



Intellectual Output 9- Analysis of the pilot phase

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Introduction to the analysis of the pilot phase

1 Framework of the piloting phase

The ProSocial Values Project focuses on social inclusion and education by helping children from 5 to 15 years old to develop prosocial skills, develop positive interpersonal relationships and therefore foster social coexistence and individual empowerment. The means through which this change is achieved through a wide range of realized activities.

In the framework of the project a piloting phase has been thought as a way to demonstrate the impact on the prosocial attitude of the students of the activities proposed by the project. The piloting phase has been implemented during the last part of the project starting from November 2019 up to September 2020. During the first phase, the project partners have contacted and involved school in the piloting plan. The piloting activities started on January 2020 and during the COVID19 emergency continued with the distant learning. It has involved a total of 620 students, about 100 per partner country, and over 20 teachers from 18 schools.

2 Evaluation tool - Self reflection tool for children from 8 to 15 years

A specific evaluation tool has been developed by the partnership: the self reflection tool for children aged 8 to 15. This tool consists of 3 modules with 7 assertions each, to which the students have to rate their agreement (or disagreement) in points from "+3" to "-3". The number of maximum points in the modular range is – 21.

The 3 module contains questions on three attitudes:

- 1) Children's attitude toward humans, toward others (the same as me)
- 2) Children's attitude toward those who are different
- 3) Children's attitude toward people as they are (Universal view)

The results of the questionnaire have been 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.

2.1 Description of the profiles

The different answers to each module result in 4 profiles that describe the attitude:

Stable 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. For the attitude toward others, the child is a real altruist. For the attitude toward those who are different, the child recognizes the right to free



expression of self. For the attitude toward people as they are, the child has a high consideration of human life in all its manifestations.

Situational positive value attitude - The profile is unstable, the child is insecure in the answers and hesitates, varying in decisions according to the specific situation. For the attitude toward others, the child helps others when requested to. For the attitude toward those who are different, the child has some unconscious prejudice against certain groups. For the attitude toward people as they are, the child has a good consideration of human life values, but differentiates certain categories.

Neutral attitude – The 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.

Situational 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. For the attitude toward others, the child rarely thinks about the needs and feelings of others. For the attitude toward those who are different, the child recognizes the right to be different but feels a personal rejection of individual socio-cultural groups. For the attitude toward people as they are, the child the child tends to divide people into normal and abnormal.

Stable 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. For the attitude toward others, the child is focused only on his own self. For the attitude toward those who are different, the child deliberately refuses to recognize, accept and understand the representatives of other cultures. For the attitude toward people as they are, the child the child refuses the value of other persons.

3 Privacy protection

The project partners has taken in high consideration the protection of the personal data of the students involved in the piloting phase. No photos or private information have been made public without permission.

Since the questionnaires collected personal idea and believes, the anonymity of the participants has been ensured. To guarantee that the partners would not be able to correlate a student to a form, the data has been collected directly by the class teachers. For the transmission of the collected data the teachers have filled a spreadsheet file indicating the students only with a number and their gender. The number was the same in the pre- and post-test to allow the correlation.



BULGARIA

1 Summary the piloting phase

During the piloting phase in Bulgaria students aged 8 to 14 years old from 4 schools have been involved. The piloting phase has been implemented on January 2020 in 2 schools and on June 2020 in other 2 schools. 100 students and 4 teachers have participated. The researcher from Trakia University has collected feedback from the children about their interest on the activity.

2 Schools involved and activities implemented

2.1 Secondary Schools in Stara Zagora

The teacher implemented an activity about collaboration, altruism, empathy, activity and initiative. Team work is important for children of the early school age and the activity has developed also critical thinking and socio-emotional Intelligence. The 70% of the involved children were really impressed by the activity and wanted to go on with it. 22% of children took part in activities only because they had to. 8% find the topics important.

2.2 “Aleko Konstantinov” school in Plovdiv

The teacher implemented an activity about the different point of view, tolerance, empathy and collaboration in a multicultural class. The students do not know each other from previous classes and it is the first year that they are together. During the activity the students act out different situations from everyday school life through mini dialogues. They paint masks that show feelings, offer auspicious endings to dialogues. 47% of children were really impressed by everything and wanted to go on with this activity. 33% of children took part in activities because they had to, 10% find the topics important and 10% did not now how they felt about the activities.

2.3 “Hristo Botev” school in Ihtiman

The teachers have implemented activities about tolerance, empathy, collaboration, initiative. They have used posters created by students, flash mobs, role plays, poems, songs and quizzes. The main topic of the activities was “from School to Society”. The students have visited animal shelter and the local nursing homes "Give joy", they have helped disadvantaged children with the initiative "Games are for everyone" and they have created the mutual aid week. 65% of children were really impressed by activities and wanted to carry on them. 33% of children took part in activities because they had to and the 2% have found the topics important.



3 Results of the self reflection questionnaires for students

Questions for students were divided into three sections, and each session contains 7 questions with range of values from -3 to 3. The range of the total values was among -21 and + 21 and these are the results:

100 students were interviewed and 47 of them or 47% were boys and 53 or 53 % of them were girls.

3.1 Section 1 - Children's attitude toward humans, towards others

The students have answered the questions considering these situations: taking risks for helping others, their feelings for the helpless people, sharing gifts. They have given their opinions about the homeless people, expressing their stereotypes. They have also been asked about receiving rewards to help adults.

3.1.a Analysis of the pre-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 292 or average value 6.21. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 463 or average value 8.74.

In detail, according to the section 1 Children's attitude toward humans, towards others they achieved the following results:

- 1 student (1 boy) is in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 4 students (4 boys) are in the range of SITUATIONAL NEGATIVE ATTITUDE- These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 2 students (2 girls) are in the range of NEUTRAL
- 77 students (34 boys and 43 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE- These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 16 students (8 boys and 8 girls) are in the range of STABLE POSITIVE ATTITUDE- They like helping others and they like giving gifts just like that.

3.1.b Analysis of the post-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 374 or average value 7.96. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 433 or average value 8.17.

In detail, according to the section 1 Children's attitude toward humans, towards others they achieved the following results:



- 12 students (5 boys and 7 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 3 students (1 boy and 2 girls) are in the range of NEUTRAL
- 65 students (32 boys and 33 girl) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 20 students (10 boys and 10 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.

3.2 Section 2 - Children's attitude toward those who are different

In this section the students answered a range of questions considering their opinion on people from different ethnic groups and nationalities. Moreover they expressed their feelings about immigrants, their opinion for including these people in our societies, their fears about the behaviour of these individuals. The students has expressed their opinion about making friendship with someone who has different nationality or ethnic group.

3.2.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 205 and the average value is 4.36 and girls' total value is 367 and the average value is 6.92).

In detail, according to the section 2 Children's attitude toward those who are different, the students achieved the following results:

- 1 students (1 boy) are in the range of SUSTAINABLE NEGATIVE ATTITUDE. These children think of their selves as they are the centre of the universe. They make profit from everything and they do not hide that. They like receiving gifts especially expensive but they do not like giving gifts.
- 26 students (16 boys and 10 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 5 students (1 boys and 4 girls) are in the range of NEUTRAL
- 52 students (23 boys and 29 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 16 students (6 boys and 10 girls) are in the range of STABLE POSITIVE ATTITUDE-These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.



3.2.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 354 and the average value is 7.53 and girls' total value is 593 and the average value is 11.19).

According to the section 2 Children's attitude toward those who are different, the students achieved the following results:

- 9 students (8 boys and 1 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 2 students (1 boy and 1 girl) are in the range of NEUTRAL
- 56 students (27 boys and 29 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 33 students (12 boys and 21 girls) are in the range of STABLE POSITIVE ATTITUDE-These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.3 Section 3 - Children's attitude toward people as they are

In this section students answered seven questions considering offensive people, those with psychological problems, lawbreakers, villains, homeless people. They were asked to express their opinion and feelings about these categories of people. There were also questions about hurting people or the personal reaction to upset people.

3.3.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 252 and the average value is 5.36 and girls' total value is 357 and the average value is 6.74).

In detail, according to Section 3 Children's attitude toward people as they are, the students achieved the following results:

- 1 student (1 boy) are in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 18 students (9 boys and 9 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 2 students (1 boy and 1 girl) are in the range of NEUTRAL



- 60 students (28 boys and 32 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE- These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 19 students (8 boys and 11 girls) are in the range of STABLE POSITIVE ATTITUDE- These children are merciful, capable of empathy, compassion and forgiveness.

3.3.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 372 and the average value is 7.91 and girls' total value is 428 and the average value is 8.08).

In detail, according to Section 3 Children's attitude toward people as they are, the students achieved the following results:

- 10 students (6 boys and 4 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 3 students (2 boys and 1 girl) are in the range of NEUTRAL
- 62 students (28 boys and 34 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE- These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 25 students (12 boys and 13 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.

3.4 Summary of the general results

3.4.a Pre-test

The total average results of the Children Self Reflection Questionnaire for boys and girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 749 or average value is 5.31. The girls total value is 1187 or they achieved average value of 7.474 .

The total numbers of 100 students (47 boys and 53 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 6.45.

These charts show the above mention results



Bulgaria Pre-test results				
		Average AGE:11		
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude	1	0	1
	situational - negative attitude	4	0	4
	neutral	0	2	2
	situational - positive attitude	34	43	77
	stable positive attitude	8	8	16
Children's attitude toward those who are different	sustainable-negative attitude	1	0	1
	situational - negative attitude	16	10	26
	neutral	1	4	5
	situational - positive attitude	23	29	52
	stable positive attitude	6	10	16
Student's attitude toward people as they are	sustainable-negative attitude	1	0	1
	situational - negative attitude	9	9	18
	neutral	1	1	2
	situational - positive attitude	28	32	60
	stable positive attitude	8	11	19

3.4.b Post-Test

The total average results of the Children Self Reflection Questionnaire for boys and girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 1100 or average value is 7.80. The girls total value is 1454 or they achieved average value of 9.14.

