



ANALYTICAL REPORT

CHANGES IN ATTITUDES TOWARD DIFFERENCES OF THE STUDENTS INVOLVED IN THE YESI PROJECT

Introduction – study concept, participants and instrumentation

The report is based on data from an empirical survey of the opinion and attitudes of students from the project partner countries. The aim is to compare pre- and post-training outcomes with the Teachers' Toolkit in civic developed under the project. In order to make the comparison, a special questionnaire was created, which includes a description of practical situations relevant to students' life experience. The situations are described in words or presented through photographic material. They are selected in such a way as to provoke students to spontaneously show their attitudes towards otherness, diversity and human rights. The emphasis is on the rights of children and the readiness to show active civic behavior. The case studies' questions predominate.

The indicators and indexes of the study on which the questions were structured, are presented in the table below:

<i>Thematic area</i>	<i>Indicators</i>
1. Knowledge about (knowing) one's own rights	<ul style="list-style-type: none"> • knows • doesn't know • has some knowledge about • has no knowledge about
2. Attitude towards rights/behaviour related to children's rights	<ul style="list-style-type: none"> • acceptance • rejection • lack of position (no opinion)
3. Behavior aimed at asserting one's own rights	<ul style="list-style-type: none"> • is/is not ready to act in defense of rights; • active / passive behavior
4. Attitude towards difference - such as origin, appearance, language, culture, religion, etc.	<ul style="list-style-type: none"> • positive • negative • neutral

The questions are closed-ended with multiple-choice answers. This avoids subjectivity in the interpretation of free answers, as well as the risk of students' socially desirable answers.

The research procedure includes two stages of data collection with the same questionnaire, which allows comparison of the obtained results. The first stage was held in 2021 – before the planned civic



education training under the project. 503 students from all partner countries participated in this first survey. The second stage was carried out at the end of the project (in April - May 2022). It covers 504 students aged 7 to 11 years. The distribution of the sample by project partner countries is as follows:

- Bulgaria – 261 students
- Greece – 58 students
- Serbia – 101 students
- Portugal – 84 students.

Students belonging to the target group of the project are included in the survey. All of them have gone through a partial training cycle with the learning resources created by the project.

The analysis of the results in this report refers to the aggregated data for the entire group of students who completed the questionnaire, regardless of the partner country in which they live and study. The differentiation by partner countries of the first stage of the study is shown in a previous analytical report on the project.

The conceptual framework of the study is based on two key theories that explain the formation of active citizenship skills and the acquisition of human rights and children's rights. These are Howard Gardner's theory of multiple intelligences and social-emotional learning theory (Bandura, Bartolo, Cefai).

Multiple intelligences and the idea of promoting social inclusion

Intelligence is a construct related to the time, place, and culture in which it arises. Students pick up values and skills in their culture by observing adults and replicating their patterns of behavior. The living and learning environment is saturated with real opportunities to apply and practice skills. The ability to maintain social contacts and cooperate with others is at the core of intelligence. H. Gardner defines intelligence as:

- Ability to create something that has value in a cultural context;
- Ability to propose effective solutions to the problems that the individual faces in his life;
- The ability to discover new and complex problems that need to be solved.

According to the theory of multiple intelligences, individuals have cognitive abilities in several relatively independent domains. Hence the different types of intelligence – mathematical, spatial, musical, linguistic, bodily-kinesthetic, interpersonal and intrapersonal. Interpersonal intelligence is the ability to understand other people, and intrapersonal intelligence is the ability to create an accurate image of oneself, through which a person successfully copes with his life. Interpersonal (social) intelligence is of key importance for building a tolerant attitude towards differences and for respecting human rights. Social intelligence is also related to emotional intelligence, and gradually the model of emotional intelligence expands and includes social intelligence.



In the industrialized modern society, children acquire knowledge and skills not only from their parents, but also through school and peer communities in school classes. It is a natural environment for forming attitudes towards others and for creating attitudes of acceptance of differences. Through simulations, case work, discussions and other activities, they develop their social skills and all other aspects of multiple intelligences. The more often the school puts students in an active position to solve problems, discuss and discuss different points of view, the more likely it will lead to an opening of their minds to the world and sensitivity to other people. Through training in social skills and interpersonal interaction, adolescents learn how to change the world around them and create new elements of culture.

Social-emotional learning – a model for developing interpersonal skills and tolerance for differences

Social and emotional learning arises to promote the multiple intelligences and especially the social, emotional and academic competence of young people. Another goal is to coordinate actions and programs for the development of social and emotional intelligence between the school, the family and the community. Civic competences and personal development are core to social-emotional learning. These competencies are universal – all people need them, regardless of where and how they live. Mastering skills to maintain satisfying interpersonal relationships that exclude violence, discrimination and social exclusion is a major focus of social-emotional learning. It is competency-based learning that leads to the formation of soft, transferable skills for collaboration and responsible decision-making. In the social-emotional learning model, 5 areas of competence stand out:

- Competence in the field of self-awareness – understanding one's own emotions, personal goals and values; adequate perception of oneself as an individual and part of social groups and communities;
- Competence in the field of self-regulation - mastery of skills and attitudes that facilitate the regulation of one's own behavior according to the particularities of the social situation;
- Competence in the field of social cognition - ability to perceive the point of view of the different of us - people of different origin and culture, to feel empathy.

Social-emotional learning takes place through interactive methods and techniques known from constructivism in pedagogy. Experiential learning and learning by doing are well suited to developing soft skills and social competence. Along with group training, it creates a favorable environment in which students can practice new behavior - mutual assistance, getting to know each other, communicating and understanding human rights. The use of practical situations, case studies, role-playing and drama methods increases the emotionality of the learning and helps students to realize and remember the situations. For this reason, the questionnaire for the study of the opinion and attitudes of the students in the project reproduces the same model of questions of the type of practical situations. Students are required to indicate how they would act in a specific context, to put themselves in the shoes of another, to reflect their attitude to differences.



