



P2 REPORT ON LAST SURVEY - FRIENDS AT HOME, FRIENDS ABROAD

23/07/2022

SECTION A: GENERAL INFORMATION

This survey was applied in June 2022 to 51 students, as can be seen from the following table. The survey was composed with Google Form. The students completed the survey in the classroom, at several moments.

All students are members of the upper grade. There was a response rate of 85% (51/60), 43,1% of the respondents were male and 56,9% female.

The results of this survey are compared with the results of the first survey, if relevant. The first survey was applied in early December 2019. Since the project took us 3 years instead of 2 years none of the students of 2019 could fill in the survey in 2022, they all graduated from the school.

Table 1: General characterization of the interviewed students.

Grade	Male	Female	Total
4th grade	8	10	35%
5th grade	8	10	35%
6th grade	6	9	29%
Total	22	29	

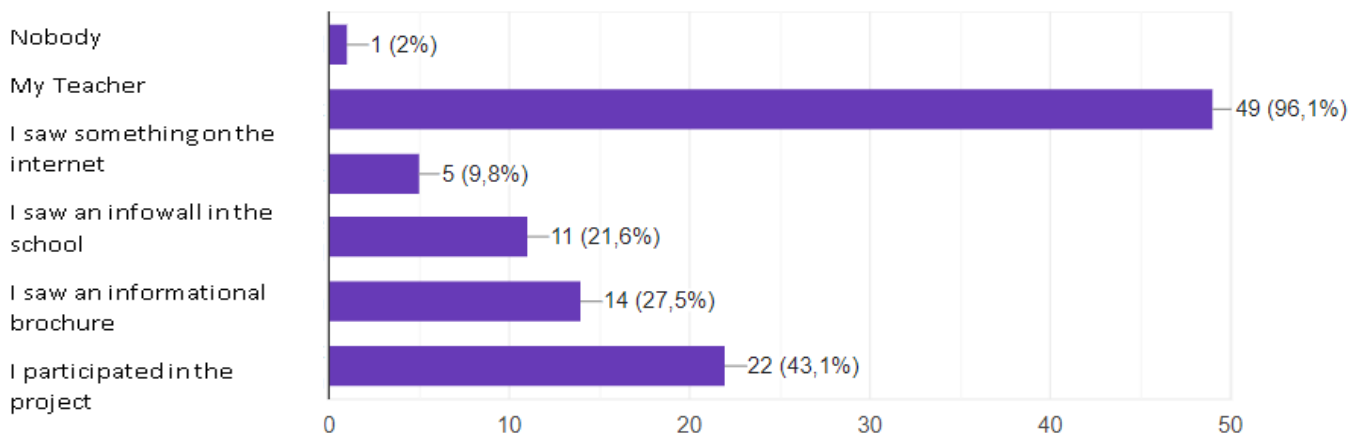
SECTION B: KNOWLEDGE ABOUT EUROPEAN PROJECTS

98% of the respondents know that the school is participating in a European project. This is a higher rate than in 2019 namely 92,2%.

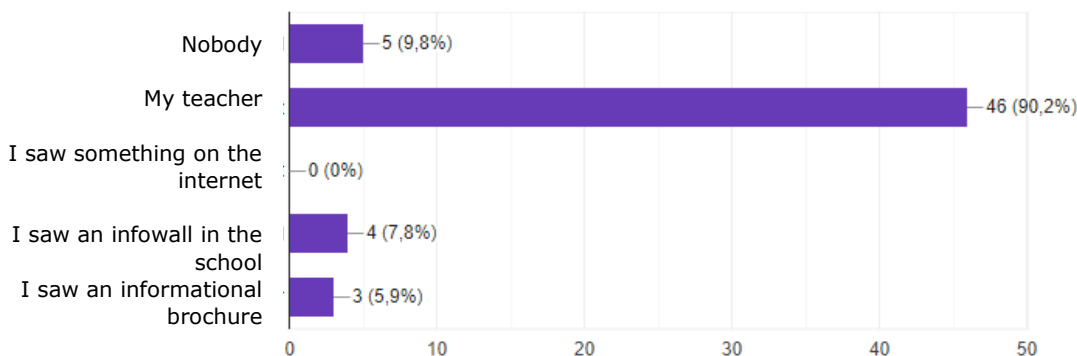
The way students learned about the project is relatively diverse, but similar as in 2019 the most important person in learning about the project is the teacher – 96,1%.

