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General Secretariat for Vocational Education, Training, Lifelong Learning and
Youth



Perception of Democracy in Decision Making at School

Final Report 2023

AUTHORS

Katerina Iliou

Manina Kakepaki

Nikos Klironomos

Maria Perivolaraki



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SCIENTIFIC COORDINATOR: Katerina Iliou

SCIENTIFIC CO-COORDINATOR: Manina Kakepaki

RESEARCH TEAM: Pavlos Baltas, Christina Frentzou, Nikolaos Klironomos, Stavros Maroulis, Maria Perivolaraki, Anna Maria Kanellaki (Internship)



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Contacts

FOR MORE INFORMATION ON THE PROJECT PLEASE CONTACT:

Administrative team:

General Secretariat for Vocational Education, Training, Lifelong Learning and Youth (GS VETLL&Y) of the Hellenic Ministry of Education and Religious Affairs:

Konstantina Pislí, National Coordinator of the European Year of Youth 2022. Office Director for the Secretary General for VETLL&Y (kpisli@minedu.gov.gr)

Chrysanthi Papadopoulou, Youth Sector collaborator & liaison to the General Secretariat for VETLL&Y, monitoring of the whole EYY 2022 project (chpapadopoulou@minedu.gov.gr)

Research team:

Institute of Political Research (IPS), National Centre for Social Research (EKKE):

Katerina Iliou, Principal Researcher, Social Psychologist (kiliou@ekke.gr)

Manina Kakepaki, Principal Researcher, Political Scientist (mkekepaki@ekke.gr)

Nicolas Klironomos. Research Assistant, Political Scientist (nklironomos@ekke.gr)



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INTRODUCTION

Aim, scope and importance of the research

The present research project entitled "**Perception of democracy in decision-making at school**" aims to study the perceptions of students of the 2nd and 3rd grades of General Upper Secondary and Vocational Upper Secondary education on the concept of Democracy in school life. The purpose of the study is to imprint and explore students' views on the institution of Student Councils, as well as other forms of their participation in decision-making that determine school living. This study is triggered by the proclamation of the year 2022 as the European Year of Youth and constitutes an action of participation of Greece in the main objectives of this European decision¹.

High school students in Greece participate in youth of the European Union and are one step away from gaining the right to vote at the age of 17. This project focuses on the decision-making processes that take place in the school environment and studies the possibilities offered through the operation of the

¹The main objectives for the European Year of Youth 2022 are set as follows: 1) Renewing positive perspectives for young people, while highlighting how the green and digital transitions as well as other Union policies offer opportunities for young people, 2) Empowering and supporting young people, through youth work, especially young people with fewer opportunities, to acquire meaningful knowledge and competences and thus become active and committed citizens of change, 3) Supporting young people to better understand the different opportunities available to them, whether from the EU, national, regional or local level, and actively promoting these opportunities; 4) Mainstreaming youth policy into all relevant Union policy areas in line with the European Union Youth Strategy 2019-2027; to encourage the integration of a youth perspective into policy-making at all levels [See https://ec.europa.eu/commission/presscorner/detail/el/ip_21_6648].

school, but also the individual intention of students to participate. On the one hand, the aim of the research is to imprint the democratic processes within school life through institutionalised actions, such as the Student Councils. On the other hand, it attempts to draw the basic predispositions and individual motivations of students to participate both in institutionalised actions and in other collective activities that determine school culture. The existence of foreseen democratic procedures (such as 15-member and 5-member Student Councils) in school is a necessary, but not sufficient, condition for the cultivation of students' democratic consciousness. Therefore, it is a research question which factors (e.g., the evaluation of Student Councils, the school culture, etc.) may determine students' intention to participate in school living. Studying the evaluation of democratic institutions in Greek General Upper Secondary and Vocational Upper Secondary education, in combination with the factors that motivate students to participate in school life, give us the opportunity to illustrate how school conditions contribute to the formation of active democratic citizens. This project can ultimately contribute to the knowledge about the processes of political socialisation of young people and highlight focal points for the development of educational policy aiming at raising young citizens who embrace democracy and act towards its safeguarding. More specifically, the subject of investigation of the study focuses on the following thematic axes:

1. Forms of participation in school
2. School culture
3. Forms of social/political participation outside the school
4. Quality of life



1. THEORETICAL CONTEXT

The main theoretical considerations that guided the design of the research are identified as follows:

School environment: Experiences of democracy and commitment to democratic values within the school

The term democracy, when referring to political regimes, usually includes the central concepts of political equality, participation and accountability ([Schmitter 2020](#), p. 730). However, in the context of school life, it is understood more broadly as the system of values and practices concerning respect, participation, pluralism and more generally freedom of expression of ideas ([Karakuş, 2017](#)). Education has been confirmed to play an important role in the realisation of the above values both in school life and later in adult reality ([Schulz et al., 2018](#)). In order to fulfil its objectives on democracy, it is necessary for the school to foster, through its very functioning, a democratic climate ([Vieno Perkins, Smith & Santinello, 2005](#)). The school climate is based on experiences from school life, rules but also on organisational structure and interpersonal relationships in general ([Karakuş, 2017](#)). Therefore, how students perceive and manage the climate in their school is an important element for the democratic functioning of the educational institution.

One of the main components of the democratic functioning of the school is the functioning of Student Communities (or Student Councils), as they give students a voice with which they can contribute to the formation of school culture ([Gogola & Katsis, 2017](#)). The operation of Student Communities in Greece was institutionalised in 1986 and has since been valued as an important pedagogical institution ([Paraskevas, 2020](#)). Student Communities are a core element of democracy, since through participation

in them students cultivate their social and political skills and are trained to be responsible citizens. ([Dimaki, 2017](#)).

The (political) socialisation of a person does not begin with his/her admission to school, as it has already begun to take shape from the moment (s)he actively interacts with his/her family. However, school is one of the primary entities of political socialisation, since it offers a fertile ground for direct interaction ([Papaoikonomou, 2017](#)), especially if we take into account the centrality of school in the lives of adolescents and in the formation of their political identity ([Vieno et al., 2005](#)). The school climate and environment shape the content of the political awareness that young people receive. More specifically, it has been observed that the school climate reflects behavior patterns, values, goals, relationships through the planning of teaching and the functional structure of the institution in general ([Karakus, 2017](#)). Thus, a democratic school climate can transmit the corresponding values to young people. For example, a classroom that enhances the expression of different ideas and opinions promotes pluralism, freedom of expression, but also mutual respect ([Vieno et al., 2005](#)). In fact, an open school environment fosters political debates and promotes political knowledge and thought ([Persson, 2015](#)). Fair treatment by teachers and fair regulations develops a sense of fairness among young people ([Vieno et al., 2005](#)). Good relationships with classmates and teachers and a broader supportive climate contribute to the development of solidarity and a sense of belonging ([Samdal, Nutbeam, Wold, & Kannas, 1998](#)).

The World Health Organization defines quality of life as "an individual's perception of one's place in life and within the culture and value systems within which one lives and in relation to one's goals, expectations, standards and concerns." ([World Health Organization, n.d.](#)). The school context is a space in which young people are exposed and interact daily and determines their quality of life. In fact, satisfaction with the school environment has a direct effect on young people's life satisfaction ([Paxinos & Paxinou, 2020](#)) and assessment of their quality of life in general ([Samdal et al., 1998](#)). Surveys of the student population note that students characterise the democratic school climate as satisfactory and identify it as one that enhances the sense of belonging among themselves, but also with their teachers, which allows them to maintain a high degree of autonomy ([Vieno et al., 2005](#)), that gives space for open discussions in the classroom and that maintains a climate of fairness ([Samdal et al., 1998](#)). In addition to the above, the promotion of active participation in school communities works in favor of the health of the school environment and therefore of its members ([Griebler & Nowak, 2012](#)). According to Griebler

and Nowak ([2012, p.3](#)), we can see active participation "as the means and ends" of the democratic school. In conclusion, the degree of democratic reception of school life can interact with young people's perceptions of their quality of life.

School environment: Contribution to political socialisation and preparation for political participation

The concept of political socialization is directly linked to the study of how political identities are formed and constituted, and occupies a central role in youth studies. In Greek literature, political socialization is defined as "[the] process by which we acquire indirectly or directly a system of reactions, prejudices, knowledge and assessments about the political phenomenon" ([Metaxas, 1976, p. 12](#)). In adolescence, apart from family, friends and the media, schools are recognized as key agents of political socialization ([Quintelier, 2015](#)).

In the international bibliography, school emerges as a powerful socialising institution that provides students with the opportunity to learn what democracy is in school life, while enabling them to recognize and judge its application to institutions other than education ([Børhaug, 2006](#)). In short, political socialisation in adolescence contributes to the further development of young people's identity ([Flanagan, Beyers & Žukauskienė 2012](#), [Papaoikonomou, 2017](#)). Thus, student status prepares young people for citizenship in adulthood.

The democratic school climate shields political behaviours and attitudes that go beyond the physical limits of school walls and extend to the extracurricular everyday life of young people. Research has highlighted education as an important predictor of adult political participation ([Schulz et al., 2009](#)). Characteristically, open discussion on political issues in the classroom not only enhances knowledge of political issues, but also promotes general political participation, as it contributes to the formation of political identity ([Campbell, 2008](#), [Barbarousis, 2021](#)). The relationships that young people develop with teachers play an important role in young people's desire to take part in political action ([Barbarousis, 2021](#)). Research has also highlighted school as an important factor in strengthening trust in political

institutions, voluntary participation in the community ([Torney-Purta, Henry Barber & Richardson, 2004](#)), as well as a sense of political efficacy, which in turn enhances participation in political actions ([Levy, 2011](#)). In conclusion, a supportive school climate and strong relationships within the school create a safe environment where young people can be initiated into social cohesion and civic participation ([Duke, Skay, Pettingell & Borowsky, 2009](#)).

Institutional framework: Student Communities and the evaluation of their operation

The Rule of Procedure of Student Communities in Greece was adopted in 1986 (Article 45, Law N. 1566/85 and MD 23/1986/B619) and amended in 1989 (MD C2/336/29-1-91, GN 66 vol. B' /14-2-91). Since then, the Student Communities have been a pedagogical institution closely linked to the educational process and the cultivation of democratic values among students. The organization of the first student community in Greece dates back to the years 1923-1925 at the Maraslio Teaching School, led by the demoticists Alexandros Delmouzos and Michael Papamavros. Other actions for the establishment of student communities from 1928 to 1971 followed. In 1974, however, a systematic effort was made for the first time to establish student communities in all schools. After the adoption of three successive regulations in 1975, 1976 and 1982, Law 1566/85 and MD 23/1986 come to seal the regulation of operation of the Student Communities that is in force until today ([The Hellenic Parliament Foundation](#)).

The new regulation of 1986 supports the participation of students and emphatically supports democratic processes through their objectives, functions, bodies and responsibilities, as defined in its content. The aim of student communities is to exercise the democratic process within a broader framework of dialogue and a spirit of cooperation, as they support student expression on school issues and thus support the synergy between students-teachers-parents in order to care for the school environment and improve school life. In addition, the bodies of the Student Communities act as mediators between students and teaching staff. Through the foreseen regular or special assemblies, the identification of problems that may be faced by the student community is facilitated, as well as the transfer of relevant requests or issues to be resolved to the senior executives and directors of the school community. Finally,

the Student Communities set a democratic and collective operating framework that facilitates decision-making on issues that concern students not only within the school context, but also in cooperation with other bodies of the wider community.

Through the Student Communities, young people are initiated into the process of dialogue and participate in the public affairs of the school community. Briefly, the main bodies of each Student Community are the general assembly, the 5-member class councils and the 15-member school council, also known as "Student Councils". All students of the school have the right to vote for the election of the councils without exception. Thus, one of the most basic principles of democracy, namely equal participation in public decision-making, is empirically confirmed in students' lives.

Student Communities constitute a cell of democratic life, as through the Student Councils and the actions they foresee, the sense of "belonging" to the school community is cultivated, the spirit of cooperation and willingness to participate in public affairs is sharpened and the importance of freedom of expression is highlighted. As this institution simulates the conditions of political practice in everyday life, students participate empirically in political processes ([Griebler & Nowak, 2012](#)). The establishment and operation of Student Communities contributes in practice to the connection of students' school identity with that of their status as citizens of a state. As in political life, so in simulation in the institution of Student Communities, young people are called upon to comply with certain rules and take actions for the regular application of their school activities. Basic principles, such as equality, justice, cooperation, representation, etc., take shape in school life and empower young people for their social participation through democratic values.

However, according to a survey by the Greek Ombudsman ([2017](#)), Student Communities in Greece need to be upgraded in order to fulfill their purpose more fully. The same request is noted in a survey by the Youth Parliament ([2014](#)), in which the need to upgrade the institution is stressed in order to achieve more substantial participation of students in decision-making. Other surveys have also observed vulnerabilities in the functioning of Student Communities, such as, for example, the fact that there is little participation of students in issues that concern them and this, in fact, is limited to classroom issues ([Dimaki, 2017](#)). Therefore, the field of interest remains open for further investigation of students' perceptions regarding the way the institution of Student Communities operates at school, but also for a number of other issues related to improving students' participation in decisions. The present study is

designed to contribute to the formulation of ideas for the improvement of the institution, aiming at supporting the processes of democratisation of school life and cultivation of political participation and maturity of young citizens.

2. THE SURVEY IDENTITY

Data collection: Quantitative research with Online Structured Questionnaire Completion (CAWI)

Target population: 2nd & 3rd grade students in General Upper Secondary Schools (GEL) & Vocational Upper Secondary Schools (EPAL)

Sample frame: 1.321 school units

Geographical coverage: Nationwide

Initial sample design: 300 school units

Final sample size (N): 4.818 persons – 122 school units

Sampling: Randomly stratified sampling for: a) the Regional Unit, b) the type of school (GEL, EPAL)

Field research: November 21st 2022- January 20th 2023

Note: This report presents the raw data without the application of weights/statistical adjustment.



3. SAMPLING DESIGN

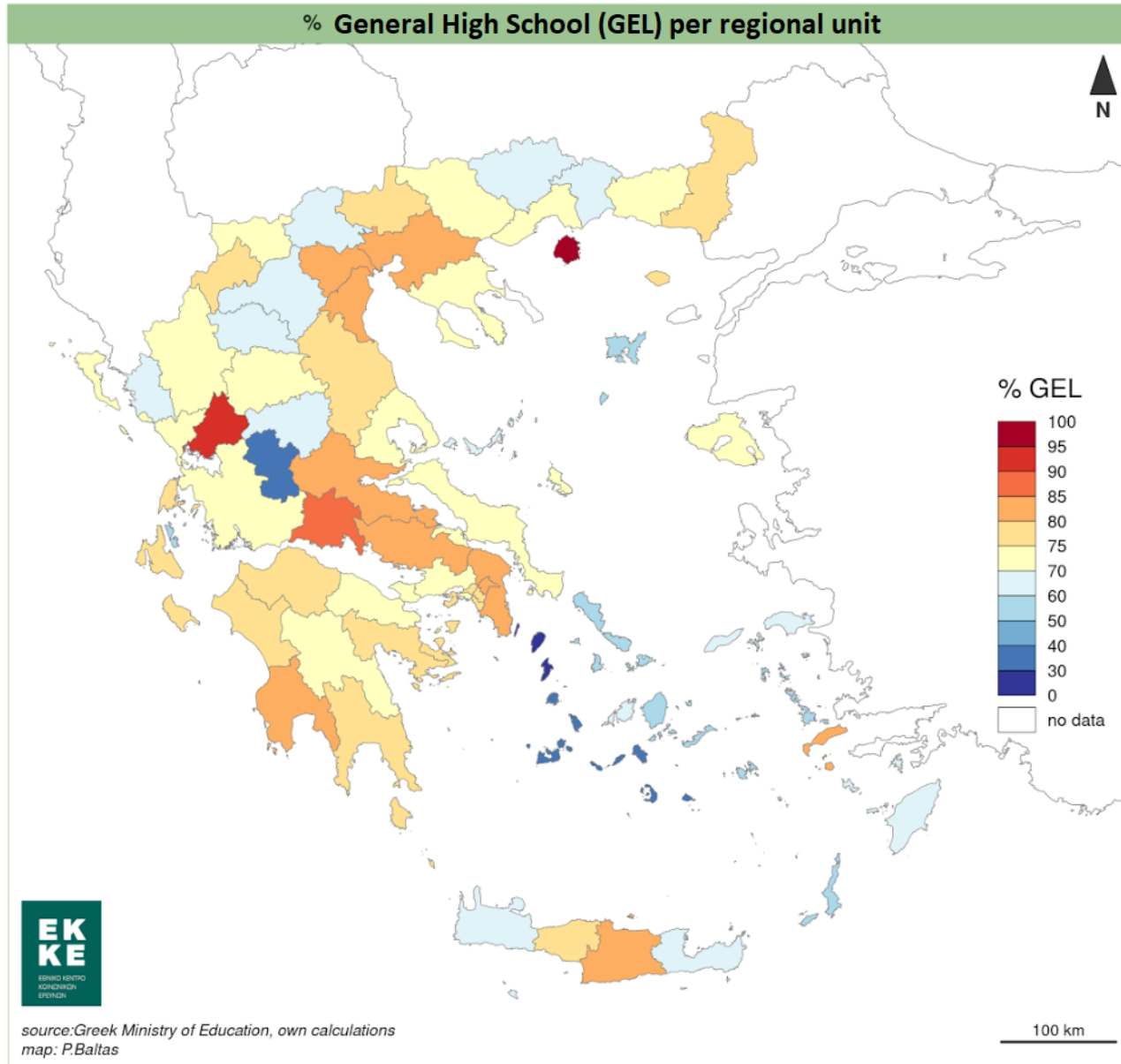
Sample frame

The sample framework consists of 1,321 General Upper Secondary Schools (GEL) and Vocational Upper Secondary Schools (EPAL). More specifically, 997 Day General Upper Secondary Schools and 324 Day Vocational Upper Secondary Schools are included. Their geographical distribution covers all 74 Regional Units (RU) of the country. Only in two Regional Units there is no school unit of both school types (GEL or EPAL). Specifically, in the Regional Unit of Kea-Kythnos there is only EPAL, while in the Regional Unit of Thasos there is only GEL.

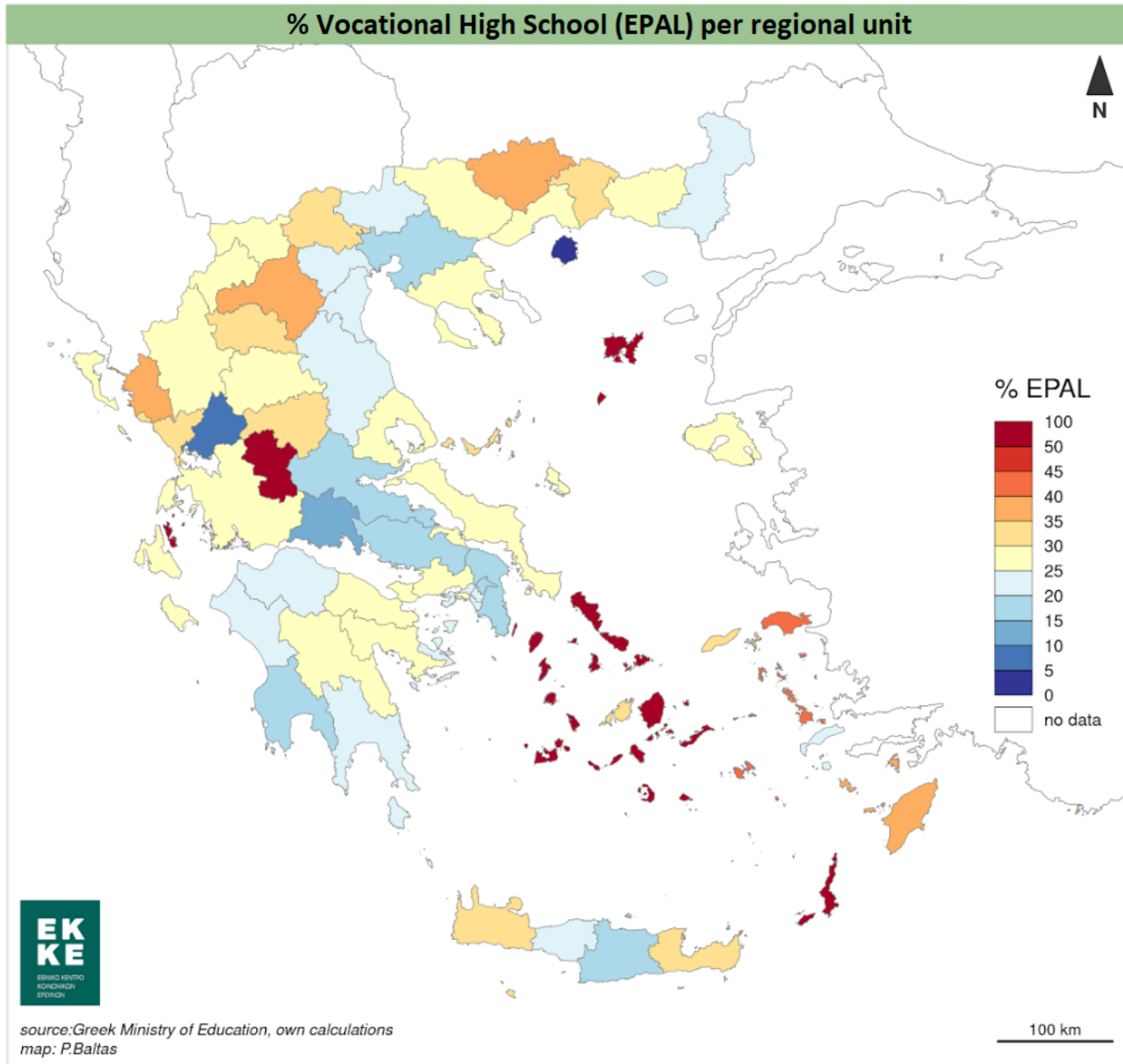
The ratio of school types at national level is 75% GEL and 25% EPAL. However, this ratio varies at the level of Regional Units. Especially in smaller Regional Units, such as, for example, in the islands (e.g., Mykonos, Naxos, Andros, Limnos, Karpathos, Ithaca, etc.) the ratio is usually 1 to 1 GEL/EPAL respectively. In addition, in some other Regional Units there is a lower percentage of EPAL compared to the 25% that applies at national level. Namely, this is the case of Regional Units located in the capital city. Finally, in some Regional Units the proportion of EPAL exceeds the national proportion (25%), such as, characteristically, the Regional Units of Aitoloakarnania (27.3%), Grevena (33.3%), Drama (38.5%), Karditsa (33.3%), Kozani (35.3%) etc.

The ratio of Day General Upper Secondary Schools and Day Vocational Upper Secondary Schools appears in the maps below. On the two maps, the shades of blue indicate that in these Regional Units the percentage of GELs and EPALs is below the corresponding percentage of the Greek territory (i.e., less than 75% for GELs and less than 25% for EPALs). While, respectively, the shades of red indicate that in these Regional Units the percentage of GELs and EPALs is above the average of the Greek territory (i.e., more than 75% for GELs and more than 25% for EPALs).

Map 1: Sample frame: % General Upper Secondary School per Regional Unit



Map 2: Sample frame: % Vocational Upper Secondary School per Regional Unit



Sample design

For the design of the sample, random sampling was applied in order to maximize the possibility of generalising the research results. The process was carried out in two stages, with the aim of obtaining a sample corresponding to approximately 20% of the sample frame, i.e., a sample of approximately 300 school units (out of 1,321) was sought. The R software was used and specifically the library dplyr.

