



Evaluation tools for the piloting phase

Methodology for Evaluation of ProSocial Values

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Activity leading organisation:	Trakia University, Stara Zagora (BL),
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Introduction

Common values build unity in society and when shared in social groups (family, school environment, etc.), they form a "microclimate of continuity, security and comfort for the development of a healthy (physically and mentally) child's personality. Values, incl. socially shared values are a necessary condition for well-being in society, a guarantor of its prosperity, they are relatively stable and unchanging, directly related to the concepts of "norm" and "choice of behavior". At the present time, social, economic, geographical changes are a fact, and an integral part of the daily lives of all people for the last 20 years. The dynamics of change creates tension and the need to rearrange relations and rethink the behavioral position of society on many socially significant topics. Children are not isolated from ongoing processes. They are participants in public life, in the family, as a micro unit and in their schools and kindergartens, as the first social circles.

Schools and kindergartens are the natural Centers that could competently help to transform social tensions. There is a need to develop educational activities for enhanced adaptation of children to change, breaking the status quo and the formation of more widely applicable universal social values - those that reflect the diversity of modern society and support the "contribution" of everyone, regardless of the large number of differences: cultural, social, religious, physical, etc. ProSocial behavior, supported by an understanding of empathy, civic contribution, acceptance of cultural diversity has theoretical markers in pedagogy, sociology and psychology. The formation of social behavior is reflected in the theory of Multiple Intelligence, more precisely in Intrapersonal and Interpersonal Intelligence.

Prosocial behavior is divided into two main types:

- The manifestation of kindness - brings benefit to another, but does not give external expression for the benefit of the helper, or for a reward acquired by himself;
- Altruism - can bring external or internal satisfaction, as the internal motivation is as altruistic, or as a manifestation of pure altruism, which means to perform actions that are completely excluded from benefits for the other. These actions are absolutely independent of any kind of rewards - tangible or intangible.

Prosocial behavior is perceived as positive and altruistic behavior.

By adding to the existing theories the basic theory of terminality of values, the pedagogical framework for building the free choice of behavior is formed, the so-called "Autonomy of behavior", which is a sought-after result in prosocial modeling and pedagogical goal in the project activities. Pro-social modeling in early childhood is a challenge. The difficulties stem from the peculiarities of age: the child is strongly connected to the family and still solves for himself the problem of building basic trust. Basic trust, as a general sense of trust, confidence in other people, as benevolent and secure: trust that supports the acceptance of the social environment as a stable, safe place. Building "basic trust" in other people and the world is directly related to initiative, and to accepting differences, and also to dealing with difficulties that the child will approach with confidence in their ability to overcome and with social "trust." Such trust is considered to be built when the child is able to remain alone and decide alone, to comment freely, without undue anxiety about the lack of support from an adult or with anxiety, suffering, insecurity, in search of "acceptable and desirable answer ". Proper mental child development is the result of a built-in sense of basic trust, but most of all, it is the result of a favorable relationship between trust and distrust. It is just as important for a child to know what he should not believe as it is to know what he should believe. Successfully mastering and adapting to the surrounding reality and making the right decisions requires the ability to anticipate dangers and the associated feeling of dissatisfaction. That is why the basic trust and the readiness of the child to accept the terminal values as basic for his worldview it is not measured by the child's achievements in school, it could



be measured by statements that the child reflects on, ranking and developing a palette of social, emotional and rational (cognitive) attitudes, as a result of judgment.

The introduction of prosocial modeling or modeling of prosocial behavior is a necessary part of the educational cycle, as the earliest form of social life from early childhood. In the conditions of dynamic changes, prosocial modeling supports the personality and its adequate involvement in cooperative activities, with a manifestation of altruism, acceptance of differences, as a natural manifestation of a humane attitude to the world and life in general.

ProSocial behavior in children would not be complete without the development of competencies and common intelligences, accumulated on the basis of personal life experience. Emotional intelligence, social intelligence, healthy boundaries in relationships and situational decisions, incl. communication skills and consolidated group decision making are components of the palette for the formation of personal universal values. The personality is balanced by their enhanced development, adaptation to unpredictable, unpredictable, changing external conditions, is experienced as a challenge and an opportunity, not as a problem.

There are favorable topics for Prosocial Modeling in the curriculum. The abundance of school holidays, days dedicated to a particular problem, mass and team activities - The curriculum provides the opportunity for the development of socially important relationships, mostly positive and sustainable attitude toward the basic human values: example: Human, Earth- as a planet and part of Space. The human responsibility for environmentally friendly living; Peace, mutual respect; culture, labor. But this is far from enough for a complete development of a student's personality: it is important for each child to develop the experience of socially meaningful action: actions, which could implement their own knowledge and attitude, specifically aimed at controlled ProSocial behavior. The project encourages teachers to develop flexible educational forms in which children practice basic trust, free choice, acceptance of another's point of view, experiencing and saturating with their own meaning different roles and dynamics in formal and informal situations. At the age of early childhood, "play" is the most important socially formative children's activity, a necessary element of ProSocial modeling is the process to be playful: This is the reason why the main methods of the project highlight the games and game approach- both as means and a method.