Analysis of the data obtained from the student questionnaires

The summary of the results shows that the students have a clear position regarding diversity as part of the citizen's behavior. They rarely answer vaguely and indicate definite answers to questions. A small share are neutral answers, such as "I don't know", "no one", "I can't judge". When filling out the questionnaire, the students quickly orientate themselves in the situation, correctly relating it to their experience. They select a response option that demonstrates activity and engagement in a specific behavior. This shows that they have a built-in competence to recognize the appropriate behavior of a good citizen and to think of themselves as citizens.

Attitude to difference

The data show that after project training, students increase their tolerance for differences, as seen in Fig. 1. In the initial survey before the project activities, they definitely show a positive attitude towards diversity and a willingness to create friendships with peers from different cultures and nationalities (71.9%). At the end of the project, this share increased to 86.5%.

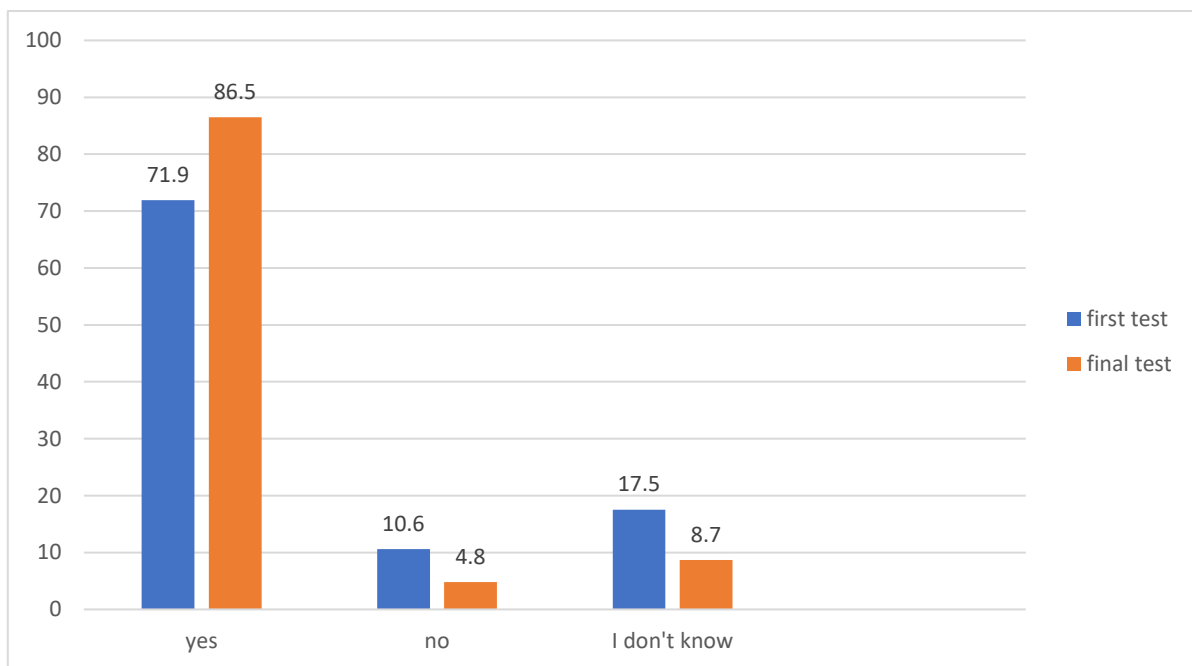


Chart 1. Attitude to difference through friendship as a value

To a lesser extent the respondents stated willingness to welcome into their home an unknown child who is different from their circle of friends. 64.5% of them say that they would do it, and the remaining 35.5% would not invite a foreigner as a guest or are not sure what they will do. In fact, 1/3 of students hesitate what to choose in this situation, which is explainable from the point of view of elementary school children's little experience in communicating with people of different nationalities, religions and cultures - especially those who are geographically distant from their birthplace. It makes a positive impression that after the training on the project, the ratio of answers changes - the uncertainty decreases, the share of negative answers decreases and the positive perception of differences increases.



In the survey at the end of the project, only 19.4% of the students are hesitant about how to deal with a boy from Palestine, compared to 35.5% at the beginning. A large part of the students are adamant that they want to make friends with the person who is different from them and would invite him as a guest (76.9%). The data regarding the emotional perception of differences remain stable and without significant change. It is pleasing that most students (80.5%) would not be angry if their new friend refused to eat their food because he did not know its taste or had other eating habits. The expression of emotions regarding differences is constant. And this is no accident. Elementary school children are in the process of forming their emotional intelligence. They are still learning to differentiate between emotions and cannot achieve significant depth in detecting nuances in their emotional state. To achieve a visible difference in attitude and experience of a situation requires more time of learning and social maturation. In the limited time frame of the project, it is not possible to make a big difference. However, this does not mean that students have not made progress in being aware of their emotions and feelings. It is very useful that through the e-resources they had enough opportunities to reflect on their emotional state. In the final testing, they maintain the level of emotional expression of the difference, which speaks of stability and consolidation of what has been achieved.

Students demonstrate their attitudes towards people who are different from them through the attitude towards friendship. Friendship is a value that children possess and know well on a practical level. It is important for them to create friendships and decide for themselves who will be their friends. Considering the age (7-11 years), it is quite natural for children to realize that they are not completely independent and their decisions must be agreed with parents and relatives in the family. Half of the students surveyed (57.4%) would ask their parents when communicating with new people in their environment. It is interesting that, compared to the beginning of the project, the number of students who are ready to assert their independence has increased slightly. 24.4% of them said that they would try to explain why they choose the boy of another nationality to be their friend (See Chart 2).