The total numbers of 100 students (47 boys and 53 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 8.51.

This chart shows the above mentioned results.



Bulgaria Post-test results					
			Average AGE:11		
			M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude:		0	0	0
	situational - negative attitude		5	7	12
	neutral		1	2	3
	situational - positive attitude:		32	33	65
	stable positive attitude		10	10	20
Children's attitude toward those who are different	sustainable-negative attitude:		0	0	0
	situational - negative attitude		8	1	9
	neutral		1	1	2
	situational - positive attitude:		27	29	56
	stable positive attitude		12	21	33
Student's attitude toward people as they are	sustainable-negative attitude:		0	0	0
	situational - negative attitude		6	4	10
	neutral		2	1	3
	situational - positive attitude:		28	34	62
	stable positive attitude		12	13	25

4 Conclusions

The piloting phase in Bulgaria has involved 100 students aged 8 to 14 years old from 4 schools. The TOTAL values of the Children Self Reflection of the boys and the girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 749 or average value is 5.31. The girls' total value is 1187. The achieved average number of the pre-test is 6.45.

The post-test survey was conducted at the end of the activities, the TOTAL values of the Children Self Reflection of the boys and the girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 1100 or average value is 7.80. The girls' total value is 1454 or they achieved average value of 9.14. The achieved average number of the post-test is 8.51.

The comparison between the results of pre-test and post-test questionnaires shows the important improvement of the prosocial attitude by 2.06 points.



ITALY

1 Summary the piloting phase

In Italy, the evaluation has been conducted in 7 different schools, from primary to middle school, involving 93 students.

The tests have been implemented in a period that goes from May 2020 to September 2020. Each school applied a different timing for the pre-test and post-test depending on the activity implemented and on the school timing. The students were aged between 8 to 13 and 8 teachers have been involved.

2 Schools and activities implemented

2.1 I.C. "B.Bonfigli" middle school in San Mariano Corciano (PG)

The teacher implemented an activity about: solidarity, cooperation, help each other, emotions, empathy, positive relationship, bullying prevention, inclusion

The teacher has organized a meeting with an humanistic coach project to deal with the issues of emotions, feelings, kindness. This theme allowed the class to reflect on diversity by linking it to an in-depth reflection after watching the film Be kind.

2.2 I.C. Bosco Chiesanuova middle school in Roverè Veronese (VR)

The teacher implemented an activity about: gratitude, emotions, positive relationship, freedom, respect for the environment

The teacher has decided to propose a lesson plan focused on the "natural" theme. This choice has been motivated by several reasons: to implement the sense of belonging and the emotional bond that connects students to the mountain environment of the communities of residence; to connect to a local historical memory that, for most of them, is also a family and social memory; to emphasize the importance in the personal growth of each persons of a healthy and conscious relationship with the natural environment; to further emphasize the importance of an ecological, global and local consciousness.

2.3 I.C. Verona 13 "Primo Levi", middle school "Salgari" in Verona

The teacher implemented an activity about: solidarity, cooperation, empathy, positive relationship, bullying prevention, inclusion

Given the needs of Distance Learning, the questionnaires were converted into "Google forms", then 5 videos ("short" Pixar or similar videos in CGI) were chosen that contained suitable food for thought.



These videos were proposed, at scheduled deadlines, through the G-suite platform and in particular the "Google Classroom" application.

Due to the difficulties and the heaviness of Distance Learning, the students, initially about twenty, showed that they were struggling to follow the activity, which was then shortened to the first 4 videos, given the substantial abandonment of several students (joining the project was voluntary, which is why the students were not forced to keep their commitment).

2.4 I.C. “Cavalchini Moro”, primary school “Cesare Marchi” in Villafranca di Verona (VR)

The teacher implemented an activity about: peace, emotions, empathy, inclusion. This class has been working for two years on prosocial values activities. In this case the teacher has wanted to focus the attention on a little activity that increases the respect of others. In the gym, where it was possible to move and work comfortably in group, the teacher has read the book “The bus of Rosa” (story about Rosa Parks and racial discrimination). At the end of the reading time, the teacher has asked some questions about the emotions that children had felt when they were listening to the story. Three days later children will do an experiment: during the normal activity in class only few children can take part in the lesson (for example only the ones with brown hair); every 15 minutes the teacher changed the physical characteristics. In this way all the class has been able to feel what discrimination is.

2.5 I.C. “Donadoni” primary school in Sarnico (BG)

The teacher implemented an activity about: empathy, positive relationship, bullying prevention. The goal of the teacher was to work on the prevention of bullying by working on empathy and collaboration between children. The teacher has started with a brainstorming: How do we behave with other classmates? Let’s think of some kind words and gestures to use in class. After that she has read the story: “A creature named Bip” followed by a general discussion on “What emotions did this story arouse in you?”. The children has been invited to produce drawings and thoughts on the story told.

2.6 I.C. di Monteforte d’Alpone (VR), primary school “Bruno Anzolin”

The teacher implemented an activity about: solidarity, equity, cooperation, positive relationship, freedom. The aim of the teachers was to try to help children to deal calmly with any disagreements that may arise during play or activities and to consolidating good relationships within the class group and with others in general. The teachers have encouraged the reflection on the use of kind words and on the search for accommodating solutions. The first part of the activity was to listen to the song "Una favola speciale – a special fairy tale" and answer to a multiple choice tests on the fundamental concepts of the story and related topics. The teachers has promoted a reflection activity to identify the solution of a "problem" through the scientific method to reach a fair conclusion for the characters involved.



2.7 I.C. Verona 13 “Primo Levi”, primary school “L. Milani”

The teacher implemented an activity about: cooperation, mutual help, positive relationship, respect for environment. The teacher has decided to work during the lessons of Civics on the cleaning of the school garden as a way to respect the environment and of taking care of common spaces. During the lessons, the activity was introduced through a Circle Time, in which it was established what to do and who should do it. In the schoolyard, with the class support teacher, a group of children were interested in removing the weeds, accumulating them so that once dried they could be mulched on the same ground where they worked. Another group took care of placing stones along the flowerbed to delimit the space. The other teacher in the classroom, guided the other children in the realization of the posters they had designed. The children worked in pairs, in a serene atmosphere.

3 Results of the self reflection questionnaires for students

Questions for students were divided into three sections, and each session contains 7 questions with range of values from -3 to 3. The range of the total values was among -21 and + 21 and these are the results:

93 students were interviewed and 46 of them or 49.46% were boys and 47 or 50.54 % of them were girls.

3.1 Section 1 - Children’s attitude toward humans, towards others

The students have answered the questions considering these situations: taking risks for helping others, their feelings for the helpless people, sharing gifts. They have given their opinions about the homeless people, expressing their stereotypes. They have also been asked about receiving rewards to help adults.

3.1.a Analysis of the pre-test results

The final total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 385 or average value 8.37. The final total value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 452 or average value 9.62.

In detail, according to the section number one Children’s attitude toward humans, towards others the students achieved the following results:

- 3 students (2 boys and 1 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 5 students (4 boys and 1 girl) are in the range of NEUTRAL



- 48 students (25 boys and 23 girl) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 37 students (15 boys and 22 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.

3.1.b Analysis of the post-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 464 or average value 10.9. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 571 or average value 12.15.

These children will help but if they are asked to. They would like to give gifts but if you give them a gift too. If you don't give them a gift too, they are upset.

In detail, according to the section number one Children's attitude toward humans, towards others they achieved the following results:

- 2 students (2 boys) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 4 students (3 boys and 1 girls) are in the range of NEUTRAL
- 42 students (21 boys and 21 girl) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 45 students (20 boys and 25 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.

3.2 Section 2 - Children's attitude toward those who are different

In this section the students answered a range of questions considering their opinion on people from different ethnic groups and nationalities. Moreover they expressed their feelings about immigrants, their opinion for including these people in our societies, their fears about the behaviour of these individuals. The students has expressed their opinion about making friendship with someone who has different nationality or ethnic group.

3.2.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 322 and the average value is 7.00 and girls' total value is 455 and the average value is 9.68).



In details, according to the section number two Children's attitude toward those who are different, the students achieved the following results:

- 10 students (7 boys and 3 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 6 students (2 boy and 4 girl) are in the range of NEUTRAL
- 42 students (24 boys and 18 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE- These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 35 students (13 boys and 22 girls) are in the range of STABLE POSITIVE ATTITUDE-These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.2.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 302 and the average value is 6.57 and girls' total value is 381 and the average value is 8.11).

These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.

In details, according to the section number two Children's attitude toward those who are different, the students achieved the following results:

- 13 students (9 boys and 4 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 7 students (2 boy and 5 girl) are in the range of NEUTRAL
- 45 students (24 boys and 21 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE- These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 28 students (11 boys and 17 girls) are in the range of STABLE POSITIVE ATTITUDE-These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.3 Section 3 - Children's attitude toward people as they are

In this section students answered seven questions considering offensive people, those with psychological problems, lawbreakers, villains, homeless people. They were asked to express their opinion and feelings about these categories of people. There were also questions about hurting people or the personal reaction to upset people.



3.3.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 159 and the average value is 3.46 and girls' total value is 151 and the average value is 3.21).

In details, according to section number three Student's attitude toward people as they are, the students achieved the following results:

- 2 students (1 boy and 1 girl) is in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 19 students (11 boys and 8 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 12 students (8 boys and 4 girls) are in the range of NEUTRAL
- 44 students (21 boys and 23 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 16 students (5 boys and 11 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.

3.3.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 206 and the average value is 4.48 and girls' total value is 251 and the average value is 5.34). - These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.