Theoretical framework

The examination of the changes in the child's attitude to a socially defining (requiring evaluative judgment) event indicates that we have managed to influence and also to model a ProSocial personality. If a second level is added to the assessment tools for a child - teacher observation to assess the tension in behavior and change the dynamics in the group of children in school, we will have a good enough reflective tool for guidance for future work. Given that prosocial behavior is based on empathy (the ability to experience the same feelings that someone else goes through) and sympathy (the ability to know how others feel), which according to Hoffman are the two main determinants of altruism and also the types determinants:

- Internal determinants that depend on:
 - ✓ moral values and norms of behavior;
 - ✓ the attitude of the individual; positive attitude and basic trust, such as mood;
 - ✓ cognitive and social assessment: - the alleged losses and gains, etc;
- External factors in which attention is focused on:
 - ✓ situational determinants;
 - ✓ social determinants of prosocial behavior;
 - ✓ the presence or absence of random factors;
 - ✓ unclear and unknown situation, etc.



Taken together, the determinants, empathy and empathy, lead to Pro Social Cooperation, clearly traceable in the form of the game.

Hoffman suggests that the prerequisites for altruism are in the development of personal resilience and the ability to accept roles. He argues that empathetic compassion, which consists of emotional activation (seen in very young children who cannot distinguish their own from other people's experiences) and a socio-cognitive component, develops at the heart of helping others. the ability to accept roles and empathize with another person.

Researchers from other schools have tested and shared this position by adopting the theoretical statement. We use partnership experience and modify tested evaluation tool which consists assertions from both key parts – emotional-activation and social cognitive, taking into account the direction of development of the relationship (positive or negative), proximity to the ideal, as a level of formation of ProSocial attitude and the stability and / or situationally of the already formed determinants.

The selected assertions (statement) illustrate situations in the area of close development of children from early school age. They provoke an evaluative attitude in a range – agree/disagree and measure empathic compassion, emotional attitude and also the active component, from a personal point of view. However, we do not claim that they are comprehensive and/or maximally applicable to all children, due to the great variety of destinies, personal and family experiences, the different ways of raising and educating children in each country. The chosen tool aims to establish the Change in prosocial profile of students. It can be considered as a relationship between social cultural of behavior and the declared terminal human values. The basic theories of values support the selection for the evaluation method, paying attention to the mechanism and typology of Values, in accordance with personality change in personal values system:

- ✓ Terminal human values- are also called “end state of existence” values and represent the life-time goals, for example Freedom, equality and others and they are divided into two sub-groups: personal and social.
- ✓ Instrumental values – such values refer to the ideal standards of goal-oriented behavior for example ambitious, fair, etc.

In our opinion –topics in the terminal human values are aligned completely with the zone of proximal development and the pedagogical topics of the project and also concur with the children’s age characteristics.

We assume also that it is important to highlight another focus: in accordance with Hofstede, 2001. The clear division into desired and desirable provides an additional point of view for evaluation as a part of the project: attitude toward self, attitude toward the others and attitude toward objects and events in the social environment.

We assume that games form tolerance toward the world without necessarily changing the already created values’ model. And because our project is about creation of ProSocial society, which is based on Universal human values and eliminates the differences based on gender, race, religion and others, we accept that it is possible to note differences manifesting in different cultures in the self-value and the way students define it.

We add to the evaluated tool an educational point of view: profile’s dynamic – avoidance of insecurity, sustainable or situational choice valid for the moment at each participating in the project student

Experimental hypothesis

The aim of the measure is to check how the behavior and the social perception of the children is influenced by the educational activities implemented. Three main groups of assertions were formed.



The assessment profiles of the students are based on a hypothetical ideal by levels of formation, which determines the levels of Intrapersonal intelligence and Interpersonal intelligence. For clarity we apply the theoretical definitions of Howard Gardner:

- Intrapersonal intelligence is "the ability to reflect the inner world, to make subtle distinctions in one's feelings and emotions, to understand their meaning, and to use the information thus obtained to plan and control one's own activities," Gardner wrote. Such children have a high degree of awareness. They accurately feel their strengths and weaknesses, control their moods and desires and emotions. As a rule, they are emotionally reserved, shy, prone to introversion. They do not like to work in a team and prefer solitude.
- Interpersonal intelligence is turned outwards - to other people, as opposed to intrapersonal intelligence. According to Howard Gardner, it is contained in "the ability to notice and understand the needs and intentions of other people and to predict their behavior in new situations by observing their temperament and mood." Children with interpersonal intelligence easily communicate and quickly establish contact with strangers, know how to like themselves and use their influence and manipulate people. They sense the mood and condition of others and adapt quickly. They like to communicate, so they learn best with other children by discussing and arguing.

An innovation of the study is the indicator of the sustainability of the relationship: Is it built, stable and principled, and does not vary, according to situational personal considerations - (IF the "homeless" is my friend, acquaintance, relative - I will answer that he should sympathize and help, and if for me he is a stranger, a foreigner, or with a different skin color, it means "lazy"!)

In the unity of socially important knowledge, attitude and experience from actions is where the phenomenon of personal development of each child happens. This is why the suggested instruments reflect the changes in quality and quantity.

