



Educational project CHANGE:

BUILDING
A COLLECTIVE
INTELLIGENCE WITH
**CRITICAL, DIVERSE, AND
INCLUSIVE THINKING** ON
**< REFUGE and
MIGRATION >**

U-

CHANGE

PROJECT U-CHANGE

Understanding Change (U-CHANGE) is a project co-funded by Erasmus+ (Call 2020 Round 1 KA2 - Cooperation for innovation and the exchange of good practices) that researches how students' perception of migration evolved through the CHANGE education project. The goal of the project is to develop an innovative methodology to promote critical thinking among young people and facilitate civic engagement with the goal of social inclusion. U-CHANGE is led by JRS-Europe and partnered with Collège St. Michel and CEBECO (Belgium); Institute for Studies on Migration of University of Comillas, Fundacion Entreculturas and Fundacion Alboan (Spain); Popoli Insieme (Italy) and JRS Hungary. We also thank l'Agence francophone pour l'éducation et la formation for their collaboration.



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EXECUTIVE OVERVIEW

The **CHANGE** project aims to encourage students to think critically about the issue of refugees and migration, in order to distinguish fact from opinion and to recognise prejudices and stereotypes.



CHANGE aims to build a society in which everyone is welcome and can participate

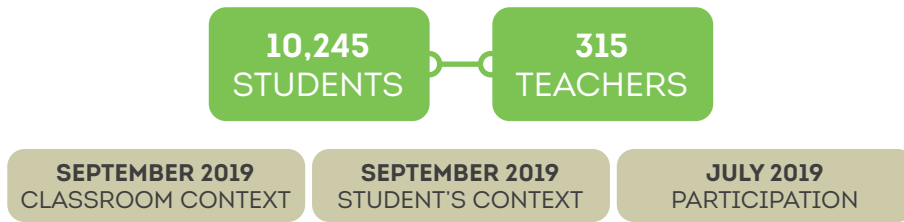
CHANGE aims to build a society in which everyone is welcome and can participate. Together, everyone has a role to play. The project tries to foster meaningful connections between refugees and young people. Students can improve their critical thinking and create their own opinion on issues such as migration and society through a **six-stage** educational programme facilitated by teachers. Next, the Student Ambassador programme aims to enable students to take a leadership role by planning two actions in their schools or local communities.

The aim of this study is to **conduct in-depth research among students** participating in this awareness-raising project, to identify what really works and what helps students to develop valuable critical thinking skills. That is, to assess the programme's impact on students in developing critical thinking skills and improving civic participation, in particular in promoting intercultural exchange, diversity, and social inclusion. This research will also serve as a basis for developing innovative and tangible audio-visual training tools/tutorials.

The aim of this study is to conduct in-depth research among students participating in this awareness-raising project

METHODOLOGY

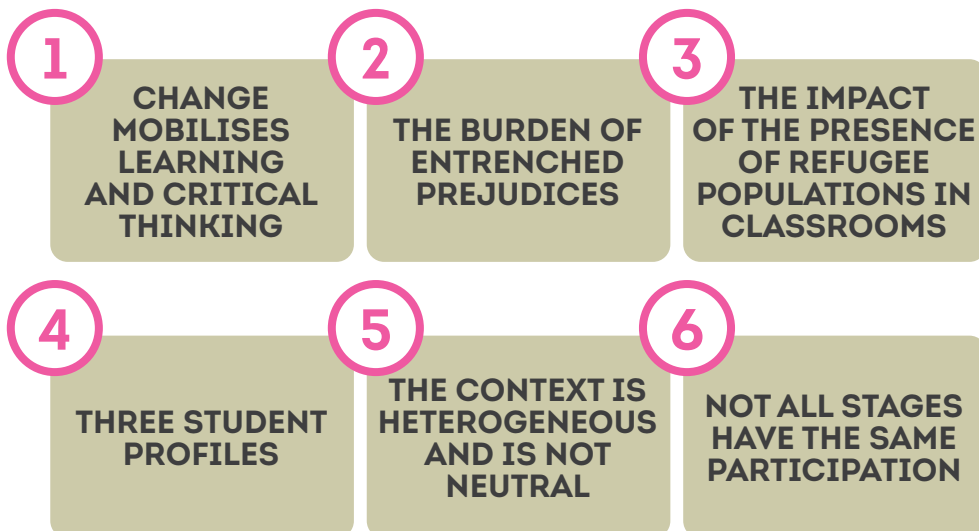
The target populations are teachers and students from nine European countries (BE, ES, HR, HU, IE, IT, MT, NL and PT). The sample includes 10,245 students and 315 teachers, in a non-probability sampling type. Concerning the sample of Evaluation Questionnaire 2 the number of students is 2,572.



This report conducts a univariate, bivariate and multivariate statistical analysis of the data collected in three surveys before and after implementing the programme. These were: an enrolment survey (September 2019) which collected data on the classroom context from teachers; an evaluation survey 1 (September 2019) which collected information on the student's context, self-perception and perception of the refugee/migrant situation before the implementation of the programme; and an evaluation survey 2 (July 2020) which collected information on the students in terms of their participation in the programme, and aspects of self-perception and perception of the refugee/migrant issue with a post-implementation view of the CHANGE programme. In these last two questionnaires, the respondents are the students.

LESSONS

A number of lessons and recommendations can be drawn from the analysis conducted throughout the research.



1

CHANGE MOBILISES LEARNING AND CRITICAL THINKING

At the beginning, students conceived of themselves as people who were well-informed about the causes of forced flight, and who were able to understand and deal with different opinions. On the other hand, they did not have much personal contact with refugees and migrants, and made little effort to consult information from different sources.

After having completed the programme, their self-perception improved and they found the need to consult diverse sources, acquire critical thinking, and improve their perception of the refugee community in terms of their rights, participation and enrichment of society.

The results show the impact the programme had. It mobilised learning, the acquisition of critical thinking skills, and civic engagement. It reinforced a positive and inclusive view of the refugee population.

RECOMMENDATIONS

- Hold debate forums where different visions are mixed and, based on information from different perspectives, the views of others are presented and argued. This would lead to an empathetic understanding of the visions of others, and to the adopting of new visions. The formation of collaborative networks with different perspectives can help to promote this.
- Share good practice locally and internationally, so that those elements of the programme that are most useful in bringing about change in students can be scaled up and improved.



What struck me and touched me was the fact that, by meeting a person who directly told us about his experience, I was able to remove a huge filter that I had never removed before. The filter I'm talking about is one that didn't let me see reality from a true and pure perspective: the missing element in the news is humanity.

Student from the school Liceo Ascanio Landi

2

THE BURDEN OF ENTRENCHED PREJUDICES

While the programme improved perceptions of refugees in terms of their rights, participation and enrichment of society, the perception of refugees as competitors or threats seems to be a consistent element before and after the programme. The lack of change in these perceptions seems to indicate that there are entrenched discourses and prejudices that are difficult to eliminate.

In the analysis carried out, it has been detected that prejudice and stereotyping about a certain issue or reality grows when 1) there is a lack of information about it; and 2) one is physically distant from that reality. Thus, the relatively widespread and gratuitous perception of the migrant and refugee as a competitor is very worrying.

RECOMMENDATIONS

- Focus on values training: training and development of trust, respect and listening, continuous feedback, and feedforward experiences with students, will help them to develop quality relationships and the capacity to build a better future society by changing the present.
- Carry out specific programmes with concrete information to eradicate such messages. In this context, it is important to look to the future in terms of social cohesion, stressing that the myth of resource scarcity is incorrect. The focus should be not so much on the scarcity of resources as on their distribution.
- Analyse the cultural and social context in depth (history of migration in the country, migration policies, etc.), and in a hypothetical follow-up investigate and understand this fear, separating out possible individual causes. This could be achieved through interviews with groups of students from each country participating in the CHANGE programme. Listening to their responses would be a valuable opportunity to understand how to actively dismantle prejudices and would allow for adding and changing modules in educational programmes.
- Focus programmes more intensively on action—on experiencing reality empirically— since the only way to disarm prejudice and stereotyping is through intellectual and physical knowledge of reality.



Instead, in the end, we see our smiles, which represent the overcoming of prejudice and demonstrate the positive message that, by removing the mask of intolerance, we come to understand that behind every anonymous face there is a person, a life, a story.

Student from Santa Maria del Mole

3

THE IMPACT OF THE PRESENCE OF REFUGEE POPULATIONS IN CLASSROOMS

The presence of the refugee population in the classroom helps students to be better informed about their living conditions, to understand and deal with different opinions, and to recognise their right to protection and dignified life, their participation in public life, and their contribution to the enrichment of the country. The perception of the migrant and refugee population as a competitor and/or threat is more present in classes in which migrants and refugees are absent.

On the other hand, encounters with refugees weave canvases of enriching and resonant relationships. Accounts of the experiences of students, student ambassadors, volunteers and teachers identify the encounters as an opportunity. In these encounters, the listening spaces created helped to break down walls, especially those of prejudice, and build bridges of gratitude and a desire to create a better society. The refugees are aware of their mission and their work in these meetings, of the road they have travelled and of the road that remains to be travelled.

It could therefore be concluded that the absence of direct contact with the refugee/migrant population feeds negative stereotypes towards them. Conversely, more contact with the refugee/migrant population proves to be positive in developing a better predisposition towards the migration issue.

RECOMMENDATIONS

- Emphasise the programme in the meetings, working at group level with all the protagonists before, during and after with workshops for reflection, proposals for action, implementation, and follow-up. The generation of networks and learning communities that exchange and reflect on experiences, learning and discoveries can be a catalyst in the construction of a social fabric of change.
- Promote the integration of migrant and refugee children and young people in classrooms or of professionals on school staff.

“

My goal was to break down the walls of misunderstanding between refugees and the world. These walls were built on misrepresentations in the media, which end up creating fear and hatred and us against them.

A.D., a refugee participant of the CHANGE programme

4

THREE STUDENT PROFILES

Three broad student profiles seemed to be present amongst those analysed, in terms of their competence, discourse, attitude and civic engagement.

The “Apprentices” are well-informed, have personal contact with the immigrant reality, consult diverse sources, understand and deal with different opinions, judge the reliability of information, and think critically. They also recognise the right of migrants and refugees to protection and a dignified life, participation in public life and the contribution to the enrichment of the immigrant community as a whole. However, they also perceive refugees and migrants as labour competitors and as a cultural and/or religious threat.

The “Conformists” are not involved with learning and deepening their understanding of refugee and immigration issues, nor with having contact with them. They see refugees and migrants as competitors and as a threat, believing that they do not contribute, and that there is no enrichment in living with them. In addition, they do not recognise their rights, nor their participation in public life.

“Passive critics” do not make an effort to be well-informed, to consult diverse sources, or to have personal contact with immigrants. Nor do they have a high appreciation of the enrichment of living together. However, they are open to understanding and dealing with different opinions, and are critical thinkers. They do not see immigrants as competitors or as a threat, and recognise their right to protection and a dignified life, and their participation in economic, political and cultural life.

The apprentices are the youngest, have had encounters with the refugee/migrant population, and have participated in the Student Ambassador programme and in the stages of the CHANGE course. The other two profiles are jointly characterised as students in the middle age range, who have not had encounters with refugee/migrants, have not participated in the Student Ambassador programme and have not participated in the stages of the CHANGE course.

RECOMMENDATIONS

- Create an accompaniment programme for the apprentices that will allow them to move towards commitment and leave behind misgivings.
- Deepen the knowledge of reality which passive critics and conformists have, with the aim of designing accompaniment programmes with them that identify the forces that allow them to have better informed and tolerant profiles.



This experience has made us aware of many things. On the one hand, refugees are people like us, but they have had to flee their country and need our help to live a better life. In this sense, we believe that assistance should be given instead of making people wait in extreme suffering. On the other hand, it is clear to us that we are very fortunate with the opportunities we have, and we have to appreciate that.

Student of San Jose Jesuitak School

5

THE CONTEXT IS HETEROGENEOUS AND IS NOT NEUTRAL

The groups analysed are heterogeneous in variables including gender; the type of school (public, non-religious private or religious private); the physical presence of immigrants or refugees in the class; the subject in which the programme was taught (language, social studies, ethics or religion); and the language (i.e., cultural environment) in which the training took place. This heterogeneity is in turn reflected in significant differences in the outcome of the programme. In other words, the context in which the programme is delivered is not neutral.

RECOMMENDATIONS

- Conduct a reflective analysis of the results for each country in order to delve deeper into the particularities of each country and their effects.
- Enrich the students' perspective with that of the teachers or group that has implemented it in future questionnaires. This will allow us to know what has been done and how it has been done, in order to identify which teaching-learning methodologies and experiences allow us to achieve the programme's objectives.
- Adapt the training according to the lessons learned by comparing the results obtained by the programme in different environments, and taking into account the variables mentioned (gender, type of school, presence of immigrants, cultural context). We especially highlight the need to rethink the type of subject in which these contents can be better used by students.



I believe that change really starts with the small things, so simply starting a conversation about this issue can already be a big help. In a world where it is so easy to be misled by false and misleading information, I think the most effective solution is to start talking about migration and the situation of refugees in our own communities.

Volunteer

6

NOT ALL STAGES HAVE THE SAME PARTICIPATION

Only 20% have completed all six stages (self-awareness and self-esteem, critical information, changing perspectives, forming and representing judgement, dealing with prejudices, and taking action). Fifty-six percent of the students have completed one or two stages. However, the distribution of participation is not homogeneous between the stages. The stage in which there is the least participation is the sixth stage (moving to action). The stages most related to critical thinking—stage 2 (critical information) and stage 4 (forming and representing judgement)—have 36.6% and 37.8% participation. The fifth stage related to coping with prejudices has a participation of 40%. 73.5% have had and taken the opportunity to meet a refugee/migrant, while participation in the Student Ambassador programme was only 10.5%.

RECOMMENDATIONS

- Conduct focus groups with students and teachers to find out why some stages have worked better than others.
- Conduct programmes aimed at proactivity, set objectives and actions, and evaluate difficulties, achievements and consequences with follow-up to increase participation in action-related steps.
- Involve students in generating proposals for action and commit them to carrying them out in order to strengthen their civic engagement.
- Additionally, consider and investigate civic and social engagement outside the programme and outside school as an effect of the programme itself (volunteering).



It was important for us, teachers and students, to realise that with the example of M.G.T. and her family, discrimination exists, that it passes by us, that it finds in our silence a powerful ally

Teacher

1 • INTRODUCTION



Education is not to fill a bucket, but to light a flame

William Butler Yeats

In a world subject to the dynamics of continuous change, as a river through which our lives flow, and to a constant uncertainty that seems to accompany us on our daily journey and that has become more palpable with Covid-19, two mantras ring out to be heard: 1) Education changes the world; and 2) Alone we advance faster, but together we will go further. Educating undoubtedly makes for more prosperous societies, but the first mantra needs clarification: “education does not change the world, it changes the people who will change the world” (Paulo Freire). But this leads to an implicit conviction that without education for human development we will hardly build a better society. It is therefore necessary that the facilitators of change, the teachers and the students, co-create together education that will enable their human development and that they will be able to transfer to society. The second mantra is an open reality that people forget, wanting to get to the shore faster on their own. Looking, listening to others, getting to know them, trying to understand their situation and the load they carry will make it possible to generate more inclusive, more cohesive, more committed societies that see diversity as an opportunity and not a threat, and that break down walls and build bridges towards a better society.

The CHANGE project intends to repeat these two mantras by broadening knowledge through in-depth study and consultation of different sources, reflection, analysis, encounters, and new perspectives. Three perspectives come together to build a better future: Teachers, Students and Immigrants. The CHANGE project aims to build a society in which everyone is welcome and can participate. Together, we all have a role to play. It is known that when people have the opportunity to meet each other, real change can happen. That is why CHANGE seeks to establish meaningful connections between the refugee population and young people. Through a six-stage educational course facilitated by teachers, students learn to think critically and make their own value judgements on issues of refugees, migration and society. The student ambassador programme aims to enable students to take on a leadership role by planning actions for change in their schools or local communities.

The student can learn and act for change. The CHANGE project seeks the involvement of the student as an active agent of change by taking what they have learned in their classroom to the next level. The student ambassador for change takes the initiative and plans actions with others.

The teacher teaches for change. They inspire their students to put their knowledge and energy into shaping the future they want to build. Through the CHANGE course, students are challenged to think critically and shape their values.

The immigrant shares their experience for change. Through meetings they meet young people and tell them about their experience and their hopes and dreams for the future.

Together, teachers, students and migrants contribute to shaping the future of a society for all.

This report shows the detailed analysis of the three surveys that collected information before and after the implementation of the project. These included: an enrolment survey collecting information on the context of the classroom (completed by the teacher); an evaluation survey 1 which collected information on different aspects of the student's context, self-perception and perception of the refugee/migrant situation before the implementation of the programme; and an evaluation survey 2 which collected information on different aspects of the student's participation in the programme and self-perception and perception of the refugee/migrant issue with a post-implementation view of the CHANGE programme. In these two questionnaires, the respondents were the students. The results show evidence of change in students' discourse, attitude and behaviour in the direction of improved recognition of social inclusion.

The report is structured in six sections, including this introduction and the bibliographical references. The second section focuses on the objectives of the study.

The third section gives a brief description of the CHANGE programme and its characteristics, as well as the competence objectives of each stage of CHANGE and of the Student Ambassador programme.

The fourth section presents the results of the univariate, bivariate and multivariate analyses. This makes it possible, on the one hand, to explore the reality of teachers and students and to bring out the relationships between discourses, attitudes and actions and, on the other hand, to evaluate the impact of the change generated. The students' profiles are also projected in a mirror, according to their learning (deepening of information, diversity of information, personal contact with the reality they are trying to approach, acquisition of criteria to distinguish reliability in information, and acquisition of critical thinking), discourse, attitude and commitment to the refugee/migrant population. It includes a sketch of the canvas drawn by the characteristics that accompany these student profiles.

Section 5 describes the conclusions and recommendations of the study.

2 · OBJECTIVES

The main objective of this study is to conduct in-depth research among students participating in this awareness-raising project, in order to identify what really works and what enables students to develop valuable critical thinking skills. That is, to assess the programme's impact among students in developing critical thinking skills and in improving civic participation, in particular to promote intercultural exchange, diversity and social inclusion.

This research will provide a better understanding of the relationships between variables and their relevance to identity factors that can influence and shape students' improved performance towards critical thinking skills as a key competency, and promote students' engagement as responsible citizens in line with the UN Global Education Goal, Sustainable Development Goal 04 (SDG 04: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all).

As the project aims to empower teachers to explore and develop skills to foster critical thinking competencies among students in the classroom, this research will serve as a basis for developing innovative and tangible audio-visual training tools/tutorials. The modules will describe the background of the research analysis and findings, relevant steps, objectives and content, as well as an innovative methodology applicable in the classroom.

3 · CHANGE

The CHANGE project aims to encourage students to think critically about the issue of refugee and migration in order to distinguish fact from opinion and to recognise prejudices and stereotypes. CHANGE aims to build a society in which everyone is welcome and can participate. Together, everyone has a role to play. The project tries to foster meaningful connections between refugees and young people. Students can improve their critical thinking and create their own opinion on issues such as migration and society through a six-stage educational programme facilitated by teachers. Next, the Student Ambassador programme aims to enable students to take a leadership role by planning two actions in their schools or local communities.

The six-stage educational programme is a key component of the CHANGE project. Each stage is designed to take 45 minutes to implement.

STAGE 1 · SELF-AWARENESS AND SELF-ESTEEM

In order to be able to cope well with encounters with otherness (supposed or real), it is important to become aware of one's own experiences, attitudes and values. Self-awareness in this sense is a necessary basis for opening one's own mind. At the end of this stage, learners should:

- Have become aware of their own values, and their experiences, attitudes and feelings related to the refugee/migration issue.
- Have aroused their curiosity and have the desire to experiment and learn more about the subject.

STAGE 2 · CRITICAL INFORMATION

Education is also always an active process of self-education, in the sense that it is not possible to acquire meaningful knowledge only passively. If learners want to acquire knowledge that is important for them, their actions and their lives, they have to acquire it actively. In this way, they also practice their ability to use media, and critically process information. At the end of this stage, learners should:

- Be able to actively acquire knowledge regarding refugee/migration.
- Have practice in evaluating sources and critically researching information.

STAGE 3 · CHANGE OF PERSPECTIVES

Education that aims to bring about change in people and open their minds requires more than the ability to process information, data and facts, important as this is! Education also requires a change of perspective through the encounter, as it allows us to be touched emotionally and to reflect on the experience of the encounter. At the end of this stage, learners should:

- Not only be able to acquire factual information and knowledge regarding refugee/migration, but also to some extent be able to understand (even emotionally) the situation, experiences and wishes of refugees.
- Have undergone a change of outlook and acquired in-depth knowledge.

STAGE 4 • FORMING AND REPRESENTING JUDGEMENT

Promoting the ability for moral judgement is an important goal for education, but it cannot be limited to the transmission of moral principles. What is required is a change of outlook, the ability to reflect on moral principles, and the ability to represent one's own position in a debate. At the end of this stage, students should be able to make well-founded value judgements (with regard to the issue in question), and to deliberate and represent them against other opinions.

STAGE 5 • DEALING WITH PREJUDICE

Education that aims to help people live well together must motivate and enable them to relate to other persons who are always concrete individuals and never just part of a collective. This is why it is important to oppose unacceptable generalisations (and especially contempt). Generalisations are not bad in themselves, but they should not avoid recognising the individual reality of other people. At the end of this stage, learners should be able to perceive inappropriate generalisations, prejudices and belittling, in themselves and in others, and to find starting points for dealing with these.

