always	Sometimes	Never
B7. Critical thinking is encouraged.	23	7	0
B9. The school fosters cooperative learning.	24	5	1
<b>B10. Extra-curricular practices foster free involvement concerned with the students' interest.</b>	<b>19</b>	<b>8</b>	<b>3</b>

Questionnaire target: ISCED 2/3			
Country: Romania			
Total answers: 10			
Item	Always	Sometimes	Never
B1. Students collaborate and support each other.	7	3	0
<b>B7. Critical thinking is encouraged.</b>	<b>7</b>	<b>1</b>	<b>2</b>
B8. Students are aware of their educational progress.	7	3	0



Questionnaire target: ISCED 2/3			
Country: Portugal			
Total answers: 44			
Item	Always	Sometimes	Never
B1. Students collaborate and support each other.	27	14	3
B2. The school encourages democratic involvement to support inclusion.	20	22	2
<b>B7. Critical thinking is encouraged.</b>	<b>21</b>	<b>20</b>	<b>5</b>
B10. Extra-curricular practices foster free involvement concerned with the students' interest.	23	16	5

ITEM	CRITICAL SITUATION FOUND
B1. Students collaborate and support each other.	There is no collaboration and mutual support between the students
B2. The school encourages democratic involvement to support inclusion.	Democratic participation in school is not encouraged
B3. Each student has the opportunity to share his/her own ideas in the recognition of rights and democracy.	Students do not have the opportunity to express their ideas in the recognition of rights and democracy.
B7. Critical thinking is encouraged.	Critical thinking is discouraged
B8. Students are aware of their educational progress.	Students are not informed of their progress
B9. The school fosters cooperative learning.	The school discourages cooperative learning
B10. Extra-curricular practices foster free involvement concerned with the students' interest.	Extra-curricular practices do not allow free involvement concerned with the students' interest.

## SCHOOL STAFF AND TEACHERS

Questionnaire target: Staff - teachers			
Country: Bulgaria			
Total answers: 11			
Item	Always	Sometimes	Never
C9. The school encourages leadership by inclusive processes.	7	4	0
<b>C13. Training practices allow the school staff to enhance student's values.</b>	<b>7</b>	<b>3</b>	<b>1</b>
C19. The school staff shares resources shaped for the educational process.	8	2	1

Questionnaire target: Staff - teachers			
Country: Italy - Bozzano			
Total answers: 111			
Item	Always	Sometimes	Never
C2. The school staff and the families are involved in a democratic collaboration.	81	28	2
C9. The school encourages leadership by inclusive processes.	79	29	3
<b>C10. The staff competences are thoroughly identified and involved.</b>	<b>76</b>	<b>30</b>	<b>5</b>
C12. The school coordinates the supporting practices.	82	27	2
C20. The carers support students' learning process and involvement.	80	29	2

Questionnaire target: Staff - teachers			
Country: Italy - Majorana			
Total answers: 53			
Item	Always	Sometimes	Never
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development.	41	10	2
<b>C9. The school encourages leadership by inclusive processes.</b>	<b>40</b>	<b>10</b>	<b>3</b>
C10. The staff competences are thoroughly identified and involved.	41	10	2
C18. The school staff are involved in the educational, planning and assessing process.	40	12	1
C19. The school staff shares resources shaped for the educational process.	42	9	2

Questionnaire target: Staff - teachers			
Country: Spain			
Total answers: 13			
Item	Always	Sometimes	Never
<b>C1. The school staff are involved in a democratic collaboration.</b>	<b>10</b>	<b>2</b>	<b>1</b>
<b>C2. The school staff and the families are involved in a democratic collaboration.</b>	<b>10</b>	<b>2</b>	<b>1</b>
C4. The school encourages mutual support.	10	3	0
C15. The school fosters critical thinking.	10	3	0

C18. The school staff are involved in the educational, planning and assessing process.	7	6	0
C19. The school staff shares resources shaped for the educational process.	7	6	0

Questionnaire target: Staff - teachers			
Country: Romania			
Total answers: 30			
Item	Always	Sometimes	Never
<b>C13. Training practices allow the school staff to enhance student's values.</b>	<b>25</b>	<b>5</b>	<b>0</b>
<b>C15. The school fosters critical thinking.</b>	<b>25</b>	<b>5</b>	<b>0</b>

Questionnaire target: Staff - teachers			
Country: Portugal			
Total answers: 33			
Item	Always	Sometimes	Never
C1. The school staff are involved in a democratic collaboration.	20	13	0
<b>C2. The school staff and the families are involved in a democratic collaboration.</b>	<b>15</b>	<b>18</b>	<b>0</b>
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development.	19	12	1
C9. The school encourages leadership by inclusive processes.	19	14	0
<b>C10. The staff competences are thoroughly identified and involved.</b>	<b>16</b>	<b>16</b>	<b>1</b>