During the first stage, one school unit from each Regional Unit was randomly selected. The purpose was to ensure the representation of all Regional Units in the sample, i.e., to select at least one school unit (GEL or EPAL) from each Regional Unit. During the first stage, 74 schools were included in the sample (a number corresponding to the number of Regional Units in the country). During the second stage, random sampling was carried out in all school units, after deducting the already selected school units (during the first stage of sampling) without geographical limitation, in order to obtain a sample corresponding to approximately 20% of the sample frame.

The final sample includes 300 schools and constitutes 22.7% of the sample frame. It represents 218 Day General Upper Secondary Schools (72.6%) and 82 Day Vocational Upper Secondary Schools (27.3%), while the corresponding proportion in the sample framework is 75% (GEL) and 25% (EPAL).



4. RESEARCH RESULTS

I. FORMS OF PARTICIPATION IN SCHOOL

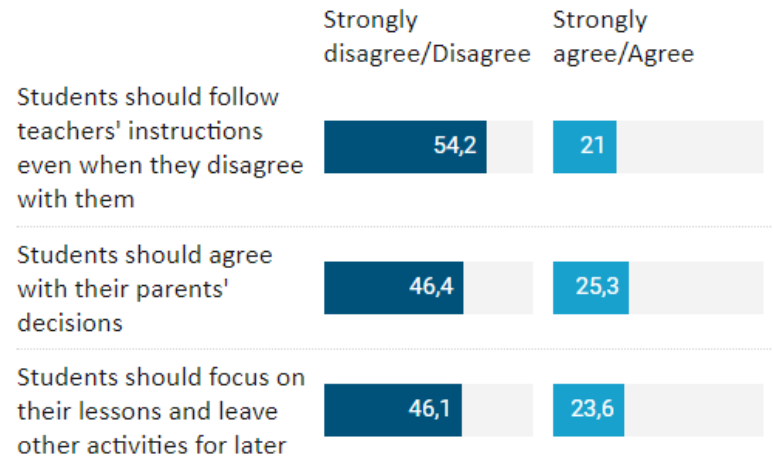
In the first section of the questionnaire, we attempt to record students' views on their participation in decision making in school life. First, we document the views of the participants on issues related to their compliance with school rules and parents' decisions, as well as their participation in decision making at school. Next, we document students' views on their cooperative participation in the decisions taken at school. Afterwards, we ask them how students should react in case they disagree with a decision at school. We also asked the participants what motives they attribute to the candidates for the Student Councils, but also by which criteria do they choose their own representatives. We asked their opinion on gender equality of opportunity among candidates to be selected in the Student Councils. Two questions follow, one listing the main issues that Student Councils deal with in schools and the other the main issues that Councils do not deal with. The students were then asked about the organisation of the elections, the operation of the Student Councils and their effectiveness. At the end of this section, the forms of student motivation for school issues within the school environment are presented.

Do students have to obey?

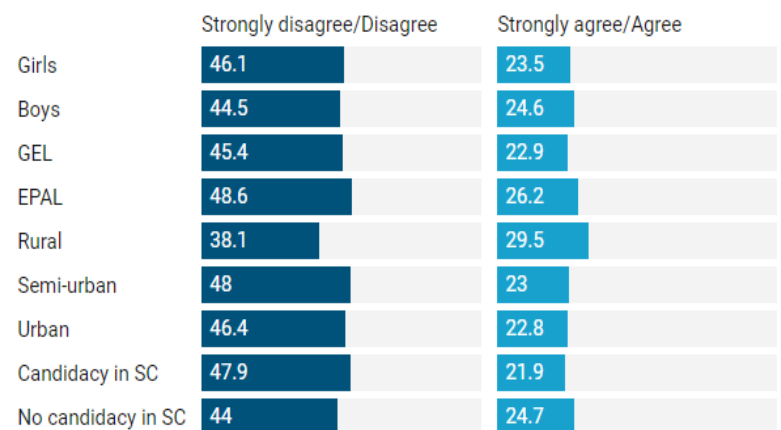
Most students strongly disagree/disagree with certain forms of student compliance. Hierarchically, they mostly disagree with the statement regarding *obedience to teachers' instructions even when they disagree with them* (54.2%), followed by *obedience to parents' decisions* (46.4%) and *compliance with school obligations* (46.1%) ([Graph 1](#))

Stronger disagreement with the statement that ***students should focus on their lessons and leave other activities for later*** is expressed by girls in relation to boys, by those who attend EPAL in relation to those who attend GEL, by those who live in semi-urban and urban areas in relation to those who live in rural areas, as well as those who have run for the Student Councils compared to those who have never run ([Graph 2](#)).

Graph 1: Forms of students' compliance (%)

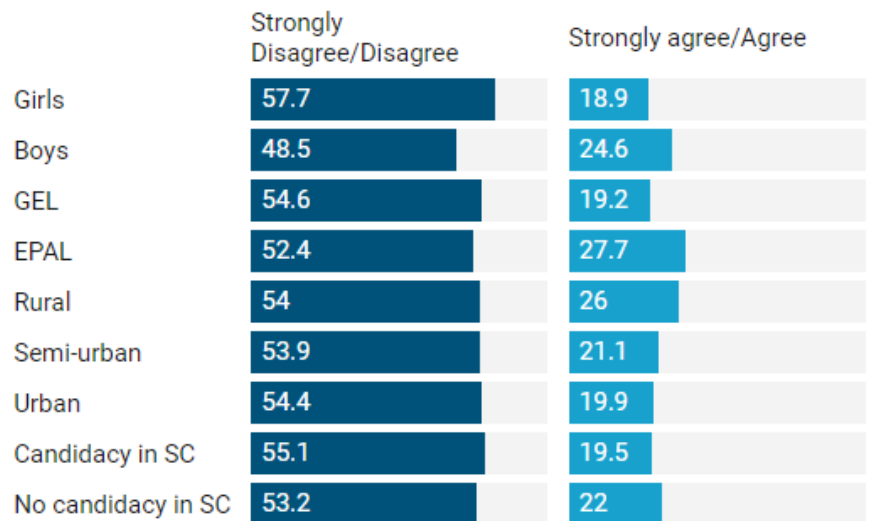


Graph 2: Students should focus on their lessons and leave other activities for later (%)



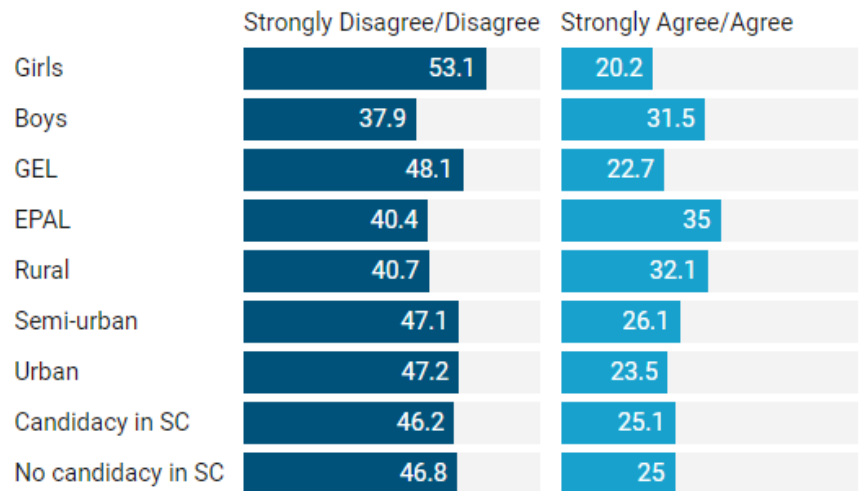
Stronger disagreement with the statement that **students should follow teachers' instructions even when they disagree with them** is expressed by girls and those who have run for Student Councils compared to those who have never run. Whilst the strongest agreement with this statement is expressed by EPAL students and those who live in rural areas ([Graph 3](#)).

Graph 3: Students should follow teachers' instructions even when they disagree with them (%)



The strongest disagreement with the statement that **students should agree with their parents' decisions** is expressed by girls. Whilst stronger agreement with this statement is expressed by EPAL students and those who live in rural areas ([Graph 4](#)).

Graph 4: Students should agree with their parents' decisions (%)



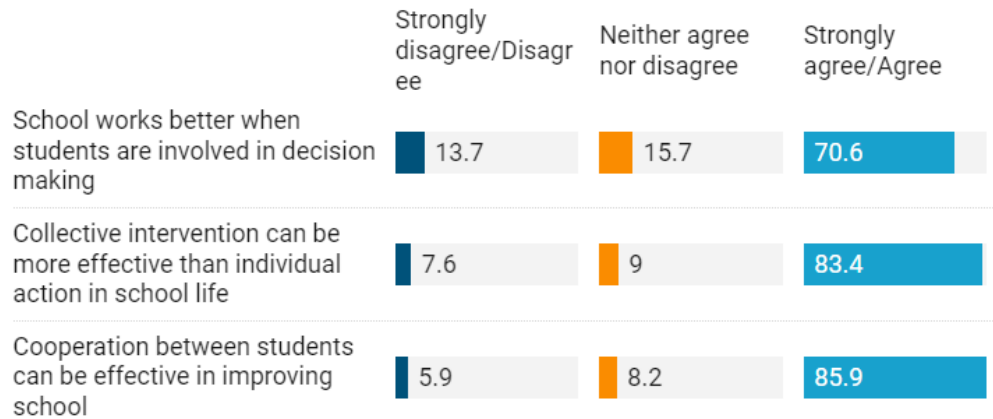
Should students participate collaboratively in school decisions?

Students strongly support *Graph 5: Should students participate collaboratively in school decision? (%)*

cooperation with each other and participation in decision-making at school.

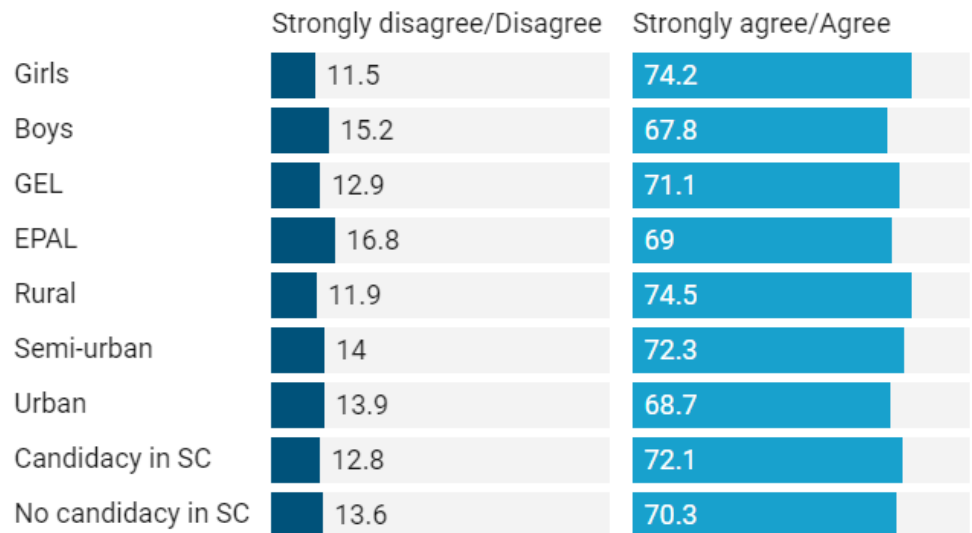
More specifically, more than 8 out of 10 (85.9%) support that cooperation between students can be effective in improving school, and that collective intervention can

be more effective than individual action in school life (83.4%). Finally, 7 out of 10 (70.6%) state that school works better when students are involved in decision making ([Graph 5](#)).



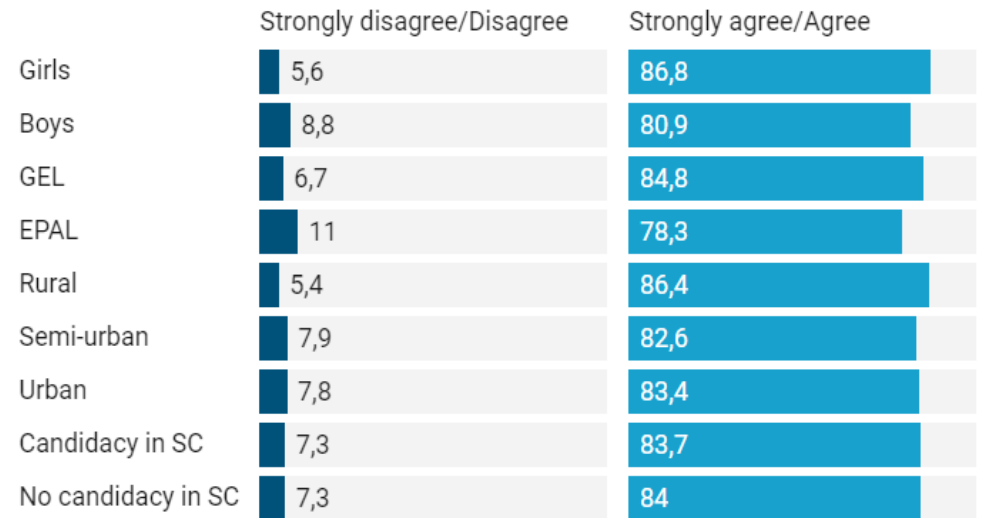
Girls compared to boys, and *Graph 6: When students participate in decision making at school, things work better (%)*

those living in rural and semi-urban areas compared to those living in urban areas agree more with the statement that **when students are involved in decisions making at school, things work better**. Whilst EPAL students disagree to a greater extent with this statement than those who attend GEL ([Graph 6](#)).



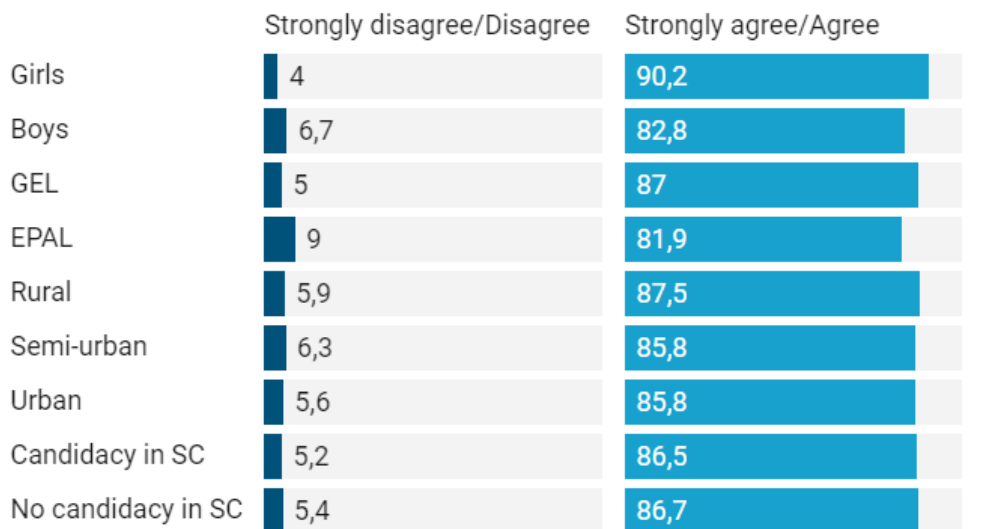
Girls and students attending GEL tend to support stronger than boys and EPAL students, respectively, that **students can affect what happens in their school when they act together, rather than each on his/her own** ([Graph 7](#)).

Graph 7: Students can affect what happens in their school when they act all together, rather than each on his/her own (%)



Girls and GEL students tend to support to a greater extent that **when students work together, many positive changes can happen in schools** ([Graph 8](#)).

Graph 8: When students collaborate, many positive changes can happen in schools (%)



What should students do if they disagree with a school decision?

The majority of students who participated in the survey highlight the functional service of the institution of Student Communities and emphasise their mediating function. Characteristically, almost 7 out of 10 state that **if their school takes a decision with which many students disagree**, the latter *should attempt through their representatives in the 15-member council to express their opinion*.

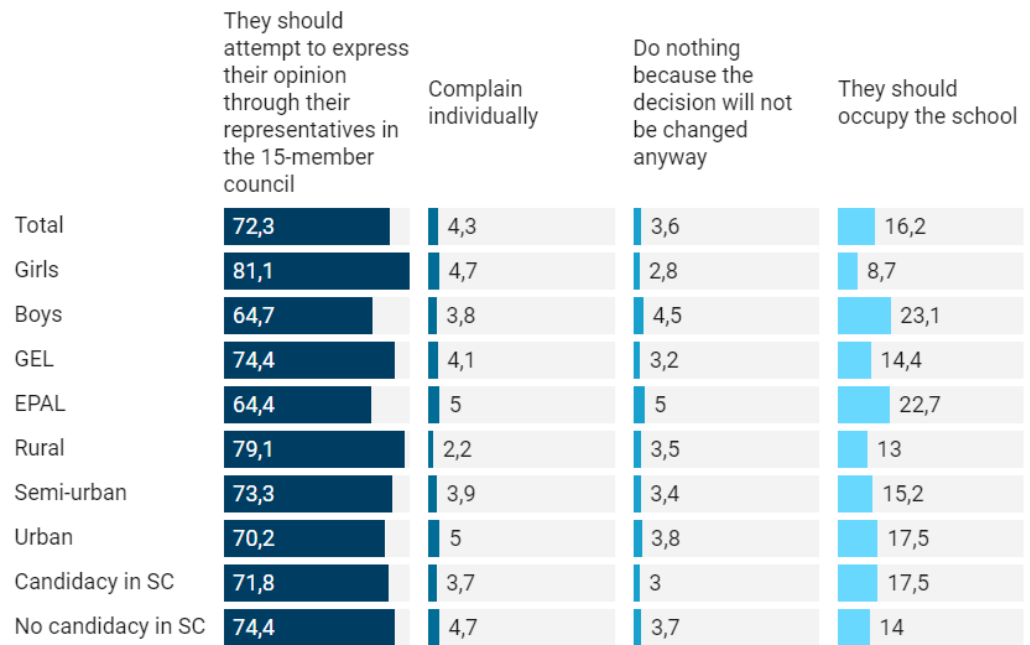
Boys are less supportive of negotiation through the 15-member council than girls. Whilst they support to a greater extent than girls the

occupation/squatting of school as a form of protest.

The negotiation through the 15-member council is most often chosen by GEL students and those who live in rural areas, while the

occupation/squatting is most often chosen by EPAL students and those who have run for the Student Councils ([Graph 9](#)).

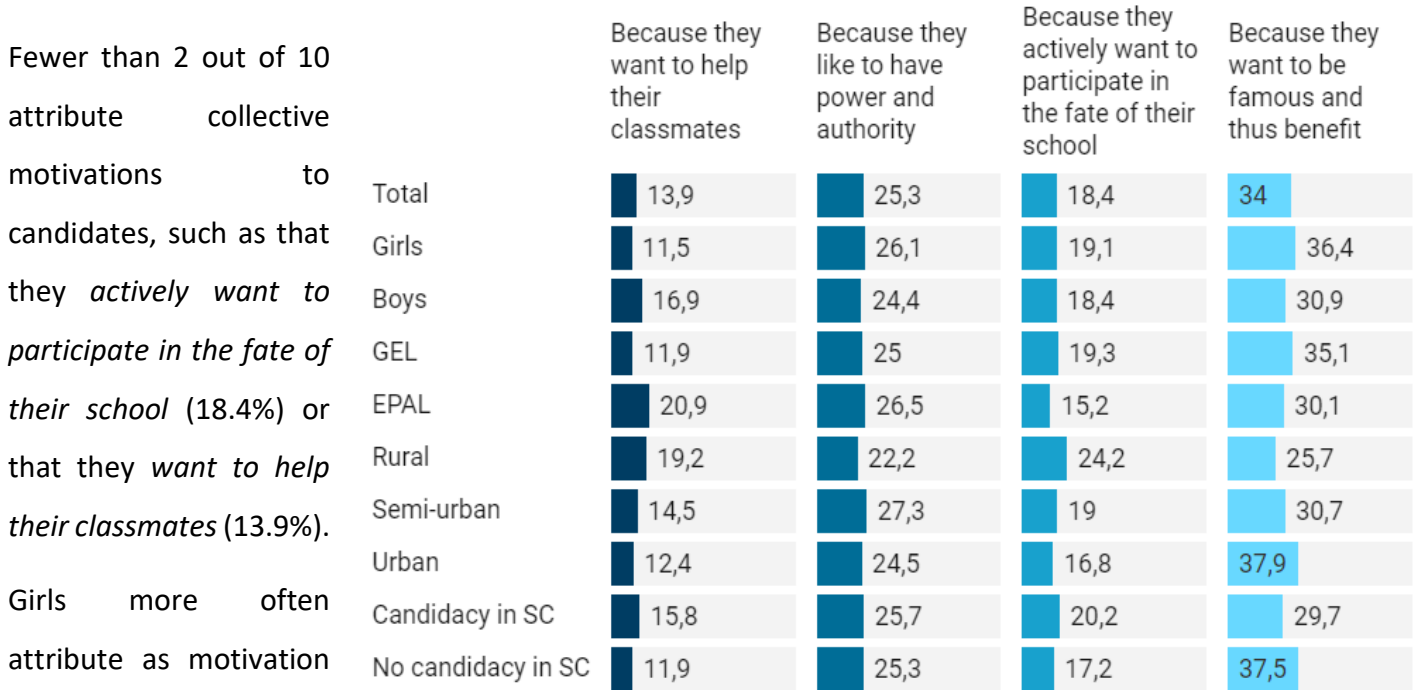
Graph 9: In case the school takes a decision than many students disagree with, what do you think they should do (%)



Why do students run for the Student Councils?

The majority of participants attribute self-centered motivations to **those who run for the Student Councils**, such as that they want to *be famous and thus benefit* (34%), as well as that they *like to have power and authority* (25.3%).

Graph 10: Why do you think that the majority of students who run for the 15-member councils do so? (%)



Fewer than 2 out of 10 attribute collective motivations to candidates, such as that they *actively want to participate in the fate of their school* (18.4%) or that they *want to help their classmates* (13.9%).

Girls more often attribute as motivation for candidates that *they want to be famous and benefit*, while boys more often attribute as motivation that *they want to help their classmates*. Those living in urban areas, as well as those who have not run for the Student Councils, more often choose the incentive that candidates *want to be famous and thus benefit* ([Graph 10](#)).

By which criterion do students vote for their representatives in the Student Councils?