Self-reflection tool for 8-15 years of age

The instrument presented here will assist the child to be more self-observant. It consists of 3 modules, with 7 assertions (statement). It works indirectly, monitoring the change through the students' attitude. The questionnaires for students from 8 to 15 years old are the same.

The modules for children do not differ from each other, except for the language formulations of assertions, which the teacher can interpret in order to take into account the vocabulary of the age. Each of the modules consists of 7 assertions, to which adolescents can express their attitude. To this end, they must decide for themselves whether they agree (or disagree) with the assertions (statement) contained in the modules and assess the degree of their agreement (or disagreement) in points "+3" to "-3". The number of maximum points in the modular range is 21.

Experimental design

We believe that assessment modules should be used during the learning process - once at the beginning, before the start of the training and at the end, after the end of the training period. The results are calculated in a simple T-test (Two tails paired t-test). Both questionnaires have to be submitted:

- before starting the prosocial activities
- once the whole activity is over.

The aim of the measure is to check how the behavior and the social perception of the children is influenced by the educational activities implemented.



The tools will collect information about each child of the class. While collecting the answers you can use your pupils' name, but for the privacy protection and safety remove the names or any identification from the final document.

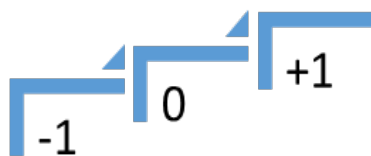
This way of conducting will show not only the nature of the students' attitudes towards Others, towards people and towards themselves but also the changes of these relations, as a result of the training and the new approaches, including the age characteristics. The T-test makes it possible to trace the dynamics of the formation of Prosociality (emotional-activation and social cognitive aspects) as a result of training.

Number of questions (7) are optimal for early childhood. They make it difficult for the child (student) to memorize the statements (curve of Luria's memory), and conducted with a time interval, or in parts, after a thematic unit, the questionnaire could be considered new and in a new way "objective". The large number of pilot tested students contributes to greater accuracy, respectively. objectivity of the data that form the level of the norm (Gaussian deviation) in the T-test.

The strength of the questionnaire is that it can be offered without modification to different age groups. This way of testing can trace the maturation and development of thinking, as well as the dynamics of the point of view. The variant has some linguistic and situational limitations, but The selected approach is most suitable to provide information on different levels and aspects of both target groups.

High ethical standards were applied in the methodology to ensure the provision of adequately resolved ethical questions concerning the research.

Quantitative methods - surveys for identifying patterns (norms) of prosocial values in students and the levels of formation of their interpersonal and intrapersonal intelligence. Quantitatively, students fill in a form with 3 blocks of 7 statements, noting their level of agreement / disagreement on a 3-point scale (from -3 to + 3, with -3 completely disagreeing and + 3 completely agreeing) Students can form a ZERO answer that indicates a neutral (unformed, etc.) position on the statement.



Qualitative methods¹ (e.g. interviews) such as interviews were used for interpreting, contextualizing, and gaining in-depth insight into specific prosocial values. Students show the resilience of the formation of their prosocial behavior - situational or sustainable during activities, as observed and reported by their teacher.

The goal to address prosocial value behavior: The value attitude can be declared, but not be practiced (dissonant), but once formed and realized, it gradually begins to become declared and practiced (consonant).

- ✓ Dissonant, only declared behavior: Prosocial Value attitude is measured by the numerical indicators of the statements, giving a complex assessment of the direction of the formed attitude - positive or negative, and the stability of the formation - firm (principled) or situational; The actions differ from the declared in a way, in frequency or others. and is not fixed in the teacher's observations:
- ✓ Consonant, Declared and practiced: Prosocial behavior is visibly highlighted and fixed in the teacher's observations.

The study is aimed at providing knowledge in the area of prosocial values and behavior in the educational environment. With its carefully designed study and a representative sample and

¹ <https://www.scribbr.com/methodology/qualitative-quantitative-research/>



controlled variables which are: level of formation of interpersonal and intrapersonal intelligence and levels of formed value profile before and after the activities developed in specifics:

- Internal determinants that depend on:
 - ✓ Moral values and norms of behavior;
 - ✓ the attitude of the individual; positive attitude and basic trust, such as mood;
 - ✓ Cognitive and social assessment: - the alleged losses and gains, etc.
- External factors in which attention is focused on:
 - ✓ situational determinants;
 - ✓ social determinants of prosocial behavior;
 - ✓ the presence or absence of random factors;
 - ✓ Unclear and unknown situation, etc.

The stability / situationally of the profile and the significance of the difference (development step) before and after activities are also taken into account

Data collection

Children (students) from general education institutions in early school age. Data are collected for gender, age range - specified by the teacher. The pilot study has a recommended number of 100 students from each participating country: Italy, Spain, Lithuania, Bulgaria, Macedonia and Turkey. The study is completely anonymous. The results are correlated with the developed profiles, with T-test, defining norm and looking for a significant difference (before and after) according to the levels and stability of the formed value relationship.

The full matrix of results are presented as an appendix. Description of the results are considered as a supplement to the research methodology in a separate document.