STAGE 6 • MOVING TO ACTION

Education can not only open minds and enable change when it leads to action, it can also reflect on individual and collective experiences of action and in turn promote further education. At the end of this stage, learners should:

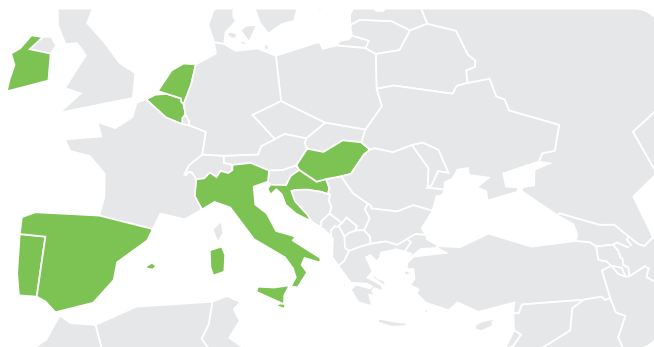
- Recognise their own possibilities for action (with regard to the refugee/migration/diversity issue).
- Be motivated and able to use the opportunities they have.

The Student Ambassador programme of the CHANGE project was designed to support students who want to use their voice to raise awareness as well. Students who want to be ambassadors can make a positive contribution in their school or local community, and raise awareness about the importance of welcoming refugees and building a society where everyone can participate. Through this programme, they develop ideas, define goals, plan actions and take action together with other student ambassadors. Each group of student ambassadors will plan and carry out actions to contribute to CHANGE. The type of activity a student ambassador does is not limited—there are some action lines to help them think about how they can take action, but it is up to them to decide how to do it.

4 · METHODOLOGY

The U-CHANGE project uses existing School Education networks focusing on awareness-raising to conduct in-depth and comprehensive research on the criteria of what shapes students' discourse, attitudes and behaviours towards the recognition of social inclusion. The population are students participating in awareness-raising from nine different countries:

- Belgium (BE)
- Spain (ES)
- Hungary (HU)
- Croatia (HR)
- Italy (IT)
- Ireland (IE)
- Malta (MT)
- Netherlands (NL)
- Portugal (PT)



The information collection is carried out using three questionnaires:

- 1 · Registration Questionnaire
- 2 · Evaluation Questionnaire 1 (C.1)
- 3 · Evaluation Questionnaire 2 (C.2).

The enrolment questionnaire collects general information about the type of school and classroom. Evaluation questionnaire 1 collects socio-demographic questions and questions about the students' perceptions of the refugee population before the CHANGE course. Evaluation questionnaire 2 collects their participation in the programme and their perceptions after the CHANGE course.

The target population is the teachers and students who participated in the CHANGE programme. However, from the former, only segmentation data referring to the centre and classroom were collected. The type of sampling is non-probabilistic, the observational units correspond to those who participated in the CHANGE programme and responded to the questionnaires.

Data processing was carried out using univariate, bivariate and multivariate statistical analysis techniques.

A more detailed explanation of the questionnaires and statistical methodology used can be found in the Methodological Annex.

5 · RESULTS

The main results found in the univariate, bivariate and multivariate statistical analyses are described here.

5.1 · MANNEQUIN CHALLENGE OF CHANGE FACILITATORS

Univariate descriptive analyses reveal that the total sample of students before the CHANGE course is proportionally distributed below 1% among the total number of teachers, except for 10 teachers who are above 1%.

Univariate analyses show that almost all of the students surveyed, namely 94% of the students, are in secondary school, with 78% attending a public school and the rest to private schools, with 12% attending a religious school. These are classes with a low presence of refugees/migrants: approximately 80% do not have these students in their classes, although almost 13% were unsure as to whether or not these students are present in their class (see Tables 1, 2 and 3).

Table 1 · Type of School Classification 1

		FREQUENCY	PERCENTAGE
VALID	Secondary School	9308	94,0
	Vocational Training School		,2
	Another	568	5,7
	Total	9900	100,0
LOST	System	345	
TOTAL		10245	

Source: Own elaboration.

Table 2 · Type of School Classification 2

		FREQUENCY	PERCENTAGE VALID
VALID	Public School	7728	78,1
	Religious school	1201	12,1
	Private School (other than religious)	970	9,8
	Total	9899	100,0
LOST		1	
	System	345	
	Total	346	
TOTAL		10245	

Source: Own elaboration.

Table 3 · Table: Presence of refugees/migrants in your class

		FREQUENCY	PERCENTAGE VALID
VALID	Yes	747	7,5
	No	7895	79,8
	Not sure	1254	12,7
	Total	9896	100,0
LOST	5		
	System	345	
	Total	349	
	TOTAL	10245	

Source: Own elaboration.

The CHANGE course has been mainly integrated in the subjects of religion and language: approximately 65% of the students received the course as part of these subjects (Table 4).

Table 4 · Subject where the teacher teaches the course Integrated Change

		FREQUENCY	PERCENTAGE VALID
VALID	Religion	3209	32,4
	Language	3237	32,7
	Ethics	263	2,7
	Social Science	454	4,6
	Other	2735	27,6
	Total	9898	100,0
LOST		1	
		1	
	System	345	
	Total	347	
TOTAL		10245	

Source: Own elaboration.

Sixty-five percent of the students have English as their school language, and approximately 15% have Spanish and Basque as their language (Table 5). Eighty-five percent of the teachers of these students have one or two classes (Table 6). Eighty-two percent of the students are between 12 and 17 years old inclusive (Table 7).

Female students predominate in the sample (55.6%) (Table 8). The nationalities most present in the total sample among these students are, in order of weight: Italian (50.3%), Spanish (15%), Portuguese (11.2%), Croatian (5.9%), Belgian (4%), Hungarian (2.1%), Dutch (1.5%), Irish (1.3%) and Romanian (1%). The remaining nationalities account for less than 1% of the total sample.

Fifty percent of the students have teachers who have 28 students in total or less, but this is very heterogeneous data with a large dispersion. Fifty percent of the students are in classes with 24 students or less—here too there is great heterogeneity between the classes of different teachers. The number of migrants and the percentage of migrants in teachers' classes is negligible: 95% of students have two students or less in their classes, a migrant/refugee percentage of 7.89%. These two variables are also quite dispersed, with some students having up to 30 refugees/migrants in class. 1.7% of students have a percentage of refugees/migrants in their class between 20% and 40%.

Table 5 · Language of students

		FREQUENCY	PERCENTAGE VALID
VALID	EN	6524	65,9
	EN	763	7,7
	FR	366	3,7
	HR	622	6,3
	HU	189	1,9
	IT	454	4,6
	NL	243	2,5
	EUSK	733	7,4
	Others	5	,1
	Total	9899	100,0
LOST		1	
	System	345	
	Total	346	
TOTAL		10245	

Source: Own elaboration.

Table 6 · Number of classes

		FREQUENCY	PERCENTAGE VALID	CUMULATIVE PERCENTAGE
VALID	1	6961	67,9	67,9
		1720	16,8	84,7
		873	8,5	93,3
		513	5,0	98,3
	5	178	1,7	100,0
	Total	10245	100,0	

Source: Own elaboration.

Table 7 · Age of students in class

		FREQUENCY	PERCENTAGE VALID	CUMULATIVE PERCENTAGE
VALID	11-12	499	5,0	5,0
	12-13	1002	10,1	15,2
	13-14	2590	26,2	41,3
	14-15	1453	14,7	56,0
	15-16	1758	17,8	73,8
	16-17	1284	13,0	86,8
	17-18	958	9,7	96,4
	18-19	353	3,6	100,0
	Total	9897	100,0	
LOST		1		
	System	345		
	Total	348		
TOTAL		10245		

Source: Own elaboration.

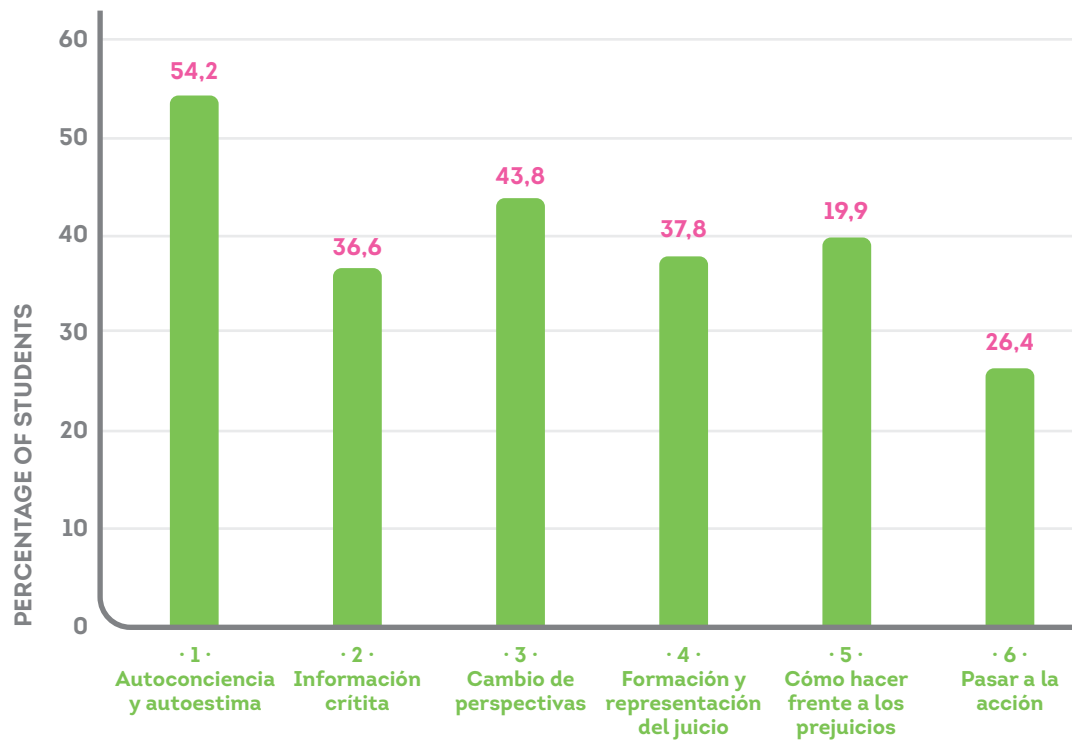
Table 8 · Gender

		FREQUENCY	PERCENTAGE VALID
VALID	Female	5695	55,6
	Male	4382	42,8
	Another		1,6
	Total	10245	100,0

Source: Own elaboration.

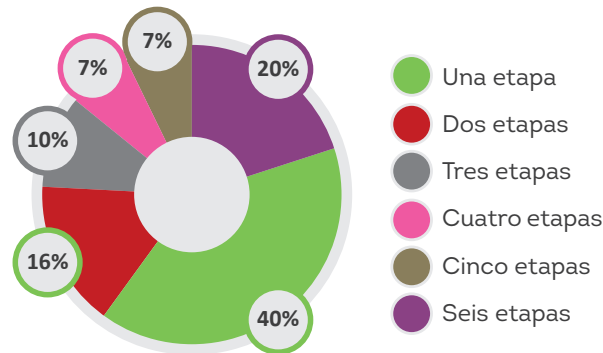
With regard to the participation of the 2,572 students who responded to the Evaluation 2 questionnaire in the six stages of the CHANGE project, there is a homogeneous distribution in the first five stages, although the first and third stages have a participation rate of over 40% and the least participation rate is in stage 6. Fifty-six percent of the students have completed one or two stages and 20% have completed all six stages. These results are shown in Figures 1 and 2.

Graph 1 · Distribution of student participation according to stage of change



Source: Own elaboration.

Graph 2 · Distribution of students by number of stages of the project carried out



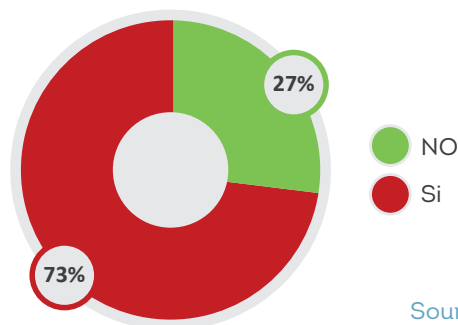
Source: Own elaboration.

Nearly 74 percent of the students had the opportunity to meet a refugee/immigrant during the project (Figure 3), but only 10.5% participated in the Student Ambassador programme (Figure 4). The type of activities they could do in this programme were: 1) Public policy meeting, event or debate, 2) Exhibition, show or cultural event, 3) Social media activity and/or campaign, 4) Local community activity, 5) School activity, 6) Major network activity, and 7) Other.

Among the activities carried out in the Student Ambassador programme, participation in a school activity (28.6%) and participation in this activity together with an extensive online activity (14.5%) stand out in terms of student participation. Above 1%: participation in an exhibition, show or cultural event (1.9%); in an extensive online activity (7.4%); in a local community-based activity (3.3%); and in a meeting, event or public policy debate (9.7%).

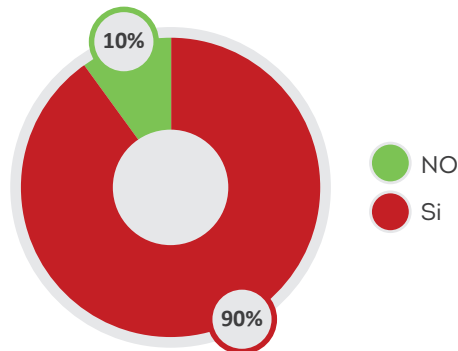
There were also people who participated in more than one activity, e.g. local community activity, school activity and networking activity (1.9%); 2.2% participated in all six concrete programme activities, in public policy meeting, event or debate and local community activity (1.5%); 1.1% of students participated in school activity in addition to these two activities; 1.1% participated in four of the six activities except exhibition, show or cultural event, social media activity and/or campaign; 3.3% participated in public policy meeting, event or debate and school activity. Ten percent participated in activities other than those listed above.

Figure 3 Percentage of students who had the opportunity to have an encounter with a refugee or migrant.



Source: Own elaboration.

Graph 4 Percentage of students who participated in the student ambassadors of change programme



Source: Own elaboration.

5.2 · AN ENABLING VISION FOR A HOPEFUL FUTURE

There are several variables which influence the average ratings before and after students' participation in change. These variables concern students' perception of refugees/migrants based on their self-perception about information about the refugee/migrant population; the contact they have with them; and their way of obtaining information and integrating it, combined with their critical thinking and perception about their situation. The highest ratings are found in being informed about the causes forcing people to flee their homes and in their attempt to understand and deal with different opinions about the refugee population.

Thus, the highest scores in both Questionnaire 1 and Questionnaire 2 are for knowledge about the reasons why people are forced to flee their homes, and the attempt to understand and deal with different opinions about the refugee population. However, in both C.1 and C.2, the lowest ratings focus on direct contact with the refugee/migrant population and the proactivity of making an effort to gather information from a variety of sources. The response about direct contact with refugees/migrants is the most heterogeneous.

In all of them the rating in C.2 is higher than in C.1, and in the bivariate inferential analysis we will study whether these differences are statistically significant. This would reveal a positive change in the students as a consequence of the implementation of the project.

Students recognise the fact that when a person is forced to leave their country, the most important thing is that they find protection and a new life with dignity. They recognise their right to participate in the cultural, economic and political life of the country. Their perception of the refugee/migrant population as competitors for jobs, social services and benefits, and as a threat to cultural traditions, religious practices, etc., has low ratings, although the average ratings

have more dispersion than the rest of the items, thus showing the heterogeneity of the results with respect to the other ratings. The view of refugees/migrants as being enriching, adding value through their experiences, and supporting the needs of the community through their work does not seem to be as highly valued as the recognition of the importance of their finding protection and a new life with dignity and their right to participate in the economic, political and cultural life of the country. The two negative judgements (refugees as labour competitors and cultural threat) have responses with very heterogeneous ratings in both C.1 and C.2; the ratings are better after the students' participation in the Cambio programme, except for the perception of the refugee/migrant population as a cultural threat. All this can be seen in Table 9.

Bivariate inferential analysis allows us to conclude whether the differences in change are significant, pointing to a positive change in perception after the programme.

To test the hypothesis of no impact between the pretest (before the CHANGE programme) and the post-test (after the CHANGE programme), a Student's t-test was performed for related or paired samples, being the same sample to which the questionnaire of self-perception and assessment/perception of the situation of the refugee/migrant population was applied. The contrast results indicate that the differences are significant at 1% in favour of the post-test (after the CHANGE programme) showing a positive change in assessment. Item 8 (the importance of protection and a dignified new life, when a person is forced to leave their country) shows a significant difference in favour of the post-test (after the CHANGE programme) at 5%. The only non-significant differences are for items 10 and 11, valuing refugees as labour competitors and valuing refugees as a threat to cultural traditions, religious practices, etc., respectively (see Table 1.AR, Appendix Results).

Table 9: Means and coefficients of variation of the items of C.1 and C.2

SELF-PERCEPTION	MEDIA C.1	MEDIA C.2	CV C.1	CV C.2
I AM INFORMED ABOUT WHY PEOPLE ARE FORCED TO FLEE THEIR HOMES.	3,78	4,34	0,25	0,19
I AM WELL INFORMED ABOUT THE CONDITIONS OF THE REFUGEE POPULATION IN MY COUNTRY.	3,04	3,71	0,34	0,26
I KNOW SOME REFUGEES PERSONALLY AND HAVE MET THEM ON MORE THAN ONE OCCASION.	1,91	2,74	0,66	0,50
I STRIVE TO OBTAIN DIFFERENT TYPES OF INFORMATION ABOUT THE REFUGEE POPULATION AND CONSULT VARIOUS SOURCES.	2,58	3,25	0,44	0,36
I TRY TO UNDERSTAND AND DEAL WITH THE DIFFERENT VIEWS ON THE REFUGEE POPULATION.	3,42	3,89	0,34	0,27
I CAN JUDGE WHAT INFORMATION IS CREDIBLE AND WHAT IS NOT.	3,21	3,53	0,35	0,32
I HAVE MY OWN POINT OF VIEW ON HOW WE CAN LIVE WITH THE REFUGEE POPULATION AND I HAVE ALREADY DEFENDED MY POINT OF VIEW TO OTHERS.	3,36	3,81	0,36	0,29
ASSESSMENT OF THE REFUGEE/MIGRANT POPULATION AS A GROUP				
WHEN PEOPLE ARE FORCED TO FLEE THEIR COUNTRY, THE MOST IMPORTANT THING IS THAT THEY FIND PROTECTION AND A NEW LIFE OF DIGNITY.	4,49	4,53	0,18	0,18
THE REFUGEE POPULATION MUST HAVE THE RIGHT TO PARTICIPATE IN THE CULTURAL, ECONOMIC AND POLITICAL LIFE OF OUR COUNTRY.	4,31	4,38	0,22	0,21
THE REFUGEE POPULATION IS A COMPETITOR: FOR WORK; FOR SOCIAL SERVICES; FOR TAX-FUNDED BENEFITS.	2,71	2,69	0,52	0,55
THE REFUGEE POPULATION IS ALSO A THREAT: TO OUR CULTURAL TRADITIONS, RELIGIOUS PRACTICES, ...	1,78	1,82	0,62	0,65
I FIND IT ENRICHING TO LIVE WITH THE REFUGEE POPULATION IN OUR SOCIETY. THEY BRING NEW THINGS BASED ON THEIR EXPERIENCES AND SUPPORT THE NEEDS OF OUR COMMUNITY WITH THEIR WORK.	3,84	4,05	0,29	0,26

Source: Own elaboration.

5.3 · IMMERSIVE LISTENING ON POTENTIAL IMPACTS THAT ENABLE CONNECTED AND INCLUSIVE SOCIETIES

5.3.1. INTERACTIONS BETWEEN PERCEPTIONS: BEFORE AND AFTER CHANGE

The Pearson correlations between items at the two points in time before CHANGE (C.1) and after CHANGE (C.2) are positive and greater than 0.3 and less than 0.7 in absolute value—the highest correlation being between the assessment of the enrichment of living with refugees in society and the recognition of participation in the economic, cultural and political life of immigrants after CHANGE (0.616, specifically). These correlations reveal that the starting situation has a moderate positive linear relationship between variables, in general, and that the intensity of the relationships between variables is higher after CHANGE (Tables 2.AR and 3.AR, Appendix Results).

The correlations between the quantitative variables in the study show that the correlations are statistically significant but very weak in absolute value. There seems to be no linear relationship between the age of the students and their self-perception and perception of the situation of the refugee/migrant population, as the relationships are significant, but close to 0 in absolute value or not statistically significant.

BEFORE CHANGE

The highest correlations are found between being well-informed about why people flee their homes and the conditions in which they live (0.421), which is highly expected, equivalent to the positive and statistically-significant relationship between striving to obtain different types of information and consulting different sources about refugees/migrants, as well as trying to understand and deal with different opinions about the refugee/migrant population (0.501). This shows how researching and collecting from different sources about a reality increases the attempt to understand and deal with different existing opinions about the refugee/migrant population, i.e., opens one's mind to other realities.

The effort to obtain different types of information and consult different sources is also correlated with having good information about the living conditions of the refugee/migrant population (0.371). As might be expected, trying to understand and deal with different opinions about the refugee/migrant population seems to have a positive relationship with the student acquiring his or her own point of view about how to live with the refugee population and defending that point of view (0.389). In turn, having one's own point of view and defending that point of view to others is positively related to making an effort to gather information and consult different sources (0.379), and to the ability to judge the credibility of information

(0.306). The perception that the importance of protection and a new dignified life when a person is forced to leave their country is positively related to the recognition of the right to participate in cultural, economic and political life in the country of destination (0.464).

The view of the refugee/migrant population as a threat to cultural tradition, religious practices and more is inversely related to the recognition of the right of the refugee/migrant population to participate in the cultural, economic and political life of the country (-0.371). The perception of enrichment of the refugee/migrant population to the country is negatively related to the perception of the refugee/migrant population as a threat to the country (-0.313).

Finally, the perception of the enrichment of the refugee/migrant population to society in their contribution with their experiences and their work is positively related to the understanding and treatment of different opinions about the refugee population (0.330), to the recognition of the right of the refugee/migrant population to protection and a new life with dignity (0.360), and to the recognition of the right of the refugee population to participation in the economic, political and cultural life in the country of destination (0.481).

Table 2.AR in the Annex shows all significant correlations in yellow and green. The latter are those with correlations greater than 0.300 in absolute value.

AFTER CHANGE

After the application of the CHANGE programme, more significant correlations appear above 0.300 in absolute value.