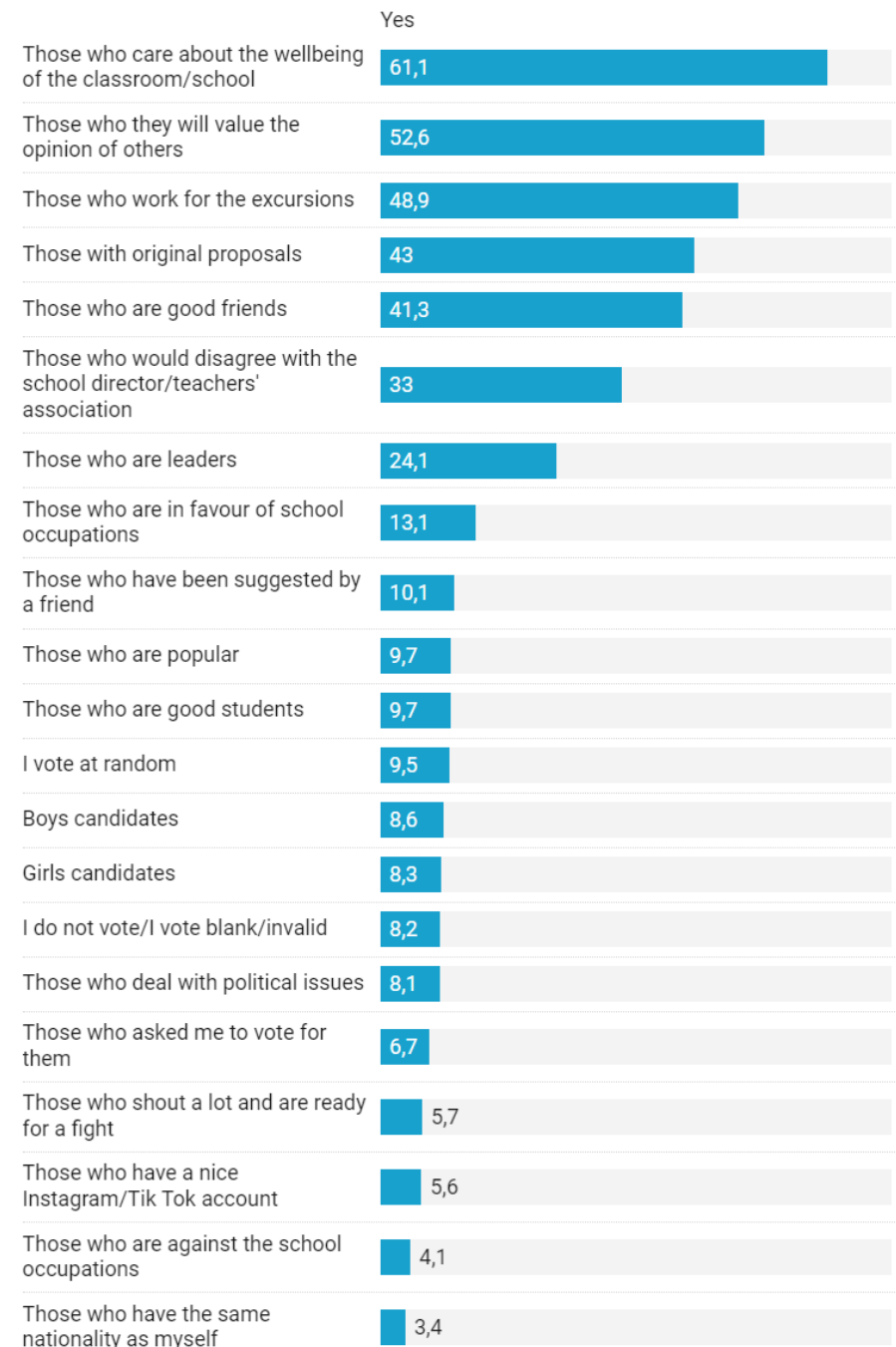
The participants highlight collective criteria for the selection of their representatives in the Student Councils. More than 1 out of 2 note that they choose as representatives *those who care about the wellbeing of the classroom/school* (61.1%), as well as *those who believe they will value the opinion of others* (52.6%).

This is followed by the selection of *those who work for the excursions* (48.9%), *those with original proposals* (43%) and *those who are good friends* (41.3%) ([Graph 11](#)).

Girls compared to boys vote more often for representatives on Student Councils: *those who care about the wellbeing of the classroom/school*, *those who think they will value the opinion of others*, *those who work on*

excursions, *those who have original proposals*, *those who would disagree with the principal/teachers' association*, but also *the girl candidates*. On the contrary, boys compared to girls choose more often:

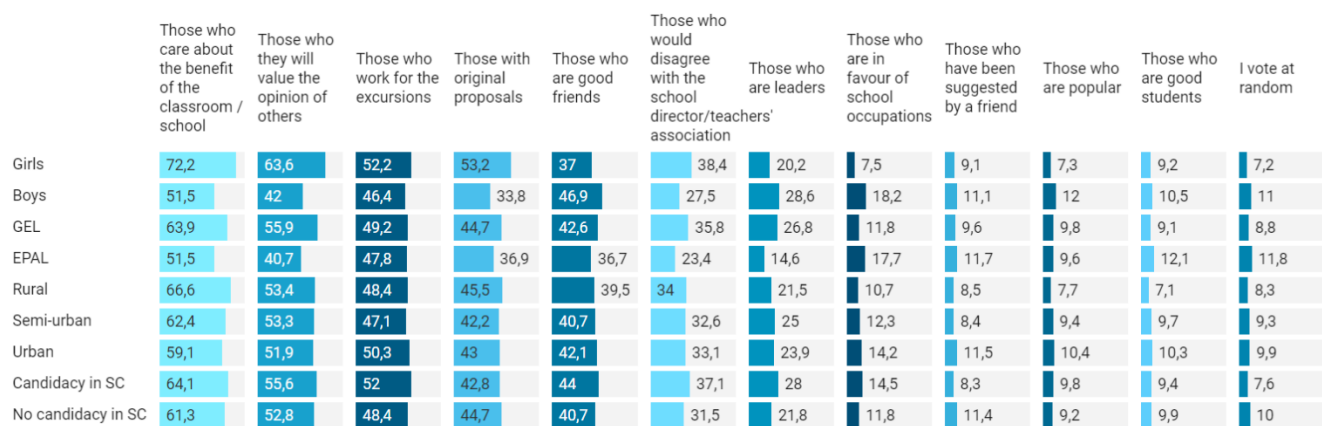
Graph 11: Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority (%)



good friends, those who are leaders, those who are in favour of school occupations/squatting, the popular, they vote at random, boy candidates, those who deal with political issues, those who asked them to vote for them, those who shout a lot and are ready for a fight, those who have a nice Instagram/Tik Tok account, those who have the same nationality as themselves.

Participants attending GEL tend more often than EPAL students to vote for the Student Councils: *those*

Graph 12: Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority (%) (12 first choices)



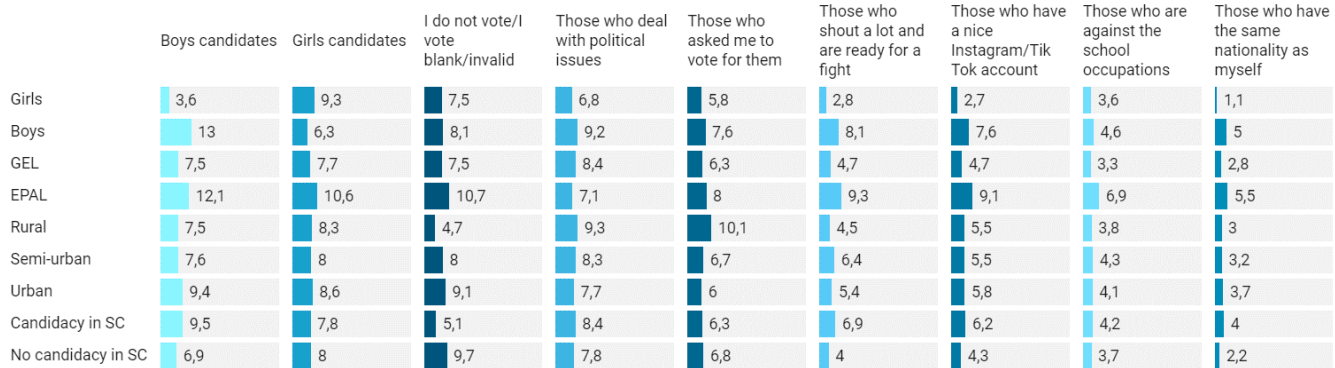
who care about the wellbeing of the classroom, those who believe that they will value the opinion of others, those who have original proposals, good friends, those who would disagree with the school director/teachers' association, those who are leaders. On the contrary, students in EPAL choose more often than students in GELs candidates, who: are in favour of the occupations, asked them to vote for them, good students, the boy candidates, the girl candidates, shout a lot and are ready for a fight, they have a nice Instagram/Tik Tok account, they are against occupations/squatting, they have the same nationality as them. Also, EPAL students more often vote at random, and do not vote/blank/invalid.

In rural areas, the students surveyed most often vote for *those who care about the wellbeing of the classroom, as well as those who ask them to vote for them.* On the contrary, students in urban areas more often state that *do not vote/vote blank/invalid*, while they more often choose for their representatives on Student Councils, *those who are in favour of the school occupations/squatting, have been suggested by a friend.*

Those who have run for Student Councils themselves choose more often than those who have not run for the Councils, their classmates who: *work for excursions, are good friends, are leaders, are in favor of*

occupations/squatting, are boys, have a nice Instagram/Tik Tok account, have the same nationality as themselves. On the contrary, those who have not run for the Councils most often choose for the Student Councils those who: have been recommended by a friend, and shout a lot and are ready for a fight, while more often they vote at random and do not vote/vote blank/invalid (Graph 12 and Graph 13).

Graph 13: Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority (%) (last 9 choices) (%)

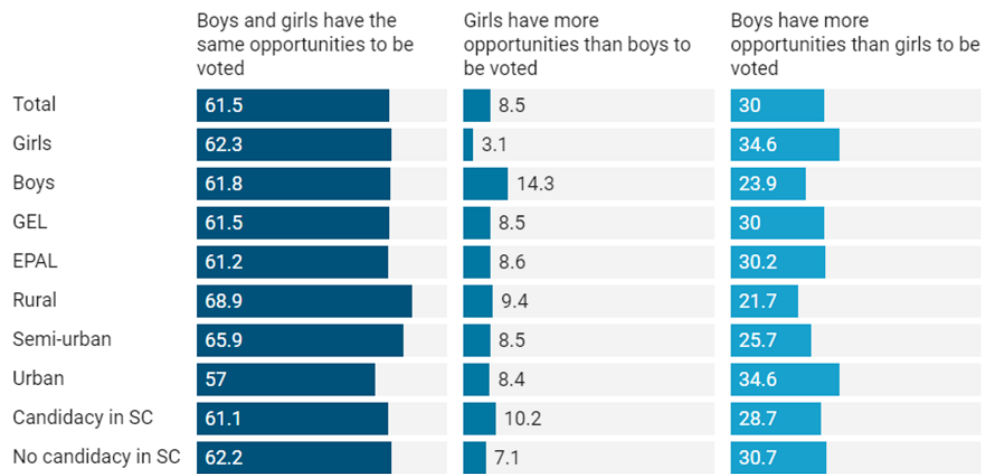


Is there gender equality of opportunity for representation in the Student Councils?

Almost 6 out of 10 student participants state that there are equal opportunities between two genders to be voted as representatives in student councils. However, 3 out of 10 respondents note that boys *have more opportunities than girls to be voted*, while fewer than 1 out of 10 state that girls *have more opportunities than boys to be voted*.

Girls claim to a greater extent that *boys have more opportunities than girls to be voted*, whilst boys more often support the opposite, namely, *that girls have more opportunities than boys to be voted*. Students living in urban areas compared to those living

Graph 14: Are there equal opportunities between two genders to be voted as representatives in the Students Councils? (%)



in rural and semi-urban areas more often state that boys *have more opportunities than girls to be voted*, but also to a lesser extent that there is *equality of opportunity between genders*. Finally, those who have run for the Student Councils themselves claim more often than those who have not run *that girls have more opportunities than boys to be voted* ([Graph 14](#)).

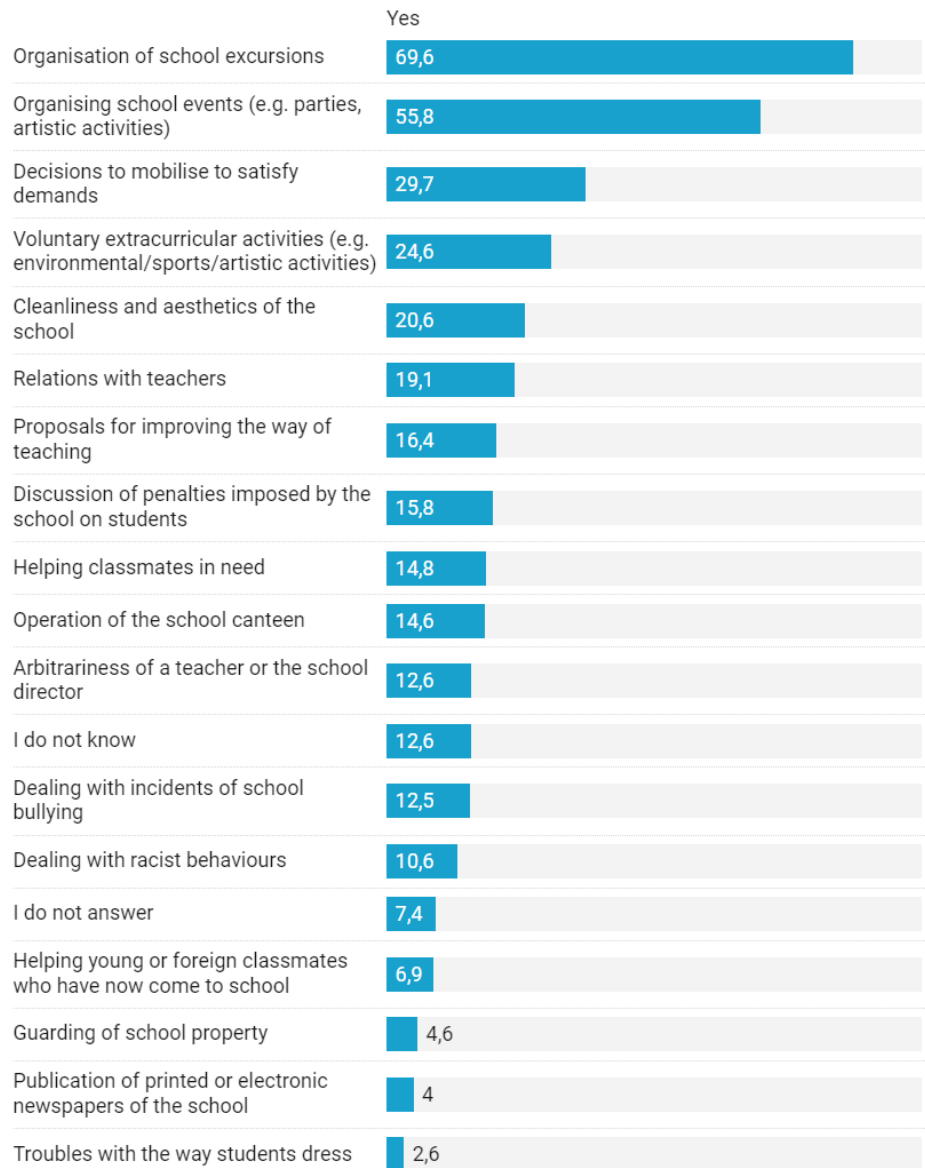
Which are the main issues that Student Councils deal with?

The students who participated in the survey highlight the socialising dynamic of Student Councils. The majority claim that the main issue dealt with by the Student Councils is the organisation of excursions (69.6%) and the organisation of school events (e.g., parties, arts) (55.8%). To a lesser extent, the mobilising role of Student Councils is highlighted through the claim that Student Councils deal with decisions for mobilisations to satisfy demands (29.7%) ([Graph 15](#)).

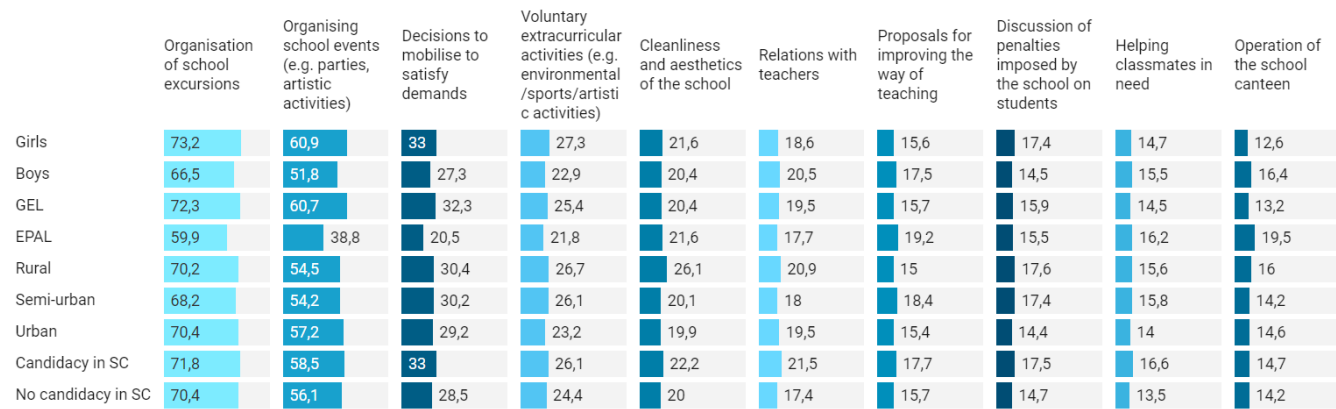
Girls more often choose the following as issues dealt by the Student Councils: organising excursions,

organising school events (e.g., parties, arts), decisions for mobilisations to satisfy demands, voluntary extracurricular activities (e.g., environmental/sports/artistic activities), discussing the penalties imposed by the school on students, arbitrariness of a teacher or the school director. On the contrary, boys compared to girls more often mention as issues of concern by the Student Councils: the safeguarding of school property, and troubles with the way students dress. In addition, boys more often than girls do not respond to this question (I don't know/ No answer).

Graph 15: Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority (%)



Graph 16: Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority (%) (first 10 choices)

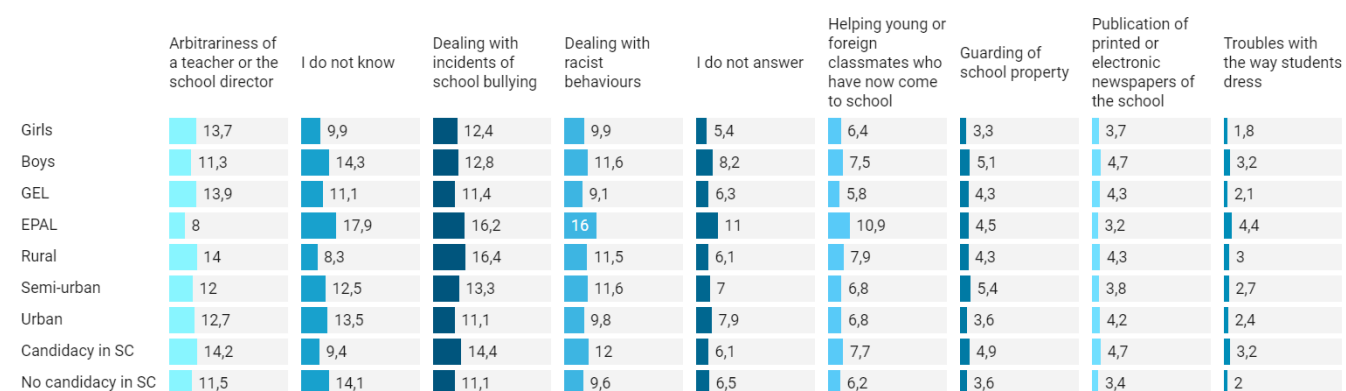


Regarding the type of school attended, GEL students most often mention the following as issues addressed by the Student Councils: *organisation of excursions, organisation of school events (e.g., parties, arts), decisions for mobilisations to satisfy demands, voluntary extracurricular activities (e.g., environmental/sports/artistic activities), arbitrariness of a teacher or the school director*. On the contrary, EPAL students most often highlight the following topics: *suggestions for improving the way of teaching, operation of the canteen, dealing with incidents of school bullying, dealing with racist behaviours, helping young people or foreign classmates who have now come to school, troubles with the way students dress*. Also, those who attend EPAL choose more often as answers *I do not know* and *No answer*.

Those who live in rural areas choose as issues that concern the Student Councils most often *the cleanliness and aesthetics of the school, the discussion of penalties imposed by the school on students and the treatment of incidents of school bullying*. Students in semi-urban areas most often choose as topics of the Student Councils *proposals for improving the way of teaching, and safeguarding school property*.

Students who have themselves run for the Student Councils highlight the following issues as being addressed by the Student Councils: *decisions for mobilisation to satisfy demands, relations with teachers, discussion of penalties imposed by the school on students, assistance to classmates in need, arbitrariness of a teacher or the school director, dealing with incidents of school bullying, dealing with racist*

Graph 17: Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority (%) (last 9 choices)



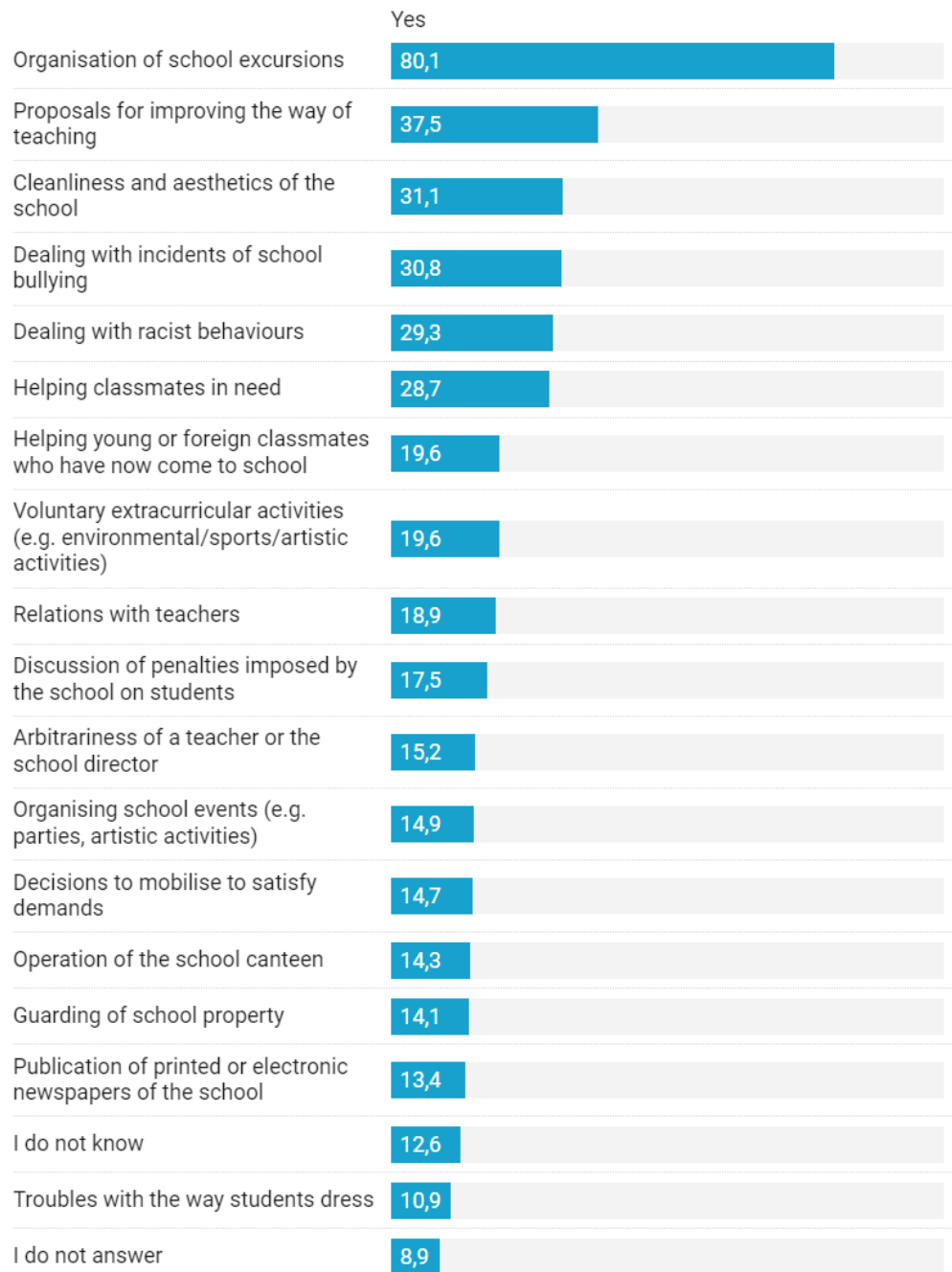
behaviours, helping young or foreign classmates who have now come to school, guarding school property, publishing printed or electronic newspapers of the school and troubles with the way students dress (Graph 16 and Graph 17).