We also see that there is a growing impact of the website, the Erasmus+-corner and the brochure. A new important factor is the participation in the project. Although all students of the upper grade participated in the project, they don't all confirm that. Probably a bigger part of the students see participation in the project as being on the LTT.

Statistics 2022



Statistics 2019



SECTION C: EVALUATION OF THE GOALS OF THE PROJECT

- What have you learned by participating in the project?

Statements	% Students that agree
By participating on the project I am more aware of violence against children.	9,8%
By participating on the project I respect the diversity in our school more.	41,2%
By the project I know more about interculturality.	17,6%
By the project I learned about other cultures.	45,1%
By the project I learned to express myself in English.	52,9%
By the project I improved my digital skills.	11,8%

Free answers of the students:

- I learned that you can have friends in every country and make them quickly.
- People from other countries are fun.
- You can make friends without speaking the same language.
- Schools in other countries can be differently organized.
- Everyone's the same.
- I learned languages.
- Everyone has things that are not his talent and everyone has understanding for this although you don't know each other.

- What kind of experiences did you have by joining the project activities?

Statements	% Students that agree
I felt that the project was promoting peace and tolerance.	29,4%
By the project I felt more like an European citizen.	31,4%
By the project I experienced the importance of friendship in our school.	62,7%
I experienced that I could communicate by play, art and music even though we don't have the same mother tongue.	54,9%
By the project my self-esteem and self-confidence was raised.	23,5%

Free answers of the students:

- There are existing fun children in the world.
- Friends are important.
- You can have lots of fun even though you don't speak the same language.
- Speaking English.
- Everyone has respect.
- Learning about other cultures.
- You can play with children who have another culture.
- I made friends (abroad).
- You can make friends anywhere.
- You don't need to think that others are dirty.
- It was fun to play with other children and teachers.
- Everyone is different.
- You can always help each other.
- You can communicate by gestures.



SECTION D: BULLYING

In this section we want to know how students think about the problem of bullying in our school. Through a series of statements, students responded according to their degree of agreement.

Students' opinion about several statements

We compare the results of 2019 (raw score on 53) – with the results of 2022 (raw score on 51).

Give a score to the following statements.	Never 2019	Never 2022	Usually not 2019	Usually not 2022	Usually Yes 2019	Usually Yes 2022	Always 2019	Always 2022
I like to come to school.	1	2	7	8	34 - 64,1%	30 - 58,8%	10 - 18,8%	11- 21,6%
I like to be in class.	1	1	9	3	28 - 52,8%	30 - 58,8%	14 - 26,4%	17 -33,3%
I feel good at school.	1	1	2	1	29 - 54,7%	23 - 45,1%	20 - 37,7%	26 - 51%
I feel safe at school.	0	0	3	2	9 - 16,9%	10 - 19,6%	40 - 75,4%	39 -76,5%
I like to play on the playground.	1	1	5	3	20 - 37,7%	16 - 31,4%	24 - 45,2%	31 - 60,8%
I feel alone at school.	28 - 52,8%	37 -72,5%	21 - 39,6%	9 - 17,6%	1	3	0	2
I am bullied at school.	43 - 81,1%	44 -86,3%	8 - 15%	5 - 9,8%	0	2	0	0
Bullying is a problem in our school.	35 - 66%	39 -76,5%	16 - 30,1%	6 - 11,8%	1	2	1	4
I have friends at school.	0	3	2	1	13 - 24,5%	6 - 11,8%	38 - 71,6%	41 - 80,4%
The children argue in the playground.	7	6 - 11,8%	32 - 60,3%	33 -64,7%	11	9 - 17,6%	2	3
Children are bullied or laughed at our school.	25 - 47,1%	36 -70,6%	26 - 49%	13 -25,5%	2	2	0	0
The teachers listen to the students when something happens.	1	0	5	2	19 - 35,8%	17 -33,3%	28 - 52,8%	32 - 62,7%