Total hours of activity in the Student Ambassador programme programme does not correlate with any of the items, or correlates very weakly with some of the items, close to zero in absolute value. This seems to indicate that there does not appear to be a linear association between dedication and change in perception.

AR (Appendix, Responses C.2, after CHANGE) shows more correlations between variables with values above 0.300 in absolute value marked in green than in Table 2.AR (Appendix, Responses C.1, before Change). All statistically significant ones are shown in yellow or green.

Being informed about the causes of forced departure of people is positively related to all the variables in the questionnaire except for the perception of the refugee population as labour competitors, which is not statistically significant, or the perception of refugee as a threat to cultural traditions, religious practices, etc. which has an inverse or negative relationship (-0.150). Being informed about the living conditions of the refugee population is positively related to all the variables in the questionnaire except the perception of refugees as a threat which has an inverse relationship (-0.058). Therefore, it seems that the perception of information about the living conditions of the refugee and migrant population is not related to the perception of this population as a labour competitor, while it

seems to have a very weak, albeit favourable, relationship with a decrease in the perception as a threat. The same occurs with personal knowledge of the refugee population, which is positively related to all the variables, except with the perception as a threat to tradition or religion or as labour competitors of the refugee/migrant population, which has a statistically non-significant or very weak relationship, practically zero, respectively. The rest of the variables are positively related to each other.

Negative or non-significant relationships correspond to the perception of the refugee/migrant population as labour competitors or a threat to cultural traditions or religious practices. The highest positive correlation is the perception of the refugee population as enriching our society by sharing their experiences and contributing to labour needs with the recognition of their participation in the cultural, economic and political life of the country (0.616). This points to the work to be done with the students in the sense of understanding the causes that originate the perception of the refugee/migrant as a labour competitor or threat to the students' tradition, and that do not seem to be related or negatively related to the questionnaire items linked to gathering information from different sources, being able to evaluate their reliability, understanding different opinions, forming their own opinion, contacting refugees/migrants, recognising their contribution and their right to participation.

These perceptions, which may stem from pre-formed prejudices, can become an obstacle to programme development.

5.3.2. EFFECTS OF THE FACTORS ON STUDENT PERCEPTIONS

A one-factor factorial analysis of variance (ANOVA) model was also conducted. This model is used to assess the individual effect on a quantitative dependent variable (Questionnaire 2 items and total hours in the student ambassador activity) as a function of gender, type of school (public, private religious, private non-religious), percentage of migrants, language, subject, teacher, CHANGE programme participation, refugee/migrant encounter and Student Ambassador programme participation.

GENDER FACTOR

The results of the analyses of variance for the gender factor on the items of Questionnaire 2 on self-perception and perception of the situation of the refugee/migrant population indicate that variances equal to 5% cannot be assumed for any of the quantitative variables except for total hours of activity as a student ambassador, knowledge and personal encounter with refugees, and having one's own point of view on the issue of the refugee population. Variances equal to 1% are assumed also in the case of refugees as labour competitors and the consideration of the enrichment of living

alongside the refugee population in society. The conservative stance is taken, accepting equal variances at a 5% significance level, rejecting the hypothesis of equal variances for a lower level. AR (Annex Results) and a more extensive and comprehensive explanation of the methodology employed.

We found statistically significant differences between the means of the female and male groups on all items except total hours of activity in the Student Ambassador programme, and knowing refugees personally and having had encounters with them. The mean differences are significant in favour of the female group in all items, except in the ability to distinguish between what information is reliable and what is not, in the perception of the refugee population as labour competitors and as a threat to cultural tradition and religious practices, where the difference is in favour of the male group. The latter two, being inverse items, mean that the negative evaluation of the male group is higher than that of the female group, i.e., the male group values the refugee/migrant population as competitors and a threat above the female group (see Table 4.AR, Annex).

SCHOOL TYPE FACTOR

In the results of the analysis of variance for the factor type of school 2 (private religious and private non-religious) equal variances are assumed according to Levene's test at a significance level of 5% for the variable knowledge of and encounter with refugees and making an effort to obtain different types of information and consult different sources.

There is no statistically significant mean difference at 5% for the perception of the refugee population as a threat between any of the groups of students attending different schools. This is shown in Table 5.AR (Appendix Results).

The difference in means is significant in total hours of activity in the Student Ambassador programme between public and non-religious private schools in favour of public schools.

Significant mean difference is also found in being informed about why people leave their homes between non-religious public school and religious school in favour of the former.

The difference in means of being well-informed about the conditions in which the refugee population lives in the country of destination is statistically significant between public and religious schools in favour of the former and between religious and non-religious private schools in favour of the latter.

The difference in means on personal knowledge and encounter with a refugee is significant between all groups, between public school and religious school in favour of the former, between public school and non-religious private school in favour of the latter, and between religious school and non-religious public school in favour of the latter. Therefore, it seems that the non-religious public school and the public school seem to have higher self-perceptions on these items.

With regard to making efforts to collect different types of information on

the refugee population and consulting different sources, the difference in means is significant between public and private non-religious schools in favour of the latter and between private non-religious and religious schools in favour of the former.

The difference in averages in trying to understand and deal with different sources of views on the refugee population is significant between public and non-religious private schools in favour of the latter and between religious and non-religious private schools in favour of the latter.

However, the difference in means in the ability to judge the reliability of information is significant between public and religious schools in favour of religious schools and between public and non-religious private schools in favour of the latter.

There is also a significant average difference in having a point of view on the issue of the refugee population and having defended it between public and non-religious private schools, with a predominance of the latter, as well as between non-religious and religious private schools, in favour of the former.

The difference in averages is significant in the recognition of the importance of protection and a dignified new life for a person who is forced to flee his or her country between the public and religious school group of students in favour of the former and between the private non-religious and religious school in favour of the former.

The difference in averages in the recognition of the refugee population of their right to participate in the economic, cultural and political life of the country between public and religious school students is statistically significant in favour of the former and between religious school and non-religious public school in favour of the latter.

Between religious school and public school students, the mean difference is significant at 5% for the perception of the refugee population as a threat to cultural traditions and religious practices, with a worse value for religious school students, and also between religious school and non-religious public school students, where the mean difference is significant with a worse value for religious school students.

The mean difference in the perception of the enrichment of the refugee population to our society is significant between students in public and religious schools, between religious and non-religious public schools, in favour of public and non-religious private schools, respectively. Therefore, it seems that there is a possible dependence between public and private non-religious school type with regard to the effect of the Change programme on students' more favourable perception of the enrichment of the refugee/migrant population to our society.

FACTOR PRESENCE OF THE REFUGEE POPULATION IN THE CLASSROOM

Analysis of variance for the factor presence of refugees in the classes on the different items of the questionnaire reveals that significant mean differences at 5% are found between classes with refugee/migrant presence versus those without or unsure with regards to being well-informed about the conditions under which the refugee population lives in the students' country, in favour of classes with refugee presence.

Personal knowledge and encounter with migrants shows significant mean differences at 5% between classes of students who are not sure of the presence of refugees/migrants in their class and those who have or do not have refugees/migrants, in favour of the former.

Significant mean differences are found in the attempt to understand and deal with different views of the refugee population between those who have refugees/migrants in their classes versus those who do not, in favour of the former.

The difference in means is significant at 5% in the recognition of the importance of protection and a new life with dignity when people are forced to leave their country between classes with a migrant presence and those without and those who are unsure, in favour of the former. The same is true for the perception that the refugee/migrant population should have the right to participate in the cultural, economic and political life of our country among refugee and non-refugee classes in favour of the former.

However, mean differences in the perception of the refugee/migrant population as labour competitors and a threat to cultural tradition and religious practices are statistically significant between the refugee-holding classes versus those who are not sure and classes without refugees are not, against the latter two (with higher ratings for the latter).

Significant mean differences are found in the perceived enrichment of living with the refugee population in society between those who have refugees in their classrooms versus those who are not sure if they have refugees in their classrooms, in favour of the former. These results are shown in Table 6.AR (Appendix Results).

FACTOR SUBJECT

AR (Appendix Results) shows the results of the analyses of variance for the subject factor. The difference in means is significant at 5% in the post hoc multiple comparisons in the self-perception of being informed about the causes of forced movement of people in their country between the subjects of religion and language in favour of the latter, between the subjects of ethics and religion in favour of the former, and between the subjects of religion and social studies in favour of the latter.

The mean differences between language and other subjects in favour of language and between ethics and other subjects in favour of ethics are also significant. The difference in means in this item is significant between social sciences and others in favour of social sciences.

The mean difference is significant at 5% in being well-informed about the living conditions of the refugee/migrant population in the destination country between the subjects of religion and language, in favour of the latter.

Significant mean differences are found in the knowledge of and personal encounters with refugees between language and other subjects, in favour of the former.

The difference in means is significant in the effort in collecting and consulting different sources of information in social sciences versus religion, in favour of the former, and between social sciences and language, also in favour of the former, and between social sciences and others, with a predominance of the former.

However, in the attempt to understand and deal with different opinions about the refugee population, the mean difference is significant at 5% between religion and language, leaning towards religion, although compared to ethics and social sciences it leans in favour of these two. The difference in means for this item between ethics, social studies and others compared to language is in favour of the subjects other than language. On the other hand, compared with ethics, other subjects, the mean difference is in favour of ethics, and compared with social studies, other subjects, the mean difference is in favour of social studies.

With regard to the ability to judge the credibility of information, the mean difference is significant between the subjects of religion and language in favour of religion, and between the subjects of religion and ethics, social sciences and others, against religion. Significant mean differences are also found for this item between the subjects of ethics and social studies versus language, against the latter. However, the mean difference is significant for this item between ethics and religion in favour of the former, and between ethics and social studies in favour of the latter. The subject of ethics also seems to outweigh other subjects.

The difference in averages in having one's own point of view on the refugee population and having defended it is significant at 5% in religion versus other subjects and between language and social studies in favour of the latter, as well as between social studies and other subjects in favour of the former.

Regarding the difference in averages in the recognition of protection and a dignified new life when a person is forced to leave his or her country between religion and the subjects of language and social sciences, the difference is in favour of the latter two and between social sciences and others in favour of social sciences.

In the perception of the refugee population's participation in the economic, cultural and political life of the country, the difference in means is significant at 5% between religion and language, in favour of the latter.

The mean differences are not significant between subjects in the perception of the refugee population as labour competitors, but they are significant in the perception as a threat to cultural traditions and religious practices between religion and the subjects of social sciences, language and others,

with the negative perception leaning towards religion. This is also the case between language and ethics, leaning towards ethics, and between other and language, leaning towards other.

The perception of the enrichment that the refugee/migrant population brings to our society shows a statistically significant mean difference between the subjects of religion and language, in favour of the latter. Therefore, it seems that the treatment and approach from which work is carried out seems to influence the emphasis given to certain aspects of the programme.

LANGUAGE FACTOR

The analysis of variance of the language factor with post hoc multiple comparisons reveals that statistically significant mean differences are found at 5% in favour of the English language groups in the total hours of activity in the Student Ambassador programme compared to the Spanish, French, Croatian, Dutch and Basque groups. Significant mean differences in total hours are also found between the Spanish group and the Italian group in favour of the latter and between the Spanish group and the Dutch group in favour of the former. The statistically significant mean difference between the French group and the Italian group reveals the preponderance on average in total hours of the Italian group and of this group also compared to the Croatian group, the Dutch group and the Basque group. The Hungarian group has no statistically significant mean difference with any other group. Table 8.A shows these results.

With regard to being **informed about the causes forcing people to leave their homes**, the mean difference is statistically significant at 5% between the English and French groups in favour of the English group, between the Croatian group versus the English, Spanish, French, Hungarian and Basque groups, in favour of the Croatian group. Significant mean differences are also found between the Italian, Dutch and Basque group versus the French group, against the French group. The mean difference is significant at 5% between the Italian and Hungarian groups in favour of the Italian group.

The mean difference in being well-**informed about the living conditions of the refugee population** in the destination country is statistically significant at 5% in the English group compared to the French, Hungarian and Basque groups, in favour of English. However, the Croatian group has a higher mean on this item than the English, Spanish, French, Hungarian, Dutch and Basque groups. The Italian group has a significantly higher mean than the French group.

Regarding **personal knowledge and encounter with the refugee population**, the difference in means is significant between the Spanish and Hungarian group versus the English group, in favour of English. It is also significant between the Spanish and Hungarian group in favour of Spanish, and between the Spanish group and the Italian group in favour of Italian. It is significant between the French and Hungarian group in favour of the French, and between the French and Italian group in favour of the Italian. The Croatian group is higher on average in this item than the Hungarian

group and the Italian group is higher on average than the Croatian group. The Hungarian group has statistically significant mean differences with all groups except the Dutch group, all of them against the Hungarian group. The Italian group has significant mean differences in its favour with the Spanish, French, Croatian, Hungarian and Dutch groups. The Basque group has a significant mean difference in this item in its favour compared to the Spanish group.

The effort to obtain different types of information about the refugee population and to consult different sources shows significant mean differences between the English group and the Spanish and French groups, in favour of the English group, and between the English and Croatian groups, in favour of the latter. The Spanish group shows significant mean differences against the English group, as well as against the Hungarian, Italian and Basque groups. The French group has significant mean differences against it, in addition to the English group, with respect to the Croatian, Hungarian, Italian, Dutch and Basque groups. The Croatian group shows statistically significant mean differences, also against the Italian and Basque groups, in favour of the Croatian group.

Statistically significant mean differences at 5% in **trying to understand and deal with different opinions** about the refugee population are found in the Croatian, Dutch and Basque groups compared to the English group, in favour of the Croatian, Dutch and Basque groups, respectively. The Croatian group shows significant mean differences in favour of the Spanish, French, Hungarian, Italian and Basque groups. The Italian group has a significant mean difference in its favour compared to the French group. The Dutch group has mean differences in its favour, in addition to the English, Spanish, French and Hungarian groups.

The **ability to judge the reliability of information** shows significant mean differences between the Croatian group and all other groups, in favour of the Croatian group. The Dutch group and the Basque group show significant mean differences in their favour compared to the English group.

The mean difference in **having one's own point of view** on the refugee population and **having defended** it is significant at 5% in the Croatian group compared to the English, Spanish, French and Hungarian groups, and in favour of the Croatian and the Basque group compared to the English, Spanish, French and Hungarian groups in favour of the Basque group.

The **recognition of the importance of protection and a dignified life when someone is forced to flee their country** shows statistically significant differences at 5% between the English, French, Basque and Hungarian groups in favour of the English group. It also shows significant differences between the Spanish group and the Hungarian group, in favour of the Spanish group, and between the Croatian group and the French, Hungarian and Basque groups, in favour of the Croatian group. Significant differences exist between the Italian group and the Hungarian group, in favour of the Italian group and between the Dutch group and the French and Hungarian groups, in favour of the Dutch group.

Significant mean differences at 5% are found in the **perception of the refugee population as participants in the cultural, economic, and political**

life of the destination country between the English group and the French and Hungarian groups, in favour of the English group. They are also found between the Spanish group and the French and Hungarian group, in favour of the Spanish group, and between the Croatian group and the Spanish, Hungarian and Basque groups, in favour of the Croatian group. They are found between the Italian group and the French and Hungarian groups, in favour of the Italian group, between the Dutch group and the Hungarian group, in favour of the Dutch group, and between the Basque group and the French and Hungarian groups, in favour of the Basque group.

Statistically significant mean differences at 5% in the **perception of the refugee population as job competitors are found** between the English group versus the Spanish and French group, in favour of the English group as a negative perception. They are also found between the Croatian and Spanish group, in favour of Croatian, between the Hungarian and Spanish group, in favour of Spanish, between the Italian and Spanish group, in favour of Italian and between the Basque and Spanish group, in favour of Basque. There are no statistically significant mean differences between the Dutch group and any of the other language groups.

The perception of the refugee population as a threat to cultural tradition and religious practice shows significant mean differences between the French group versus the English group, the Spanish group, the Croatian group and the Italian group, in favour of the French. Significant differences also exist between the Hungarian group versus the English, Spanish, French, Croatian, Italian, Dutch and Basque groups, in favour of Hungarian. Both items (perception of refugees as competitors and perception of refugees as a threat) are inverse, which means that a higher mean of one group compared to another group shows the predominant negative perception of that group compared to the others. The Dutch group has a statistically significant mean difference in its favour compared to the Spanish group. This shows the negative perception on average of the Dutch of the refugee population as a threat compared to the Spanish group. Between the Basque group and the English, Spanish, Croatian and Italian groups, there are significant differences in favour of the Basque group.

The perceived enrichment of living with the refugee population through the experience provided, as well as the contribution to work needs, shows a statistically significant mean difference at 5% between the English group and the French and Hungarian groups, in favour of English. It also shows a significant difference between the Spanish group and the Hungarian group, in favour of Spanish, and between the French and Hungarian group, in favour of French. A significant difference also exists between the Croatian group and all other groups except the Italian group (for which the difference in means is not significant), in favour of the Croatian group, and between the Italian group and the French group and the Hungarian group, in favour of the Italian. It also shows significant difference between the Dutch group and the Hungarian group, in favour of the Dutch, and between the Basque group and the Hungarian group, in favour of Basque. All these results are presented in Table 8.AR (Annex Results).

5.3.3. MAP OF STUDENT PROFILES IN THE PROGRAMME

The use of multivariate data reduction techniques (cluster analysis and multiple correspondence analysis) made it possible to elaborate student profiles around the questions valued by the students regarding self-perception and perception of the situation of the refugee/migrant population, for which a cluster analysis (k means) was carried out. Once obtained, these profiles were characterised according to a series of qualitative variables that were significant for their characterisation.

As described in the methodology, cluster analysis consists of grouping the cases with the greatest homogeneity between them, separating them as far as possible from the cases included in the rest of the groups. The number of groups of individuals or profiles was set at three, on the assumption that this number allows for an intelligible analysis of the question and that it would make it possible to establish a possible intermediate profile between two very different profiles.

Each of the 12 items of the Evaluation Questionnaire 2 has been analysed. The result is presented in Table 10. Where responses show high self-perception ratings they are marked in green and where they show lower ratings they are marked in orange. Where responses show high ratings of positive perceptions of the situation of the refugee/migrant population, they are marked in green and where they show lower ratings, they are marked in orange. Where responses show high ratings of negative perceptions of the situation of the refugee/migrant population, they are marked in orange and where they show lower ratings, they are marked in green.

Profile 1 is the student who: is well-informed about the refugee population with regard to the causes of leaving their country and living conditions in the country of destination; knows and has met them personally on more than one occasion; makes an effort to gather information from different sources; understands and deals with different opinions about the refugee population; has the judgement to discern reliable information from unreliable information; has their own point of view about the refugee population and knows how to defend it; considers and recognises that when a person forcibly leaves their country they are entitled to protection and a dignified life; and recognises the participation of the refugee/migrant population in the cultural, economic and political life in the country of destination and consider it enriching to live with them in the society, yet consider them as labour competitors and as a threat to cultural tradition and religious practice. This seems to be reminiscent of a certain latent racism (Gaertner and Dovidio 1986), which makes it possible to identify racism in those who consider themselves progressive. It occurs involuntarily—they are not aware of this kind of prejudice. Their feelings towards out-groups are closer to fear or discomfort. This profile represents the “Learners”.

Profile 2 are those who: have no information on the issue of refugees and migrants; have no contact with them; do not make an effort to gather information from different sources; do not understand or deal with different opinions; do not seem to have critical thinking; do not perceive the enrichment of living with refugees and migrants to society; and do not seem to be strongly aligned with their participation in economic, political and cultural life, and with the importance of the right to protection and a dignified life, but also see them as labour competitors

and a threat to cultural tradition and religious practices. This profile represents the “Conformists”.

Profile 3 represents those who: are not very well-informed about the reasons why people flee their countries of origin; not very well-informed about the living conditions in the destination country of the refugee/migrant population; do not know and have not personally met refugees/migrants; do not make efforts to gather information from different sources; cannot judge the reliability of information but can understand and deal with different opinions; are critical thinkers; and recognise the right to protection and a dignified life of the refugee population, as well as their participation in the political, economic and cultural life of the refugee/migrant population, and do not perceive them as labour competitors nor as a threat to cultural tradition and religious practices. However, they have a lower assessment of the enrichment of living with the refugee/migrant population in society than profile 1. This profile represents the “Passive Critics”. This is shown in Table 10. The number of students comprising each profile is shown in Table 11.

Table 10 Final cluster centres

	CLUSTER		
	1		
I am informed about why people are forced to flee their homes.form2	5		
I am well-informed about the conditions in which refugees live in my country.form2			
I know some refugees personally and have met them on more than one occasion.form2			
I make an effort to obtain different types of information about refugees and consult various sources.form2			
I try to understand and deal with different opinions on refugees.form2			
I can judge which piece of information is credible and which is not.form2			
I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others.form2			
When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity.form2	5		5
Refugees should have a right to participate in the cultural, economic and political life in our country.form2	5		5
Refugees are competitors: for work; for social services; for benefits that are financed through taxes...form2			
Refugees are also a threat: to our cultural traditions, religious practices, ...form2			1
It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.form2	5		

Source: Own elaboration.

Table 11 Number of cases in each cluster

CLUSTER	1	1057,000
		586,000
		929,000
VALID		2572,000

Source: Own elaboration.

Once these three profiles were constituted, multiple correspondence analysis was used to describe each one of them, based on a series of variables that allowed us to go deeper into their characteristics that had not been used in the bivariate analysis. Specifically, we used the different stages of CHANGE (six stages), age, encounter with a refugee/migrant, and participation in the Student Ambassador programme. These nine variables have helped to confirm and refine the data from the cluster analysis. The overall map of the three attitude profiles is shown in Figure 5. The “Learners” profile is framed in blue and the Conformists and Passive Critics are shown in red.

Table 12 allows us to see how much each variable discriminates in each dimension. Dimension 1 is mainly explained by the stages of Change and dimension 2 by the age of the students.

