



Co-funded by the
Erasmus+ Programme
of the European Union



Erasmus+ Project
FRIENDS AT HOME, FRIENDS ABROAD
FINAL SURVEY



EB1/PE da Marinheira
PORTUGAL

Our project aims to fight Bullying in all its forms and promote Friendship and Harmony among all. After we carried out a small survey at the beginning of the project - [Click Here](#) - as a way to better understand the general opinion about European projects and the problem of bullying in our school community, it was important to check the evolution resulting from the application of our project and its activities. We decided to carry out a second anonymous survey among the students. The questionnaire consisted of single-answer questions, multiple-answer questions and open-ended questions.

GENERAL INFORMATION

This survey was applied in June 2022 to 33 students, as can be seen from the following table. Thus, 61% of students are in the 2nd and 3rd grades and 39% of the 4th grade. 42% of respondents are male and 58% are female.

Table 1: General characterization of the surveyed students.

	Male	Female	Other	TOTAL
2nd/3rd grades	8 (25%)	12 (36%)	---	20 (61%)
4th grade	6 (18%)	7 (21%)	---	13 (39%)
TOTAL	14 (42%)	19 (58%)	---	33 (100%)

The number of students surveyed corresponds to 73% of the total number of students in Primary School.

EUROPEAN PROJECTS

Figure 1: Knowledge of European school projects.

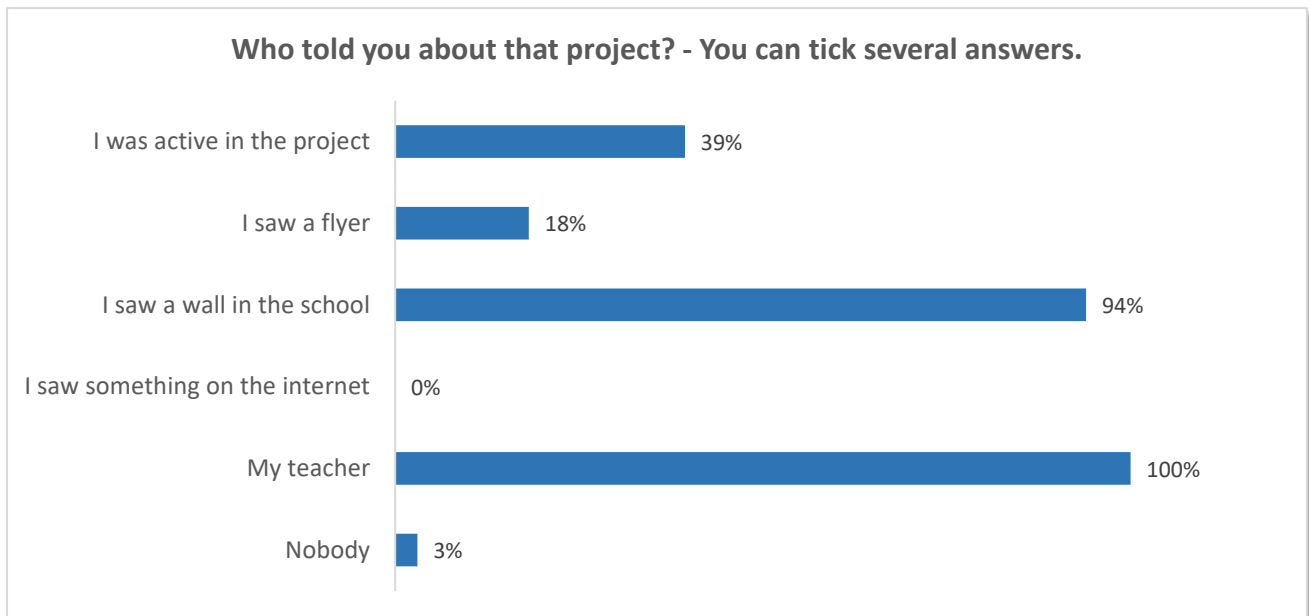
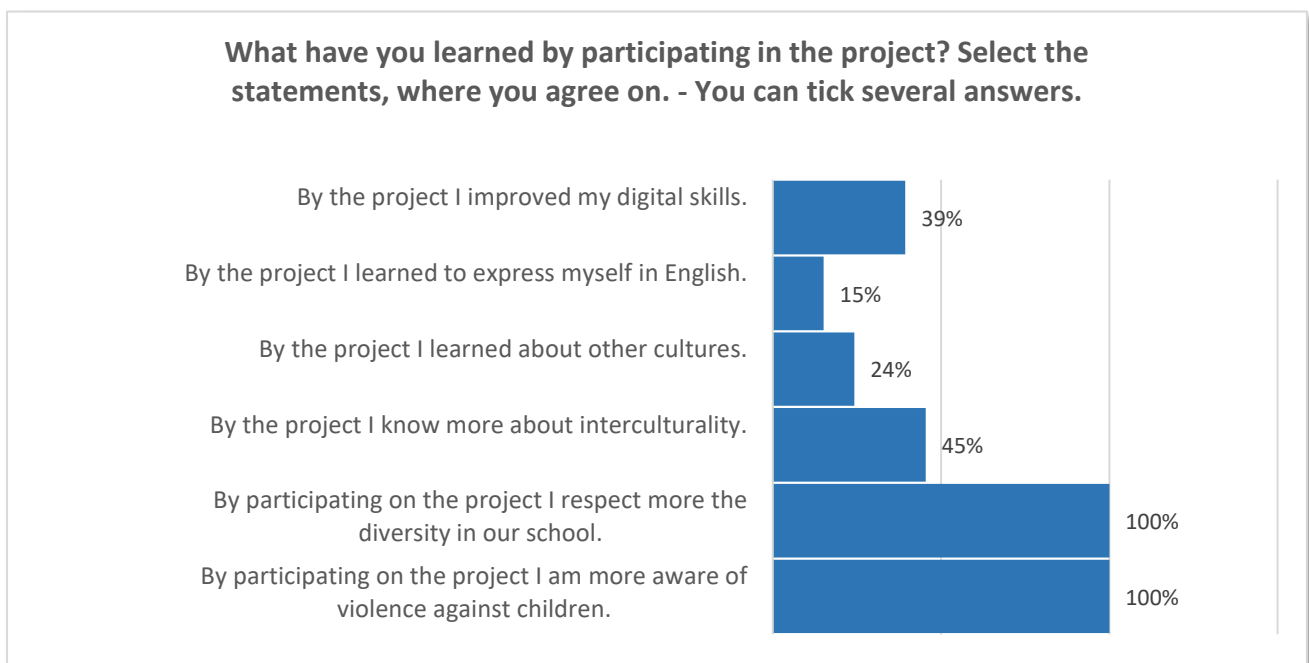