The children read (or the teacher reads to them) the question and they chose an emoticon which reflects their agreement/disagreement on the issue. For students in upper levels the scales could be only in numbers. For young children (8 years old) the teacher may make an experienced educational version of the table. There is no difference in the questions for different ages however, with younger children teachers could collect information using emoticons – respecting the reading/writing skills of the children.

It is important for the child to choose the answer by his/her own. It is therefore important that children have sufficient time to think and decide for themselves what to choose.

The most difficult part of the questionnaire is collecting the correct information, since no "desirable response" explanations should be given in different situations.

Special circumstances:

In case of a child with difficulties, is it possible for the teacher to complete the questionnaire for him/her?

- Yes, if the child has difficulty. But don't suggest the answers
- No. If you have a case of a very independent and decisive child. It is better to leave it alone or be influenced by a group. His answers in the filling process will be as informative as the result.

Once the children have completed the questionnaires, the teachers collect them. In the following days the teachers are going to implement a prosocial educational activity with their students. Each teacher is free to decide how the activity will be implemented and for how long. Once the activities are finished, the teachers are going to submit again the questionnaires.



To facilitate the collection of the data, a spreadsheet is prepared for the teacher. In the table the student are identified with progressive number in order to guarantee the protection of their personal data. Only the teachers will be aware of the correspondence of name and answers, while the researchers will analyse only the anonymous data. The spreadsheet is prepared for every country. In the a column the teacher puts the numerical value according to each answer using the *rating scale*:

- 3 completely disagree (remember the minus);
- 2 rather disagree (remember the minus);
- 1 more disagree than agree (remember the minus);
- 0 neither agree nor disagree;
- + 1 more agree than disagree
- + 2 rather agree;
- + 3 completely agree

The table is programmed to calculate the result by itself, so the results will appear automatically in a second column to facilitate the analysis of the researchers.

Application Modules

Children's attitude toward humans, towards others

1	It is not clever to risk myself for others.
2	I feel sorry for people who are helpless and I would like to help them.
3	I like giving gifts to my friends, relatives and people I know.
4	Homeless and workless are more often lazier and they often lie.
5	I will always help others, even if I am very busy.
6	I am ready to help adults, only if they pay me for it.
7	No one would ever do anything if it is not beneficial to him/her.

Children's attitude toward those who are different

1	Even the people who have very strange ideas have to have the right to defend their ideas
2	There are such nations which do not deserve to treat them well
3	Most crimes in our country (city, neighborhood) is done by people, who came from outside of our country (city, neighborhood)
4	When our national teams play in international events, the judges are often unfair because no one loves us.
5	It is not fair to put people of color to be bosses of white people.
6	We should not allow any immigrants (people from other



	countries) to enter our territory, because they are the reason for all the crime.
7	People from other nationality or race are probably like us but I would not like to make friends with them!

Student's attitude toward people as they are

1	A person who is offensive will never change in the future.
2	Life will be better if we get rid of all people with psychological problems
3	If to be fair means hurting someone, then that is the right thing to do.
4	It is better to have ten lawbreakers out of jail than one innocent man in jail.
5	I do not feel well when there are people around me who feel upset.
6	Even the worst villains do not deserve to be tortured, they are people after all
7	All homeless and people who wonders around ought to be caught and forced to work.

Analysis²

The results are correlated with the developed profiles, with paired two tails T-test, defining NORM and looking for a significant difference (before and after) according to the levels and stability of the formed value relationship. The sign of the attitude, the dynamics of the change are taken into account individually and only in a reflective way. The scale requires cognitive assessment, independent decision-making for behavior, the emotional level is noted, according to the strength of agreement or disagreement.

The profiles and levels are shortly described below:

- 1st positive level - High level of formation of a positive value attitude - The profile is resistant to influences, built and confident, the child is not influenced by the type and participants in the situation.
- 2nd positive level - Average level of formation of a positive value attitude. The profile is unstable, the child is insecure in the answers and hesitates, varying in decisions according to the specific situation.
- Level with answers 0. The answer zero indicates that the level of independent thinking and decision making is not formed to be reported on a scale. The child's personality is not strengthened to reflect the allegations. There may be a shortage of experience, but this is a positive indication at the time of the study. At 0, the teacher has a real opportunity to plan

² <https://www.scribbr.com/dissertation/methodology/#data-analysis-methods>



development and follow the dynamics of this development, without having to transform attitudes or perform corrective activities: "It starts clean."

- 1st negative level - average level of formation of negative value attitude. The profile is unstable, the child is insecure, but already negative, in the answers. It still fluctuates in its decisions, and varies according to the specific situation.
- 2nd negative level - High level of formation of negative value attitude - The profile is resistant to influences, built and confident, the child is not influenced by the type and participants in the situation.