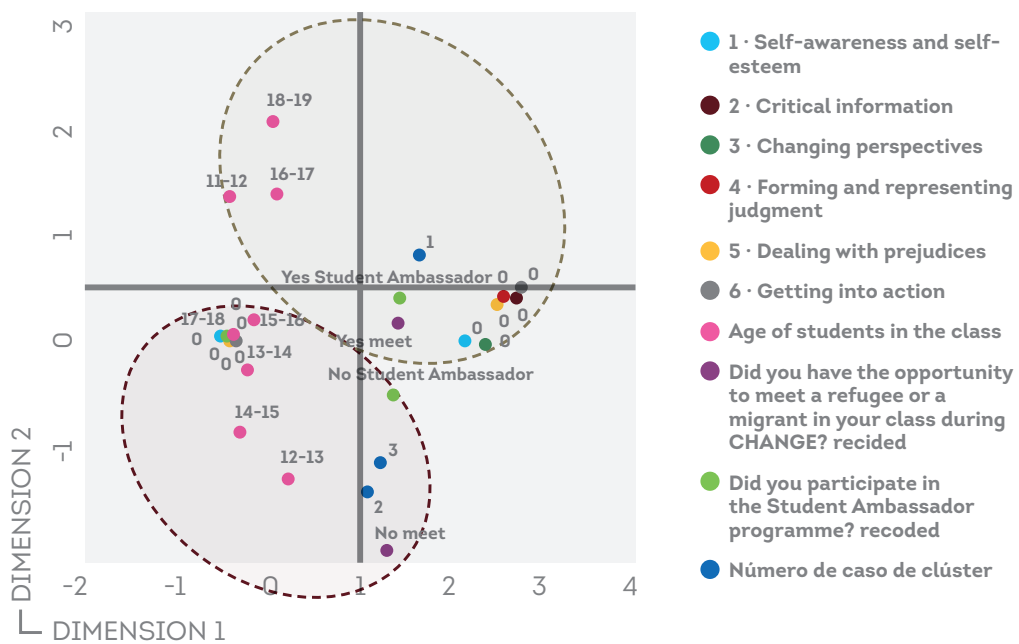
Table 12 Discriminant measures

	DIMENSION		MEDIA
	1		
Cluster case number	,478	,298	,388
1. Self-awareness and self-esteem	,830	,002	,416
2. Critical information	,827	,015	,421
3. Changing perspectives	,797	,003	,400
4. Forming and representing judgment	,786	,018	,402
5. Dealing with prejudices	,793	,013	,403
6. Getting into action	,613	,018	,315
Did you have the opportunity to meet a refugee or a migrant in your class during CHANGE? recoded	,465	,265	,365
Did you participate in the Student Ambassador programme? recoded	,465	,059	,262
Age of students in the class	,058	,762	,410
TOTAL ASSETS	6,112	1,453	3,783

Source: Own elaboration.

The “Learners” profile is made up of students in different age groups—11-12, 16-17 and 18-19—who have had an encounter with a refugee/migrant, have participated in the Student Ambassador programme, and have participated in all stages of CHANGE. The profiles “Conformists” and “Passive Critics” are jointly characterised as students who have not done the Student Ambassador programme, who have not had an encounter with a refugee/migrant, who have not done any of the stages of CHANGE, and are students in different age groups—12-13, 13-14, 14-15, 15-16 and 17-18.

Graph 5 · Category point aggregate chart



Source: Own elaboration.

6 · THE NARRATIVE OF THE STORYTELLERS: FIRST-PERSON EXPERIENCES

“

Because we are made of scraps, colourful bits and pieces of each life that passes through ours and we sew them into our souls. They are not always beautiful, nor always happy, but they add to us and make us who we are. In each encounter, in each contact, we grow older...

In each encounter, in each contact, we grow older... In each snippet a life, a lesson, an affection, a nostalgia... That make us more people, more human, more complete.

And we think that's how life is made, out of pieces of other people that become part of the people too...

Free adaptation by Cora Coralina

In this programme, lives have intersected: students, student ambassadors, refugees, volunteers and teachers. All of them through their relationships have woven a canvas of life stories.

The encounters made life happen; piece by piece an immense canvas was generated where the reality of the other was not an unknown place and the “we” made sense.

The accounts of the experiences of encounters with refugees show positive language, with participants describing encounters as opportunities. The students are filled with appreciation for what they have, and had not previously appreciated. They become aware, with gratitude, of their fortune. The learnings are also present among the protagonists of the meetings: students, student ambassadors, teachers, volunteers and refugees. Getting to know another reality has brought them closer to the people involved, and allowed them to acknowledge, admire, and respect them. Listening seems to have been present in the meetings, allowing them to open up to others in order to understand their own reality and that of others, identifying the walls that are erected, including prejudice.

The views converge in looking at the other as a person. The testimonies seem to show that the experiences were mobilising, and that they had an impact on their lives. Among the students, the desire for justice and the desire to build a better society are evident.

Refugees are aware of their mission and their work, are sometimes surprised by the welcome extended to them, and are aware that there is still much to be done.

6.1 · INTERSECTING LIVES: THE STUDENT AMBASSADORS' PERSPECTIVE

Figure 1 shows the words most repeated by the student ambassadors through their testimonies. These were: student, change, school, person, project, refugee, learn, work, group, experience, workshop, teacher, prejudice, part and right.

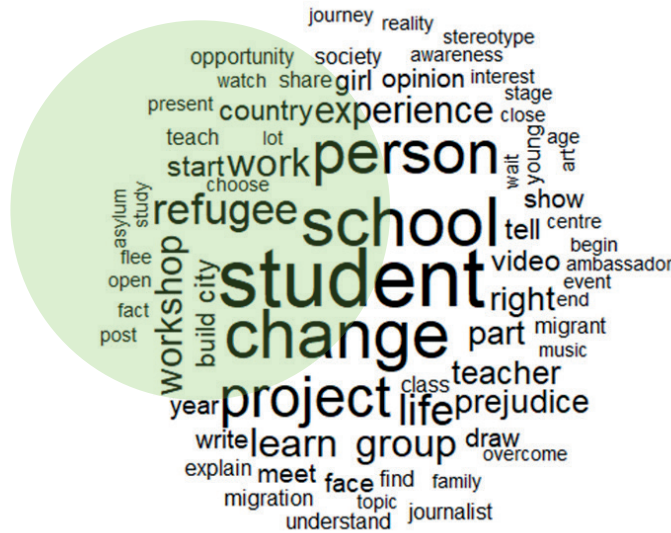


Illustration 1 Word cloud Testimonials Students Ambassadors

Some of the testimonies of the student ambassadors are shared here:

“

One day our educators from the Arrupe groups came to look for us in class. We did not know why. There were several students of our age, but at the time this project was presented to us we realized that only two people could participate. So we had to be chosen by draw. Fortunately, we were the chosen ones and we felt immense joy.

Student from San Jose Jesuitak School in Durango

“

Although at first we did not know very well what we had to do, without thinking about it, we said yes because it seemed to us that it was a perfect opportunity to meet new people and learn from them, deepen our English, get to know new places and from that moment we entered into a reflection related to the workshop: CHANGE: building a society where everyone is welcome.

Student from San Jose Jesuitak School in Durango

“

What you learn from life or feelings becomes long-term study.

Student from the San Jose Jesuitak School

“

This experience has made us aware of many things. On the one hand, refugees are people like us, but they have had to flee their country and they need our help to live a better life. In this sense, we believe that assistance should be given in instead of making people wait in extreme suffering. On the other hand, we're clear that we're very lucky about the opportunities we have and we need to appreciate that.

Student from the San Jose Jesuitak School

“

Thanks to projects such as Mugetatik Haratago ('Beyond the borders') and CHANGE, we have been able to open our minds and respond with close and respectful attention to situations that may be presented to us today or in the future.

Student from the San Jose Jesuitak School

“

After all, we are all people and we should all have the right to a decent life and all human rights guaranteed.

Student from the San Jose Jesuitak School

“

Instead, in the end, we see our smiles, representing overcoming prejudice and demonstrating the positive message that, by removing the mask of bigotry, we come to understand that behind every anonymous face, there is a person, a life, a story.

Student from Santa Maria del Mole

“

We have understood that music can be a way to deliver wonderful messages, and we can use it to fight for everyone's rights, to break down the walls built by prejudice, and to create a society that can integrate everyone.

Student from Santa Maria del Mole

6.2 · INTERSECTING LIVES: THE STUDENTS' VIEW

Figure 2 shows the most repeated words by the students through their testimonies. These were: person, life, country, refugee, live, story, learn, know, experience, encounter, feeling, subject, hear, family, school, leave, find, share, student, hope, listen, project, world, home, time, situation, change, talk, move, year, opportunity, happiness, face, be, news and understand.

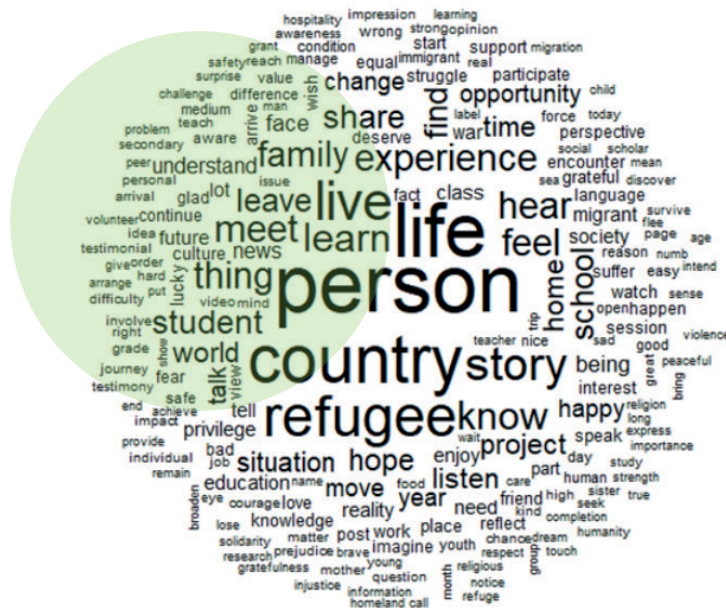


Illustration 2 Word cloud Testimonials Students

Some first-person testimonies from students are shared here:

“

Before the meeting with Z., I imagined what it would be like to hear the voice and see the face of someone who has had a unique and difficult experience. What I hear from the news, what I read on social media or in articles—it's all totally different from what I felt listening to Z. What struck me and excited me was the fact that, by meeting a person who directly told us about his experience, I was able to eliminate a huge filter that I had never removed before. The filter I am talking about is one that didn't let me see reality from a true and pure perspective: the element lacking in the news is humanity.

Humanity means identification: for the first time, I felt that deep sense of abandonment almost in my bones. It was not a question of pitying, but rather of understanding the difference between real life and technical information. The technical information of the news tells us that a large mass of people—and note how much emphasis is always placed on the large number of ‘people who steal our jobs’ and not perhaps on the way in which they arrive—arrive in Europe looking for a lucky fate. Real life tells us that Z. has gone through so much pain and that maybe he has lost hope in a world that offers love and solidarity.

Student of high school “Liceo Ascanio Landi”- Velletri, Rome - Italy

“

I really enjoyed meeting Yazdan. I learned a lot of new things about him and about refugees in general. At first I thought Yazdan would mix Croatian and English but he spoke Croatian perfectly. What impressed me the most in this encounter was when Yazdan introduced himself to us in his mother tongue. Yazdan revealed it to us that he has his own page where he teaches people his language. I immediately looked at his Instagram page and followed him. In my free time I will definitely learn Persian. I think that meetings like this are absolutely necessary because people have a completely wrong perception of refugees. I hope Yazdan will be comfortable in our country.

K.S.

“

I am touched by Yazdan’s life story. I think he, his sisters and mother are very brave and strong people. I must admit, I am delighted by the fact that he has found peace and contentment in Croatia; in a state that many are leaving today in search of a better one. I think it is very important to hear his story so that, as a community, we can better understand what people are going through to save their own lives and know how to provide them with appropriate help and support based on that knowledge. I am glad that after a long time of hard life of violence, they found safety, a home and friends. I wish them all the best in their future lives!

K.G.

6.3 · INTERSECTING LIVES: THE REFUGEE GAZE

Figure 3 shows the words most repeated by refugees through their testimonies. These were: refugee, student, person, school, issue, understand, know, country, change, show, project, life, experience, help, story, interest, family, visit, live, tell, topic, share, theme, present, way, medium and class.

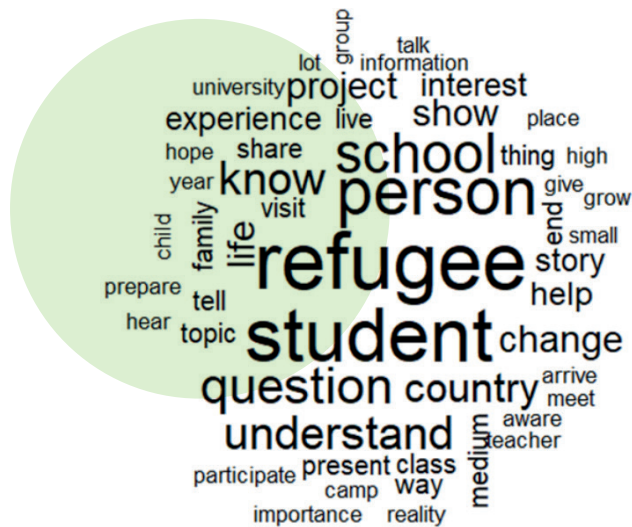


Illustration 3 Word cloud Testimonies Refugees

Direct testimonies from some refugees are shared below:



These visits made me realise that European people don't know much about the Middle East, even though it's the cradle of civilization and Christianity, and I think such cultural visits are important and helpful to make Hungarian students more aware of international issues and help them see things from different angles.

I really like this project, because, for a long time, I've been thinking about why people aren't informed about refugees, and the fact that it's this exact lack of information that breeds prejudice

Y.

“

Seeing the way European media presented refugees as hopeless, dangerous and ignorant people, was really frustrating and it got me thinking of ways to change the image they have of us, and the stereotype that people have about refugees. When I first held a camera given to me by a volunteer friend, I decided to start photography, my goal was to break the walls of misunderstanding between refugees and the world. These walls built on misrepresentations in the media, which ended up creating fear and hate and us versus them.

The importance of education”, and underlining the point that “many refugees do not have or lack access to education.

A.D

“

First of all, I wanted to show them what my country was like and how happy people were before the war, how they had a completely normal and quality life.

They always listened to me very carefully, they participated more than I expected...

I am not afraid of uncomfortable questions. I think it is important that, if that question is going around in the child’s or teenager’s head, someone has to answer it, even if it makes us uncomfortable or on a topic that hurts.

I think this pandemic is ideal for students to put themselves in the shoes of those who are forced to stay home for fear that something will hurt, or even kill, them and their own families. Unfortunately, this is how refugees live in the areas of greatest conflict.

G.

6.4 · INTERSECTING LIVES: THE LIVES OF TEACHERS AND VOLUNTEERS

Figure 4 shows the most repeated words by teachers and volunteers through their testimonies. These were: person, refugee, student, experience, school, change, family, society, volunteer, time, encounter, dialogue, start, learn, opportunity, life, teacher, study, share, prejudice, service, distance, project, national, country and human.

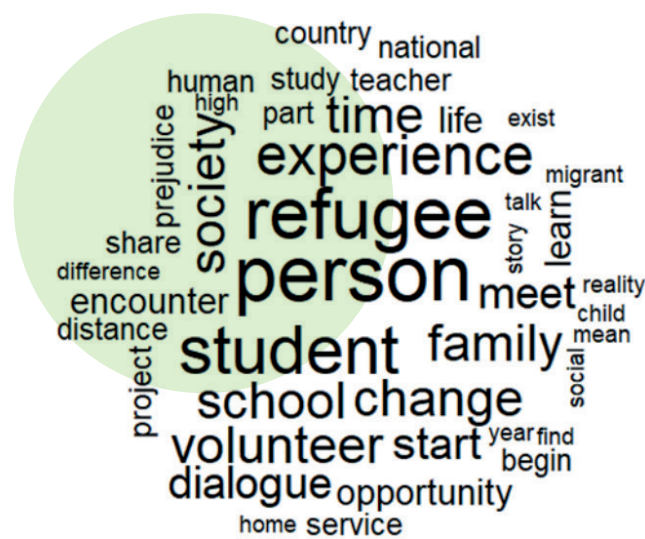


Illustration 4 Word cloud Testimonials Teachers and Volunteers

Some teachers and volunteers share their experiences below:



I believe that change actually starts with the small things, so simply striking up a conversation about this topic can already be of great help. In a world where it is so easy to get deceived by false and misleading information, I think the most effective solution is to start talking about migration and the situation of refugees in our own communities.

Besides being and staying informed, it is also very important that we do our best to help others—in this case, refugees. So when I had the opportunity to offer help to an actual family, I accepted it immediately.

In a context in which immigration is a structural phenomenon, it's increasingly necessary to enhance the richness of encounters, between both people and cultures.

Being aware of this made me feel the need to experience how far empathy and solidarity can push our prejudice, and I do so through volunteering. During the lockdown, throughout encounters, we were able to transform limitations into opportunities. Distance learning has allowed us to step over the limits of the classroom and directly into people's homes, to explore new types of dialogue with the students. During these experiences, I have always tried to recover precious fragments of that unique human connection, which in normal circumstances makes up the heart of intercultural exchange, and to build a virtual palace to host us as a community, where we can listen to and care for each other.

Volunteer

“

If dialogue is 'all that happens between people' (Raimon Pannikar, philosopher), it means that talking, meeting, getting to know each other - is all dialogue. And it really is, even if the pandemic forces us to engage at a distance: we share new spaces, now virtual.

Through dialogue, the didactic CHANGE project allows contribution from 'below' to the construction of a reality where differences coexist. The pandemic and distance learning have meant that this dialogue between students and refugees has found new spaces in which to unfurl. Being able to enter the homes of refugees through computer video cameras or phones and getting to know a bit of their everyday life has transformed these virtual limitations into an opportunity, shortening the distances and promoting true dialogue between people.

Volunteer

“

It seems that we took a bath of reality and learned about something that we only knew about through the media and books before.

V. P.

“

It was important for us, teachers and students, to realise that with the example of M. G. T. and her family, discrimination exists, it happens next to us, that it finds in our silence a powerful ally.

Teacher

CONCLUSIONS

HETEROGENEOUS GROUPS, BUT WITH A COMMON DENOMINATOR: THE SCARCE PRESENCE OF IMMIGRANTS.

1. The snapshot of the student sample analysed for this project reveals that almost all (94%) of the students in the sample belong to secondary schools and a significant part of them belong to public schools, namely 78%. Religious schools account for 12%. *There is no presence of refugees/migrants in 80% of classes, although 13% of students do not know if there are refugees/migrants in their class.* This may indicate that they go unnoticed or that students do not pay attention to them. The presence of immigrants is 74% higher in public schools than in other schools. 65% of students have been taught the CHANGE course by a teacher. Sixty-five percent of students have received the CHANGE course integrated in the subjects of religion and language. The implementation of the programme with English-language teaching predominates in 65% of schools, and 15% of students have Spanish and Basque language in their schools. Eighty-two percent of the students are between 12 and 17 years old, with a predominance of female students (56%). The most common nationality is Italian (50%), followed by Spanish (15%) and Portuguese (11%). Although we have *collected here what integrates them as the study population in the programme, we recommend a reflective analysis of the results for each country in order to deepen the particularities of each one.*
2. Eighty-five percent of the teachers have 1 or 2 classes of students. Fifty percent of the teachers have on average a total of 28 students, with classes of 24 students on average, in both cases the sample is very heterogeneous, ranging from teachers with one class, with a very small number of students, to teachers with up to five classes, with a large number of students. The number of migrants and the percentage of migrants in the classes is anecdotal and also very heterogeneous, ranging from students with no refugees/migrants in their classes (93%), to students with one to nine, and there is an isolated case with 30 migrants/refugees.

A BEFORE AND AFTER CHANGE?

3. Forty percent of the students have participated in the first (self-awareness and self-esteem) and third (change of perspectives) stages. Twenty percent have done all six stages (self-awareness and self-esteem, critical information, changing perspectives, forming and representing judgement, dealing with prejudices, and taking action). 56% of the students have completed one or two stages. The stage in which there is the least participation is the sixth stage (moving to action). The stages most related to critical thinking—stage 2 (critical information) and stage 4 (forming and representing judgement)—had 36.6% and 37.8% participation. The fifth

stage related to coping with prejudice has a participation rate of 40%. These shares are lower than the shares in the first (self-awareness and self-esteem) and third (change of perspectives) stages, the former at around 54% and the latter at approximately 44%. Nearly seventy-four have had and taken the opportunity to meet a refugee/migrant. Participation in the Student Ambassador programme was only 10.5%. In this programme, the participation of students in school activity (28.6%), and in the participation in this together with extensive network activity (14.5%) stands out. Nearly ten percent of students have participated in a public policy meeting or debate. It seems that social networking, education activities, and public policy are of most interest to these young people. It is striking that the sixth stage, which is about action, as well as the Student Ambassador programme, which is also about action, have low participation. *This may be a reflection of the procrastination that sometimes grips young people, who are susceptible to procrastinating on activities they do not enjoy due to a lack of maturity. In this sense, it would be advisable to become aware of it and to carry out programmes aimed at proactivity, setting goals and actions and evaluating difficulties, achievements and consequences with a follow-up.* It is also striking that the second and fourth stages related to critical thinking and the fifth related to managing prejudices are the ones with the least participation, together with the sixth, taking action. *This leads to a rethinking of training programmes. Gathering and cross-checking information takes effort. However, the availability of concrete data and verified truthful information, which shows the diverse reality and avoids prejudice, leads to conscious decision-making. We recommend holding discussion groups with students and teachers to find out why some stages have worked better than others. These groups, as well as allowing us to understand the co-created reality between students and teachers, should allow us to know and understand the reality of both: What is in their heads? Who are their references? What worries them? What inspires them? It is difficult to build a joint reality if the initial reality is not listened to. We also recommend the strengthening of the civic commitment of students, given that change in action is the weakest element. They should be involved in generating proposals for action and committed to carrying them out.*

In addition to considering participation in ambassador programmes, *it is recommended that civic and social engagement outside the programme and outside school should be considered and investigated as an effect of the programme itself (volunteering).*

Before doing the programme, students consider that they are well-informed about the causes that lead to the forced departure of refugees from their homes, and that they can understand and deal with diverse opinions. The average student does not usually have direct contact with refugees/migrants (although this is very heterogeneous), and on average they do not usually make an effort to gather information from different sources. Students, on average, seem to perceive the refugee/migrant population heterogeneously as labour competitors and/or a threat to cultural tradition and religious practice. *Working with quality people-to-people relationships based on trust, respect and listening would allow the abandonment of such prejudices. The deployment of these three values*

(trust, respect, listening) in the classroom is a very powerful source for appreciating realities other than one's own, based on openness and curiosity. It is recommended to focus on training in values. The training and development of trust, respect and listening, continuous feedback, as well as feedforward experiences with students, will help them to develop quality relationships and to be able to build a better future society, changing the present.