ITEM	CRITICAL SITUATION FOUND
C1. The school staff are involved in a democratic collaboration.	There is a lack of democratic collaboration in the school staff
C2. The school staff and the families are involved in a democratic collaboration.	There is a lack of democratic collaboration between school staff and families
C4. The school encourages mutual support.	The school discourages mutual support
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development	There is no collaboration that favors a shared development between the school and the community
C9. The school encourages leadership by inclusive processes.	The school discourages leadership by inclusive processes
C10. The staff competences are thoroughly identified and involved.	The staff competences are not identified and involved
C12. The school coordinates the supporting practices.	The school does not effectively coordinate support practices
C13. Training practices allow the school staff to enhance student's values.	School staff can't enhance student's values because specific training is lacking
C15. The school fosters critical thinking.	The school discourages critical thinking
C18. The school staff are involved in the educational, planning and assessing process.	The school staff are excluded from the educational, planning and assessing process
C19. The school staff shares resources shaped for the educational process.	The resources produced for the educational processes are not shared by the school staff
C20. The carers support students' learning process and involvement.	The carers do not support students' learning process and involvement.

## PARENTS AND FAMILIES

Questionnaire target: Parents and families			
Country: Bulgaria			
Total answers: 21			
Item	Always	Sometimes	Never
D2. Students get on well together.	12	9	0
D6. It's good to have students from different backgrounds in the school.	11	10	0
<b>D7. Just being at school my son learns how to get on with people.</b>	<b>14</b>	<b>5</b>	<b>2</b>
D14. At school people do not look down on students because of what they wear.	12	8	1
D15. If anyone bullied my son I know that I would get help from the school.	11	10	0
D18. My son learns how to settle disagreements by listening, talking and compromise.	11	10	0

Questionnaire target: Parents and families			
Country: Italy - Bozzano			
Total answers: 70			
Item	Always	Sometimes	Never
D1. The school keeps me informed of what's going on.	56	13	1
D14. At school people do not look down on students because of what they wear.	58	12	0
D19. The school has a good system for supporting students when they have a problem.	56	14	0
<b>D20. The students help each other when they are stuck with their work.</b>	<b>49</b>	<b>2</b>	<b>0</b>

Questionnaire target: Parents and families			
Country: Italy - Majorana			
Total answers: 29			
Item	Always	Sometimes	Never
D2. Students get on well together.	17	12	0
D3. Adults and young people get on well together.	15	13	1
<b>D14. At school people do not look down on students because of what they wear.</b>	<b>13</b>	<b>11</b>	<b>5</b>
D15. If anyone bullied my son I know that I would get help from the school.	20	8	1
D20. The students help each other when they are stuck with their work.	14	14	1

Questionnaire target: Parents and families			
Country: Spain			
Total answers: 12			
Item	Always	Sometimes	Never
D18. My son learns how to settle disagreements by listening, talking and compromise.	10	2	0
D20. The students help each other when they are stuck with their work.	10	2	0

Questionnaire target: Parents and families			
Country: Romania			
Total answers: 20			
Item	Always	Sometimes	Never
D17. I think the teachers are fair when they punish a student.	15	5	0

Questionnaire target: Parents and families			
Country: Portugal			
Total answers: 13			
Item	Always	Sometimes	Never
D2. Students get on well together.	7	5	1
D3. Adults and young people get on well together.	7	6	0
D14. At school people do not look down on students because of what they wear.	3	8	2
D20. The students help each other when they are stuck with their work.	5	8	0

ITEM	CRITICAL SITUATION FOUND
D1. The school keeps me informed of what's going on.	Parents and families are not adequately informed of what is happening at school
D2. Students get on well together.	Students don't get along
D3. Adults and young people get on well together.	Students and adults don't get along
D6. It's good to have students from different backgrounds in the school.	Having students from different backgrounds is a bad thing
D14. At school people do not look down on students because of what they wear.	Students at school are discriminated against for how they dress
D15. If anyone bullied my son I know that I would get help from the school.	Families are not helped by school if their children are bullied
D17. I think the teachers are fair when they punish a student.	Teachers are not fair in punishing students
D18. My son learns how to settle disagreements by listening, talking and compromise.	Students in school do not learn to settle disputes by listening, talking and compromise
D19. The school has a good system for supporting students when they have a problem.	The school does not have an efficient system for supporting students with problems
D20. The students help each other when they are stuck with their work.	Students don't help each other when they have problems with studying