Profiles according to the testing scales

Children's attitude toward humans, towards others Profile

- From +13 to + 21 points (**stable positive attitude**) - this child is a real altruist. It is always ready to help other people, even strangers, without waiting for a request from them. In its actions on behalf of others, it is selfless. Always ready to help the weak, the needy. For such help he would risk his own well-being. He likes to give gifts, "just like that."
- From +0 to +13 points (**situational - positive attitude**) - The child does not mind helping those in need, but prefers to do it when asked to do so. He is careful in his actions on behalf of others, trying not to endanger his own well-being. He does not trust the sincerity of the beggar, and if they are close to him, he pretends not to notice them. He takes pleasure in making gifts, but in his heart he is based on the mutual gift. If that doesn't happen, it's upset.
- From -0 To -13 points (**situational - negative attitude**) - It rarely thinks about the needs and feelings of others. Most of them think about those on whom it more or less depends. Selflessness, it seems like a waste, it prefers to do everything in its favor, skillfully and cunningly trying to cover it up. He is convinced that every good deed should be appropriately rewarded, so before you do something good, do not hesitate to explore, with a conversation "what will I gain?". "
- From -13 To -21 points (**sustainable-negative attitude**) - The child is focused only on his own self, sincerely considered to be the "center of the universe." Not only does he do nothing for others, but even to think for another it is not included in his plans. It tries to make a profit from everything, in fact it doesn't even hide it. His selflessness seems absurd, bordering on stupidity. It tends to slander, to have a cynical attitude towards those who need something, especially if they need help. All the poor for him are lazy and liars. He loves to receive gifts, much more than making gifts, preferably expensive and useful.



Children's attitude toward those who are different Profile

- From +13 to +21 points (**sustainable positive attitude**) - The child recognizes the rights of people in a different way of life than his own and also the right to freely express their views. It certainly accepts a different culture, is positive about cultural differences, is sensitive to any signs of cultural discrimination. It seeks to understand and see into other cultures, is able to avoid in its assessment of cultural prejudices and stereotypes. It is also much more inclined to view other cultures not from its "bell tower" but through the prism of values and priorities within the different cultures themselves.
- From +0 to +13 points (**situational-positive attitude**) - the child tends to recognize and accept cultural pluralism, respect for different socio-cultural groups, but shared (often unconsciously) some cultural prejudices, stereotypes used against representatives of some groups. He alone cannot see many people, especially the hidden manifestations of cultural discrimination in everyday life. It is difficult to imagine what problems cultural minorities; migrants or refugees may face. This lack of understanding of the other, the inability to see him from the inside, I look at the world from his point of view.
- From -0 To -13 points (**situational - negative attitude**) - The child verbally recognizes the rights of others for cultural differences, declares the principle of equality of human beings, but in all this feels a personal rejection of individual socio-cultural groups. This dissonance between the expressed humanistic principles and the actual manifestation of intolerance the child tries to justify by referring to public opinion ("Everyone thinks so"), immoral behavior, as allegedly claimed by all members of these groups ("they all are"), personal bad experience with them is allowed ("I met these people and I'm sure ..."). This position is based on culture centrism, xenophobia, the presumption of guilt of the other. Denying such vulgar manifestations of intolerance, fascism, genocide, segregation, this type of adolescent child can easily label people from other cultures: "disrespectful", "dangerous".
- From -13 To -21 points (**sustainable - negative attitude**) - The adolescent deliberately refuses to recognize, accept and understand the representatives of other cultures. It tends to characterize cultural differences as a deviant deviation, unwilling to recognize the equal right of existence of those who have a different appearance or share other values. It is often defiantly hostile and contemptuous of these people, eager to "clear" the space of their own lives from them. The growing child does not feel the slightest desire to look into these or other life situations from the point of view of another culture.

Student's attitude toward people as they are Profile

- From +13 to +21 points (**stable positive attitude**) - the person is valuable, as he is, as in all its manifestations, there is no doubt the understanding of this type of child .. Human life is a value for him. No reason for justice can justify the "tears of the innocent." "When a tree is cut down, splinters fly away" - this is unacceptable for our hero. He is merciful, capable of empathy, compassion, forgiveness.
- From +0 to +13 points (**situational - positive attitude**) - The value of the person may be meaningful by the child, but it is not fully realized. It can demonstrate its humanism, but deep down certain categories of people (eg, the mentally ill, beggars, homeless people) are



perceived as those who prevent the joy of life from being felt. The child allows the death penalty for the most heinous crimes. When "triumph of justice" and "mercy for the fallen" are put on the scales, he will probably choose the former.

- From -0 To -13 points (**situational - negative attitude**) - most likely the child tends to divide people into normal and abnormal. He treats the first category with great respect, he may even be merciful to them; the second category is considered "inhuman" and would like to face them as little as possible. The big goal, he said, could not be achieved without getting your hands dirty. The principle of "Cut down a tree, fly cod" is quite acceptable for this type. However, he does not want to be in the role of either a "woodcutter" or a "fever" - he prefers to be a "firewood collector" or "tie the cuttings".
- From -13 To -21 points (**sustainable-negative attitude**) - That Man is a value is probably an empty phrase for this child. It tends to be violent towards other people, contemptuous of any act of mercy. The "weak" and the "abnormal", in his opinion, are able to harm our lives, stop the growth of well-being, therefore, must be completely isolated from society. It certainly believes that justice, order, stability, are grounds for eliminating the mentally ill, the homeless. The most dangerous thing is that from words, it can turn into action.