Which are the main issues that the Student Councils do not deal with?

Almost 2 out of 10 participants seem to prioritise school excursions as a **key issue that student councils do not address**. This is followed by the lack of intervention of the Student Councils in *proposals for improving the way of teaching* (37.5%), in the *cleanliness and aesthetics of the school* (31.1%), in the *contribution to dealing with incidents of school bullying* (30.8%). Other issues selected less often by the respondents and concern the lack of involvement of Student Councils are *dealing with racist behaviours* (29.3%) and *helping classmates in need* (28.7%) ([Graph 18](#)).

Girls in relation to boys mention as key issues that the Student Councils do not deal with: *suggestions for*

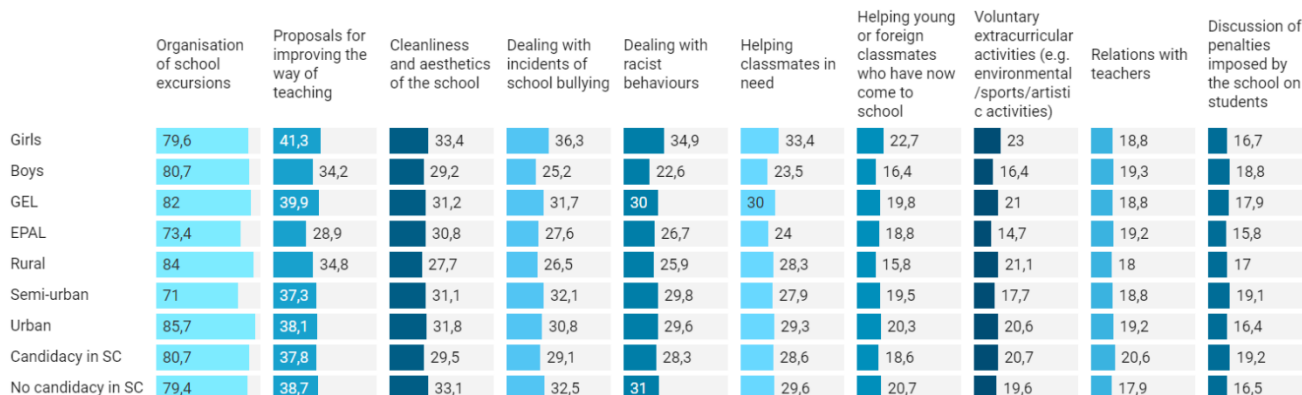
Graph 18: Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority (%)



improving the way of teaching, cleanliness and aesthetics of the school, dealing with incidents of school bullying, dealing with racist behaviours, helping classmates in need, helping young or foreign classmates who have now come to school, voluntary extracurricular activities (e.g., environmental/sports/artistic

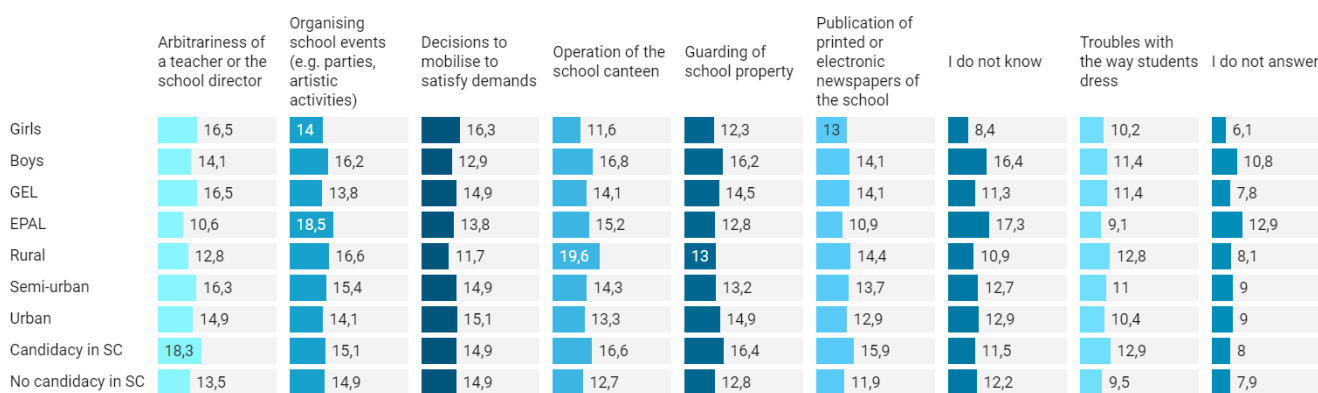
activities), decisions to mobilise to satisfy demands. Boys, on the contrary, more often mention the operation of the school canteen and the guarding of school property.

Graph 19: Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority (%) (first 10 choices)



Students attending GELs most often mention as issues that the Student Councils do not deal with: organizing excursions, suggestions for improving the way of teaching, dealing with incidents of school bullying, dealing with racist behaviours, helping classmates in need, voluntary extracurricular activities

Graph 20: Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority (%) (last 9 choices)



(e.g., environmental/sports/artistic activities), the arbitrariness of a teacher or the school director, the publication of printed or electronic newspapers of the school and the troubles with the way students dress.

Those who live in semi-urban areas mention to a lesser extent as issues lacking from the activities of the Student Councils: the organisation of excursions, and voluntary extracurricular activities (e.g.,

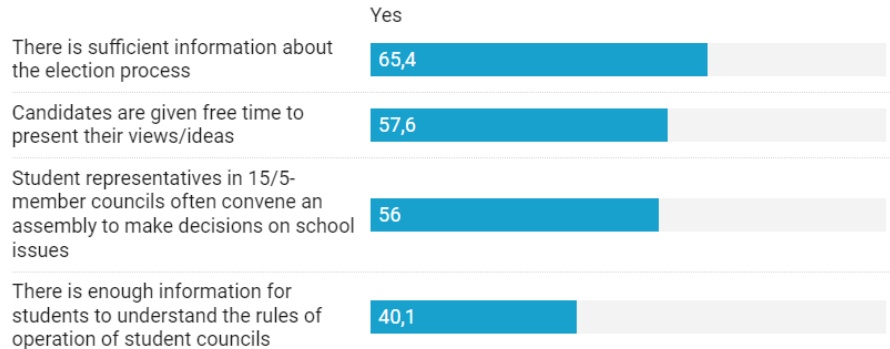
environmental/sports/artistic activities). Whilst students in rural areas more often mention the *operation of the school canteen* as an issue that the Student Councils do not deal with.

Students who have not run for the Student Councils most often mention as issues that the Councils do not deal with *the cleanliness and aesthetics of the school, the treatment of incidents of school bullying, and the treatment of racist behaviours*. On the contrary, students who have run for the Councils more often report that the Student Councils do not deal with issues such as: *relations with teachers, discussion of penalties imposed by the school on students, arbitrariness of a teacher or the school director* ([Graph 19](#) and [Graph 20](#)).

How are elections organized and how do Student Councils function?

More than one in two students choose positive statements about the organisation of the electoral process, as well as about the functioning of the Student Communities. The majority state that that **there is sufficient information about the election process** (65.4%). Many admit that

Graph 21: What about the following concerning the elections and the function of student councils at your school? (%)

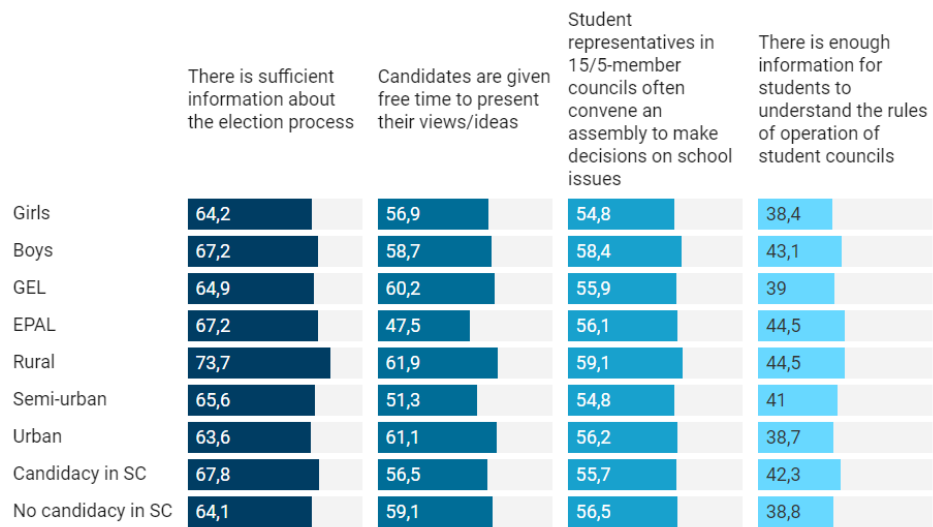


candidates are *given free time to present their views/ideas* (57.6%), and that *student representatives in 15/5-member councils often convene an assembly to make decisions on school issues* (56%). However, there seem to be possibilities for improvement in the understanding of the institution of Student Communities, since the smallest percentage of positive responses concerns the statement that *there is enough information for students to understand the rules of operation of student councils* (40.1%) ([Graph 21](#)).

Boys support more strongly than girls that *there is sufficient information about the election process, that student representatives on 15-member/5-member councils often convene an assembly to take decisions*

on school matters, and that there is information so that students understand the rules of operation of Student Councils.

Graph 22: What about the following concerning the elections and the function of student councils at your school? (%)



Students in GEL more often note that candidates *are given free time to present their views/ideas*. Whilst student in EPAL more often state that *there is enough information for students to understand the rules of operation of the Student Councils*.

Students in semi-urban areas state less often that candidates *are given free time to present their views/ideas*. Those who have themselves run for the Student Councils most often argue that *there is sufficient information about the election process, as well as that there is enough information for students to understand the rules of operation of the Student Councils* ([Graph 22](#)).

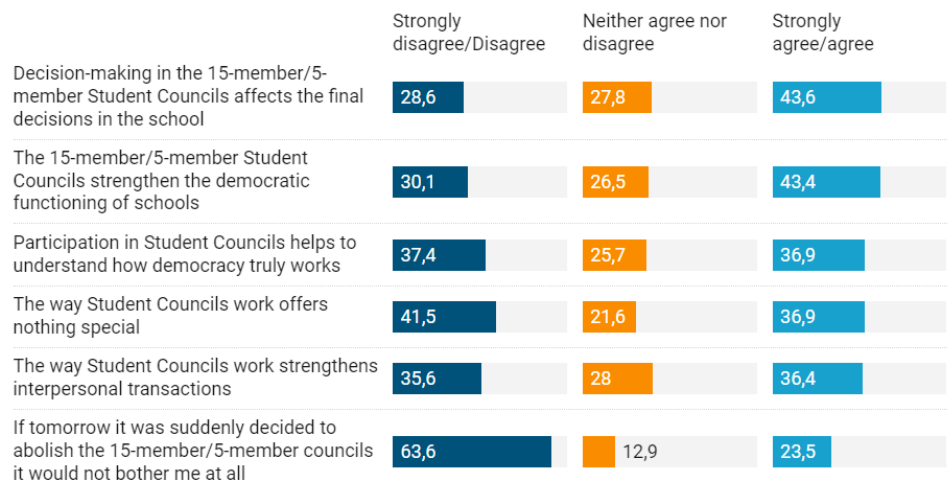
Are Student Councils effective?

The majority of students who participated in the survey support the **effective functioning of the institution of Student Communities** on issues related to the achievement of democracy in school life.

Many agree with the statement that *Student Councils affect final decisions* (43.6%) and that they *strengthen the democratic functioning of schools* (43.4%).

In addition, the majority disagrees with *a possible abolition of the institution* (63.6%). However, students appear rather ambivalent about statements that: *participation in Student Councils helps to understand how democracy truly works, that the way Councils work*

Graph 23: How much do you agree or disagree with the following statements? (%)



they offer nothing special, and that they strengthen interpersonal transactions (Graph 23).

Girls slightly more than boys support that: *decision-making in 15-member/5-member councils affects final decisions in school, 15-member/5-member councils strengthen the democratic functioning of schools, the experience of participating in 15-member/5-member councils helps to understand how democracy truly works and that the way 15-member/5-member councils work they offer nothing special.*

On the contrary, boys are more critical and state more often that *if tomorrow it was suddenly decided to abolish the 15-member/5-member councils it would not bother them at all.*

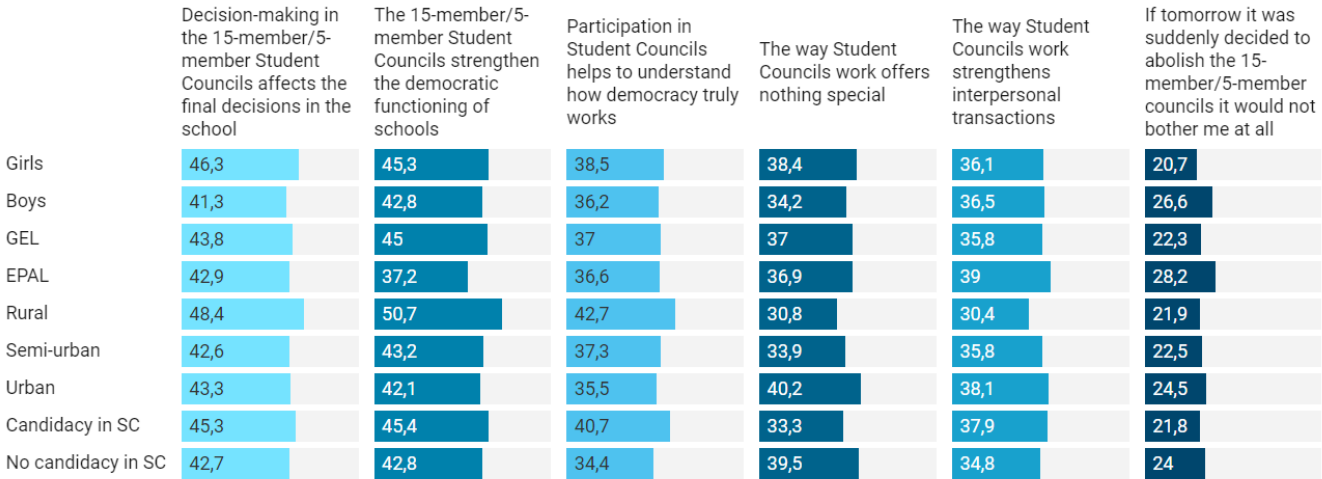
Students in GEL support more strongly that *15-member/5-member councils strengthen the democratic functioning of schools and that the experience of participating in 15-member/5-member councils helps to understand how democracy truly works.* On the contrary, EPAL students support more strongly that *the way 15-member/5-member councils operate strengthen interpersonal transactions and that if*

tomorrow it was suddenly decided to abolish the 15-member/5-member councils, it would not bother them at all.

Students in rural areas most often support that decision-making in 15/5-member councils affects the final decisions at school, that 15-member/5-member councils strengthen the democratic functioning of schools, and that the experience of participating in 15-member/5-member councils helps to understand how democracy truly works. On the contrary, those who live in urban areas more often support statements, such as that the way the 15-member/5-member councils function they do not offer anything special, that the way the 15-member/5-member councils function strengthen interpersonal transactions and that if tomorrow it were suddenly decided to abolish the 15-member/5-member councils it would not bother them at all.

Those who have run for the institution of Student Councils argue more that the experience of participating in 15-member/5-member councils helps to understand how democracy truly works and that the way 15-member/5-member councils function strengthens interpersonal transactions ([Graph 24](#)).

Graph 24: How much do you agree or disagree with the following statements? (%)

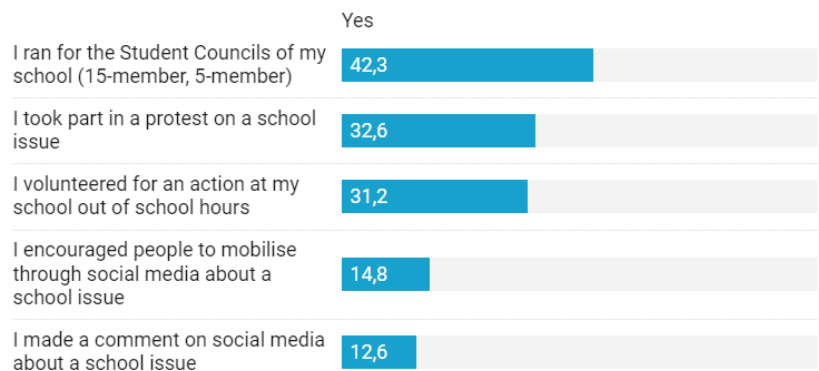


How are students mobilized for school issues?

The students who participated in the survey claim low **mobilisation for issues related to the school environment** in general. More than one in two state that they *did not participate in any mobilisation*. Most of those who report being mobilised have run for the Student Councils (42.3%).

Then follow those who *took part in* *Graph 25: Personally, in the last 12 months... (%)*

a protest on a school issue (32.6%)
and those who volunteered for an
action at their school out of school
hours. Social media mobilisations
are less chosen by students as a
form of mobilisation ([Graph 25](#)).



Boys appear more motivated than

girls, since they report more often that: *they run for the Student Councils in their school (15-member, 5-member), took part in a protest about a school issue, encouraged people to mobilise through social media about a school issue and made a comment on social media about a school issue.*

Students living in rural areas state more often than those living in semi-urban and urban areas that they are active: *taking part in a protest on a school issue, volunteering for an action at their school out of school hours and encouraging people to mobilise through social media for a school issue.*

More active students appear to be candidates for a position on the Student Councils than those who have not been candidates. The former most often note that: *they took part in a protest about a school issue, volunteered for an action at their school out of school hours, encouraged people to mobilise through social media about a school issue and made a comment on social media about a school issue* ([Graph 26](#)).

Graph 26: Personally, in the last 12 months... (%)



II. SCHOOL CULTURE

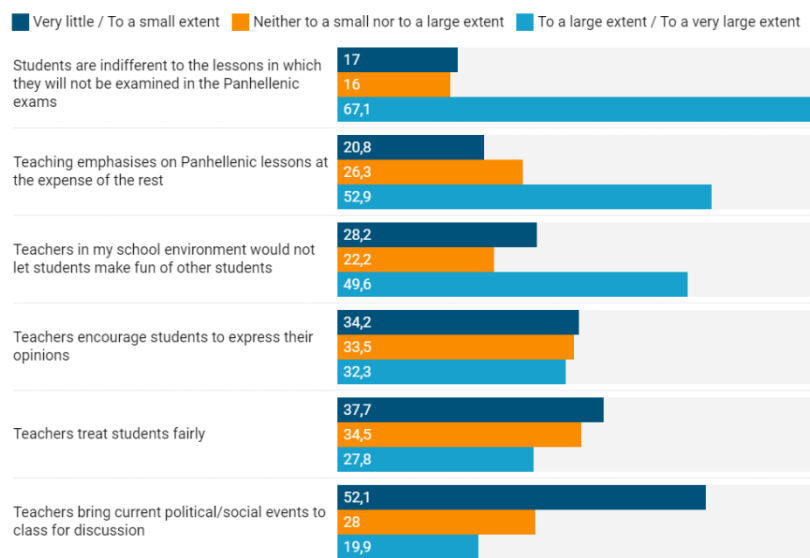
In the second section of the questionnaire, we attempt to capture the culture that is formed in the school environment. The questions focus on topics such as: the emphasis on specific lessons, the opportunities offered by teachers for students to express their opinion and discuss current socio-political events, but also issues related to the fair behaviour of teachers and the avoidance of offensive behaviours in the school environment. The following are questions that record the integration and identification of students with the school, as well as issues related to students' satisfaction with the teaching practices and infrastructure of the school.

How is teaching culture formed at school?

Since the students participating in the survey attend 2nd and 3rd grades of Upper Secondary School their answers to questions concerning the **teaching culture at school** emphasise the institution of Panhellenic exams.

Therefore, almost 7 out of 10 (67.1%) claim that *students are indifferent to the lessons in which they will not be examined in the Panhellenic exams*, while more than 1 in 2 (52.9%) state that *teaching emphasises on Panhellenic lessons at the expense of the rest*. Also, almost 1 in 2 (49.6%) claim that *teachers in their school environment would not let students make fun of other students*.

Graph 27: To what extent, in your opinion, do the following occur in the teaching of lessons in your school? (%)



Regarding the opportunities offered to students to express their opinion during teaching hours, the answers are rather ambivalent.

Whilst as far as the possibilities to discuss current political/social events in class are concerned, these seem to be rather few ([Graph 27](#)).

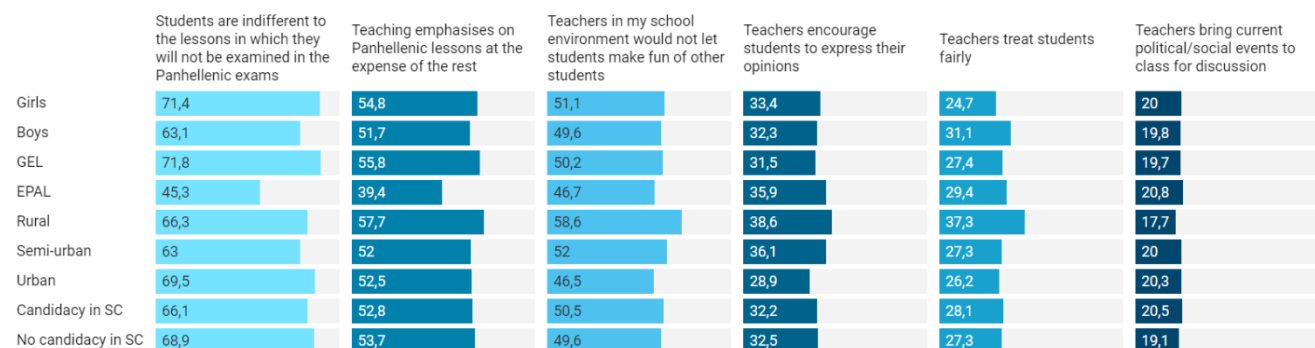
Boys more often than girls state that *students are indifferent to the lessons in which they will not be examined in the Panhellenic exams, that great emphasis is placed on Panhellenic lessons at the expense of others, that teachers would not let students make fun of other students, and that teachers encourage students to express their opinion*. On the contrary, girls more often than boys state that *teachers treat students fairly*.