- Conclusion:

- Items with an improved score
 - 92,1% responds positive on liking to come to class compared to 2019 – 79,2%
 - 96,1% responds positive on feeling good at school compared to 2019 – 92,4%
 - 96,1% responds positive on feeling safe at school compared to 2019 – 92,3%
 - 92,2% responds positive on liking to play on the playground compared to 2019 – 82,9%
 - 96% responds positive on the fact that teachers listen to the students when something happens compared to 2019 – 88,6%

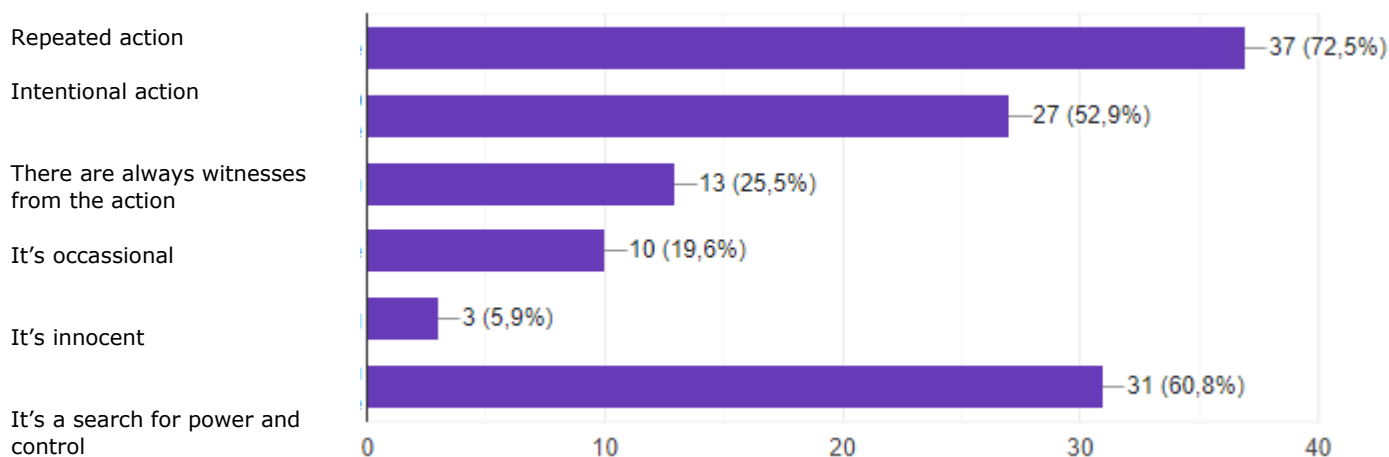
- Items with a status quo
 - 96,1% claims that they are never or usually not bullied at school. That's a status quo with 2019. We note that there are more students who answer that they are never bullied, namely 86,3% compared with 81,1% in 2019.
 - 96,1% that children in our school or never or usually not bullied or laughed at. That's a status quo with 2019. We note that there is a bigger group of children who respond never namely 70,6% compared with 47,1% in 2019.

- Items with a decline
 - 77,6% responded positively on liking to come to school compared to 2019 – 82,9% - that's slightly a decline.
 - 90,1% responded that they feel never or usually not alone at school compared to 2019 – 92,4% - that's slightly a decline – We also have to note that there are more students who feel never alone namely 72,5% instead of 52,8%, which is positive.
 - 88,3% responds that bullying is never or usually not a problem in our school. That's a decline compared to 2019 – 96,1%. We also have to note that there are more students who think that bullying is never a problem in the school, namely 76,5% to 66%.
 - 92,2% responded positively on that aspect that they have friends at school compared to 96,1% in 2019, that's a decline. There are 3 children who answer that they have never friends compared to 0 in 2019.