Figure 2: What students have learned by participating in the project.



Then, through an open question, we asked the students what they learned from this project. We got 24 responses.

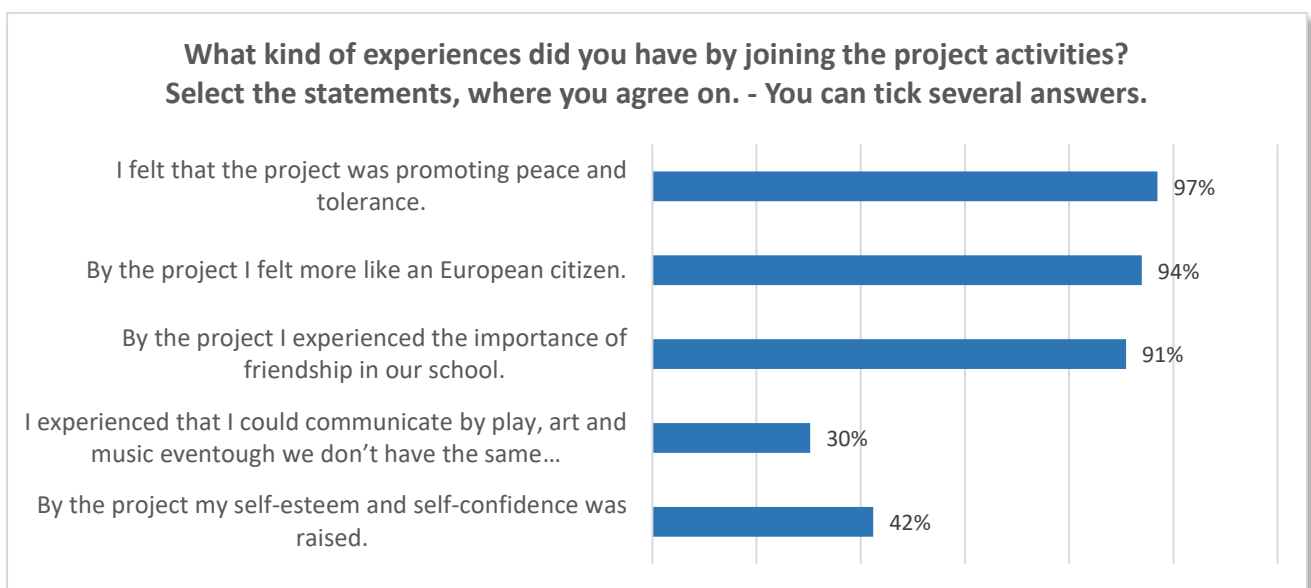
Not hurting others | não magoar os outros. | Não magoar os outros e sim brincar. | Bullying is bad. | Fazer bullying aos colegas é muito mau, não magoando por fora mas sim por dentro. | I have to respect others. | Not hurting others. | Do not hurt the heart of others. | Não magoar os outros. | By the project I learned about other cultures. | We should be friends. | respect others and be friends and love each other | bullying is not good | Não fazer Bullying a ninguém | Que não podemos fazer Bullying. | O bullying não se faz. | aprendi que não se deve fazer Bullying as pessoas. | O bullying é errado | Aprendi que não se deve bater e gozar das pessoas. | O Bullying não é bom. | Aprendi que o bullying é muito mau e não o devemos praticá-lo. | O bullying não é bom para o ser humano. | Não fazer Bullying. | Não fazer bullying as crianças e pessoas.