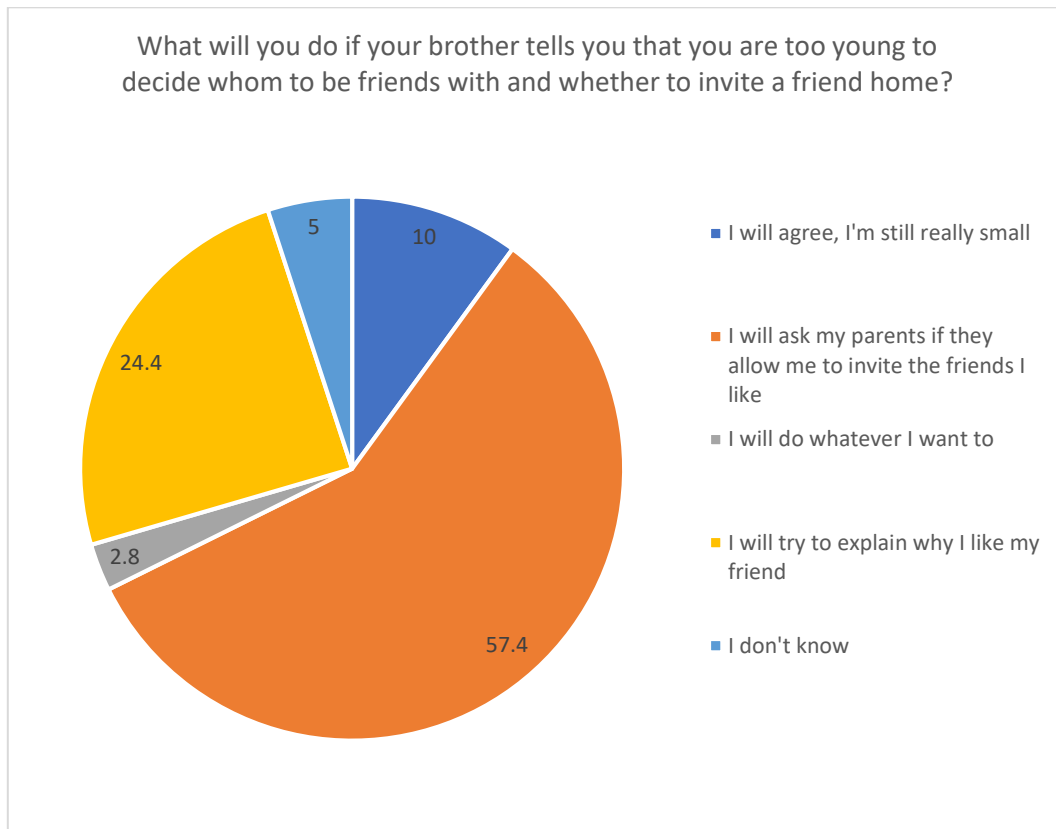
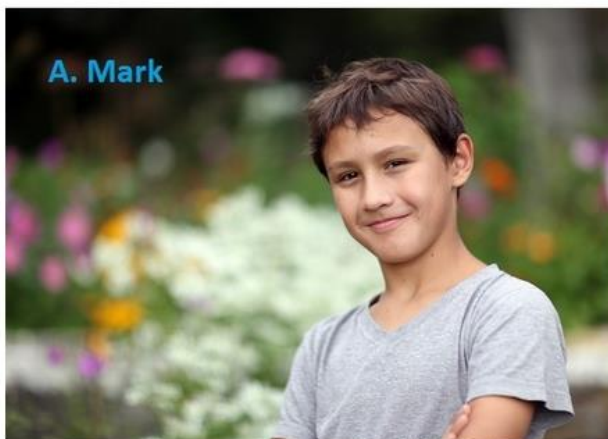


Chart 2. Willingness to assert one's own opinion

We can assume that the civic education activities in the YESI project have influenced the students in the direction of more convincing self-expression. $\frac{1}{4}$ of the students understand that active citizenship also means actively defending the choices they make. This corresponds to behavior aimed at asserting one's own rights. These data are encouraging, bearing in mind that children are at the beginning of forming their self-image and awareness as independent individuals.

Students aged 7 to 11 largely perceive differences through the appearance of the people they meet. The first impression of the appearance for them is a significant marker for the formation of an attitude towards diversity. Using the photographs shown below, the questionnaire specifically explores the impact of external exposure in making sense of difference.



A. Mark



B. Beatrice



C. Amalia



D. Abdul Azim

Illustrative material from the questionnaire

The results confirm the fact known from social psychology that on first impression people like those similar to them (i.e. representatives of the same race, gender, age, hair color, appearance...). Therefore, it is logical that the surveyed students choose to a greater extent to get to know children of their age who look like them. Interestingly, at the end of the project, the desire to establish contact with children of another ethnicity and race (Abdul Azim and Amalia) increased, albeit slightly.