Idem as in 2019 we can see from the results obtained, we cannot infer that there is a profound problem of bullying at our school. Even in the items where there is a decline the results are still at a high rate. The only two rates that draw our attention is the decline in liking to come to school and the 3 students who claim that they never have friends. It's important to identify those students and look for a solution.

Then, students were asked about their opinion on what they consider to be the main characteristics of bullying. As can be seen from the graph below, half of the students consider it an intentional (52,9%) and most students consider it a repeated (72,5%) action in which there is a search for power and control (60,8%).

If we compare it with the graph of 2019. We can conclude that students have a bigger insight on what bullying is, expect for the part that it's a repeated action (decline of 10%)

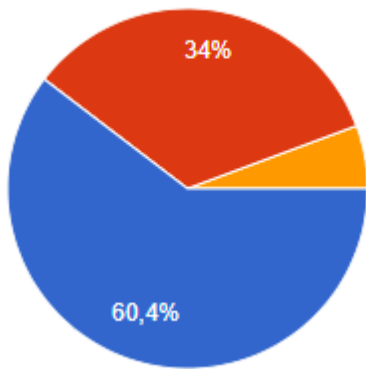


We also asked the students if during this school year they had ever seen anyone being bullied. As it turns out, the results are similar as shown above, although no one has claimed that this happens every day. The numbers are improved since 2019 nl. 74,5% & 19,6% now and 60,4% & 34% in 2019, more students declare that it never happens.

Figure: How often students saw someone being bullied - Graphic 2022.



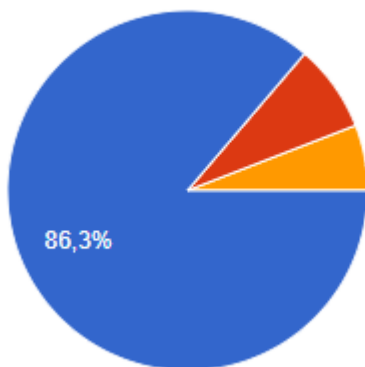
Figure: How often students saw someone being bullied - Graphic 2019.



- Never
- Sometimes (once or twice a month)
- Regularly (once or twice a week)
- Every day

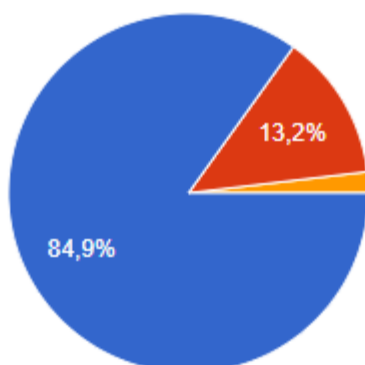
Similarly, we questioned the students if they themselves had been bullied during this school year. This is one of the most important questions of the survey as it allows the students themselves to express their personal experience regarding this problem.

Figure: How often have students been bullied. – Graphic 2022



- Never
- Sometimes (once or twice a month)
- Regularly (once or twice a week)
- Every day

Figure: How often have students been bullied. – Graphic 2019



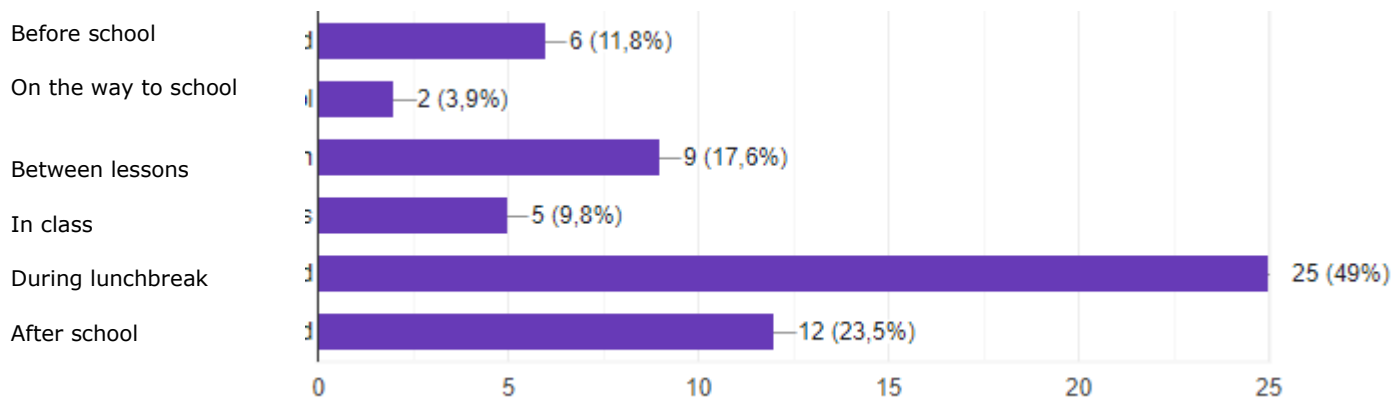
- Never
- Sometimes (once or twice a month)
- Regularly (once or twice a week)
- Every day