Students attending EPAL tend to report more often that *students are indifferent to the lessons in which they will not be examined in the Panhellenic exams, that great emphasis is placed on Panhellenic lessons at the expense of others, that teachers would not let students make fun of other students, that teachers encourage students to express their opinion, that teachers treat students fairly, and that teachers bring current political/social events to class for discussion*.

Those who live in urban areas claim to a lesser extent that *students are indifferent to the lessons in which they will not be examined in the Panhellenic exams*. In urban centres, students also report more often that *teachers would not let students make fun of other students, and that teachers encourage students to express their opinion*. In rural areas, respondents state to a lesser extent that *teachers treat students fairly*.

Students who have run for the Student Councils tend more often than those who have not run to report that *the school sets too much emphasis on Panhellenic lessons at the expense of others* ([Graph 28](#)).

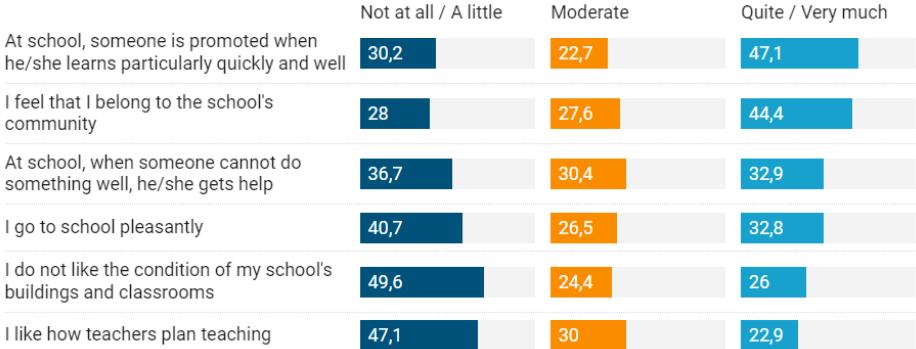
Graph 28: To what extent, in your opinion, do the following occur in the teaching of lessons in your school? (%) (To a large extent /To a very large extent)



How much do they identify with the school and how satisfied are students with the school culture?

Although fewer than one in two (44.4%), still the majority of students state that *they feel they belong to their school's community*. On the contrary, most state that *they do not go to school pleasantly* (40.7%).

Graph 29: How much do you agree or disagree with the following statements? (%)



The predominant response is the statement that at school, *someone is promoted when he/she learns particularly quickly and well* (47.1%), while the majority do not support the statement that *at school, when someone cannot do something well, he/she gets help* (36.7%). Finally, most (49.6%) state that in their school, *they do not like the condition of buildings and classrooms* (Graph 29).

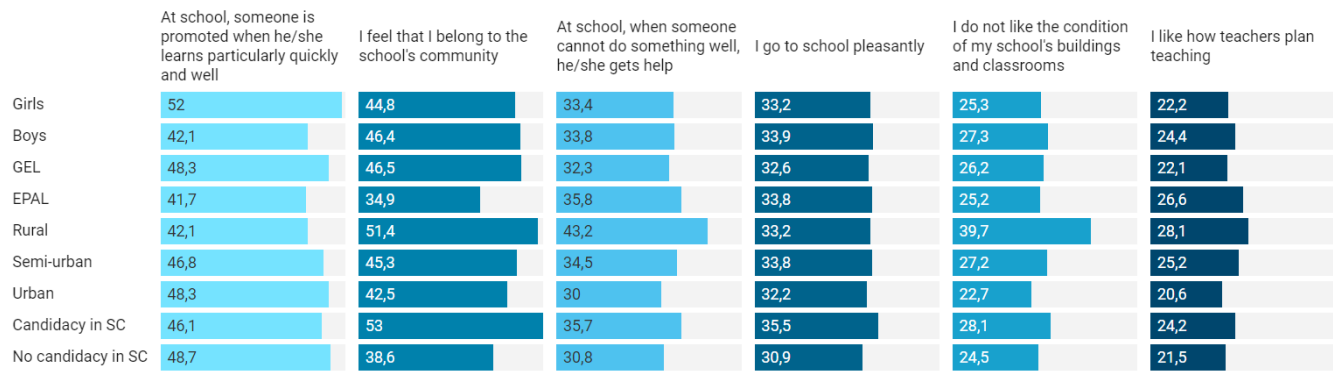
Boys compared to girls more often state that in their school, *someone is promoted when he/she learns particularly quickly and well, that they feel that they belong to their school community, that in their school, when someone cannot do something well, he/she gets help*.

EPAL students most often claim that in their school, *someone is promoted when he/she learns particularly quickly and well, that they feel that they belong to their school's community, and that in their school, they like the state of buildings and classrooms*.

Those living in rural areas state less often that *they feel they belong to their school community, but also that in their school, they like the state of buildings and classrooms*. In contrast, students in urban areas more often state that in their school, *when someone cannot do something well, he/she gets help and that in their school, they like how teachers plan teaching*.

Those who have run for Student Councils more often state *they feel they belong to their school's community and that in their school, when someone can't do something well, he/she gets help* (Graph 30).

Graph 30: How much do you agree or disagree with the following statements? (%) (Quite/Very much)



III. FORMS OF POLITICAL PARTICIPATION OUTSIDE SCHOOL

In the third section of the survey, students are asked to indicate forms of political and social participation beyond the school environment. Their forms of mobilisation, their participation in debates on socio-political issues of current affairs, their individual daily habits, their interest in politics, and their opinion on the right of young people to vote at the age of 17 are presented.

How are students mobilised outside the school?

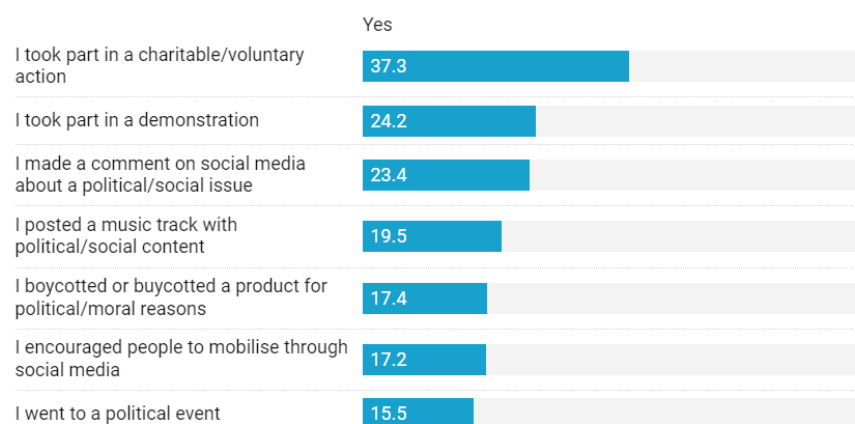
The majority of students **appear not to take part in mobilisations out of the school environment.**

However, almost 4 out of 10 report *taking part in a charitable/voluntary action* (37.3%). Almost 2 out of 10 state that they *took part in a demonstration* (24.2%), they have

made a comment on social media about a political/social issue (23.4) and they *posted a music track with political/social content* (19.5%) ([Graph 31](#)).

Boys compared to girls more often state that: *they took part in a demonstration, made a comment on social media about a political/social issue, posted a music track with political/social content, boycotted or buycotted a product for political/moral reasons, encouraged people to mobilise through social media and participated in a political event.* On the contrary, girls more often than boys state that: *they took part in a charitable/voluntary action.*

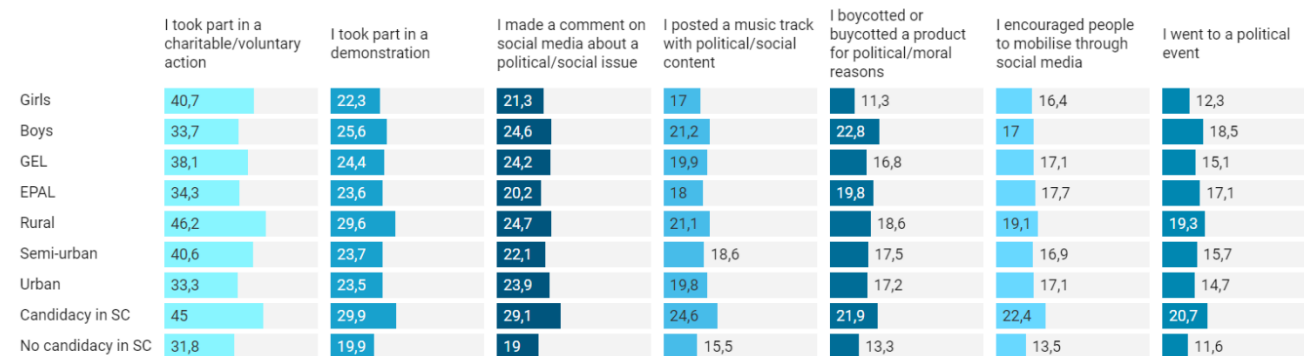
Graph 31: During the last year... (%)



Those who attend GEL most often state that: *they took part in a charitable/voluntary action, as well as that they have made a comment on social media about a political/social issue*. Whilst those who attend EPAL most often state that they have *boycotted or buycotted a product for political/moral reasons*. Students living in rural areas most often state that: *they took part in a charity/volunteer action, they took part in a demonstration and went to a political event*.

Those who have run for the Student Councils more often state that they have taken part in all forms of mobilisation compared to students who have not run for the Councils ([Graph 32](#)).

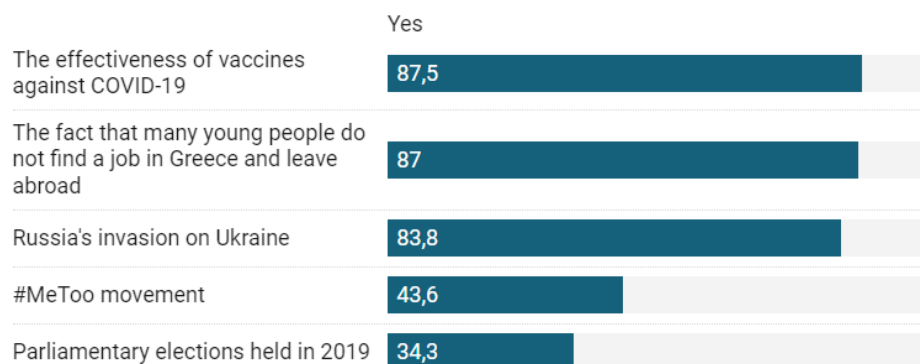
Graph 32: During the last year... (%)



What current issues do students discuss about?

The **main current issues that students have discussed about** are: *the effectiveness of vaccines against COVID-19 (87.5%), the fact that many young people do not find a job in Greece and leave abroad (87%), as well as Russia's invasion on Ukraine (83.8%)* ([Graph 33](#)).

Graph 33: In recent years, various things have happened in Greece and internationally. Have you ever discussed any of the following? (%)



Girls report much more often than boys that they participated in discussions *about the #MeToo movement, the effectiveness of COVID-19 vaccines, and the fact that many young people do not find work in Greece and leave abroad*. Whilst boys took part more often than girls in discussions about the *parliamentary elections held in 2019*.

Students in GEL report more often participation in discussions on the following topics: *the effectiveness of vaccines against COVID-19, the fact that many young people do not find a job in Greece and leave abroad, Russia's invasion on Ukraine and the #MeToo movement*. Urban residents most often took part in discussions *about Russia's invasion on Ukraine and the 2019 parliamentary elections*. Whilst residents in semi-urban areas discussed about the *#MeToo movement* less than all others.

Students who have run for the Student Councils most often state that they took part in discussions on current affairs. An exception is the issue of young people *migrating abroad for a job*, for which there is no differentiation between respondents ([Graph 34](#)).

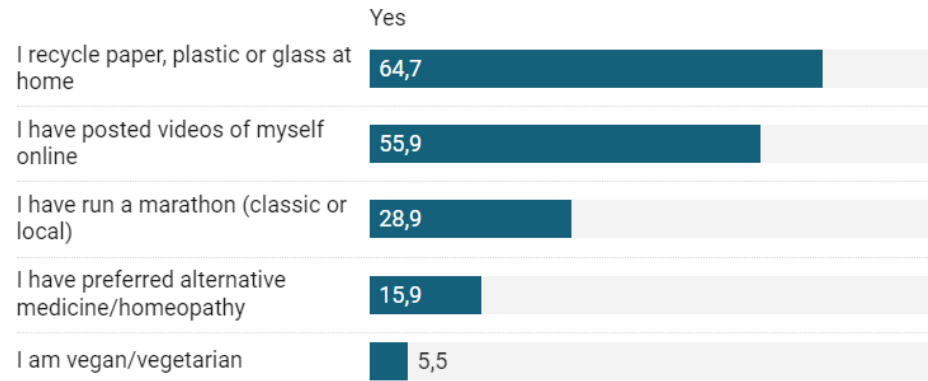
Graph 34: In recent years, various things have happened in Greece and internationally. Have you ever discussed any of the following? (%)



What are the daily habits of students outside the school?

The majority of students adopt the practice of **recycling** (64.7%) in their daily lives. Also, more than one in two **post videos of themselves online** (55.9%) ([Graph 35](#)).

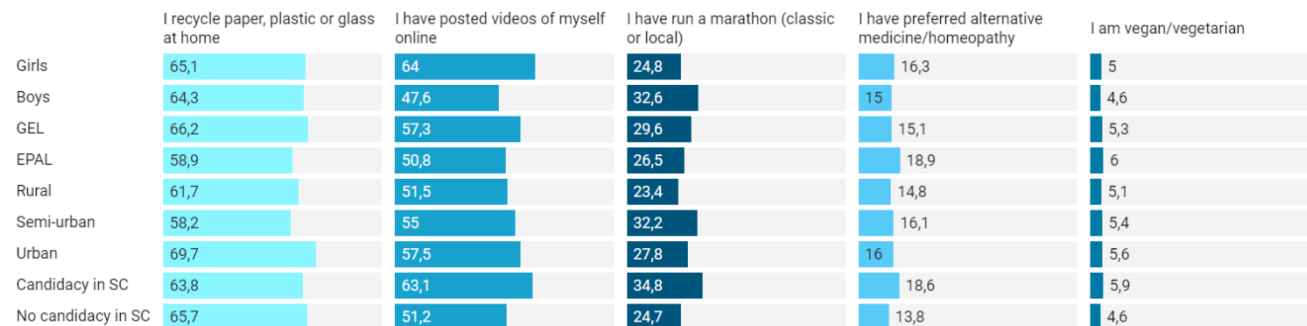
Graph 35: I personally... (%)



Girls more often than boys

report *posting videos of themselves online*. Whilst boys more often than girls *have run a marathon (classic or local)*. Students in GEL most often state that they *recycle paper, plastic or glass at home and that they have posted videos of themselves online*. Recycling is a practice most often adopted by students in urban centres, as well as *posting videos of themselves online*. Whilst students in semi-urban areas most often report having *run a marathon (classical or local)*. Those who have run for the Student Councils most often state that they have *posted videos of themselves online and that they have run a marathon (classical or local)* ([Graph 36](#)).

Graph 36: I personally... (%)



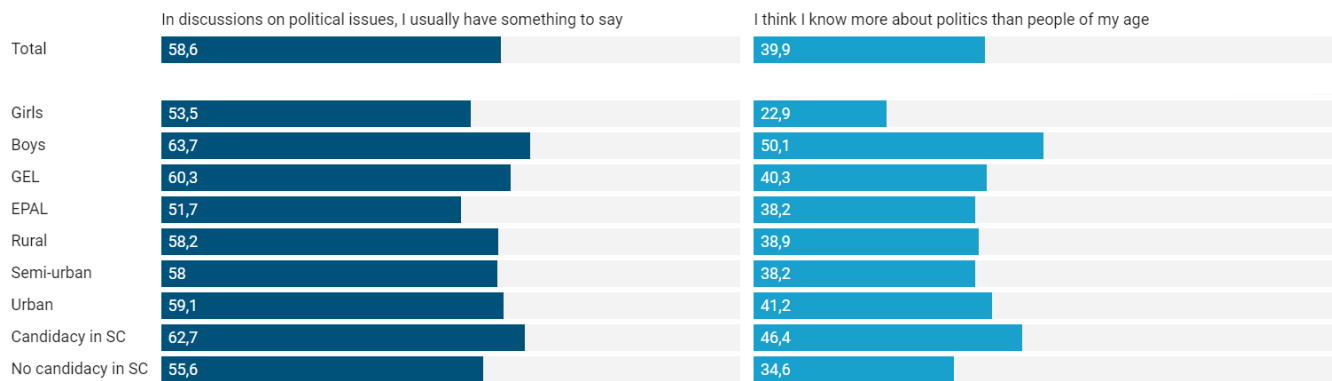
Are students politically aware?

Most students state that **they have the ability to participate in a discussion on political issues** (58.6%).

This ability is most often reported by boys, GEL students and those who have run for Student Councils.

On the contrary, students are sceptical about their **knowledge adequacy on political issues compared to their peers** (39.9% say adequate). Boys and those who have run for the Student Councils more often state their relative adequacy ([Graph 37](#)).

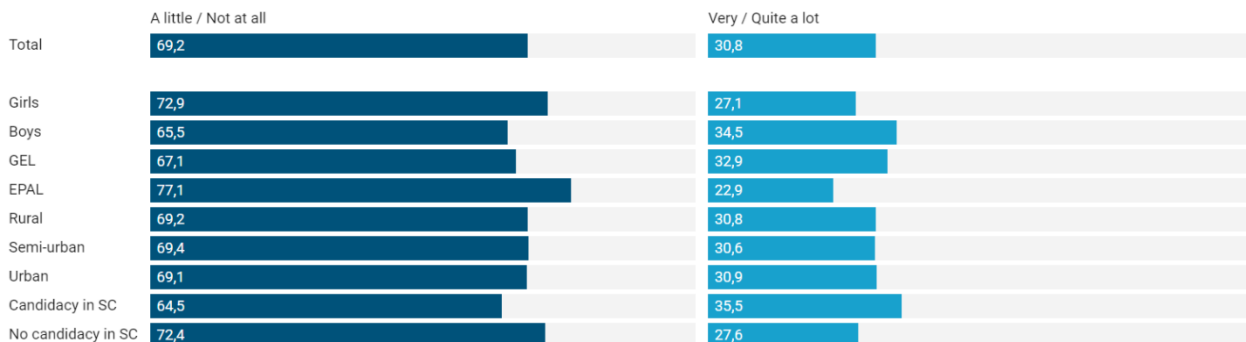
Graph 37: Which of the following apply to you (%)



Are students interested in politics?

The majority of the students state **low interest in politics**. Girls, EPAL students and those who have not run for Student Councils express the lowest interest in politics ([Graph 38](#)).

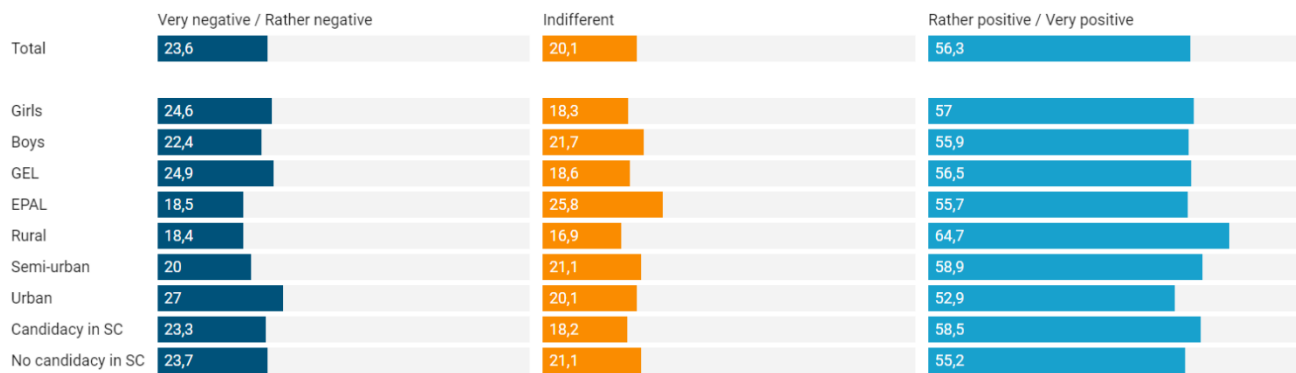
Graph 38: Could you say that politics interests you? (%)



How do students assess the ability to vote at the age of 17?

Students are rather ambivalent about young people being able to vote at the age of 17. Half of respondents are positive (56.3%), whilst the other half are negative (23.6%) or indifferent (20.1%). A positive assessment of voting ability at 17 is most often stated by those who live in rural areas and those who have run for the Student Councils. Furthermore, students in GEL and in urban areas appear more critical on voting rights ([Graph 39](#)).

Graph 39: According to a new law, young people will now be able to vote from the age of 17. Do you consider this change? (%)



IV. QUALITY OF LIFE

In the last part of the survey, participants were asked to answer some questions that reflected their satisfaction with their lives, their relationships, the environment they live in, their present and their future.

How satisfied are students with their lives?

The students who took part in the survey are **rather satisfied with their relationships with other people, with their prospects for their future and with their lives in general.**

They are moderately satisfied with the environment of their neighbourhood.

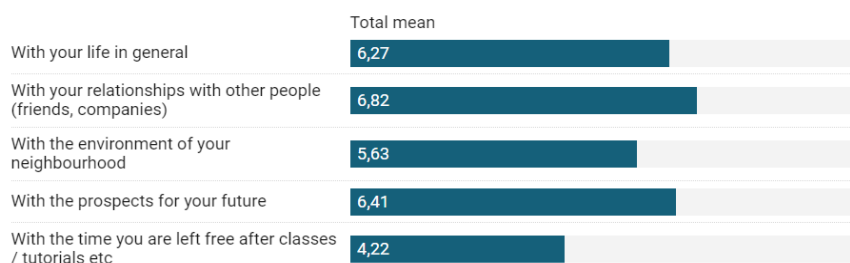
Whilst they are not *satisfied with the free time they are left with after classes / tutorials etc.* ([Graph 40](#)).

Boys, EPAL students, those who live in rural areas and those who have run for

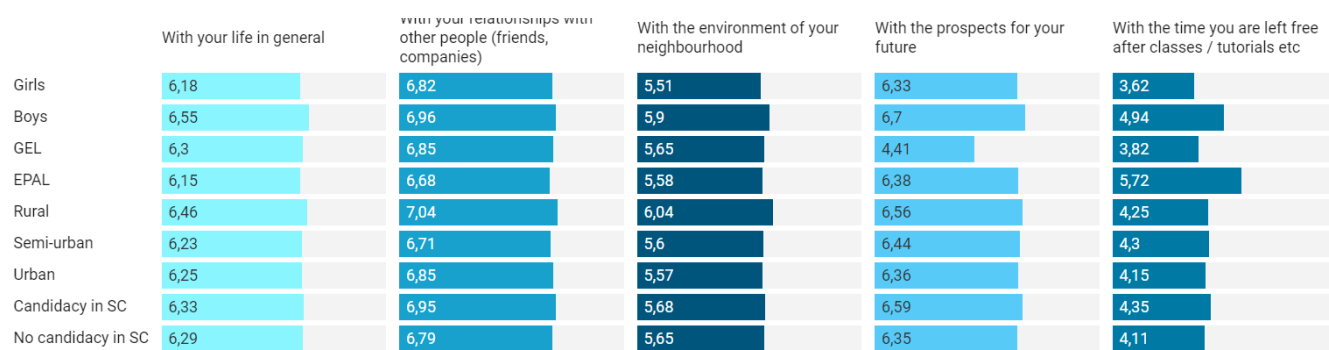
the Student Councils appear somewhat more satisfied in every question. Boys compared to girls, state that they are *more satisfied with their lives in general, with their prospects for their future and with their free time.*

EPAL students appear somewhat more satisfied with *their prospects for their future and with their free time.* Those who live in rural areas are more satisfied *with their relationships with other people (friends, companies), as well as with the environment of their neighbourhood* ([Graph 41](#)).

Graph 40: Would you like to tell us how satisfied you feel lately by choosing a number, starting from 0, which means that you do not feel satisfied at all and reaching to 10, which means that you feel completely satisfied? (Total Means)



Graph 401: Would you like to tell us how satisfied you feel lately by choosing a number, starting from 0, which means that you do not feel satisfied at all and reaching to 10, which means that you feel completely satisfied? (Means)



5. CONCLUDING REMARKS

How do students evaluate the institution of Student Councils?

The majority of students who participated in the survey evaluate in positive terms the operation of Student Councils in schools. Their answers highlight the institution's contribution to the promotion of democratic values, such as solidarity, participation, equality, and respect for the school's regulatory framework.

Most of them state that they vote in the elections for the Student Councils based on criteria related to collective participation, i.e., those who care about the collective good and those who take into account the opinion of others. Improvement is possible through the assessment of equal opportunities for representatives to be elected to the Student Councils, so that girls have equal opportunities with boys to be voted.

As far as the operation of the Student Councils is concerned, their socialising and recreational role dominates students' statements, two factors that contribute both to the formation of a positive collective climate at school as well as to the psychosocial development of students. It is characteristic that the majority states that the Student Councils deal with the organization of excursions and other school events by priority.

Assessing the effectiveness of student councils in ensuring democratic processes at school also seems to be positive. Characteristically, most support that Student Councils affect final decisions at school and strengthen their democratic functioning. Also, the majority state that they would not like them to be abolished. Students emphasise the mediating role of Student Councils, since most state that in case they disagree with a decision taken at school, they would try through the Councils to express their opinion. Finally, this institution mobilises students for participation and action, since the majority chooses to run for Student Councils as a form of mobilisation in the school context.

Regarding the organization of the electoral process for the Student Councils, it is satisfactory, since most students state that they are adequately informed about the process, as well as about the candidates' views.

Opportunities for improving the institution of Student Councils emerge both at the level of organizing the electoral process as well as at the level of practical operation. At the level of the electoral process, many students note that more information is needed to understand the rules of operation of the Councils. At the operational level, students point out that the Student Councils do not deal with issues related to the way teachers teach, but also with issues of dealing with inappropriate behaviours, such as school bullying and racism. It seems that students want to broaden the contribution of the institution of Student Councils to the cultivation of collectivity and to ensure the proper integration of everyone into the school environment. Also, as far as attributions of motivations of candidates for the Councils is concerned, students more often attribute self-centered motives to these persons (e.g., that they want to be famous, have power and authority). Collective incentives (e.g., that they want to participate in the fate of the school, to help classmates), follow in line, therefore possibilities for improving the operation of the institution are highlighted, so that students with collective motivation be mobilised for candidacy. Finally, it is noteworthy that when asking students' general views on the functioning of the school environment, they emphasise students' cooperation, collective action over individual action and students' participation in decision-making at school. Therefore, all the aims of the institution of Student Councils for the empowerment and cultivation of students in the principles and values of democracy are highlighted.

How do students assess the culture in their school environment?

The respondents' answers regarding the evaluation of school culture emphasise the dominance of the institution of Panhellenic examinations. As the participants are students in the last two grades of Upper Secondary education, their preparation for admission to universities is not only their personal priority, but also an impactful factor on the functioning of the school context. Therefore, the students themselves confess that they are indifferent to the lessons that will not be examined in the Panhellenic exams.

Whilst, as far as teachers' teaching practices are concerned, it is noted that emphasis is placed on the lessons of the Panhellenic exams at the expense of the rest.

Regarding the evaluation of teaching culture – and beyond the dominance of the Panhellenic exams – students are happy with the supervision of the rules of proper behaviour, but rather dissatisfied with the feeling of fair behaviour of the teachers. In particular, on issues related to the involvement of students in democratic practices, it seems that improvement is possible in school daily life. Characteristically, most students state that during the lessons they are rarely encouraged by teachers to express their opinion, as well as to discuss current political/social events in class. It seems possible that the emphasis on preparation for the Panhellenic exams works to the detriment of the possibilities that students and teachers have to devote time to actions that would mobilise students' social/political interest and cultivate participatory dialogue, as well as the adequacy of knowledge about the current social/political reality.

The majority of students express identification with the school's collectivity, since they state that they feel that they belong to this community. However, they note that they are dissatisfied with the way teaching is planned as well as with the building infrastructure.

How are students mobilised out of the school, what are their habits, what concerns them and how satisfied are they with their life circumstances?

Prioritizing preparation for Panhellenic exams may also affect students' social/political participation opportunities in various forms of mobilisation outside school. Thus, most students do not participate in mobilisations either in person or online. The only activity that seems to motivate some is participation in a charitable/voluntary action.

As far as the daily habits of students outside the school are concerned, environmental actions, such as recycling, as well as engagement with digital social media, in which they post videos of themselves, dominate. Many respondents state that they participate in discussions on social/political issues of current affairs. The main issues of students' involvement in a dialogue are the COVID-19 pandemic, but

also the issue of the migration of young Greeks abroad in search of work. Both are subjects with a strong experiential individual element, which affect the lives of students. The first concerns the present and the second their immediate future.

In contrast to the above, the minority of respondents' state that they participated in discussions with a political content, such as the last parliamentary elections. It is characteristic that almost 7 out of 10 express little or no interest in politics. However, most people assess positively their right to participate in elections at the age of 17 and state that they have the ability and sufficient knowledge to participate in a political debate.

Finally, this research highlights once again the impact of the factors of the Panhellenic exams on the lives of students preparing for them. Thus, although most say they are satisfied with their interpersonal relationships, the future prospects and their lives in general, they are dissatisfied with the free time they have left after the obligations of the lessons.

In conclusion, this research highlights the positive assessment of the institution of Student Communities by students. The criteria for selecting representatives, the issues that the Student Councils seem to deal with, as well as the organisation of the electoral process are evaluated positively. The answers of the participants to the separate questions highlight the contribution of the institution to the formation of a school environment, where students are integrated into a supportive framework for interpersonal relationships and are initiated into civic participation and decision-making. The influential intervention of the Panhellenic exams seems to erode the plurality of possibilities offered by Student Councils for civic participation and especially in the development of political/social knowledge adequacy and mobilisation. Preparation for university entrance exams, as students state, sets aside the possibilities they have within school hours to practice expression of opinion, reflection and dialogue on current social/political issues. Thus, open discussions and the promotion they bring to the values of participation, motivation, adequacy and breadth of knowledge, constitute a weakness in the operation of Student Councils, which may be due to the priority of students and the school for the Panhellenic exams.

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APPENDIX

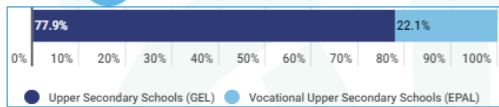
The survey sample:

Perception of Democracy in Decision Making at School

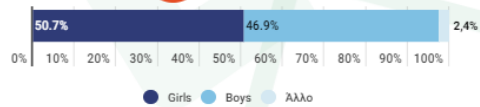
Description of the survey sample



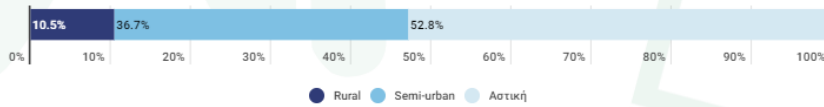
School type



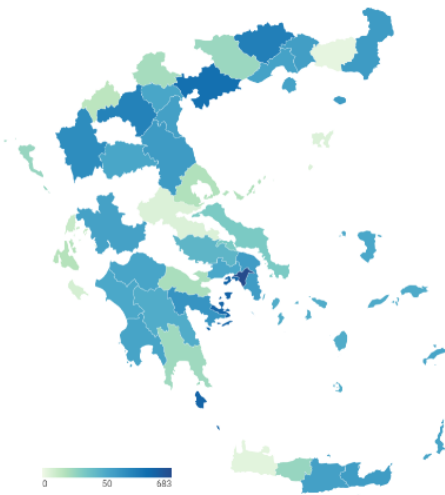
Gender



Degree of Urbanity



Number of participants per Regional Unit



AITOLOAKARNANIA	95	KEFALLINIAS	9
EASTERN ATTICA	128	KOZANIS	310
ARGOLIDA	182	KORINTHIA	20
ARKADIA	48	KOS	30
ACHAIAS	69	LAKONIA	23
VOIOTIAS	43	LARISA	138
ATTICA	166	LASITHIOU	133
NORTH ATHENS	162	LEFKADA	12
DRAMA	327	LIMNOS	6
WESTERN ATTICA	54	MAGNESIA	18
WEST ATHENS	104	MESSINIA	79
EVROS	139	MYKONOS	9
EVOIA	32	NAXOS	48
ILEIA	50	ISLANDS OF ATTICA	47
IMATHIA	64	XANTHI	114
HERAKLEIO	103	PIREUS	512
THESSALONIKI	428	PELLA	21
THIRA	22	PIERIA	102
ITHAKI	8	RETHYMNO	25
IKARIA	25	RODOPI	3
IOANNINA	235	SAMOS	49
KAVALA	92	SERRES	24
KALYMNOS	63	SPORADES	32
KARPATOS	15	SYROS	11
KASTORIA	15	TRIKALA	62
KEA-KYTHNOS	16	FTHIOTIDA	6
CENTRAL ATHENS	204	CHANIA	4
KERKYRA	25	CHIOS	57

I. Forms of participation in School

Q. B1_1 What do you think about the following statements:

Students should focus on their lessons and leave other activities for later (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	46,1	30,3	23,6
Gender²			
Girls	46,1	30,4	23,5
Boys	44,5	31,0	24,6
Other	62,6	22,4	15,0
School type			
GEL	45,4	31,7	22,9
EPAL	48,6	25,3	26,2
Degree of urbanity			
Rural	38,1	32,4	29,5
Semi-urban	48,0	29,0	23,0
Urban	46,4	30,8	22,8
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	47,9	30,2	21,9
No	44,0	31,3	24,7

² In all tables, variables where there are statistically significant differences between sub-groups are marked in red. Statistical testing was performed using the χ^2 criterion, due to its suitability for nominal and ordinal measurement scales.

Q. B1_2 What do you think about the following statements:

Students should follow teachers' instructions even when they disagree with them (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	54,2	24,8	21,0
Gender			
Girls	57,7	23,4	18,9
Boys	48,5	26,9	24,6
Other	76,2	18,1	5,7
School type			
General high school	54,6	26,2	19,2
Vocational high school	52,4	19,9	27,7
Degree of urbanity			
Rural	54,0	20,1	26,0
Semi-urban	53,9	25,0	21,1
Urban	54,4	25,6	19,9
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	55,1	25,3	19,5
No	53,2	24,8	22,0

Q. B1_3 What do you think about the following statements:

Students should agree with their parents' decisions (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	46,4	28,2	25,3
Gender			
Girls	53,1	26,7	20,2
Boys	37,9	30,7	31,5
Other	63,2	16,0	20,8
School type			
General high school	48,1	29,2	22,7
Vocational high school	40,4	24,6	35,0
Degree of urbanity			
Rural	40,7	27,2	32,1
Semi-urban	47,1	26,9	26,1
Urban	47,2	29,3	23,5
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	46,2	28,7	25,1
No	46,8	28,2	25,0

Q. B1_4 What do you think about the following statements:

When students participate in decision-making at school, things work better (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	13,7	15,7	70,6
Gender			
Girls	11,5	14,2	74,2
Boys	15,2	17,0	67,8
Other	28,7	11,9	59,4
School type			
General high school	12,9	16,0	71,1
Vocational high school	16,8	14,2	69,0
Degree of urbanity			
Rural	11,9	13,6	74,5
Semi-urban	14,0	13,8	72,3
Urban	13,9	17,4	68,7
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	12,8	15,1	72,1
No	13,6	16,1	70,3

Q. B1_5 What do you think about the following statements:

Students can affect what happens in their school when they all act together rather than each on his/her own (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	7,6	9,0	83,4
Gender			
Girls	5,6	7,6	86,8
Boys	8,8	10,3	80,9
Other	19,8	9,4	70,8
School type			
General high school	6,7	8,5	84,8
Vocational high school	11,0	10,7	78,3
Degree of urbanity			
Rural	5,4	8,2	86,4
Semi-urban	7,9	9,5	82,6
Urban	7,8	8,8	83,4
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	7,3	9,0	83,7
No	7,3	8,6	84,0

Q. B1_6 What do you think about the following statements:

When students collaborate, many positive changes can happen in schools (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	5,9	8,2	85,9
Gender			
Girls	4,0	5,8	90,2
Boys	6,7	10,5	82,8
Other	23,6	5,7	70,8
School type			
GEL	5,0	8,0	87,0
EPAL	9,0	9,0	81,9
Degree of urbanity			
Rural	5,9	6,6	87,5
Semi-urban	6,3	8,0	85,8
Urban	5,6	8,7	85,8
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	5,2	8,3	86,5
No	5,4	7,9	86,7

Q. B2 In case the school takes a decision that many students disagree with, what do you think they should do? (%)

	They should try to express their opinion with their representatives in the 15-member council	Complain individually	Do nothing because the decision will not be changed anyway	They should occupy the school	Other
Total	72,3	4,3	3,6	16,2	3,6
Gender					
Girls	81,1	4,7	2,8	8,7	2,8
Boys	64,7	3,8	4,5	23,1	3,8
Other	41,3	4,8	2,9	38,5	12,5
School type					
GEL	74,4	4,1	3,2	14,4	3,8
EPAL	64,4	5,0	5,0	22,7	2,8
Degree of urbanity					
Rural	79,1	2,2	3,5	13,0	2,2
Semi-urban	73,3	3,9	3,4	15,2	4,1
Urban	70,2	5,0	3,8	17,5	3,5
Candidacy for a position (15-member and/or 5-member student councils)					
Yes	71,8	3,7	3,0	17,5	4,0
No	74,4	4,7	3,7	14,0	3,1

Q. B3 Why do you think that the majority of students who nominate for the 15-member councils do so? (%)

	Because they want to help their classmates	Because they like to have power and authority	Why they want to be actively involved in the governance of their school	Because they want to be known and thus benefit	Other
Total	13,9	25,3	18,4	34,0	8,4
Gender					
Girls	11,5	26,1	19,1	36,4	6,9
Boys	16,9	24,4	18,4	30,9	9,3
Other	15,5	24,3	17,5	28,2	14,6
School type					
GEL	11,9	25,0	19,3	35,1	8,7
EPAL	20,9	26,5	15,2	30,1	7,3
Degree of urbanity					
Rural	19,2	22,2	24,2	25,7	8,6
Semi-urban	14,5	27,3	19,0	30,7	8,4
Urban	12,4	24,5	16,8	37,9	8,4
Candidacy for a position (15-member and/or 5-member student councils)					
Yes	15,8	25,7	20,2	29,7	8,6
No	11,9	25,3	17,2	37,5	8,2

Q. B4_1 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Good friends (%)

	Yes	No
Total	41,3	58,7
Gender		
Girls	37,0	63,0
Boys	46,9	53,1
Other	32,7	67,3
School type		
GEL	42,6	57,4
EPAL	36,7	63,3
Degree of urbanity		
Rural	39,5	60,5
Semi-urban	40,7	59,3
Urban	42,1	57,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	Yes	Yes
No	No	No

Q. B4_2 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

The popular ones (%)

	Yes	No
Total	9,7	90,3
Gender		
Girls	7,3	92,7
Boys	12,0	88,0
Other	17,3	82,7
School type		
GEL	9,8	90,2
EPAL	9,6	90,4
Degree of urbanity		
Rural	7,7	92,3
Semi-urban	9,4	90,6
Urban	10,4	89,6
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	9,8	90,2
No	9,2	90,8

Q. B4_3 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Girls (%)

	Yes	No
Total	8,3	91,7
Gender		
Girls	9,3	90,7
Boys	6,3	93,7
Other	20,0	80,0
School type		
GEL	7,7	92,3
EPAL	10,6	89,4
Degree of urbanity		
Rural	8,3	91,7
Semi-urban	8,0	92,0
Urban	8,6	91,4
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	7,8	92,2
No	8,0	92,0

Q. B4_4 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Boys (%)

	Yes	No
Total	8,6	91,4
Gender		
Girls	3,6	96,4
Boys	13,0	87,0
Other	22,7	77,3
School type		
GEL	7,5	92,5
EPAL	12,1	87,9
Degree of urbanity		
Rural	7,5	92,5
Semi-urban	7,6	92,4
Urban	9,4	90,6
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	9,5	90,5
No	6,9	93,1

Q. B4_5 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who have a nice Instagram/Tik Tok account (%)

	Yes	No
Total	5,6	34,4
Gender		
Girls	2,7	97,3
Boys	7,6	92,4
Other	27,3	72,7
School type		
GEL	4,7	95,3
EPAL	9,1	90,9
Degree of urbanity		
Rural	5,5	94,5
Semi-urban	5,5	94,5
Urban	5,8	94,2
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	6,2	93,8
No	4,3	95,7

Q. B4_6 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

The good students (%)

	Yes	No
Total	9,7	90,3
Gender		
Girls	9,2	90,8
Boys	10,5	89,5
Other	8,2	91,8
School type		
GEL	9,1	90,9
EPAL	12,1	87,9
Degree of urbanity		
Rural	7,1	92,9
Semi-urban	9,7	90,3
Urban	10,3	89,7
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	9,4	90,6
No	9,9	90,1

Q. B4_7 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who have the same nationality as myself (%)

	Yes	No
Total	3,4	96,6
Gender		
Girls	1,1	98,9
Boys	5,0	95,0
Other	15,5	84,5
School type		
GEL	2,8	97,2
EPAL	5,5	94,5
Degree of urbanity		
Rural	3,0	97,0
Semi-urban	3,2	96,8
Urban	3,7	96,3
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	4,0	96,0
No	2,2	97,8

Q. B4_8 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who deal with political issues (%)

	Yes	No
Total	8,1	91,9
Gender		
Girls	6,8	93,2
Boys	9,2	90,8
Other	11,8	88,2
School type		
GEL	8,4	91,6
EPAL	7,1	92,9
Degree of urbanity		
Rural	9,3	90,7
Semi-urban	8,3	91,7
Urban	7,7	92,3
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	8,4	91,6
No	7,8	92,2

Q. B4_9 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who they will value the opinion of others (%)

	Yes	No
Total	52,6	47,4
Gender		
Girls	63,6	36,4
Boys	42,0	58,0
Other	36,4	63,6
School type		
GEL	55,9	44,1
EPAL	40,7	59,3
Degree of urbanity		
Rural	53,4	46,6
Semi-urban	53,3	46,7
Urban	51,9	48,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	55,6	44,4
No	52,8	47,2

Q. B4_10 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who are leaders (%)

	Yes	No
Total	24,1	75,9
Gender		
Girls	20,2	79,8
Boys	28,6	71,4
Other	20,9	79,1
School type		
GEL	26,8	73,2
EPAL	14,6	85,4
Degree of urbanity		
Rural	21,5	78,5
Semi-urban	25,0	75,0
Urban	23,9	76,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	28,0	72,0
No	21,8	78,2

Q. B4_11 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who shout a lot and are ready for a fight (%)

	Yes	No
Total	5,7	94,3
Gender		
Girls	2,8	97,2
Boys	8,1	91,9
Other	12,7	87,3
School type		
GEL	4,7	95,3
EPAL	9,3	90,7
Degree of urbanity		
Rural	4,5	95,5
Semi-urban	6,4	93,6
Urban	5,4	94,6
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	6,9	93,1
No	4,0	96,0

Q. B4_12 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

People who asked me to vote for them (%)

	Yes	No
Total	6,7	93,3
Gender		
Girls	5,8	94,2
Boys	7,6	92,4
Other	4,5	95,5
School type		
GEL	6,3	93,7
EPAL	8,0	92,0
Degree of urbanity		
Rural	10,1	89,9
Semi-urban	6,7	93,3
Urban	6,0	94,0
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	6,3	93,7
No	6,8	93,2

Q. B4_13 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who have been suggested by a friend (%)

	Yes	No
Total	10,1	89,9
Gender		
Girls	9,1	90,9
Boys	11,1	88,9
Other	9,1	90,9
School type		
GEL	9,6	90,4
EPAL	11,7	88,3
Degree of urbanity		
Rural	8,5	91,5
Semi-urban	8,4	91,6
Urban	11,5	88,5
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	8,3	91,7
No	11,4	88,6

Q. B4_14 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who would disagree with the school director/teachers' association (%)

	Yes	No
Total	33,0	67,0
Gender		
Girls	38,4	61,6
Boys	27,5	72,5
Other	31,8	68,2
School type		
GEL	35,8	64,2
EPAL	23,4	76,6
Degree of urbanity		
Rural	34,0	66,0
Semi-urban	32,6	67,4
Urban	33,1	66,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	37,1	62,9
No	31,5	68,5

Q. B4_15 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who have original proposals (%)

	Yes	No
Total	43,0	57,0
Gender		
Girls	53,2	46,8
Boys	33,8	66,2
Other	21,8	78,2
School type		
GEL	44,7	55,3
EPAL	36,9	63,1
Degree of urbanity		
Rural	45,5	54,5
Semi-urban	42,2	57,8
Urban	43,0	57,0
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	42,8	57,2
No	44,7	55,3

Q. B4_16 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who work for the excursions (%)

	Yes	No
Total	48,9	51,1
Gender		
Girls	52,2	47,8
Boys	46,4	53,6
Other	35,5	64,5
School type		
GEL	49,2	50,8
EPAL	47,8	52,2
Degree of urbanity		
Rural	48,4	51,6
Semi-urban	47,1	52,9
Urban	50,3	49,7
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	52,0	48,0
No	48,4	51,6

Q. B4_17 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who are in favour of school occupations (%)

	Yes	No
Total	13,1	86,9
Gender		
Girls	7,5	92,5
Boys	18,2	81,8
Other	26,4	73,6
School type		
GEL	11,8	88,2
EPAL	17,7	82,3
Degree of urbanity		
Rural	10,7	89,3
Semi-urban	12,3	87,7
Urban	14,2	85,8
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	14,5	85,5
No	11,8	88,2

Q. B4_18 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who are against the school occupations (%)

	Yes	No
Total	4,1	95,9
Gender		
Girls	3,6	96,4
Boys	4,6	95,4
Other	4,5	95,5
School type		
GEL	3,3	96,7
EPAL	6,9	93,1
Degree of urbanity		
Rural	3,8	96,2
Semi-urban	4,3	95,7
Urban	4,1	95,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	4,2	95,8
No	3,7	96,3

Q. B4_19 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

Those who care about the wellbeing of the class/school (%)

	Yes	No
Total	61,1	38,9
Gender		
Girls	72,2	27,8
Boys	51,5	48,5
Other	34,5	65,5
School type		
GEL	63,9	36,1
EPAL	51,5	48,5
Degree of urbanity		
Rural	66,6	33,4
Semi-urban	62,4	37,6
Urban	59,1	40,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	64,1	35,9
No	61,3	38,7

Q. B4_20 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

I do not vote/ I vote blank/invalid (%)

	Yes	No
Total	8,2	91,8
Gender		
Girls	7,5	92,5
Boys	8,1	91,9
Other	11,8	88,2
School type		
GEL	7,5	92,5
EPAL	10,7	89,3
Degree of urbanity		
Rural	4,7	95,3
Semi-urban	8,0	92,0
Urban	9,1	90,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	5,1	94,9
No	9,7	90,3

Q. B4_21 Which students do you usually vote as representatives for the 5-member and 15-member Student Councils? From the following, select up to 5 and put them in order of priority.