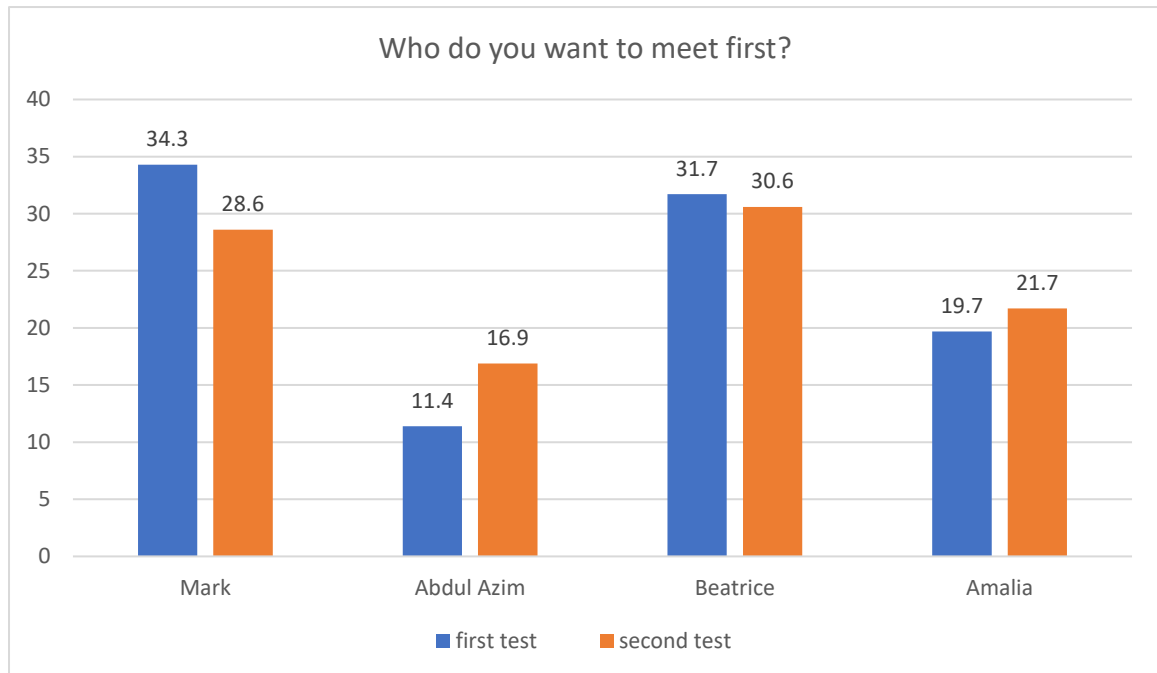


Chart 3. Showing interest in otherness when creating a first impression in communication

It is noteworthy that the child who exudes sadness and the child who exudes strength and positivity in the pictures receive more sympathy and desire to interact with them at the final testing. In addition, the number of students who do not show discriminatory attitudes is increasing. More than half of the students surveyed are ready to sit on the same table and cooperate with each of the children in the photos. The expectation is confirmed that young students do not have prejudices and stereotypes that we can see in adults. By 5%, the share of students who, after the civic education classes, demonstrate a desire to communicate with all the children in the photos, regardless of the differences between them, increases. Children create fewer barriers to communication than high school students and adults. This is due to the limited social experience and the natural desire of children not to be alone - to be part of a community and receive security and attention.

The pictures in the questionnaire are used for four types of situations that examine responses to encountering difference and willingness to interact. The question components are based on the principles of **sociometrics** as a method of measuring relationships. The method was created by Jacob Moreno to evaluate the interaction between people in small groups and communities - incl. school classes, work and friendship groups. Its appearance is related to the development of psychodrama, which J. Moreno creates in order to better understand himself and his relationships with other people. The benefit of the method is that it allows one to assess the level of sympathy that a person evokes in the group, as well as the attraction and repulsion between group members (class). Examining the closeness of relationships shows the dynamics of the group - who is valued by others and how certain people tend to isolate others. This makes the method suitable for studying situations of social isolation and attitudes towards inclusion or rejection. Elementary school students are very spontaneous in expressing preferences for classmates and peers. They are quick to attach, but also quick to reject and



may offend or hurt their classmate. In a situation of choosing who to partner with at school or with whom to celebrate, they directly show their attitude towards other members in the group. Their preferences are formed on the basis of exposure, individual characteristics, past experience in similar situations. The method does not look for reasons for the choice, but focuses on the choice itself in a group context. In sociometry, differences in values are projected that determine the choice of a communication partner. The method also serves to predict the future development of group dynamics among students and outlines possible changes in position and value orientation. The choices that children make through the questions in the questionnaire indicate persistence of value orientations toward interacting with peers, regardless of differences. When the project started, most of them knew the meaning of good relations and were brought up in a spirit of acceptance and understanding. It is natural that this position will remain unchanged at the end of the project, which carries the message of inclusive education. We can expect that the attitude demonstrated will be permanent and will not change significantly in the future - today's young students will be supportive and helpful adults.

Attitudes towards human rights and behavior related to children's rights

The topic of children's rights is a particular case of the global topic of human rights. Education on children's rights should start from an early age with appropriate methods and means - close to the children's sensory experience. Case studies and role-playing games are most often preferred. Another approach is to describe situations where a violation of rights is shown. The first step in education is the familiarization with rights - for children to know what their right is and to be able to recognize it. The investigation of children's knowledge of their rights in the questionnaire is done through two questions of the type of incomplete sentences. Students have to put a word in the blank in the sentence. E.g. "Yaldız (has/has no) right to speak his language if he is in a foreign country". The pattern of checking knowledge by filling in blanks in a sentence is well known in elementary school and does not make it difficult for students. The content of the task is aimed at three of the basic rights of children - the right to their own language and culture; the right to education and the right to protection from exploitation. The results show conclusively that children have a clear understanding of these rights. They know and distinguish between them, they can define the situation as related to one of their rights. At the beginning of the project, they had sufficient knowledge about their rights, especially regarding the abuse of child labor and the right to express their language. The results for knowledge of the right to education are lower. Attending school is perceived by children more as an obligation and a routine activity in their daily life than as a right. The students included in the sample have no personal experience of having their right to education restricted. For them, access to school is a given, a natural part of their life, for which no special effort is needed (unlike children from countries on other continents). The important question is not only whether children know that they have a right to education, but how they understand its essence. Slightly more than half of the children in the study recognize the right to education (55.4%) before their activities on the project. After them, this share increased to (60.6%). In comparative terms, it can be seen that there is a growth of between 5 and 7% in knowledge about children's rights (Fig. 4). This knowledge is fundamental. They are acquired through study in most subjects at school, as well as through extracurricular activities. Training is part



of civic education, which in most educational systems is implemented integratively through cross-curricular connections. Thus, it becomes part of the personal development and socialization of adolescents. Students are informed about their rights and obligations at school, in the family, in society. With the funds of the project, this information is strengthened and deepened in order to form an active attitude towards rights. Therefore, it is difficult to distinguish a significant difference before and after the project activities - the basic knowledge remains the same, but it is connected with making sense in a new context.