Conclusions

This methodology could easily be used by other researchers in any country to replicate the study and ensure the validity. From the view of a qualitative research, which aims at providing contextual real-world knowledge about the behaviors, social structures and shared beliefs of the target groups – teachers and students – it is less controlled and strongly interpretive. The researchers take into account their own expert contribution, participation and perception that might have influenced the results.



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Annex I – Translations of the evaluation tools

Bulgarian








Отношение към другите

							
	100% несъгласен	Донякъде несъгласен	По-скоро несъгласен	0	По-скоро съгласен	Донякъде съгласен	100% съгласен
Не разумно да се жертвам за другите							
Съжалявам хората, които са безпомощни от мен							
Харесва ми да правя подаръци на тези, които познавам							
Безработните и бездомните са по-мързеливи и често лъжат							
Винаги бих помогнал на другите, дори когато съм много зает							
Бих помагал на възрастните, ако ми платят за това.							
Хората не правят нещо, от което нямат полза							









Отношението на децата към различни

							
	100% несъгласен	Донякъде несъгласен	По-скоро несъгласен	0	По-скоро съгласен	Донякъде съгласен	100% съгласен
Дори хората със странните идеи имат право да ги защитават							
Няма нация, която да не заслужава уважение							
По-голямата част от престъпността в страната ни (града, квартала) се извършва от хора, които са чужди за нашата страна.							
Когато националният ни отбор играе срещу други страни, обикновено съдиите свирят за тях							
Не е честно, хора с различен цвят да бъдат шефове на белите хора							
Не бива да позволяваме на чужденците да влизат в страната ни, защото те носят престъпност							
Хората, които са различни от нас, сигурно не са лоши, но не бих ги избрал за приятели.							


Отношение към хората като такива








							
	100% несъгласен	Донякъде несъгласен	По-скоро несъгласен	0	По-скоро съгласен	Донякъде съгласен	100% съгласен
Човек, който обижда не се променя							
Животът, ще е по-добър, ако се отървем от всички хора с психологически проблеми							
Ако да си честен означава да нараниш някого, то тогава това е правилното нещо.							
По-добре десет виновни навън от затвора, от колкото един невинен в затвора							
Не се чувствам добре, когато хората покрай мен не се чувстват добре							
Дори най-големите злодеи не заслужават да бъдат изтезавани							
Всички бездомници и хора, които се шляят трябва да бъдат накарани да работят							


Italian
Atteggiamento dei bambini verso gli altri

							
	Assolutamente in disaccordo	Abbastanza in disaccordo	Forse sì, ma non sono d'accordo	Né sì Né no	Forse no, ma sono d'accordo	Abbastanza d'accordo	Assolutamente d'accordo
Non è furbo rischiare in prima persona per gli altri							
Mi dispiace per le persone bisognose e vorrei aiutarle.							
Mi piace fare regali agli amici, parenti e persone che conosco.							
Chi non ha casa e lavoro spesso è una persona pigra e che mente.							
Aiuto sempre gli altri, anche quando ho molti impegni.							
Sono pronto ad aiutare gli adulti solo se mi pagano.							
Nessuno farebbe qualcosa per gli altri se non ne traesse beneficio.							










Atteggiamento dei bambini verso chi è diverso

							
	Assolutamente in disaccordo	Abbastanza in disaccordo	Forse sì, ma non sono d'accordo	Né sì Né no	Forse no, ma sono d'accordo	Abbastanza d'accordo	Assolutamente d'accordo
Anche le persone con idee strane hanno il diritto di difenderle.							
Ci sono nazioni che non meritano di essere trattate con rispetto.							
La maggior parte dei criminali nella nostra nazione/città/quartiere è fatta da persone che vengono da un'altra nazione/città/ quartiere							
Quando la nostra nazionale gioca in partite internazionali spesso gli arbitri non sono corretti perché non piacciamo a nessuno.							
Non è giusto permettere alle persone di colore di essere a capo o comandare i bianchi.							
Non dovremmo permettere agli immigrati (o alle persone di altri paesi) di entrare nel nostro territorio perché sono loro che compiono tutti i crimini.							
Le persone che vengono da altre nazioni o appartengono ad un'altra etnia, probabilmente sono come noi, ma a me non piace averli come amici.							






Atteggiamento dei bambini verso le persone per quello che sono

							
	Assolutamente in disaccordo	Abbastanza in disaccordo	Forse sì, ma non sono d'accordo	Né sì Né no	Forse no, ma sono d'accordo	Abbastanza d'accordo	Assolutamente d'accordo
Una persona aggressiva non cambierà mai, neanche in futuro.							
La vita sarebbe migliore se ci liberassimo delle persone con problemi psicologici.							
Se essere onesti significa ferire qualcuno, allora è la cosa giusta da fare.							
È meglio avere dieci colpevoli fuori di prigione che un innocente in carcere.							
Non mi sento bene quando intorno a me ci sono persone che sono arrabbiate.							
Anche il peggior cattivo non merita di essere torturato, è una persona nonostante tutto							
Tutti i senzatetto e i girovaghi dovrebbero essere presi e costretti a lavorare.							