I vote at random (%)

	Yes	No
Total	9,5	90,5
Gender		
Girls	7,2	92,8
Boys	11,0	89,0
Other	17,3	82,7
School type		
GEL	8,8	91,2
EPAL	11,8	88,2
Degree of urbanity		
Rural	8,3	91,7
Semi-urban	9,3	90,7
Urban	9,9	90,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	7,6	92,4
No	10,0	90,0

Q. B5 Which of the following do you think is true? (%)

	Boys and girls have the same opportunities to be voted	Girls have more opportunities than boys to be voted	Boys have more opportunities than boys to be voted
Total	61,5	8,5	30,0
Gender			
Girls	62,3	3,1	34,6
Boys	61,8	14,3	23,9
Other	38,8	15,3	45,9
School type			
GEL	61,5	8,5	30,0
EPAL	61,2	8,6	30,2
Degree of urbanity			
Rural	68,9	9,4	21,7
Semi-urban	65,9	8,5	25,7
Urban	57,0	8,4	34,6
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	61,1	10,2	28,7
No	62,2	7,1	30,7

Q. B6_1 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Organisation of school excursions (%)

	Yes	No
Total	69,6	30,4
Gender		
Girls	73,2	26,8
Boys	66,5	33,5
Other	61,8	38,2
School type		
GEL	72,3	27,7
EPAL	59,9	40,1
Degree of urbanity		
Rural	70,2	29,8
Semi-urban	68,2	31,8
Urban	70,4	29,6
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	71,8	28,2
No	70,4	29,6

Q. B6_2 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Organising school events (e.g., parties, artistic activities) (%)

	Yes	No
Total	55,8	44,2
Gender		
Girls	60,9	39,1
Boys	51,8	48,2
Other	45,5	54,5
School type		
GEL	60,7	39,3
EPAL	38,8	61,2
Degree of urbanity		
Rural	54,5	45,5
Semi-urban	54,2	45,8
Urban	57,2	42,8
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	58,5	41,5
No	56,1	43,9

Q. B6_3 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Cleanliness and aesthetics of the school (%)

	Yes	No
Total	20,6	79,4
Gender		
Girls	21,6	78,4
Boys	20,4	79,6
Other	15,5	84,5
School type		
GEL	20,4	79,6
EPAL	21,6	78,4
Degree of urbanity		
Rural	26,1	73,9
Semi-urban	20,1	79,9
Urban	19,9	80,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	22,2	77,8
No	20,0	80,0

Q. B6_4 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Relations with teachers (%)

	Yes	No
Total	19,1	80,9
Gender		
Girls	18,6	81,4
Boys	20,5	79,5
Other	17,3	82,7
School type		
GEL	19,5	80,5
EPAL	17,7	82,3
Degree of urbanity		
Rural	20,9	79,1
Semi-urban	18,0	82,0
Urban	19,5	80,5
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	21,5	78,5
No	17,4	82,6

Q. B6_5 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Decisions to mobilise to satisfy demands (%)

	Yes	No
Total	29,7	70,3
Gender		
Girls	33,0	67,0
Boys	27,3	72,7
Other	22,7	77,3
School type		
GEL	32,3	67,7
EPAL	20,5	79,5
Degree of urbanity		
Rural	30,4	69,6
Semi-urban	30,2	69,8
Urban	29,2	70,8
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	33,0	67,0
No	28,5	71,5

Q. B6_6 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Dealing with incidents of school bullying (%)

	Yes	No
Total	12,5	87,5
Gender		
Girls	12,4	87,6
Boys	12,8	87,2
Other	10,0	90,0
School type		
GEL	11,4	88,6
EPAL	16,2	83,8
Degree of urbanity		
Rural	16,4	83,6
Semi-urban	13,3	86,7
Urban	11,1	88,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	14,4	85,6
No	11,1	88,9

Q. B6_7 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Dealing with racist behaviours (%)

	Yes	No
Total	10,6	89,4
Gender		
Girls	9,9	90,1
Boys	11,6	88,4
Other	12,7	87,3
School type		
GEL	9,1	90,9
EPAL	16,0	84,0
Degree of urbanity		
Rural	11,5	88,5
Semi-urban	11,6	88,4
Urban	9,8	90,2
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	12,0	88,0
No	9,6	90,4

Q. B6_8 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Publication of printed or electronic newspapers of the school (%)

	Yes	No
Total	4,0	96,0
Gender		
Girls	3,7	96,3
Boys	4,7	95,3
Other	2,7	97,3
School type		
GEL	4,3	95,7
EPAL	3,2	96,8
Degree of urbanity		
Rural	4,3	95,7
Semi-urban	3,8	96,2
Urban	4,2	95,8
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	4,7	95,3
No	3,4	96,6

Q. B6_9 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Operation of the school canteen (%)

	Yes	No
Total	14,6	85,4
Gender		
Girls	12,6	87,4
Boys	16,4	83,6
Other	18,2	81,8
School type		
GEL	13,2	86,8
EPAL	19,5	80,5
Degree of urbanity		
Rural	16,0	84,0
Semi-urban	14,2	85,8
Urban	14,6	85,4
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	14,7	85,3
No	14,2	85,8

Q. B6_10 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Troubles with the way students dress (%)

	Yes	No
Total	2,6	97,4
Gender		
Girls	1,8	98,2
Boys	3,2	96,8
Other	7,3	92,7
School type		
GEL	2,1	97,9
EPAL	4,4	95,6
Degree of urbanity		
Rural	3,0	97,0
Semi-urban	2,7	97,3
Urban	2,4	97,6
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	3,2	96,8
No	2,0	98,0

Q. B6_11 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Proposals for improving the way of teaching (%)

	Yes	No
Total	16,4	83,6
Gender		
Girls	15,6	84,4
Boys	17,5	82,5
Other	16,4	83,6
School type		
GEL	15,7	84,3
EPAL	19,2	80,8
Degree of urbanity		
Rural	15,0	85,0
Semi-urban	18,4	81,6
Urban	15,4	84,6
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	17,7	82,3
No	15,7	84,3

Q. B6_12 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Discussion of penalties imposed by the school on students (%)

	Yes	No
Total	15,8	84,2
Gender		
Girls	17,4	82,6
Boys	14,5	85,5
Other	14,5	85,5
School type		
GEL	15,9	84,1
EPAL	15,5	84,5
Degree of urbanity		
Rural	17,6	82,4
Semi-urban	17,4	82,6
Urban	14,4	85,6
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	17,5	82,5
No	14,7	85,3

Q. B6_13 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Guarding of school property (%)

	Yes	No
Total	4,6	95,7
Gender		
Girls	3,3	96,7
Boys	5,1	94,9
Other	5,5	94,5
School type		
GEL	4,3	95,7
EPAL	4,5	95,5
Degree of urbanity		
Rural	4,3	95,7
Semi-urban	5,4	94,6
Urban	3,6	96,4
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	4,9	95,1
No	3,6	96,4

Q. B6_14 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Arbitrariness of a teacher or the school director (%)

	Yes	No
Total	12,6	87,4
Gender		
Girls	13,7	86,3
Boys	11,3	88,7
Other	13,6	86,4
School type		
GEL	13,9	86,1
EPAL	8,0	92,0
Degree of urbanity		
Rural	14,0	86,0
Semi-urban	12,0	88,0
Urban	12,7	87,3
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	14,2	85,8
No	11,5	88,5

Q. B6_15 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Helping classmates in need (%)

	Yes	No
Total	14,8	85,2
Gender		
Girls	14,7	85,3
Boys	15,5	84,5
Other	9,1	90,9
School type		
GEL	14,5	85,5
EPAL	16,2	83,8
Degree of urbanity		
Rural	15,6	84,4
Semi-urban	15,8	84,2
Urban	14,0	86,0
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	16,6	83,4
No	13,5	86,5

Q. B6_16 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Helping young or foreign classmates who have now come to school (%)

	Yes	No
Total	6,9	93,1
Gender		
Girls	6,4	93,6
Boys	7,5	92,5
Other	7,3	92,7
School type		
GEL	5,8	94,2
EPAL	10,9	89,1
Degree of urbanity		
Rural	7,9	92,1
Semi-urban	6,8	93,2
Urban	6,8	93,2
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	7,7	92,3
No	6,2	93,8

Q. B6_17 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

Voluntary extracurricular activities (e.g., environmental/sports/artistic activities) (%)

	Yes	No
Total	24,6	75,4
Gender		
Girls	27,3	72,7
Boys	22,9	77,1
Other	17,3	82,7
School type		
GEL	25,4	74,6
EPAL	21,8	78,2
Degree of urbanity		
Rural	26,7	73,3
Semi-urban	26,1	73,9
Urban	23,2	76,8
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	26,1	73,9
No	24,4	75,6

Q. B6_18 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

I do not know (%)

	Yes	No
Total	12,6	87,4
Gender		
Girls	9,9	90,1
Boys	14,3	85,7
Other	22,7	77,3
School type		
GEL	11,1	88,9
EPAL	17,9	82,1
Degree of urbanity		
Rural	8,3	91,7
Semi-urban	12,5	87,5
Urban	13,5	86,5
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	9,4	90,6
No	14,1	85,9

Q. B6_19 Which are the main issues that the 15/5-members council in your school deals with? From the following, select up to 5 and put them in order of priority.

I do not answer (%)

	Yes	No
Total	7,4	92,6
Gender		
Girls	5,4	94,6
Boys	8,2	91,8
Other	18,2	81,8
School type		
GEL	6,3	93,7
EPAL	11,0	89,0
Degree of urbanity		
Rural	6,1	93,9
Semi-urban	7,0	93,0
Urban	7,9	92,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	6,1	93,9
No	6,5	93,5

Q. B7_1 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Organisation of school excursions (%)

	Yes	No
Total	80,1	19,9
Gender		
Girls	79,6	20,4
Boys	80,7	19,3
Other	79,1	20,9
School type		
GEL	82,0	18,0
EPAL	73,4	26,6
Degree of urbanity		
Rural	84,0	16,0
Semi-urban	71,0	29,0
Urban	85,7	14,3
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	80,7	19,3
No	79,4	20,6

Q. B7_2 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Organisation of school events (e.g., parties, artistic activities) (%)

	Yes	No
Total	14,9	85,1
Gender		
Girls	14,0	86,0
Boys	16,2	83,8
Other	14,5	85,5
School type		
GEL	13,8	86,2
EPAL	18,5	81,5
Degree of urbanity		
Rural	Rural	Rural
Semi-urban	Semi-urban	Semi-urban
Urban	Urban	Urban
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	15,1	84,9
No	14,9	85,1

Q. B7_3 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Cleanliness and aesthetics of the school (%)

	Yes	No
Total	31,1	68,9
Gender		
Girls	33,4	66,6
Boys	29,2	70,8
Other	20,9	79,1
School type		
GEL	31,2	68,8
EPAL	30,8	69,2
Degree of urbanity		
Rural	27,7	72,3
Semi-urban	31,1	68,9
Urban	31,8	68,2
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	29,5	70,5
No	33,1	66,9

Q. B7_4 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Relations with teachers (%)

	Yes	No
Total	18,9	81,1
Gender		
Girls	18,8	81,2
Boys	19,3	80,7
Other	17,3	82,7
School type		
GEL	18,8	81,2
EPAL	19,2	80,8
Degree of urbanity		
Rural	18,0	82,0
Semi-urban	18,8	81,2
Urban	19,2	80,8
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	20,6	79,4
No	17,9	82,1

Q. B7_5 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Decisions to mobilise to satisfy demands (%)

	Yes	No
Total	14,7	85,3
Gender		
Girls	16,3	83,7
Boys	12,9	87,1
Other	11,8	88,2
School type		
GEL	14,9	85,1
EPAL	13,8	86,2
Degree of urbanity		
Rural	11,7	88,3
Semi-urban	14,9	85,1
Urban	15,1	84,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	14,9	85,1
No	14,9	85,1

Q. B7_6 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Dealing with incidents of school bullying (%)

	Yes	No
Total	30,8	69,2
Gender		
Girls	36,3	63,7
Boys	25,2	74,8
Other	32,7	67,3
School type		
GEL	31,7	68,3
EPAL	27,6	72,4
Degree of urbanity		
Rural	26,5	73,5
Semi-urban	32,1	67,9
Urban	30,8	69,2
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	29,1	70,9
No	32,5	67,5

Q. B7_7 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Dealing with racist behaviours (%)

	Yes	No
Total	29,3	70,7
Gender		
Girls	34,9	65,1
Boys	22,6	77,4
Other	37,3	62,7
School type		
GEL	30,0	70,0
EPAL	26,7	73,3
Degree of urbanity		
Rural	25,9	74,1
Semi-urban	29,8	70,2
Urban	29,6	70,4
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	28,3	71,7
No	31,0	69,0

Q. B7_8 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Publication of printed or electronic newspapers of the school (%)

	Yes	No
Total	13,4	86,6
Gender		
Girls	13,0	87,0
Boys	14,1	85,9
Other	12,7	87,3
School type		
GEL	14,1	85,9
EPAL	10,9	89,1
Degree of urbanity		
Rural	14,4	85,6
Semi-urban	13,7	86,3
Urban	12,9	87,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	15,9	84,1
No	11,9	88,1

Q. B7_9 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Operation of the school canteen (%)

	Yes	No
Total	14,3	85,7
Gender		
Girls	11,6	88,4
Boys	16,8	83,2
Other	21,8	78,2
School type		
GEL	14,1	85,9
EPAL	15,2	84,8
Degree of urbanity		
Rural	19,6	80,4
Semi-urban	14,3	85,7
Urban	13,3	86,7
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	16,6	83,4
No	12,7	87,3

Q. B7_10 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Troubles with the way students dress (%)

	Yes	No
Total	10,9	89,1
Gender		
Girls	10,2	89,8
Boys	11,4	88,6
Other	14,5	85,5
School type		
GEL	11,4	88,6
EPAL	9,1	90,9
Degree of urbanity		
Rural	12,8	87,2
Semi-urban	11,0	89,0
Urban	10,4	89,6
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	12,9	87,1
No	9,5	90,5

Q. B7_11 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Proposals for improving the way of teaching (%)

	Yes	No
Total	37,5	62,5
Gender		
Girls	41,3	58,7
Boys	34,2	65,8
Other	28,2	71,8
School type		
GEL	39,9	60,1
EPAL	28,9	71,1
Degree of urbanity		
Rural	34,8	65,2
Semi-urban	37,3	62,7
Urban	38,1	61,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	37,8	62,2
No	38,7	61,3

Q. B7_12 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Discussion of penalties imposed by the school on students (%)

	Yes	No
Total	17,5	82,5
Gender		
Girls	16,7	83,3
Boys	18,8	81,2
Other	12,7	87,3
School type		
GEL	17,9	82,1
EPAL	15,8	84,2
Degree of urbanity		
Rural	17,0	83,0
Semi-urban	19,1	80,9
Urban	16,4	83,6
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	19,2	80,8
No	16,5	83,5

Q. B7_13 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Guarding of school property (%)

	Yes	No
Total	14,1	85,9
Gender		
Girls	12,3	87,7
Boys	16,2	83,8
Other	16,4	83,6
School type		
GEL	14,5	85,5
EPAL	12,8	87,2
Degree of urbanity		
Rural	13,0	87,0
Semi-urban	13,2	86,8
Urban	14,9	85,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	16,4	83,6
No	12,8	87,2

Q. B7_14 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Arbitrariness of a teacher or the school director (%)

	Yes	No
Total	15,2	84,8
Gender		
Girls	16,5	83,5
Boys	14,1	85,9
Other	16,4	83,6
School type		
GEL	16,5	83,5
EPAL	10,6	89,4
Degree of urbanity		
Rural	12,8	87,2
Semi-urban	16,3	83,7
Urban	14,9	85,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	18,3	81,7
No	13,5	86,5

Q. B7_15 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Helping classmates in need (%)

	Yes	No
Total	28,7	71,3
Gender		
Girls	33,4	66,6
Boys	23,5	76,5
Other	31,8	68,2
School type		
GEL	30,0	70,0
EPAL	24,0	76,0
Degree of urbanity		
Rural	28,3	71,7
Semi-urban	27,9	72,1
Urban	29,3	70,7
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	28,6	71,4
No	29,6	70,4

Q. B7_16 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Helping young or foreign classmates who have now come to school (%)

	Yes	No
Total	19,6	80,4
Gender		
Girls	22,7	77,3
Boys	16,4	83,6
Other	16,4	83,6
School type		
GEL	19,8	80,2
EPAL	18,8	81,2
Degree of urbanity		
Rural	15,8	84,2
Semi-urban	19,5	80,5
Urban	20,3	79,7
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	18,6	81,4
No	20,7	79,3

Q. B7_17 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

Voluntary extracurricular activities (e.g., environmental/sports/artistic activities) (%)

	Yes	No
Total	19,6	80,4
Gender		
Girls	23,0	77,0
Boys	16,4	83,6
Other	16,4	83,6
School type		
GEL	21,0	79,0
EPAL	14,7	85,3
Degree of urbanity		
Rural	21,1	78,9
Semi-urban	17,7	82,3
Urban	20,6	79,4
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	20,7	79,3
No	19,6	80,4

Q. B7_18 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

I do not know (%)

	Yes	No
Total	12,6	87,4
Gender		
Girls	8,4	91,6
Boys	16,4	83,6
Other	15,5	84,5
School type		
GEL	11,3	88,7
EPAL	17,3	82,7
Degree of urbanity		
Rural	10,9	89,1
Semi-urban	12,7	87,3
Urban	12,9	87,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	11,5	88,5
No	12,2	87,8

Q. B7_19 Which are the main issues that the 15/5-members council in your school do not deal with, but you would like to address? From the following, select up to 5 and put them in order of priority.

I do not answer (%)

	Yes	No
Total	8,9	91,1
Gender		
Girls	6,1	93,9
Boys	10,8	89,2
Other	19,1	80,9
School type		
GEL	7,8	92,2
EPAL	12,9	87,1
Degree of urbanity		
Rural	8,1	91,9
Semi-urban	9,0	91,0
Urban	9,0	91,0
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	8,0	92,0
No	7,9	92,1

Q. B8_1 What about the following concerning the elections and the function of student councils at your school:

There is sufficient information about the election process (%)

	Yes	No
Total	65,4	34,6
Gender		
Girls	64,2	35,8
Boys	67,6	32,4
Other	58,1	41,9
Τύπος Σχολείου		
GEL	64,9	35,1
EPAL	67,2	32,8
Degree of urbanity		
Rural	73,7	26,3
Semi-urban	65,6	34,4
Urban	63,6	36,4
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	67,8	32,2
No	64,1	35,9

Q. B8_ What about the following concerning the elections and the function of student councils at your school:

Candidates are given free time to present their views/ideas (%)

	Yes	No
Total	57,6	42,4
Gender		
Girls	56,9	43,1
Boys	58,7	41,3
Other	50,0	50,0
School type		
GEL	60,2	39,8
EPAL	47,5	52,5
Degree of urbanity		
Rural	61,9	38,1
Semi-urban	51,3	48,7
Urban	61,1	38,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	56,5	43,5
No	59,1	40,9

Q. B8_3 What about the following concerning the elections and the function of student councils at your school:

There is enough information for students to understand the rules of operation of student councils (%)

	Yes	No
Total	40,1	59,9
Gender		
Girls	38,4	61,6
Boys	43,1	56,9
Other	27,2	72,8
School type		
GEL	39,0	61,0
EPAL	44,5	55,5
Degree of urbanity		
Rural	44,5	55,5
Semi-urban	41,0	59,0
Urban	38,7	61,3
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	42,3	57,7
No	38,8	61,2

Q. B8_4 What about the following concerning the elections and the function of student councils at your school:

Student representatives in 15-member/5-member councils often convene an assembly to make decisions on school issues (%)

	Yes	No
Total	56,0	44,0
Gender		
Girls	54,8	45,2
Boys	58,4	41,6
Other	44,0	56,0
School type		
GEL	55,9	44,1
EPAL	56,1	43,9
Degree of urbanity		
Rural	59,1	40,9
Semi-urban	54,8	45,2
Urban	56,2	43,8
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	55,7	44,3
No	56,5	43,5

Q. B9_1 How much do you agree or disagree with the following statements:

The 15-member/5-member Student Councils strengthen the democratic functioning of schools (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	30,1	26,5	43,4
Gender			
Girls	27,4	27,2	45,3
Boys	31,3	25,9	42,8
Other	53,1	19,4	27,6
School type			
GEL	27,4	27,7	45,0
EPAL	41,0	21,8	37,2
Degree of urbanity			
Rural	22,9	26,4	50,7
Semi-urban	29,6	27,2	43,2
Urban	31,9	26,1	42,1
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	29,5	25,2	45,4
No	29,5	27,6	42,8

Q. B9_2 How much do you agree or disagree with the following statements:

Participation in Student Councils helps to understand how democracy truly works (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	37,4	25,7	36,9
Gender			
Girls	35,4	26,1	38,5
Boys	37,7	26,1	36,2
Other	60,8	17,5	21,6
School type			
GEL	36,5	26,6	37,0
EPAL	41,0	22,4	36,6
Degree of urbanity			
Rural	29,6	27,8	42,7
Semi-urban	37,6	25,1	37,3
Urban	38,8	25,7	35,5
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	34,8	24,5	40,7
No	38,7	27,0	34,4

Q. B9_3 How much do you agree or disagree with the following statements:

The way Student Councils work, offers nothing special (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	41,5	21,6	36,9
Gender			
Girls	40,6	21,0	38,4
Boys	43,0	22,8	34,2
Other	45,1	13,7	41,2
School type			
GEL	40,7	22,4	37,0
EPAL	44,4	18,7	36,9
Degree of urbanity			
Rural	46,5	22,7	30,8
Semi-urban	43,8	22,2	33,9
Urban	38,8	21,0	40,2
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	44,9	21,8	33,3
No	39,1	21,4	39,5

Q. B9_4 How much do you agree or disagree with the following statements:

The way Student Councils work, strengthens interpersonal transactions (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	35,6	28,0	36,4
Gender			
Girls	35,9	27,9	36,1
Boys	34,8	28,7	36,5
Other	43,5	19,6	37,0
School type			
GEL	35,3	28,9	35,8
EPAL	36,4	24,6	39,0
Degree of urbanity			
Rural	36,9	32,7	30,4
Semi-urban	37,0	27,2	35,8
Urban	34,3	27,6	38,1
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	35,6	26,5	37,9
No	35,4	29,8	34,8

Q. B9_5 How much do you agree or disagree with the following statements:

If tomorrow it was suddenly decided to abolish the 15-member/5-member councils, it would not bother me at all (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	63,6	12,9	23,5
Gender			
Girls	66,5	12,9	20,7
Boys	60,6	12,8	26,6
Other	58,4	14,9	26,7
School type			
GEL	64,7	13,0	22,3
EPAL	59,2	12,6	28,2
Degree of urbanity			
Rural	65,1	13,0	21,9
Semi-urban	64,2	13,3	22,5
Urban	62,8	12,7	24,5
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	66,8	11,4	21,8
No	61,9	14,1	24,0

Q. B9_6 How much do you agree or disagree with the following statements:

Decision-making in the 15-member/5-member Student Councils affects the final decisions in the school (%)

	Strongly disagree/Disagree	Neither agree nor disagree	Strongly agree/Agree
Total	28,6	27,8	43,6
Gender			
Girls	26,8	27,0	46,3
Boys	29,6	29,0	41,3
Other	40,7	20,9	38,5
School type			
GEL	26,9	29,4	43,8
EPAL	35,1	21,9	42,9
Degree of urbanity			
Rural	23,1	28,5	48,4
Semi-urban	30,3	27,1	42,6
Urban	28,4	28,2	43,3
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	28,2	26,5	45,3
No	28,3	29,1	42,7

Q. B10_1 Personally, in the last 12 months...

I ran for the Student Councils of my school (15member, 5-member) (%)

	Yes	No
Total	42,3	57,7
Gender		
Girls	36,6	63,4
Boys	49,2	50,8
Other	43,2	56,8
School type		
GEL	41,9	58,1
EPAL	44,0	56,0
Degree of urbanity		
Rural	51,0	49,0
Semi-urban	44,5	55,5
Urban	39,0	61,0

Ep. B10_2 Personally, in the last 12 months...

I volunteered for an action at my school out of school hours (%)

	Yes	No
Total	31,2	68,8
Gender		
Girls	31,8	68,2
Boys	30,6	69,4
Other	30,3	69,7
School type		
GEL	31,6	68,4
EPAL	29,7	70,3
Degree of urbanity		
Rural	43,4	56,6
Semi-urban	34,4	65,6
Urban	26,6	73,4
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	39,1	60,9
No	25,3	74,7

Ep. B10_3 Personally, in the last 12 months...

I took part in a protest on a school issue (%)

	Yes	No
Total	32,6	67,4
Gender		
Girls	29,9	70,1
Boys	35,9	64,1
Other	34,1	65,9
Τύπος Σχολείου		
GEL	32,9	67,1
EPAL	31,6	68,4
Degree of urbanity		
Rural	44,3	55,7
Semi-urban	32,4	67,6
Urban	30,5	69,5
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	43,2	56,8
No	24,7	75,3

Ep. B10_4 Personally, in the last 12 months...

I made a comment on social media about a school issue (%)

	Yes	No
Total	12,6	87,4
Gender		
Girls	10,3	89,7
Boys	14,6	85,4
Other	22,9	77,1
School type		
GEL	12,6	87,4
EPAL	12,4	87,6
Degree of urbanity		
Rural	13,2	86,8
Semi-urban	12,8	87,2
Urban	12,3	87,7
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	16,7	83,3
No	9,3	90,7

Ep. B10_5 Personally, in the last 12 months....

I encouraged people to mobilise through social media about a school issue (%)

	Yes	No
Total	14,8	85,2
Gender		
Girls	13,4	86,6
Boys	15,9	84,1
Other	27,7	72,3
School type		
GEL	14,3	85,7
EPAL	16,4	83,6
Degree of urbanity		
Rural	18,6	81,4
Semi-urban	14,7	85,3
Urban	14,1	85,9
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	20,7	79,3
No	10,3	89,7

II. School Culture

Q. C1_1 To what extent, in your opinion, do the following occur in the teaching of lessons in your school:

Teaching emphasises on Panhellenic lessons at the expense of the others (%)

	Very little / To a small extent	Neither to a small nor to a large extent	To a large extent / To a very large extent
Total	20,8	26,3	52,9
Gender			
Girls	18,0	27,2	54,8
Boys	22,7	25,6	51,7
Other	35,6	20,5	43,8
School type			
GEL	18,3	25,9	55,8
EPAL	32,5	28,1	39,4
Degree of urbanity			
Rural	18,5	23,8	57,7
Semi-urban	19,7	28,3	52,0
Urban	21,9	25,7	52,5
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	22,8	24,4	52,8
No	18,4	28,0	53,7

Q. C1_2 To what extent, in your opinion, do the following occur in the teaching of lessons in your school:

Students are indifferent to the lessons in which they will not be examined in the Panhellenic exams (%)

	Very little / To a small extent	Neither to a small nor to a large extent	To a large extent / To a very large extent
Total	17,0	16,0	67,1
Gender			
Girls	14,2	14,4	71,4
Boys	19,8	17,1	63,1
Other	21,1	22,4	56,6
School type			
GEL	13,9	14,3	71,8
EPAL	31,0	23,7	45,3
Degree of urbanity			
Rural	21,3	12,4	66,3
Semi-urban	19,7	17,3	63,0
Urban	14,6	15,9	69,5
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	18,0	15,9	66,1
No	15,4	15,7	68,9

Q. C1_3 To what extent, in your opinion, do the following occur in the teaching of lessons in your school:

Teachers encourage students to express their opinions (%)

	Very little / To a small extent	Neither to a small nor to a large extent	To a large extent / To a very large extent
Total	34,2	33,5	32,3
Gender			
Girls	31,7	35,0	33,4
Boys	35,6	32,1	32,3
Other	48,1	31,2	20,8
School type			
GEL	33,1	35,4	31,5
EPAL	39,0	25,1	35,9
Degree of urbanity			
Rural	32,2	29,2	38,6
Semi-urban	31,8	32,1	36,1
Urban	35,9	35,2	28,9
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	34,5	33,3	32,2
No	33,7	33,7	32,5

Q. C1_4 To what extent, in your opinion, do the following occur in the teaching of lessons in your school:

Teachers bring current political/social events to the class for discussion (%)

	Very little / To a small extent	Neither to a small nor to a large extent	To a large extent / To a very large extent
Total	52,1	28,0	19,9
Gender			
Girls	50,9	29,1	20,0
Boys	52,8	27,4	19,8
Other	49,4	19,5	31,2
School type			
GEL	51,2	29,1	19,7
EPAL	56,4	22,9	20,8
Degree of urbanity			
Rural	51,6	30,6	17,7
Semi-urban	52,8	27,2	20,0
Urban	51,8	27,9	20,3
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	50,8	28,7	20,5
No	53,0	27,9	19,1

Q. C1_5 To what extent, in your opinion, do the following occur in the teaching of lessons in your school:

Teachers treat students fairly (%)

	Very little / To a small extent	Neither to a small nor to a large extent	To a large extent / To a very large extent
Total	37,7	34,5	27,8
Gender			
Girls	38,9	36,4	24,7
Boys	36,1	32,8	31,1
Other	44,9	25,6	29,5
School type			
GEL	36,0	36,5	27,4
EPAL	45,4	25,2	29,4
Degree of urbanity			
Rural	29,5	33,2	37,3
Semi-urban	38,2	34,5	27,3
Urban	39,1	34,7	26,2
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	38,6	33,2	28,1
No	36,9	35,8	27,3

Q. C1_6 To what extent, in your opinion, do the following occur in the teaching of lessons in your school:

Teachers in my school environment would not let students make fun of other students (%)

	Very little / To a small extent	Neither to a small nor to a large extent	To a large extent / To a very large extent
Total	28,2	22,2	49,6
Gender			
Girls	26,8	22,1	51,1
Boys	28,1	22,3	49,6
Other	48,5	20,6	30,9
School type			
GEL	27,2	22,6	50,2
EPAL	32,9	20,4	46,7
Degree of urbanity			
Rural	24,5	16,9	58,6
Semi-urban	27,1	20,9	52,0
Urban	29,6	23,9	46,5
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	27,1	22,4	50,5
No	28,1	22,3	49,6

Q. C2_1 How much do you agree or disagree with the following statements:

I feel that I belong to the school's community (%)

	Not at all / A little	Moderate	Quite / Very much
Total	28,0	27,6	44,4
Gender			
Girls	24,0	31,2	44,8
Boys	29,5	24,1	46,4
Other	66,7	14,1	19,2
School type			
GEL	25,5	28,0	46,5
EPAL	39,1	26,0	34,9
Degree of urbanity			
Rural	22,3	26,3	51,4
Semi-urban	28,5	26,1	45,3
Urban	28,8	28,8	42,5
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	23,9	23,1	53,0
No	30,1	31,3	38,6

Q. C2_2 How much do you agree or disagree with the following statements:

I go to school pleasantly (%)

	Not at all / A little	Moderate	Quite / Very much
Total	40,7	26,5	32,8
Gender			
Girls	39,4	27,3	33,2
Boys	40,1	26,0	33,9
Other	62,8	17,9	19,2
School type			
GEL	40,4	27,0	32,6
EPAL	41,9	24,3	33,8
Degree of urbanity			
Rural	38,8	28,0	33,2
Semi-urban	38,8	27,4	33,8
Urban	42,1	25,7	32,2
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	38,7	25,8	35,5
No	41,8	27,4	30,9

Q. C2_3 How much do you agree or disagree with the following statements:

At school, when someone cannot do something well, he/she gets help (%)

	Not at all / A little	Moderate	Quite / Very much
Total	36,7	30,4	32,9
Gender			
Girls	34,7	31,9	33,4
Boys	37,1	29,0	33,8
Other	51,3	28,9	19,7
School type			
GEL	36,8	30,9	32,3
EPAL	36,2	28,0	35,8
Degree of urbanity			
Rural	30,4	26,4	43,2
Semi-urban	33,1	32,4	34,5
Urban	40,0	30,0	30,0
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	32,6	31,7	35,7
No	39,3	29,9	30,8

Q. C2_4 How much do you agree or disagree with the following statements:

At school, someone is promoted when he/she learns particularly quickly and well (%)

	Not at all / A little	Moderate	Quite / Very much
Total	30,2	22,7	47,1
Gender			
Girls	26,6	21,4	52,0
Boys	33,3	24,5	42,1
Other	33,3	19,4	47,2
School type			
GEL	29,5	22,2	48,3
EPAL	33,3	25,0	41,7
Degree of urbanity			
Rural	35,2	22,8	42,1
Semi-urban	29,2	24,0	46,8
Urban	29,8	21,9	48,3
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	29,9	24,0	46,1
No	29,6	21,7	48,7

Q. C2_5 How much do you agree or disagree with the following statements:

I like how teachers plan teaching (%)

	Not at all / A little	Moderate	Quite / Very much
Total	47,1	30,0	22,9
Gender			
Girls	47,7	30,0	22,2
Boys	45,4	30,2	24,4
Other	57,5	21,3	21,3
School type			
GEL	47,2	30,7	22,1
EPAL	46,6	26,9	26,6
Degree of urbanity			
Rural	39,9	32,0	28,1
Semi-urban	45,8	29,0	25,2
Urban	49,2	30,1	20,6
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	45,2	30,7	24,2
No	48,5	30,0	21,5

Q. C2_6 How much do you agree or disagree with the following statements:

I like the condition of my school's buildings and classrooms (%)

	Not at all / A little	Moderate	Quite / Very much
Total	49,6	24,4	26,0
Gender			
Girls	49,7	25,1	25,3
Boys	48,7	23,9	27,3
Other	58,9	16,4	24,7
School type			
GEL	47,8	26,0	26,2
EPAL	57,8	17,0	25,2
Degree of urbanity			
Rural	25,7	34,6	39,7
Semi-urban	49,6	23,2	27,2
Urban	54,3	23,0	22,7
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	47,9	24,0	28,1
No	50,9	24,6	24,5

III. Forms of Political Participation Outside School

Q. D1 During the last year...

[Only positive answers to each question are included] (%)

	I boycotted or buycotted a product for political/moral reasons	I took part in a charitable / voluntary action	I went to a political event	I took part in a demonstration	I made a comment on social media about a political/social issue	I encouraged people to mobilise through social media	I posted a music track with political/social content
Total	17,4	37,3	15,5	24,2	23,4	17,2	19,5
Gender							
Girls	11,3	40,7	12,3	22,3	21,3	16,4	17,0
Boys	22,8	33,7	18,5	25,6	24,6	17,0	21,2
Other	48,2	40,4	29,3	42,9	45,7	42,0	43,5
School type							
GEL	16,8	38,1	15,1	24,4	24,2	17,1	19,9
EPAL	19,8	34,3	17,1	23,6	20,2	17,7	18,0
Degree of urbanity							
Rural	18,6	46,2	19,3	29,6	24,7	19,1	21,1
Semi-urban	17,5	40,6	15,7	23,7	22,1	16,9	18,6
Urban	17,2	33,3	14,7	23,5	23,9	17,1	19,8
Candidacy for a position (15-member and/or 5-member student councils)							
Yes	21,9	45,0	20,7	29,9	29,1	22,4	24,6
No	13,3	31,8	11,6	19,9	19,0	13,5	15,5

Q. D2 In recent years, various things have happened in Greece and internationally. Have you ever discussed any of the following:

[Only positive answers to each question are included] (%)

	Parliamentary elections held in 2019	The effectiveness of vaccines against COVID-19	The fact that many young people do not find a job in Greece and leave abroad	Russia's invasion of Ukraine	#MeToo movement
Total	34,3	87,5	87,0	83,8	43,6
Gender					
Girls	27,6	91,7	90,9	85,0	54,2
Boys	41,5	83,6	83,4	82,3	29,8
Other	41,7	78,9	79,1	85,4	53,9
School type					
GEL	34,4	89,7	88,9	86,1	46,7
EPAL	34,0	79,3	79,8	74,4	30,9
Degree of urbanity					
Rural	34,5	87,6	89,2	81,9	45,5
Semi-urban	31,6	86,5	86,2	82,1	40,5
Urban	36,2	88,3	87,2	85,3	45,3
Candidacy for a position (15-member and/or 5-member student councils)					
Yes	40,1	89,7	88,1	85,6	46,2
No	29,9	86,9	87,1	83,3	41,9

Q. D3 I personally...

[Only positive answers to each question are included] (%)

	I recycle paper, plastic or glass at home	I have posted videos of myself online	I am vegan/vegetarian	I have run a marathon (classic or local)	I have preferred alternative medicine/homeopathy
Total	64,7	55,9	5,5	28,9	15,9
Gender					
Girls	65,1	64,0	5,0	24,8	16,3
Boys	64,3	47,6	4,6	32,6	15,0
Other	55,8	62,1	27,2	42,4	28,2
School type					
GEL	66,2	57,3	5,3	29,6	15,1
EPAL	58,9	50,8	6,0	26,5	18,9
Degree of urbanity					
Rural	61,7%	51,5%	5,1	23,4	14,8
Semi-urban	58,2%	55,0%	5,4	32,2	16,1
Urban	69,7%	57,5%	5,6	27,8	16,0
Candidacy for a position (15-member and/or 5-member student councils)					
Yes	63,8	63,1	5,9	34,8	18,6
No	65,7	51,2	4,6	24,7	13,8

Q. D4 Which of the following apply to you: (%)

	I think I know more about politics than people of my age	In discussions on political issues, I usually have something to say
Total	39,9	58,6
Gender		
Girls	29,9	53,5
Boys	50,1	63,7
Other	52,9	58,6
Τύπος σχολείου		
GEL	40,3	60,3
EPAL	38,2	51,7
Degree of urbanity		
Rural	38,9	58,2
Semi-urban	38,2	58,0
Urban	41,2	59,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	46,4	62,7
No	34,6	55,6

Q. D5 Could you say that politics interests you: (%)

	Very / Quite a lot	A little / Not at all
Total	30,8	69,2
Gender		
Girls	27,1	72,9
Boys	34,5	65,5
Other	38,6	61,4
School type		
GEL	32,9	67,1
EPAL	22,9	77,1
Degree of urbanity		
Rural	30,8	69,2
Semi-urban	30,6	69,4
Urban	30,9	69,1
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	35,5	64,5
No	27,6	72,4

Q. D6 According to a new law, young people will now be able to vote from the age of 17. Do you consider this change: (%)

	Very negative / Rather negative	Indifferent	Rather positive / Very positive
Total	23,6	20,1	56,3
Gender			
Girls	24,6	18,3	57,0
Boys	22,4	21,7	55,9
Other	20,4	25,5	54,1
School type			
GEL	24,9	18,6	56,5
EPAL	18,5	25,8	55,7
Degree of urbanity			
Rural	18,4	16,9	64,7
Semi-urban	20,0	21,1	58,9
Urban	27,0	20,1	52,9
Candidacy for a position (15-member and/or 5-member student councils)			
Yes	23,3	18,2	58,5
No	23,7	21,1	55,2

IV. Quality of Life

Q. E.1 Would you like to tell us how satisfied you feel lately by choosing a number, starting from 0, which means that you do not feel satisfied at all and reaching to 10, which means that you feel completely satisfied?

[Mean]

	Total	From your life in general	From your relationships with other people (friends, companies)	With the environment of your neighbourhood	With the prospects for your future	With the time you have free after classes/tutorials etc.
Total		6.27	6.82	5.63	6.41	4.22
Gender						
Girls	5.71	6.18	6.82	5.51	6.33	3.62
Boys	6.22	6.55	6.96	5.9	6.7	4.94
Other						
School type						
GEL	5.82	6.3	6.85	5.65	4.41	3.82
EPAL	6.12	6.15	6.68	5.58	6.38	5.72
Degree of urbanity						
Rural	6.06	6.46	7.04	6.04	6.56	4.25
Semi-urban	5.86	6.23	6.71	5.6	6.44	4.3
Urban	5.86	6.25	6.85	5.57	6.36	4.15
Candidacy for a position (15-member and/or 5-member student councils)						
Yes	6	6.33	6.95	5.68	6.59	4.35
No	5.85	6.29	6.79	5.65	6.35	4.11

V. Socio-demographic information

Q. F1_1 Which of the following applies to your parents today?

Father (%)

	Employed	Unemployed	Pensioner	Household	Other
Total	88,9	2,7	4,7	1,0	2,7
Gender					
Girls	90,1	2,4	4,2	0,8	2,5
Boys	87,9	2,7	5,2	1,2	3,0
Other	80,0	8,4	5,3	1,1	5,3
School type					
GEL	90,2	2,1	4,2	1,0	2,4
EPAL	84,2	4,5	6,3	1,1	3,9
Degree of urbanity					
Rural	89,3	2,7	4,0	0,8	3,2
Semi-urban	90,2	2,2	4,1	0,6	2,9
Urban	88,0	2,9	5,2	1,4	2,5
Candidacy for a position (15-member and/or 5-member student councils)					
Yes	89,4	2,6	4,1	1,0	2,9
No	89,1	2,4	5,1	0,9	2,5

Q. F1_2 Which of the following applies to your parents today?

Mother (%)

	Employed	Unemployed	Pensioner	Household	Other
Total	68,3	7,3	2,1	19,7	2,6
Gender					
Girls	69,6	6,4	1,8	20,1	2,1
Boys	67,6	7,9	2,2	19,9	2,5
Other	63,4	11,9	2,0	11,9	10,9
School type					
GEL	69,6	6,5	2,1	19,3	2,4
EPAL	63,5	10,0	1,9	21,4	3,2
Degree of urbanity					
Rural	60,7	7,1	0,6	28,7	2,9
Semi-urban	67,3	6,7	1,9	21,1	3,1
Urban	70,6	7,7	2,5	17,0	2,2
Candidacy for a position (15-member and/or 5-member student councils)					
Yes	69,6	7,2	2,0	18,8	2,4
No	67,8	7,1	2,0	20,6	2,6

Q. F2_1 What is the place of birth of your parents?

Father (%)

	Greece	Other country
Total	84,0	16,0
Gender		
Girls	83,7	16,3
Boys	84,8	15,2
Other	74,4	25,6
School type		
GEL	85,6	14,4
EPAL	78,1	21,9
Degree of urbanity		
Rural	83,5	16,5
Semi-urban	85,4	14,6
Urban	83,2	16,8
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	83,7	16,3
No	84,9	15,1

Q. F2_2 What is the place of birth of your parents? Mother (%)

	Greece	Other country
Total	80,9	19,1
Gender		
Girls	80,6	19,4
Boys	82,1	17,9
Other	70,3	29,7
School type		
GEL	82,0	18,0
EPAL	76,8	23,2
Degree of urbanity		
Rural	77,1	22,9
Semi-urban	81,5	18,5
Urban	81,3	18,7
Candidacy for a position (15-member and/or 5-member student councils)		
Yes	80,7	19,3
No	81,6	18,4

Q. F3_1 What is the highest level of education of your parents?

Father (%)

	Elementary school	Middle high school	High school	TEI, IEK etc.	University	Postgraduate Diploma/PhD
Total	5,6	12,0	33,0	17,5	21,9	9,9
Gender						
Girls	5,5	12,0	32,1	19,7	21,5	9,2
Boys	5,2	12,0	35,1	15,1	22,1	10,5
Other	15,4	11,0	23,1	14,3	22,0	14,3
School type						
GEL	4,6	10,9	31,3	18,1	24,2	10,9
EPAL	9,7	16,6	39,7	15,1	13,0	5,9
Degree of urbanity						
Rural	9,7	16,9	33,3	15,8	16,7	7,7
Semi-urban	7,1	14,5	34,2	15,2	21,5	7,5
Urban	3,8	9,4	32,2	19,4	23,2	12,1
Candidacy for a position (15-member and/or 5-member student councils)						
Yes	6,3	12,1	32,6	16,8	22,6	9,6
No	4,7	12,0	33,9	18,0	21,6	9,8

Q. F3_1 What is the highest level of education of your parents?

Mother (%)

	Elementary school	Middle high school	High school	TEI, IEK etc.	University	Postgraduate Diploma/PhD
Total	3,6	7,3	29,6	20,1	26,2	13,2
Gender						
Girls	3,7%	7,9%	29,0%	22,8%	25,0%	11,5%
Boys	3,0%	6,7%	31,0%	17,1%	27,3%	14,9%
Other	11,5%	5,2%	20,8%	19,8%	28,1%	14,6%
School type						
GEL	3,2	6,1	27,9	20,6	27,8	14,4
EPAL	4,9	12,2	36,4	18,3	20,0	8,3
Degree of urbanity						
Rural	7,5	10,5	36,9	17,8	17,8	9,5
Semi-urban	3,7	8,6	33,6	18,5	25,6	10,0
Urban	2,7	5,8	25,3	21,7	28,3	16,1
Candidacy for a position (15-member and/or 5-member student councils)						
Yes	3,0	7,1	30,0	20,9	25,1	13,9
No	3,4	7,3	29,3	20,1	27,4	12,5

Q. F4 In your family, how do you get by financially? (%)

	Without any problems	Making some savings, but generally comfortable	Our monthly income is barely enough	Day by day, we have financial problems	With severe deprivation
Total	20,3	54,0	15,3	7,5	2,8
Gender					
Girls	16,4	59,6	15,0	7,2	1,7
Boys	24,7	49,1	15,8	7,3	3,0
Other	14,6	36,0	15,7	16,9	16,9
School type					
GEL	18,9	56,7	15,3	7,0	2,1
EPAL	25,7	43,9	15,5	9,5	5,5
Degree of urbanity					
Rural	24,4	52,1	16,0	4,9	2,7
Semi-urban	20,6	55,0	14,1	7,6	2,7
Urban	19,3	53,8	16,1	7,9	3,0
Candidacy for a position (15-member and/or 5-member student councils)					
Yes	21,3	52,9	15,3	7,5	3,0
No	18,8	55,7	15,8	7,4	2,2



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