# QUESTIONNAIRES: DETAILS OF ANSWERS

## BULGARIA

ISCED 1 STUDENTS QUESTIONNAIRE			
TOTAL ANSWERS: 12			
ITEM	ALWAYS	SOMETIMES	NEVER
A1. I can't wait to come to school every day.	9	2	1
A2. Children are kind to each other at school.	6	6	0
A3. Adults are kind to children at school.	9	3	0
A4. When I first joined the school I was helped to feel happy.	9	3	0
A5. Children often help each other in lessons.	6	5	1
A6. If I have a problem I can ask an adult for help.	10	2	0
A7. At school I learn about people in other parts of the world.	8	3	1
A8. Teachers are interested in listening to my ideas.	6	4	2
A9. Teachers don't mind if I make mistakes in my work as long as I try my best.	7	4	1
A10. My work is displayed on the walls of the school / is shared on the screen.	8	3	1
<b>TOTAL</b>	<b>78</b>	<b>35</b>	<b>7</b>
	<b>65,0%</b>	<b>29,2%</b>	<b>5,8%</b>

ISCED 2/3 STUDENTS QUESTIONNAIRE			
TOTAL ANSWERS : 20			
ITEM	ALWAYS	SOMETIMES	NEVER
B1. Students collaborate and support each other.	13	7	0
B2. The school encourages democratic involvement to support inclusion.	15	4	1
B3. Each student has the opportunity to share his/her own ideas in the recognition of rights and democracy.	16	3	1
B4. Students study hygiene, the body and the environmental well-being.	13	7	0
B5. Students investigate energy resources.	10	7	3
B6. Students study the natural environment.	11	8	1
B7. Critical thinking is encouraged.	10	7	3
B8. Students are aware of their educational progress.	16	3	1
B9. The school fosters cooperative learning.	14	6	0
B10. Extra-curricular practices foster free involvement concerned with the students' interest.	16	3	1
<b>TOTAL</b>	<b>134</b>	<b>55</b>	<b>11</b>
	<b>67%</b>	<b>27,5%</b>	<b>5,5%</b>

<b>SCHOOL STAFF AND TEACHERS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 11</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
C1. The school staff are involved in a democratic collaboration.	9	2	0
C2. The school staff and the families are involved in a democratic collaboration.	8	3	0
C3. The school fosters global citizenship.	10	1	0
C4. The school encourages mutual support.	11	0	0
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development.	9	2	0
C6. The school is committed with the benefit of Planet Earth.	6	5	0
C7. The school fosters a broad involvement with all members in order to support inclusion.	9	2	0
C8. The school is committed with the fulfilment of practices meant to foster health care.	9	2	0
C9. The school encourages leadership by inclusive processes.	7	4	0
C10. The staff competences are thoroughly identified and involved.	8	3	0
C11. The school is committed with the decrease of Carbon Dioxide emissions and wastage, and the reduction of water consumption.	6	4	1
C12. The school coordinates the supporting practices.	9	2	0
C13. Training practices allow the school staff to enhance student's values.	7	3	1
C14. The school fosters educational continuity for students supported by social care services.	10	1	0
C15. The school fosters critical thinking.	8	3	0
C16. The school fosters cooperative learning.	9	2	0
C17. The assessment procedure supports the educational objectives for all students.	10	1	0
C18. The school staff are involved in the educational, planning and assessing process.	11	0	0
C19. The school staff shares resources shaped for the educational process.	8	2	1
C20. The carers support students' learning process and involvement.	10	1	0
<b>TOTAL</b>	<b>174</b>	<b>43</b>	<b>3</b>
	<b>79,1%</b>	<b>19,5%</b>	<b>1,4%</b>

<b>PARENTS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 21</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
D1. The school keeps me informed of what's going on.	18	3	0
D2. Students get on well together.	12	9	0
D3. Adults and young people get on well together.	15	6	0
D4. All families are equally important to the teachers at the school.	16	5	0
D5. Teachers take an interest in what I tell them about my son.	16	5	0
D6. It's good to have students from different backgrounds in the school.	11	10	0
D7. Just being at school my son learns how to get on with people.	14	5	2
D8. All young people who live locally are welcome at the school.	16	5	0
D9. I have friends among the other parents.	13	8	0
D10. Every student is treated with respect.	17	4	0
D11. In this school students with disabilities are accepted and respected.	18	3	0
D12. You are respected irrespective of the colour of your skin.	15	6	0
D13. You are an equal part of the school whatever your religion or if you have no religion.	17	4	0
D14. At school people do not look down on students because of what they wear.	12	8	1
D15. If anyone bullied my son I know that I would get help from the school.	11	10	0
D16. I think the teachers are fair when they praise a student.	15	6	0
D17. I think the teachers are fair when they punish a student.	12	9	0
D18. My son learns how to settle disagreements by listening, talking and compromise.	11	10	0
D19. The school has a good system for supporting students when they have a problem.	14	7	0
D20. The students help each other when they are stuck with their work.	16	5	0
<b>TOTAL</b>	<b>289</b>	<b>128</b>	<b>3</b>
	<b>68,8%</b>	<b>30,5%</b>	<b>0,7%</b>