In details, according to Section number three Student's attitude toward people as they are, the students achieved the following results:

- 1 student (1 boy) is in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 18 students (11 boys and 7 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 7 students (5 boys and 2 girl) are in the range of NEUTRAL
- 52 students (22 boys and 30 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, percive as they can take their joy away.
- 15 students (7 boys and 8 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of emphaty, compassion and forgiveness.



3.4 Summary of the general results

3.4.a Pre-test

The total average results of the Children Self Reflection Questionnaire for boys and girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 866 or average value is 6.28. The girls total value is 1058 or they achieved average value of 7.50.

The total numbers of 93 students (46 boys and 47 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 6.90.

The following chart shows the results in details:

Italy Pre-test results				
AGE: 12				
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude	0	0	0
	situational - negative attitude	2	1	3
	neutral	4	1	5
	situational - positive attitude	25	23	48
	stable positive attitude	15	22	37
Children's attitude toward those who are different	sustainable-negative attitude	0	0	0
	situational - negative attitude	7	3	10
	neutral	2	4	6
	situational - positive attitude	24	18	42
	stable positive attitude	13	22	35
Student's attitude toward people as they are	sustainable-negative attitude	1	1	2
	situational - negative attitude	11	8	19
	neutral	8	4	12
	situational - positive attitude	21	23	44
	stable positive attitude	5	11	16

3.4.b Post-Test

The total average results of the Children Self Reflection Questionnaire for boys and girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 972 or average value is 7.04. The girls total value is 1203 or they achieved average value of 8.53.

The total numbers of 93 students (46 boys and 47 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 7.80.



This chart shows in details the above mentioned results:

Italy Post-test results				
		Average AGE:12		
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude	0	0	0
	situational - negative attitude	2	0	2
	neutral	3	1	4
	situational - positive attitude	21	21	42
	stable positive attitude	20	25	45
Children's attitude toward those who are different	sustainable-negative attitude	0	0	0
	situational - negative attitude	9	4	13
	neutral	2	5	7
	situational - positive attitude	24	21	45
	stable positive attitude	11	17	28
Student's attitude toward people as they are	sustainable-negative attitude	1	0	1
	situational - negative attitude	11	7	18
	neutral	5	2	7
	situational - positive attitude	22	30	52
	stable positive attitude	7	8	15

4 Conclusions

In Italy, the piloting tests have been implemented in a period that goes from May 2020 to September 2020 in 7 different schools. The evaluation questionnaire is divided into three sections of 7 questions, with a range of agreement values that goes from -3 to +3. It was given to all involved students before and after the activities.

The total average results of the Children Self Reflection Questionnaire for boys and girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 866 or average value is 6.28. The girls' total value is 1058. The achieved average number of the pre-test is 6.90.

The post-test survey was conducted at the end of the activities. The total average results of the Children Self Reflection Questionnaire for boys and girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 972 or average value is 7.04. The girls' total value is 1203 or they achieved average value of 8.53. The achieved average number of the post-test is 7.80.

In both situations the students ranked in the situational positive attitude, but in the total average the score is improved by 0.90, showing the positive impact of the ProSocial activities.



LITHUANIA

1 Summary the piloting phase

In Lithuania the piloting phase has been implemented in the Velzys Gymnasium, ambassador school of the Nobody Less community network, from January to September 2020. 51 students from the fourth and 59 students from the sixth grade of Velzys Gymnasium participated in the pilots. The students from the fourth grade has been selected to identify a starting point for the activities about prosociality in the following year. The students of the sixth grade has been selected to evaluate the impact of the previous activities.

2 Schools involved and activities implemented

Three different categories of activities have been implemented:

2.1 Primary development

Students from the fourth grade has followed lessons about prosocial values during integration of different subjects (knowledge of the world, Lithuanian, ethics and religion) and implementing the program “Second Step” focused on social and emotional competences as well as violence prevention. Examples of the lessons are: “I Am Learning From Examples” (what lessons I can get observing others); “Politeness Abroad” (how to behave with foreigners as not to insult them or other hosts); “As Much as You Give Comes in Return” (what I give others and what I can expect from them); “Different Views” (what to do when different views appear); “What it Means to Be Tolerant” (creating symbol of tolerance, talks about tolerant and intolerant behavior), “Different and Alike” (division of works, what is important while making a decision).

2.2 Basic development

In basic development the values are an integral part of sixth grade activities;the program Adolescence Crossroads is designed to develop social-emotional competences and violence prevention. Example of implemented lessons are: “I Live Together with Others”, “Kindness is Born in Your Heart”, “Moods and Feelings while Socializing”, “Gifts Strengthen Friendship” (talks about gifts you cannot buy, their importance), “Life in Community, Web of Relations”, “Foreign Countries –Foreign Habits” (to teach tolerance).

2.3 Adolescence Crossroads

Students from the sixth grade also followed other lessons: “Emotions” (learn to name and analyse emotions, experienced by different people in similar situations); “A Drop in a Vessel” (how we affect



emotions of others, and how others affect ours) , “Pits and Peaks” (learn about the relations among emotions, thoughts and behavior, learn to keep thoughts and behavior under control in complicated circumstances), “The Birth of Friendship” (describe friendship and true features of a good friend), “A Friendship Needs Two” (learn to strengthen appreciate friendship). Teachers receive a valuable support from other specialists, who conduct lectures on integrated lessons, or psychic and social health.

3 Results of the self reflection questionnaires for students

Questions for students were divided into three sections, and each session contains 7 questions with range of values from -3 to 3. The range of the total values was among -21 and + 21 and these are the results:

119 students were interviewed and 59 of them or 54.13 % were boys and 50 or 45.87 % of them were girls.

3.1 Section 1 - Children’s attitude toward humans, towards others

The students have answered the questions considering these situations: taking risks for helping others, their feelings for the helpless people, sharing gifts. They have given their opinions about the homeless people, expressing their stereotypes. They have also been asked about receiving rewards to help adults.

3.1.a Analysis of the pre-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 356 or average value 6.25. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 394 or average value 7.43.

In detail, according to the section 1 Children’s attitude toward humans, towards others they achieved the following results:

- 5 students (4 boys and 1 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 4 students (3 boy and 1 girl) is in the range of NEUTRAL
- 79 students (44 boys and 35 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE -These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 22 students (6 boys and 16 girls) are in the range of STABLE POSITIVE ATTITUDE- They like helping others and they like giving gifts just like that.



3.1.b Analysis of the post-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 369 or average value 5.77. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 493 or average value 8.96.

In detail, according to the section 1 Children's attitude toward humans, towards others they achieved the following results:

- 6 students (4 boys and 2 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 1 student (1 boy) is in the range of NEUTRAL
- 77 students (46 boys and 31 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 25 students (8 boys and 17 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.

3.2 Section 2 - Children's attitude toward those who are different

In this section the students answered a range of questions considering their opinion on people from different ethnic groups and nationalities. Moreover they expressed their feelings about immigrants, their opinion for including these people in our societies, their fears about the behaviour of these individuals. The students has expressed their opinion about making friendship with someone who has different nationality or ethnic group.

3.2.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 286 and the average value is 5.02 and girls' total value is 335 and the average value is 6.32).

According to the section 2 Children's attitude toward those who are different, the students achieved the following results:

- 18 students (11 boys and 7 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 11 students (7 boys and 4 girls) are in the range of NEUTRAL
- 54 students (26 boys and 28 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.



- 27 students (13 boys and 14 girls) are in the range of STABLE POSITIVE ATTITUDE - These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.2.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 272 and the average value is 4.25 and girls' total value is 431 and the average value is 7.84).

In detail, according to the section2 Children's attitude toward those who are different, the students achieved the following results:

- 16 students (13 boys and 3 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 67 students (35 boys and 32 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 26 students (11 boys and 15 girls) are in the range of STABLE POSITIVE ATTITUDE - These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.3 Section 3 - Children's attitude toward people as they are

In this section students answered seven questions considering offensive people, those with psychological problems, lawbreakers, villains, homeless people. They were asked to express their opinion and feelings about these categories of people. There were also questions about hurting people or the personal reaction to upset people.

3.3.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 118 and the average value is 2.07 and girls' total value is 274 and the average value is 5.17).

In detail, according to Section 3 Student's attitude toward people as they are, the students achieved the following results:

- 2 students (2 boys) are in the range of SUSTAINABLE NEGATIVE ATTITUDE



- 27 students (16 boys and 10 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE- These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 9 students (6 boys and 3 girls) are in the range of NEUTRAL
- 53 students (23 boys and 30 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 20 students (10 boys and 10 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.

3.3.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 218 and the average value is 3.41 and girls' total value is 359 and the average value is 6.53).

In detail, according to Section 3 Children's attitude toward people as they are, the students achieved the following results:

- 17 students (14 boys and 3 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE- These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 8 students (4 boys and 4 girls) are in the range of NEUTRAL
- 67 students (35 boys and 32 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 26 students (11 boys and 15 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.

3.4 Summary of the general results

3.4.a Pre-test

The TOTAL values of the Children Self Reflection of the boys and the girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 760 or average value is 4.44. The girls total value is 1003 or they achieved average value of 6.31.

The total numbers of 110 students (59 boys and 50 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 5.34.



The following tables show the above mention results:

Lithuania Pre-test results					
			Average AGE:11		
			M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude		0	0	0
	situational - negative attitude		4	1	5
	neutral		3	1	4
	situational - positive attitude		44	35	79
	stable positive attitude		6	16	22
Children's attitude toward those who are different	sustainable-negative attitude		0	0	0
	situational - negative attitude		11	7	18
	neutral		7	4	11
	situational - positive attitude		26	28	54
	stable positive attitude		13	14	27
Student's attitude toward people as they are	sustainable-negative attitude		2	0	2
	situational - negative attitude		16	10	27
	neutral		6	3	9
	situational - positive attitude		23	30	53
	stable positive attitude		10	10	20

3.4.b Post-Test

The TOTAL values of the Children Self Reflection of the boys and the girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 859 or average value is 4.47. The girls total value is 1283 or they achieved average value of 8.55 .