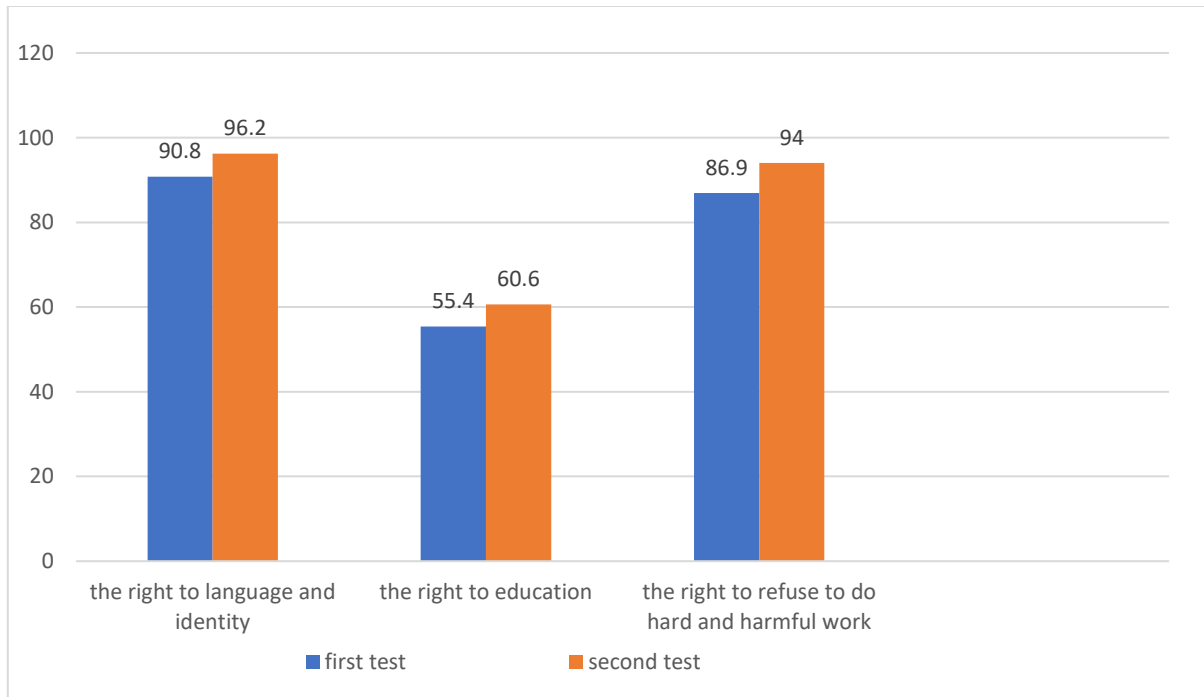


Chart 4. Knowledge of children's rights

Knowledge of children's rights is the basis for building skills to respect and defend them. In this regard, the questionnaire includes a question to test how far children understand the essence of their rights. The question consists of 9 statements and 3 answer options - "agree", "disagree", "don't know". The statements reflect practical examples from children's lives related to their rights. The focus is on the understanding of the basic rights according to the UN Convention - the right to health care, the right to education, the right to one's own identity, the right to express an opinion, etc. Through the statements, situations of limiting rights or affirming their meaning have been recreated. The results at the beginning of the project show that the students have a good understanding of the nature of their rights (Fig. 5). They distinguish rights and relate them to specific actions of parents and teachers. At the highest level is the understanding of the meaning of the right to health care, the right to personal opinion and the rights in the role of a student. Unlike the global right to education, which is not well understood by all students surveyed, the rights and obligations of the student at school are very well known. The children's belief that the exercise of rights is dependent on the position of their parents is confirmed. Children are aware that many of the decisions for them are made by their parents, and they must comply with their wishes. The surveyed students do not perceive this as a limitation of their rights, but as a normal condition of parental care and responsibility. Naturally, they perceive



themselves as "small" and are more likely to retreat from their position. This aspect is also noticeable in the answers to another question from the questionnaire, which was commented on above.