## ITALY – BOZZANO

ISCED 1 STUDENTS QUESTIONNAIRE			
TOTAL ANSWERS: 92			
ITEM	ALWAYS	SOMETIMES	NEVER
A1. I can't wait to come to school every day.	55	29	8
A2. Children are kind to each other at school.	51	34	7
A3. Adults are kind to children at school.	85	5	2
A4. When I first joined the school I was helped to feel happy.	76	13	3
A5. Children often help each other in lessons.	53	32	7
A6. If I have a problem I can ask an adult for help.	80	11	1
A7. At school I learn about people in other parts of the world.	72	16	4
A8. Teachers are interested in listening to my ideas.	76	15	1
A9. Teachers don't mind if I make mistakes in my work as long as I try my best.	57	27	8
A10. My work is displayed on the walls of the school / is shared on the screen.	56	22	14
<b>TOTAL</b>	<b>661</b>	<b>204</b>	<b>55</b>
	<b>72,0%</b>	<b>22,0%</b>	<b>6,0%</b>

ISCED 2/3 STUDENTS QUESTIONNAIRE			
TOTAL ANSWERS : 76			
ITEM	ALWAYS	SOMETIMES	NEVER
A1. I can't wait to come to school every day.	38	36	2
A2. Children are kind to each other at school.	44	29	3
A3. Adults are kind to children at school.	58	17	1
A4. When I first joined the school I was helped to feel happy.	60	15	1
A5. Children often help each other in lessons.	45	27	4
A6. If I have a problem I can ask an adult for help.	61	12	3
A7. At school I learn about people in other parts of the world.	30	22	24
A8. Teachers are interested in listening to my ideas.	54	21	1
A9. Teachers don't mind if I make mistakes in my work as long as I try my best.	38	28	10
A10. My work is displayed on the walls of the school / is shared on the screen.	32	30	14
<b>TOTAL</b>	<b>460</b>	<b>237</b>	<b>63</b>
	<b>60,5%</b>	<b>31,2%</b>	<b>8,3%</b>

*\* Some partners have chosen to administer the ISCED1 questionnaire to lower secondary school students, for a greater congruence between the item and the age level (12-13) of the target.*

<b>SCHOOL STAFF AND TEACHERS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 111</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
C1. The school staff are involved in a democratic collaboration.	84	23	4
C2. The school staff and the families are involved in a democratic collaboration.	81	28	2
C3. The school fosters global citizenship.	102	8	1
C4. The school encourages mutual support.	93	16	2
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development.	86	24	1
C6. The school is committed with the benefit of Planet Earth.	97	13	1
C7. The school fosters a broad involvement with all members in order to support inclusion.	87	22	2
C8. The school is committed with the fulfilment of practices meant to foster health care.	86	22	3
C9. The school encourages leadership by inclusive processes.	79	29	3
C10. The staff competences are thoroughly identified and involved.	76	30	5
C11. The school is committed with the decrease of Carbon Dioxide emissions and wastage, and the reduction of water consumption.	80	23	8
C12. The school coordinates the supporting practices.	82	27	2
C13. Training practices allow the school staff to enhance student's values.	92	16	3
C14. The school fosters educational continuity for students supported by social care services.	96	12	3
C15. The school fosters critical thinking.	91	18	2
C16. The school fosters cooperative learning.	94	16	1
C17. The assessment procedure supports the educational objectives for all students.	93	18	0
C18. The school staff are involved in the educational, planning and assessing process.	95	15	1
C19. The school staff shares resources shaped for the educational process.	87	23	1
C20. The carers support students' learning process and involvement.	80	29	2
<b>TOTAL</b>	<b>1761</b>	<b>412</b>	<b>47</b>
	<b>79,3%</b>	<b>18,6%</b>	<b>2,1%</b>

<b>PARENTS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 70</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
D1. The school keeps me informed of what's going on.	56	13	1
D2. Students get on well together.	64	6	0
D3. Adults and young people get on well together.	68	2	0
D4. All families are equally important to the teachers at the school.	67	3	0
D5. Teachers take an interest in what I tell them about my son.	66	4	0
D6. It's good to have students from different backgrounds in the school.	69	1	0
D7. Just being at school my son learns how to get on with people.	62	8	0
D8. All young people who live locally are welcome at the school.	67	2	1
D9. I have friends among the other parents.	59	9	2
D10. Every student is treated with respect.	69	1	0
D11. In this school students with disabilities are accepted and respected.	69	1	0
D12. You are respected irrespective of the colour of your skin.	69	0	1
D13. You are an equal part of the school whatever your religion or if you have no religion.	68	2	0
D14. At school people do not look down on students because of what they wear.	58	12	0
D15. If anyone bullied my son I know that I would get help from the school.	61	8	1
D16. I think the teachers are fair when they praise a student.	64	6	0
D17. I think the teachers are fair when they punish a student.	59	11	0
D18. My son learns how to settle disagreements by listening, talking and compromise.	61	8	1
D19. The school has a good system for supporting students when they have a problem.	56	14	0
D20. The students help each other when they are stuck with their work.	49	21	0
<b>TOTAL</b>	<b>1261</b>	<b>132</b>	<b>7</b>
	<b>90,1%</b>	<b>9,4%</b>	<b>0,5%</b>