The vast majority say they have never been bullied in this school year, with a small improvement of numbers since 2019. While 7,8% say it happens “sometimes” with a small improvement of number since 2019. But 5,9% say “regularly”, which is a small downturn since 2019 (1,9%).

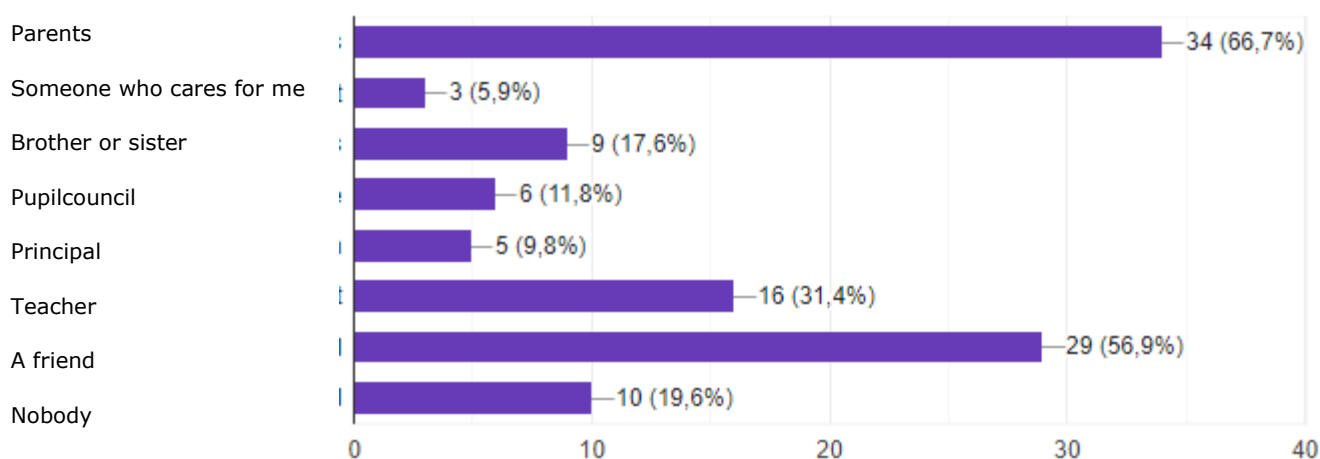
If students believe that bullying is a problem in our school, we question where it occurs most often. Although the positive rates before only 35,3% feel that the school does not have a bullying problem, as questioned above. It’s an inconsistency in the survey. 49% say that it’s during lunch break where it occurs most often, in 2019 76,5% claimed the lunch break as an important place. It still remains the place with the highest number. Since 2019 all percentages have declined.

Figure: Places where bullying occurs most often.



Finally, students responded that when they have problems at school, they talk to their father or mother (66,7%), the teacher 31,4% or a friend 56,9% . Being a question with multiple answer options, the answers are varied, as shown by the following figure. The confidants stay the same as in 2019. Still 19,6% would talk to nobody.