Lithuanian








Mokinių požiūris į žmonių santykius

							
	100% nesutinku	Šiek tiek nesutinku	Gali būti, bet nesutinku	Neturiu nuomonės	Gal ir ne, bet sutinku	Beveik sutinku	100% sutinku
Neprotinga rizikuoti dėl kitų							
Man gaila bejėgių žmonių ir norėčiau jiems padėti							
Man patinka dovanoti dovanas savo draugams, giminaičiams ir pažįstamiems							
Benamiai ir bedarbiai dažniausiai yra tinginiai ir dažnai meluoja							
Aš visada padedu kitiems, nors ir esu labai užsiėmęs							
Aš esu pasiruošęs padėti suaugusiems tik tada, kai jie man sumoka							
Niekas niekada nieko nedarytų, jei tai nebūtų jiems naudinga							









Mokinių požiūris į skirtingus žmones

							
	100% nesutinku	Šiek tiek nesutinku	Gali būti, bet nesutinku	Neturiu nuomonės	Gal ir ne, bet sutinku	Beveik sutinku	100% sutinku
Žmonės, turintys labai keistų idėjų, turi teisę jas ginti							
Yra tokių tautų, kurios nenusipelnė, kad su jomis elgtųsi gerai							
Dauguma nusikaltimų mūsų šalyje (mieste, apylinkėse) yra padaryta žmonių, kurie atvyko iš kitur							
Kai mūsų nacionalinės komandos žaidžia tarptautinėse varžybose, teisėjai dažnai yra nesąžiningi, nes niekas mūsų nemylė							
Neteisinga būtų, jei kitokios odos spalvos žmonės vadovautų baltaodžiams							
Mes neturėtume imigrantams (žmonėms iš kitų šalių) leisti patekti į mūsų šalį, nes jie yra visų nusikaltimų priežastis							
Kitų tautybių ar rasių žmonės tikriausiai yra kaip ir mes, bet aš nenorėčiau draugauti su jais!							


Mokinių požiūris į žmones

							
	100% nesutinku	Šiek tiek nesutinku	Gali būti, bet nesutinku	Neturiu nuomonės	Gal ir ne, bet sutinku	Beveik sutinku	100% sutinku
Kitus įžeidinėjantis asmuo niekada nepasikeis							
Gyvenimas bus geresnis, jei mes atsikratysime žmonių, kurie turi psichologinių problemų							
Jei yra teisinga skaudinti kitus, tai elgtis taip ir reikia							
Yra geriau išleisti 10 nusikaltėlių iš kalėjimo negu laikyti vieną nekaltą žmogų kalėjime							
Aš nesijaučiu gerai, kai žmonės aplink mane jaučiasi nusiminię							
Net blogiausi piktadariai nenusipelno būti kankinami, jie taip pat yra žmonės							
Visi benamiai turėtų būti priversti dirbti							









Macedonian
Однесувањето на луѓето, кон другите

							
	100% не се согласувам	Донекаде не се согласувам	Можеби, но не се согласувам	0	Можеби не но се согласувам	Донекаде се согласувам	100% се согласувам
Не е паметно да се ризикувам себе си за другите.							
Ми е жал за луѓето кои се беспомошни и сакам да им помагам.							
Сакам да давам подароци на моите пријатели, роднини и луѓе кои ги познавам.							
Бездомниците и невработените, почесто се помрзливи и почесто лажат.							
Јас секогаш ќе им помагам на другите, дури и ако сум многу зафатен/а.							
Јас сум спремен/а да им помагам на возрасните, само ако ми платат за тоа.							
Никој не би сработил ништо ако нема некои придобивки за него/неа.							


Однесувањето на детето кон оние кои се различни од него

							
	100% не се согласувам	Донекаде не се согласувам	Можеби, но не се согласувам	0	Можеби не но се согласувам	Донекаде се согласувам	100% се согласувам
Дури и луѓето кои имаат многу чудни идеи треба да имаат права да ги бранат своите идеи.							
Постојат некои нации кои не заслужуваат да се однесуваш добро со нив.							
Повеќето злосторства во нашата држава (град, соседство) се направени од луѓе, кои дошле надвор од нашата држава (град, соседство).							
Кога играат нашите национални тимови на интернационални настани, судиите често не судат фер, бидејќи нас никој не сака.							
Не е фер да се ставаат луѓе од друга раса/нација да бидат шефови на белци.							
Не треба да им дозволуваме влез на имигрантите (луѓето од други држави) на наша територија, бидејќи тие се причините за сите злосторства.							
Луѓето од друга националност или раса, веројатно се како нас, но јас не би сакал да се спријателувам со нив!							






Однесувањето на ученикот кон оние кои се слични на него

							
	100% не се согласувам	Донекаде не се согласувам	Можеби, но не се согласувам	0	Можеби не но се согласувам	Донекаде се согласувам	100% се согласувам
Оној кој навредува, никогаш нема да се промени во иднина.							
Животот ќе биде подобар ако се ослободиме од луѓето со психолошки проблеми.							
Ако да се биде фер значи да повредиш некого, тогаш тоа е вистинската работа.							
Подобро е десет луѓе кои го прекршиле законот да не бидат во затвор, одошто еден невин во затвор.							
Не се чувствувам добро кога околу мене има вознемирени луѓе.							
Дури и најлошите насилници не заслужуваат да бидат мачени, тие сепак се луѓе.							
Сите бездомници и оние што талкаат наоколу треба да бидат фатени и да се принудат да работата							








Spanish

Actitud de los niños hacia otras personas

							
No es inteligente ponerme en riesgo por los demás.							
Siento lástima por los desvalidos y me gustaría poder ayudarles.							
Me gusta dar regalos a mis amigos, familia y gente que conozco.							
Los sintecho son más vagos y a menudo mienten.							
Siempre ayudo a los demás, incluso si estoy ocupada.							
Estoy dispuesto a ayudar a los adultos, pero solo si me pagan por ello.							
Nadie hace nunca nada si no es beneficioso para el mismo.							


Actitud de los niños hacia los que son diferentes

							
La gente que tiene ideas extrañas también tiene derecho a defenderlas.							
Hay naciones que no se merecen que las traten bien.							
Muchos de los crímenes en nuestro país (ciudad, pueblo o barrio), son realizados por extranjeros.							
Cuando nuestros equipos nacionales juegan en eventos internacionales, los árbitros son a menudo injustos, porque nadie nos quiere.							
No es justo poner a gente de color para ser jefes de gente blanca.							
No deberíamos permitir a ningún inmigrante (personas de otros países), entrar en nuestro territorio, porque son los causantes de la delincuencia.							
La gente de otras razas o nacionalidades son probablemente como nosotros, pero no me gustaría hacerme amigo suyo							



Actitud de los alumnos hacia sus semejantes

							
Una persona ofensiva nunca cambiará en el futuro.							
La vida será mejor si podemos deshacernos de toda la gente con problemas psicológicos.							
Si ser justo significa herir a alguien, entonces hacer eso (herir a alguien) es lo correcto							
Es mejor tener a diez delincuentes fuera de la cárcel que a un inocente dentro de ella.							
No me siento bien cuando hay gente a mi alrededor que está enfadada.							
Incluso las peores personas no merecen ser torturadas. Al fin y al cabo, son personas también							
Todos los sintecho y los vagabundos deberían ser capturados y obligados a trabajar.							



Turkish

İnsanlara karşı ve başkalarına karşı tutum

							
	Katılmıyorm	Çoğunlukla Katılmıyorm	Biraz Katılmıyorm	Fikrim Yok	Biraz Katlıyorum	Çoğunlukla Katlıyorum	Tamamen Katlıyorum
Başkaları için kendimi riske atmak mantıksızdır							
Yardıma ihtiyacı olanlara üzülürüm ve onlara yardım etmek isterim							
Arkadaşlarıma, akrabalarıma ve tanıdığım insanlara hediye vermeyi severim							
Evsiz ve işsiz kişiler genelde tembeldirler ve sık sık yalan söylerler							
Çok meşgul olsam bile her zaman başkalarına yardım edeceğim.							
Yetişkinlere karşılığını almak şartıyla yardım etmeye hazırım,							
Eğer kendi çıkarı için faydalı değilse hiç kimse bir şey yapmaz.							








Çocukların, kendilerinden farklı gördükleri insanlara karşı tutumları

							
	Katılmıyorm	Çoğunlukla Katılmıyorm	Biraz Katılmıyorm	Fikrim Yok	Biraz Katılıyorum	Çoğunlukla Katılıyorum	Tamamen Katılıyorum
Çok garip fikirleri olan insanlar bile fikirlerini savunma hakkına sahip olmalıdırlar							
Onlara iyi davranılmayı hak etmeyen ülkeler vardır							
Ülkemizdeki suçların çoğu ülkemiz dışından gelen insanlar tarafından işlenmektedir.							
Milli takımlarımız uluslararası yarışmalarda oynadığında, hakemler çoğu zaman haksızlık ediyor, çünkü kimse bizi sevmiyor.							
Ten rengi farklı insanları beyaz tenli insanların patronları yapmak adil değil.							
Tüm göçmenlerin (diğer ülkelerden gelen insanlar) bölgemize girmesine izin vermemeliyiz, çünkü göçmenler tüm suçların sebebidir..							
Başka milletten veya ırktan insanlar muhtemelen bizim gibiler ama onlarla arkadaş olmak istemiyorum.							



Öğrencinin insanlara olduğu gibi tutumu

							
	Katılmıyorm	Çoğunlukla Katılmıyorm	Biraz Katılmıyorm	Fikrim Yok	Biraz Katılıyorum	Çoğunlukla Katılıyorum	Tamamen Katılıyorum
Saldırgan bir kişi gelecekte asla değişmeyecek.							
Psikolojik sorunları olan bütün insanlardan kurtulursak hayat daha iyi olacak							
Adil olmak birine zarar vermeyi gerektiriyorsa, o zaman yapılacak en doğru şey o dur.							
1 tane masum insanın içeride olmasındansa, 10 tane suçlunun dışarıda olması daha iyidir.							
Etrafımda üzgün olan insanlar olduğunda kendimi iyi hissetmiyorum.							
En kötü adamlar bile işkence görmeyi hak etmiyor, sonuçta onlar da insan							
Tüm evsizler ve etrafta dolaşan insanlar yakalanmalı ve çalışmaya zorlanmalıdır.							