## ITALY – MAJORANA

ISCED 2/3 STUDENTS QUESTIONNAIRE			
TOTAL ANSWERS : 140			
ITEM	AGREE	CAN'T SAY	DISAGREE
B1. Students collaborate and support each other.	103	35	2
B2. The school encourages democratic involvement to support inclusion.	111	25	4
B3. Each student has the opportunity to share his/her own ideas in the recognition of rights and democracy.	108	27	5
B4. Students study hygiene, the body and the environmental well-being.	75	52	13
B5. Students investigate energy resources.	71	61	8
B6. Students study the natural environment.	94	41	5
B7. Critical thinking is encouraged.	93	39	8
B8. Students are aware of their educational progress.	112	22	6
B9. The school fosters cooperative learning.	117	23	0
B10. Extra-curricular practices foster free involvement concerned with the students' interest.	105	30	5
<b>TOTAL</b>	<b>989</b>	<b>355</b>	<b>56</b>
	<b>70,6%</b>	<b>25,4%</b>	<b>4,0%</b>

<b>SCHOOL STAFF AND TEACHERS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 53</b>			
<b>ITEM</b>	<b>AGREE</b>	<b>CAN'T SAY</b>	<b>DISAGREE</b>
C1. The school staff are involved in a democratic collaboration.	53	0	0
C2. The school staff and the families are involved in a democratic collaboration.	44	7	2
C3. The school fosters global citizenship.	49	4	0
C4. The school encourages mutual support.	50	3	0
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development.	41	10	2
C6. The school is committed with the benefit of Planet Earth.	47	5	1
C7. The school fosters a broad involvement with all members in order to support inclusion.	48	4	0
C8. The school is committed with the fulfilment of practices meant to foster health care.	46	6	1
C9. The school encourages leadership by inclusive processes.	40	10	3
C10. The staff competences are thoroughly identified and involved.	41	10	2
C11. The school is committed with the decrease of Carbon Dioxide emissions and wastage, and the reduction of water consumption.	25	24	4
C12. The school coordinates the supporting practices.	45	7	1
C13. Training practices allow the school staff to enhance student's values.	44	8	1
C14. The school fosters educational continuity for students supported by social care services.	41	11	1
C15. The school fosters critical thinking.	45	7	1
C16. The school fosters cooperative learning.	47	6	0
C17. The assessment procedure supports the educational objectives for all students.	48	4	1
C18. The school staff are involved in the educational, planning and assessing process.	40	12	1
C19. The school staff shares resources shaped for the educational process.	42	9	2
C20. The carers support students' learning process and involvement.	41	11	1
<b>TOTAL</b>	<b>877</b>	<b>158</b>	<b>24</b>
	<b>82,7%</b>	<b>15,0%</b>	<b>2,3%</b>

<b>PARENTS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 29</b>			
<b>ITEM</b>	<b>AGREE</b>	<b>CAN'T SAY</b>	<b>DISAGREE</b>
D1. The school keeps me informed of what's going on.	25	4	0
D2. Students get on well together.	17	12	0
D3. Adults and young people get on well together.	15	13	1
D4. All families are equally important to the teachers at the school.	23	5	1
D5. Teachers take an interest in what I tell them about my son.	24	5	0
D6. It's good to have students from different backgrounds in the school.	26	3	0
D7. Just being at school my son learns how to get on with people.	25	4	0
D8. All young people who live locally are welcome at the school.	28	1	0
D9. I have friends among the other parents.	19	8	2
D10. Every student is treated with respect.	20	9	0
D11. In this school students with disabilities are accepted and respected.	28	1	0
D12. You are respected irrespective of the colour of your skin.	28	1	0
D13. You are an equal part of the school whatever your religion or if you have no religion.	28	1	0
D14. At school people do not look down on students because of what they wear.	13	11	5
D15. If anyone bullied my son I know that I would get help from the school.	20	8	1
D16. I think the teachers are fair when they praise a student.	23	5	1
D17. I think the teachers are fair when they punish a student.	24	5	0
D18. My son learns how to settle disagreements by listening, talking and compromise.	21	8	0
D19. The school has a good system for supporting students when they have a problem.	20	8	1
D20. The students help each other when they are stuck with their work.	14	14	1
<b>TOTAL</b>	<b>441</b>	<b>126</b>	<b>13</b>
	<b>76,0%</b>	<b>22,0%</b>	<b>2,0%</b>