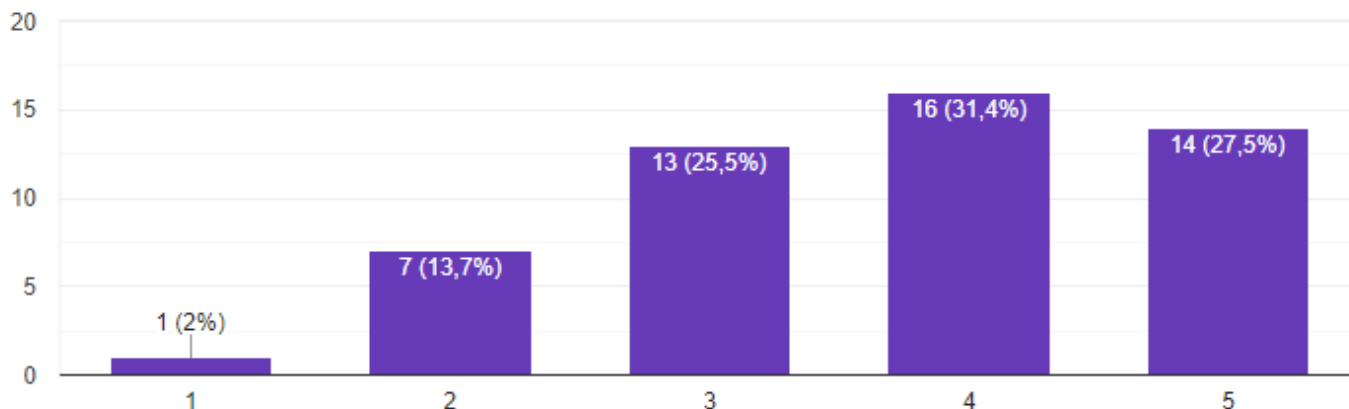
Figure: Who do students turn to in case of problems at school.



SECTION E: EVALUATION OF THE PROJECT

Finally, we asked students if they thought something had changed positively about bullying and friendship since the project ‘ Friends at home, Friends abroad’. As can be seen in the graph below

a majority of students is positive (score 4 & 5) and a small amount of students didn't think there is much changed (score 1 & 2)



CONCLUSION

Comparing the numbers of the two surveys was not always easy because of two reasons. First of all the project took us 3 years instead of 2 years none of the students of 2019 could fill in the survey in 2022, they all graduated from the school. The second difficulty of interpretation was sometimes the transitions of numbers from never to usually never. These transitions are not always from big value, the same for percentages since the survey is only applied on 51 students.

Our project has several achievements. Due to the project there is a bigger knowledge about European projects. The most important person in learning about the project is the teacher. The impact of the website, the Erasmus+-corner, the brochure and the participation in the project are as well defining.

Our students confirmed that they learned by the project to respect diversity in the school, that they learned about other cultures and that they learned to express themselves in English. Our students experienced by the project the importance of friendship in the school and they experienced to express themselves by art, play and music.

Due to the project we have improved scores on liking to come to class, feeling good at school, feeling safe at school, liking to play on the playground and teachers listening to the students when something happens. Bullying at school stayed at a high rated level of never happening or usually not with an improvement on never happening. The same for seeing children being bullied or laughed at. The only two rates that draw our attention is the decline in liking to come to school and the 3 students who claim that they never have friends. It's important to identify those students and look for a solution.

Due to the project students learned more about the main characteristics of bullying. More students learned that bullying is intentional and that there is a search for power and control. Except for the part that it's a repeated action, there was a decline of 10%.

Due to the project more students experience that they have never seen anyone being bullied this school year. The vast majority of students say that they have never been bullied themselves in this school year, with a small improvement of numbers since 2019. If there is some bullying the most



important place is the lunch break and if students want to talk with someone, it will be their parents, teachers and friends. They are the most important confidants.

Finally, we asked students if they thought something had changed positively about bullying and friendship since the project ' Friends abroad, Friends at home'. A majority of students is positive and a small amount of students didn't think there is much changed

Interpretation of the results done by the Principal of the Belgian coordinator, Mrs. Gauquier Evelien
July, 2022.

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