The total numbers of 109 students (59 boys and 50 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 6.55.

The following tables summarize the above mentioned results:



Lithuania Post-test results				
Average AGE:11				
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude:	0	0	0
	situational - negative attitude	4	2	6
	neutral	1	0	1
	situational - positive attitude:	46	31	77
	stable positive attitude	8	17	25
Children's attitude toward those who are different	sustainable-negative attitude:	0	0	0
	situational - negative attitude	13	3	16
	neutral	0	0	0
	situational - positive attitude:	35	32	67
	stable positive attitude	11	15	26
Student's attitude toward people as they are	sustainable-negative attitude:	0	0	0
	situational - negative attitude	14	3	17
	neutral	4	4	8
	situational - positive attitude:	35	32	67
	stable positive attitude	6	11	17

4 Conclusions

In Lithuania the piloting phase has been implemented from January to September 2020 involving 109 students from the and the fourth and the sixth grade.

The TOTAL values of the Children Self Reflection of the boys and the girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 760 or average value is 4.44. The girls' total value is 1003 or they achieved average value of 6.31. The achieved average number of the pre-test is 5.34.

The post-test survey was conducted on September when all activities with students were completed. The TOTAL values of the Children Self Reflection of the boys and the girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 859 or average value is 4.47. The girls' total value is 1283 or they achieved average value of 8.55. The achieved average value of the post-test is 6.55.

The comparison between the pre-test and post-test shows an improvement of 1.21 points in the prosocial attitude, demonstrating the positive impact of the implemented activities.



NORTH MACEDONIA

1 Summary the piloting phase

In North Macedonia a wide range of activities have been realized and during the piloting phase in 4 different schools questionnaires have been conveyed to students in order to show the improvement of their prosocial skills. Students aged 11 to 15 old gender-balanced, a mixed ethnic composition has been involved.

During the piloting phase, Friends of Education has selected a sample of 99 students in several ambassador schools of the Nobody Less community.

2 Schools and activities implemented

2.1 Zivko Brajkovski Primary School in Skopje

In the primary school Zivko Brajkovski from Skopje, a section "Healthy food, healthy generations" was formed, which includes 20 students who attend classes in Macedonian and Albanian. The students had weekly meetings where students made posters and flyers on healthy food that they presented to local people, then made a variety of Christmas decorations, lanterns, Christmas trees, wreaths and similar, made from pasta, and visited the Vitalia health food factory. In the period of distance learning caused by the COVID19, the activities continued on the Zoom platform, where they had activities on the occasion of Easter and on the occasion of Earth Day, which were actually part of the Prosocial Week. The second test of the students was conducted in May. The responsible teachers instructed one student to collect electronically completed encrypted tests from the students.

2.2 Strasho Pindzur and Kliment Ohridski primary schools in Prilep

The Primary schools from Prilep realized a wide range of sport activities, among students from different Primary schools. It was realized an activity of reading poems and short stories on topic Prosocial Values. More than 30 students took part, read and spread the ProSocial values spirit among the other students. During the lockdown it was opened an art contest on topic "Paint and draw your Prosocial feelings".

2.3 Grigor Prlichev from Ohrid

As part of the project activities for organizing and conducting Prosocial Week in the Ambassador School "Grigor Prlichev" from Ohrid, several school activities were realized aimed at promoting prosocial values. The piloting activities has been carried out with eighth grade students (13-15 years old). 14 teachers, school pedagogues and psychologists also agreed to get involved in organizing and conducting school activities.



3 Results of the self reflection questionnaire for students

Questions for students were divided into three sections, and each session contains 7 questions with range of values from -3 to 3. The range of the total values was among -21 and + 21. 99 students were interviewed and 45 of them or 45.45% were boys and 54 or 54.55 % of them were girls.

3.1 Section 1 - Children's attitude toward humans, towards others

The students have answered the questions considering these situations: taking risks for helping others, their feelings for the helpless people, sharing gifts. They have given their opinions about the homeless people, expressing their stereotypes. They have also been asked about receiving rewards to help adults.

3.1.a Analysis of the pre-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 462 or average value 10.27. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 518 or average value 9.59.

In detail, according to the section 1 Children's attitude toward humans, towards others they achieved the following results:

- 3 students (1 boy and 2 girls) are in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 6 students (3 boys and 3 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 7 students (4 boys and 3 girls) are in the range of NEUTRAL
- 51 students (21 boys and 30 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 32 students (16 boys and 16 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.

3.1.b Analysis of the post-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 510 or average value 11.33. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 532 or average value 9.85.

In detail, according to the section 1 Children's attitude toward humans, towards others they achieved the following results:

- 2 students (2 girls) are in the range of SUSTAINABLE NEGATIVE ATTITUDE



- 3 students (2 boys and 1 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 5 students (2 boys and 3 girls) are in the range of NEUTRAL
- 59 students (34 boys and 25girl) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 30 students (16 boys and 14 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.

3.2 Section 2 - Children's attitude toward those who are different

In this section the students answered a range of questions considering their opinion on people from different ethnic groups and nationalities. Moreover they expressed their feelings about immigrants, their opinion for including these people in our societies, their fears about the behaviour of these individuals. The students has expressed their opinion about making friendship with someone who has different nationality or ethnic group.

3.2.a Analysis of the pre-test result

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 291 and the average value is 6.47 and girls' total value is 376 and the average value is 6.96).

In detail, according to the section 2 Children's attitude toward those who are different, the students achieved the following results:

- 6 students (4 boys and 2 girls) are in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 13 students (7 boys and 6 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 9 students (4 boys and 5 girl) are in the range of NEUTRAL
- 21 students (28 boys and 49 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 22 students (9 boys and 13 girls) are in the range of STABLE POSITIVE ATTITUDE -These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.



3.2.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 582 and the average value is 12.93 and girls' total value is 681 and the average value is 12.61).

In detail, according to the section 2 Children's attitude toward those who are different, the students achieved the following results:

- 3 students (2 boys and 1girl) are in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 8 students (4 boys and 4 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 8 students (4 boys and 4 girls) are in the range of NEUTRAL
- 56 students (24 boys and 32 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 24 students (11 boys and 13 girls) are in the range of STABLE POSITIVE ATTITUDE-These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.3 Section 3 - Children's attitude toward people as they are

In this section students answered seven questions considering offensive people, those with psychological problems, lawbreakers, villains, homeless people. They were asked to express their opinion and feelings about these categories of people. There were also questions about hurting people or the personal reaction to upset people.

3.3.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 84 and the average value is 1.87 and girls' total value is 272 and the average value is 5.04).

According to Section 3 Children's attitude toward people as they are, the students achieved the following results:

- 14 students (9 boys and 5 girls) is in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 22 students (10 boys and 12 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 9 students (3 boys and 6 girls) are in the range of NEUTRAL



- 37 students (22 boys and 15 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 17 students (8 boys and 9 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.

3.3.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 432 and the average value is 9.60 and girls' total value is 403 and the average value is 7.46).

According to Section 3 Children's attitude toward people as they are, the students achieved the following results:

- 8 students (6 boys and 2 girls) is in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 20 students (8 boys and 12 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 11 students (5 boys and 6 girls) are in the range of NEUTRAL
- 44 students (19 boys and 25 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 16 students (7 boys and 9 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.

3.4 Summary of the general results

3.4.a Pre-test

The TOTAL values of the Children Self Reflection of the boys and the girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 837 or average value is 6.20. The girls total value is 1166 or they achieved average value of 7.20.

The total numbers of 99 students (45 boys and 54 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 6.74.

This chart shows the above mention results according to the three sections:



North Macedonia Pre-test results				
AGE: 12				
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude	1	2	3
	situational - negative attitude	3	3	6
	neutral	4	3	7
	situational - positive attitude	21	30	51
	stable positive attitude	16	16	32
Children's attitude toward those who are different	sustainable-negative attitude	4	2	6
	situational - negative attitude	7	6	13
	neutral	4	5	9
	situational - positive attitude	21	28	49
	stable positive attitude	9	13	22
Student's attitude toward people as they are	sustainable-negative attitude	9	5	14
	situational - negative attitude	10	12	22
	neutral	3	6	9
	situational - positive attitude	15	22	37
	stable positive attitude	8	9	17

3.4.b Post-Test

The total average results of the Children Self Reflection Questionnaire for boys and girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 1524 or average value is 11.29. The girls total value is 1616 or they achieved average value of 9.98.

The total numbers of 99 students (45 boys and 54 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 10.57.

This chart shows the above mention results according to the three sections:



North Macedonia Post-test results				
		Average AGE:12		
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude	0	2	2
	situational - negative attitude	2	1	3
	neutral	2	3	5
	situational - positive attitude	25	34	59
	stable positive attitude	16	14	30
Children's attitude toward those who are different	sustainable-negative attitude	2	1	3
	situational - negative attitude	4	4	8
	neutral	4	4	8
	situational - positive attitude	24	32	56
	stable positive attitude	11	13	24
Student's attitude toward people as they are	sustainable-negative attitude	6	2	8
	situational - negative attitude	8	12	20
	neutral	5	6	11
	situational - positive attitude	19	25	44
	stable positive attitude	7	9	16

4 Conclusions

In North Macedonia the piloting phase has been implemented from November 2019 to involving students from 11 to 15 years old.

The TOTAL values of the Children Self Reflection of the boys and the girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 837 or average value is 6.20. The girls' total value is 1166. The achieved average number of the pre-test is 6.74.

The TOTAL values of the Children Self Reflection of the boys and the girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 1524 or average value is 11.29. The girls' total value is 1616 or they achieved average value of 9.98. The achieved average number of the post-test is 10.57.

Comparing the pre-test and post-test it results an improvement of 3.83 points, showing how positively the educational activities implemented have a positive impact in the general prosocial attitude.