## SPAIN

ISCED 2/3 STUDENTS QUESTIONNAIRE			
TOTAL ANSWERS : 30			
ITEM	ALWAYS	SOMETIMES	NEVER
B1. Students collaborate and support each other.	28	2	0
B2. The school encourages democratic involvement to support inclusion.	26	4	0
B3. Each student has the opportunity to share his/her own ideas in the recognition of rights and democracy.	27	2	1
B4. Students study hygiene, the body and the environmental well-being.	23	6	1
B5. Students investigate energy resources.	15	14	1
B6. Students study the natural environment.	21	7	2
B7. Critical thinking is encouraged.	23	7	0
B8. Students are aware of their educational progress.	28	2	0
B9. The school fosters cooperative learning.	24	5	1
B10. Extra-curricular practices foster free involvement concerned with the students' interest.	19	8	3
	<b>234</b>	<b>57</b>	<b>9</b>
	<b>78,0%</b>	<b>19,0%</b>	<b>3,0%</b>



<b>SCHOOL STAFF AND TEACHERS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 13</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
C1. The school staff are involved in a democratic collaboration.	10	2	1
C2. The school staff and the families are involved in a democratic collaboration.	10	2	1
C3. The school fosters global citizenship.	12	1	0
C4. The school encourages mutual support.	10	3	0
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development.	12	1	0
C6. The school is committed with the benefit of Planet Earth.	13	0	0
C7. The school fosters a broad involvement with all members in order to support inclusion.	13	0	0
C8. The school is committed with the fulfilment of practices meant to foster health care.	10	3	0
C9. The school encourages leadership by inclusive processes.	12	1	0
C10. The staff competences are thoroughly identified and involved.	11	2	0
C11. The school is committed with the decrease of Carbon Dioxide emissions and wastage, and the reduction of water consumption.	9	4	0
C12. The school coordinates the supporting practices.	13	0	0
C13. Training practices allow the school staff to enhance student's values.	11	2	0
C14. The school fosters educational continuity for students supported by social care services.	11	2	0
C15. The school fosters critical thinking.	10	3	0
C16. The school fosters cooperative learning.	13	0	0
C17. The assessment procedure supports the educational objectives for all students.	12	1	0
C18. The school staff are involved in the educational, planning and assessing process.	7	6	0
C19. The school staff shares resources shaped for the educational process.	7	6	0
C20. The carers support students' learning process and involvement.	12	1	0
<b>TOTAL</b>	<b>218</b>	<b>40</b>	<b>2</b>
	<b>83,8%</b>	<b>15,4%</b>	<b>0,8%</b>

<b>PARENTS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 12</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
D1. The school keeps me informed of what's going on.	12	0	0
D2. Students get on well together.	12	0	0
D3. Adults and young people get on well together.	12	0	0
D4. All families are equally important to the teachers at the school.	11	1	0
D5. Teachers take an interest in what I tell them about my son.	12	0	0
D6. It's good to have students from different backgrounds in the school.	12	0	0
D7. Just being at school my son learns how to get on with people.	12	0	0
D8. All young people who live locally are welcome at the school.	12	0	0
D9. I have friends among the other parents.	2	6	4
D10. Every student is treated with respect.	12	0	0
D11. In this school students with disabilities are accepted and respected.	11	1	0
D12. You are respected irrespective of the colour of your skin.	12	0	0
D13. You are an equal part of the school whatever your religion or if you have no religion.	11	1	0
D14. At school people do not look down on students because of what they wear.	11	1	0
D15. If anyone bullied my son I know that I would get help from the school.	12	0	0
D16. I think the teachers are fair when they praise a student.	12	0	0
D17. I think the teachers are fair when they punish a student.	12	0	0
D18. My son learns how to settle disagreements by listening, talking and compromise.	10	2	0
D19. The school has a good system for supporting students when they have a problem.	11	1	0
D20. The students help each other when they are stuck with their work.	10	2	0
<b>TOTAL</b>	<b>221</b>	<b>15</b>	<b>4</b>
	<b>92,1%</b>	<b>6,2%</b>	<b>1,7%</b>

## ROMANIA

ISCED 1 STUDENTS QUESTIONNAIRE*			
TOTAL ANSWERS : 10			
ITEM	ALWAYS	SOMETIMES	NEVER
A1. I can't wait to come to school every day.	10	0	0
A2. Children are kind to each other at school.	7	3	0
A3. Adults are kind to children at school.	10	0	0
A4. When I first joined the school I was helped to feel happy.	10	0	0
A5. Children often help each other in lessons.	6	4	0
A6. If I have a problem I can ask an adult for help.	10	0	0
A7. At school I learn about people in other parts of the world.	6	3	1
A8. Teachers are interested in listening to my ideas.	9	1	0
A9. Teachers don't mind if I make mistakes in my work as long as I try my best.	9	1	0
A10. My work is displayed on the walls of the school / is shared on the screen.	8	1	1
<b>TOTAL</b>	<b>85</b>	<b>13</b>	<b>2</b>
	<b>85,0%</b>	<b>13,0%</b>	<b>2,0%</b>