4. After having gone through the CHANGE programme it seems that students' self-perception about the availability of information, consultation of various sources, ability to discern the reliability of information, etc., as well as the perception of the situation of the refugee/migrant population in terms of rights, participation and contribution seems to improve. This indicates a positive change in the students after completing the programme. There appears to be no change in the perception of the refugee/migrant population as labour competitors and/or threat to cultural tradition and religious practice, although students' self-perceived ratings are low. The lack of change in these perceptions seems to indicate that *there are entrenched discourses and prejudices that are difficult to eliminate and that specific programmes with concrete information are needed to eradicate such messages*. In this context, it is important to look to the future in terms of social cohesion, emphasising the incorrectness of the myth of scarcity of resources which, according to objective data, is not true. In other words, the focus should be not so much on the scarcity of resources as on their distribution. *It is recommended that the content and methodological proposal of the programme be reviewed. Although the programme is based on a perception with a low evaluation of the refugee and migrant population as a competitor or threat, the programme is not effective in creating an even lower evaluation.*
5. The variables of self-perception and perception of the situation of the refugee/migrant group interact with each other. Prior to the CHANGE programme, the correlations are generally positive, although moderate, showing linear dependence between the variables. Knowledge between the causes of forced abandonment of the country of origin and the conditions of the situation of the migrant population in the country of destination seems to be related in the same direction, i.e., the greater the collection of one, the greater the collection of the other. Diversity seems to be nourished by the consultation of different sources of information and the ability to understand and deal with different opinions. In other words, researching and collecting diverse sources seems to correlate with the interest in understanding and dealing with diverse opinions, and openness to other realities. In turn, broadening and diversifying sources leads participants to improve their information about the conditions of the refugee/migrant population in the country of destination. Understanding and dealing with different opinions is positively related to critical thinking, and to defending one's own arguments. Critical thinking is related to consulting information from a variety of sources. Therefore, it seems that critical thinking is related to in-depth investigation of a diversity of sources and with dealing with different ways of thinking. In turn, critical thinking seems to be related to the ability to discern the reliability of information. *The competence of critical thinking seems to be aligned with knowledge*

of diversity of different realities and with the acquisition of judgement. We recommend holding debate forums where different visions are mixed and, on the basis of information from different perspectives, the other's vision is presented and argued. This would lead to a rapprochement with visions other than one's own and to making them one's own. The formation of collaborative networks with different perspectives can help to promote this.

We also recommend in-depth analysis of the cultural and social context in each country (history of migration, migration policies, etc.) and a follow-up to investigate and understand fear of migration, separating out possible individual causes. Interviews could be held with groups of students from each country in the CHANGE programme in which questions such as "When do you perceive the immigrant/refugee population as a competitor or threat?" could be posed. This could provide a valuable opportunity to understand how to actively dismantle prejudices and would allow for the addition and change of modules in educational programmes.

6. Before the programme, students who recognised the importance for the refugee population of protection and a new dignified life in the host country also recognised their right to participate in public life (0.464, linear correlation). In turn, those who saw refugees as a threat were not in favour of their participation in public life and vice versa (-0.371, linear correlation). Those who perceived the refugee population as a threat did not perceive the enrichment of living with refugees (-0.313). This enrichment was perceived by those who recognised the importance of protection and a dignified life for refugees (0.360) and their right to participate in public life (0.481). This perception of enrichment in coexistence seems to be present in those who understand and deal with diverse opinions (0.330). In other words, it seems *that programmes that encourage contact with diverse opinions promote the perception of coexistence with the refugee/migrant population as enrichment, and recognition of their right to protection and participation in public life. We recommend the sharing of good practices locally and internationally, so that those elements of the programme that are most useful in bringing about change in students can be extended and improved.*
7. After the CHANGE programme, the linear dependence between variables seems to increase, indicating that *the programme mobilises the interaction between learning, acquisition of critical thinking skills and civic engagement.* Being informed about the context of the refugee/migrant population regarding their causes of migration as well as their living conditions in the country of destination is positively related to the other variables in the questionnaire, except for the perception of the refugee as a labour competitor or a cultural or religious threat which is inverse or not significant. This reiterates the need to work on these prejudices and investigate where they come from (networks, media, home, etc.) in order to eliminate them. Otherwise, they can become blockers of the development of the programme. The relationship of *the perception of the enrichment of living with the refugee population with the right to participate in public life* of the refugee population increases through the programme (0.6.16), therefore, *the programme seems to strengthen a positive and inclusive view of the refugee population.*

In the analysis carried out, it has been detected that prejudice and stereotyping about a certain issue or reality grow when: 1) there is a lack of information about it; and 2) one is physically distant from that reality. Thus, the relatively widespread and gratuitous perception of the migrant and refugee as a competitor is of great concern. For this reason, this study recommends: 1) continued provision of training (both technical and on critical thinking) on migration so that students can learn about this reality; and 2) increased focus on action and experience in programmes. The only way to dismantle prejudice and stereotypes is through intellectual and physical knowledge of reality.

DETERMINING FACTORS

8. The analysis of variance for one factor is carried out for those factors whose variable and sample characteristics have allowed its application, considering as dependent variables the items of questionnaire 2, i.e., ratings after the students' participation in the CHANGE programme. The significant mean differences by *gender* are *in favour of the female group in all self-perception items* (information, personal contact, consultation of different sources, ability to understand and deal with different opinions, and having one's own point of view and defending it), except for the ability to distinguish the reliability of information. *The male group* self-perceives themselves more highly than the female group in this ability but *perceives the refugee more strongly as a competitor* and as a threat than the female group. *It is recommended that education and awareness-raising programmes be designed and implemented to address these issues.*
9. Analysis of variance for the school type II factor (public, religious, private non-religious) leads to the conclusion that there appear to be no significant differences in the perception of the refugee population as a threat for any of the groups of students in the different schools. The total number of hours spent participating in the Student Ambassador programme is higher and more significant in the public schools compared to the other schools. Students in the non-religious public schools perceive themselves to be better informed about the causes of forced flight of the refugee population than students in the religious schools. Public and private non-religious school students perceive themselves to be better informed about the living conditions of the refugee population in the host country than students in religious schools. Public and private non-religious school students have more personal contact with the refugee/migrant population. Students in the private non-religious school seem to make more effort to gather information from different sources and to try to understand and deal with different opinions, compared to students in the public and religious schools. Therefore, *there seems to be a preponderance of non-religious public school* students for diversity of information and contact with different opinions. Private school students have a stronger ability to judge the reliability of information compared to public school students. The ability to have one's own point of view and to defend it seems to be more present amongst the non-religious public school students, compared to the students of the other schools.

The recognition of the importance of protection and a new dignified life for the refugee/migrant population, as well as the recognition of their participation in public life and the perceived enrichment of living with them is present to a greater extent in the students of the public and private non-religious schools than in the students of the religious schools. However, *the perception of the refugee population as a cultural and/or religious threat seems to be present to a greater extent in students in religious schools than in other schools*. This may reveal religious attitudes that could lead to intolerance in these schools. *It is recommended that awareness-raising and sensitisation policies would help to address these attitudes*. There are no significant differences between the schools' students regarding the perception of the refugee population as labour competitors.

10. The analysis of variance for the factor presence of refugees/migrants in the classroom shows that students in classes with a refugee/migrant population are better informed about the conditions of refugees/migrants, understand and deal better with different opinions, recognise the right of migrants to protection and to a new dignified life, recognise the right to participate in public life and their contribution to enrichment by living together. Students who are not sure whether they have refugees/migrants in class have more personal contact than those who do or do not have refugees/migrants in class. The perception of the refugee as a job competitor or threat is present to a greater extent in classes without a refugee/migrant presence or amongst those who are not very sure of their presence. The positive effect of the presence of the refugee and migrant population in the classroom on students' perception of information about their situation and recognition of their rights and contribution, as well as on the perception of the refugee and migrant population as a competitor and/or threat, shows that inclusion and diversity are conducive to the success of the programme. *It could therefore be concluded that the absence of direct contact with the refugee/migrant population feeds negative stereotypes towards them. However, more contact with the refugee/migrant population proves to be positive for a better predisposition towards the migration issue.*
11. The analysis of variance for the subject factor reveals that students for whom the CHANGE programme has been integrated into language, ethics and social studies classes seem to be better informed about the causes of forced flight of the refugee population than students in religion and other subjects. Language students seem to be better informed about the living conditions of the refugee population than religion students. Language students have more personal contact with the refugee population than students of other subjects. Social studies students seem to make more effort than students of religion, language and other subjects to gather information from a variety of sources. Religion students have a better understanding and deal with different opinions better than language students, and ethics and social studies students better than religion students. Social studies and ethics students also have a better understanding and deal with different opinions better than students in other subjects, and ethics, social studies and other subject students have a better understanding and deal with different opinions better than

language students. Judgement of the reliability of information is present to a greater extent in religion students than in language students, and to a greater extent in social studies, ethics and other subjects than in religion students. A greater extent is also present in social sciences and ethics versus language, in social sciences versus ethics, and in ethics versus other subjects. Religion students seem to excel in critical thinking compared to other subjects, and social sciences compared to language and other subjects. Recognition of protection and a dignified life in the country of destination is present to a greater extent in language and social studies students than in religion students and in social studies students than in other subjects. The perception of the participation of the refugee population in public life seems to be more prevalent amongst language students than amongst religion students. Between subjects, mean differences in the perception of the refugee population as labour competitors are not significant. Religion students perceive the refugee population as a cultural and religious threat to a greater extent than students of social studies, language and other subjects. Students of ethics and other subjects perceive the refugee population as a threat to a greater extent than language students. Language students perceive the enrichment of coexistence between natives and the refugee population to a greater extent than religion students. *This difference in results between subjects may be due to differences in the integration of the CHANGE programme with each subject, the curricular approach, the approach taken by teachers, etc. Knowledge of how the programme has been implemented in the different subjects would make it possible to establish which methods have worked and which have not, and to set up seminars on good practice in this respect. We recommend enriching the students' perspective with that of the teachers or collective that implemented it (in the case of Hungary it was implemented by JRS, not by the teachers) in future questionnaires. This will allow us to know what has been done and how it has been done, in order to identify which teaching-learning methodologies and experiences enable the programme's objectives to be achieved.*

12. The analysis of variance for the factor language of instruction shows that:
- A. Dedication of hours to the Student Ambassador programme:
 - In the English and Italian groups, students have devoted more hours to the Student Ambassador programme than students in the Spanish, French, Croatian, Dutch and Basque groups.
 - B. Information on the causes of forced abandonment of the home:
 - Students in the Croatian group have the perception of being better informed about causes of forced home leaving than the English, Spanish, French, Hungarian and Basque groups.
 - The French group perceived itself as less well-informed than the Italian, Dutch, Basque and English groups.

- C.** Information on the living conditions of the refugee population in the country of destination:
- Students in the Croatian group perceive themselves to be better informed than those in the Basque, English, Spanish, French, Hungarian and Dutch groups.
 - Those in the French group perceive themselves to be less well-informed than those in the Italian and English groups.
- D.** Those in the English group perceive themselves to be better informed than those in the Hungarian and Basque groups.
- Personal contact with the refugee population:
 - Students in the English group perceive themselves more in contact than those in the Spanish groups.
 - All groups except the Dutch (no significant difference in means) perceive themselves more in contact than the Hungarians.
 - The Italian group perceives itself as more in contact than the Spanish, Dutch, Croatian and French groups.
 - The Basque group perceives itself as more in contact than the Spanish group.
- E.** Effort in collecting and consulting information from different sources:
- Students of French perceive themselves to be worse than students of Basque, Dutch, Croatian, Hungarian and Italian.
 - The English group perceives themselves to be better than the Spanish and French group.
 - The Croatian group perceives themselves to be better than the English, Italian and Basque groups.
 - Spanish perceive themselves as worse than Hungarian, Italian and Basque.
- F.** Understanding and dealing with different opinions:
- Students in the English group perceive themselves as worse than the Croatian, Dutch and Basque groups.
 - The Croatian group perceives itself as better than the Spanish, French, Hungarian, Italian and Basque groups.
- G.** Judgemental ability to assess the reliability of information:
- The Croatian group perceives itself as better than all the others.
 - The Basque and Dutch groups perceive themselves as better than the English group.

- H.** Ability to have one's own point of view and to defend it in front of others:
- The Croatian group seems to perceive itself better than the English, Spanish, French and Hungarian groups.
 - The Basque group seems to perceive itself better than the English, Spanish, French and Hungarian groups.
- I.** Recognition of the importance of protection and a new life of dignity for the refugee population:
- Students in the English group and the Croatian group have a self-perception than the French, Hungarian and Basque groups.
 - The Spanish group perceives itself as better than the Hungarian group.
- J.** Immigrant participation in public life:
- In the Croatian group it is more highly valued than in the Basque, Spanish and Hungarian groups.
 - The French and Hungarian groups value this less highly than the Italian, Basque, English and Spanish groups.
- K.** Perception of the refugee population as labour competitors:
- It is more pronounced in the English group than in the Spanish and French groups.
 - In the Croatian, Basque and Italian this perception is more pronounced than in the Spanish group.
 - In the Spanish group it is more pronounced than in the Hungarian group.
- L.** Perception of the refugee population as a cultural and/or religious threat to the refugee population:
- Students in the French group have a higher perception of the refugee/migrant population as a threat than the English, Spanish, Croatian and Italian groups.
 - The Dutch have this negative perception more than the Spanish group.
 - Hungarians have this perception with higher values on average than the other groups.
 - The Basque group perceives the refugee as a threat more than the English, Spanish, Croatian and Italian groups.
- M.** Enrichment of coexistence between refugees and locals:
- The Hungarian group has a lower perception of this than the Basque, Italian, English and Dutch groups.
 - The English and Italian group has a higher perception of the value of this than the French group.
 - The Croatian group has a higher perception of this than all other groups except the Italian group (no significant difference in means).

The comparison of perceptions according to the language in which the subject is taught brings us closer to the cultural context, as well as to the context in which the programme is taught. The Croatian group seems to be more highly rated than the others in the perception of the achievement of the programme's objectives in terms of information on the causes of forced abandonment, living conditions, consultation of different sources, understanding and dealing with different opinions, the ability to judge the reliability of information and the ability to have one's own point of view and defend it against others, as well as in the recognition of the rights of the refugee/migrant population, recognising the importance of protection and a new dignified life, their participation in public life and enrichment between refugees and locals. This seems to lead to the exploration of how the programme has been implemented in this group and to see which cultural and/or pedagogical factors facilitate higher ratings in their perception.

Personal contact with migrants seems to be perceived with lower ratings in the Hungarian group than in the other groups—this might indicate that it is necessary to emphasise this aspect of the programme, trying to understand what did or did not work in the encounters. The Hungarian, French and Basque groups seem to have a higher perception of the refugee population as a cultural and/or religious threat than the other groups. This negative perception of the refugee in relation to groups linked to the language in which the classes are taught seems to be connected to cultural issues of the countries, in the case of the Basque Country and Hungary, the exclusionary nationalisms and defenders of their culture seem to have an expulsion effect with respect to what comes from outside. In the case of France, terrorist events may have led to this perception. The perception of the refugee/migrant population as competitors is higher in the English, Croatian, Basque and Italian groups than in the Spanish group.

There are significant differences in the outcome of the programme depending on variables such as gender; the type of school (public, non-religious private or religious private); the physical presence of migrants or refugees in the class; the subject in which the programme was taught (language, social studies, ethics or religion); the language (i.e., cultural environment) in which the training took place. In other words, **the context in which the programme is taught is not neutral**. For this reason, **we recommend: adapting the training according to** the lessons learned by comparing the results obtained by the programme in the different environments and taking into account **the variables** mentioned (gender, type of school, presence of immigrants, cultural context). We especially stress the need to **rethink the type of subject** in which these contents can be better used by students.

THE PROFILES

13. The multivariate analysis has allowed the construction of three profiles that group respondents according to those variables and/or characteristics that describe a greater or lesser commitment to their learning, critical thinking, tolerance, inclusion and diversity towards refugees/migrants. The three profiles have been labelled: "Learners", "Conformists" and "Passive Critics", the first being well-informed students, who have had contact with the refugee/migrant population, gather information from diverse sources, understand and deal with different opinions, have the ability to judge the reliability of information and have critical thinking (own point of view and the ability to defend it). These students recognise the right of the refugee/migrant population to a better life, their participation in public life and the enrichment of living with refugees/migrants in society, but show some suspicion of them as labour competitors and a threat to religious traditions and practices. "Conformists" are not aligned with refugee/migrant learning and immersion and do not recognise the rights and contributions of refugees/migrants, viewing them as competitors and threats. "Passive critics" are those who, while they do not make an effort to be well-informed and gather information from diverse sources or to have personal contact with the refugee/migrant population, do perceive themselves as open to understanding and dealing with different opinions and forming critical thinking, having their own opinion and defending it. They do not see the refugee/migrant population as competitors, nor as a threat. They recognise their right to a better life and their participation in public life. They do not have a very high appreciation of the enrichment of living in society with them. *The challenge is to accompany the "Apprentice" profile, who, in principle, have been the most participative in the programme and show greater "rigour" in the handling of information, towards a "Committed Apprentice" profile, aware of their "latent racism", with an openness to review it, and a greater affective connection and commitment to migrants and the construction of an inclusive society. We recommend an accompaniment programme with this profile that allows them to move towards commitment and leave behind misgivings. With regard to the other profiles, we recommend a deeper understanding of the reality of the "passive critics" and "conformists" in order to design accompaniment programmes with them that identify the mobilising forces that allow them to have better informed and tolerant profiles.*
14. The "Apprentice" profile (i.e., the most positive) is made up of the youngest and the oldest who have had encounters with the refugee population and have participated in the stages of CHANGE and in the Student Ambassador programme. The other two are characterised together with the intermediate age groups, have not had encounters with the refugee/migrant population and have not participated in the Student Ambassador programme. They have not participated in the stages of the CHANGE programme.

Although the information that a quantitative analysis can provide is incomplete, some lessons can be drawn: 1) there are different attitudinal profiles of students towards immigration; 2) all profiles show contradictory attitudes towards immigration; 3) the perception of the migrant as a competitor is a deeply rooted phenomenon; 4) a certain indifference/distance towards the migration issue is detected.

For all these reasons, **we recommend**: 1) A **refocusing of the training contents** and methodology, considering those aspects that are particularly recurrent and relevant (competence and indifference); 2) The inclusion in the training of **qualitative dynamics** such as focus groups with teachers and students: this would make it possible to go deeper into the students' whys and wherefores, what moves them and what they do. 3) A follow-up programme of the results obtained would allow a consolidation and anchoring of these results. On the basis of the conclusions obtained, it would be good to develop action plans with commitment and responsibility that would make it possible to evaluate the achievements and difficulties in carrying them out.

FIRST-PERSON EXPERIENCES

15. Live contacts with the migrant population show the mobilisation and impact on the lives of students, refugees, teachers and volunteers. The learnings and discoveries from these encounters bring gratitude and awareness, as well as an approach to the knowledge of other realities that drive and give meaning to their own. *It is recommended that emphasis be placed on the programme in the meetings, working at group level with all the protagonists before, during and after with workshops for reflection, proposals for action, implementation and follow-up. The generation of networks and learning communities that exchange and reflect on experiences, learning and discoveries can be a catalyst in the construction of a social fabric for change.*

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METHODOLOGICAL ANNEX

The enrolment questionnaire collects general information: type of school classification 1 (secondary or vocational), type of school classification 2 (public, religious, or other private), total number of students, number of male students, number of female students, country, city, presence of refugees/migrants in the classroom, number and percentage of refugees/migrants, age of students, subject taught by the teacher in the CHANGE course and language of students. All questions are closed-ended, with the exception of questions on numbers of students and refugees/migrants, which are open-ended. The variables in these questions are qualitative in the case of the closed-ended questions and quantitative in the case of the open-ended questions. The type of variables conditions the statistical analyses. The respondents are the teachers participating in the CHANGE course. This questionnaire also collects the individual codes for each student in the class. Teachers have a maximum of 5 classes to register.

Evaluation questionnaire 1 (C.1) contains a set of socio-demographic questions (age, gender, nationality, country of residence and current city of residence) and on the students' perception of the refugee population before the CHANGE course. The socio-demographic questions are open-ended, except for gender. The perception questions are five-alternative Likert scale questions. There are 12 questions, namely seven about your self-perception of your information, knowledge and attitude towards the refugee population, and five about how you perceive the refugee population as a group in terms of protection, participation, competence, threat or opportunity for enrichment. Respondents are students, identified by the individual codes collected in the teacher's enrolment questionnaire. The socio-demographic variables, except age, are qualitative and the Likert scale variables are quantitative.

Evaluation questionnaire 2 (C.2) contains a set of questions about their participation in the CHANGE project (curriculum of participation in the project stages, meeting with refugees or migrants, participation in the Ambassador programme) and the same five-alternative Likert scale questions about students' perception of the refugee population as in Questionnaire 1. The Likert scale variables are quantitative and the variables relating to participation in the CHANGE course are qualitative, except for the total number of hours spent in the Student Ambassador programme.