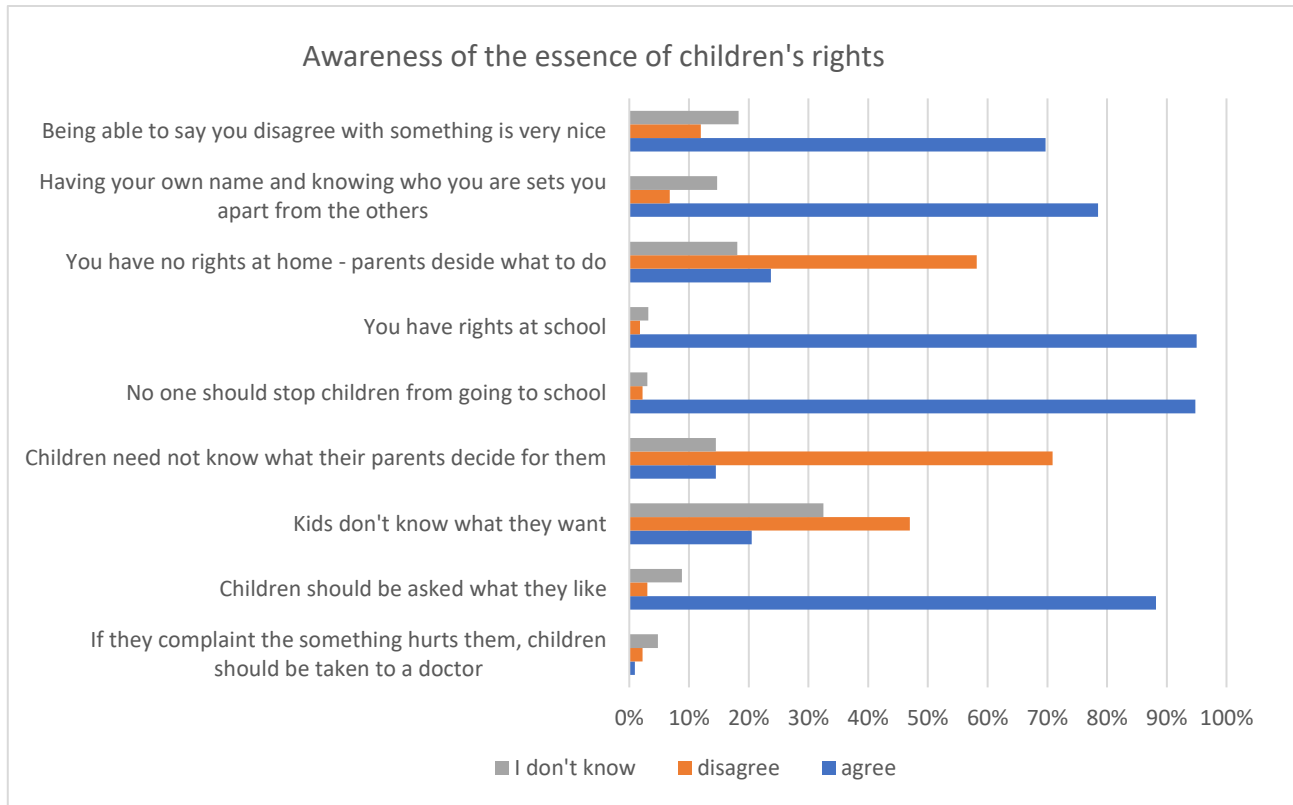


Chart 5. Understanding children's rights

It makes a positive impression that children are aware of their right to be heard. They realize their need to be informed about the important things in their lives - how to be treated, what to study. It is important for them to participate in making decisions that affect them, and this is perceived as their right.

The comparison of the understanding of children's rights before and after the project activities shows an interesting trend. The relative share of students who realize that they also have rights at home and that their parents' decisions about them can be discussed is increasing. The number of children who do not agree that they have no rights and that only their parents can have an opinion on their development is growing. A change is also noticeable regarding the right to express one's opinion and the right to name and identity (Fig. 6). Learning children's rights at school supports their personal development and independence. Through children's rights activities, they grow up - they master moral and social norms and realize themselves as separate individuals. This is how the sense of uniqueness, individuality and self-worth is built. Group work in othering activities provides useful insight into the uniqueness and differences of others.

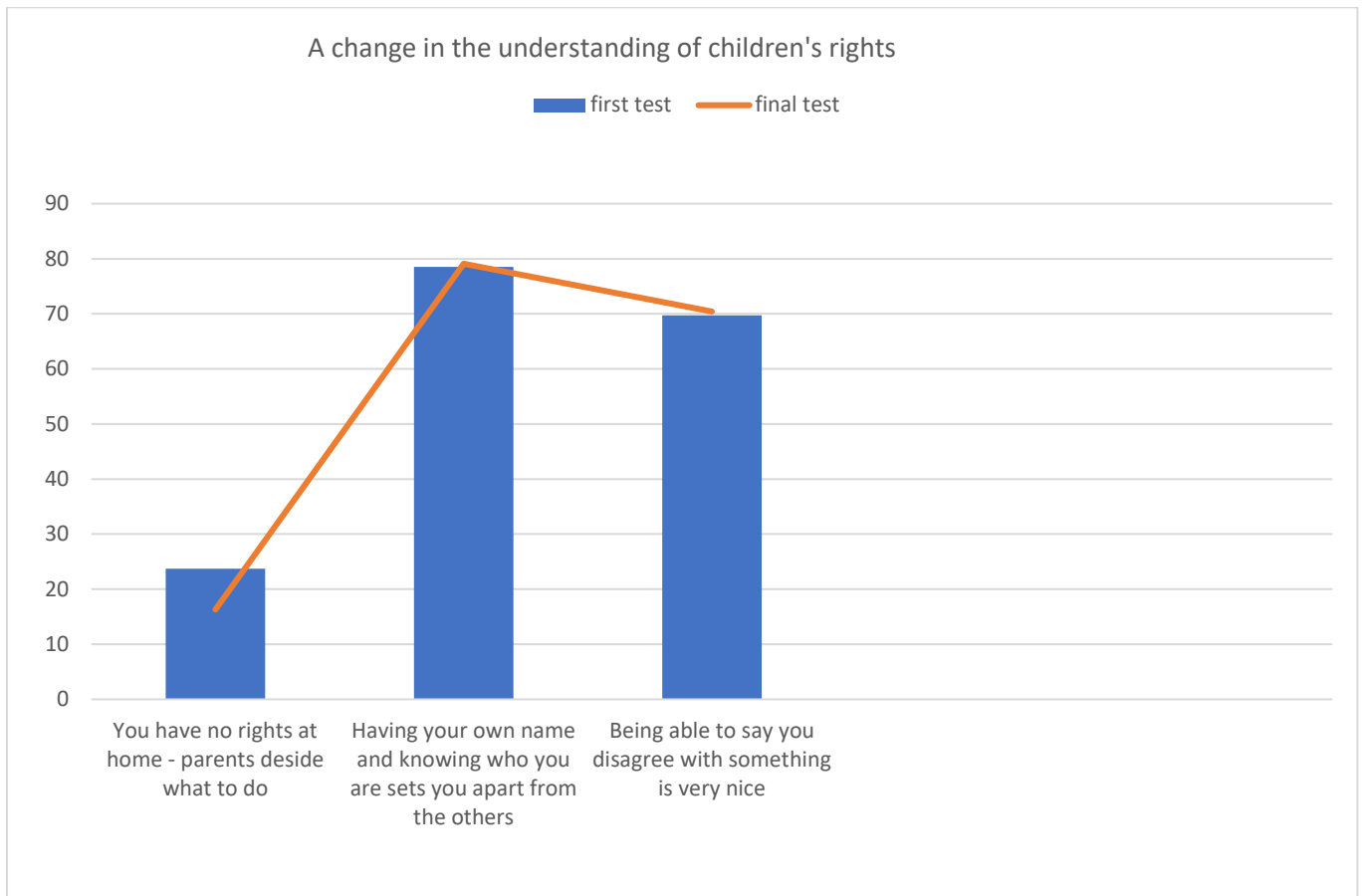


Chart 6. Comparison of the understanding of children's rights between the first and the second questionnaire

From the point of view of the analysis of the results, an interesting question is how the change in the education of the students in the field of human rights and diversity is achieved. Change comes gradually. It cannot be ascertained suddenly, with one lesson or one conversation. Civic education training is about psychological change – transforming attitudes, value orientations, beliefs, which requires a long time. Acquiring knowledge about oneself and living in a community goes hand in hand with personal development, and it is sometimes difficult to separate these two processes in order to see the results of schooling alone. The methodology of forming social skills and civic awareness also implies phasing and upgrading over time. This methodology is based on 3 principles:

- Activity - active participation of the student in the learning process;
- Pragmatism – bringing real life to the "stage" in the classroom by improvising situations by the participants themselves and role playing;
- Space - literally and figuratively to provide a space for "meeting" between students to freely share experiences, support each other and try out different strategies of behavior.

These principles are borrowed from **art animation in education** and **educational drama** as guiding theoretical concepts in skill building and attitude change. The idea of the meeting between learners "face to face", their confrontation and opposition in life-like situations belongs to the school of psychodrama. The touching of bodies, the playing of roles, the spontaneity of the reaction have



meaning only "here and now". The dynamics of the present and the experiences that are provoked in the moment of learning have the highest value for adolescents who are developing their own personality. Therefore, it is essential for learning to take place in a peer group. In group meetings (sessions), each participant can play, observe and reflect in a way that is meaningful to them. Conclusions about the discussed topics emerge as a result of interpretations and experiences during the meeting (session, class). Educational drama integrates the idea of predictability and experience in the events acted out. Students focus on the impact of experience on the perception of events. Experiencing it, sharing it and perceiving it as happening to us and to others is a starting point for changing behavior and attitude towards the studied phenomena. Thus, educational drama acts as a rehearsal for real life. The valuable meaning of such classes is in the individual point of view and sharing it with others in the group. The exchange of social experiences and behavioral patterns in the group takes place through role playing. The role in drama methods has a key meaning - as a mechanism for training new behavior and for making sense of different reactions in the same situation. The role in learning through drama is understood differently from the role in sociology or in the arts. Psychodramatic role-play is an opportunity for the self to assume different tangible forms at a given moment. It is a chance for the student to construct a certain situation (life or school) together with other persons or objects (objects, images, symbols). The role is the symbolic representation of how the individual perceives the situation, without his behavior being directed from outside (by a teacher, mentor). The social dimension of role play is very important in the development of civic skills and competences. It covers the mastery of the social roles that we have to play as citizens and members of society. The mastery of these social roles is mainly through improvisation or role reversal. Improvisation in role play is typical of some varieties of educational drama, such as impro theater (improvisational theatre), forum theater and playback theatre.

Role reversal (stepping in the shoes of someone else) as a technique allows the student to put himself in the place of another participant in the situation and "see" it through his eyes. The exchange of roles provokes the ability to understand another's point of view and to overcome the supremacy of the Ego. Such a change is very valuable for children of primary school age, because their egocentrism is very pronounced. They perceive the world only through their wants, needs and goals, and find it difficult to explain why others sometimes refuse their requests. Research in age psychology draws attention to another phenomenon typical of elementary school children. They perceive the world and the behavior of others visually, with images. To master a new behavior, they need examples and illustrations to show them how to do it. Role-playing lends just such imagery to learning. Children see clearly how a good citizen behaves, what happens if you don't follow the rules in society, etc. The image is easily perceived, remains permanently in the mind of the young student and serves as a visual support in future situations in which action is required.

The game enters education from humanitarian studies and the idea of the universal value of man and his life. The most influential in this regard is the cultural theory of Johan Heusinha. According to him, culture originates and develops as a game. Play is a free action, a natural process that makes sense only if it is desired. This production brings to the fore the importance of the motivation for learning through play and the psychological preparation of the participants. This in turn raises the question of the role of teachers as inspirers and motivators for their students. If the teacher knows how to create a creative



atmosphere for learning through play, then the benefit increases. Preparation for game classes requires time, effort, and professionalism. The game is a projection of the subjective onto the world. According to **the school of constructivists** in pedagogy and psychology (J. Bruner, Edward Clapared, etc.), traditional learning provides adaptation to the outside world. Learning through play creates a feeling that you can change the world, adapt it to yourself - and not vice versa - adapt yourself to the world. Such an understanding turns students into discoverers, into people who actively seek change, instead of passive observers of the world around them. The process of social discovery is complex, it requires **time, space, psychological readiness and mastery**. The results of such a process do not come quickly. Edward Clapared believes that the answer to all complex questions about this process is contained in the child (in the student) and in his spontaneity. Play is a natural learning environment for elementary school children. The use of various forms of games (role-playing, rules games, simulations) accelerates the process of learning through discovery. Through play, the child gradually becomes ready to learn from experience and practice - i.e. to learn by doing. **The theory of learning by doing** belongs to John Dewey and also has a strong influence in social skills and civic competences trainings. From this theory, the idea of including personal experience in education enters pedagogy. The use of personal experience as a source of knowledge is opposed to the mechanical memorization and reproduction of facts. The aim is to provoke the student's thinking and to express his individuality. The educational process, based on the experience and experiences of the student, requires a change in teaching methods. Methods include experimentation, experience, project work, small group work. Reproducing facts is replaced by argumentation of ideas, persuasion, discussion. For this way of learning, the individual differences between the students in the class are of particular value. Nonstandard thinking children are an incentive to make sense of experience and familiar knowledge in a new way. Therefore, a primary role of the teacher is to encourage diversity - in students' perspectives, in the means they choose to express them, in the way they interact with others. The teacher is not the main source of knowledge, he is an assistant, an expert, a facilitator of the process of individual expression and learning from experience. It is important for the teacher to organize the training in such a way as not to disturb the intra-group processes in the class, because learning is actually realized through them. The group organization of learning creates an environment for training skills to communicate with peers and to deal with differences - individual, intercultural and others.

Findings and comments to the students' opinion poll results

Summary

1. The data show a positive attitude towards differences of a very large part of the students. When elementary school children meet people who are different from them, they are open-minded about establishing contact and forming friendships.
2. The students involved in the project have acquired knowledge about human rights and children's rights. They understand that they have rights and that the rights of others must be respected.
3. The dynamics in the responses before and after the project training activities are noticeable in terms of self-awareness and self-rights and the perception of human



diversity. In their responses in the final survey, students show a positive change in their perception of differences and willingness to cooperate with children of other ethnicities and cultures. Along with this, students are reported to have a higher degree of confidence in making choices about how to act in different social situations.

4. The results of the questionnaires do not show very large differences in the responses at the beginning and at the end of the project activities. Social-emotional learning is oriented towards creating attitudes and transforming (rearranging) existing values. A significant change in attitudes can be seen after a long period of time. The period of working with the students on the project is not long enough to see clear differences - not because they are not there, but because they are still in the process of formation and do not have a visible external form.
5. As a format, the questionnaire is fully adapted to the age of the students. It is based on familiar life situations that are as close as possible to the life and experience of children. Many of the behaviors that reflect the questions the students have encountered so far, heard comments and assessments about whether the behavior is acceptable or not. This forms past experience of similar situations, but not actual knowledge and skills that become a permanent part of student behavior. The fact that they know a phenomenon does not mean that they will follow the necessary rules or act in the most appropriate way in their lives. Therefore, although students respond in an acceptable manner, they need training and reinforcement of what they have learned in civics.
6. The collection of empirical data through the questionnaire relies on the description of case studies and practical examples. This implies a high degree of situationality and subjectivity of students' reactions. The answers are influenced by the moods, the dominant emotions at the time of filling out the questionnaire. They reflect not only the permanent knowledge and experience, but also the momentary mood of the students. The research was conducted in the same school environment (classroom, teachers, survey method) and this also reflected in the similarity of responses before and after the project activities.
7. Project learning activities are performed in a group format - with the whole class and by working in small groups. This suggests a **strong influence of the peer group** in completing the questionnaire. The opinions of others are heard, points of view are expressed, which leads to the formation of a general group opinion and sometimes to conformity - the individual opinion submits to the group understanding on a given issue. In group work, it is difficult to account for the value of individual performance. Therefore, it is no accident that the results of the questionnaire do not show large amplitudes in opinions and attitudes. This fact can be interpreted as a positive sign for the conducted training with the training resources of the project. It shows that teachers have built a positive collaborative atmosphere in which they have reinforced students' existing knowledge and attitudes towards diversity.



8. When teaching with the means of educational drama and informal learning methods, emphasis is placed on the emotional involvement of students in the process and their activation "here and now". The children strongly experience what is happening in the class, they are excited about the games, they reflect on what they have learned. Immediately, at the end of the training session, a significant increase in the level of knowledge and skills is noticeable. When elementary school students have to return to what they have learned later to fill out a questionnaire, for example, they usually do so with less emotion and respond in a standard way. This also explains the small difference in some of the aspects of the studied issues.
9. The lessons in which the YESI training resources were used, have contributed to the sustainability of students' knowledge and skills in terms of their social and emotional competence. They have confirmed existing positive attitudes towards difference and helped students to be more confident when choosing how to act in situations related to children's rights. They easily state definite positions regarding the situations in the questionnaire and avoid vague answers such as "I don't know" and "I'm not sure".
10. Training in social skills and civic competence is a **continuous process**. It is not a one-off act confined within one training session or one project. This process must accompany the entire life cycle of a person. Even when he already knows the parameters of good civic behavior, he needs deeper awareness and skill training. The activities and resources created under the project are aimed at the permanent understanding of the known. They can be used in different phases of civics and multicultural education. Primary school students have knowledge to support social inclusion from the main subjects they study in compulsory school education. It is therefore not surprising that at the beginning and end of the project they demonstrated similar levels of mastery of the topics of human diversity. The project's resources and classes successfully complement what has been achieved in school and expand children's cognitive experience through the opportunities of non-formal learning.