ISCED 2/3 STUDENTS QUESTIONNAIRE			
TOTAL ANSWERS : 10			
ITEM	ALWAYS	SOMETIMES	NEVER
B1. Students collaborate and support each other.	7	3	0
B2. The school encourages democratic involvement to support inclusion.	9	1	0
B3. Each student has the opportunity to share his/her own ideas in the recognition of rights and democracy.	9	0	1
B4. Students study hygiene, the body and the environmental well-being.	8	2	0
B5. Students investigate energy resources.	8	0	2
B6. Students study the natural environment.	10	0	0
B7. Critical thinking is encouraged.	7	1	2
B8. Students are aware of their educational progress.	7	3	0
B9. The school fosters cooperative learning.	8	1	1
B10. Extra-curricular practices foster free involvement concerned with the students' interest.	9	1	0
<b>TOTAL</b>	<b>82</b>	<b>12</b>	<b>6</b>
<b>%</b>	<b>82,0%</b>	<b>12,0%</b>	<b>6,0%</b>

<b>SCHOOL STAFF AND TEACHERS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 30</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
C1. The school staff are involved in a democratic collaboration.	29	1	0
C2. The school staff and the families are involved in a democratic collaboration.	28	2	0
C3. The school fosters global citizenship.	29	1	0
C4. The school encourages mutual support.	30	0	0
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development.	30	0	0
C6. The school is committed with the benefit of Planet Earth.	30	0	0
C7. The school fosters a broad involvement with all members in order to support inclusion.	29	1	0
C8. The school is committed with the fulfilment of practices meant to foster health care.	27	3	0
C9. The school encourages leadership by inclusive processes.	30	0	0
C10. The staff competences are thoroughly identified and involved.	28	2	0
C11. The school is committed with the decrease of Carbon Dioxide emissions and wastage, and the reduction of water consumption.	24	5	0
C12. The school coordinates the supporting practices.	28	2	0
C13. Training practices allow the school staff to enhance student's values.	25	5	0
C14. The school fosters educational continuity for students supported by social care services.	27	3	1
C15. The school fosters critical thinking.	25	5	0
C16. The school fosters cooperative learning.	27	3	0
C17. The assessment procedure supports the educational objectives for all students.	27	3	0
C18. The school staff are involved in the educational, planning and assessing process.	30	0	0
C19. The school staff shares resources shaped for the educational process.	27	2	1
C20. The carers support students' learning process and involvement.	29	1	0
<b>TOTAL</b>	<b>559</b>	<b>39</b>	<b>2</b>
<b>%</b>	<b>93,2%</b>	<b>6,5%</b>	<b>0,3%</b>

<b>PARENTS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 20</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
D1. The school keeps me informed of what's going on.	20	0	0
D2. Students get on well together.	17	3	0
D3. Adults and young people get on well together.	19	1	0
D4. All families are equally important to the teachers at the school.	19	1	0
D5. Teachers take an interest in what I tell them about my son.	20	0	0
D6. It's good to have students from different backgrounds in the school.	20	0	0
D7. Just being at school my son learns how to get on with people.	17	3	0
D8. All young people who live locally are welcome at the school.	20	0	0
D9. I have friends among the other parents.	18	2	0
D10. Every student is treated with respect.	20	0	0
D11. In this school students with disabilities are accepted and respected.	19	1	0
D12. You are respected irrespective of the colour of your skin.	19	1	0
D13. You are an equal part of the school whatever your religion or if you have no religion.	20	0	0
D14. At school people do not look down on students because of what they wear.	18	2	0
D15. If anyone bullied my son I know that I would get help from the school.	17	3	0
D16. I think the teachers are fair when they praise a student.	20	0	0
D17. I think the teachers are fair when they punish a student.	15	5	0
D18. My son learns how to settle disagreements by listening, talking and compromise.	17	3	0
D19. The school has a good system for supporting students when they have a problem.	18	2	0
D20. The students help each other when they are stuck with their work.	17	3	0
<b>TOTAL</b>	<b>370</b>	<b>30</b>	<b>0</b>
<b>%</b>	<b>92,5%</b>	<b>7,5%</b>	<b>0%</b>

## PORTUGAL

ISCED 1 STUDENTS QUESTIONNAIRE*			
TOTAL ANSWERS: 34			
ITEM	ALWAYS	SOMETIMES	NEVER
A1. I can't wait to come to school every day.	23	11	0
A2. Children are kind to each other at school.	10	22	2
A3. Adults are kind to children at school.	21	13	0
A4. When I first joined the school I was helped to feel happy.	21	11	1
A5. Children often help each other in lessons.	17	13	4
A6. If I have a problem I can ask an adult for help.	13	18	3
A7. At school I learn about people in other parts of the world.	24	9	1
A8. Teachers are interested in listening to my ideas.	20	12	2
A9. Teachers don't mind if I make mistakes in my work as long as I try my best.	14	13	6
A10. My work is displayed on the walls of the school / is shared on the screen.	13	16	5
<b>TOTAL</b>	<b>176</b>	<b>138</b>	<b>24</b>
<b>%</b>	<b>52,0%</b>	<b>41,0%</b>	<b>7,0%</b>