Table 1A shows the study fact sheet and Table 2 shows the dimensions and items of the evaluation questionnaires 1 and 2.

Table 1.AM: Study fact sheet

FEATURES	REGISTRATION QUESTIONNAIRE	EVALUATION QUESTIONNAIRE 1 (C.1)	EVALUATION QUESTIONNAIRE 2 (C.2)
POPULATION	Teachers School Education Network (BE, ES, HU, HR, IT, IE, MT, NL and PT)	Students School Education Network (BE, ES, HU, HR, IT, IE, MT, NL and PT)	Students School Education Network (BE, ES, HU, HR, IT, IE, MT, NL and PT)
TIME OF APPLICATION	Before Course Change September 2019	Before the Change Course September 2019	After the Change course July 2020
SAMPLE SIZE	315	10.245	2.572

Table 2AM: Dimensions and items of questionnaires C.1 and C.2

SELF-PERCEPTION
A.1: I am aware of why people are forced to flee their homes.
A.2: I am well informed about the conditions of the refugee population in my country.
A.3: I know some refugees personally and have met them on more than one occasion.
A.4: I strive to obtain different types of information about the refugee population and consult different sources.
A.5: I try to understand and deal with different views on the refugee population.
A.6: I can judge what information is credible and what is not.
A.7: I have my own point of view on how we can live with the refugee population and I have already defended my point of view to others.
PERCEPTION OF THE REFUGEE/MIGRANT SITUATION
Q.1: When people are forced to flee their country, the most important thing is that they find protection and a new life of dignity.
Q.2: Refugees should have the right to participate in the cultural, economic and political life of our country.
Q.3: The refugee population are competitors: for work; for social services; for tax-funded benefits.
Q.4: The refugee population is also a threat: to our cultural traditions, to our religious practices, to our ...
Q.5: I find it enriching to live with the refugee population in our society. They bring new things based on their experiences and support the needs of our community with their work.

Missing values imply lack of information (“Don’t know”, “No answer” or “Lost by the system”, i.e., blank cells in the database), also called *missing values*. In univariate analysis all cases have been eliminated (Little & Rubin, 1989) and in bivariate analysis those cases with missing values in any of the variables involved in the analysis have been eliminated (Kim & Curry, 1977; Roth, 1994). Assumptions regarding the structure of missing values (random, completely random or non-random) are of utmost importance for data analysis, especially in the case of multivariate analysis, where each case contributes a particular sequence of missing values. When this missing information is not too large and is randomly distributed, this is not a problem, but if this is not the case, some kind of substitution strategy is required before proceeding with the data analysis. In the case of the multivariate analysis in this study this has not been necessary.

In the **univariate analysis**, considering the nature of the variable (qualitative or quantitative), relative frequencies in percentage, central tendency statistics (mean or median) and dispersion statistics (standard deviation, coefficient of variation or interquartile range) have been calculated. The latter show the representativeness or non-representativeness of the data set, through the measure of central tendency.

The association between two variables (bivariate analysis) was analysed using different methods. Student’s t-test mean difference tests were calculated for quantitative variables. Pearson’s linear correlation coefficients were also calculated for quantitative variables, considering correlations other than zero to be those with a significance level of 5% or less. The relationships between a quantitative variable and a qualitative variable were studied by means of a one-factor analysis of variance (ANOVA).

The Student’s t-test for the difference of means allows one to decide whether two normal (Gaussian) random variables with the same variance have different means. This test makes it possible to decide whether a difference in the sample mean between two samples is statistically significant, and to be able to state that the two samples correspond to probability distributions of different population means, or to state that the difference in means may be due to random statistical oscillations. The conditions for applying the t-test to compare means are normality or sample size greater than 30 in each group and homogeneity of variances. The dependent variable has to be quantitative and follow a normal distribution, when the sample sizes of the groups are greater than or equal to 30 it can be presumed that the approximation to the normal will be good. If the sample sizes are less than 30, the normality of the dependent variable must be checked by means of a normality test. Levene’s test allows testing the equality of variances for a variable calculated for two or more groups. In this study, the t-test used is for dependent samples, since the same sample of students has been assessed at two different points in time.

Pearson’s correlation method was also used to analyse the linear relationship between two variables. This is a statistical test to analyse the linear relationship between two variables measured on an interval or ratio (continuous) level. The null hypothesis is the absence of linear correlation between the two variables. A correlation coefficient measures the degree to which two

variables tend to change at the same time. The coefficient describes both the strength and the direction of the relationship. A relationship is linear when a change in one variable is associated with a proportional change in the other variable. The linear correlation coefficient can vary between -1 and 1, where -1 is equivalent to a perfect negative relationship, i.e., for every unit increase in the first variable studied, the second variable decreases by the same proportion, and the reverse is true for a perfect positive relationship. The values between -1 and 0 and between 0 and 1 without including the extremes indicate non-perfect inverse relationships and non-perfect direct relationships, respectively, the closer to -1 or +1 the stronger the relationship.


One-factor analysis of variance (ANOVA) is used to compare several groups on a quantitative variable. The categorical variable that defines the groups to be compared is called the independent or factor and the quantitative variable on which the groups are to be compared is called the dependent variable. The hypothesis being tested in the one-factor ANOVA is that the population means of the dependent variable at each level of the independent variable or factor are equal. The strategy for testing the hypothesis of equality of means is to obtain a Fisher-Snedecor F-statistic that reflects the degree of similarity between the means to be compared. The F-statistic is based on the fulfilment of 2 fundamental assumptions: 1) normality; and 2) homoscedasticity. With these two requirements, we proceed as described above for the t-Student test for the difference of means.

The F-statistic of the ANOVA only allows us to test the general hypothesis that the compared means are equal. Rejection of the hypothesis leads us to conclude that the population means compared are not equal, but we do not know where the differences lie. Post hoc or a posteriori multiple comparisons allow us to know which mean differs from which other mean. These comparisons allow us to control the error rate when performing several contrasts using the same means, i.e., they allow us to control the probability of making type I errors (rejecting the null hypothesis when it is true) in making several decisions. In this study, assuming equal variances, Tukey's HSD (Honestly Significant Difference) procedure is used, which is the most powerful when all the possible comparisons between means (exhaustive) are carried out in the design and they are also complex comparisons. If equal variances are not assumed, the Games-Howell procedure is used in post hoc comparisons, which is the most appropriate in this case and when the design is non-orthogonal (unbalanced groups). It is a test based on Welch's (1938,1947) non-parametric test for between-groups designs.

Descriptive or interdependence techniques have been used in multivariate analysis. These methods do not distinguish between dependent and independent variables, but rather identify which variables are related to each other, how they are related and why.

Specifically, cluster analysis and multiple correspondence analysis have been used.

The cluster analysis was carried out by taking the factor scores obtained in the factor analysis as variables. The K-means method was used to assign each observation to the nearest cluster. Three clusters have been specified.



The resulting clusters present a high degree of homogeneity among the elements that form them, and a high degree of heterogeneity with respect to the different groups that are formed. The sizes (number of cases) of the three clusters are very similar. The results of the **k-means** cluster analysis allow us to observe the composition of each of the groups obtained. The resulting scores in the final cluster centres express the average values of the variables involved in the analysis for each of the clusters.

Multiple correspondence analysis allows a large set of variables to be visualised in a positioning map. It has been carried out with some qualitative variables from the questionnaire representing the demographic context (not included in the bivariate analysis) and the mode of participation in the programme, together with the nominal qualitative variable obtained from cluster analysis, which classifies each individual respondent into one of the three clusters. This procedure makes the degree of relationship between the categories of each variable more perceptible through a perceptual map, with those categories with high association appearing relatively close together in the diagram and those with a lower degree of association appearing separately (Benzècri, 1992). The clusters (concentration of points) that can be observed through the relationships between the variables make it possible to describe a certain particular behaviour (pattern) of each profile in the area of competence in critical thinking and discourse and civic engagement in relation to the situation of the refugee/migrant population in terms of participation, intercultural exchange, diversity and social inclusion.

ANNEX RESULTS

Table 1.AR: Results on the difference of means of items C.1 and C.2 (Related samples t-Student contrast).

		MATCHED DIFFERENCES		T	GL	SIG. (BILATERAL)
		MEDIA	DEVIATION			
PAR 1	I am informed about why people are forced to flee their homes.form1 - I am informed about why people are forced to flee their homes.form2	-,553**	1,050	-26,717	2571	,000
PAR 2	I am well- informed about the conditions in which refugees live in my country. form1 - I am well-informed about the conditions in which refugees live in my country. form2	-,664**	1,185	-28,415	2571	,000
PAR 3	I know some refugees personally and have met them on more than one occasion.form1 - I know some refugees personally and have met them on more than one occasion. form2	-,832**	1,464	-28,831	2571	,000
PAR 4	I make an effort to obtain different types of information about refugees and consult various sources.form1 - I make an effort to obtain different types of information about refugees and consult various sources.form2	-,672**	1,245	-27,385	2571	,000
PAR 5	I try to understand and deal with different opinions on refugees.form1 - I try to understand and deal with different opinions on refugees.form2	-,469**	1,230	-19,357	2571	,000
PAR 6	I can judge which piece of information is credible and which is not.form1 - I can judge which piece of information is credible and which is not.form2	-,318**	1,212	-13,329	2571	,000
PAR 7	I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others.form1 - I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others.form2	-,449**	1,302	-17,507	2571	,000

	MATCHED DIFFERENCES		T	GL	SIG. (BILATERAL)	
	MEDIA	DEVIATION				
PAR 8	When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity.form1 - When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity.form2	-.042*	.929	-2,270	2571	.023
PAR 9	Refugees should have a right to participate in the cultural, economic and political life in our country.form1 - Refugees should have a right to participate in the cultural, economic and political life in our country.form2	-.070**	.970	-3,660	2571	.000
PAR 10	Refugees are competitors: for work; for social services; for benefits that are financed through taxes...form1 - Refugees are competitors: for work; for social services; for benefits that are financed through taxes...form2	.022	1,484	.757	2571	.449
PAR 11	Refugees are also a threat: to our cultural traditions, religious practices, ...form1 - Refugees are also a threat: to our cultural traditions, religious practices, ...form2	-.035	1,197	-1,499	2571	.134
PAR 12	It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work. form1 - It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.	-.213**	1,033	-10,443	2571	.000

* Significant difference at 5% (p<.05)

**Significant difference at 1% (p<.01)

Source: Own elaboration.

Table 2.AR: Pearson's linear correlations for student age and Questionnaire 1 items

		CORRELATIONS												
		Student's age	I am informed about why people are forced to flee their homes.form1	I am well- informed about the conditions in which refugees live in my country. form1	I know some refugees personally and have met them on more than one occasion.form1	I make an effort to obtain different types of information about refugees and consult various sources.form1	I try to understand and deal with different opinions on refugees.form1	I can judge which piece of information is credible and which is not.form1	I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others.form1	When a person is forced to flee his/her country the most important thing is that he/she finds protection and a new life in dignity.form1	Refugees should have a right to participate in the cultural, economic and political life in our country.form1	Refugees are competitors; for work; for social services; for benefits that are financed through taxes...form1	Refugees are also a threat: to our cultural traditions, religious practices...form1	It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.form1
Student's age	Pearson correlation	1	-,076**	-,094**	0,012	-,024*	,022*	,025*	,032**	-,020*	-,083**	-,029**	,046**	-,045**
	N		10244	10244	10244	10244	10244	10244	10244	10244	10244	10244	10244	10244
I am informed about why people are forced to flee their homes.form1	Pearson correlation		1	,421**	,115**	,275**	,284**	,229**	,283**	,226**	,181**	,038**	-,056**	,230**
	N		10244	10245	10245	10245	10245	10245	10245	10245	10245	10245	10245	10245
I am well- informed about the conditions in which refugees live in my country. form1	Pearson correlation			1	,241**	,371**	,268**	,244**	,298**	,105**	,104**	,086**	0,012	,143**
	N				10245	10245	10245	10245	10245	10245	10245	10245	10245	10245
I know some refugees personally and have met them on more than one occasion.form1	Pearson correlation				1	,251**	,163**	,108**	,215**	-0,004	,037**	,049**	,058**	,122**
	N					10245	10245	10245	10245	10245	10245	10245	10245	10245
I make an effort to obtain different types of information about refugees and consult various sources.form1	Pearson correlation					1	,501**	,210**	,379**	,138**	,193**	0,016	-,055**	,307**
	N						10245	10245	10245	10245	10245	10245	10245	10245
I try to understand and deal with different opinions on refugees.form1	Pearson correlation						1	,247**	,389**	,224**	,240**	0,006	-,098**	,330**
	N							10245	10245	10245	10245	10245	10245	10245
I can judge which piece of information is credible and which is not.form1	Pearson correlation							1	,306**	,086**	,067**	,037**	,036**	,121**
	N								10245	10245	10245	10245	10245	10245

I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others. form1	Pearson correlation	1	,173**	,198**	-0,008	-,052**	,279**
	N	10245	10245	10245	10245	10245	10245
When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity. form1	Pearson correlation	1	,464**	-0,018	-,263**	,360**	
	N	10245	10245	10245	10245	10245	10245
Refugees should have a right to participate in the cultural, economic and political life in our country. form1	Pearson correlation	1	-,022*	-,371**	,481**		
	N	10245	10245	10245	10245	10245	10245
Refugees are competitors: for work; for social services; for benefits that are financed through taxes... form1	Pearson correlation	1	,257**	-,071**			
	N	10245	10245	10245	10245	10245	10245
Refugees are also a threat: to our cultural traditions, religious practices, ... form1	Pearson correlation	1	-,313**				
	N	10245	10245	10245	10245	10245	10245
It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work. form1	Pearson correlation	1					
	N	10245	10245	10245	10245	10245	10245

** . Correlation is significant at the 0.01 level (bilateral).

* . Correlation is significant at the 0.05 level (bilateral).

Source: Own elaboration.

Table 3.AR: Pearson's linear correlations for student age and Questionnaire 2 items

		CORRELATIONS												
		Total hours of activity in the Students Ambassador programme including preparation (estimated)	I am informed about why people are forced to flee their homes.form2	I am well- informed about the conditions in which refugees live in my country.form2	I know some refugees personally and have met them on more than one occasion.form2	I make an effort to obtain different types of information about refugees and consult various sources.form2	I try to understand and deal with different opinions on refugees.form2	I can judge which piece of information is credible and which is not.form2	I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others.form2	When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity.form2	Refugees should have a right to participate in the cultural, economic and political life in our country.form2	Refugees are competitors for work; for social services; for benefits that are financed through taxes...form2	Refugees are also a threat: to our cultural traditions, religious practices, ...form2	It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.form2
Total hours of activity in the Students Ambassador programme including preparation (estimated)	Pearson correlation	1	-0,008	-0,015	-0,025	-0,004	-0,036	0,025	0,003	-0,036	-,050*	0,017	,053**	-,058**
	N	2572	2572	2572	2572	2572	2572	2572	2572	2572	2572	2572	2572	2572
I am informed about why people are forced to flee their homes.form2	Pearson correlation		1	,445**	,190**	,318**	,397**	,277**	,310**	,390**	,363**	-0,010	-,150**	,356**
	N		2572	2572	2572	2572	2572	2572	2572	2572	2572	2572	2572	2572
I am well- informed about the conditions in which refugees live in my country.form2	Pearson correlation			1	,305**	,429**	,396**	,316**	,333**	,237**	,270**	,053**	-,058**	,296**
	N			2572	2572	2572	2572	2572	2572	2572	2572	2572	2572	2572
I know some refugees personally and have met them on more than one occasion.form2	Pearson correlation				1	,336**	,222**	,157**	,233**	,107**	,181**	,056**	-0,038	,241**
	N				2572	2572	2572	2572	2572	2572	2572	2572	2572	2572

I make an effort to obtain different types of information about refugees and consult various sources.form2	Pearson correlation	1	,577**	,333**	,416**	,223**	,286**	-0,012	-,052**	,374**
	N		2572	2572	2572	2572	2572	2572	2572	2572
I try to understand and deal with different opinions on refugees.form2	Pearson correlation		1	,321**	,445**	,335**	,399**	-0,032	-,155**	,428**
	N			2572	2572	2572	2572	2572	2572	2572
I can judge which piece of information is credible and which is not.form2	Pearson correlation			1	,420**	,153**	,189**	-0,014	-0,021	,225**
	N				2572	2572	2572	2572	2572	2572
I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others.form2	Pearson correlation				1	,261**	,366**	-0,027	-,102**	,377**
	N					2572	2572	2572	2572	2572
When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity.form2	Pearson correlation					1	,562**	-,048*	-,340**	,485**
	N						2572	2572	2572	2572
Refugees should have a right to participate in the cultural, economic and political life in our country.form2	Pearson correlation						1	-,072**	-,424**	,616**
	N							2572	2572	2572

Refugees are competitors: for work; for social services; for benefits that are financed through taxes...form2	Pearson correlation	1	,352**	-,094**
	N		2572	2572
Refugees are also a threat: to our cultural traditions, religious practices, ...form2	Pearson correlation		1	-,367**
	N			2572
It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.form2	Pearson correlation			1
	N			

*. Correlation is significant at the 0.05 level (bilateral).

** . Correlation is significant at the 0.01 level (bilateral).

Source: Own elaboration.

The post hoc HSD Tukey contrasts are collected in the case of assuming equal variances and the post hoc Games-Howell multiple comparisons, in the case of not being able to assume equal variances. The cases marked in green and marked with an asterisk correspond to those where the difference in means between groups is significant at 5%, i.e., the gender factor influences the dependent variable. In our case, the male and female groups behave differently with respect to the dependent variable. These contrasts allow us to know which mean differs from which other, allowing us to control the error rate when performing several contrasts using the same means.

Post hoc tests cannot be carried out in case of items C.2 considering as a factor the stages of participation in CHANGE as there are more than 50 groups. Post hoc tests cannot be calculated considering as a factor the opportunity to meet a refugee or migrant as there are less than three groups, as well as participation in the Student Ambassador programme. Nor can post hoc tests be conducted considering the type of activity carried out in the Student Ambassador programme as a factor because at least some of the groups have fewer than two cases, as is the case for type of school I (secondary education and vocational education), nationality and country of residence. Post hoc tests also cannot be performed in the case of teacher as a factor because there are more than 50 groups.

Table 4.AR: One-factor ANOVA post hoc multiple comparisons (gender: 1: Female, 2: Male and 3: Other).

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
Total hours of activity in the Students Ambassador programme including preparation (estimated)	HSD Tukey	1		6,30E+15	7,33E+15
				6,30E+15	2,75E+16
		1		-6,30E+15	7,33E+15
				1,74199	2,77E+16
				-6,30E+15	2,75E+16
		-1,74199	2,77E+16		
I am informed about why people are forced to flee their homes.form2	Games-Howell	1		.255*	0,034
				0,154	0,119
		1		-.255*	0,034
				-0,101	0,121
				-0,154	0,119
		0,101	0,121		
I am well- informed about the conditions in which refugees live in my country. form2	Games-Howell	1		.116*	0,039
				0,065	0,129
		1		-.116*	0,039
				-0,050	0,130
				-0,065	0,129
		0,050	0,130		

DEPENDENT VARIABLE		DIFFERENCE OF MEANS (I-J)		ERROR
I know some refugees personally and have met them on more than one occasion.form2	HSD Tukey	1	0,043	0,055
			-0,355	0,206
		1	-0,043	0,055
			-0,398	0,208
		1	0,355	0,206
	0,398	0,208		
I make an effort to obtain different types of information about refugees and consult various sources. form2	Games-Howell	1	.307*	0,046
			0,272	0,159
		1	-.307*	0,046
			-0,035	0,160
		1	-0,272	0,159
	0,035	0,160		
I try to understand and deal with different opinions on refugees.form2	Games-Howell	1	.361*	0,042
			0,063	0,124
		1	-.361*	0,042
			-0,298	0,125
		1	-0,063	0,124
	0,298	0,125		
I can judge which piece of information is credible and which is not.form2	Games-Howell	1	-.160*	0,046
			-0,295	0,135
		1	.160*	0,046
			-0,135	0,136
		1	0,295	0,135
	0,135	0,136		
I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others. form2	HSD Tukey	1	.161*	0,045
			-0,080	0,167
		1	-.161*	0,045
			-0,241	0,168
		1	0,080	0,167
	0,241	0,168		
When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity.form2	Games-Howell	1	.239*	0,034
			0,209	0,149
		1	-.239*	0,034
			-0,030	0,150
		1	-0,209	0,149
	0,030	0,150		

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
Refugees should have a right to participate in the cultural, economic and political life in our country.form2	Games-Howell	1		,327*	0,038
				0,256	0,149
		1		-,327*	0,038
				-0,071	0,150
Refugees are competitors: for work; for social services; for benefits that are financed through taxes...form2	Games-Howell	1		-,352*	0,059
				-0,235	0,237
		1		,352*	0,059
				0,117	0,237
Refugees are also a threat: to our cultural traditions, religious practices, ...form2	Games-Howell	1		-,351*	0,048
				0,029	0,171
		1		,351*	0,048
				0,380	0,173
It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.form2	Games-Howell	1		,383*	0,042
				0,057	0,158
		1		-,383*	0,042
				-0,326	0,159
		1	-0,057	0,158	
			0,326	0,159	

*. The difference in means is significant at the 0.05 level.

Source: Own elaboration.

The post hoc tests applied for these items are those corresponding to HSD Tukey and for the rest Games-Howell, since for the rest it is not possible to assume equality of variances at 5%.