SPAIN

1 Summary the piloting phase

The pilot tests in Spain have been conducted in 4 classrooms from 3 Primary Schools. Two of these schools are placed in the city of Valladolid and one in a village. Pre-test and post-test were done during school time. Pretest were planned to be hold from mid February 2020 to end of March 2020. Due to COVID19 and the subsequent lock down of presential teaching only two classrooms could survey the pretest on February and 2 classes did the pre-test online. Post-test have been surveyed on September 2020, once the presential teaching started.

120 pupils were involved in the pilots. Pupils were between 7 and 12 years old (78 of them aged 7 and 8 years old and 42 aged 11-12 years old). Four teachers have been involved on the pilots.

2 Schools involved and activities implemented

2.1 Primary School in Valladolid

The teacher implemented an activity about emotions, empathy, inclusion, environmental protection, multilingualism, bullying prevention.

The idea behind the activity was to prevent bullying in primary school and to promote empathy and solidarity attitudes; to respect the other opinion and to be able to work through conflict and negotiate a situation; to know how to solve complicated situations without harassing; to develop opposition skills respecting others.

2.2 Primary school in the province of Valladolid

The teacher implemented an activity about gratitude, emotions, empathy, positive relations. Pupils had to collect information related to the postal address of their grandparents, friends, other family members and loved ones. Then each pupil wrote handwritten letters to their dearest persons, keeping in mind how they would felt after so many time without seeing each other as the lock down was a long period for children. Grandparents, family and friends received letters full of affection in a period where we were all at home without being able to move to visit anyone. The teachers has chosen this kind of activities because writing a letter implies cognitive and school contents like language but also to get used to recognize, reflect and then express emotions placing oneself in the someone else's shoes in order to write him or her a letter to show affection to whom it was addressed.



2.3 Primary School in Valladolid

The teacher implemented an activity about empathy, environmental protection and inclusion. The teacher has planned a visit to one of the city gardens but it was canceled due to the lock down. Thus the teacher prepared a virtual excursion to the most beautiful garden in Valladolid “El Campo Grande”, and get to know its fauna and flora, its big variety of flora made this garden an authentic botanic garden. In this way the pupils could approach to the flora and fauna of the most beautiful garden in Valladolid created in 1787 and could reflect on the importance of environmental protection.

3 Results of the self reflection questionnaires for students

Questions for students were divided into three sections, and each session contains 7 questions with range of values from -3 to 3. The range of the total values was among -21 and + 21 and these are the results:

120 students were interviewed and 76 of them or 63.33% were boys and 44 or 36.67 % of them were girls.

3.1 Section 1 - Children’s attitude toward humans, towards others

The students have answered the questions considering these situations: taking risks for helping others, their feelings for the helpless people, sharing gifts. They have given their opinions about the homeless people, expressing their stereotypes. They have also been asked about receiving rewards to help adults.

3.1.a Analysis of the pre-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 272 or average value 3.58. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 180 or average value 4.09.

In details, according to the section 1 Children’s attitude toward humans, towards others they achieved the following results:

- 10 students (4 boys and 6 girls) is in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 26 students (18 boys and 8 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 6 students (4 boys and 2 girls) are in the range of NEUTRAL
- 62 students (36 boys and 26 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.



- 16 students (14 boys and 2 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.

3.1.b Analysis of the post-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 361 or average value 4.75. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 311 or average value 7.07.

In detail, according to the section 1 Children's attitude toward humans, towards others they achieved the following results:

- 6 students (2 boys and 4 girls) is in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 16 students (9 boys and 7 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 9 students (7 boys and 2 girls) are in the range of NEUTRAL
- 68 students (41 boys and 27 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 21 students (17 boys and 4 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.

3.2 Section 2 - Children's attitude toward those who are different

In this section the students answered a range of questions considering their opinion on people from different ethnic groups and nationalities. Moreover they expressed their feelings about immigrants, their opinion for including these people in our societies, their fears about the behaviour of these individuals. The students has expressed their opinion about making friendship with someone who has different nationality or ethnic group.

3.2.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 354 and the average value is 4.66 and girls' total value is 480 and the average value is 10.91).

In detail, according to the section 2 Children's attitude toward those who are different, the students achieved the following results:

- 2 students (2 boys) are in the range of SUSTAINABLE NEGATIVE ATTITUDE. These children think of their selves as they are the centre of the universe. They make profit from everything and they do not hide that. They like receiving gifts especially expensive but they do not like giving gifts.



- 26 students (18 boys and 8 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 8 students (6 boys and 2 girls) are in the range of NEUTRAL
- 39 students (25 boys and 14 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE- These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 35 students (15 boys and 20 girls) are in the range of STABLE POSITIVE ATTITUDE-These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.2.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 518 and the average value is 6.82 and girls' total value is 511 and the average value is 11.61).

In detail, according to the section 2 Children's attitude toward those who are different, the students achieved the following results:

- 1 student (1 boy) are in the range of SUSTAINABLE NEGATIVE ATTITUDE. These children think of their selves as they are the centre of the universe. They make profit from everything and they do not hide that. They like receiving gifts especially expensive but they do not like giving gifts.
- 19 students (13 boys and 6 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 14 students (9 boys and 5 girls) are in the range of NEUTRAL
- 49 students (30 boys and 19 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE- These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 27 students (13 boys and 14 girls) are in the range of STABLE POSITIVE ATTITUDE-These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.3 Section 3 - Children's attitude toward people as they are

In this section students answered seven questions considering offensive people, those with psychological problems, lawbreakers, villains, homeless people. They were asked to express their opinion and feelings about these categories of people. There were also questions about hurting people or the personal reaction to upset people.



3.3.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 400 and the average value is 5.26 and girls' total value is 226 and the average value is 5.14).

In detail, according to Section 3 Children's attitude toward people as they are, the students achieved the following results:

- 4 students (4 girls) are in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 12 students (10 boys and 2 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 12 students (8 boy and 4 girl) are in the range of NEUTRAL
- 74 students (46 boys and 28 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 18 students (12 boys and 6 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.

3.3.b Analysis of the post-test result

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 577 and the average value is 7.59 and girls' total value is 333 and the average value is 7.57).

In detail, according to Section 3 Children's attitude toward people as they are, the students achieved the following results:

- 2 students (2 girls) are in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 9 students (6 boys and 3 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 14 students (8 boys and 6 girls) are in the range of NEUTRAL
- 73 students (48 boys and 25 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 22 students (14 boys and 8 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.



3.4 Summary of the general results

3.4.a Pre-test

The TOTAL values of the Children Self Reflection of the boys and the girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 1026 or average value is 4.50. The girls total value is 886 or they achieved average value of 6.71.

The total numbers of 120 students (76 boys and 44 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 5.31.

The charts show the above mentioned results:

Spain Pre-test results				
		Average AGE:9		
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude	4	6	10
	situational - negative attitude	18	8	26
	neutral	4	2	6
	situational - positive attitude	36	26	62
	stable positive attitude	14	2	16
Children's attitude toward those who are different	sustainable-negative attitude	2	0	2
	situational - negative attitude	18	8	26
	neutral	6	2	8
	situational - positive attitude	25	14	39
	stable positive attitude	15	20	35
Student's attitude toward people as they are	sustainable-negative attitude	0	4	4
	situational - negative attitude	10	2	12
	neutral	8	4	12
	situational - positive attitude	46	28	74
	stable positive attitude	12	6	18

3.4.b Post-test

The total average results of the Children Self Reflection Questionnaire for boys and girls in the post testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 1456 or average value is 6.39. The girls total value is 1155 or they achieved average value of 8.75.

The total numbers of 120 students (76 boys and 44 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 7.25.

These charts show the above mentioned results.



Spain Post-test results				
		Average AGE:9		
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude:	2	4	6
	situational - negative attitude	9	7	16
	neutral	7	2	9
	situational - positive attitude:	41	27	68
	stable positive attitude	17	4	21
Children's attitude toward those who are different	sustainable-negative attitude:	1	0	1
	situational - negative attitude	13	6	19
	neutral	9	5	14
	situational - positive attitude:	30	19	49
	stable positive attitude	13	14	27
Student's attitude toward people as they are	sustainable-negative attitude:	0	2	2
	situational - negative attitude	6	3	9
	neutral	8	6	14
	situational - positive attitude:	48	25	73
	stable positive attitude	14	8	22

4 Conclusions

In Spain the piloting tests have been implemented from February to September 2020, involving 120 students from 4 classes aged 7 to 12 years old.

The TOTAL values of the Children Self Reflection of the boys and the girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 1026 or average value is 4.50. The girls' total value is 886. The achieved average number of the pre-test is 5.31.

The TOTAL values of the Children Self Reflection of the boys and the girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 1456 or average value is 6.39. The girls' total value is 1155 or they achieved average value of 8.75. The achieved average number of the post-test is 7.25.

The analysis shows an increasing of 1.94 points in the prosocial attitudes, indicating how the ProSocial Values approach can have a positive influence.



TURKEY

1 Summary the piloting phase

The piloting phase in Turkey has been implemented from February to September 2020, involving 98 students aged 10 to 13 years old, from 3 schools in Uşak.

2 Schools involved and activities implemented

2.1 “Aybey”, “Bireylül” and “Hasibe Mazhar” Primary School in Uşak

After the training courses of ProSocial Values, the teachers from the 3 different schools have all decided to implemented an activity about cooperation and empathy with the aim of preventing bullying in primary school. The teachers wanted the pupils to learn how to work through conflict and negotiate a situation, to respect other’s opinion, to solve complicated situations without violence. The teachers have started by giving information about bullying. Then the students has been divided in teams to produce robots via coding. The students have had to take into consideration the different situations in order to carry out activities aimed at cooperation to help each other, work together and inclusion. At the end of the programming phase they have used the robots they have developed together. The students were very motivated and were eager to continue to work together.