ISCED 2/3 STUDENTS QUESTIONNAIRE			
TOTAL ANSWERS : 44			
ITEM	ALWAYS	SOMETIMES	NEVER
B1. Students collaborate and support each other.	27	14	3
B2. The school encourages democratic involvement to support inclusion.	20	22	2
B3. Each student has the opportunity to share his/her own ideas in the recognition of rights and democracy.	30	12	2
B4. Students study hygiene, the body and the environmental well-being.	27	15	2
B5. Students investigate energy resources.	12	21	11
B6. Students study the natural environment.	20	18	6
B7. Critical thinking is encouraged.	21	20	3
B8. Students are aware of their educational progress.	29	15	0
B9. The school fosters cooperative learning.	29	13	2
B10. Extra-curricular practices foster free involvement concerned with the students' interest.	23	16	5
<b>TOTAL</b>	<b>238</b>	<b>166</b>	<b>36</b>
<b>%</b>	<b>54,0%</b>	<b>38,0%</b>	<b>8,0%</b>



<b>SCHOOL STAFF AND TEACHERS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 33</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
C1. The school staff are involved in a democratic collaboration.	20	13	0
C2. The school staff and the families are involved in a democratic collaboration.	15	18	0
C3. The school fosters global citizenship.	27	6	0
C4. The school encourages mutual support.	26	5	2
C5. The school fosters collaboration with the community it belongs to in order to provide a shared development.	19	12	1
C6. The school is committed with the benefit of Planet Earth.	20	12	1
C7. The school fosters a broad involvement with all members in order to support inclusion.	24	9	0
C8. The school is committed with the fulfilment of practices meant to foster health care.	26	6	1
C9. The school encourages leadership by inclusive processes.	19	14	0
C10. The staff competences are thoroughly identified and involved.	16	16	1
C11. The school is committed with the decrease of Carbon Dioxide emissions and wastage, and the reduction of water consumption.	20	13	0
C12. The school coordinates the supporting practices.	26	7	0
C13. Training practices allow the school staff to enhance student's values.	22	9	1
C14. The school fosters educational continuity for students supported by social care services.	29	5	0
C15. The school fosters critical thinking.	25	8	0
C16. The school fosters cooperative learning.	27	6	0
C17. The assessment procedure supports the educational objectives for all students.	25	7	0
C18. The school staff are involved in the educational, planning and assessing process.	28	5	0
C19. The school staff shares resources shaped for the educational process.	22	10	0
C20. The carers support students' learning process and involvement.	29	4	0
<b>TOTAL</b>	<b>465</b>	<b>185</b>	<b>7</b>
<b>%</b>	<b>70,5%</b>	<b>28,0%</b>	<b>1,5%</b>

<b>PARENTS QUESTIONNAIRE</b>			
<b>TOTAL ANSWERS: 13</b>			
<b>ITEM</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>
D1. The school keeps me informed of what's going on.	9	4	0
D2. Students get on well together.	7	5	1
D3. Adults and young people get on well together.	7	6	0
D4. All families are equally important to the teachers at the school.	12	0	1
D5. Teachers take an interest in what I tell them about my son.	12	1	0
D6. It's good to have students from different backgrounds in the school.	12	1	0
D7. Just being at school my son learns how to get on with people.	10	3	0
D8. All young people who live locally are welcome at the school.	13	0	0
D9. I have friends among the other parents.	8	5	0
D10. Every student is treated with respect.	12	1	0
D11. In this school students with disabilities are accepted and respected.	11	2	0
D12. You are respected irrespective of the colour of your skin.	10	3	0
D13. You are an equal part of the school whatever your religion or if you have no religion.	12	1	0
D14. At school people do not look down on students because of what they wear.	3	8	2
D15. If anyone bullied my son I know that I would get help from the school.	8	5	0
D16. I think the teachers are fair when they praise a student.	9	3	0
D17. I think the teachers are fair when they punish a student.	8	5	0
D18. My son learns how to settle disagreements by listening, talking and compromise.	12	1	0
D19. The school has a good system for supporting students when they have a problem.	10	3	0
D20. The students help each other when they are stuck with their work.	5	8	0
<b>TOTAL</b>	<b>190</b>	<b>65</b>	<b>4</b>
<b>%</b>	<b>73,5%</b>	<b>25,0%</b>	<b>1,5%</b>

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