Table 5.AR: Post hoc multiple comparisons ANOVA of school type factor 2

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
Total hours of activity in the Students Ambassador programme including preparation (estimated)	Games-Howell	Public school	Church school	-1,87E+16	1,87E+16
			Private school (other than Church)	,65095*	0,15172
		Church school	Public school	1,87E+16	1,87E+16
			Private school (other than Church)	1,87E+16	1,87E+16
		Private school (other than Church)	Public school	-,65095*	0,15172
			Church school	-1,87E+16	1,87E+16
I am informed about why people are forced to flee their homes. form2	Games-Howell	Public school	Church school	0,077	0,042
			Private school (other than Church)	-0,091	0,045
		Church school	Public school	-0,077	0,042
			Private school (other than Church)	-,168*	0,054
		Private school (other than Church)	Public school	0,091	0,045
			Church school	,168*	0,054
I am well-informed about the conditions in which refugees live in my country. form2	Games-Howell	Public school	Church school	,281*	0,050
			Private school (other than Church)	-0,018	0,053
		Church school	Public school	-,281*	0,050
			Private school (other than Church)	-,299*	0,065
		Private school (other than Church)	Public school	0,018	0,053
			Church school	,299*	0,065

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
I know some refugees personally and have met them on more than one occasion. form2	HSD Tukey	Public school	Church school	.295*	0,069
			Private school (other than Church)	-.401*	0,083
		Church school	Public school	-.295*	0,069
			Private school (other than Church)	-.696*	0,097
		Private school (other than Church)	Public school	.401*	0,083
			Church school	.696*	0,097
I make an effort to obtain different types of information about refugees and consult various sources. form2	HSD Tukey	Public school	Church school	0,085	0,059
			Private school (other than Church)	-.222*	0,071
		Church school	Public school	-0,085	0,059
			Private school (other than Church)	-.307*	0,083
		Private school (other than Church)	Public school	.222*	0,071
			Church school	.307*	0,083
I try to understand and deal with different opinions on refugees. form2	Games-Howell	Public school	Church school	0,006	0,054
			Private school (other than Church)	-.316*	0,057
		Church school	Public school	-0,006	0,054
			Private school (other than Church)	-.322*	0,070
		Private school (other than Church)	Public school	.316*	0,057
			Church school	.322*	0,070

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
I can judge which piece of information is credible and which is not. form2	Games-Howell	Public school	Church school	-,159*	0,053
			Private school (other than Church)	-,270*	0,064
		Church school	Public school	,159*	0,053
			Private school (other than Church)	-0,111	0,071
		Private school (other than Church)	Public school	,270*	0,064
			Church school	0,111	0,071
I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others. form2	Games-Howell	Public school	Church school	-0,052	0,054
			Private school (other than Church)	-,373*	0,060
		Church school	Public school	0,052	0,054
			Private school (other than Church)	-,321*	0,070
		Private school (other than Church)	Public school	,373*	0,060
			Church school	,321*	0,070
When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity.form2	Games-Howell	Public school	Church school	,269*	0,047
			Private school (other than Church)	0,022	0,048
		Church school	Public school	-,269*	0,047
			Private school (other than Church)	-,247*	0,061
		Private school (other than Church)	Public school	-0,022	0,048
			Church school	,247*	0,061

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
Refugees should have a right to participate in the cultural, economic and political life in our country. form2	Games-Howell	Public school	Church school	.414*	0,055
			Private school (other than Church)	-0,049	0,048
		Church school	Public school	-.414*	0,055
			Private school (other than Church)	-.462*	0,066
		Private school (other than Church)	Public school	0,049	0,048
			Church school	.462*	0,066
Refugees are competitors: for work; for social services; for benefits that are financed through taxes... form2	Games-Howell	Public school	Church school	0,055	0,073
			Private school (other than Church)	0,064	0,091
		Church school	Public school	-0,055	0,073
			Private school (other than Church)	0,008	0,104
		Private school (other than Church)	Public school	-0,064	0,091
			Church school	-0,008	0,104
Refugees are also a threat: to our cultural traditions, religious practices, ...form2	Games-Howell	Public school	Church school	-.798*	0,070
			Private school (other than Church)	-0,137	0,069
		Church school	Public school	.798*	0,070
			Private school (other than Church)	.662*	0,091
		Private school (other than Church)	Public school	0,137	0,069
			Church school	-.662*	0,091

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.form2	Games-Howell	Public school	Church school	.424*	0,057
			Private school (other than Church)	-0,061	0,057
		Church school	Public school	-.424*	0,057
			Private school (other than Church)	-.485*	0,073
		Private school (other than Church)	Public school	0,061	0,057
			Church school	.485*	0,073

*. The difference in means is significant at the 0.05 level.

Source: Own elaboration.

Table 6.AR: Post hoc multiple comparisons ANOVA of the factor presence of migrants

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
Total hours of activity in the Students Ambassador programme including preparation (estimated)	HSD Tukey	Yes	No	-4,80E+15	1,23E+16
			Not sure	-0,88377	1,60E+16
		No	Yes	4,80E+15	1,23E+16
			Not sure	4,80E+15	1,18E+16
		Not sure	Yes	0,88377	1,60E+16
			No	-4,80E+15	1,18E+16
I am informed about why people are forced to flee their homes. form2	HSD Tukey	Yes	No	0,057	0,055
			Not sure	0,053	0,071
		No	Yes	-0,057	0,055
			Not sure	-0,005	0,053
		Not sure	Yes	-0,053	0,071
			No	0,005	0,053
I am well-informed about the conditions in which refugees live in my country. form2	Games-Howell	Yes	No	.168*	0,060
			Not sure	.216*	0,079
		No	Yes	-.168*	0,060
			Not sure	0,048	0,060
		Not sure	Yes	-.216*	0,079
			No	-0,048	0,060

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
I know some refugees personally and have met them on more than one occasion. form2	HSD Tukey	Yes	No	-0,130	0,090
			Not sure	-,367*	0,117
		No	Yes	0,130	0,090
			Not sure	-,237*	0,086
		Not sure	Yes	,367*	0,117
			No	,237*	0,086
I make an effort to obtain different types of information about refugees and consult various sources. form2	Games-Howell	Yes	No	-0,066	0,067
			Not sure	-0,107	0,092
		No	Yes	0,066	0,067
			Not sure	-0,041	0,074
		Not sure	Yes	0,107	0,092
			No	0,041	0,074
I try to understand and deal with different opinions on refugees. form2	Games-Howell	Yes	No	,195*	0,062
			Not sure	0,093	0,084
		No	Yes	-,195*	0,062
			Not sure	-0,102	0,066
		Not sure	Yes	-0,093	0,084
			No	0,102	0,066
I can judge which piece of information is credible and which is not. form2	HSD Tukey	Yes	No	0,086	0,076
			Not sure	0,082	0,098
		No	Yes	-0,086	0,076
			Not sure	-0,004	0,072
		Not sure	Yes	-0,082	0,098
			No		
I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others. form2	Games-Howell	Yes	No	-0,007	0,069
			Not sure	-0,087	0,087
		No	Yes	0,007	0,069
			Not sure	-0,080	0,065
		Not sure	Yes	0,087	0,087
			No	0,080	0,065
When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity. form2	Games-Howell	Yes	No	,121*	0,049
			Not sure	,181*	0,072
		No	Yes	-,121*	0,049
			Not sure	0,060	0,059
		Not sure	Yes	-,181*	0,072
			No	-0,060	0,059
Refugees should have a right to participate in the cultural, economic and political life in our country. form2	Games-Howell	Yes	No	,182*	0,053
			Not sure	0,143	0,075
		No	Yes	-,182*	0,053
			Not sure	-0,040	0,061
		Not sure	Yes	-0,143	0,075
			No	0,040	0,061

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
Refugees are competitors: for work; for social services; for benefits that are financed through taxes... form2	HSD Tukey	Yes	No	-.403*	0,098
			Not sure	-.403*	0,127
		No	Yes	.403*	0,098
			Not sure	0,000	0,093
		Not sure	Yes	.403*	0,127
			No	0,000	0,093
Refugees are also a threat: to our cultural traditions, religious practices, ...form2	Games-Howell	Yes	No	-.262*	0,066
			Not sure	-.411*	0,099
		No	Yes	.262*	0,066
			Not sure	-0,150	0,083
		Not sure	Yes	.411*	0,099
			No	0,150	0,083
It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.form2	HSD Tukey	Yes	No	0,150	0,069
			Not sure	.212*	0,090
		No	Yes	-0,150	0,069
			Not sure	0,062	0,066
		Not sure	Yes	-.212*	0,090
			No	-0,062	0,066

*. The difference in means is significant at the 0.05 level.

Source: Own elaboration.

Table 7.AR: Post hoc multiple comparisons ANOVA of the subject factor

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
Total hours of activity in the Students Ambassador programme including preparation (estimated)	HSD Tukey	Religion	Language	1,14E+16	9,73E+15
			Ethics	1,14E+16	1,84E+16
			Social Science	1,14E+16	2,36E+16
			Others	1,14E+16	9,24E+15
		Language	Religion	-1,14E+16	9,73E+15
			Ethics	-0,48151	1,87E+16
			Social Science	0,24726	2,38E+16
			Others	-1,29067	9,73E+15
		Ethics	Religion	-1,14E+16	1,84E+16
			Language	0,48151	1,87E+16
			Social Science	0,72877	2,85E+16
			Others	-0,80916	1,84E+16
		Social Science	Religion	-1,14E+16	2,36E+16
			Language	-0,24726	2,38E+16
			Ethics	-0,72877	2,85E+16
			Others	-1,53793	2,36E+16
		Others	Religion	-1,14E+16	9,24E+15
			Language	1,29067	9,73E+15
			Ethics	0,80916	1,84E+16
			Social Science	1,53793	2,36E+16
I am informed about why people are forced to flee their homes. form2	Games-Howell	Religion	Language	-,159*	0,042
			Ethics	-,261*	0,070
			Social Science	-,315*	0,073
			Others	0,046	0,043
		Language	Religion	,159*	0,042
			Ethics	-0,102	0,071
			Social Science	-0,156	0,074
			Others	,205*	0,044
		Ethics	Religion	,261*	0,070
			Language	0,102	0,071
			Social Science	-0,054	0,093
			Others	,307*	0,072

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
		Social Science	Religion	,315*	0,073
			Language	0,156	0,074
			Ethics	0,054	0,093
			Others	,361*	0,075
		Others	Religion	-0,046	0,043
			Language	-,205*	0,044
			Ethics	-,307*	0,072
			Social Science	-,361*	0,075
I am well-informed about the conditions in which refugees live in my country. form2	Games-Howell	Religion	Language	-,157*	0,049
			Ethics	-0,125	0,081
			Social Science	-0,279	0,110
			Others	-0,083	0,049
		Language	Religion	,157*	0,049
			Ethics	0,033	0,082
			Social Science	-0,121	0,110
			Others	0,074	0,050
		Ethics	Religion	0,125	0,081
			Language	-0,033	0,082
			Social Science	-0,154	0,128
			Others	0,041	0,082
		Social Science	Religion	0,279	0,110
			Language	0,121	0,110
			Ethics	0,154	0,128
			Others	0,196	0,110
		Others	Religion	0,083	0,049
			Language	-0,074	0,050
			Ethics	-0,041	0,082
			Social Science	-0,196	0,110
I know some refugees personally and have met them on more than one occasion. form2	Games-Howell	Religion	Language	-0,117	0,070
			Ethics	0,140	0,143
			Social Science	0,217	0,158
			Others	0,182	0,068
		Language	Religion	0,117	0,070
			Ethics	0,256	0,144
			Social Science	0,333	0,159
			Others	,299*	0,070

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
		Ethics	Religion	-0,140	0,143
			Language	-0,256	0,144
			Social Science	0,077	0,202
			Others	0,043	0,143
		Social Science	Religion	-0,217	0,158
			Language	-0,333	0,159
			Ethics	-0,077	0,202
			Others	-0,034	0,158
		Others	Religion	-0,182	0,068
			Language	-,299*	0,070
			Ethics	-0,043	0,143
			Social Science	0,034	0,158
I make an effort to obtain different types of information about refugees and consult various sources.form2	Games-Howell	Religion	Language	0,000	0,059
			Ethics	-0,199	0,120
			Social Science	-,475*	0,130
			Others	0,050	0,058
		Language	Religion	0,000	0,059
			Ethics	-0,199	0,121
			Social Science	-,475*	0,131
			Others	0,050	0,061
		Ethics	Religion	0,199	0,120
			Language	0,199	0,121
			Social Science	-0,277	0,168
			Others	0,248	0,121
		Social Science	Religion	,475*	0,130
			Language	,475*	0,131
			Ethics	0,277	0,168
			Others	,525*	0,131
		Others	Religion	-0,050	0,058
			Language	-0,050	0,061
			Ethics	-0,248	0,121
			Social Science	-,525*	0,131

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
I try to understand and deal with different opinions on refugees.form2	Games-Howell	Religion	Language	,152*	0,054
			Ethics	-,424*	0,081
			Social Science	-,365*	0,096
			Others	-0,009	0,052
		Language	Religion	-,152*	0,054
			Ethics	-,576*	0,082
			Social Science	-,517*	0,098
			Others	-,161*	0,054
		Ethics	Religion	,424*	0,081
			Language	,576*	0,082
			Social Science	0,059	0,115
			Others	,415*	0,081
		Social Science	Religion	,365*	0,096
			Language	,517*	0,098
			Ethics	-0,059	0,115
			Others	,356*	0,097
		Others	Religion	0,009	0,052
			Language	,161*	0,054
			Ethics	-,415*	0,081
			Social Science	-,356*	0,097
I can judge which piece of information is credible and which is not. form2	Games-Howell	Religion	Language	,205*	0,060
			Ethics	-,245*	0,080
			Social Science	-,470*	0,111
			Others	,233*	0,056
		Language	Religion	-,205*	0,060
			Ethics	-,450*	0,086
			Social Science	-,675*	0,115
			Others	0,028	0,063
		Ethics	Religion	,245*	0,080
			Language	,450*	0,086
			Social Science	-0,225	0,127
			Others	,478*	0,083
		Social Science	Religion	,470*	0,111
			Language	,675*	0,115
			Ethics	0,225	0,127
			Others	,703*	0,113

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR		
		Others	Religion	-,233*	0,056		
			Language	-0,028	0,063		
			Ethics	-,478*	0,083		
			Social Science	-,703*	0,113		
I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others. form2	Games-Howell	Religion	Language	0,149	0,060		
			Ethics	-0,068	0,095		
			Social Science	-0,222	0,121		
			Others	,174*	0,054		
		Language	Religion	-0,149	0,060		
			Ethics	-0,217	0,099		
			Social Science	-,371*	0,125		
			Others	0,025	0,061		
		Ethics	Religion	0,068	0,095		
			Language	0,217	0,099		
			Social Science	-0,154	0,145		
			Others	0,242	0,096		
		Social Science	Religion	0,222	0,121		
			Language	,371*	0,125		
			Ethics	0,154	0,145		
			Others	,396*	0,122		
		Others	Religion	-,174*	0,054		
			Language	-0,025	0,061		
			Ethics	-0,242	0,096		
			Social Science	-,396*	0,122		
		When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity.form2	Games-Howell	Religion	Language	-,202*	0,043
					Ethics	-0,151	0,079
					Social Science	-,365*	0,063
					Others	-0,099	0,044
				Language	Religion	,202*	0,043
					Ethics	0,050	0,077
					Social Science	-0,163	0,061
					Others	0,102	0,041

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
		Ethics	Religion	0,151	0,079
			Language	-0,050	0,077
			Social Science	-0,213	0,090
			Others	0,052	0,078
		Social Science	Religion	,365*	0,063
			Language	0,163	0,061
			Ethics	0,213	0,090
			Others	,265*	0,062
		Others	Religion	0,099	0,044
			Language	-0,102	0,041
			Ethics	-0,052	0,078
			Social Science	-,265*	0,062
Refugees should have a right to participate in the cultural, economic and political life in our country. form2	Games-Howell	Religion	Language	-,211*	0,047
			Ethics	-0,081	0,097
			Social Science	-0,248	0,093
			Others	-0,090	0,049
		Language	Religion	,211*	0,047
			Ethics	0,129	0,096
			Social Science	-0,037	0,092
			Others	0,121	0,046
		Ethics	Religion	0,081	0,097
			Language	-0,129	0,096
			Social Science	-0,167	0,125
			Others	-0,008	0,096
		Social Science	Religion	0,248	0,093
			Language	0,037	0,092
			Ethics	0,167	0,125
			Others	0,158	0,092
		Others	Religion	0,090	0,049
			Language	-0,121	0,046
			Ethics	0,008	0,096
			Social Science	-0,158	0,092

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
Refugees are competitors: for work; for social services; for benefits that are financed through taxes... form2	HSD Tukey	Religion	Language	-0,096	0,077
			Ethics	0,038	0,147
			Social Science	0,034	0,188
			Others	0,011	0,074
		Language	Religion	0,096	0,077
			Ethics	0,135	0,149
			Social Science	0,131	0,190
			Others	0,107	0,077
		Ethics	Religion	-0,038	0,147
			Language	-0,135	0,149
			Social Science	-0,004	0,227
			Others	-0,028	0,147
		Social Science	Religion	-0,034	0,188
			Language	-0,131	0,190
			Ethics	0,004	0,227
			Others	-0,024	0,188
		Others	Religion	-0,011	0,074
			Language	-0,107	0,077
			Ethics	0,028	0,147
			Social Science	0,024	0,188
Refugees are also a threat: to our cultural traditions, religious practices, ...form2	Games-Howell	Religion	Language	,513*	0,060
			Ethics	0,152	0,122
			Social Science	,394*	0,135
			Others	,285*	0,062
		Language	Religion	-,513*	0,060
			Ethics	-,361*	0,118
			Social Science	-0,119	0,132
			Others	-,228*	0,055
		Ethics	Religion	-0,152	0,122
			Language	,361*	0,118
			Social Science	0,242	0,169
			Others	0,134	0,119
		Social Science	Religion	-,394*	0,135
			Language	0,119	0,132
			Ethics	-0,242	0,169
			Others	-0,109	0,133

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
		Others	Religion	-,285*	0,062
			Language	,228*	0,055
			Ethics	-0,134	0,119
			Social Science	0,109	0,133
It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.form2	HSD Tukey	Religion	Language	-,172*	0,055
			Ethics	-0,093	0,104
			Social Science	-0,309	0,133
			Others	-0,106	0,052
		Language	Religion	,172*	0,055
			Ethics	0,079	0,105
			Social Science	-0,138	0,134
			Others	0,066	0,055
		Ethics	Religion	0,093	0,104
			Language	-0,079	0,105
			Social Science	-0,217	0,160
			Others	-0,014	0,104
		Social Science	Religion	0,309	0,133
			Language	0,138	0,134
			Ethics	0,217	0,160
			Others	0,203	0,133
		Others	Religion	0,106	0,052
			Language	-0,066	0,055
			Ethics	0,014	0,104
			Social Science	-0,203	0,133

*. The difference in means is significant at the 0.05 level.

Source: Own elaboration.

Table 8.AR: Post hoc multiple comparisons ANOVA of the language factor

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
Total hours of activity in the Students Ambassador programme including preparation (estimated)	Games-Howell	EN	EN	,76690*	0,17842
			FR	1,03574*	0,21334
			HR	1,10376*	0,16847
			HU	-1,11E+17	1,11E+17
			IT	-0,98744	0,56453
			NL	1,19900*	0,14837
			EUSK	,95357*	0,16894
		EN	EN	-,76690*	0,17842
			FR	0,26883	0,18253
			HR	0,33686	0,12723
			HU	-1,11E+17	1,11E+17
			IT	-1,75434*	0,55362
			NL	,43210*	0,09909
			EUSK	0,18667	0,12785
		FR	EN	-1,03574*	0,21334
			EN	-0,26883	0,18253
			HR	0,06803	0,17282
			HU	-1,11E+17	1,11E+17
			IT	-2,02318*	0,56584
			NL	0,16327	0,15330
			EUSK	-0,08217	0,17328
		HR	EN	-1,10376*	0,16847
			EN	-0,33686	0,12723
			FR	-0,06803	0,17282
			HU	-1,11E+17	1,11E+17
			IT	-2,09120*	0,55049
			NL	0,09524	0,07980
			EUSK	-0,15019	0,11356
		HU	EN	1,11E+17	1,11E+17
			EN	1,11E+17	1,11E+17
			FR	1,11E+17	1,11E+17
			HR	1,11E+17	1,11E+17
IT	1,11E+17		1,11E+17		
NL	1,11E+17		1,11E+17		
EUSK	1,11E+17		1,11E+17		

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR			
		IT	EN	0,98744	0,56453		
			EN	1,75434*	0,55362		
			FR	2,02318*	0,56584		
			HR	2,09120*	0,55049		
			HU	-1,11E+17	1,11E+17		
			NL	2,18644*	0,54468		
			EUSK	1,94101*	0,55064		
		NL	EN	-1,19900*	0,14837		
			EN	-,43210*	0,09909		
			FR	-0,16327	0,15330		
			HR	-0,09524	0,07980		
			HU	-1,11E+17	1,11E+17		
			IT	-2,18644*	0,54468		
			EUSK	-0,24543	0,08079		
		EUSK	EN	-,95357*	0,16894		
			EN	-0,18667	0,12785		
			FR	0,08217	0,17328		
			HR	0,15019	0,11356		
			HU	-1,11E+17	1,11E+17		
			IT	-1,94101*	0,55064		
			NL	0,24543	0,08079		
		I am informed about why people are forced to flee their homes. form2	Games-Howell	EN	EN	0,117	0,055
					FR	,412*	0,095
					HR	-,204*	0,048
HU	0,291				0,102		
IT	-0,107				0,062		
NL	-0,075				0,095		
EUSK	0,012				0,047		
EN	EN			-0,117	0,055		
	FR			0,296	0,104		
	HR			-,321*	0,064		
	HU			0,174	0,110		
	IT			-0,223	0,075		
	NL			-0,192	0,104		
	EUSK			-0,105	0,063		
FR	EN			-,412*	0,095		
	EN			-0,296	0,104		
	HR			-,617*	0,100		
	HU			-0,121	0,135		
	IT			-,519*	0,108		
	NL			-,488*	0,130		
	EUSK			-,401*	0,100		