3 Results of the self reflection questionnaires for students

Questions for students were divided into three sections, and each session contains 7 questions with range of values from -3 to 3. The range of the total values was among -21 and + 21 and these are the results:

98 students were interviewed and 50 of them or 51.02 % were boys and 48 or 48.98 % of them were girls.

3.1 Section 1 - Children’s attitude toward humans, towards others

The students have answered the questions considering these situations: taking risks for helping others, their feelings for the helpless people, sharing gifts. They have given their opinions about the homeless people, expressing their stereotypes. They have also been asked about receiving rewards to help adults.



3.1.a Analysis of the pre-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 395 or average value 7.6. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 380 or average value 8.26

In detail, according to the section 1 Children's attitude toward humans, towards others they achieved the following results:

- 7 students (4 boys and 3 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 3 students (2 boys and 1 girls) are in the range of NEUTRAL
- 61 students (29 boys and 32 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 27 students (15 boys and 12 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.

3.1.b Analysis of the post-test results

The achieved total value of the boys is SITUATIONAL POSITIVE ATTITUDE, the number value is 463 or average value 9.08. The achieved value of the girls is in the same range SITUATIONAL POSITIVE ATTITUDE and their achieved total value number is 398 or average value 8.84.

According to the section 1 Children's attitude toward humans, towards others they achieved the following results:

- 5 students (2 boys and 3 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children rarely think of others needs and feelings. They would do something for you if they gain something in return.
- 1 student (1 boy) is in the range of NEUTRAL
- 55 students (28 boys and 27 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children will help but if they are asked to. They would like to give gifts but if you give them a gift too.
- 35 students (20 boys and 15 girls) are in the range of STABLE POSITIVE ATTITUDE - They like helping others and they like giving gifts just like that.



3.2 Section 2 - Children's attitude toward those who are different

In this section the students answered a range of questions considering their opinion on people from different ethnic groups and nationalities. Moreover they expressed their feelings about immigrants, their opinion for including these people in our societies, their fears about the behaviour of these individuals. The students has expressed their opinion about making friendship with someone who has different nationality or ethnic group.

3.2.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 180 and the average value is 3.46 and girls' total value is 148 and the average value is 3.22).

In detail, according to the section 2 Children's attitude toward those who are different, the students achieved the following results:

- 2 students (1 boy and 1 girl) are in the range of SUSTAINABLE NEGATIVE ATTITUDE. These children think of their selves as they are the centre of the universe. They make profit from everything and they do not hide that. They like receiving gifts especially expensive but they do not like giving gifts.
- 24 students (12 boys and 12 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 5 students (3 boys and 2 girls) are in the range of NEUTRAL 56 students (30 boys and 26 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 11 students (4 boys and 7 girls) are in the range of STABLE POSITIVE ATTITUDE - These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.2.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 221 and the average value is 4.33 and girls' total value is 196 and the average value is 4.36).

In detail, according to the section 2 Children's attitude toward those who are different, the students achieved the following results:



- 1 student (1 boy) is in the range of SUSTAINABLE NEGATIVE ATTITUDE. These children think of their selves as they are the centre of the universe. They make profit from everything and they do not hide that. They like receiving gifts especially expensive but they do not like giving gifts.
- 20 students (8 boys and 12 girls) are in the range of SITUATIONAL NEGATIVE ATTITUDE. These children only verbally recognize cultural differences. This type of adolescent child can easily label people from other cultures as "disrespectful" or "dangerous".
- 5 students (3 boys and 2 girls) are in the range of NEUTRAL
- 57 students (33 boys and 24 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE- These children accept different cultures but they have some prejudices. They think that migrant, or refugees can cause problems in their everyday life.
- 13 students (6 boys and 7 girls) are in the range of STABLE POSITIVE ATTITUDE-These children accept different cultures and they are positive about them. Their views go through the prism of values within the culture itself.

3.3 Section 3 - Children's attitude toward people as they are

In this section students answered seven questions considering offensive people, those with psychological problems, lawbreakers, villains, homeless people. They were asked to express their opinion and feelings about these categories of people. There were also questions about hurting people or the personal reaction to upset people.

3.3.a Analysis of the pre-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 133 and the average value is 2.56 and girls' total value is 153 and the average value is 3.33).

In detail, according to Section 3 Children's attitude toward people as they are, the students achieved the following results:

- 3 students (3 girls) are in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 22 students (14 boys and 8 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 4 students (2 boys and 2 girls) are in the range of NEUTRAL
- 63 students (29 boys and 34 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, perceive as they can take their joy away.
- 6 students (5 boys and 1 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.



3.3.b Analysis of the post-test results

The final total value for both boys and girls is in the range of SITUATIONAL POSITIVE ATTITUDE (boys' total value is 159 and the average value is 3.18 and girls' total value is 190 and the average value is 4.22).

In detail, according to Section 3 Children's attitude toward people as they are, the students achieved the following results:

- 2 students (2 girls) are in the range of SUSTAINABLE NEGATIVE ATTITUDE
- 19 students (13 boys and 6 girl) are in the range of SITUATIONAL NEGATIVE ATTITUDE - These children divide people into normal who respect a lot and abnormal who they do not like to face with.
- 6 students (4 boys and 2 girls) are in the range of NEUTRAL
- 63 students (30 boys and 33 girls) are in the range of SITUATIONAL POSITIVE ATTITUDE - These children can demonstrate their humanism but some categories of people as homeless, beggars, percive as they can take their joy away.
- 6 students (4 boys and 2 girls) are in the range of STABLE POSITIVE ATTITUDE - These children are merciful, capable of empathy, compassion and forgiveness.

3.4 Summary of the general results

3.4.a Pre-test

The total average results of the Children Self Reflection Questionnaire for boys and girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 708 or average value is 4.54. The girls total value is 681 or they achieved average value of 4.94 .

The total numbers of 98 students (50 boys and 48 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 4.73.

These charts show the above mentioned results.



Turkey Pre-test results				
		Average AGE:11		
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude	0	0	0
	situational - negative attitude	4	3	7
	neutral	2	1	3
	situational - positive attitude	29	32	61
	stable positive attitude	15	12	27
Children's attitude toward those who are different	sustainable-negative attitude	1	1	2
	situational - negative attitude	12	12	24
	neutral	3	2	5
	situational - positive attitude	30	26	56
	stable positive attitude	4	7	11
Student's attitude toward people as they are	sustainable-negative attitude	0	3	3
	situational - negative attitude	14	8	22
	neutral	2	2	4
	situational - positive attitude	29	34	63
	stable positive attitude	5	1	6

3.4.b Post-Test

The total average results of the Children Self Reflection Questionnaire for boys and girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 843 or average value is 5.53. The girls total value is 784 or they achieved average value of 5.81.

The total numbers of 96 students (51 boys and 45 girls) answered the pretesting questionnaires and according to their results have SITUATIONAL POSITIVE ATTITUDE and their achieved average number is 5.65.

These charts show the above mentioned results.



Turkey Post-test results				
		Average AGE:11		
		M	F	Total
Children's attitude toward humans, towards others	sustainable-negative attitude	0	0	0
	situational - negative attitude	2	3	5
	neutral	1	0	1
	situational - positive attitude	28	27	55
	stable positive attitude	20	15	35
Children's attitude toward those who are different	sustainable-negative attitude	1	0	1
	situational - negative attitude	8	12	20
	neutral	3	2	5
	situational - positive attitude	33	24	57
	stable positive attitude	6	7	13
Student's attitude toward people as they are	sustainable-negative attitude	0	2	2
	situational - negative attitude	13	6	19
	neutral	4	2	6
	situational - positive attitude	30	33	63
	stable positive attitude	4	2	6

4 Conclusions

The piloting phase in Turkey involved 98 students age 10 to 13 years old, from 3 different schools.

The TOTAL values of the Children Self Reflection of the boys and the girls in the pre-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 708 or average value is 4.54. The girls' total value is 681. The achieved average number of the pre-test is 4.73.

The post-test survey was conducted at the end of the activities. The TOTAL values of the Children Self Reflection of the boys and the girls in the post-testing period are in the matrix category SITUATIONAL POSITIVE ATTITUDE. The boys' total value is 843 or average value is 5.53. The girls' total value is 784 or they achieved average value of 5.81. The achieved average number of the post-test is 5.65.

The comparison of pre-test and post-test results shows an improvement of 0.92 points in the prosocial attitude, demonstrating the positive impact of the ProSocial Values approach.



CONCLUSIONS

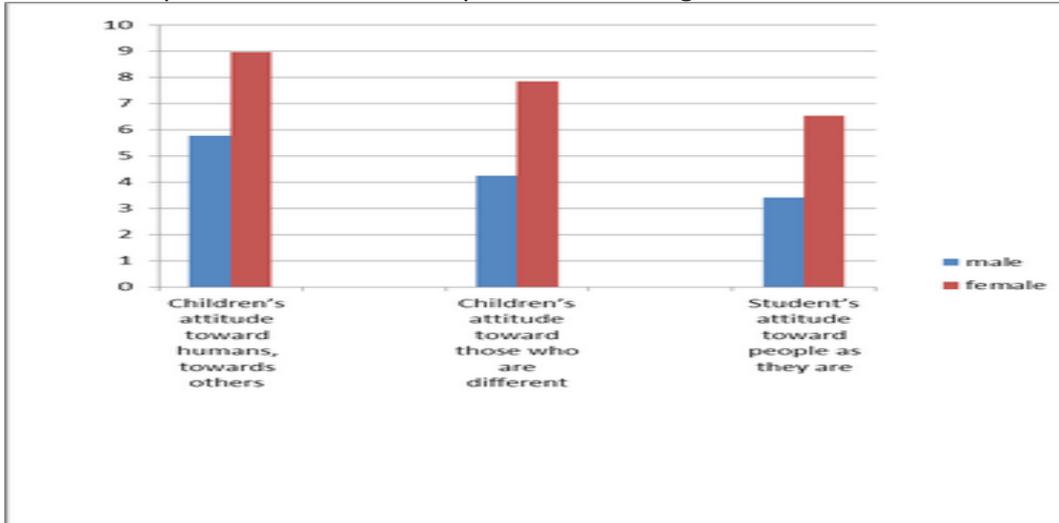
620 students have been involved in the piloting tests of ProSocial Values and the overall view of the activities done by the teachers had a great impact in the way of thinking and seeing the change that everyone can make in their own country. These tests have been conducted in person and online during the quarantine due to the COVID19 virus. Even in these unusual circumstances the outcomes of the tests in every country are positive registering an improvement in the prosocial attitudes of the students. The average total improvement in all countries participating to the pilot test is 1.81 points. Considering the contextual difficulties of the implementation of the activities and the relatively short time in which they have been carried out, the result is strongly positive and it can be said that the stable use of ProSocial Values teaching approach can lead to a lasting change in the students' prosocial attitude.