All the answers go towards understanding the damage that bullying can cause and the need to not hurt others, be friendly and understanding.

ACTIVITIES

Students were also asked their opinion about the activities carried out.

Figure 3: Experiences by joining the project activities.



We also asked students if they had any other experiences by joining the project activities, that they wanted to share. We got 17 responses.

I did video and bookmarks. | I loved the poetry book | i like to do activities. | I like to do activities at school. | Eu gostei do vídeo. | I liked all activities | I like to do activities | videos, poetry, t-shirts, bookmarks, and more | Participei em todas as atividades mas gostei mais do vídeo | Eu gostei do encontro que tivemos na Bélgica. | Eu gostei de participar na Bélgica. | Eu gostei de fazer as camisolas com os meu amigos. | Eu gostei de ter novos amigos na Espanha. | Eu gostei de fazer as camisas. | Eu gostei de visitar a Bélgica. | Eu gostei de fazer amigos. | Eu gostei do encontro da Bélgica.

In general, children liked doing the activities in which they were involved and the meetings.

BULLYING

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

Table 2: Students' opinions about various statements (%).

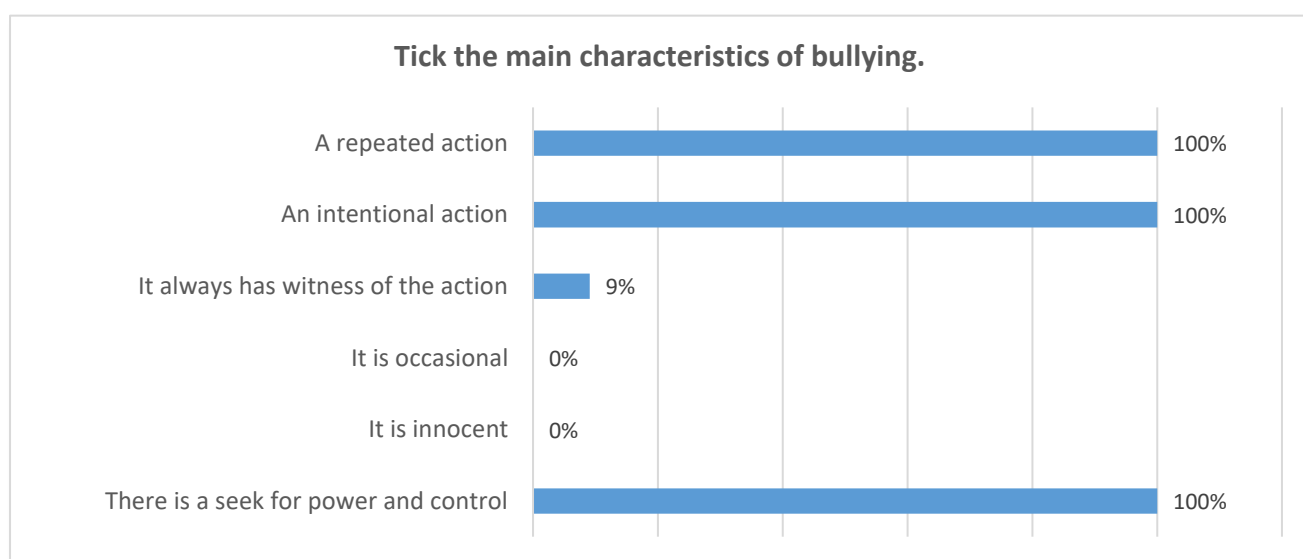
Give a score of 1 to 4 for the following statements.	(1) Never	(2) Usually not	(3) Usually yes	(4) Always
I like to come to school.				100
I like to be in class.		3	3	94
I feel good at school.		6	12	82
I feel safe at school.		3	9	88
I like to play on the playground.	3		6	91
I feel alone at school.	76	24		
I am bullied at school.	94	3		3
Bullying is a problem in our school.	100			
I have friends at school.	3		6	91
The children argue in the playground.	30	55	15	
Children are bullied or laughed at at our school.	97	3		
The teachers listen to the students when something happens.			12	88

As can be seen, from the results obtained, we cannot infer that there is a profound problem of bullying at school. All respondents like going to school (100%), always being in class (94%) and feeling

safe (88%). On the other hand, 94% said they were not bullied at school while 100% did not consider it a problem.

Then, the students were asked about their opinion about what they consider to be the main characteristics of bullying. As can be seen from the figure below, all students can recognize the main characteristics of bullying, namely intentionality, repetition and the seek for power and control.

Figure 4: Characteristics of bullying.



We asked the students if, during the current school year, they had already seen someone being bullied, or if they had been victims themselves. These are one of the most important questions in the survey as it allows the students themselves to express their personal experience in relation to this problem.

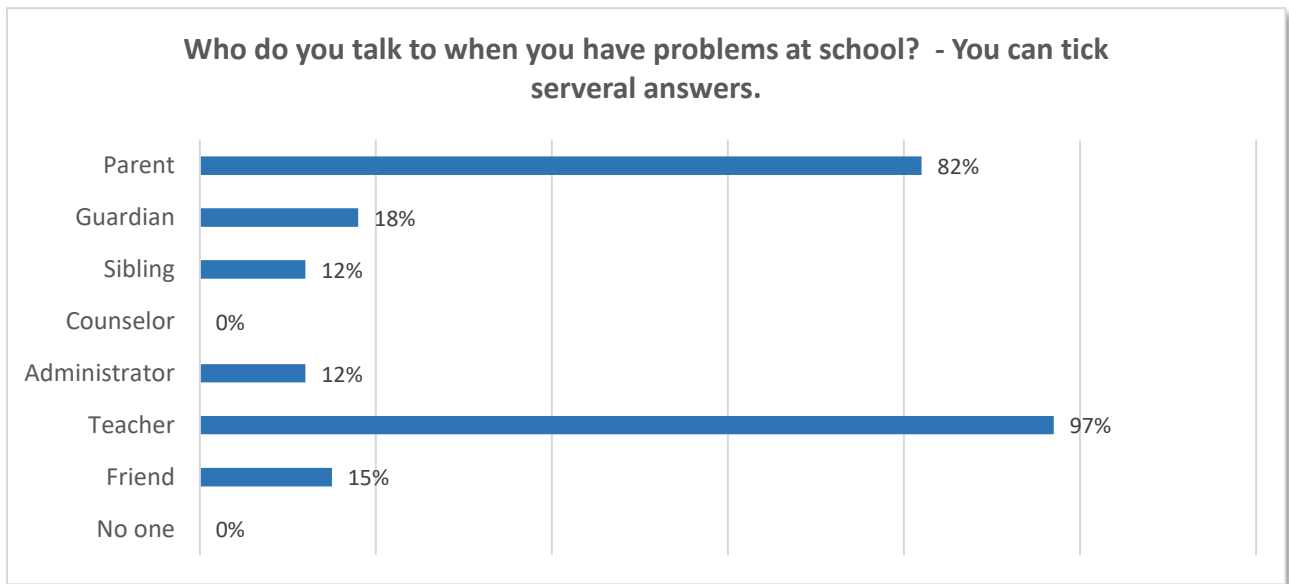
Table 3: Frequency with which students saw someone being bullied or being victimized themselves (%).

	Never	Sometimes (1 or 2 times a month)	Regularly (1 or 2 times a week)	Every day
During this school year how often have you SEEN someone being bullied?	97		3	
During this school year how often have you been bullied at school?	97			3

We asked where students think bullying occurs most often. 97% responded that they do not consider it a problem at school and 3% said it is more likely to happen before (on the way to) school.

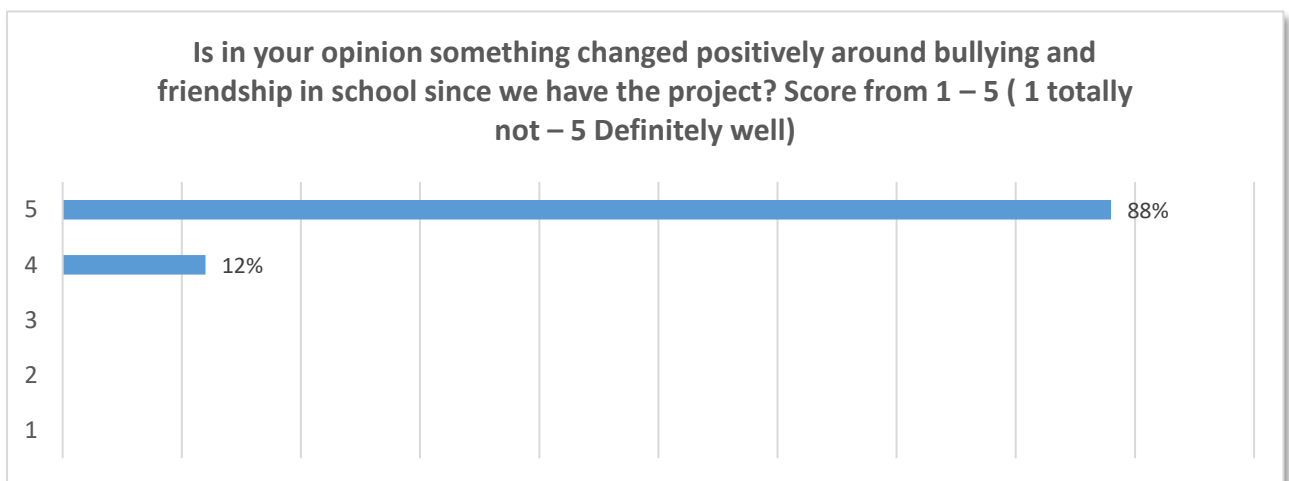
Then, students responded that when they have problems at school, they mostly talk to their father or mother (82%) or the teacher (97%). As a question with multiple answer options, the answers are varied, as can be seen in the following figure.

Figure 5: Who do students turn to in case of problems at school?



Finally, we asked the students if, in their opinion, anything has changed since the beginning of the project. As can be seen, the opinion is very positive, and the project was an asset to the school and the students.

Figure 6: Opinion about the project.



Between the Initial and Final Survey

Friends at home, Friends abroad

It is important to assess the evolution resulting from the activities and the overall implementation of the project. Thus, we will compare the answers of the two surveys carried out (initial and final), namely about bullying and its characteristics.

Table 4: Comparison (2019-2022) between students' opinions about various statements (%).

Give a score of 1 to 4 for the following statements.	(1) Never		(2) Usually not		(3) Usually yes		(4) Always	
	2019	2022	2019	2022	2019	2022	2019	2022
I like to come to school.					8		92	100
I like to be in class.			8	3	16	3	76	94
I feel good at school.			8	6	44	12	48	82
I feel safe at school.				3	12	9	88	88
I like to play on the playground.		3			24	6	76	91
I feel alone at school.	80	76	4	24	12		4	
I am bullied at school.	72	94	20	3	8			3
Bullying is a problem in our school.	48	100	32		12		8	
I have friends at school.		3			12	6	88	91
The children argue in the playground.	16	30	40	55	40	15	4	
Children are bullied or laughed at our school.	32	97	44	3	20		4	
The teachers listen to the students when something happens.	4				8	12	88	88

As can be seen, the highlighted values refer mostly to the final survey and reflect an improvement in all indicators. It means that, in the students' opinion, the various activities and strategies associated with the project had a positive effect on the school community.

In conclusion, if we take the expression "I am bullied at school" as a reference, **we see an improvement of 22% compared to the initial survey** (72% in 2019 and 94% in 2022) with regard to students who answered "Never".

In fact, in all expressions, as can be seen from the table above, there were significant improvements in all indicators.

We believe that the results of this small survey demonstrate that our school does not have a serious problem of bullying, and that there has been a positive evolution resulting from the project.

We think that students already have a clearer distinction between bullying rooted in school culture and normal fights among them, especially during play time. There is still and always work to be done by all educational actors in raising awareness in the community for this problem, but also in concretely signalling the situations in which an action may or may not be considered bullying.

It should be noted that our school has a very concrete policy in place about bullying and cyberbullying, so it is everyone's duty to be more aware of this phenomenon.

In addition, the teachings provided by the project are of extreme added value. The activities carried out brought together all the students at the school around the same theme. But essentially, the meetings held were important because they made it possible to watch on-site diversified strategies to combat bullying.

Done at EB1/PE da Marinheira, Portugal

June 2022

The "Friends at Home, Friends Abroad" project coordinator

Eduardo Soeiro