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		HR	EN	.204*	0,048
			EN	.321*	0,064
			FR	.617*	0,100
			HU	.495*	0,107
			IT	0,098	0,071
			NL	0,129	0,101
			EUSK	.216*	0,057
		HU	EN	-0,291	0,102
			EN	-0,174	0,110
			FR	0,121	0,135
			HR	-.495*	0,107
			IT	-.397*	0,114
			NL	-0,366	0,135
			EUSK	-0,279	0,107
		IT	EN	0,107	0,062
			EN	0,223	0,075
			FR	.519*	0,108
			HR	-0,098	0,071
			HU	.397*	0,114
			NL	0,031	0,108
			EUSK	0,118	0,070
		NL	EN	0,075	0,095
			EN	0,192	0,104
			FR	.488*	0,130
			HR	-0,129	0,101
			HU	0,366	0,135
			IT	-0,031	0,108
			EUSK	0,087	0,100
EUSK	EN	-0,012	0,047		
	EN	0,105	0,063		
	FR	.401*	0,100		
	HR	-.216*	0,057		
	HU	0,279	0,107		
	IT	-0,118	0,070		
	NL	-0,087	0,100		

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
I am well-informed about the conditions in which refugees live in my country. form2	Games-Howell	EN	EN	0,112	0,060
			FR	,394*	0,105
			HR	-,254*	0,064
			HU	,354*	0,105
			IT	-0,113	0,098
			NL	0,104	0,104
			EUSK	,200*	0,056
		EN	EN	-0,112	0,060
			FR	0,282	0,115
			HR	-,366*	0,079
			HU	0,241	0,115
			IT	-0,226	0,108
			NL	-0,008	0,114
			EUSK	0,088	0,073
		FR	EN	-,394*	0,105
			EN	-0,282	0,115
			HR	-,648*	0,117
			HU	-0,040	0,144
			IT	-,507*	0,139
			NL	-0,290	0,143
			EUSK	-0,194	0,113
		HR	EN	,254*	0,064
			EN	,366*	0,079
			FR	,648*	0,117
			HU	,608*	0,117
			IT	0,141	0,111
			NL	,358*	0,116
			EUSK	,454*	0,076
		HU	EN	-,354*	0,105
			EN	-0,241	0,115
			FR	0,040	0,144
			HR	-,608*	0,117
			IT	-,467*	0,138
			NL	-0,249	0,142
			EUSK	-0,153	0,112
		IT	EN	0,113	0,098
			EN	0,226	0,108
			FR	,507*	0,139
			HR	-0,141	0,111
			HU	,467*	0,138
			NL	0,217	0,137
			EUSK	0,313	0,106

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		NL	EN	-0,104	0,104
			EN	0,008	0,114
			FR	0,290	0,143
			HR	-,358*	0,116
			HU	0,249	0,142
			IT	-0,217	0,137
			EUSK	0,096	0,111
		EUSK	EN	-,200*	0,056
			EN	-0,088	0,073
			FR	0,194	0,113
			HR	-,454*	0,076
			HU	0,153	0,112
			IT	-0,313	0,106
			NL	-0,096	0,111
I know some refugees personally and have met them on more than one occasion. form2	Games-Howell	EN	EN	,297*	0,090
			FR	0,358	0,154
			HR	0,256	0,096
			HU	1,057*	0,125
			IT	-0,333	0,116
			NL	0,519	0,181
			EUSK	-0,042	0,077
		EN	EN	-,297*	0,090
			FR	0,061	0,170
			HR	-0,041	0,120
			HU	,760*	0,144
			IT	-,630*	0,136
			NL	0,222	0,195
			EUSK	-,339*	0,105
		FR	EN	-0,358	0,154
			EN	-0,061	0,170
			HR	-0,102	0,174
			HU	,698*	0,191
			IT	-,692*	0,185
			NL	0,161	0,232
			EUSK	-0,400	0,164
		HR	EN	-0,256	0,096
			EN	0,041	0,120
			FR	0,102	0,174
			HU	,800*	0,148
			IT	-,590*	0,141
			NL	0,263	0,198
			EUSK	-0,298	0,111

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		HU	EN	-1,057*	0,125
			EN	-,760*	0,144
			FR	-,698*	0,191
			HR	-,800*	0,148
			IT	-1,390*	0,162
			NL	-0,538	0,213
			EUSK	-1,098*	0,137
		IT	EN	0,333	0,116
			EN	,630*	0,136
			FR	,692*	0,185
			HR	,590*	0,141
			HU	1,390*	0,162
			NL	,852*	0,208
			EUSK	0,292	0,129
		NL	EN	-0,519	0,181
			EN	-0,222	0,195
			FR	-0,161	0,232
			HR	-0,263	0,198
			HU	0,538	0,213
			IT	-,852*	0,208
			EUSK	-0,561	0,189
		EUSK	EN	0,042	0,077
			EN	,339*	0,105
			FR	0,400	0,164
			HR	0,298	0,111
			HU	1,098*	0,137
			IT	-0,292	0,129
			NL	0,561	0,189
I make an effort to obtain different types of information about refugees and consult various sources.form2	HSD Tukey	EN	EN	,287*	0,071
			FR	,671*	0,118
			HR	-,603*	0,088
			HU	-0,284	0,128
			IT	-0,168	0,109
			NL	-0,146	0,141
			EUSK	-0,136	0,066
		EN	EN	-,287*	0,071
			FR	0,384	0,130
			HR	-,890*	0,103
			HU	-,571*	0,139
			IT	-,455*	0,121
			NL	-0,432	0,150
			EUSK	-,423*	0,085

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		FR	EN	-.671*	0,118
			EN	-0,384	0,130
			HR	-1,274*	0,140
			HU	-.955*	0,168
			IT	-.839*	0,154
			NL	-.817*	0,178
			EUSK	-.807*	0,128
		HR	EN	,603*	0,088
			EN	,890*	0,103
			FR	1,274*	0,140
			HU	0,319	0,148
			IT	,436*	0,132
			NL	0,458	0,159
			EUSK	,468*	0,100
		HU	EN	0,284	0,128
			EN	,571*	0,139
			FR	,955*	0,168
			HR	-0,319	0,148
			IT	0,116	0,162
			NL	0,138	0,184
			EUSK	0,148	0,137
		IT	EN	0,168	0,109
			EN	,455*	0,121
			FR	,839*	0,154
			HR	-.436*	0,132
			HU	-0,116	0,162
			NL	0,022	0,172
			EUSK	0,032	0,119
		NL	EN	0,146	0,141
			EN	0,432	0,150
			FR	,817*	0,178
			HR	-0,458	0,159
			HU	-0,138	0,184
			IT	-0,022	0,172
			EUSK	0,010	0,148
		EUSK	EN	0,136	0,066
			EN	,423*	0,085
			FR	,807*	0,128
			HR	-.468*	0,100
			HU	-0,148	0,137
			IT	-0,032	0,119
			NL	-0,010	0,148

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
I try to understand and deal with different opinions on refugees.form2	Games-Howell	EN	EN	-0,023	0,066
			FR	0,337	0,117
			HR	-,586*	0,061
			HU	0,226	0,133
			IT	-0,201	0,094
			NL	-,478*	0,099
			EUSK	-,186*	0,058
		EN	EN	0,023	0,066
			FR	0,360	0,127
			HR	-,563*	0,079
			HU	0,249	0,142
			IT	-0,177	0,107
			NL	-,455*	0,111
			EUSK	-0,163	0,077
		FR	EN	-0,337	0,117
			EN	-0,360	0,127
			HR	-,923*	0,125
			HU	-0,111	0,172
			IT	-,537*	0,144
			NL	-,815*	0,147
			EUSK	-,523*	0,123
		HR	EN	,586*	0,061
			EN	,563*	0,079
			FR	,923*	0,125
			HU	,812*	0,140
			IT	,385*	0,104
			NL	0,108	0,108
			EUSK	,400*	0,073
		HU	EN	-0,226	0,133
			EN	-0,249	0,142
			FR	0,111	0,172
			HR	-,812*	0,140
			IT	-0,427	0,157
			NL	-,704*	0,160
			EUSK	-0,412	0,138
		IT	EN	0,201	0,094
			EN	0,177	0,107
			FR	,537*	0,144
			HR	-,385*	0,104
			HU	0,427	0,157
			NL	-0,277	0,130
			EUSK	0,014	0,102

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		NL	EN	.478*	0,099
			EN	.455*	0,111
			FR	.815*	0,147
			HR	-0,108	0,108
			HU	.704*	0,160
			IT	0,277	0,130
			EUSK	0,292	0,106
		EUSK	EN	.186*	0,058
			EN	0,163	0,077
			FR	.523*	0,123
			HR	-.400*	0,073
			HU	0,412	0,138
			IT	-0,014	0,102
			NL	-0,292	0,106
I can judge which piece of information is credible and which is not. form2	Games-Howell	EN	EN	-0,176	0,073
			FR	-0,157	0,108
			HR	-.716*	0,064
			HU	-0,193	0,115
			IT	-0,118	0,112
			NL	-.347*	0,098
			EUSK	-.300*	0,060
		EN	EN	0,176	0,073
			FR	0,019	0,120
			HR	-.541*	0,082
			HU	-0,017	0,126
			IT	0,058	0,123
			NL	-0,171	0,111
			EUSK	-0,124	0,079
		FR	EN	0,157	0,108
			EN	-0,019	0,120
			HR	-.559*	0,115
			HU	-0,036	0,149
			IT	0,039	0,147
			NL	-0,190	0,136
			EUSK	-0,143	0,112
		HR	EN	.716*	0,064
			EN	.541*	0,082
			FR	.559*	0,115
			HU	.524*	0,121
			IT	.598*	0,118
			NL	.369*	0,105
			EUSK	.416*	0,071

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		HU	EN	0,193	0,115
			EN	0,017	0,126
			FR	0,036	0,149
			HR	-,524*	0,121
			IT	0,075	0,151
			NL	-0,154	0,142
			EUSK	-0,107	0,119
		IT	EN	0,118	0,112
			EN	-0,058	0,123
			FR	-0,039	0,147
			HR	-,598*	0,118
			HU	-0,075	0,151
			NL	-0,229	0,139
			EUSK	-0,182	0,116
		NL	EN	,347*	0,098
			EN	0,171	0,111
			FR	0,190	0,136
			HR	-,369*	0,105
			HU	0,154	0,142
			IT	0,229	0,139
			EUSK	0,047	0,103
		EUSK	EN	,300*	0,060
			EN	0,124	0,079
			FR	0,143	0,112
			HR	-,416*	0,071
			HU	0,107	0,119
			IT	0,182	0,116
			NL	-0,047	0,103
I have my own point of view on how we can live together with refugees and I have defended my point of view already in front of others. form2	Games-Howell	EN	EN	0,011	0,069
			FR	0,079	0,117
			HR	-,385*	0,071
			HU	0,296	0,147
			IT	-0,046	0,112
			NL	-0,052	0,119
			EUSK	-,310*	0,057
		EN	EN	-0,011	0,069
			FR	0,068	0,126
			HR	-,396*	0,087
			HU	0,286	0,155
			IT	-0,057	0,123
			NL	-0,063	0,129
			EUSK	-,321*	0,075

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		FR	EN	-0,079	0,117
			EN	-0,068	0,126
			HR	-,464*	0,128
			HU	0,217	0,181
			IT	-0,125	0,154
			NL	-0,131	0,159
			EUSK	-,389*	0,120
		HR	EN	,385*	0,071
			EN	,396*	0,087
			FR	,464*	0,128
			HU	,681*	0,156
			IT	0,339	0,124
			NL	0,333	0,130
			EUSK	0,075	0,077
		HU	EN	-0,296	0,147
			EN	-0,286	0,155
			FR	-0,217	0,181
			HR	-,681*	0,156
			IT	-0,342	0,178
			NL	-0,348	0,183
			EUSK	-,606*	0,150
		IT	EN	0,046	0,112
			EN	0,057	0,123
			FR	0,125	0,154
			HR	-0,339	0,124
			HU	0,342	0,178
			NL	-0,006	0,156
			EUSK	-0,264	0,116
		NL	EN	0,052	0,119
			EN	0,063	0,129
			FR	0,131	0,159
			HR	-0,333	0,130
			HU	0,348	0,183
			IT	0,006	0,156
			EUSK	-0,258	0,123
		EUSK	EN	,310*	0,057
			EN	,321*	0,075
			FR	,389*	0,120
			HR	-0,075	0,077
			HU	,606*	0,150
			IT	0,264	0,116
			NL	0,258	0,123

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
When a person is forced to flee his/her country, the most important thing is that he/she finds protection and a new life in dignity.form2	Games-Howell	EN	EN	0,104	0,056
			FR	,345*	0,094
			HR	-0,035	0,055
			HU	,635*	0,116
			IT	0,060	0,079
			NL	-0,036	0,084
			EUSK	,206*	0,051
		EN	EN	-0,104	0,056
			FR	0,241	0,104
			HR	-0,139	0,071
			HU	,530*	0,124
			IT	-0,045	0,091
			NL	-0,141	0,095
			EUSK	0,101	0,068
		FR	EN	-,345*	0,094
			EN	-0,241	0,104
			HR	-,380*	0,104
			HU	0,289	0,146
			IT	-0,286	0,119
			NL	-,382*	0,122
			EUSK	-0,139	0,102
		HR	EN	0,035	0,055
			EN	0,139	0,071
			FR	,380*	0,104
			HU	,670*	0,124
			IT	0,095	0,091
			NL	-0,002	0,095
			EUSK	,241*	0,067
		HU	EN	-,635*	0,116
			EN	-,530*	0,124
			FR	-0,289	0,146
			HR	-,670*	0,124
			IT	-,575*	0,137
			NL	-,671*	0,139
			EUSK	-,429*	0,122
		IT	EN	-0,060	0,079
			EN	0,045	0,091
			FR	0,286	0,119
			HR	-0,095	0,091
			HU	,575*	0,137
			NL	-0,096	0,111
			EUSK	0,146	0,088

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		NL	EN	0,036	0,084
			EN	0,141	0,095
			FR	,382*	0,122
			HR	0,002	0,095
			HU	,671*	0,139
			IT	0,096	0,111
			EUSK	0,242	0,092
		EUSK	EN	-,206*	0,051
			EN	-0,101	0,068
			FR	0,139	0,102
			HR	-,241*	0,067
			HU	,429*	0,122
			IT	-0,146	0,088
			NL	-0,242	0,092
Refugees should have a right to participate in the cultural, economic and political life in our country. form2	Games-Howell	EN	EN	0,095	0,057
			FR	,660*	0,110
			HR	-0,132	0,057
			HU	1,342*	0,119
			IT	0,080	0,086
			NL	0,325	0,137
			EUSK	0,092	0,053
		EN	EN	-0,095	0,057
			FR	,565*	0,119
			HR	-,227*	0,072
			HU	1,247*	0,127
			IT	-0,015	0,097
			NL	0,230	0,145
			EUSK	-0,002	0,069
		FR	EN	-,660*	0,110
			EN	-,565*	0,119
			HR	-,793*	0,119
			HU	,682*	0,159
			IT	-,580*	0,136
			NL	-0,335	0,173
			EUSK	-,568*	0,117
		HR	EN	0,132	0,057
			EN	,227*	0,072
			FR	,793*	0,119
			HU	1,474*	0,127
			IT	0,212	0,097
			NL	,457*	0,144
			EUSK	,225*	0,069

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		HU	EN	-1,342*	0,119
			EN	-1,247*	0,127
			FR	-,682*	0,159
			HR	-1,474*	0,127
			IT	-1,262*	0,143
			NL	-1,017*	0,178
			EUSK	-1,250*	0,125
		IT	EN	-0,080	0,086
			EN	0,015	0,097
			FR	,580*	0,136
			HR	-0,212	0,097
			HU	1,262*	0,143
			NL	0,245	0,158
			EUSK	0,013	0,095
		NL	EN	-0,325	0,137
			EN	-0,230	0,145
			FR	0,335	0,173
			HR	-,457*	0,144
			HU	1,017*	0,178
			IT	-0,245	0,158
			EUSK	-0,232	0,143
		EUSK	EN	-0,092	0,053
			EN	0,002	0,069
			FR	,568*	0,117
			HR	-,225*	0,069
			HU	1,250*	0,125
			IT	-0,013	0,095
			NL	0,232	0,143
Refugees are competitors: for work; for social services; for benefits that are financed through taxes... form2	Games-Howell	EN	EN	,609*	0,086
			FR	,417*	0,132
			HR	0,059	0,115
			HU	-0,133	0,145
			IT	-0,112	0,161
			NL	0,324	0,172
			EUSK	-0,007	0,087
	EN	EN	-,609*	0,086	
		FR	-0,192	0,145	
		HR	-,550*	0,130	
		HU	-,743*	0,157	
		IT	-,722*	0,171	
		NL	-0,285	0,183	
		EUSK	-,616*	0,106	

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
	FR	EN	-,417*	0,132	
		EN	0,192	0,145	
		HR	-0,358	0,164	
		HU	-0,550	0,186	
		IT	-0,529	0,198	
		NL	-0,093	0,208	
		EUSK	-0,424	0,145	
		HR	EN	-0,059	0,115
			EN	,550*	0,130
			FR	0,358	0,164
			HU	-0,192	0,174
			IT	-0,171	0,188
			NL	0,265	0,198
			EUSK	-0,066	0,130
	HU	EN	0,133	0,145	
		EN	,743*	0,157	
		FR	0,550	0,186	
		HR	0,192	0,174	
		IT	0,021	0,207	
		NL	0,457	0,217	
		EUSK	0,126	0,157	
	IT	EN	0,112	0,161	
		EN	,722*	0,171	
		FR	0,529	0,198	
		HR	0,171	0,188	
		HU	-0,021	0,207	
		NL	0,436	0,228	
		EUSK	0,105	0,172	
NL	EN	-0,324	0,172		
	EN	0,285	0,183		
	FR	0,093	0,208		
	HR	-0,265	0,198		
	HU	-0,457	0,217		
	IT	-0,436	0,228		
	EUSK	-0,331	0,183		
EUSK	EN	0,007	0,087		
	EN	,616*	0,106		
	FR	0,424	0,145		
	HR	0,066	0,130		
	HU	-0,126	0,157		
	IT	-0,105	0,172		
	NL	0,331	0,183		

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
Refugees are also a threat: to our cultural traditions, religious practices, ...form2	Games-Howell	EN	EN	0,039	0,061
			FR	-,677*	0,136
			HR	-0,038	0,079
			HU	-1,925*	0,131
			IT	0,078	0,105
			NL	-0,503	0,165
			EUSK	-,556*	0,078
		EN	EN	-0,039	0,061
			FR	-,717*	0,143
			HR	-0,077	0,091
			HU	-1,965*	0,138
			IT	0,039	0,114
			NL	-,543*	0,171
			EUSK	-,596*	0,090
		FR	EN	,677*	0,136
			EN	,717*	0,143
			HR	,639*	0,151
			HU	-1,248*	0,184
			IT	,755*	0,166
			NL	0,174	0,209
			EUSK	0,121	0,151
		HR	EN	0,038	0,079
			EN	0,077	0,091
			FR	-,639*	0,151
			HU	-1,888*	0,147
			IT	0,116	0,124
			NL	-0,466	0,178
			EUSK	-,519*	0,103
		HU	EN	1,925*	0,131
			EN	1,965*	0,138
			FR	1,248*	0,184
			HR	1,888*	0,147
			IT	2,003*	0,162
			NL	1,422*	0,206
			EUSK	1,369*	0,146
		IT	EN	-0,078	0,105
			EN	-0,039	0,114
			FR	-,755*	0,166
			HR	-0,116	0,124
			HU	-2,003*	0,162
			NL	-0,582	0,191
			EUSK	-,635*	0,124

DEPENDENT VARIABLE			DIFFERENCE OF MEANS (I-J)	ERROR	
		NL	EN	0,503	0,165
			EN	,543*	0,171
			FR	-0,174	0,209
			HR	0,466	0,178
			HU	-1,422*	0,206
			IT	0,582	0,191
			EUSK	-0,053	0,177
		EUSK	EN	,556*	0,078
			EN	,596*	0,090
			FR	-0,121	0,151
			HR	,519*	0,103
			HU	-1,369*	0,146
			IT	,635*	0,124
			NL	0,053	0,177
It is enriching for me to live together with refugees in our society. They contribute new things based on their experiences and support the needs of our community through their work.form2	Games-Howell	EN	EN	0,074	0,065
			FR	,399*	0,100
			HR	-,247*	0,073
			HU	1,304*	0,145
			IT	-0,072	0,092
			NL	0,255	0,134
			EUSK	0,105	0,060
		EN	EN	-0,074	0,065
			FR	0,325	0,112
			HR	-,321*	0,088
			HU	1,230*	0,154
			IT	-0,146	0,105
			NL	0,182	0,143
			EUSK	0,031	0,078
		FR	EN	-,399*	0,100
			EN	-0,325	0,112
			HR	-,646*	0,117
			HU	,905*	0,172
			IT	-,470*	0,130
			NL	-0,143	0,162
			EUSK	-0,294	0,109
		HR	EN	,247*	0,073
			EN	,321*	0,088
			FR	,646*	0,117
			HU	1,551*	0,157
			IT	0,175	0,110
			NL	,503*	0,147
			EUSK	,352*	0,085

DEPENDENT VARIABLE				DIFFERENCE OF MEANS (I-J)	ERROR
		HU	EN	-1,304*	0,145
			EN	-1,230*	0,154
			FR	-,905*	0,172
			HR	-1,551*	0,157
			IT	-1,376*	0,167
			NL	-1,048*	0,193
			EUSK	-1,199*	0,152
		IT	EN	0,072	0,092
			EN	0,146	0,105
			FR	,470*	0,130
			HR	-0,175	0,110
			HU	1,376*	0,167
			NL	0,327	0,157
			EUSK	0,177	0,102
		NL	EN	-0,255	0,134
			EN	-0,182	0,143
			FR	0,143	0,162
			HR	-,503*	0,147
			HU	1,048*	0,193
			IT	-0,327	0,157
			EUSK	-0,151	0,141
		EUSK	EN	-0,105	0,060
			EN	-0,031	0,078
			FR	0,294	0,109
			HR	-,352*	0,085
			HU	1,199*	0,152
			IT	-0,177	0,102
			NL	0,151	0,141

*. The difference in means is significant at the 0.05 level.

Source: Own elaboration.