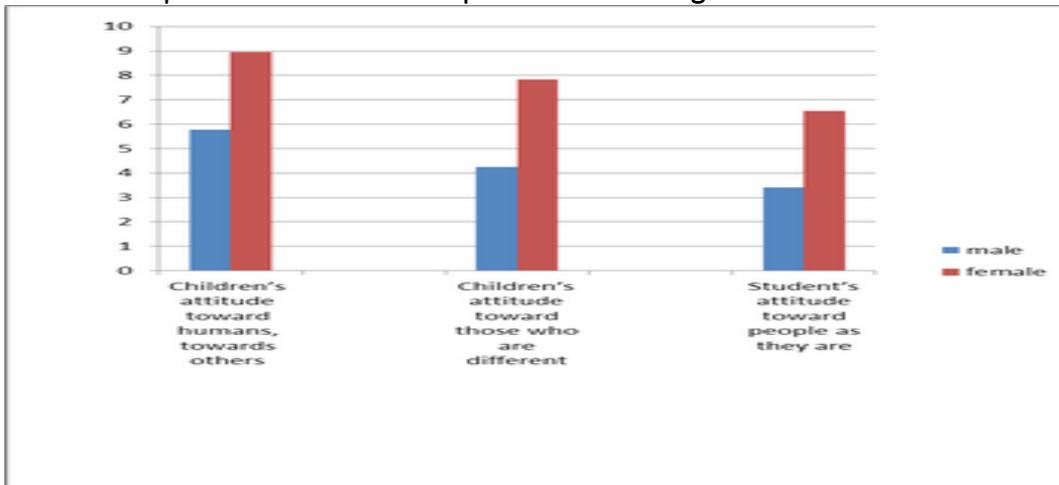
ANNEXES – SUMMARY TABLES

1 Bulgaria

This chart reports the results of the pre-test according to the male and female students:



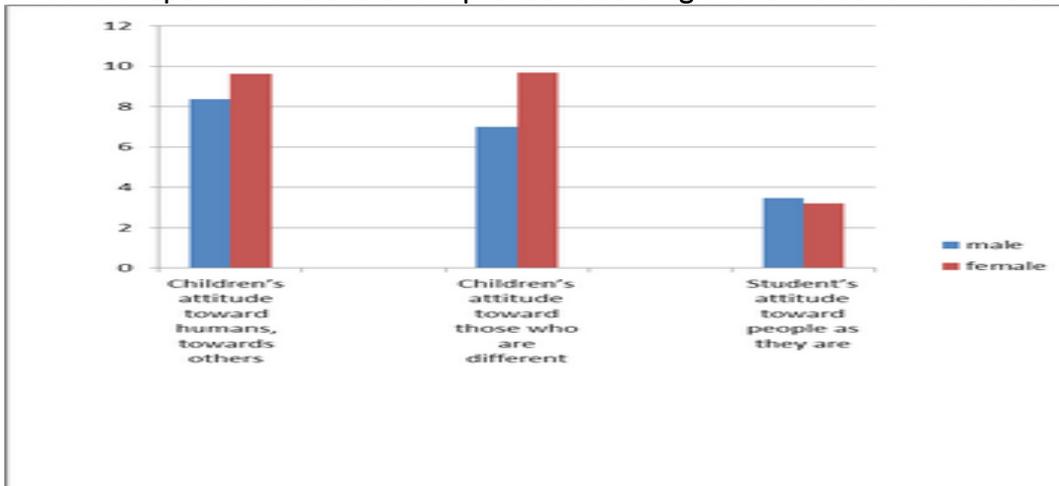
This chart reports the results of the post-test according to the male and female students:



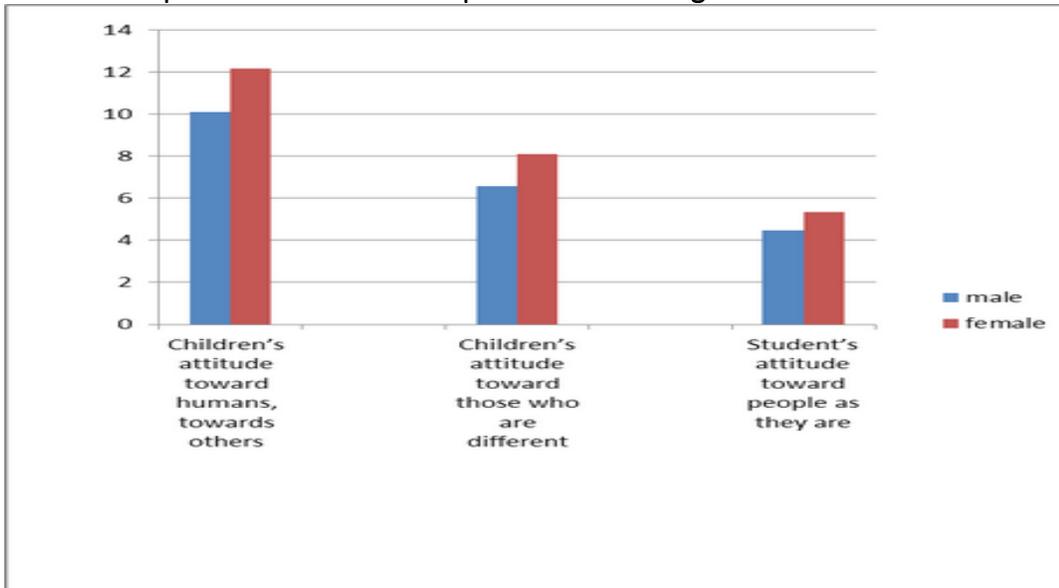


2 Italy

This chart reports the results of the pre-test according to the male and female students:



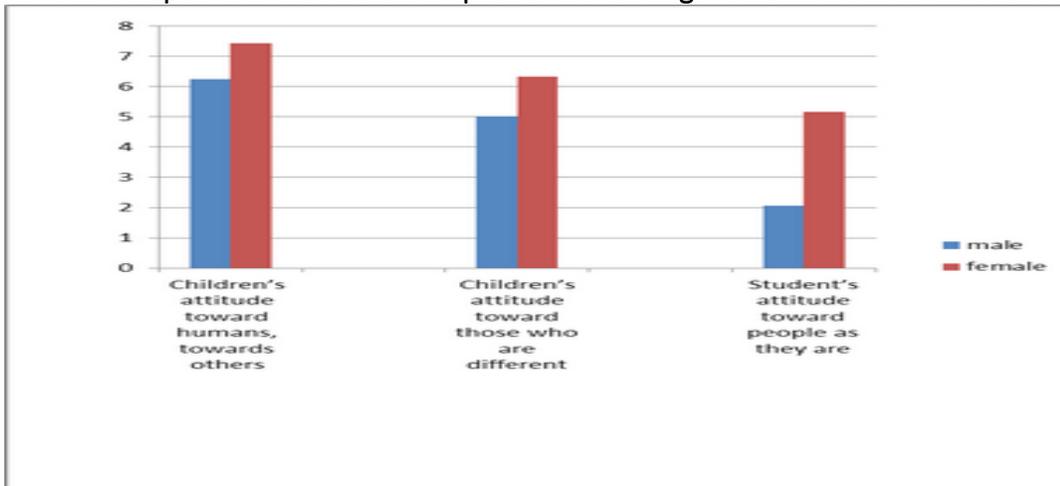
This chart reports the results of the post-test according to the male and female students:



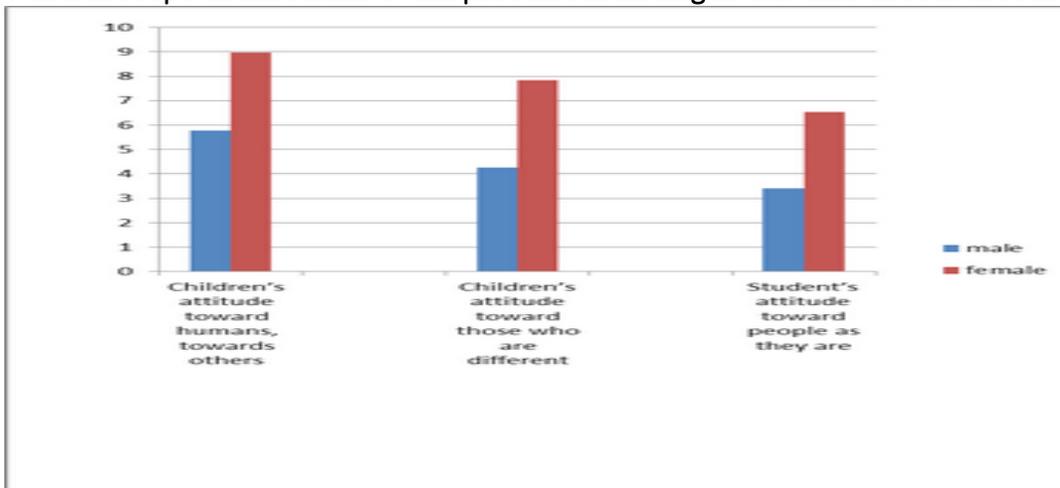


3 Lithuania

This chart reports the results of the pre-test according to the male and female students:



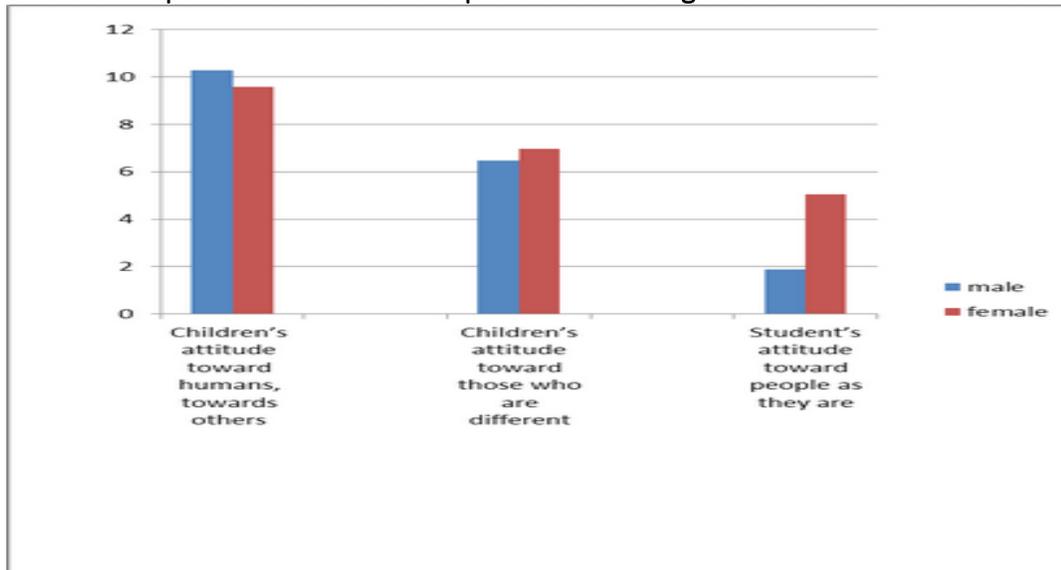
This chart reports the results of the post-test according to the male and female students:



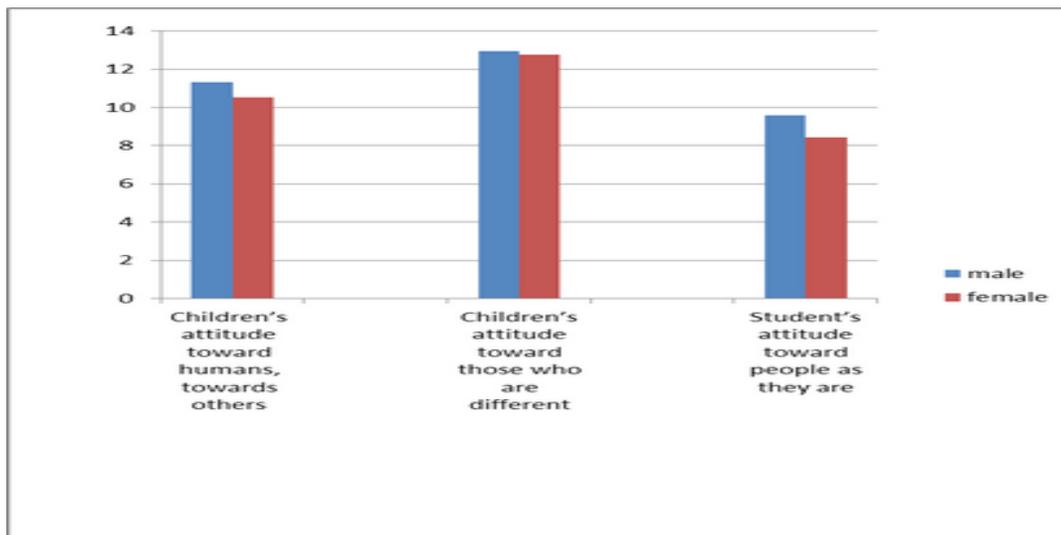


4 North Macedonia

This chart reports the results of the pre-test according to the male and female students:



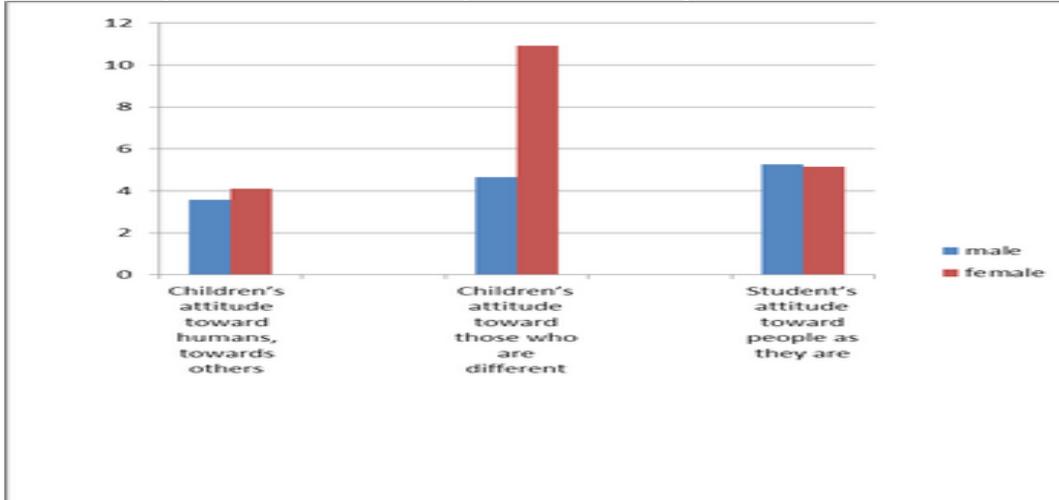
This chart reports the results of the post-test according to the male and female students:



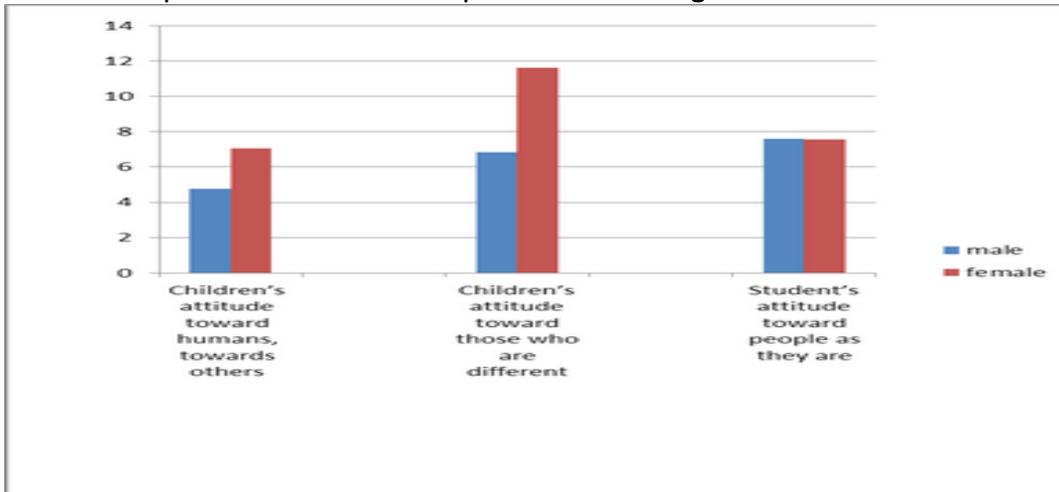


5 Spain

This chart reports the results of the pre-test according to the male and female students:



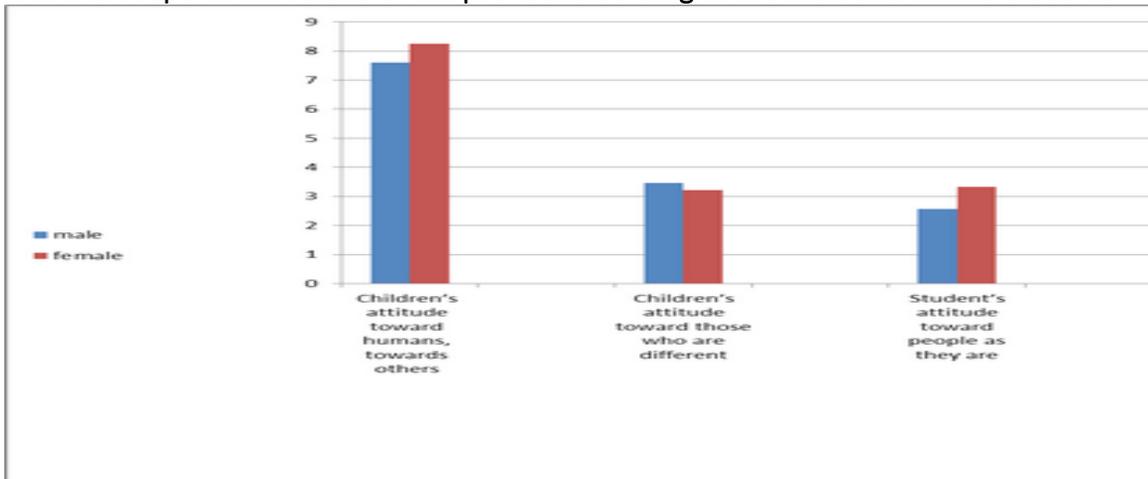
This chart reports the results of the post-test according to the male and female students:





6 Turkey

This chart reports the results of the pre-test according to the male and female students:



This chart reports the results of the post-test according to the male and female students:

