



iTACKLE: Proj. No. 2023-1-EL01-KA220-SCH-000158723

## **iTACKLE**

**Shaping the European Active Citizen: Raising  
intercultural / transcultural awareness through  
life skills cultivation in primary education**

### **User Needs Analysis**

**on Shaping the European Active Citizen:  
Raising intercultural / transcultural awareness  
through life skills  
cultivation in primary education**

**Athens,**

**June 2024**



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## Abstract

This report is created to analyse the results of the User Needs Analysis (UNA) that was carried out in order to identify the participants' needs (pupils', educators' & parents') related to the development of inter/transcultural awareness, active citizenship, life skills & inclusion.

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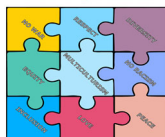
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## 1. INTRODUCTION

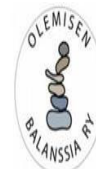
**iTACKLE's** main objective is the formation of an Active European Citizen, relying on common European values, such as democratic consciousness and intercultural and transcultural competence, through the involvement of life skills.

This refers to a wide spectrum that includes:

- Knowledge and comprehension of human rights, alterity, democracy, justice, equality, freedom.
- Aptitude and capability such as critical and creative thinking, information analysis, empathy, expression of ideas, participation in conversation and dialogue.
- Values and behaviour: Respecting justice, democracy, tolerance, braveness, collaboration and defending others.

This report is created to analyse the results of the User Needs Analysis (UNA) that was carried out in order to identify the participants' needs (pupils', educators' & parents') related to the development of inter/transcultural awareness, active citizenship, life skills & inclusion.

Implementing partners **NKUA** (Greece), **Inspectoratul Scolar Judetean Timis** (Romania), **ISTITUTO OMNICOOMPENSIVO** (Italy) and **OLEMISEN BALANSSIA RY** (Finland), were asked to provide an aggregation of the responses and their own analysis and use the graphic data from the Google Forms to illustrate their analysis.





## 2.METHODOLOGY

The consortium decided during the project's kick-off meeting to focus on parents, pupils (9-12 years old), and teachers with a short questionnaire (one for each group) in all national languages, and to perform a quantitative study until June 30<sup>th</sup>, 2024.

The partners submitted ideas and comments for a questionnaire on active citizenship and soft skills by the end of March 2024. Based on partners' contributions, NKUA as the coordinating partner, developed three separate questionnaires in English that include a number of questions related to the development of inter/transcultural awareness, active citizenship, life skills & inclusion in primary schools. The questionnaires are available on project's Google Drive: [English](#)

The completed questionnaires were ready for translation by each partner by the end of April 2024. May was the month in which the nationwide surveys were conducted and reported back to the Coordinator in English by the end of June 2024. The evaluation questionnaires were distributed to participants for the parents and teachers in their national language as Google Forms. For the pupils the consortium decided to distribute the questionnaire face-to-face in order to help and guidance to pupils, if needed. Each partner was obligated to have approval from the student's parents or legal guardians.

The answers were confidential and only used for research purposes. The questionnaires were anonymous, and the information collected was analyzed statistically and used exclusively for the needs of the research. The structured timeline ensures each step, from questionnaire development to data collection and reporting, is systematically executed, ensuring comprehensive and confidential data collection for meaningful research outcomes.

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### 2.1. Participants

In total 509 people took part in the study (195 pupils, 166 teachers and 148 parents). Their profile is as follows in Tables 2.1, 2.2 & 2.3 below.

#### 2.1.1. Teachers' profile

Teachers participating in this research were 166, out of which 150 were female.

- In **ITALY** all forty-two (42) teachers were of Italian origin, thirty-six (36) female and six (6) male. Seven (7) had experience of 10-17 years and thirteen (13) had more than 20 years' experience. In relation to their studies, ten (10) had a Master's degree and one (1) PhD.
- In **GREECE**, forty-five (45) teachers took part in the study (41 women and 4 men), all of which but one were of Greek origin. In relation to their teaching experience, nineteen (19) of them had a teaching experience of more than 20 years and ten (10) had an experience between 10-19 years. In relation to their studies, most teachers (thirty, 30) had a postgraduate degree and four (4) a PhD.



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- In **ROMANIA**, fifty-six (56) teachers (54 female and 2 male) took part in the study, all of which but one were Romanian. Regarding their teaching experience, thirty-eight (38) had more than 20 years of teaching experience and ten (10) had between 10-19 years of teaching experience. In relation to their educational status, twenty (20) had a Masters' degree and three (3) a PhD.
- In **FINLAND**, twenty-three (23) teachers (19 female and 4 male) took part in the study, all from the area of TURKU and all Finnish Nationality. In relation to their teaching experience, fifteen (15) had 10-19 years of teaching experience, four (4) had more than 20 years of teaching experience and four (4) had less than ten years of teaching experience. All teachers had a Master's degree.

*Table 2.1.: Teachers' Gender Profile Per Country*

|                | <b>WOMEN</b> | <b>MEN</b> | <b>TOTAL</b> |
|----------------|--------------|------------|--------------|
| <b>ROMANIA</b> | <b>54</b>    | <b>2</b>   | <b>56</b>    |
| <b>ITALY</b>   | <b>36</b>    | <b>6</b>   | <b>42</b>    |
| <b>GREECE</b>  | <b>41</b>    | <b>4</b>   | <b>45</b>    |
| <b>FINLAND</b> | <b>19</b>    | <b>4</b>   | <b>23</b>    |
| <b>TOTAL</b>   | <b>150</b>   | <b>16</b>  | <b>166</b>   |

### 2.1.2. Teacher's Gender Differences

The number of men participating in the study is in itself a significant finding in relation to active citizenship. It is not easy to provide solid explanations as per this phenomenon. Nonetheless, it is an issue that should raise significant concern as on one hand it may reflect the ratio of women to men in these professions but on the other it might also reflect the greater awareness of women to bring forward issues relevant to their experiences for equality and justice. However, in relation to their perceptions of active citizenship, life skills, intercultural/transcultural and inclusive education, there seems to be no significant difference between the groups. Similar is the case in relation to age differences.

### 2.1.3. Parents' Profile

Parents participants in this research were one hundred forty-eight (148), out of which one hundred twelve (112) were women.



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- In **ROMANIA** fifty-six (56) parents (12 male and 44 female) took part in the study, all of Romanian Origin.
- In **ITALY**, thirty-five (35) parents took part in the study, all but three of Italian origin (2 Romanian and one North Macedonian), while thirty-one (31) were females and four (4) males.
- In **GREECE**, thirty-three (33) parents (23 women and 10 men) took part in the study, 97% of which were of Greek origin.
- In **FINLAND** all twenty-four (24) parents participating in the study were from the city of Turku, nineteen (19) were of Finnish origin, three (3) Swedish and two (2) Ukrainian. Out of the twenty-four (24) participants, fourteen (14) were female and then (10) males.

*Table 2.2: Parent's profile*

|                | <b>WOMEN</b> | <b>MEN</b> | <b>TOTAL</b> |
|----------------|--------------|------------|--------------|
| <b>ROMANIA</b> | <b>44</b>    | <b>12</b>  | <b>56</b>    |
| <b>ITALY</b>   | <b>31</b>    | <b>4</b>   | <b>35</b>    |
| <b>GREECE</b>  | <b>23</b>    | <b>10</b>  | <b>33</b>    |
| <b>FINLAND</b> | <b>14</b>    | <b>10</b>  | <b>24</b>    |
| <b>TOTAL</b>   | <b>112</b>   | <b>36</b>  | <b>148</b>   |

Regarding parents, it is also observed that more women than men took part in the study. Nonetheless the ratio is better than in the case of pupils, especially in Finland (almost 1:1) and Greece (2:1).

#### **2.1.2.1. Parent's Gender Differences**

It is worth noting that in parent's groups there seem to be some significant differences on how men and women perceive active citizenship and life skills (Graph 2.1.2.1 & 2.1.2.2.). However, when it comes to inter/transcultural and inclusive education the differences are no longer present and there are certainly no differences in relation to age.

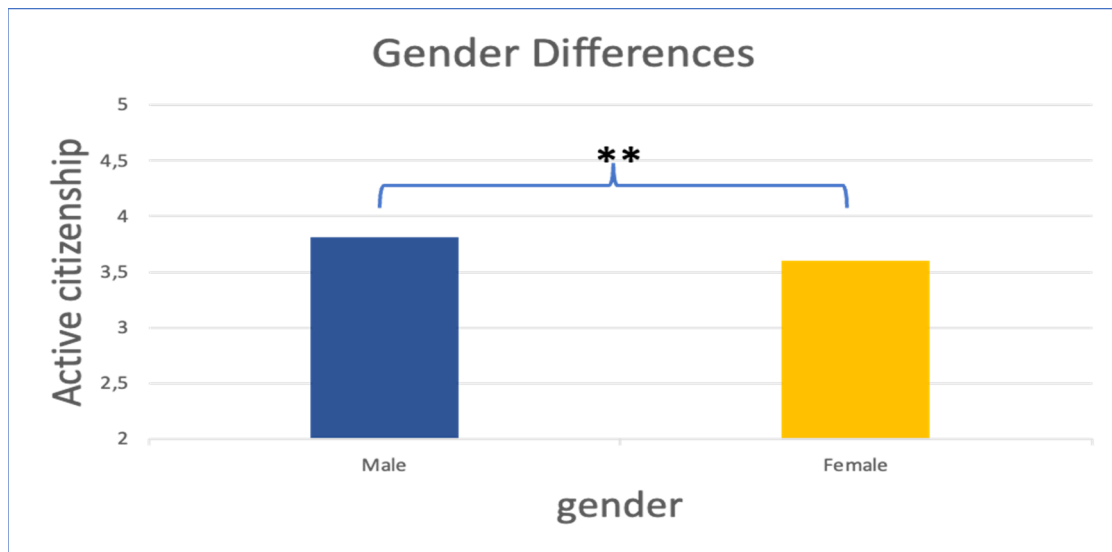


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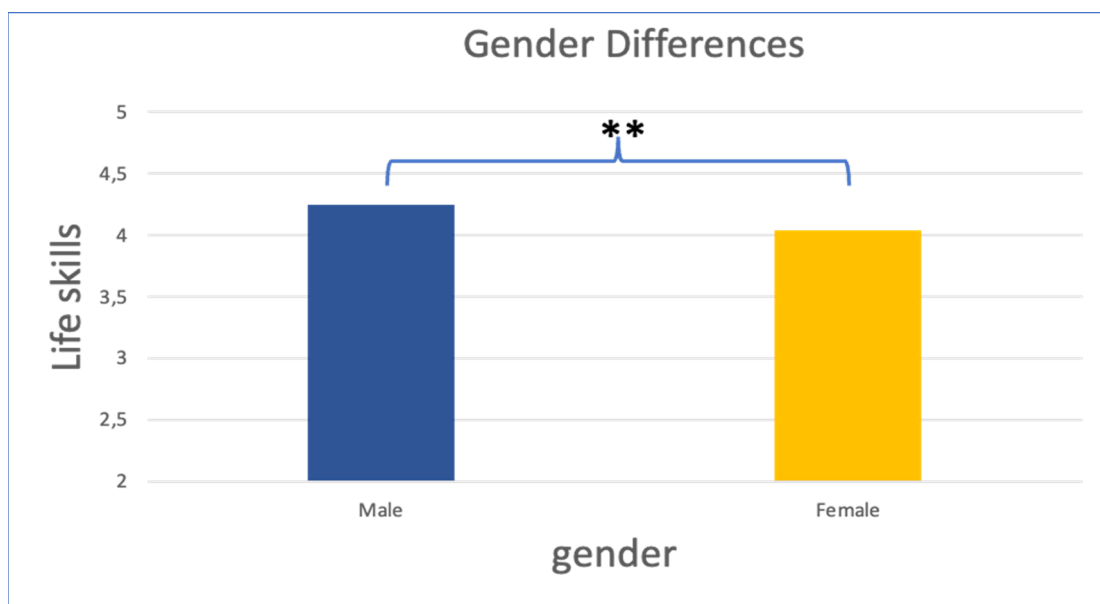




Graph 2.1.2.1.: Active Citizenship and Gender



Graph 2.1.2.2.: Life Skills and Gender



### 2.1.2.2. Pupils' profile

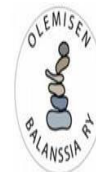
Regarding pupils in total one hundred ninety-five (**195**) participated in the study, out of which 91 girls, 102 boys, one non-binary and one missing value. In **Finland**, 29 pupils (14 boys, 15 girls, one missing value) took part in the study, out of which 25 were of Finnish origin, 3 of Swedish origin and 2 of Ukrainian origin. 19 were in the 4<sup>th</sup> grade, 9 in the 3<sup>rd</sup> and 2 in the 5<sup>th</sup> grade. In **Romania**, all 58 pupils were of Romanian origin (30



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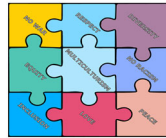
girls and 28 boys). They were all attending primary school, 32 being nine years old and 26 being ten years old. In **Italy**, 40 children took part in the study (23 boys, 16 girls and 1 non-binary). In relation to age groups, they were all primary school students with 29 being nine years old and 11 ten years old. In relation to their country of origin, 30 were from Italy, two from Albania, 6 from North Macedonia, 1 from Morocco and 1 from Ukraine. In **Greece**, 67 pupils took part in the study (36 boys and 31 girls), out of which 59 were of Greek origin and 8 from other countries. They were all primary school pupils, most attending the 5<sup>th</sup> grade (37) and the 6<sup>th</sup> grade (27) and few (4) attending the 4<sup>th</sup> grade.

*Table 2.3: Pupils' profile per country/gender*

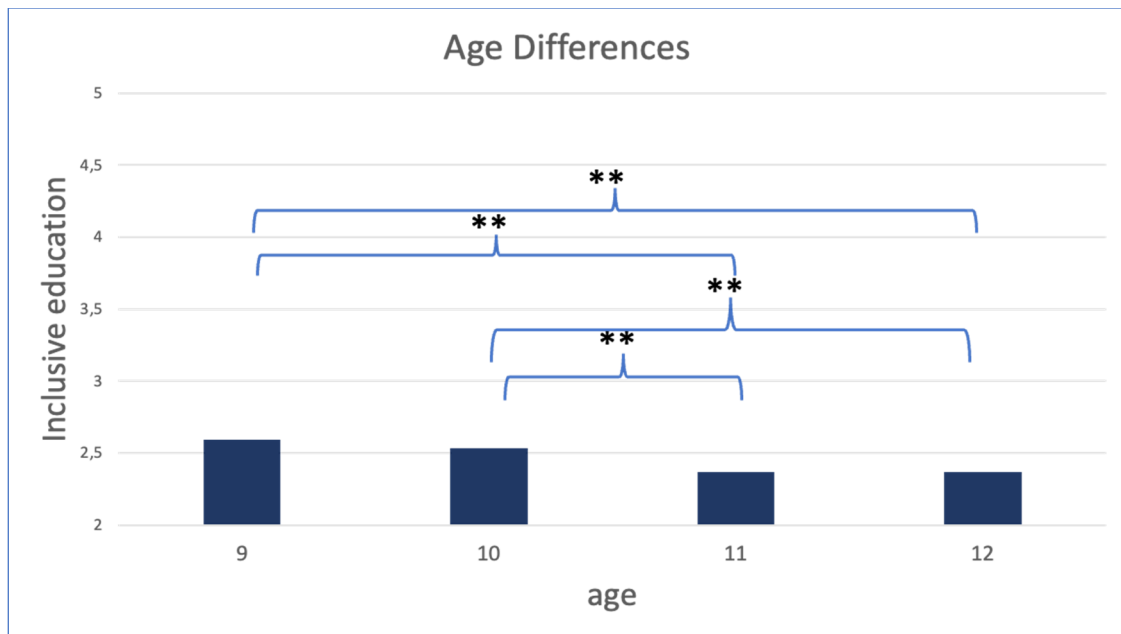
|         | GIRLS | BOYS | TOTAL   |
|---------|-------|------|---------|
| ROMANIA | 30    | 28   | 58      |
| ITALY   | 16    | 23   | 39 (+1) |
| GREECE  | 31    | 36   | 67      |
| FINLAND | 14    | 15   | 29 (+1) |
| TOTAL   | 91    | 102  | 195     |

### 2.1.2.3. Pupils' Gender Differences

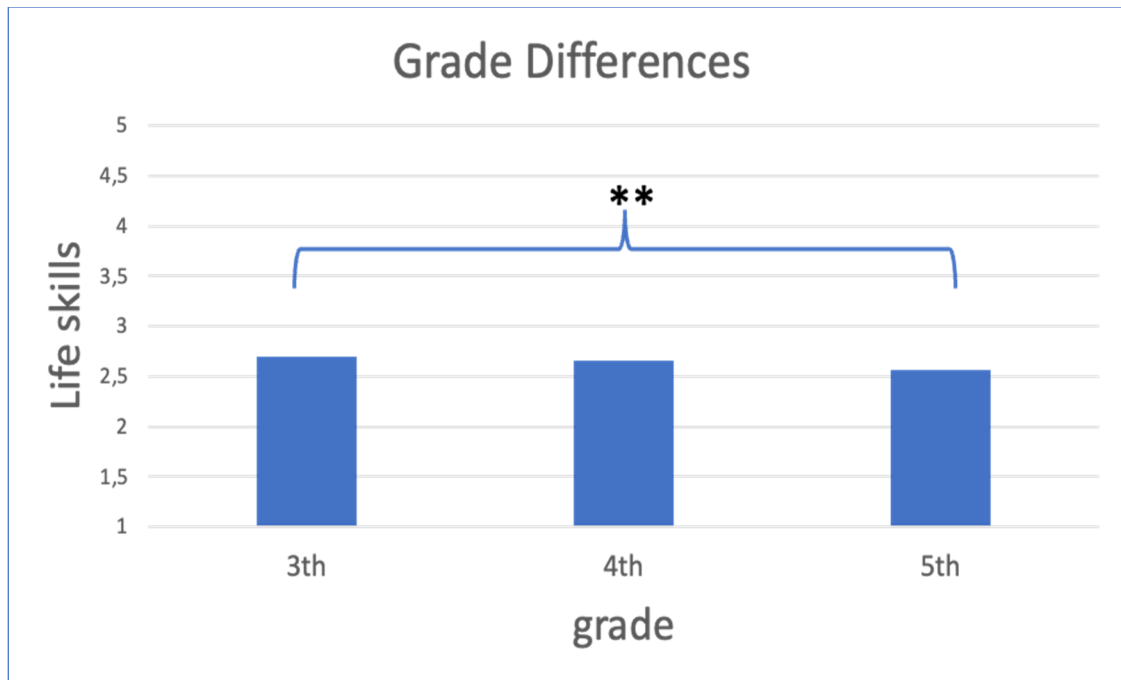
There seems to be no significant difference depending on gender or age as to how pupils perceive active citizenship, life skill and inter/transcultural education. However, there seem to be significant age and grade differences on how they perceive inclusive education and grade differences on how they perceive life skills (Graph 2.1.3.1., 2.1.3.2. & 2.1.3.3).



Graph 2.1.3.1. Inclusive education and Age

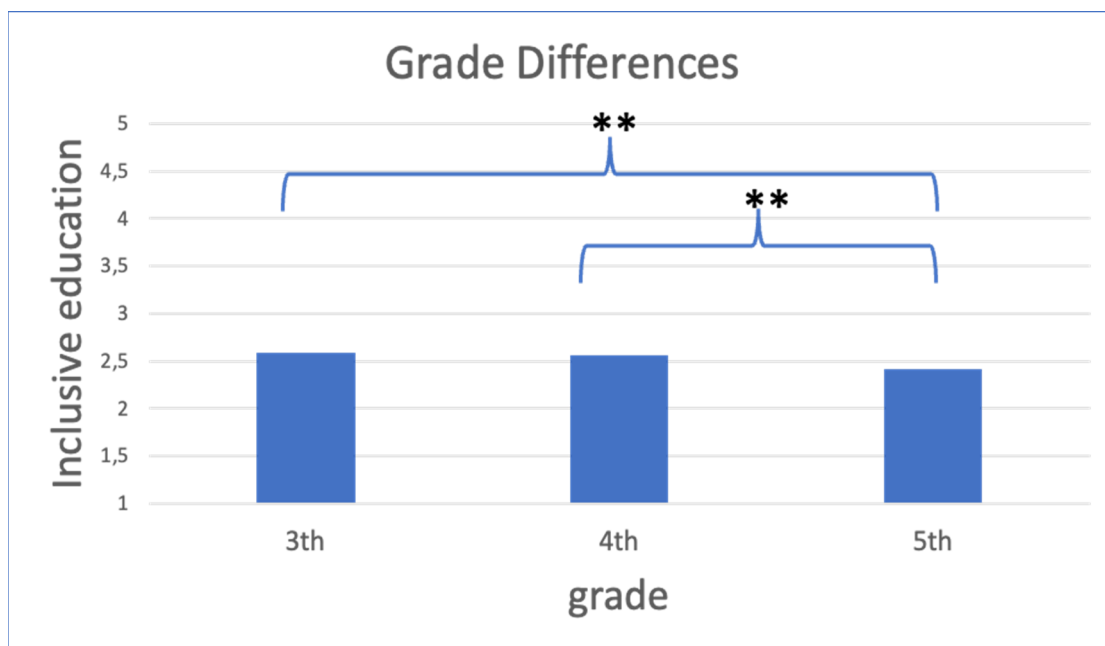


Graph 2.1.3.2. Life skills and grade





Graph 2.1.3.3. Inclusive Education and grade





### 3. RESULTS BY COUNTRY

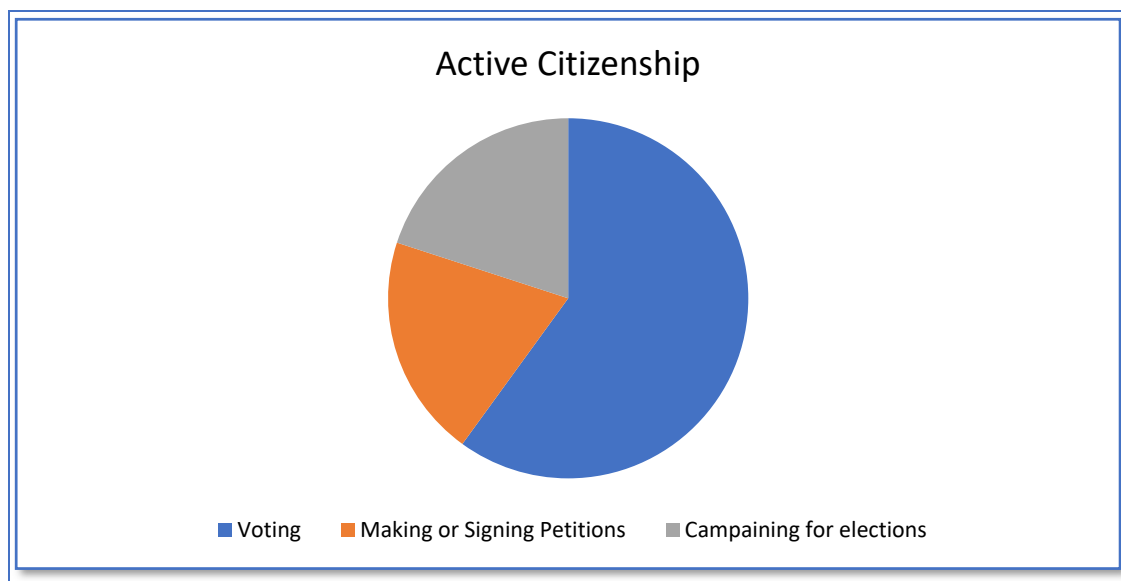
#### 3.1 GREECE

##### 3.1.1. Teachers

In GREECE, 45 teachers took part in the study (41 women and 4 men), all of which but one were of Greek origin. Most were married (26), two were divorced and one was a widow. Most of them (53.3%) did not have any children, one had four children, one had three children, 12 had two children and one had one child. Most of the children (15) were boys and ten (10) were girls. In relation to their teaching experience, 19 of them had a teaching experience of more than 20 years and 10 had an experience between 10-19 years. In relation to their studies, most teachers (30) had a postgraduate degree and four (4) a PhD.

When teachers were asked what being an Active Citizen means, the majority responded that voting is the most important act followed by signing petitions and running campaigns (Graph 3.1.1.1.).

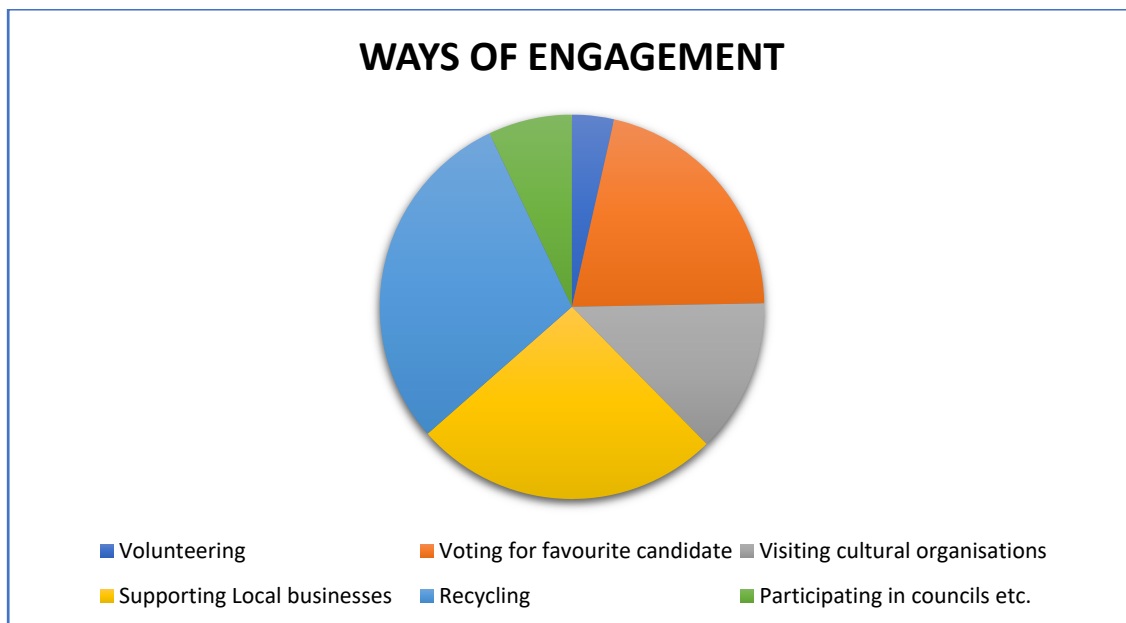
*Graph 3.1.1.1. Active Citizenship*



When asked in which ways they could engage pupils, most suggested recycling followed by supporting local business and voting (Graph 3.1.1.2.).



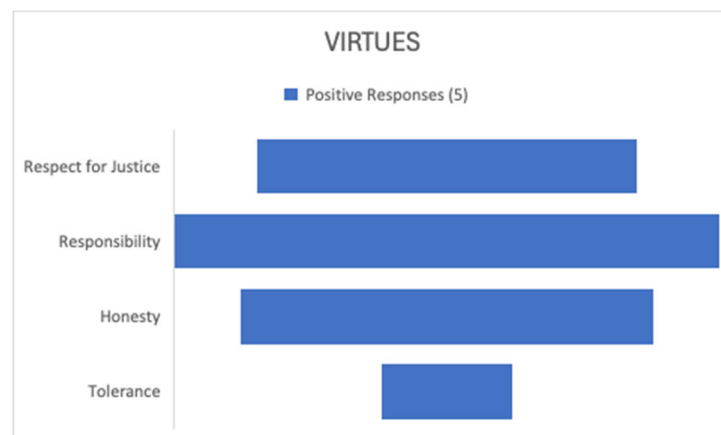
Graph 3.1.1.2. Ways of Engagement



In relation to the virtues relevant to active citizenship, teachers in Greece agreed that responsibility is very significant but tolerance, even though it was considered by some significant, was the 4<sup>th</sup> priority (Graph 3.1.1.3.).

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Graph 3.1.1.3. Virtues of Active Citizenship



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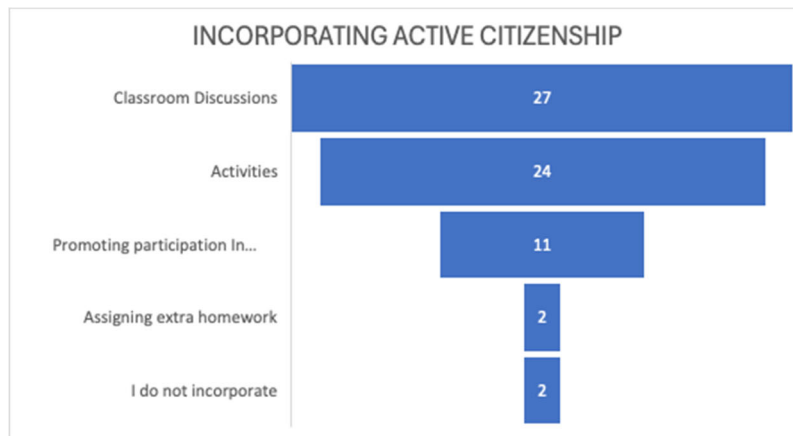






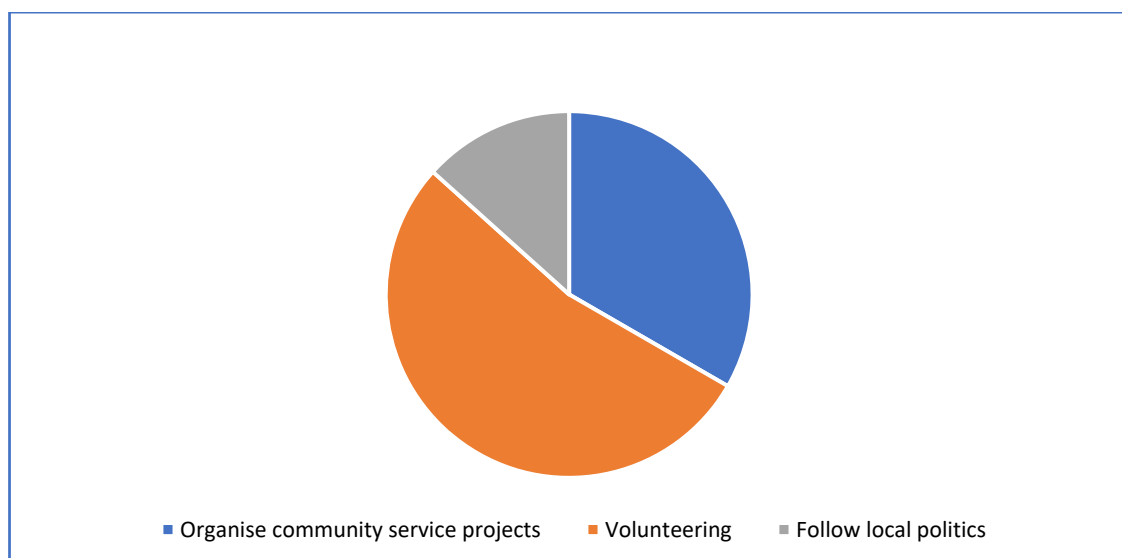
When teachers were asked how to incorporate active citizenship in their courses, most agreed that classroom discussions and relevant activities are very important (Graph 3.1.1.4.).

**Graph 3.1.1.4. Incorporating Active Citizenship**



Teachers were then asked how to better organize activities that promote active citizenship and most agreed that volunteering is key priority followed by organizing community service projects, but following local politics was third in priority (Graph 3.1.1.5.).

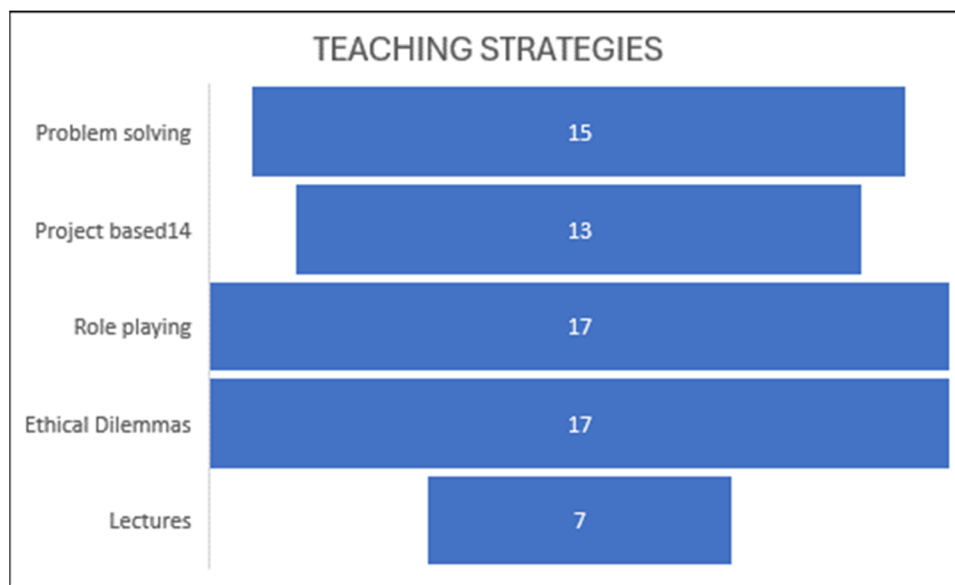
**Graph 3.1.1.5: Organizing active citizenship activities**





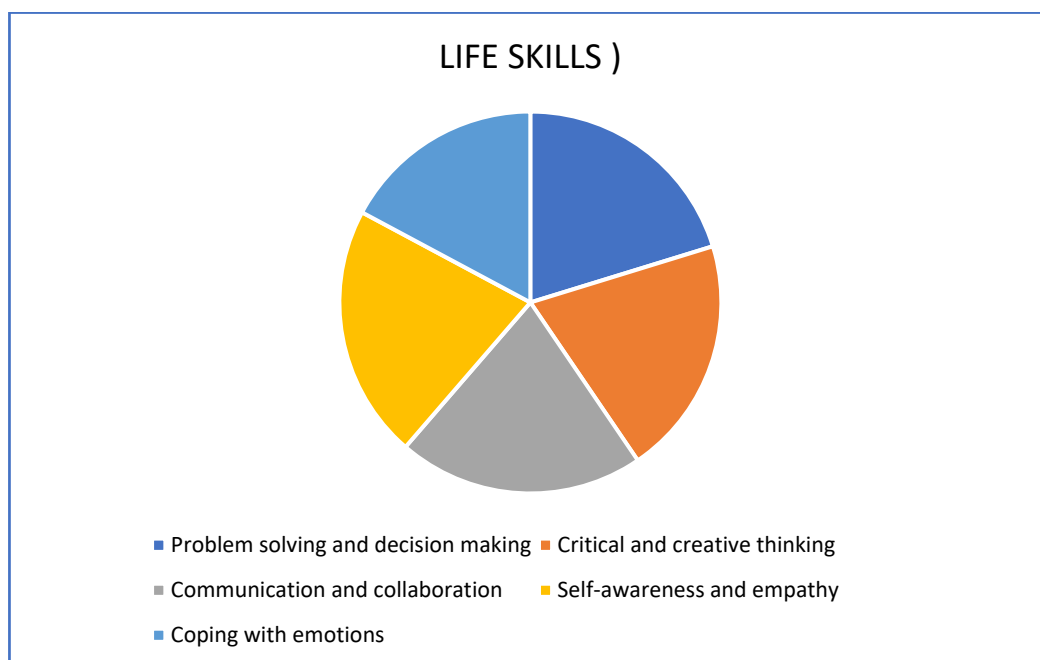
In relation to teaching strategies most teachers argued that role playing and discussing about ethical dilemmas is a significant technique followed by problem solving (Graph 3.1.1.6) whilst in relation to life skills they placed almost equal value to all (Graph 3.1.1.7).

*Graph 3.1.1.6. Teaching Strategies*



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*Graph 3.1.1.7. Life Skills*



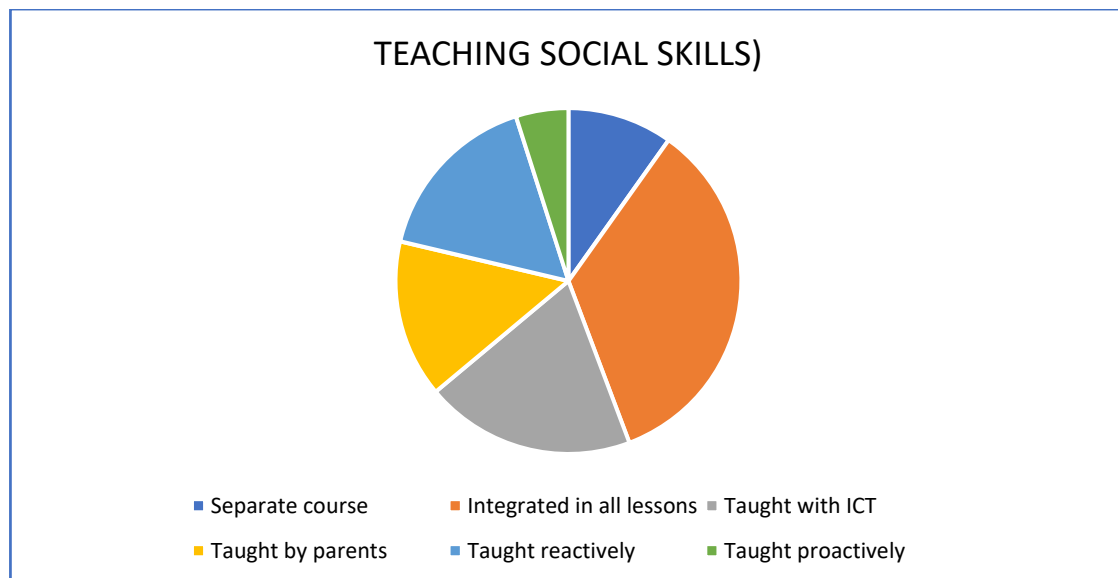
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In relation to teaching Life skills at school most teacher agreed that they should be incorporated in all classes and lessons of the daily programme (Graph 3.1.1.8).

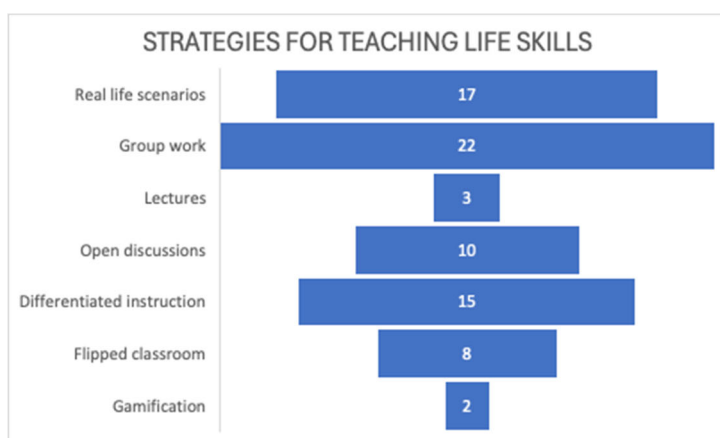
*Graph 3.1.1.8: Teaching Social Skills at school*



Regarding teaching strategies, teachers gave priority to group work and real life scenarios (Graph 3.1.1.9).

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*Graph 3.1.1.9: Strategies for life skills teaching*



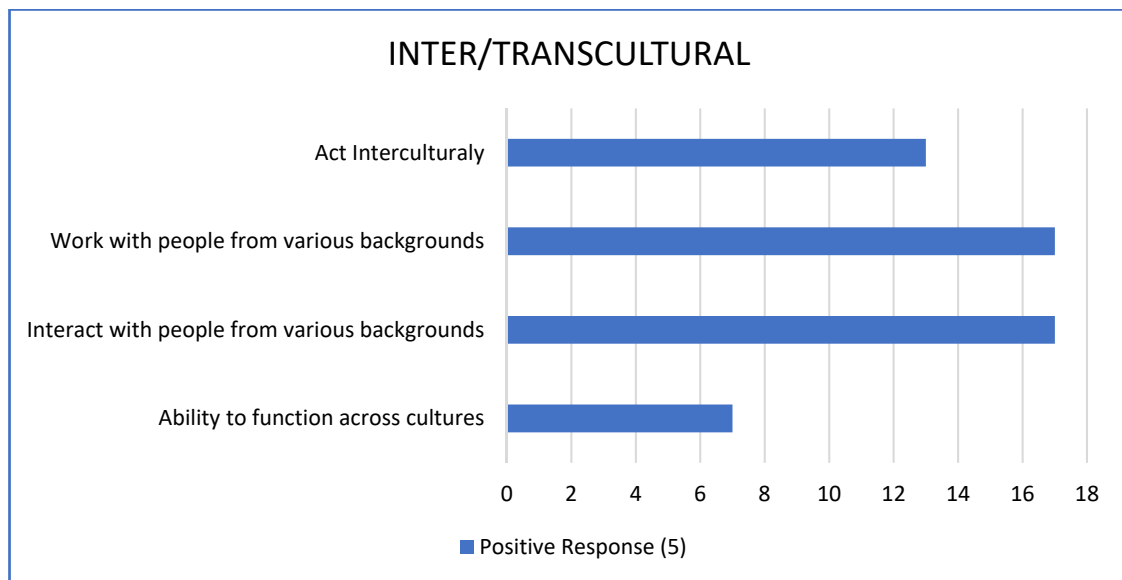
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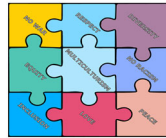


Emphasis is also placed in inter/transcultural fostering which is perceived mainly as the ability to work with people from various backgrounds and less as the ability to function across all cultures (Graph 3.1.1.10).

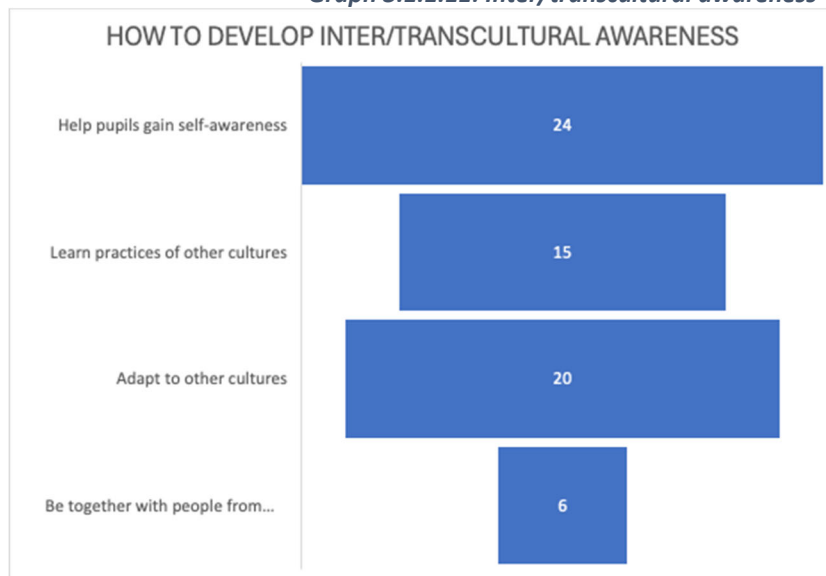
*Graph 3.1.1.10: Inter/Transcultural understanding*



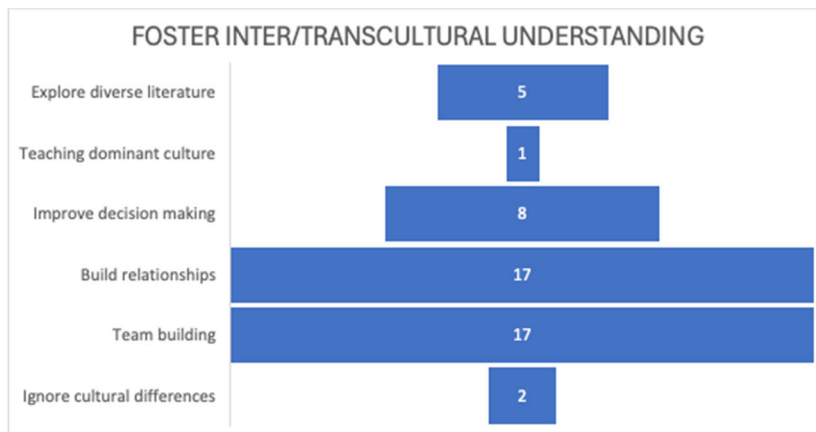
In helping pupils to develop inter/transcultural awareness, teachers suggested that gaining self-awareness and being able to adapt to other cultures (Graph 3.1.1.11) is possible through team building and building relationships (Graph 3.1.1.12), but there are some challenges in this process that concern mainly the limited time and the limited content available at schools for the inter/transcultural understanding (Graph 3.1.1.13).



Graph 3.1.1.11: Inter/transcultural awareness

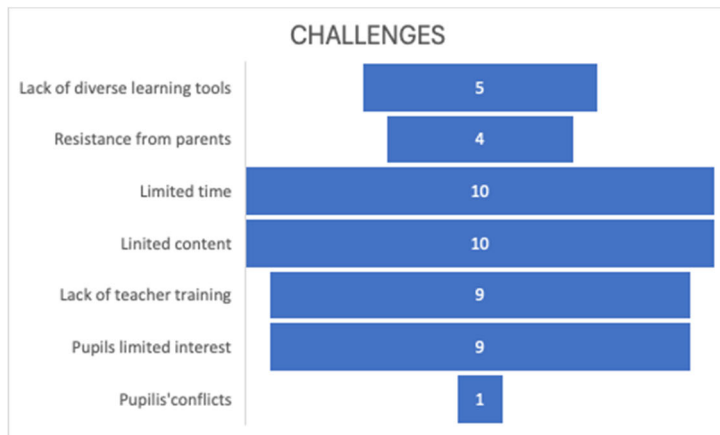


Graph 3.1.1.12. Fostering Inter/Transcultural Understanding





*Graph 3.1.1.13: Challenges*



## SUMMARY TEACHERS GREECE:

Teachers participating in this study in Greece, suggest that:

- Active citizenship is mainly about voting.
- Teaching active citizenship remains within recycling and volunteering.
- Life Skills are significant, and they must be integrated in all lessons and classes of the curriculum as inter/transcultural competence and inclusive education.
- Challenges are present and concern mainly the lack of relevant content and time limitations.

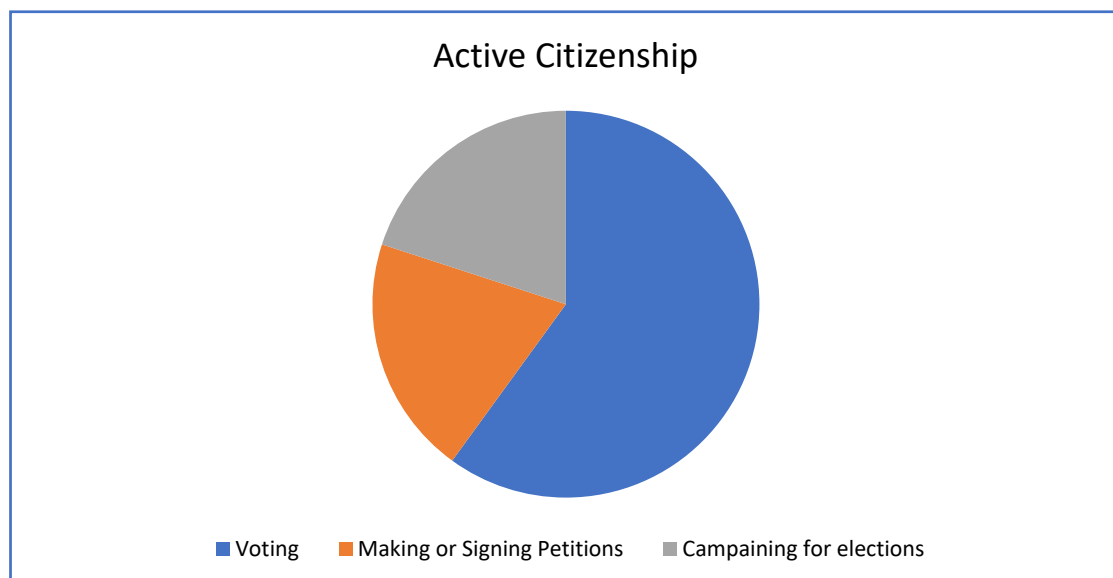


### 3.1.2. Parents

In GREECE, 33 parents (23 women and 10 men) took part in the study, 97% of which were of Greek origin. In relation to their age distribution, 16 were older than 50 years old, 13 were between 40-49 years of age and 4 between 30-39 years old. In relation to their family status 1 was single parent, 28 were married, 1 was a widow and 3 divorced. In relation to the number of children, 9.1% had one child, the majority (72.7%) two children and the rest 18.2%, three children. 23 of the children were boys and 22 girls. Most of the parents were university graduates (78.8%) and 16 of them had a postgraduate degree and the rest were high school graduates (18,2%) and 3% graduates of a post-secondary education, vocational school.

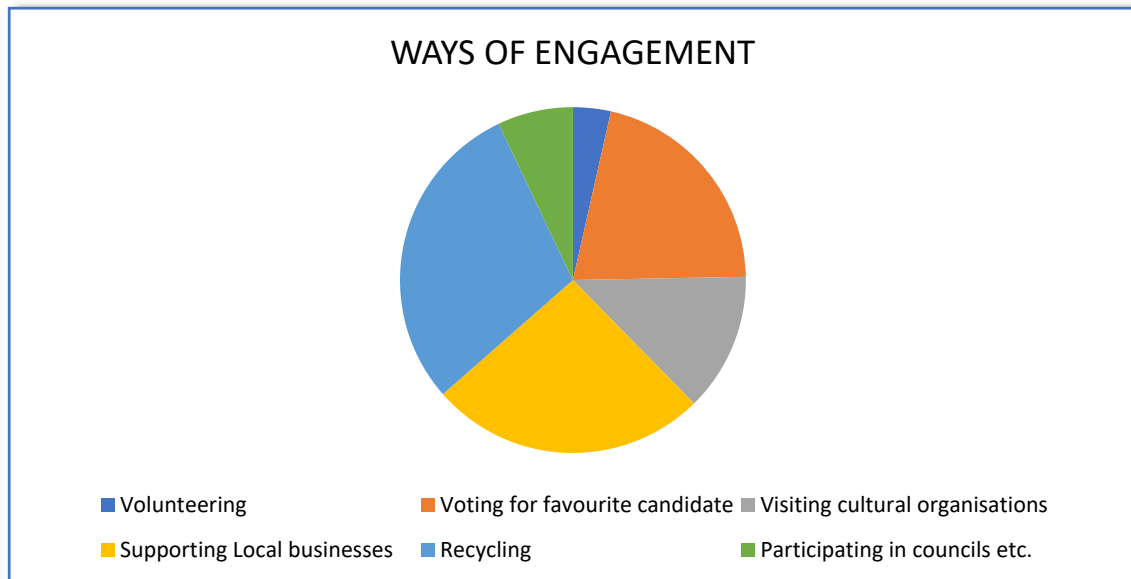
When asked what Active Citizenship is, most parents agreed, as teachers did, that this has to do with voting (Graph 3.1.2.1.) but when asked how you can engage in active citizenship, recycling was the preferred choice, followed by supporting local businesses whilst campaigning and voting for your favorite candidate received less attention (Graph 3.1.2.2.).

*Graph 3.1.2.1. Active Citizenship*



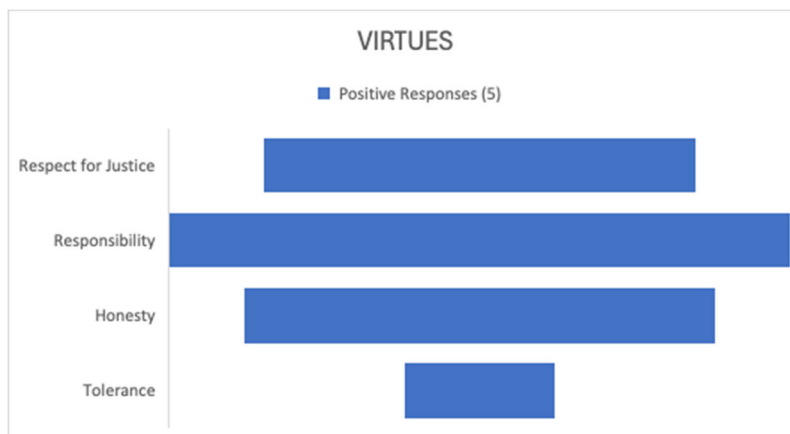


**Graph 3.1.2.2. Ways of Engagement**



In relation to virtues, tolerance was the 4<sup>th</sup> priority, as it was for teachers, with respect for justice appearing as the 3<sup>rd</sup> priority (Graph 3.1.2.3).

**Graph 3.1.2.3: Virtues of Active Citizenship**



When asked how they incorporate active citizenship in family life, parents reported that they do that by various ways including mainly giving the household chores, helping their children build social skills and recycle and less volunteering or reading together and working towards solving local community issues.



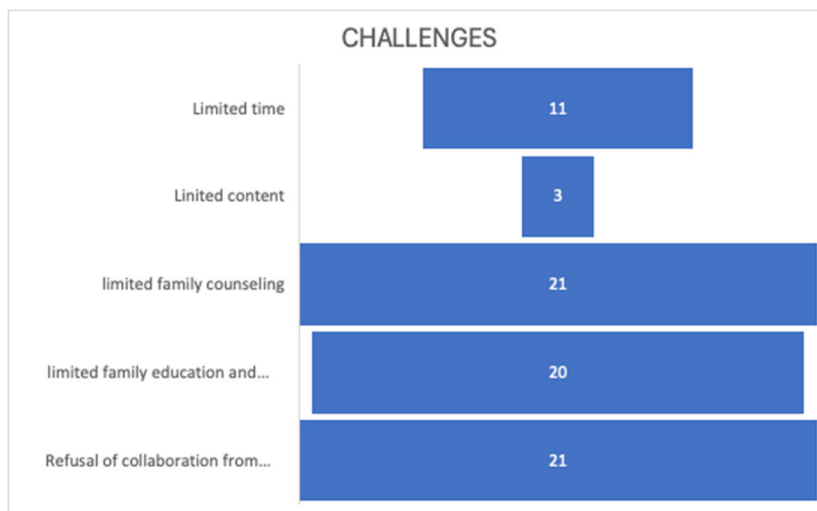


**Graph 3.1.2.4. Engagement with Active Citizenship**



When talking about Life Skills and Inter/Transcultural competence and Inclusive Education, parents are aware of the need to develop the above, but they still remain with the challenges that concern mainly the limited family education, training and counseling in the above issues (Graph 3.1.2.5.).

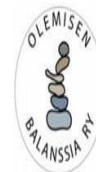
**Graph 3.1.2.5. Challenges**





## SUMMARY PARENTS GREECE

Parents in Greece that took part in this study are very much aware that Active Citizenship is about voting, and that Life Skills have to be developed together with Inter/Transcultural Competences and Inclusive Education. Nonetheless, it is significant to note their claim that there is limited family counseling available, limited training for parents and often refusal of collaboration from other families. These results are challenging and worth looking into from a training perspective.

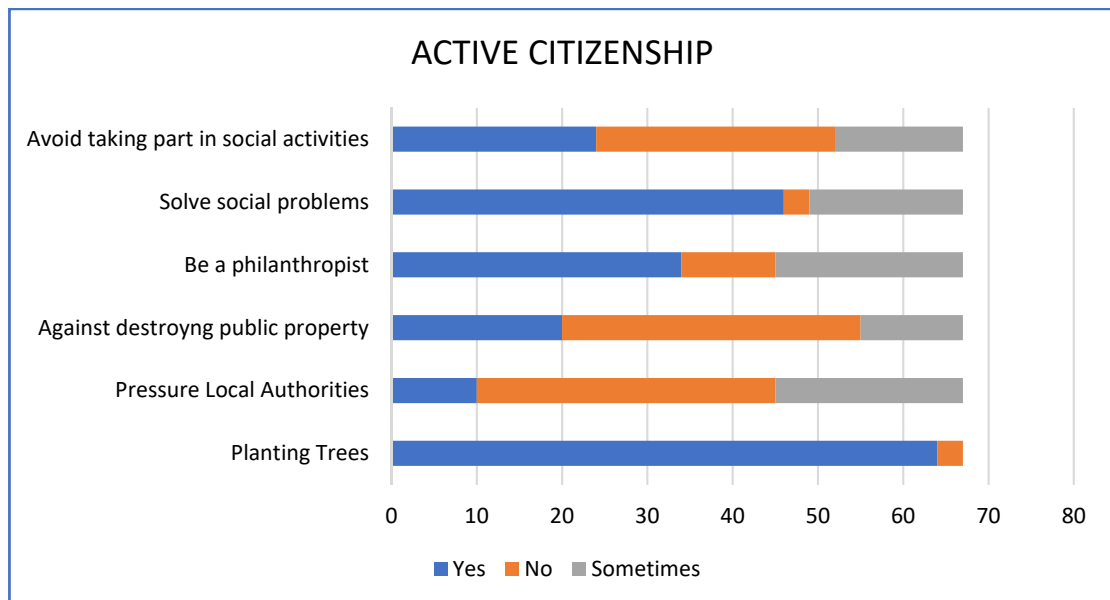




### 3.1.3. Pupils

In **Greece**, 67 pupils took part in the study (36 boys and 31 girls), out of which 59 were of Greek origin and 8 from other countries. They were all primary school pupils, most attending the 5th grade (37) and the 6th grade (27) and few (4) attending the 4th grade. Pupils who participated in the current study in Greece in relation to Active Citizenship suggest that for the future of the country priority should be given to planting trees (64) and that they would like to be able to solve problems in their community (46), but they do not really exercise pressure to the local authorities to act (35). The main results are presented below. In relation to Active Citizenship, pupils feel that the most important thing is tree plantation and the least to exercise pressure to local authorities (Graph 3.1.3.1.).

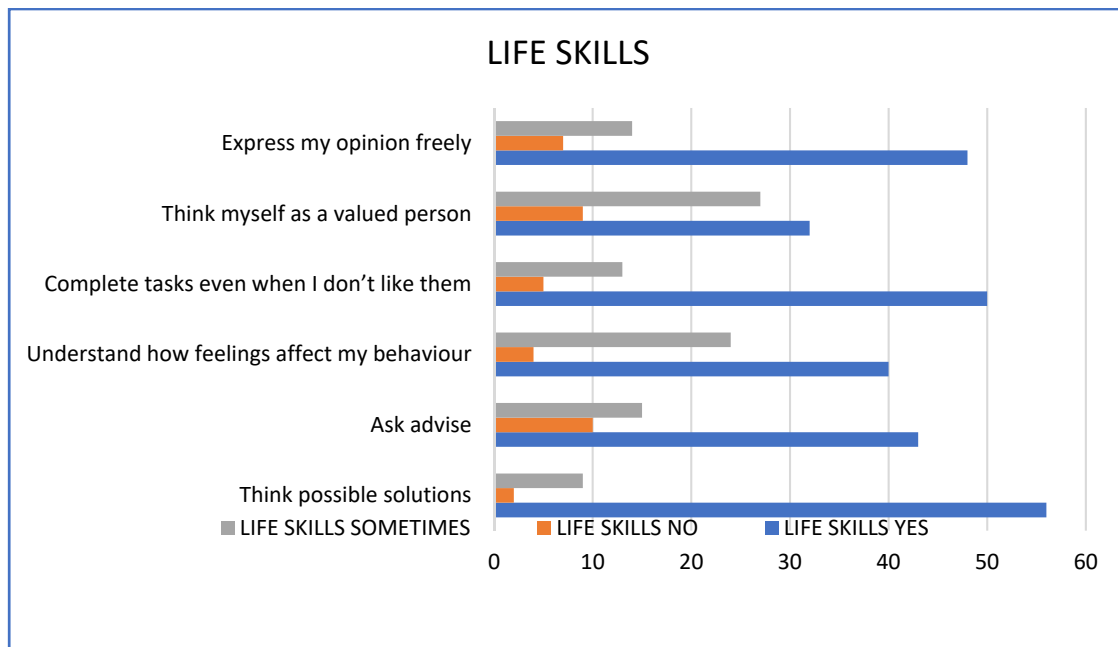
*Graph 3.1.3.1.: Active Citizenship amongst Greek Students*



In relation to Life Skills, it is important that most pupils have a clear understanding of how feeling may affect their behaviour and that they need to respond even to tasks they do not like coming up with different solutions, but nonetheless there is a number of pupils that feel that they are not so valued and that it is difficult for them to ask for advice (Graph 3.1.3.2.).

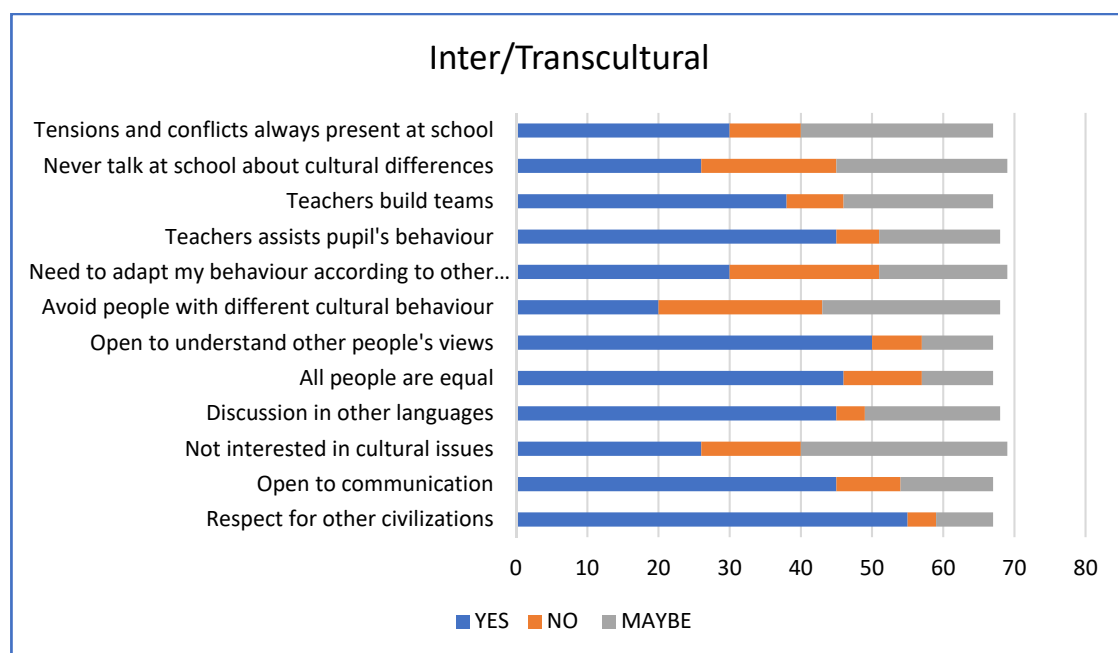


Graph 3.1.3.2. Life Skills



In relation to inter/transcultural skills, even though most pupils feel that all people are equal and respect for other cultures is important, nonetheless they also feel that tensions and conflicts are always present at school and that culture differences are not openly discussed in class settings (Graph 3.1.3.4).

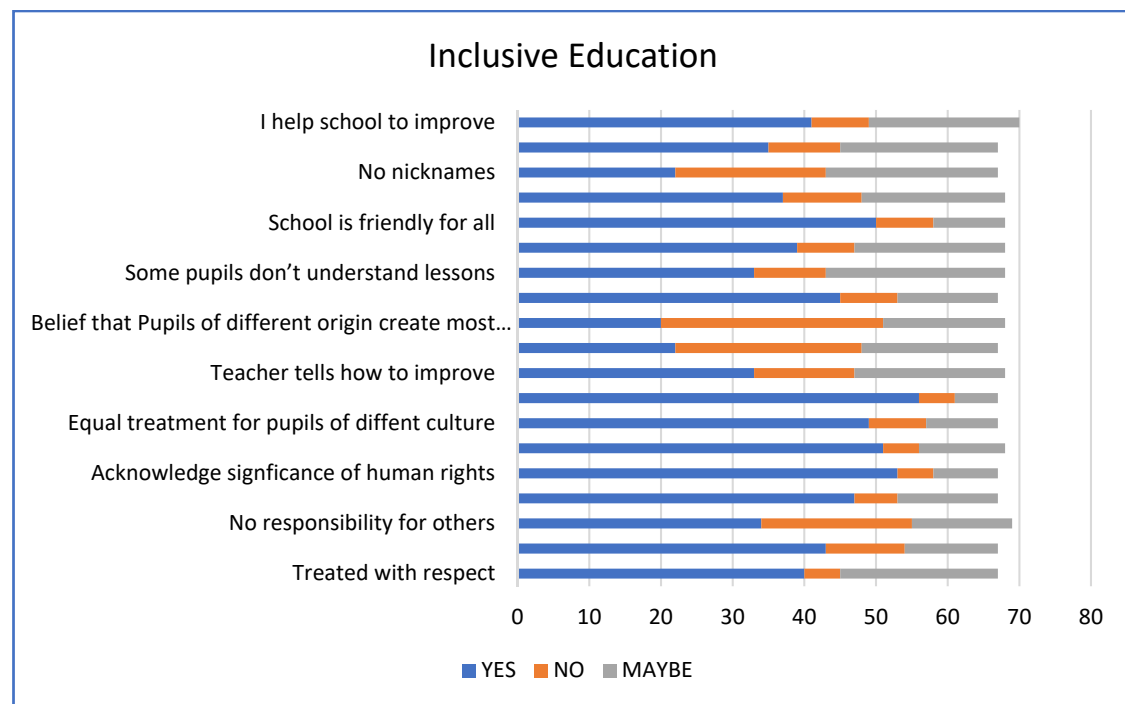
Graph 3.1.3.4. Inter/Transcultural competencies





In relation to inclusive education, even though most pupils feel that school is friendly for all, a number of pupils suggest that more work is needed in improving the school environment (Graph 3.1.3.5).

*Graph 3.1.3.5. Inclusive Education*



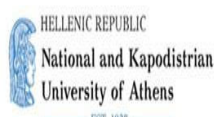
## SUMMARY PUPILS GREECE

Pupils that took part in this study in Greece feel that:

- Active citizenship relates mostly to tree plantation and less to exercise pressure to local authorities.
- Life Skills are considered important, and most pupils have a clear understanding of how feelings may affect their behaviour but there is a number of pupils that feel that they are not so valued and that it is difficult for them to ask for advice.
- Inter/transcultural skills are also considered important, but pupils feel that tensions and conflicts are always present at school and that culture differences are not openly discussed in class settings.
- In relation to inclusive education, most pupils feel that school is friendly, but also suggest that more work is needed in improving the school environment.



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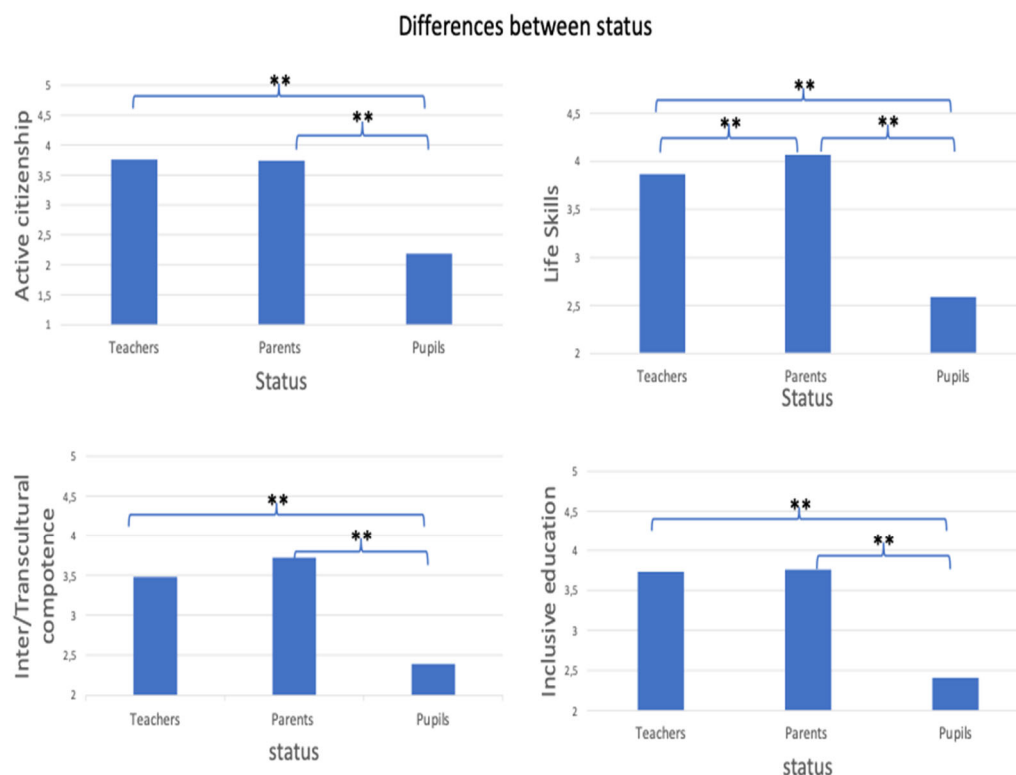




### 3.1.4. DIFFERENCES BETWEEN THE GROUPS IN GREECE

Looking at differences between the groups within Greece, it is worth noting that there are significant differences in perceptions of active citizenship, life skills, inter/transcultural competence and inclusive education amongst the groups (Graph 3.1.4.1.).

*Graph 3.1.4.1. Differences between the groups in Greece*



### SUMMARY GREECE

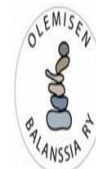
The different perceptions that teachers', parents' and pupils' groups in Greece hold in relation to Active Citizenship, Life Skills, Inter/Transcultural competence and Inclusive education suggest that more work needs to be done in training the above groups in order to achieve a common ground of understanding and exercising Active Citizenship in a healthy environment.



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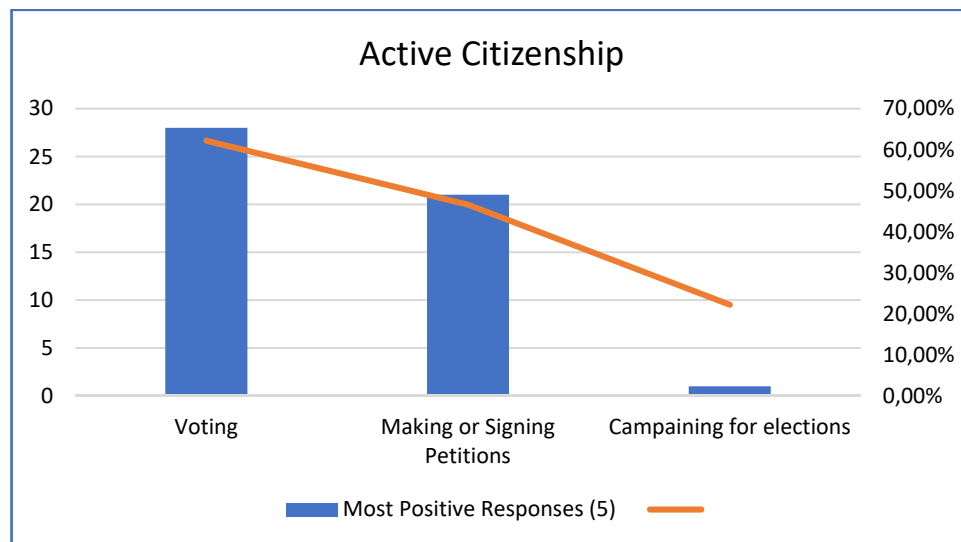


## 3.2. ITALY

### 3.2.1. Teachers

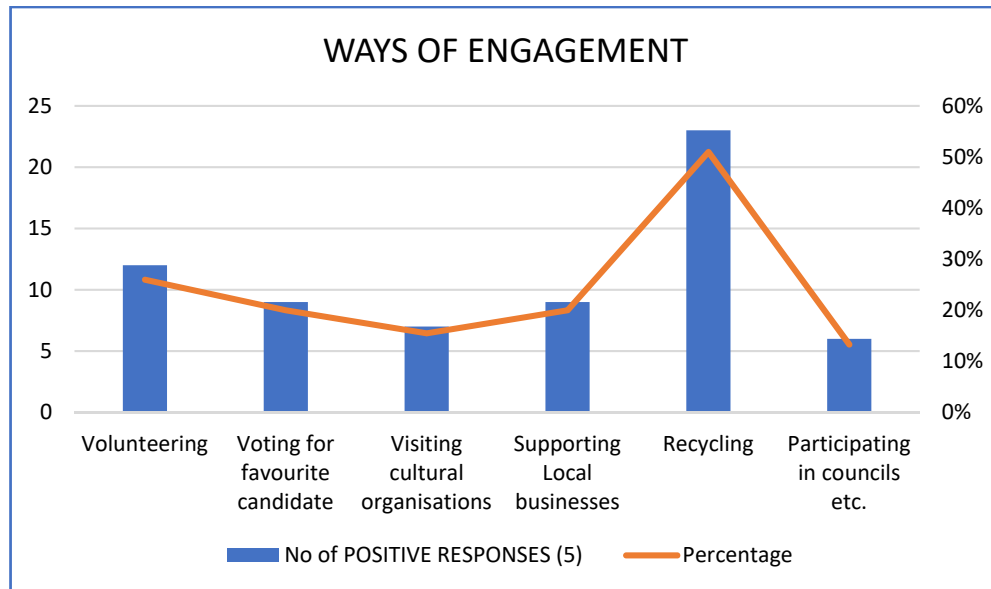
In **ITALY** all 42 teachers were of Italian origin, 36 female and 6 males. Most (18) were 40-49 years old or over 50 years old (14), 7 were 30-39 years old and 3 were 20-29 years old. 15 of the teachers were also parents (6 with 2 children, one with 3 children), 27 were married, 14 were single and one was divorced. 7 had experience of 10-17 years and 13 had more than 20 years' experience. In relation to their studies, 10 had a Master's degree and 1 PhD. In relation to active citizenship, participants agree that voting is important and making or signing petitions, but taking part in campaigning for elections is of less significance (Graph 3.2.1.1.). However, when it comes to ways of engagement, recycling seems to dominate (Graph 3.2.1.2).

*Graph 3.2.1.1.: Active Citizenship*



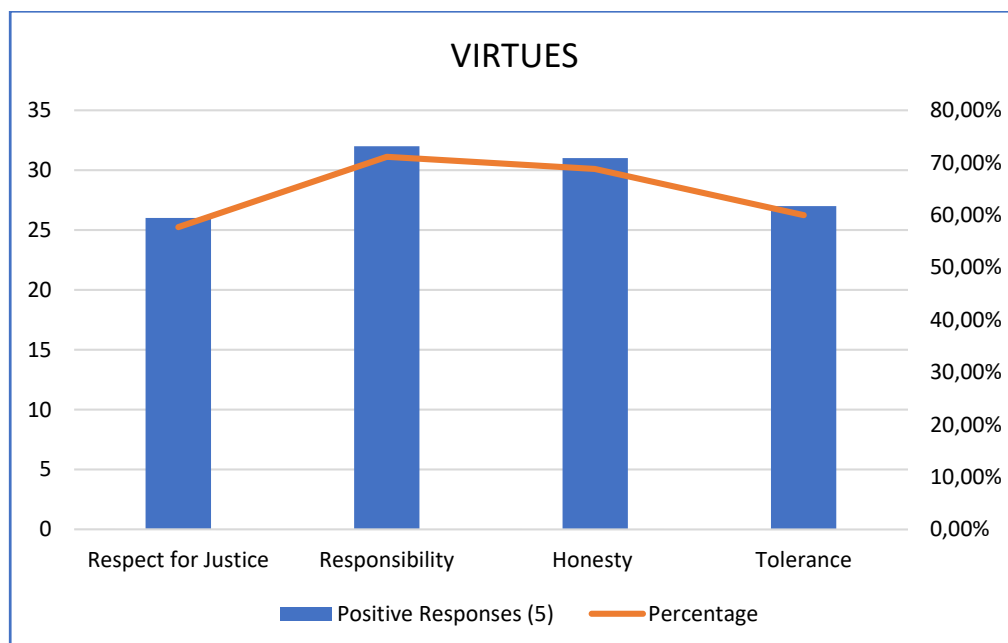


**Graph 3.2.1.2.: Ways of Engagement**



Regarding virtues, all basic virtues of active citizenship seem to receive almost equal attention (Graph 3.2.1.3.) with major ways of incorporating them in the classroom to be discussions and relevant activities (Graph 3.2.1.4).

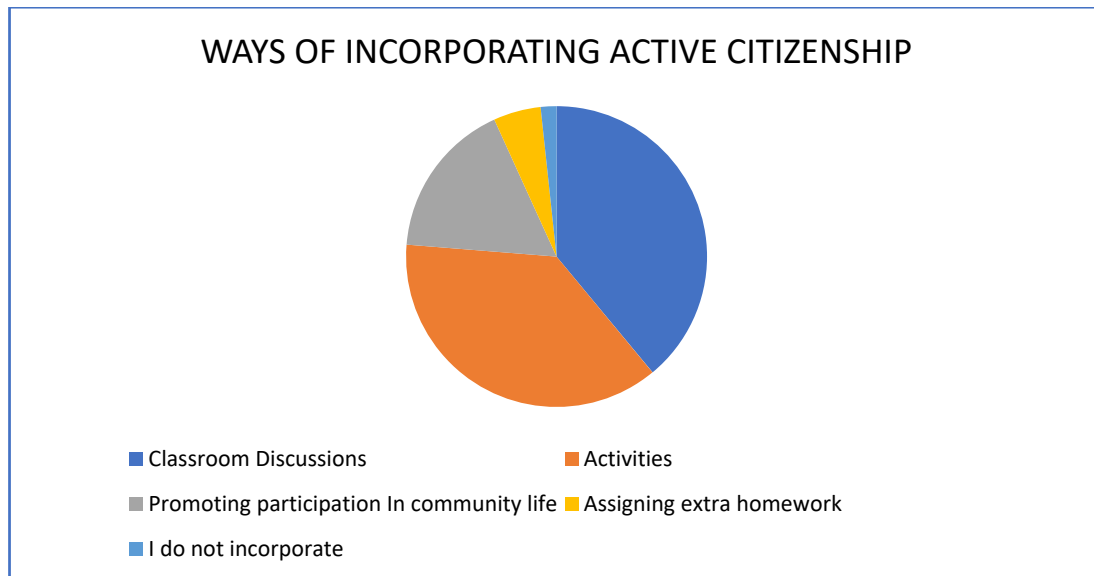
**Graph 3.2.1.3.: Virtues**





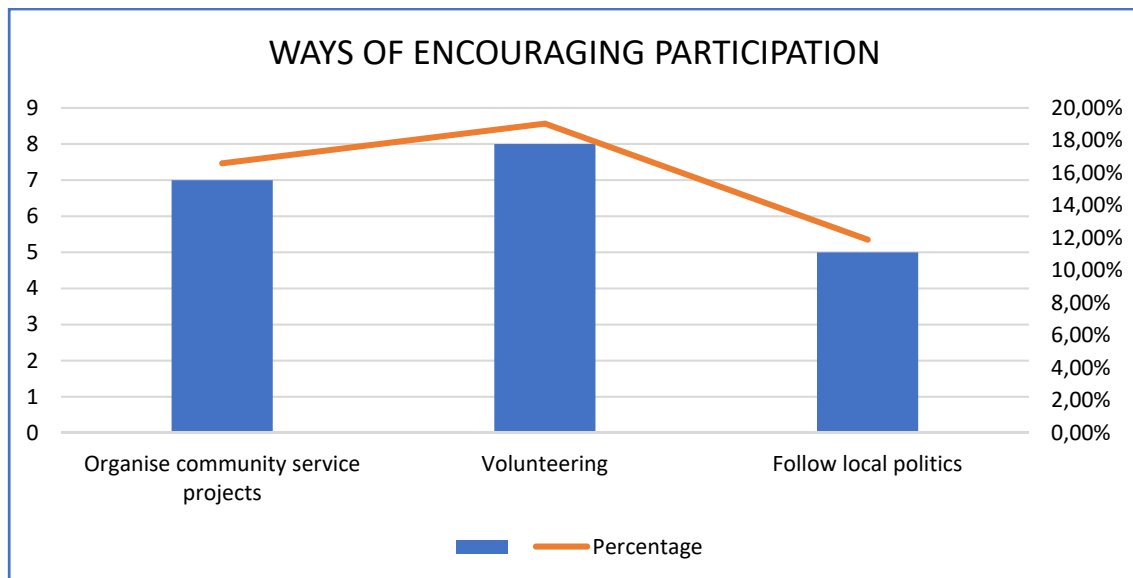


*Graph 3.2.1.4.: Ways of Incorporating Active Citizenship*



To encourage participation in active citizenship, teachers suggest volunteering as the most significant activity, followed by community service projects and following local politicians. (Graph 3.2.1.5.).

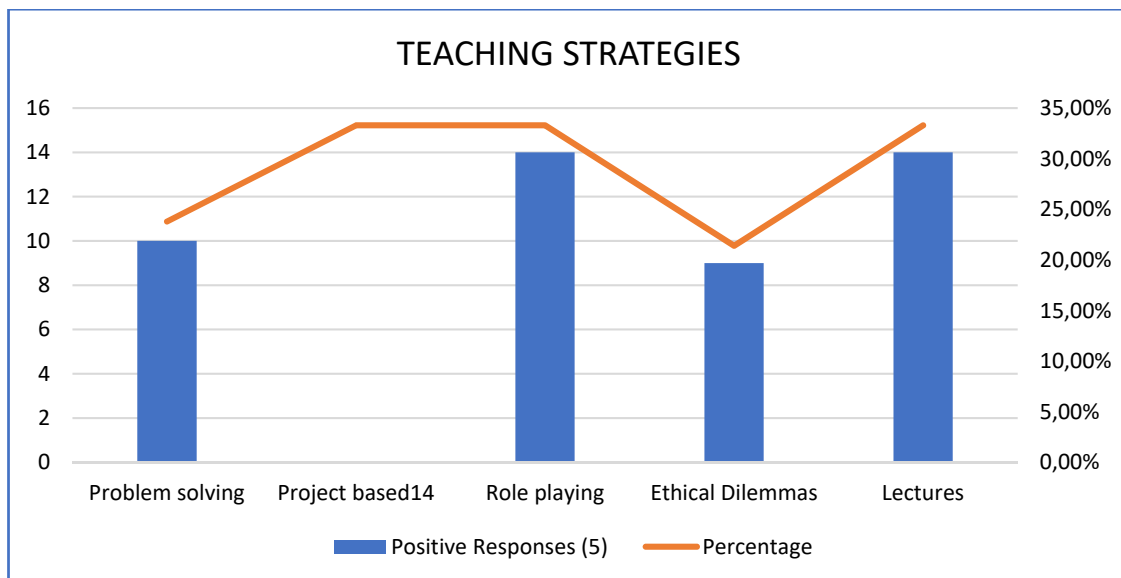
*Graph 3.2.1.5.: Ways of encouraging participation*



In teaching strategies, role playing and lectures seem to prevail but strategies such as problem solving and discussing ethical dilemmas are also supported (Graph 3.2.1.6.).

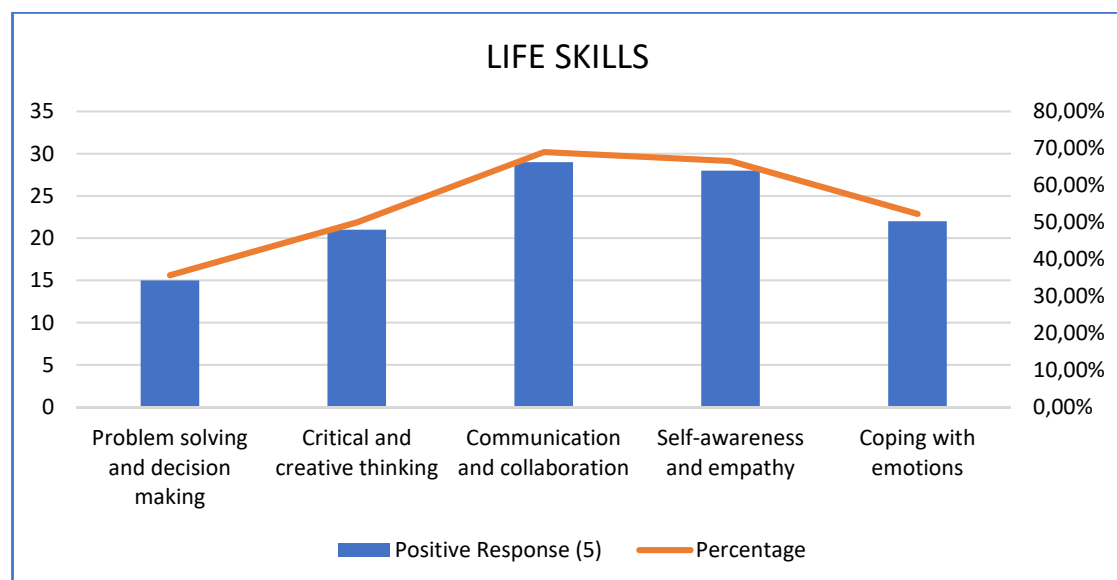


Graph 3.2.1.6.: Teaching Strategies



All life skills seem to be important but teachers participating in this study from Italy suggest that enhancing communication and collaboration and raising self-awareness and empathy seem to be the most significant skills (Graph 3.2.1.7.).

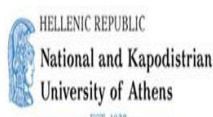
Graph 3.2.1.7.: Life Skills



In teaching strategies, teachers in Italy suggest that active citizenship should be integrated in all curriculum lessons and taught before coming across difficult to handle events. ICT can also be employed but not as a first priority (Graph 3.2.1.8.).

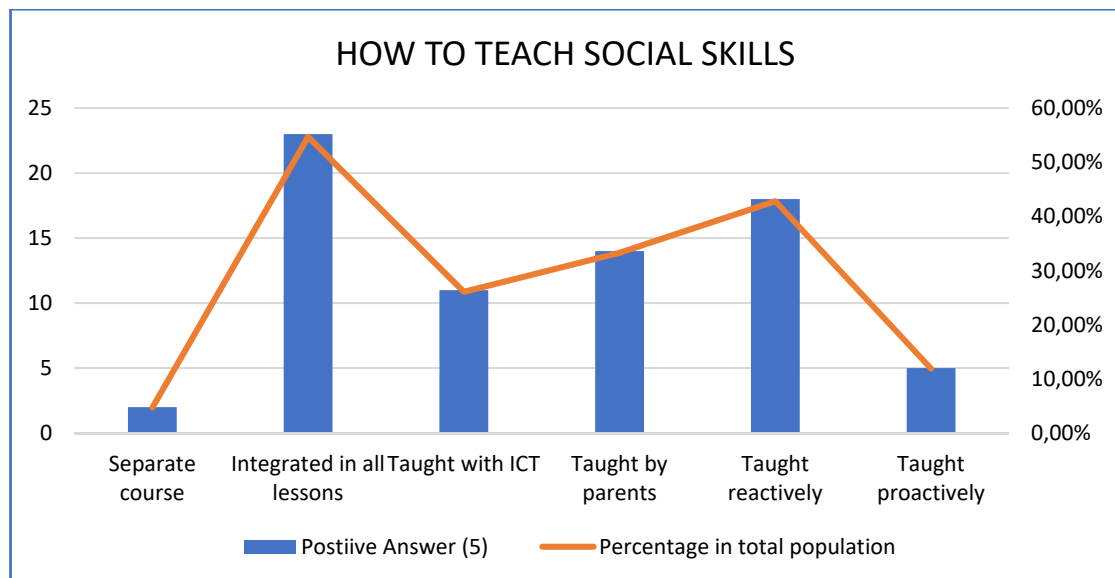


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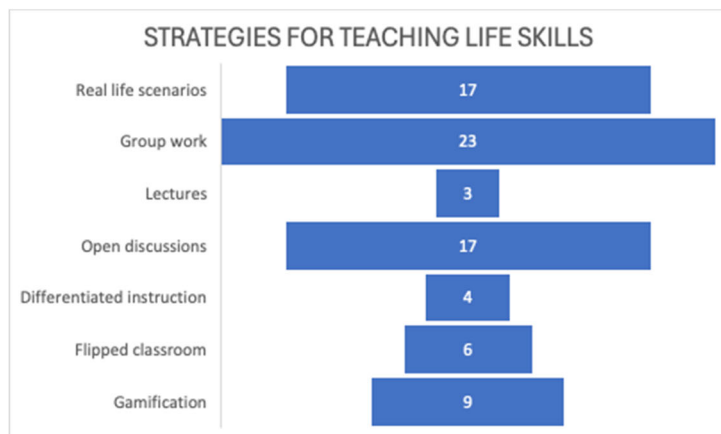


**Graph 3.2.1.8.: Teaching Social Skills**



Group work, real life scenarios and open discussion are the most preferred choices for introducing active citizenship (Graph 3.2.1.9.).

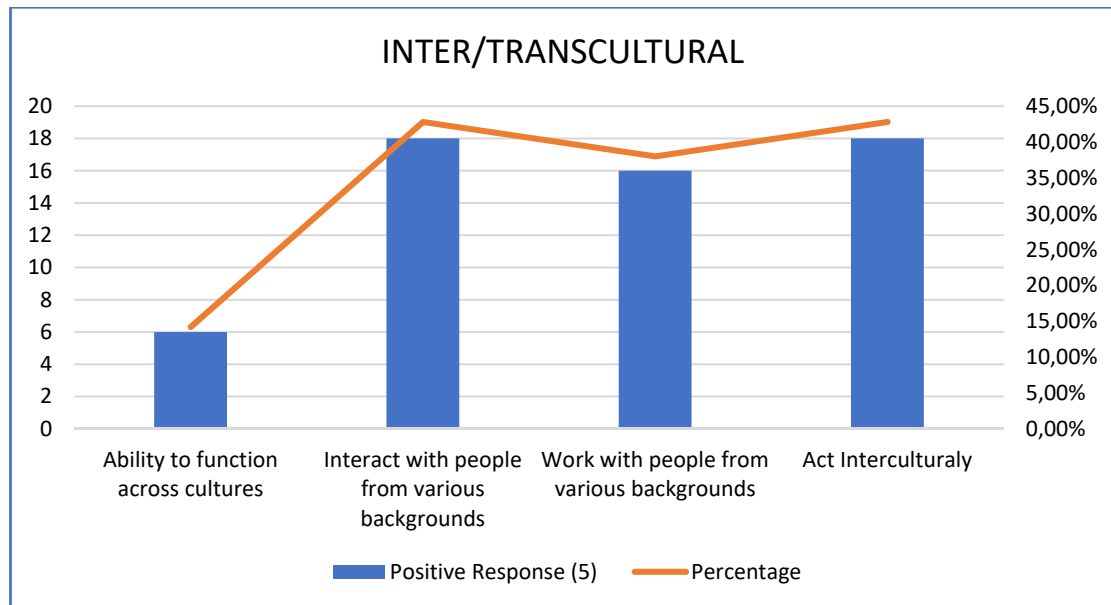
**Graph 3.2.1.9.: Strategies for Teaching Life Skills**



All aspects of inter/transcultural skills are well perceived but most attention is paid to the ability to actually interact with people from various backgrounds and act interculturally (Graph 3.2.1.10.).

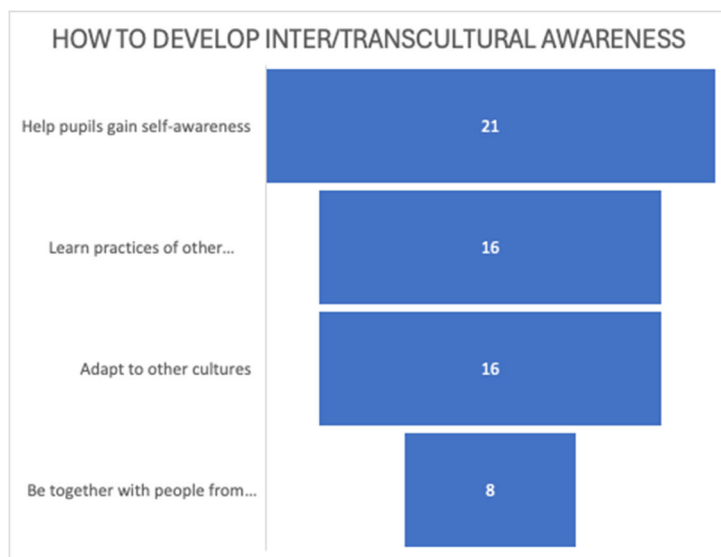


Graph 3.2.1.10.: Inter/Transcultural skills



Teachers think that helping pupils develop their own self-awareness is a necessity for inter/transcultural awareness (Graph 3.2.1.11.).

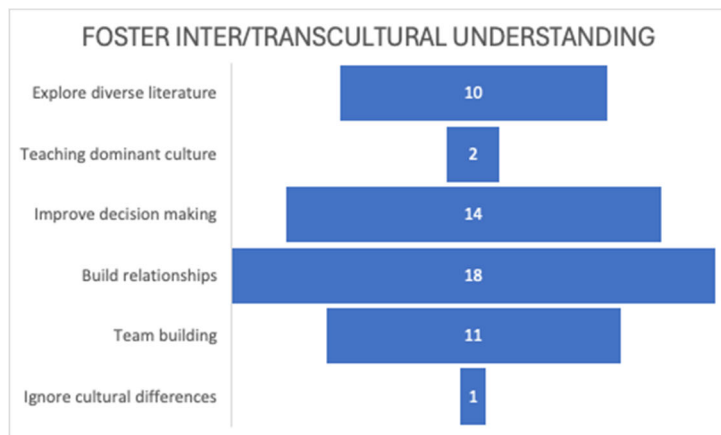
Graph 3.2.1.11.: Developing Inter/Transcultural awareness





To foster inter/transcultural awareness, building relationships and improving decision making seem to be the most important elements in the process (3.2.1.12.).

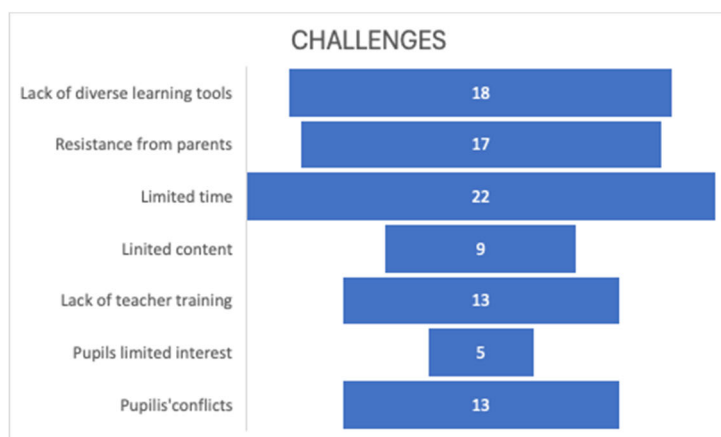
**Graph 3.2.1.12.: Fostering Inter/Transcultural understanding**



However, challenges are many with the most significant being the limited time available, the lack of diverse learning tools and the resistance from parents (Graph 3.2.1.13.).

37

**Graph 3.2.1.13.: Challenges**



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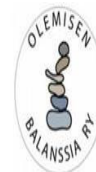




## SUMMARY TEACHERS ITALY

The results indicate that teachers participating in this study from Italy:

- Agree that voting is the most important element of active citizenship.
- Recycling seems to dominate as a way of engagement to active citizenship.
- Active citizenship should be integrated across the curriculum.
- Group work and building relationships are regarded as significant means for life skills and inter/transcultural competencies development.
- Challenges are present mainly due to time limits, lack of diverse learning tools and parental resistance.

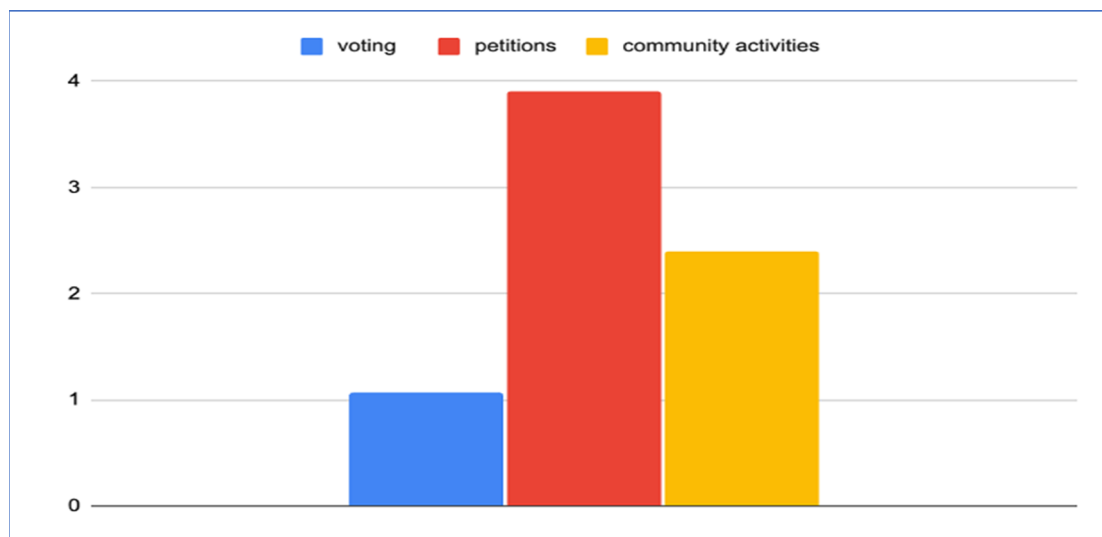




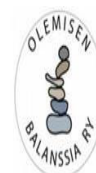
### 3.2.2. Parents

In **ITALY**, 35 parents took part in the study, all but three of Italian origin (2 Romanian and one North Macedonian), 31 were females and just 4 males. In addition, 33 were married, 1 divorced and 1 single parent. Out of the 36 parents, 21 were 40-49 years old, 10 were 30-39 years old and 4 over 50 years old. Eleven families had 2 children, and 17 families had one child. Out of the number of children 16 were girls. Out of the 35 parents, eleven were university graduates and the rest had high school degrees. In addition, seven had a postgraduate degree. When parents were asked what being an active citizen meant to them, most agreed that active citizenship has to do with making or signing petitions and less with voting (Graph 3.2.2.1.).

*Graph 3.2.2.1: What is active citizenship*

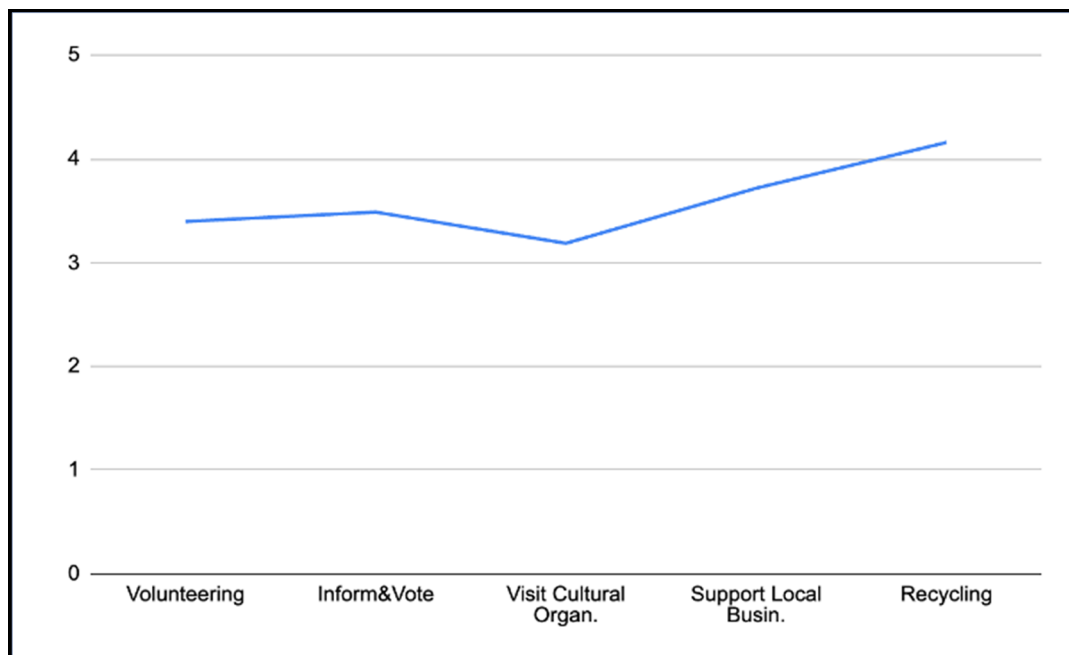


When parents were asked what the best ways for civic engagement were, most agreed that recycling was the best way to do it (Graph 3.2.2.2).



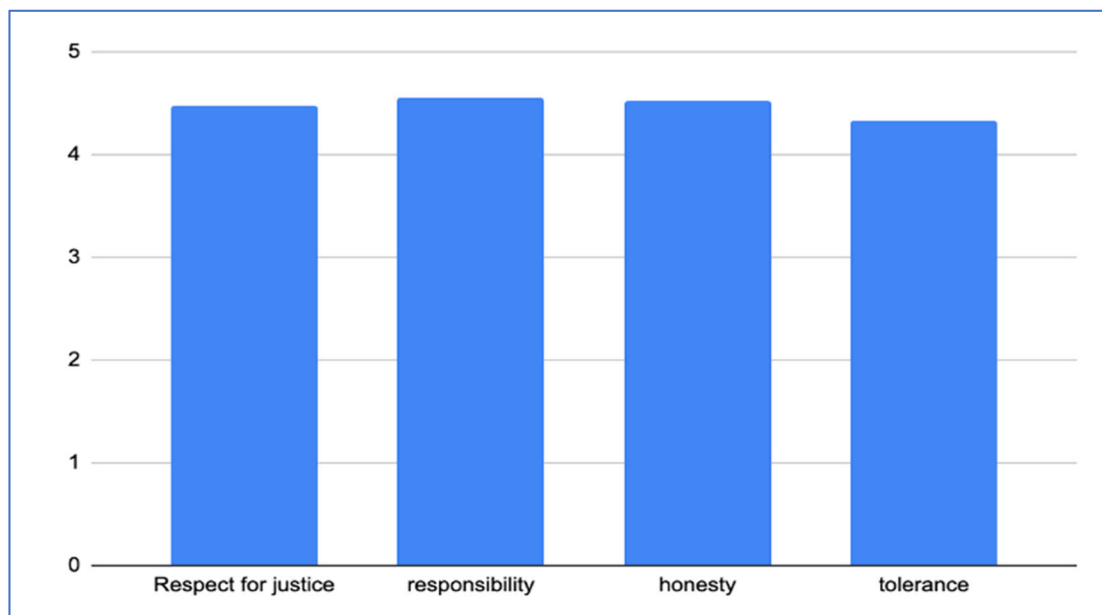


**Graph 3.2.2.2: CIVIC ENGAGEMENT**



In relation to the virtues of a good active citizen, all areas, respect for justice, taking responsibility, being honest and tolerant were highly valued (Graph 3.2.2.3).

**Graph 3.2.2.3: The virtues of the Active Citizen**



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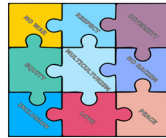


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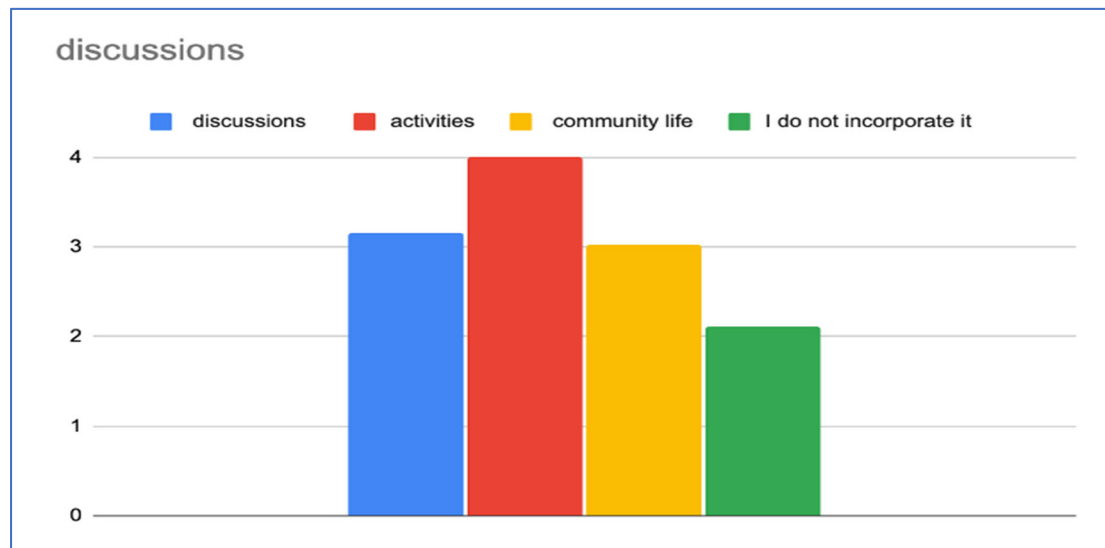
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Considering how the family could act in order to incorporate active citizenship, engagement in activities was considered followed by discussions and engagement in community life (Graph 3.2.2.4).

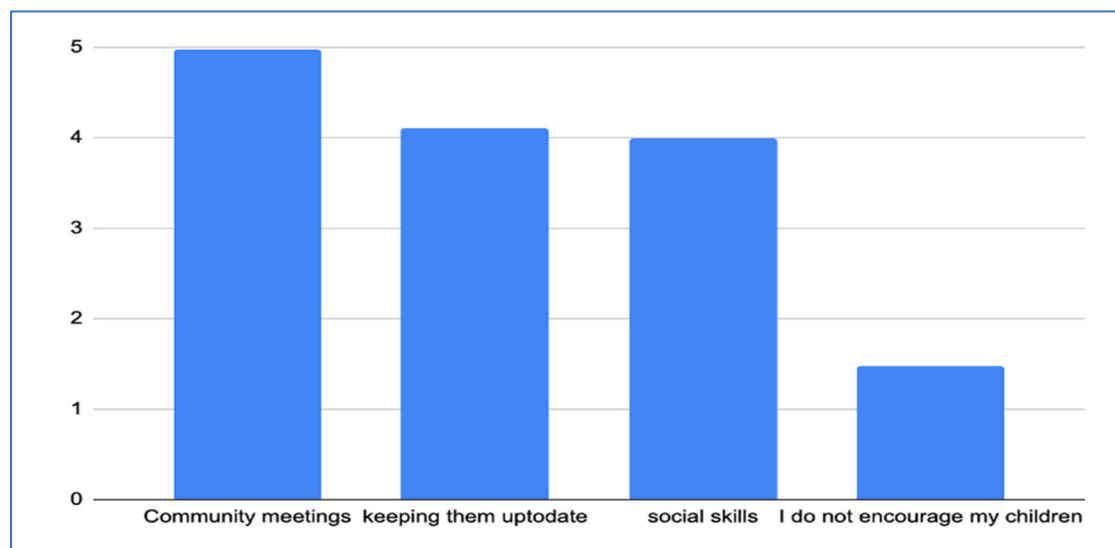
*Graph 3.2.2.4: Family Life & Active Citizenship*



When parents were asked how they could encourage their children to develop their active citizenship skills most argued that they do so by helping participate in community meetings (Graph 3.2.2.5).

41

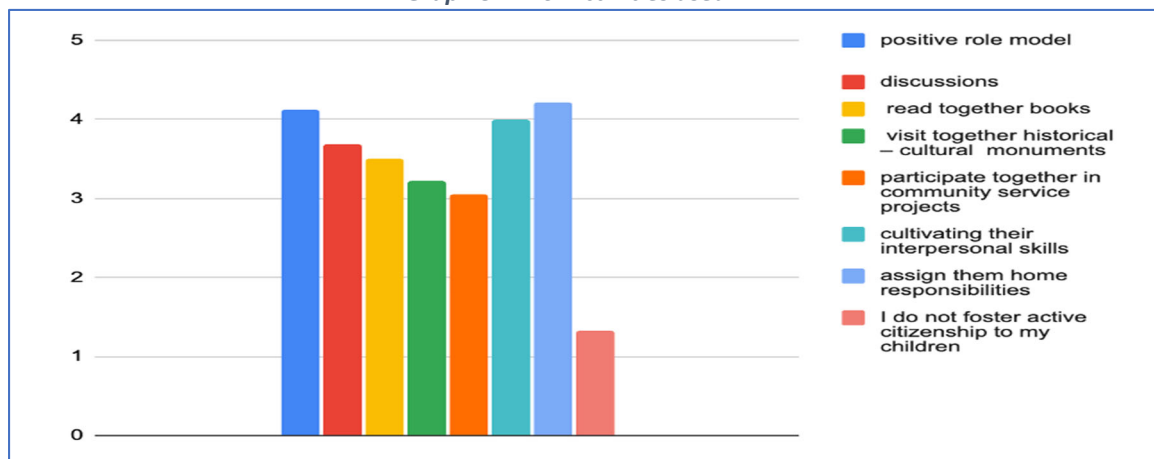
*Graph 3.2.2.5: How to encourage Children to take on active roles*





Parents were asked to report which activities can foster active citizenship. They most agreed that: a) assigning children home responsibilities, b) acting as a role model and c) cultivating their interpersonal skills were the three most important activities (Graph 3.2.2.6). However, participation in community service projects was less preferred.

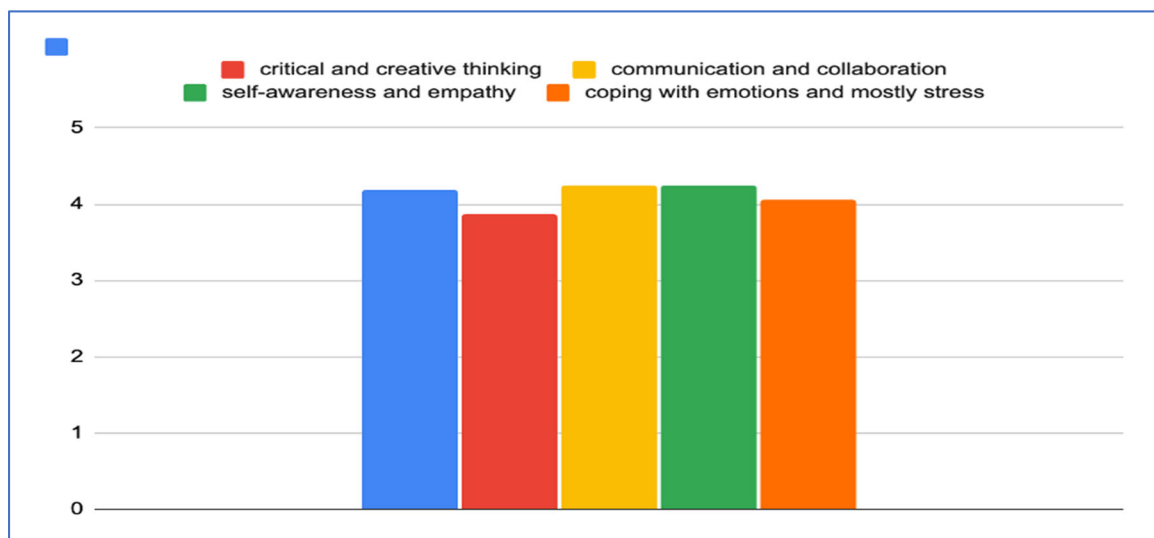
**Graph 3.2.2.6: Activities used**



In relation to what they understand as being the most important Life Skills, parents agreed that all social skills are significant but left behind critical and creative thinking (Graph 3.2.2.7).

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**Graph 3.2.2.7: Life Skills**



Parents were asked to suggest when and how active citizenship should be taught and most agreed that this can happen as an integrated subject in all school lessons (Graph 3.2.2.8).

**Graph 3.2.2.8: How to Teach Life Skills**



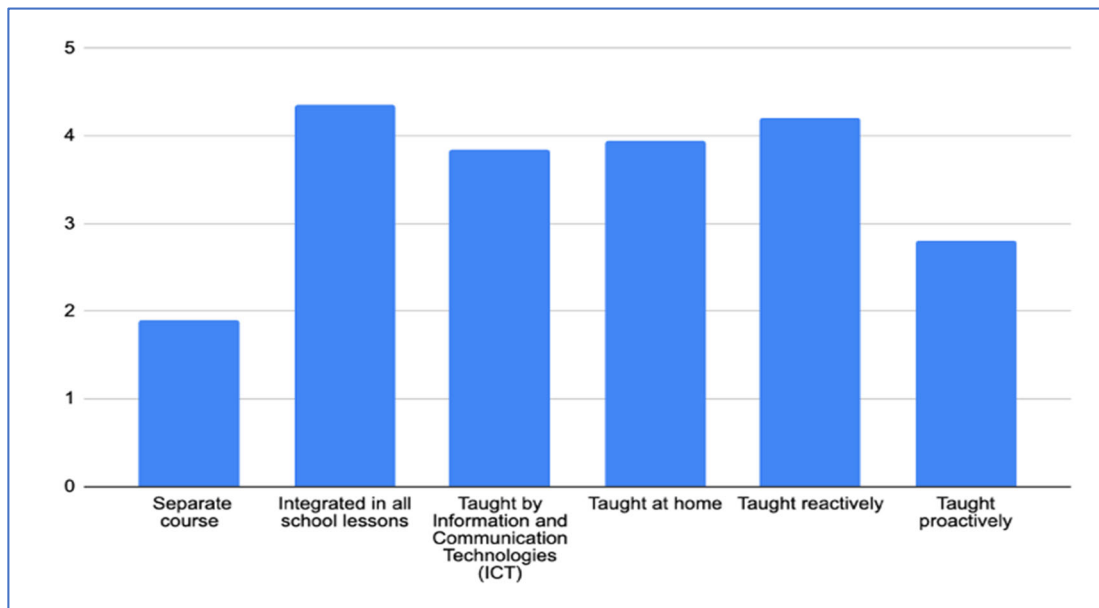
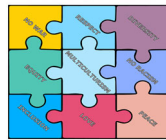
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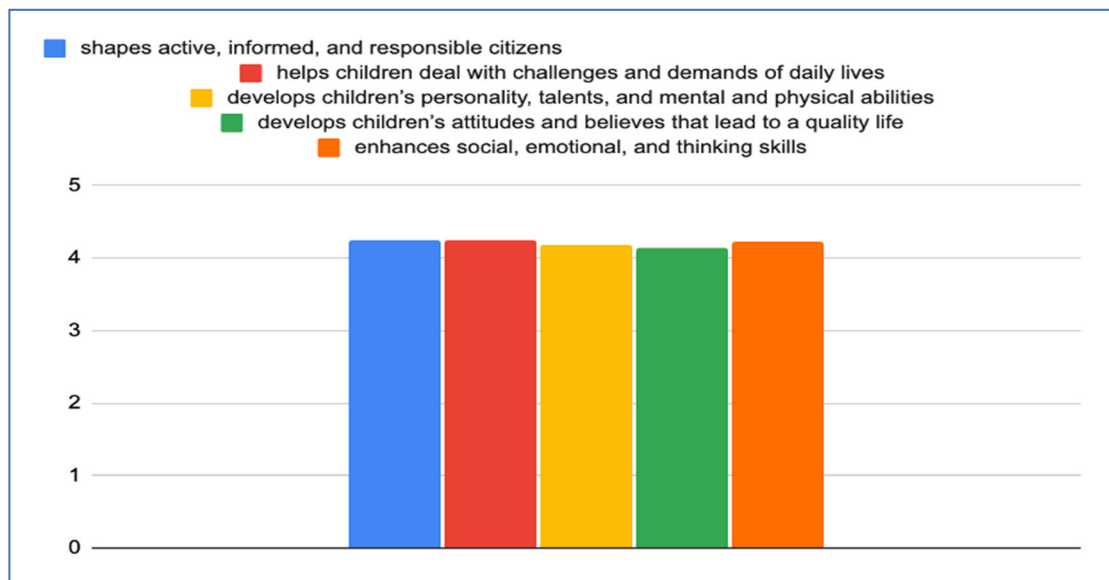


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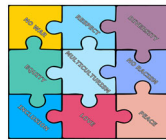


Parents were asked to describe the benefits from developing life skills in children. Most agreed that life skills education shapes an active, informed and responsible citizen and enhances social, emotional and thinking skills (Graph 3.2.2.9).

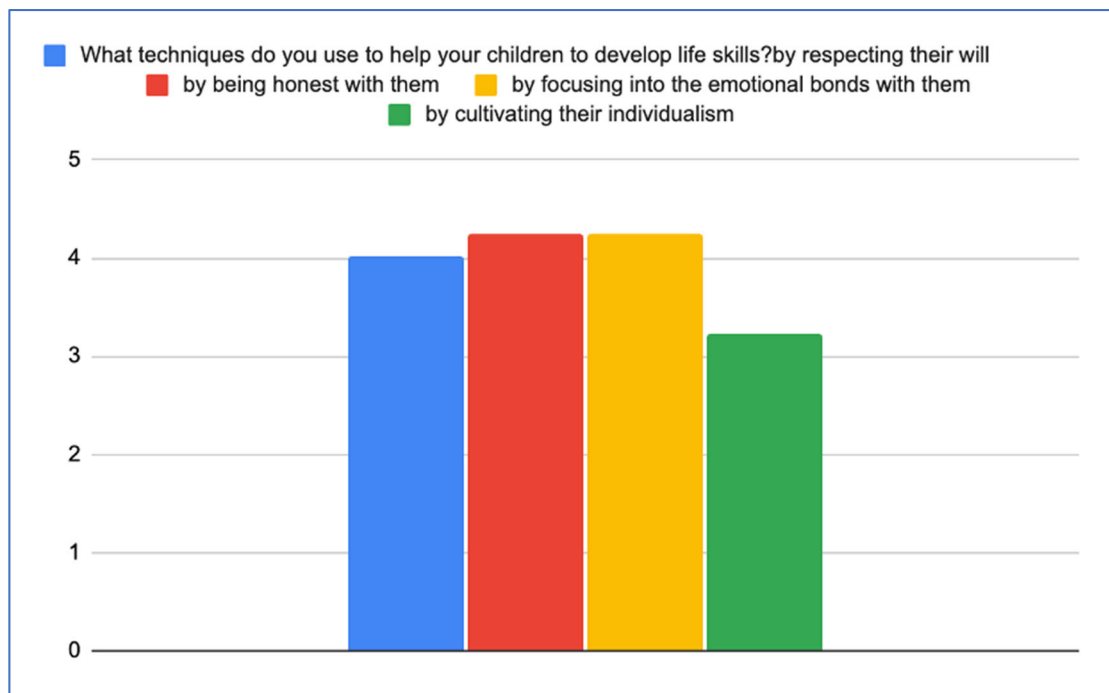
*Graph 3.2.2.9: Benefits of Life Skills Education*



Regarding parental strategies for life skills building, cultivating their individualism seemed to be the least important techniques (Graph 3.2.2.10).

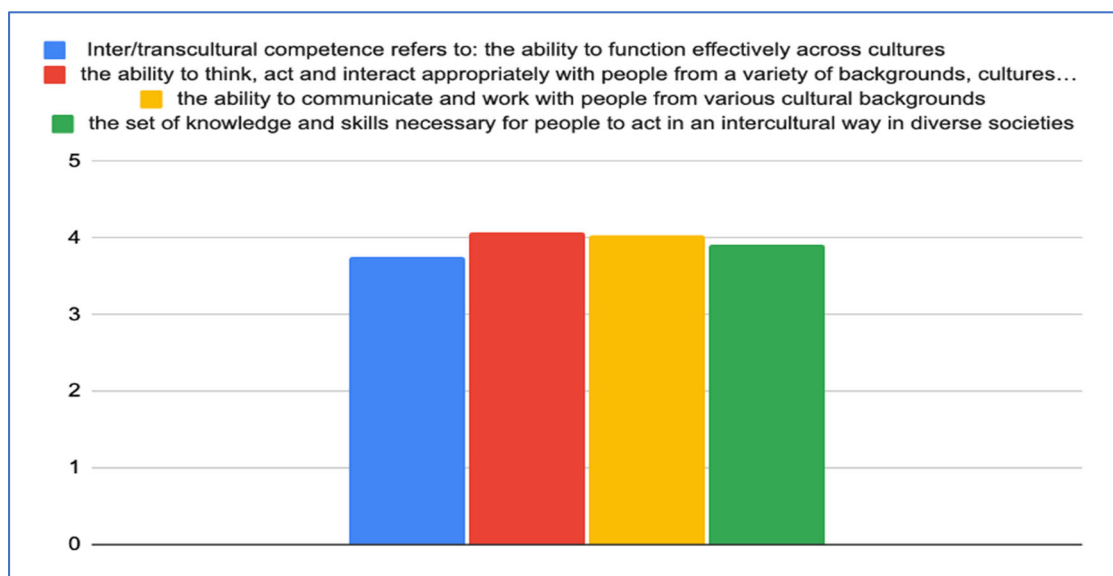


*Graph 3.2.2.10: Strategies for teaching life skills as a parent*

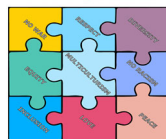


Focusing on understanding intercultural competence, the ability to function across various cultures was not seen as equally important as other abilities (Graph 3.2.2.11).

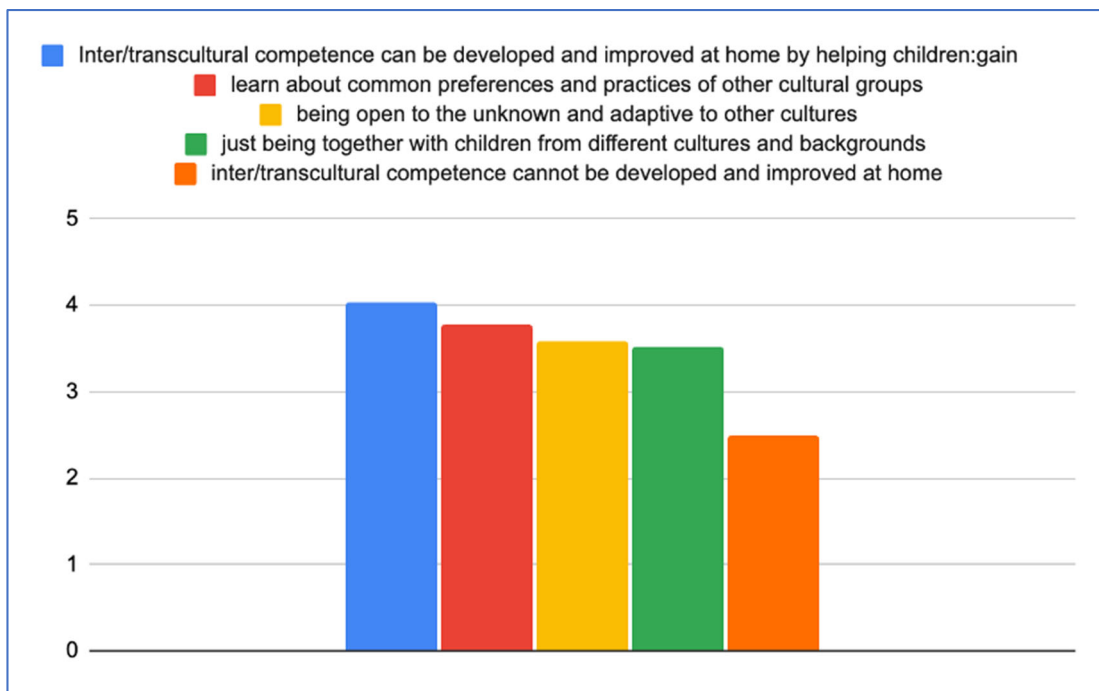
*Graph 3.2.2.11: Intercultural/Transcultural competence*



In order to develop intercultural competence, parents seemed to believe that gaining a deeper self-awareness is more important than just being together with children from other cultures and backgrounds, which is less significant (Graph 3.2.2.12).



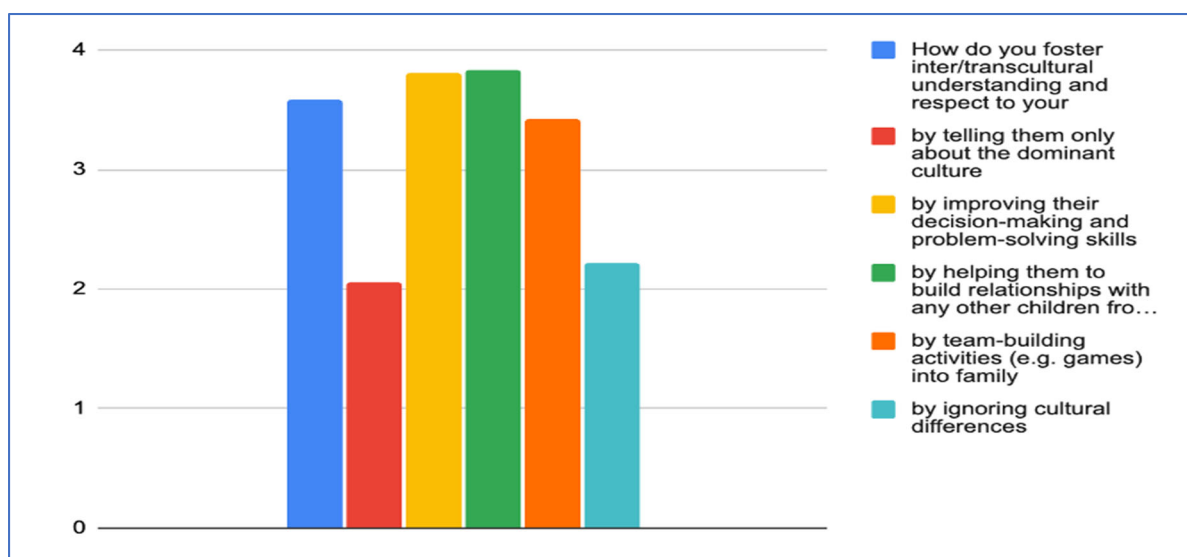
Graph 3.2.2.12: How to develop Inter/Transcultural Competence



When trying to foster inter/transcultural skills, most parents suggested that it is less important to talk to them about the dominant culture and more important to expose them to diverse literature and resources (Graph 3.2.2.13).

45

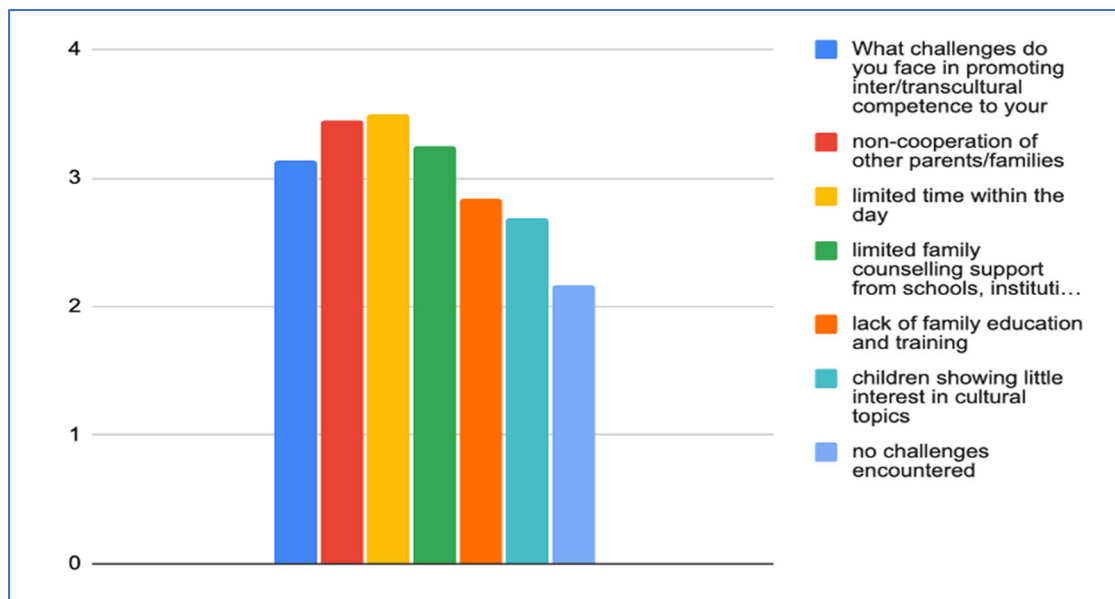
Graph 3.2.2.13: Fostering Inter/Transcultural understanding



When asked what the challenges are in creating an inter/transcultural competence, most parents agreed that time limits and the lack of collaboration with other parents were amongst the most significant challenges (Graph 3.2.2.14).



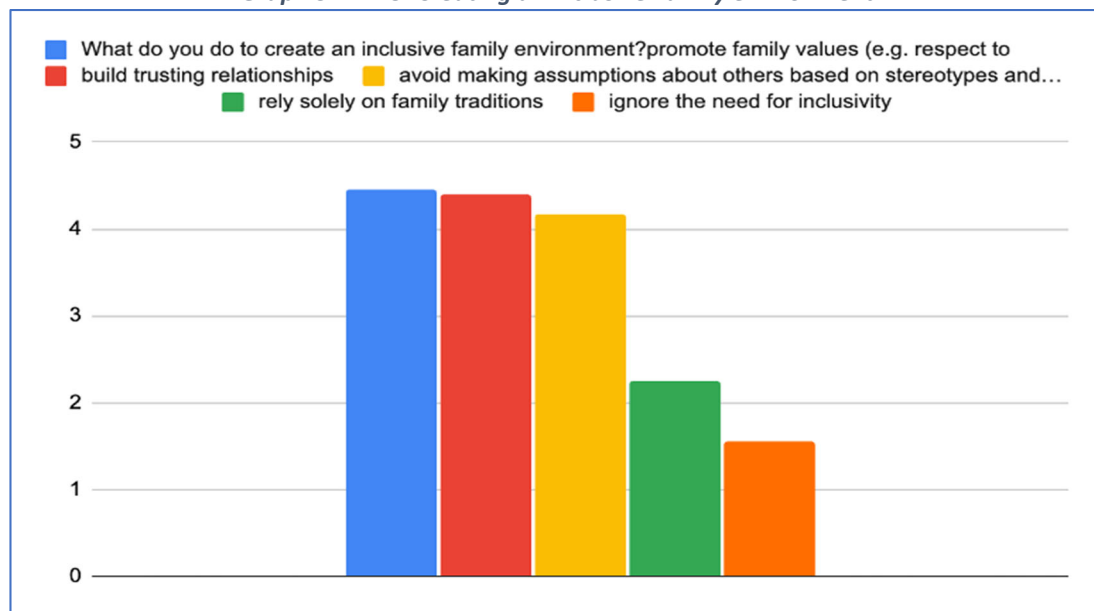
**Graph 3.2.2.14: Challenges in Promoting Inter/Transcultural Activities**



Parents were asked how they could better create an inclusive family environment. Most agreed that this depends on promoting family values and building trusting relationships, but they disagreed that one should rely solely on family traditions or ignore the need for inclusivity (Graph 13.2.2.15).

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**Graph 3.2.2.15: Creating an Inclusive Family environment**



In relation to addressing discrimination, parents relied more on encouraging conversation and empathy. Ignoring the issue was not suggested as a good method (Graph 3.2.2.16).

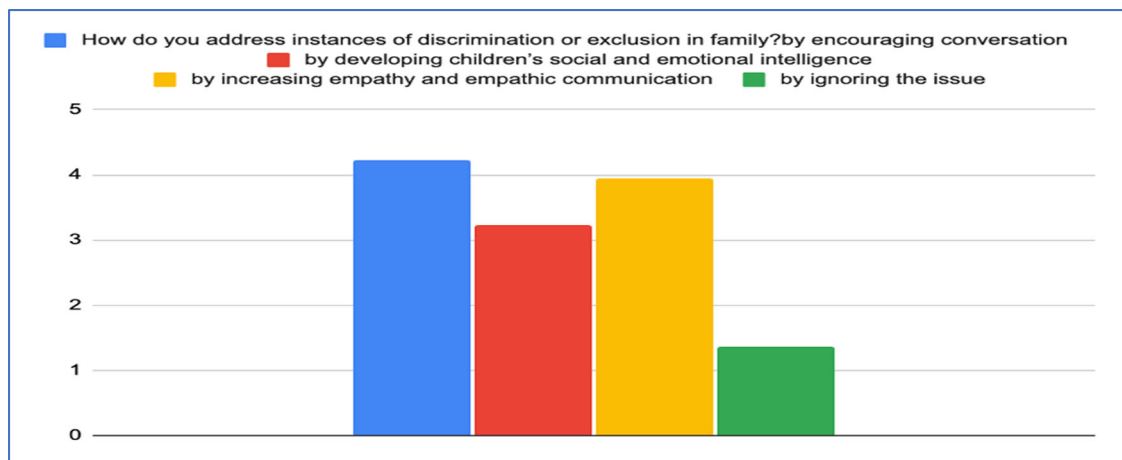


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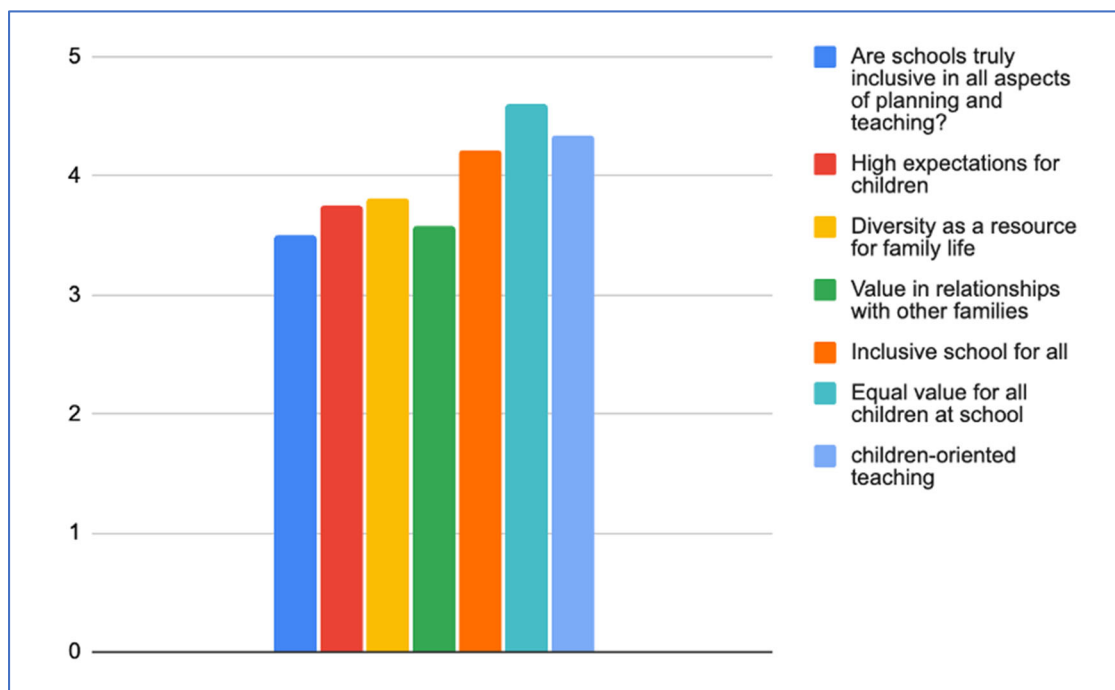


Graph 3.2.2.16:



Finally, parents were asked to report how truly inclusive schools are. They most agreed that children at school should be equally valued and teaching should be designed having all children in mind, but they were not certain whether schools are truly inclusive in all aspects of planning and teaching (Graph 3.2.2.17).

Graph 3.2.2.17: Parents' views on promoting inclusivity at schools





## SUMMARY PARENTS ITALY

Parents taking part in this study from Italy report that:

- Active citizenship is related to voting and signing petitions.
- Recycling however seems to be the most preferred activity.
- Acting as role models and assigning household chores seems to be a way of promoting active citizenship in their children.
- They value life skills and believe that they should be developed across the curriculum and not as a separate course.
- They value inclusive education but are not sure how inclusive schools really are.
- They perceive lack of collaboration with other parents as the most important barrier in inclusive education and inter/transcultural competencies.



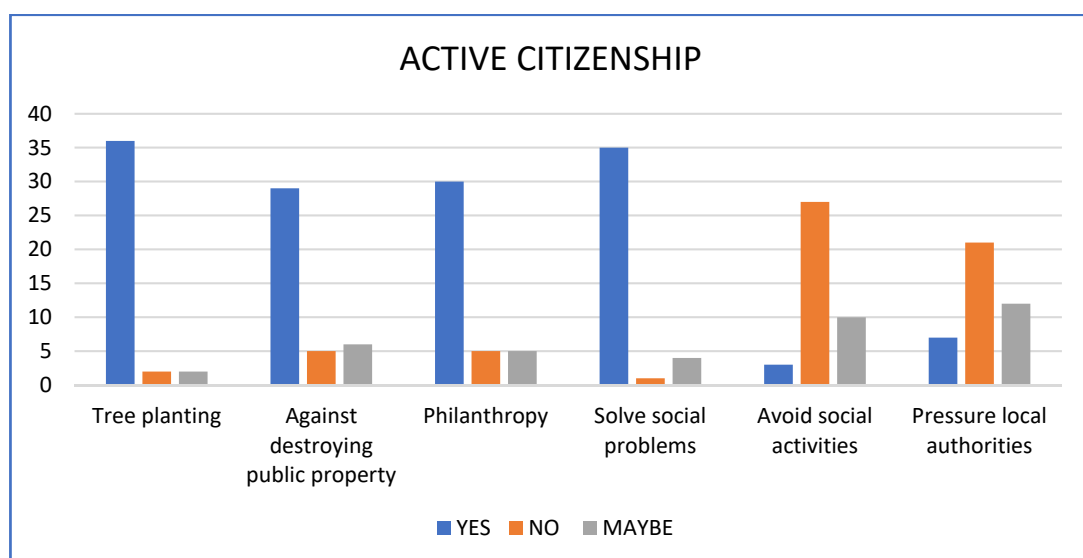




### 3.2.3. Pupils

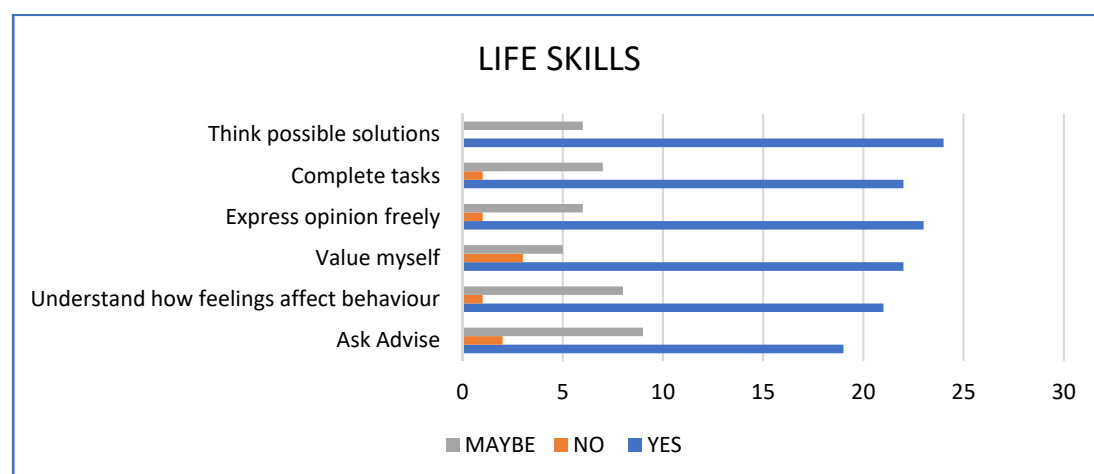
In **Italy**, 40 children took part in the study (23 boys, 16 girls and one non-binary). In relation to age groups, they were all primary school students with 29 being nine years old and 11 ten years old. In relation to their country of origin, 30 were from Italy, 2 from Albania, 6 from North Macedonia, 1 from Morocco and 1 from Ukraine. When asked how they perceived active citizenship, most argued that tree planting is important and being able to solve social problems. However very few reported that exercising pressure to local authorities is feasible (Graph 3.2.3.1.).

*Graph 3.2.3.1.: Active Citizenship*



In relation to Life Skills most perceived as important to find alternative solutions and to complete tasks but less responded that it is important to value oneself (Graph 3.2.3.2.).

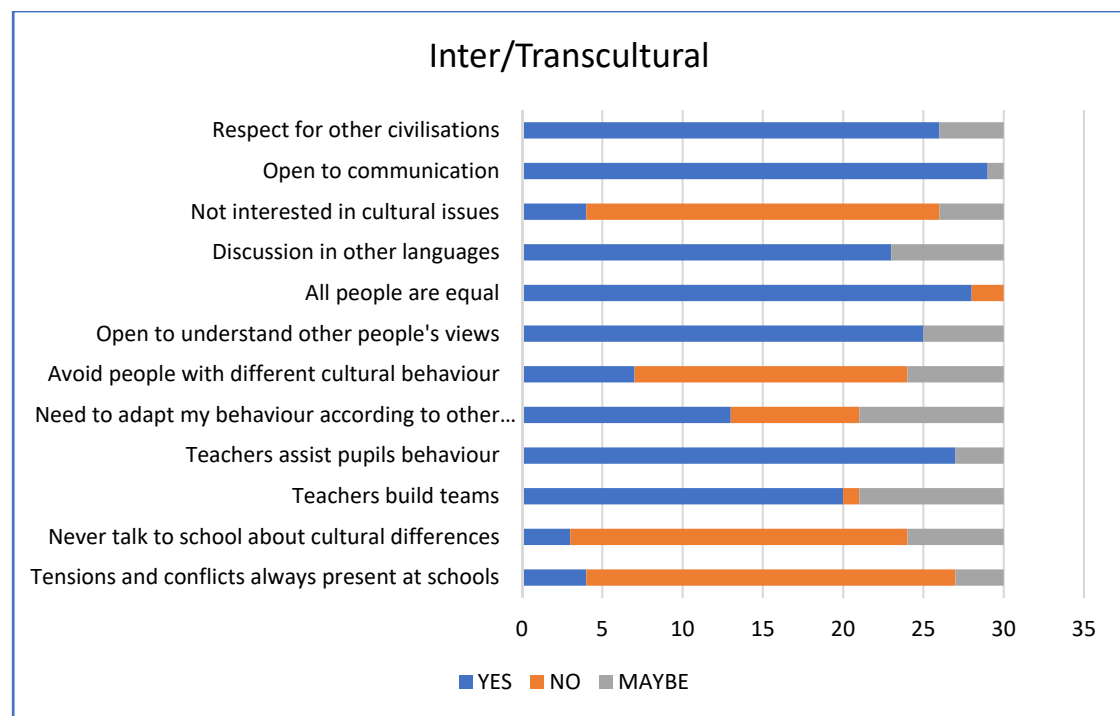
*Graph 3.2.3.2.: Life Skills*





In regards Inter/Transcultural understanding, most pupils feel that they respect other cultures, are open to communication, feel that all people are equal and that teachers try to build a team spirit at school. Nonetheless they also feel that tensions and conflicts are always present in schools and several feel that they avoid people with different cultural backgrounds (Graph 3.2.3.3).

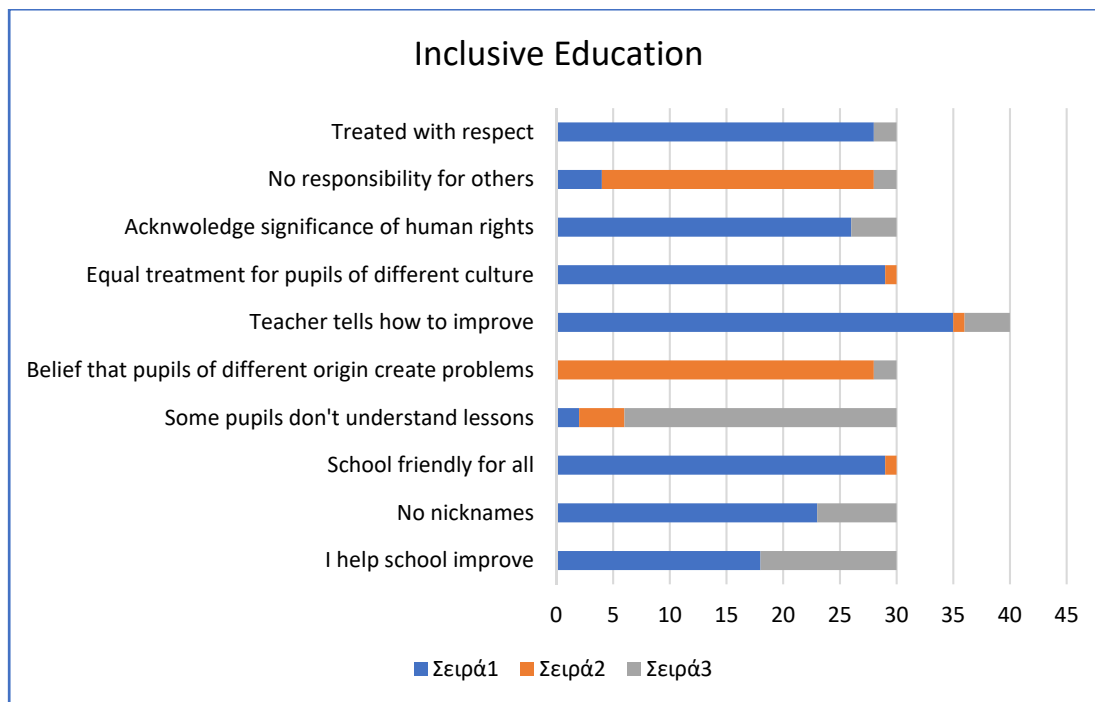
*Graph 3.2.3.3.: Inter/Transcultural perspectives*



In relation to Inclusive Education as Graph 2.2.3.4 presents even though most students respond that they respect human rights and cultural diversity, when asked who seems to create most problems at school, several think that it is possible that pupils from other cultures are responsible.



Graph 3.2.3.4.: Inclusive Education



## SUMMARY PUPILS ITALY

51

Pupils in Italy responding to the questionnaire, responded that:

- Tree planting is a significant way of developing active citizenship.
- Very few responded that exercising pressure to local authorities to change policies is possible.
- Life skills are high in their agenda but valuing oneself is not perceived as equally significant as problems solving.
- Pupils pay significant attention to life skills development, inter/transcultural competencies, and inclusive education.
- Nonetheless, they also feel that tensions are always present in schools and that these might be created by students with other cultural backgrounds.



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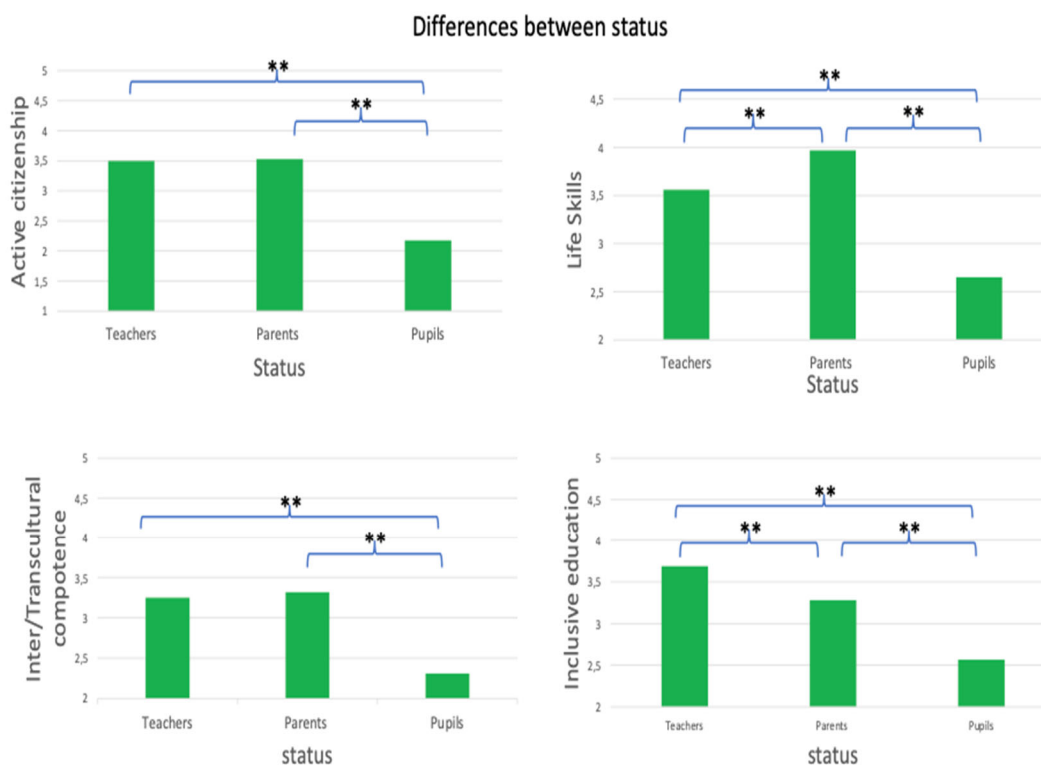




### 3.2.4. DIFFERENCES BETWEEN THE GROUPS IN ITALY

Looking at differences between the groups within Italy, it is worth noting that there are significant differences in perceptions of active citizenship, life skills, inter/transcultural competence and inclusive education amongst the groups (Graph 3.2.4.1.).

*Graph 3.2.4.1.: Differences between the groups in Italy*



### SUMMARY ITALY

Regarding differences between the groups in Italy, it is worth noting that in all areas there are significant differences either between parents and pupils or teachers and pupils. In two occasions (Life skills and Inclusive education) there are also significant differences between teachers and parents. Thus, further training is needed in order to adopt a common language.



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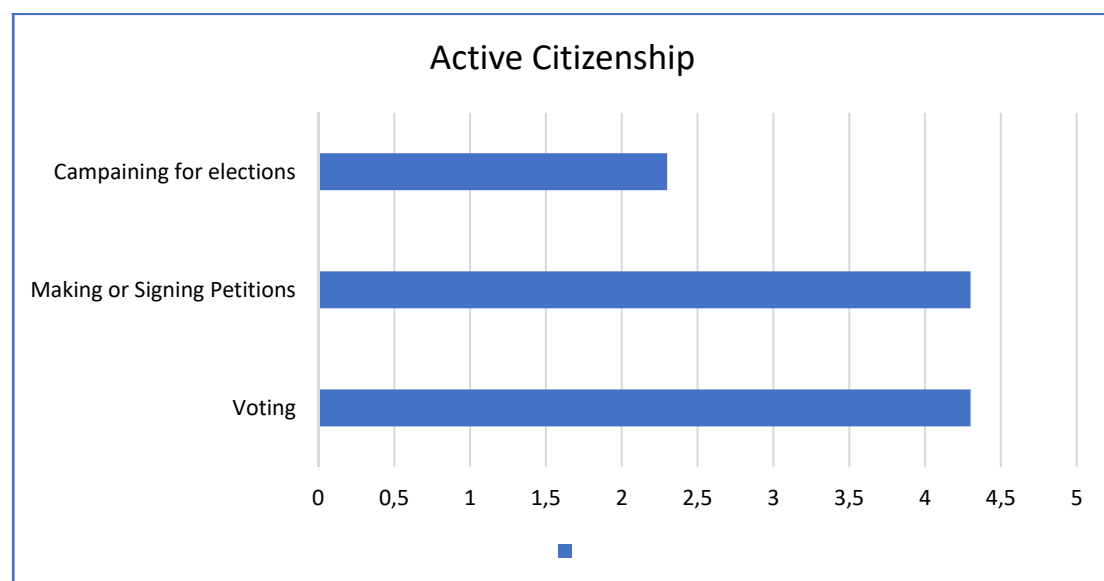
### 3.3. ROMANIA

#### 3.3.1. Teachers

In **ROMANIA**, 56 teachers (54 female) took part in the study, all of which but one were Romanian. In relation to their age group, most (25) are between 40-49 years old, 14 are over 50 years old, 10 are 30-39 years old and 5 are 20-29 years old. Most are married (33), 11 are divorced, 8 are single. 16 of the parents have one boy, 10 two boys and two, 3 boys. In addition, 20 have one girl, 5 have 2 girls and one, three girls. Regarding their teaching experience, 38 had more than 20 years of teaching experience and 10 had between 10-19 years of teaching experience. In relation to their educational status, 20 had a Masters' degree and 3, a PhD.

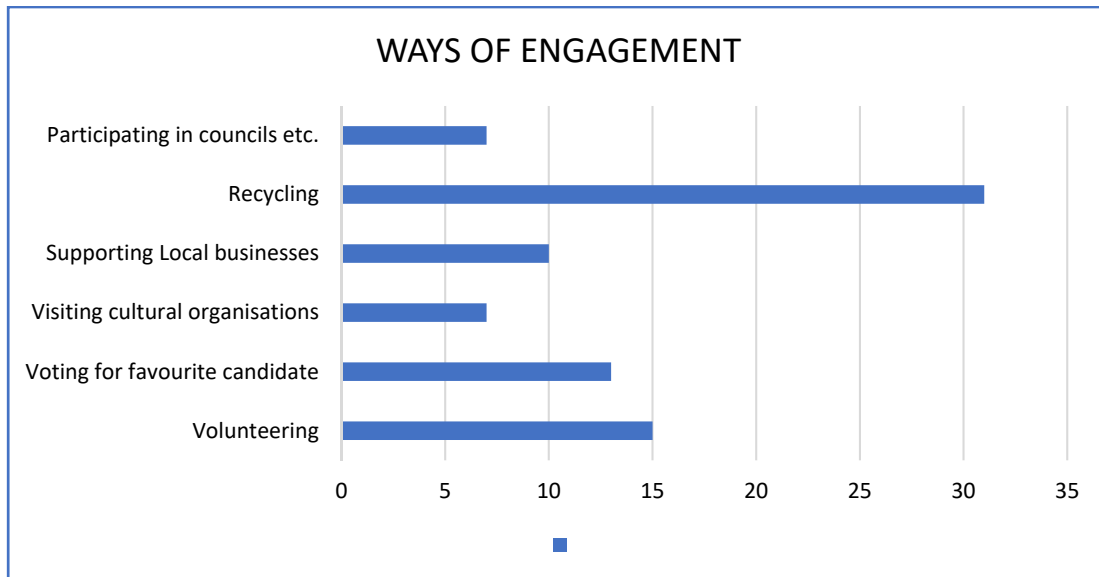
When asked about Active Citizenship they seem to perceive voting, making and signing petitions and campaigning for elections as highly important (Graph 3.3.1.1.). Yet, when discussing ways of engagement, recycling comes up as the most significant activity followed by volunteering Graph 3.3.1.2.).

*Graph 3.3.1.1.: Active Citizenship*



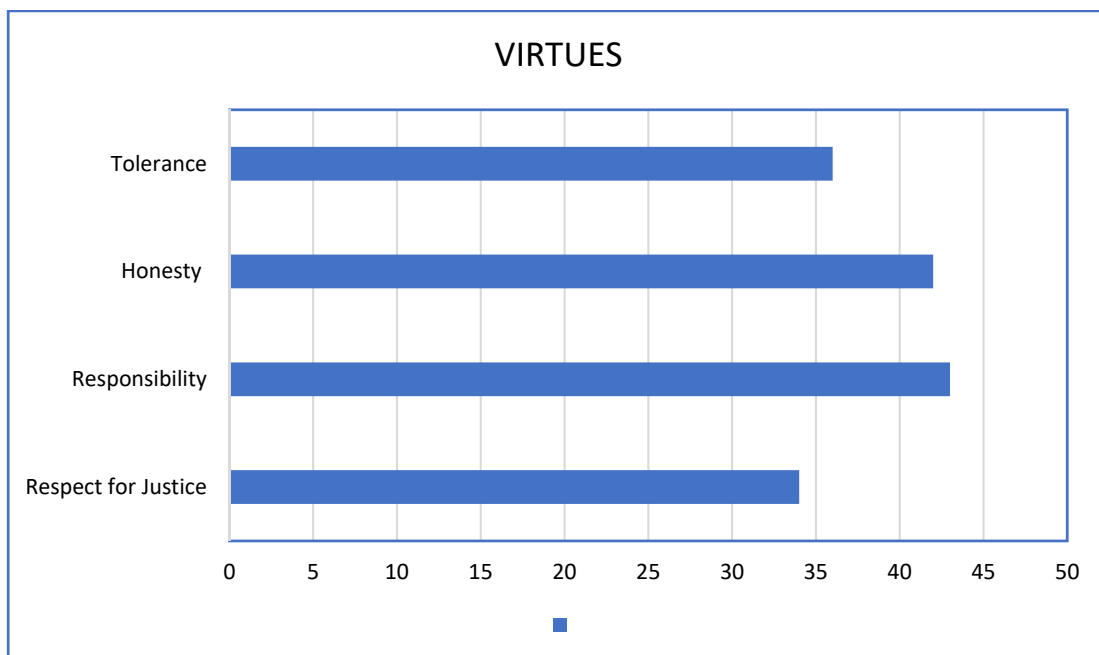


*Graph 3.3.1.2.: Ways of Engagement*



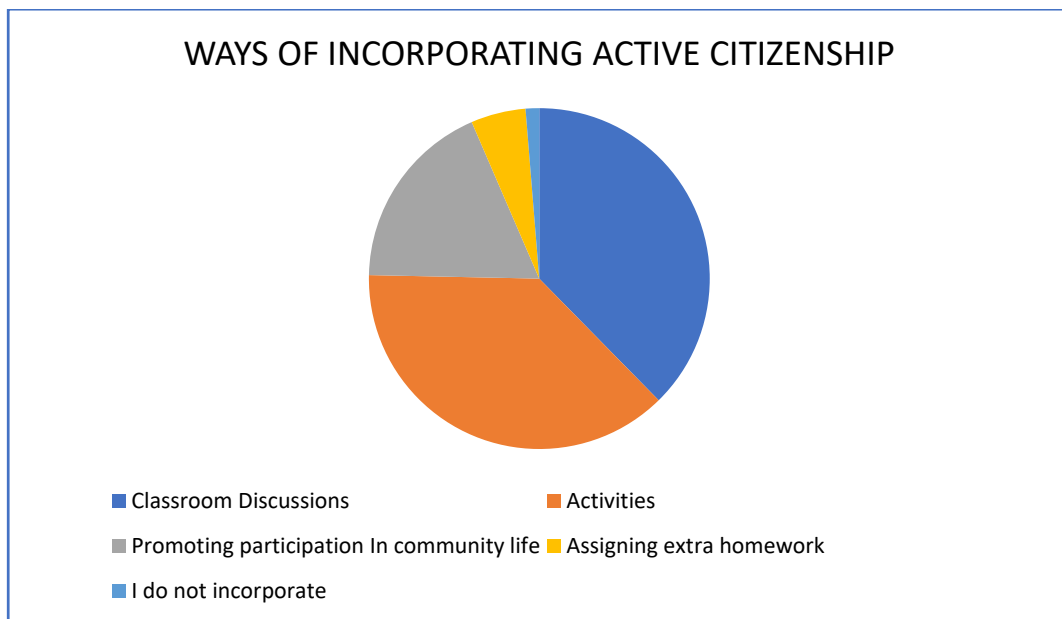
All virtues relevant to active citizenship are perceived as significant, incorporated mainly by various activities in the classroom and teaching strategies such as lectures and discussions with pupils (Graph 3.3.1.3., Graph 3.3.1.4., Graph 3.3.1.5., Graph 3.3.1.6., & Graph 3.3.1.7).

*Graph 3.3.1.3.: Virtues*

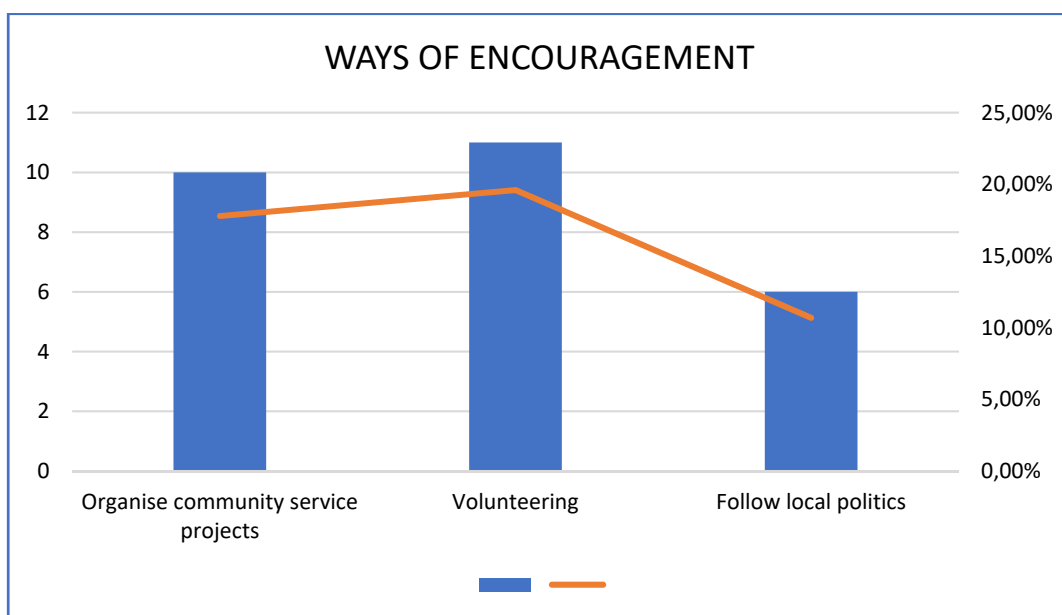




*Graph 3.3.1.4.: Ways of Incorporating Active Citizenship*

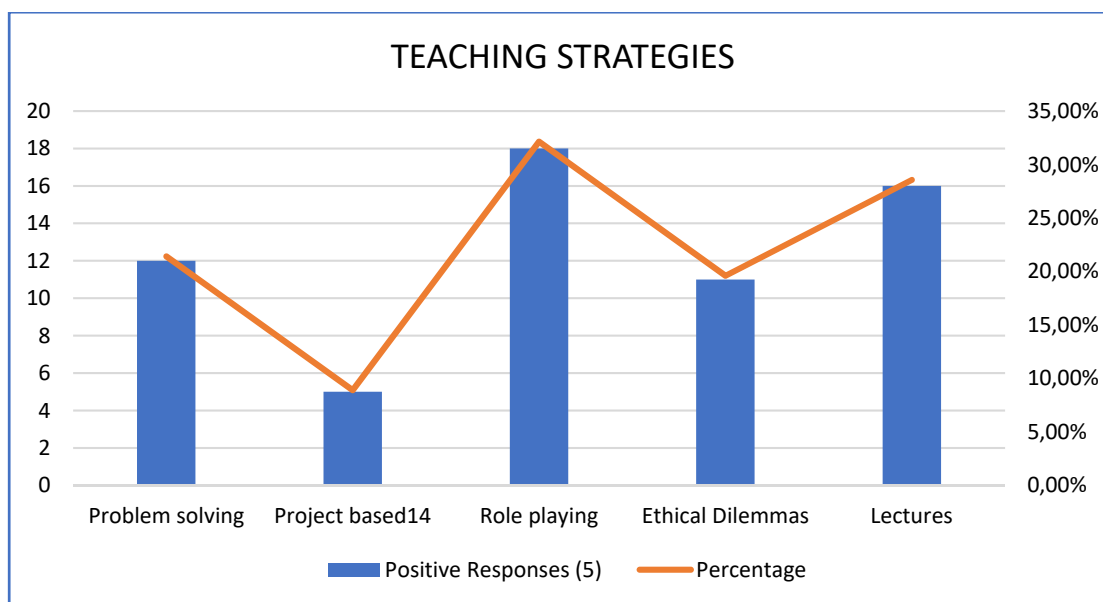


*Graph 3.3.1.5.: Ways of Encouragement*



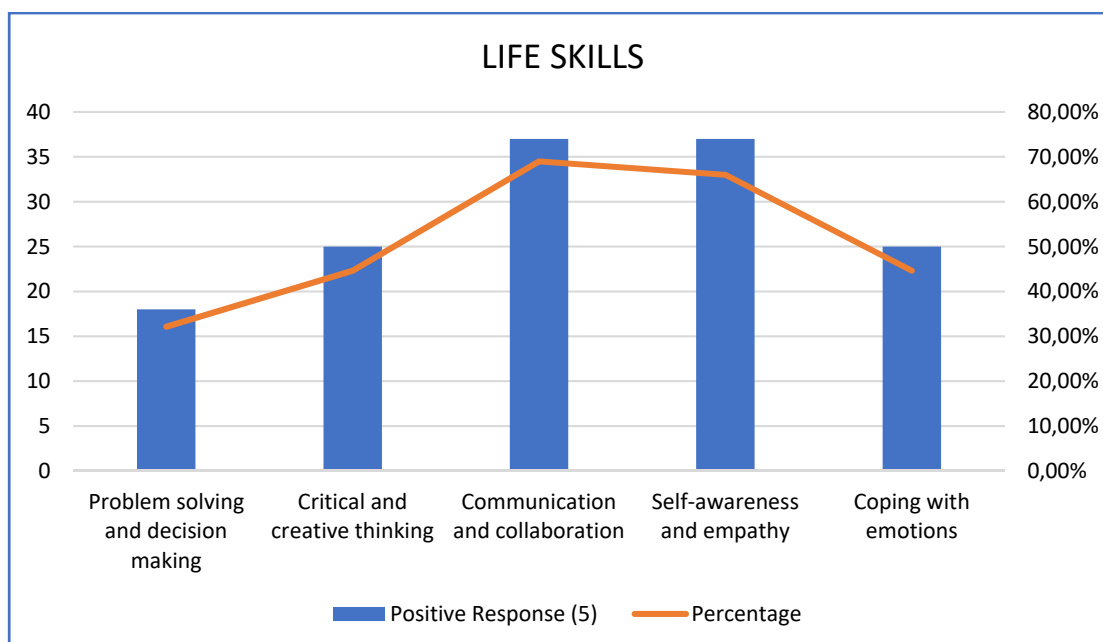


Graph 3.3.1.6.: Teaching Strategies



Discussing life skills, teachers in Romania value all basic life skills and suggest that they can be incorporated across the curriculum and integrated in all lessons teaching mainly through group work and real life scenarios (Graph 3.3.1.7., 3.3.1.8, & 3.3.1.9.).

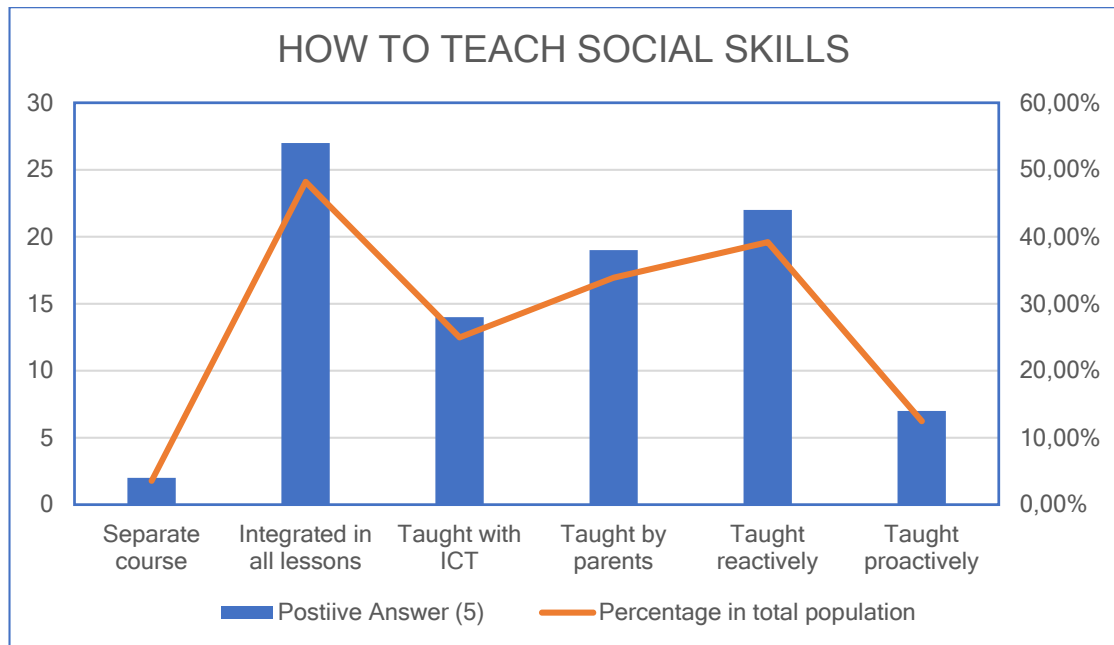
Graph 3.3.1.7.: Life Skills



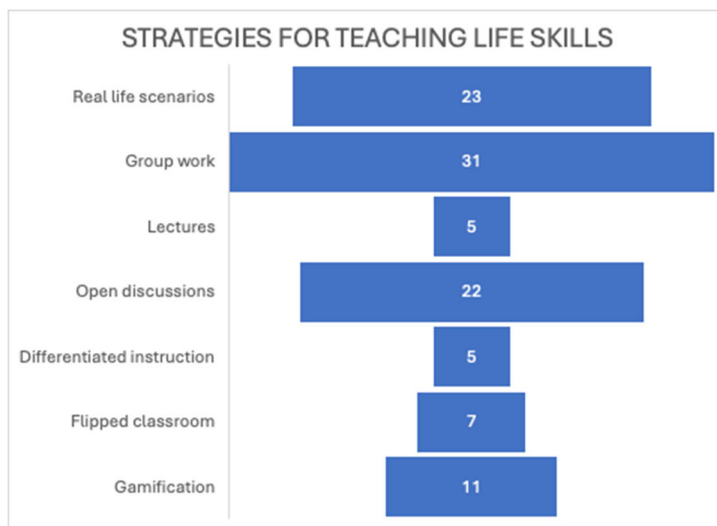




**Graph 3.3.1.8.: Teaching Social Skills**



**Graph 3.3.1.9.: Strategies for Teaching Life Skills**

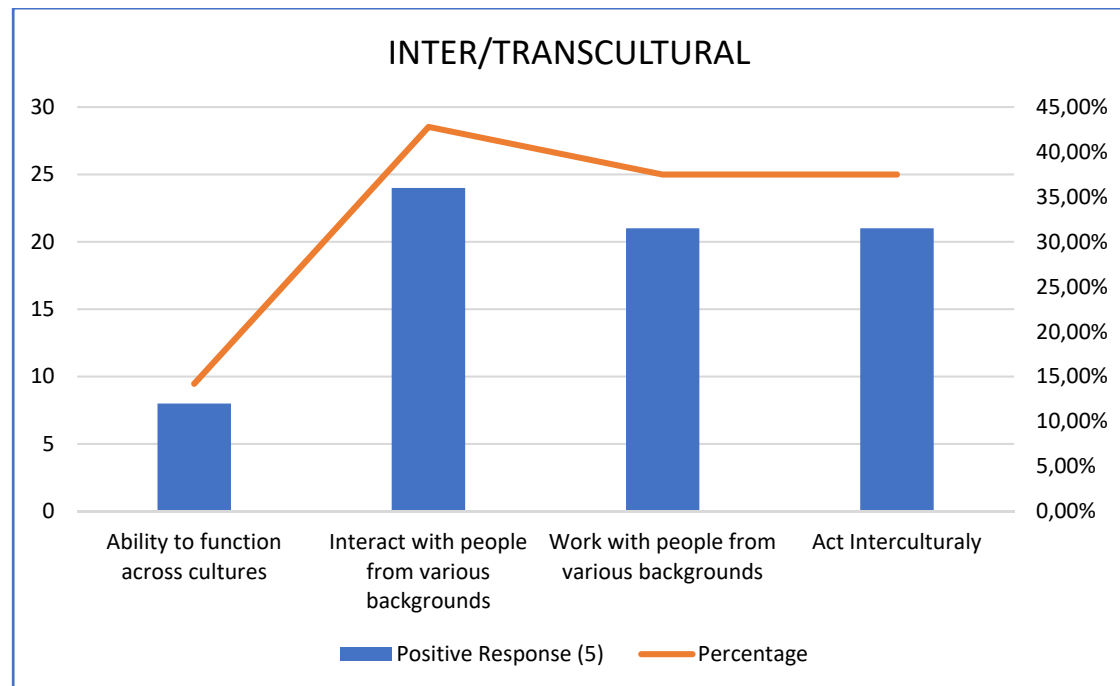


They also regard as important inter/transcultural awareness and suggest that they could do that by helping pupils accept other cultures and gain self-awareness. To this end they suggest that building relationships with pupils and help them improve

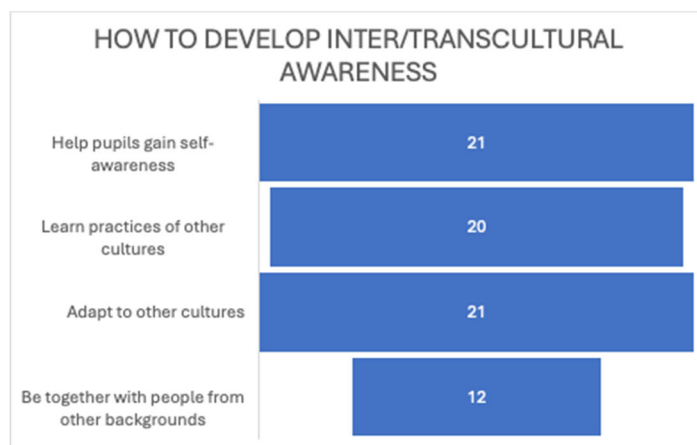


decision making processes is a good way of achieving this (Graph 3.3.1.10., 3.3.1.11, & 3.3.1.12.).

*Graph 3.3.1.10.: Inter/Transcultural skills*

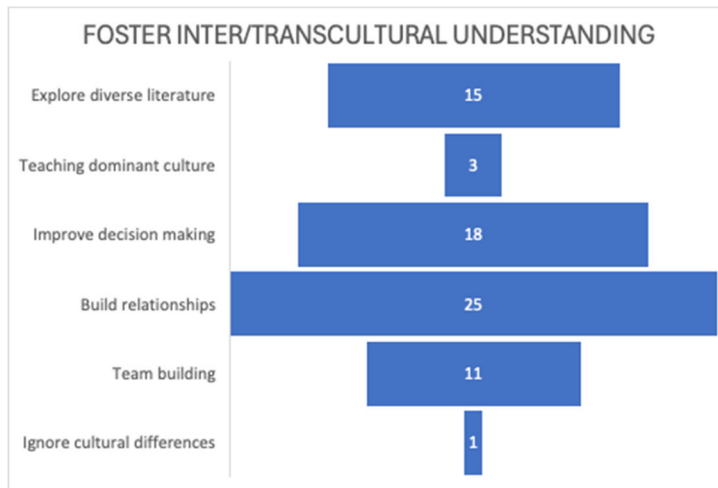


*Graph 3.3.1.11.: Developing Inter/Transcultural awareness*



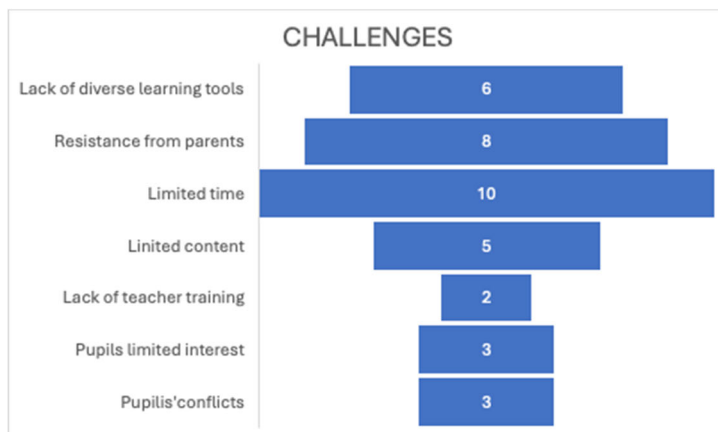


**Graph 3.3.1.12.: Fostering Inter/Transcultural understanding**



However, challenges are always present mainly in relation to time limits, resistance from parents and lack of diverse learning tools (Graph 3.3.1.13.).

**Graph 3.3.1.13.: Challenges**

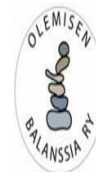




## SUMMARY TEACHERS ROMANIA

Teachers from Romania that took part in this study suggested that:

- Voting is important part of active citizenship and should be incorporated in all classes and across the curriculum.
- However, recycling is the main way of developing active citizenship.
- Life skills, inter/transcultural competences and inclusive education are also significant.
- Challenges such as time limits and resistance from parents are always present.

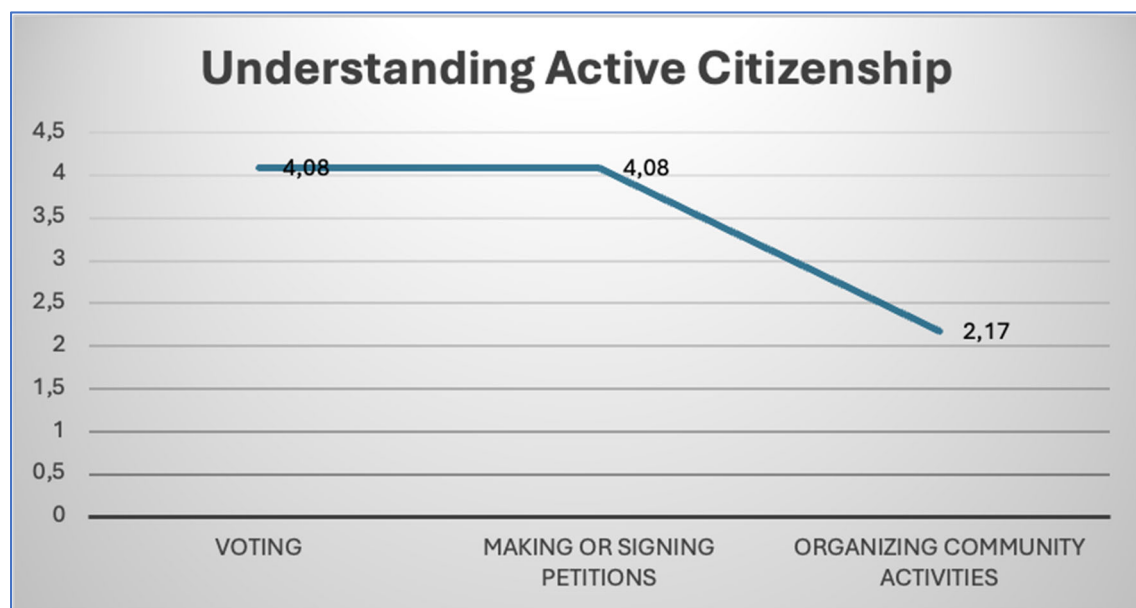




### 3.3.2. Parents

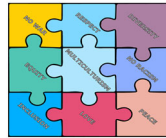
In **ROMANIA** 56 parents (12 Male and 44 Female) participated, all of Romanian Origin. In relation to their age distribution, 6 were older than 50 years old, 32 were 40-49 years old and 18 were 30-39 years old. In relation to their family status, 2 were single parents, 5 divorced and the rest 49 married. In relation to the number of boys in the family, two parents had 3 boys, 10 parents had 2 boys and sixteen parents 1 boy in the family. In relation to the number of girls, two families had 3 girls and 1 boy, three families had 2 girls and 1 boy, and 8 families had 1 girl. Out of these eight families, two families had 1 girl and 2 boys, and 2 families had only 1 girl each. In relation to post-graduate studies, 34 parents had a postgraduate degree. When parents were asked what being an active citizen meant to them, most agreed that active citizenship has to do with voting and making or signing petitions and less with organizing community activities (Graph 3.3.2.1.).

*Graph 3.3.2.1: Being an Active Citizen means*

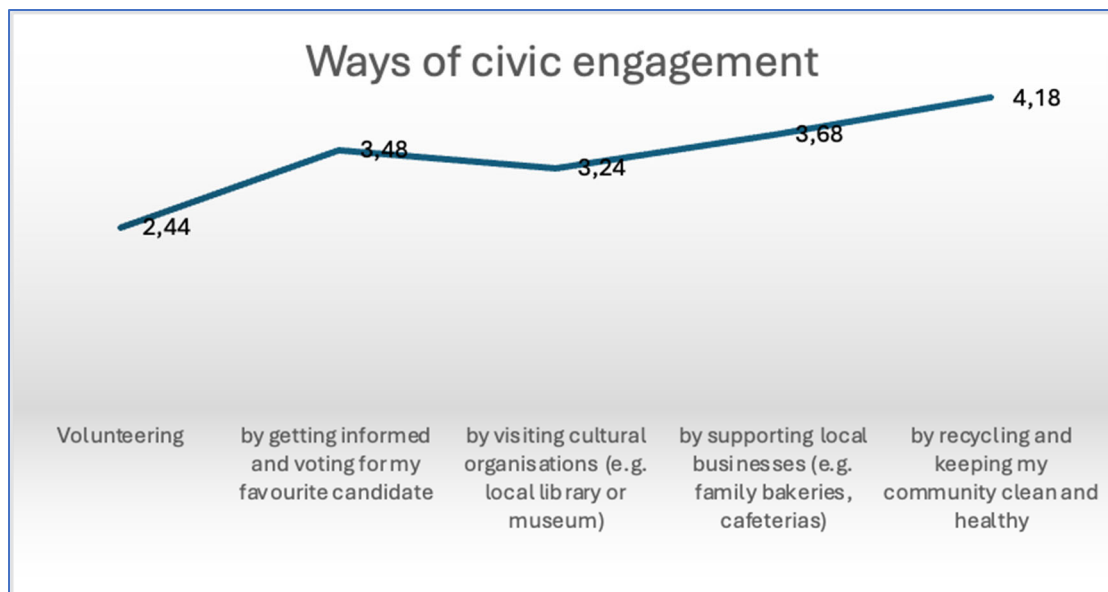


When parents were asked what the best ways for civic engagement were, most agreed that recycling and keeping the community clean and health is significant, but volunteering did not seem to be amongst their first priorities for enhancing civic engagement (Graph 3.3.2.2.).



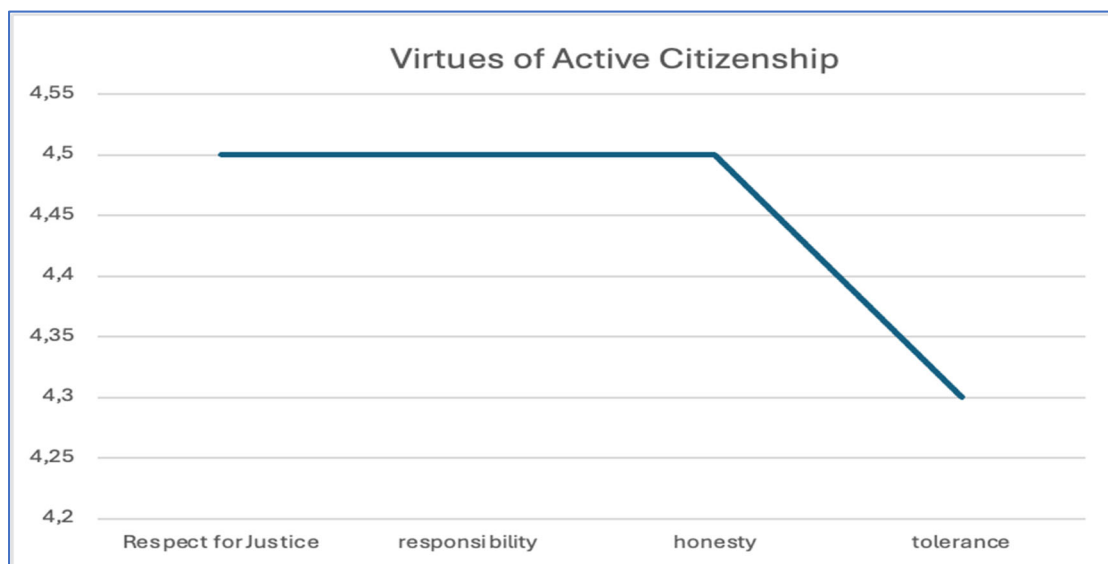


Graph 3.3.2.2: Ways of Civic Engagement

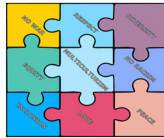


In relation to the virtues of a good active citizen, even though respect for justice, taking responsibility and being honest were highly valued, tolerance was also considered a significant virtue but not to the same extent (Graph 3.3.2.3.).

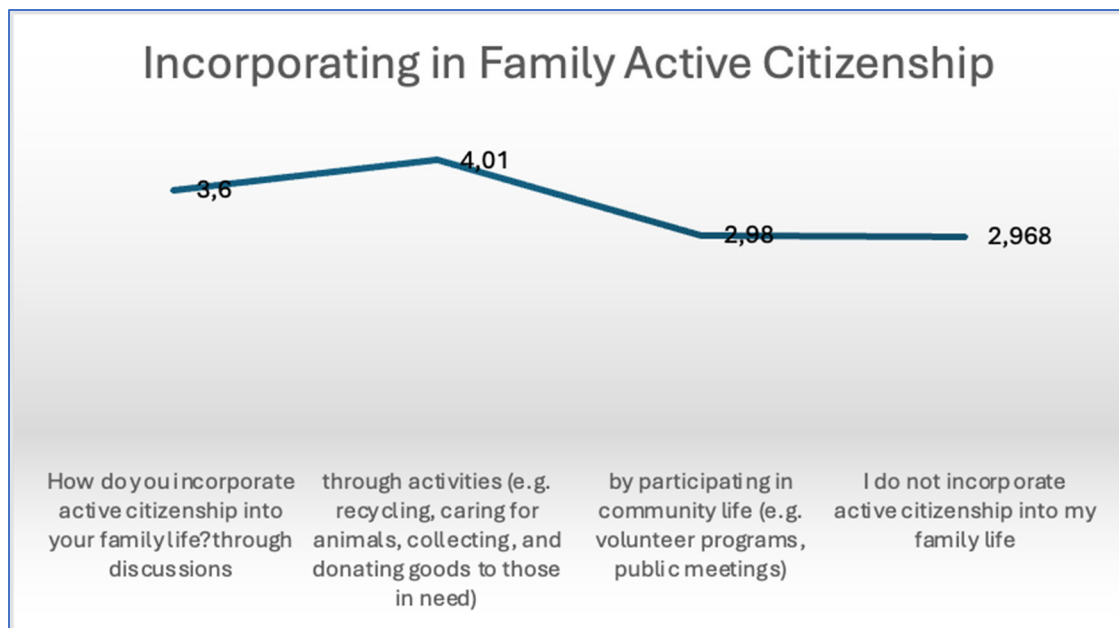
Graph 3.3.2.3: Virtues of Active Citizenship



Considering how the family could act in order to incorporate active citizenship, recycling was again considered as a significant way, but volunteering was not a significant part of the incorporating activities. However, most disagreed that they do not incorporate active citizenship in family life (Graph 3.3.2.4.).

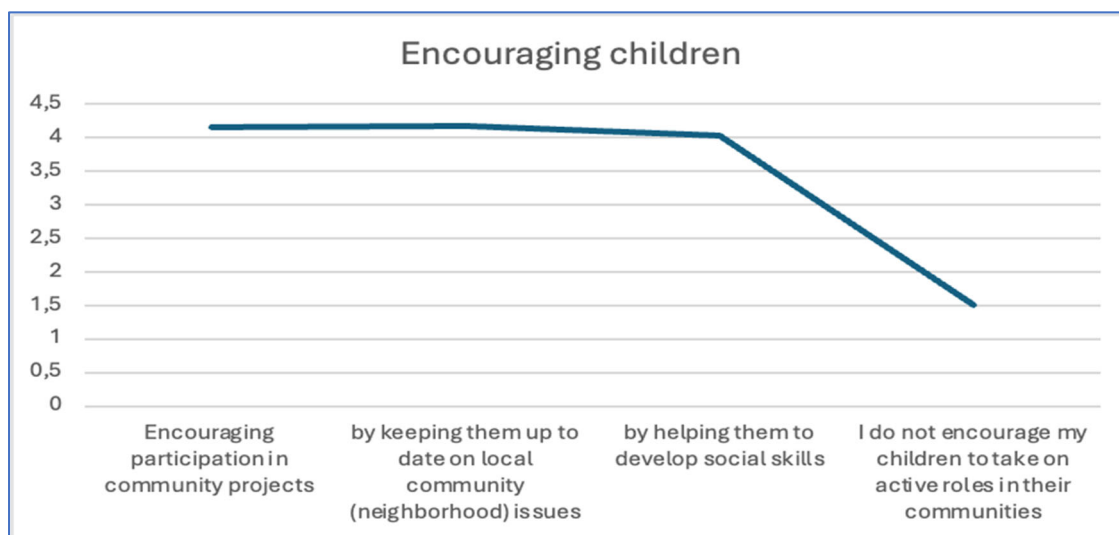


Graph 3.3.2.4: Incorporating in Family Active Citizenship



When asked how they encourage children to develop their active citizenship skills, most agree that they do so by helping them develop their social skills (Graph 3.3.2.5.).

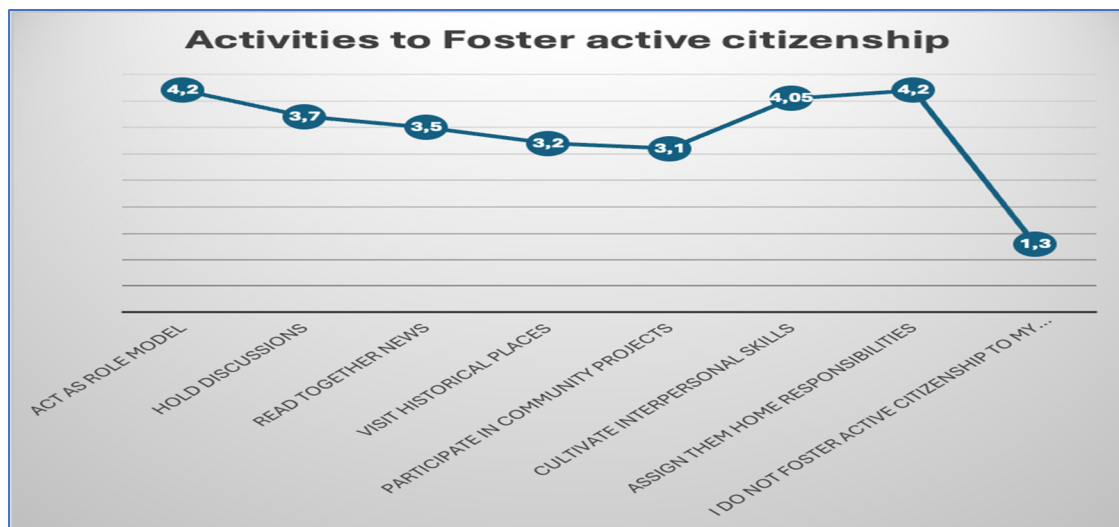
Graph 3.3.2.5: Encouraging children to develop active citizenship skills



Parents were asked to report which activities can foster active citizenship. They most agreed that: a) acting as a role model, b) cultivating interpersonal skills and c) assigning children home responsibilities are the three most important activities (Graph 3.3.2.6.).

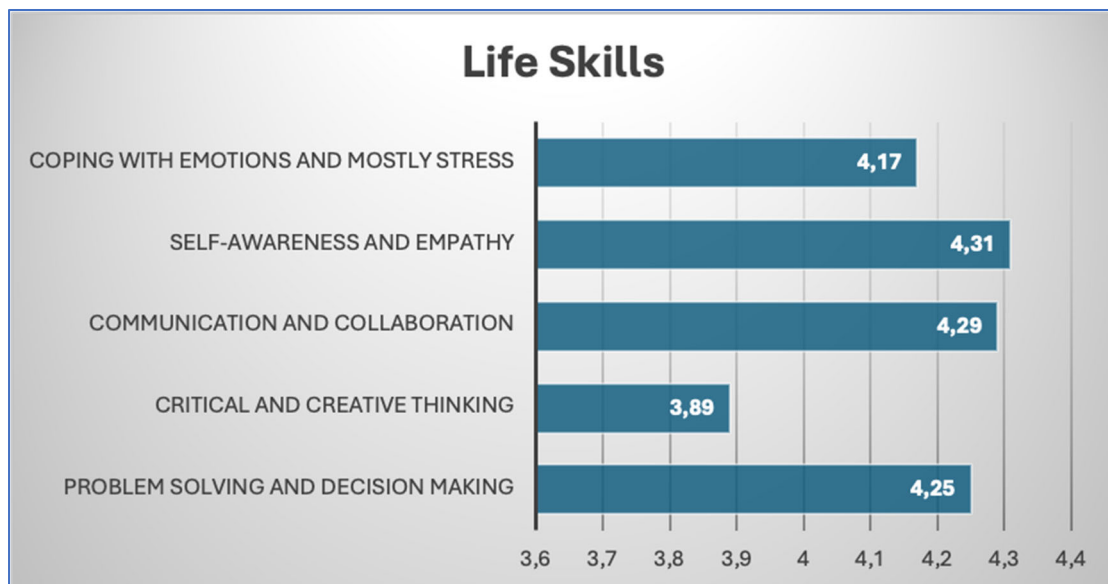


Graph 3.3.2.6: Activities to Foster Active Citizenship



In relation to what they understand as being the most important Life Skills, parents agreed that self-awareness and empathy, followed by communication and collaboration are the top skills. It is interesting to note however that critical and creative thinking are not considered top priorities (Graph 3.3.2.7.).

Graph 3.3.2.7: Parent's understanding of Life skills

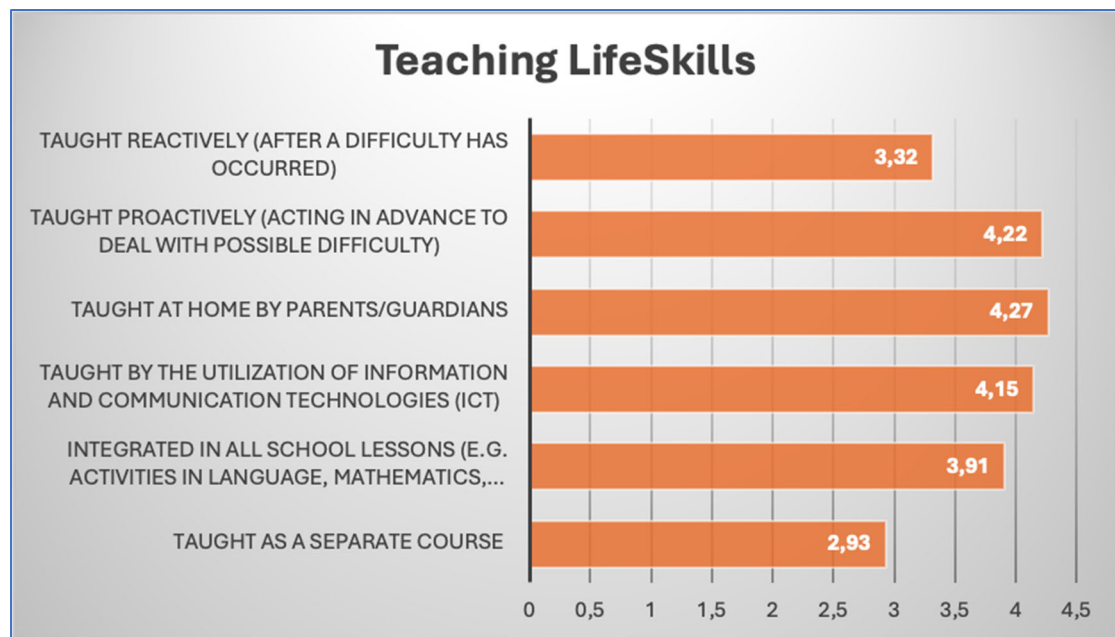


Parents were then asked to describe when and how they teach life skills. Most agreed that parents and guardians are responsible for teaching life skills to children and that these should be taught proactively. However, they did not think that life skills should be taught as a separate course (Graph 3.3.2.8.).





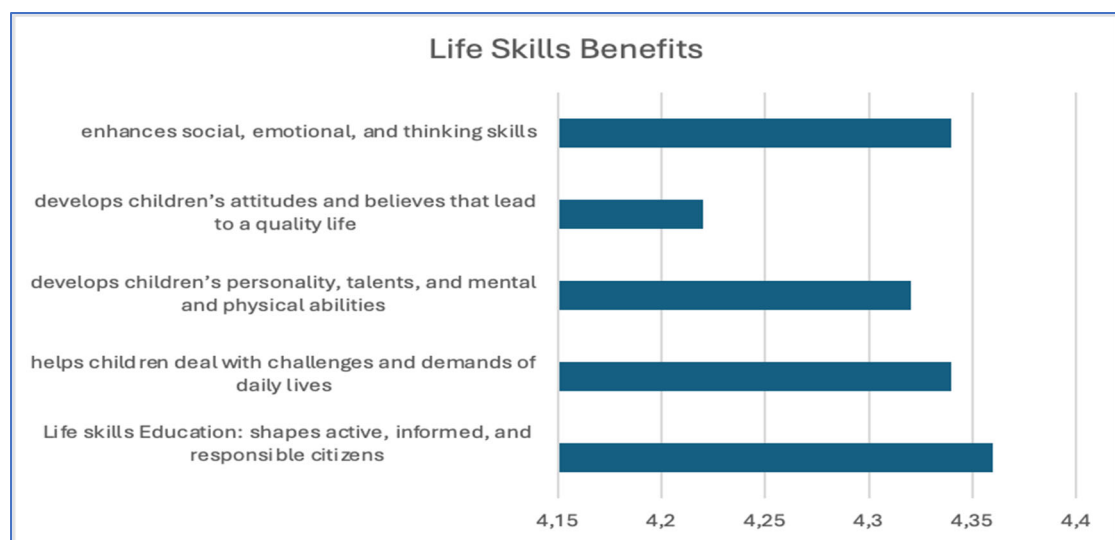
Graph 3.3.2.8: When & How to teach life skills



Parents were asked to describe the benefits from developing life skills in children. Most agreed that life skills education shapes an active, informed and responsible citizen and enhances social, emotional and thinking skills. However, they did not seem to believe that cultivating life skills will lead to a quality of life (Graph 3.3.2.9.).

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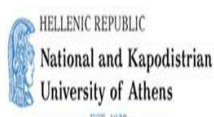
Graph 3.3.2.9: Benefits of Life-Skills



Regarding parental techniques for life skills building, building emotional bonds seemed to be the most important techniques (Graph 3.3.2.10.).

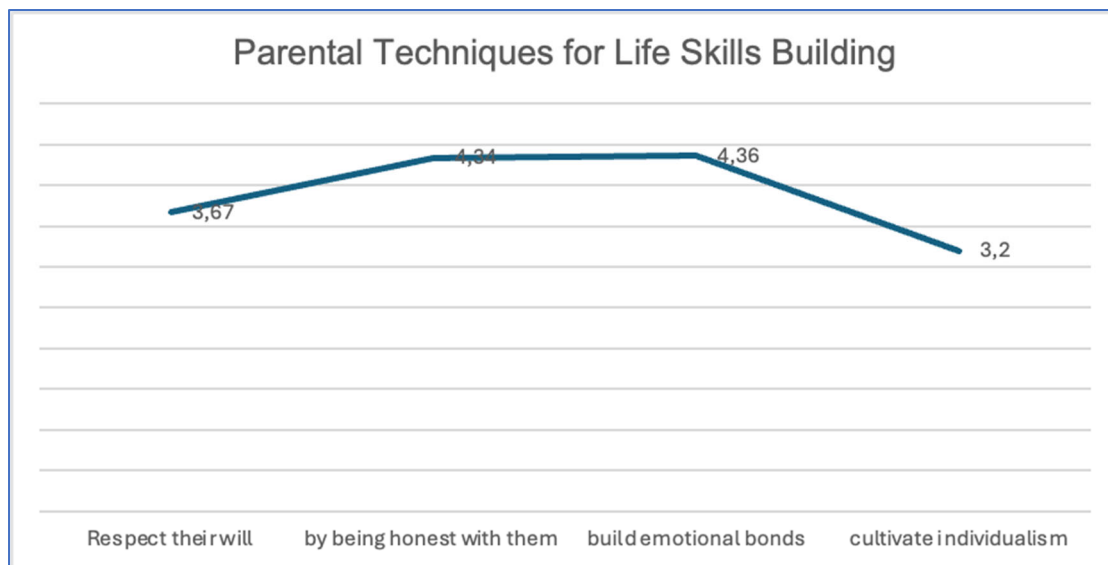


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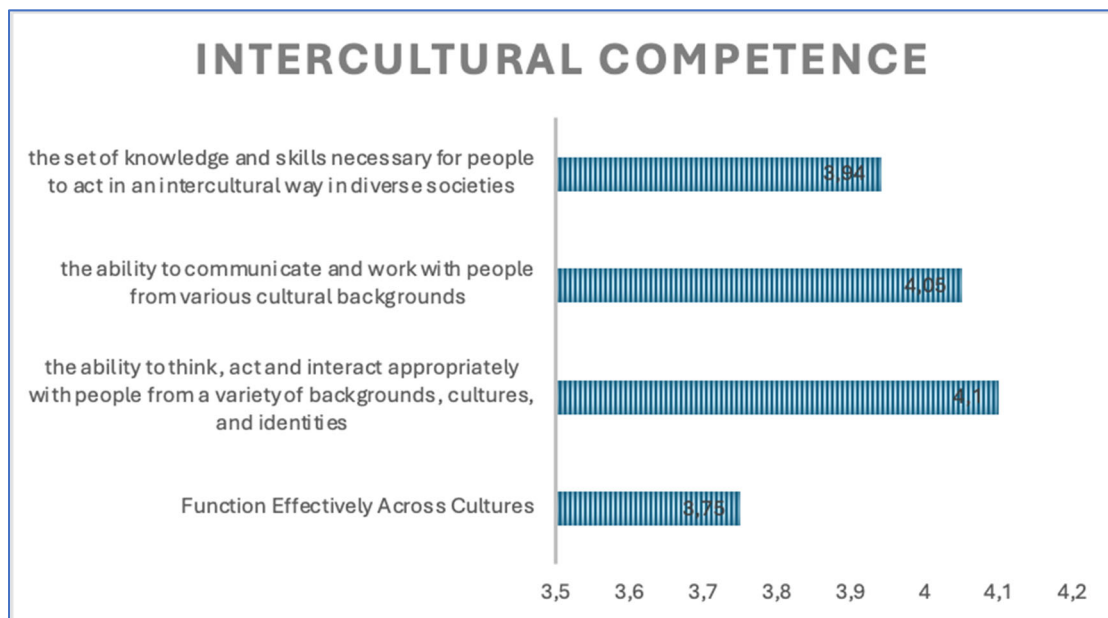


**Graph 3.3.2.10: Parental Techniques for Life Skills Building**



Focusing on understanding intercultural competence, the ability to communicate and work with people from various cultural backgrounds was considered top priority. However, functioning effectively across various cultures was not seen as equally important (Graph 3.3.2.11.).

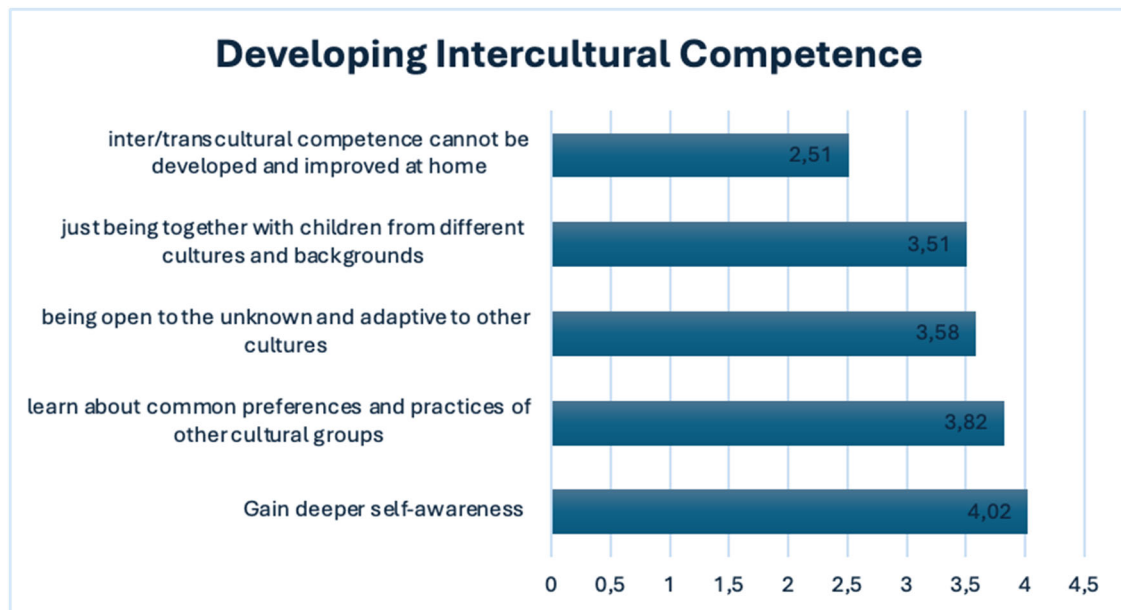
**Graph 3.3.2.11: Understanding Intercultural Competence**



In order to develop intercultural competence, parents seemed to believe that gaining a deeper self-awareness is more important than just being together with children from other cultures and backgrounds (Graph 3.3.2.12.).

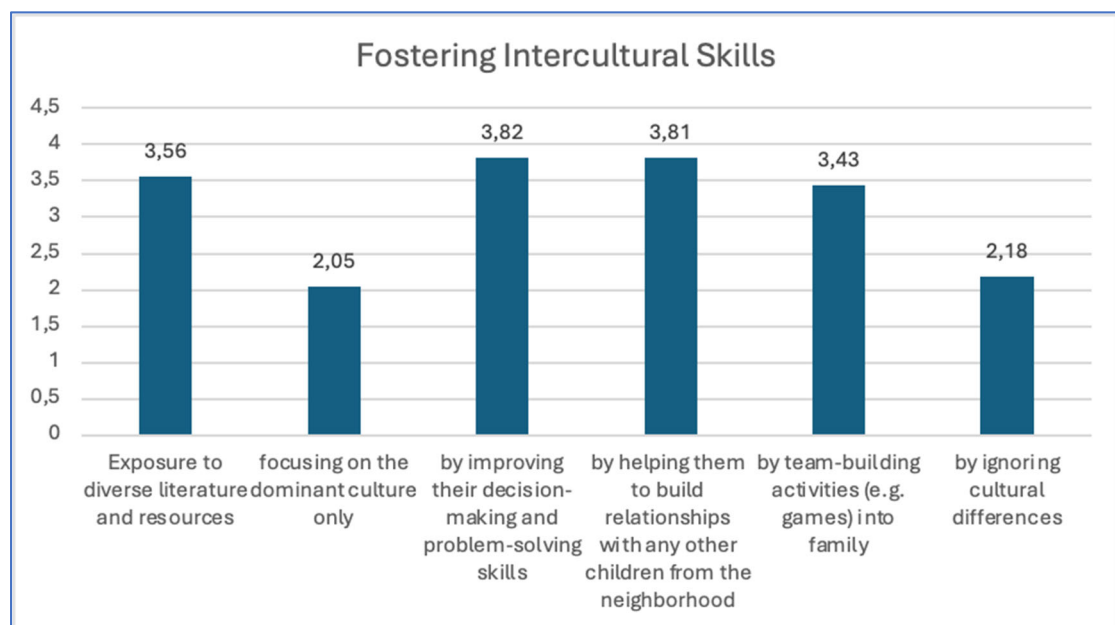


Graph 3.3.2.12: Developing Intercultural Competence



When trying to foster intercultural skills, most parents suggested that improving decision making and problem-solving are key issues and disagreed that ignoring cultural differences or focusing on the dominant culture will help in this direction (Graph 3.3.2.13.).

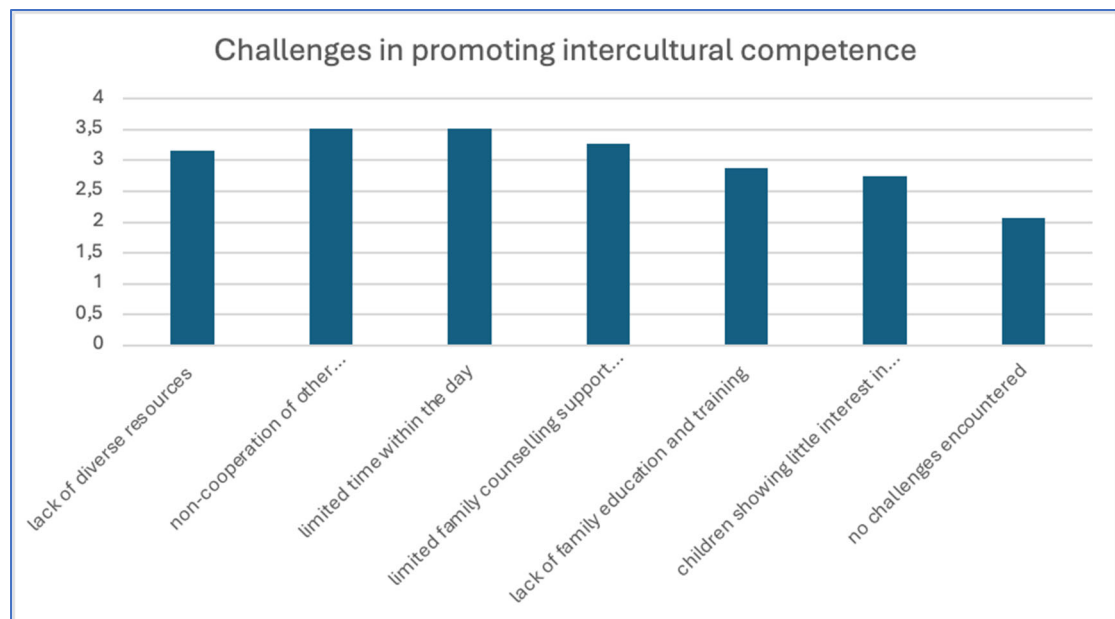
Graph 3.3.2.13: Fostering Intercultural Skills



When asked what the challenges are in creating an intercultural competence, most parents agreed that time limits and the lack of collaboration with other parents were amongst the most significant challenges (Graph 3.3.2.14.).

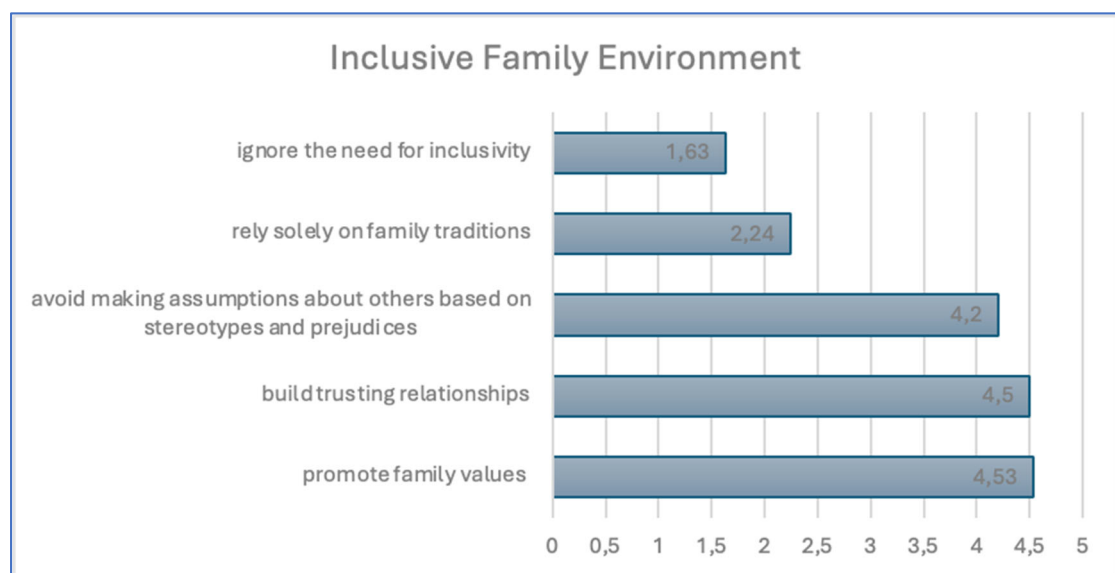


**Graph 3.3.2.14: Challenges in intercultural competence**



Parents were asked how they could better create an inclusive family environment. Most agreed that this depends on promoting family values and building trusting relationships, but they disagreed that one should rely solely on family traditions (Graph 3.3.2.15.).

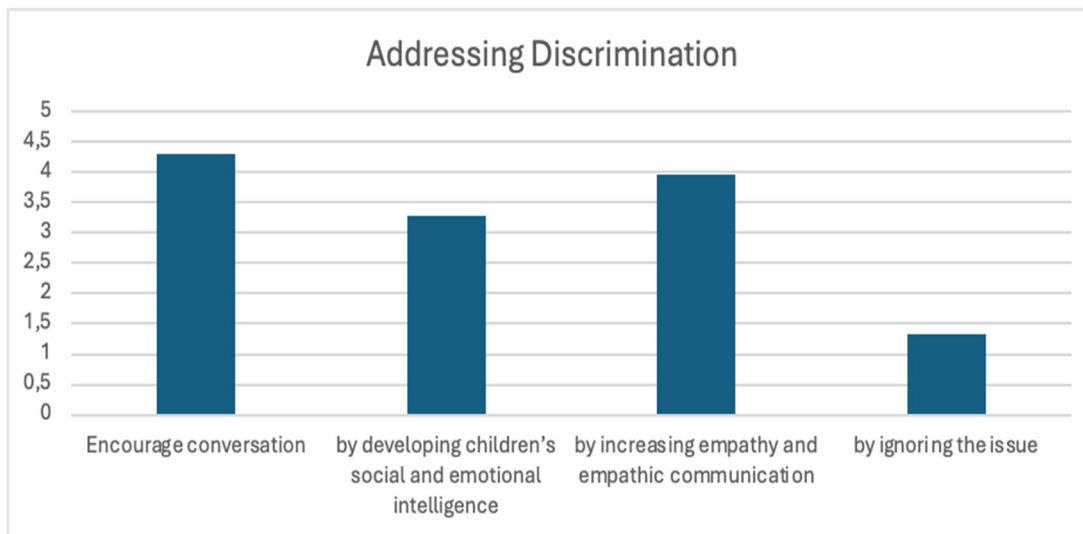
**Graph 3.3.2.15: Creation of an Inclusive Family Environment**



In relation to addressing discrimination, parents relied more on encouraging conversation and empathy. Ignoring the issue was not suggested as a good method.

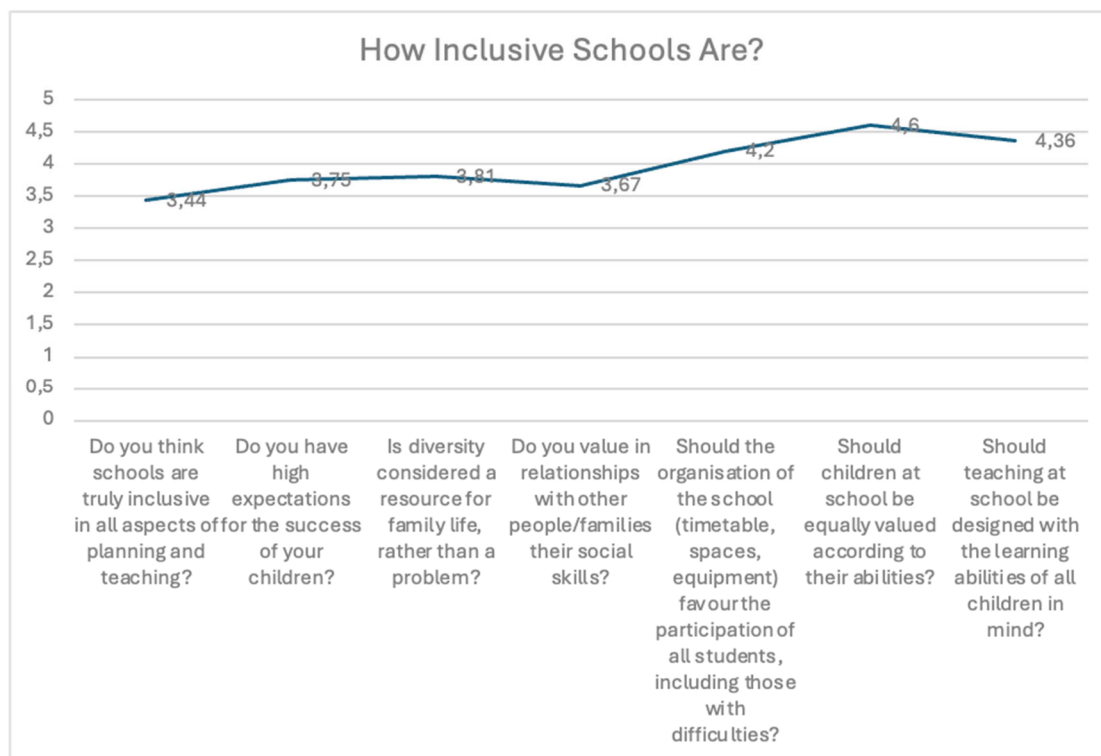


Graph 3.3.2.16: Addressing Discrimination



Finally, parents were asked to report how truly inclusive schools are. They most agreed that children at school should be equally valued and teaching should be designed having all children in mind, but they were not certain whether schools are truly inclusive in all aspects of planning and teaching (Graph 3.3.2.17.).

Graph 3.3.2.17: How truly Inclusive Schools are?





## SUMMARY PARENTS ROMANIA

It is worth noting that parents in Romania, as in the other countries, report that:

- Active Citizenship relates to voting and making petitions.
- Various activities can be used to foster active citizenship in children, but they mainly prefer recycling.
- The virtues of active citizenship are well understood but tolerance receives less attention.
- Life skills and inter/transcultural education as well as inclusive education are considered significant but time limits and the perceived lack of collaboration from other parents are perceived as barriers.
- Lastly most parents are not sure about how inclusive schools really are.





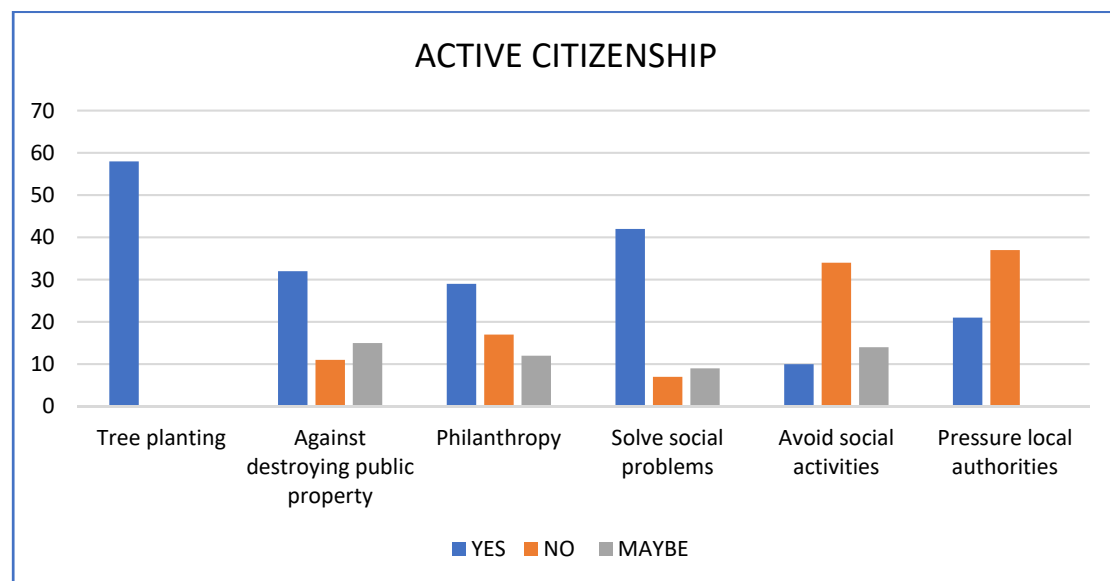
### 3.3.3 Pupils

In **Romania**, all 58 pupils were of Romanian origin (30 girls and 28 boys). They were all attending primary school, 32 being nine years old and 26 being ten years old.

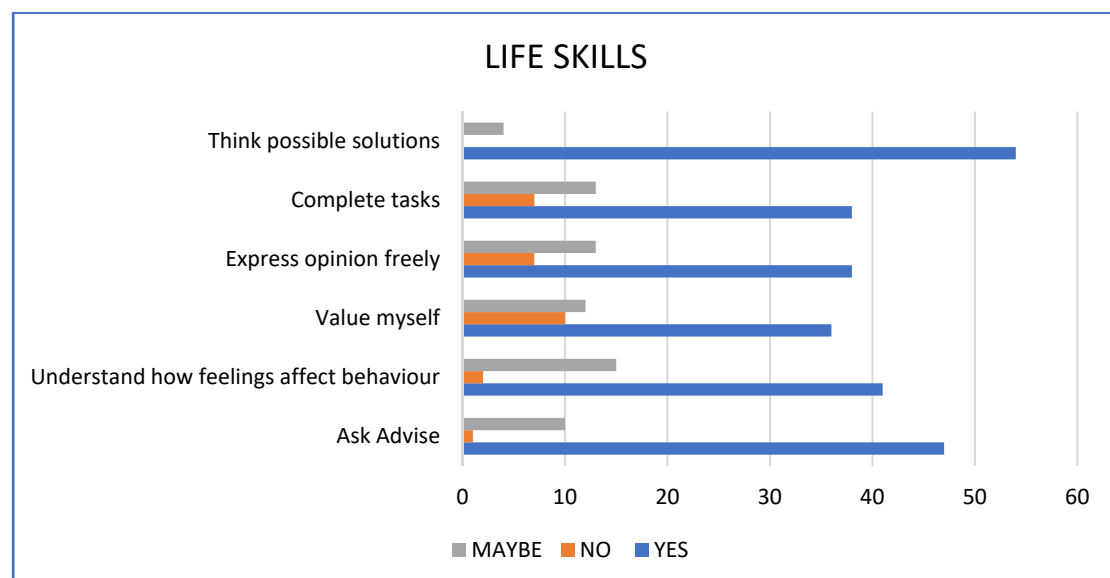
Regarding active citizenship, pupils feel that tree planting is the most significant activity followed by the ability to solve social problems (Graph 3.3.3.1.).

In relation to Life skills, they consider important to be able to think of possible solutions and when needed to ask for advice (Graph 3.3.3.2.).

*Graph 3.3.3.1. Active Citizenship*



*Graph 3.3.3.2. Life Skills*

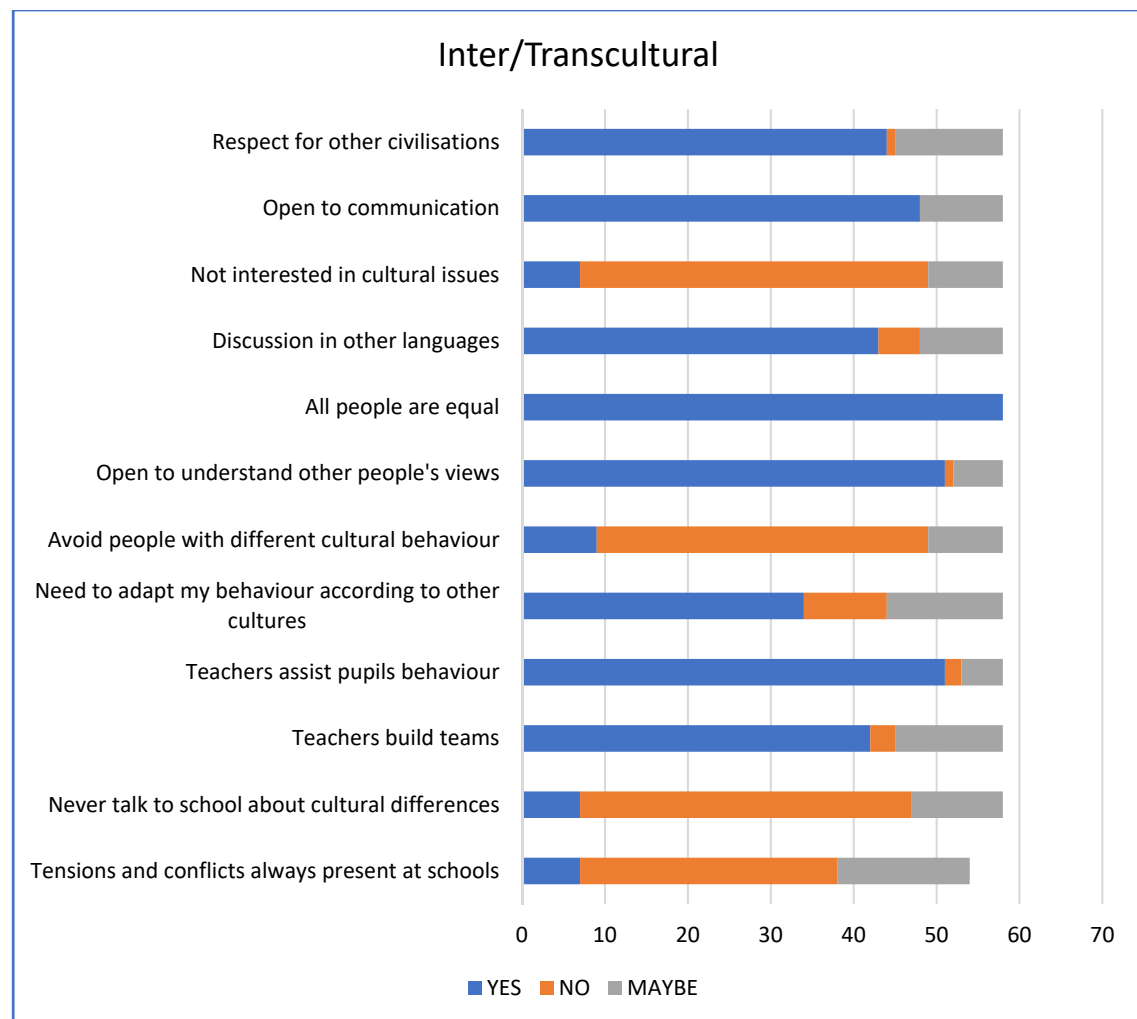






Pupils were asked about their assumptions on inter/transcultural competences and inclusive education. They most seem to be fully aware of the need to treat equally all people and feel that teachers are open to help in classroom settings (Graph 3.3.3.3. & Graph 3.3.3.4.).

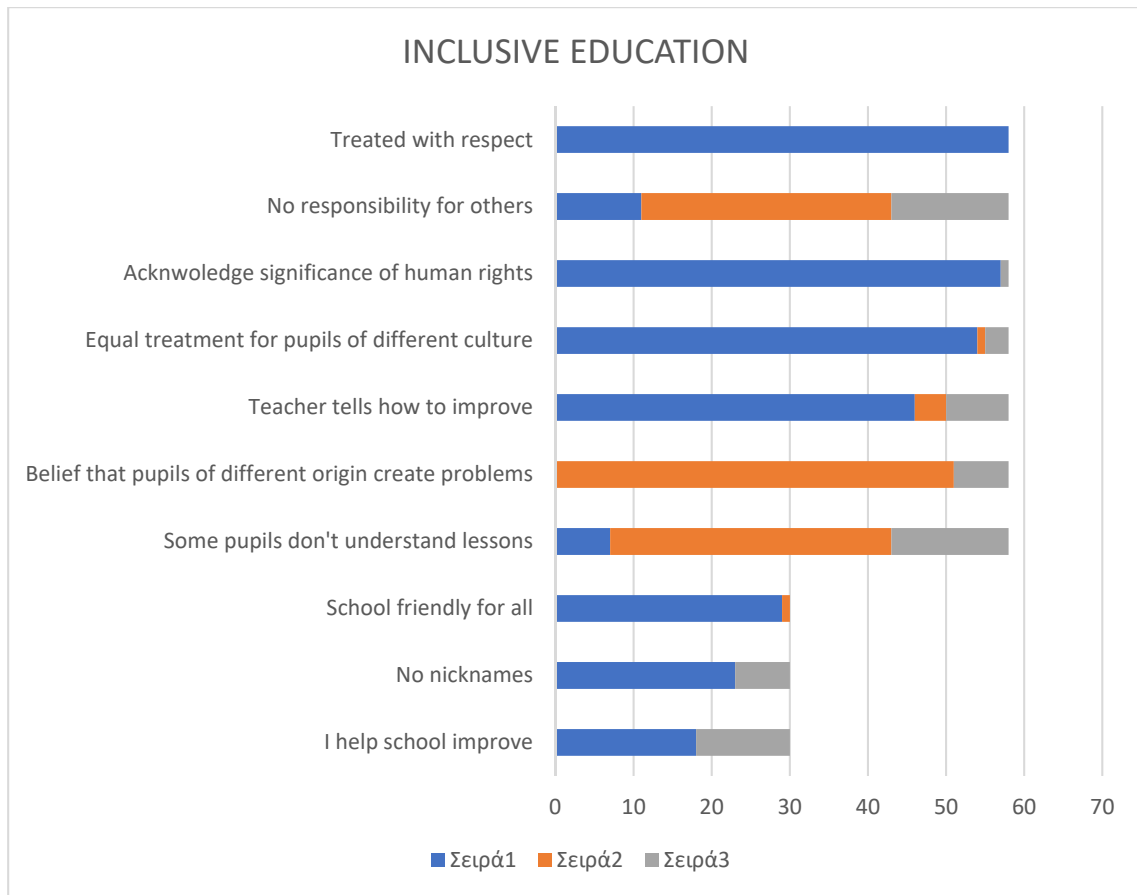
*Graph 3.3.3.3. Inter/Transcultural competences*







Graph 3.3.3.4. Inclusive Education



## SUMMARY PUPILS ROMANIA

Pupils in Romania face similar challenges as pupils in other countries:

- Regarding active citizenship pupils feel that tree planting is the most significant activity followed by the ability to solve social problems.
- In relation to Life skills, they consider important to be able to think of possible solutions and when needed to ask for advice.
- In relation to inter/transcultural competencies and inclusive education feel that all people are equal and should be treated with respect and feel that most of the time teachers help them on how to improve.



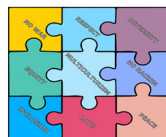
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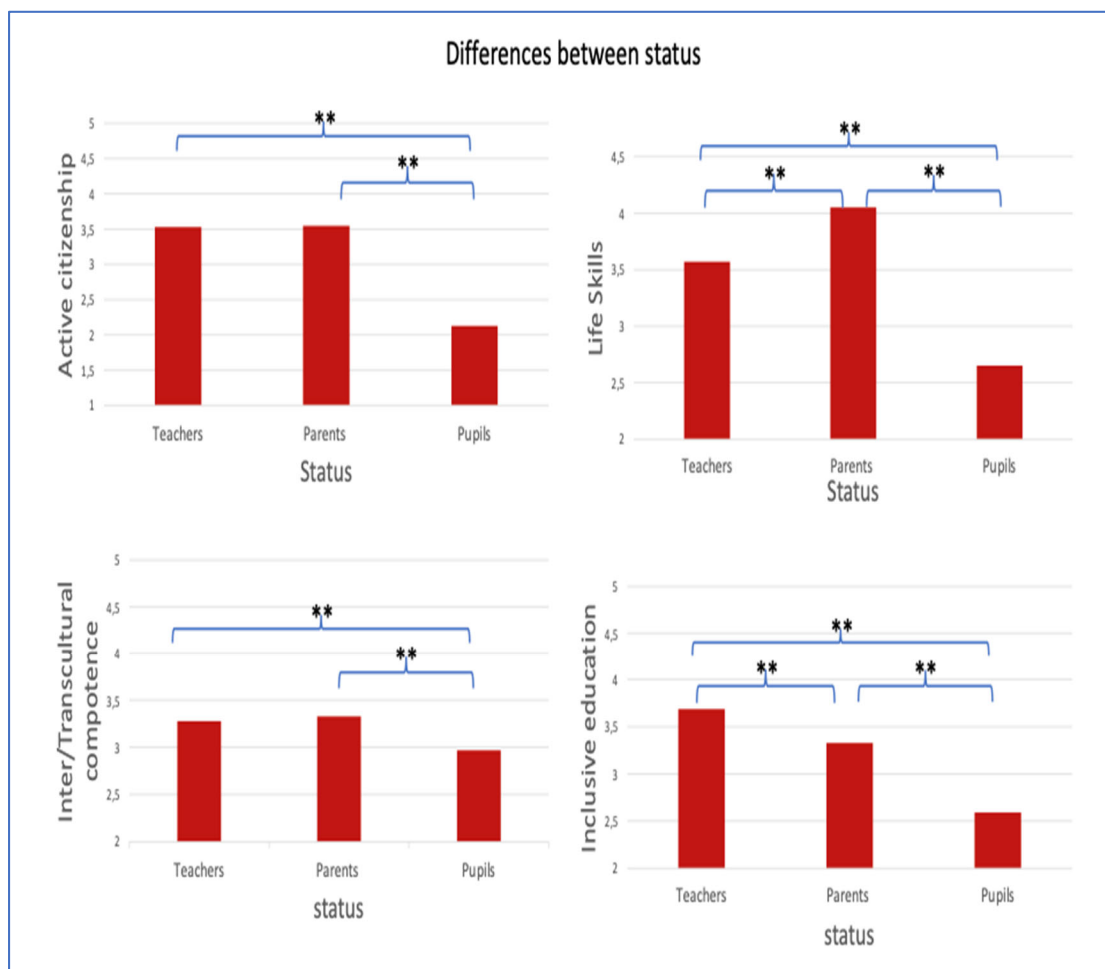
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### 3.3.4. DIFFERENCES BETWEEN THE GROUPS IN ROMANIA



### SUMMARY ROMANIA

It is worth noting that amongst the groups in Romania, as it was the case in other countries, there are differences between the groups of teachers, parents and pupils that are considered significant as for the definition of Active Citizenship and Inter/Transcultural competences. There are also significant differences between teachers and parents in Life Skills and Inclusive Education.

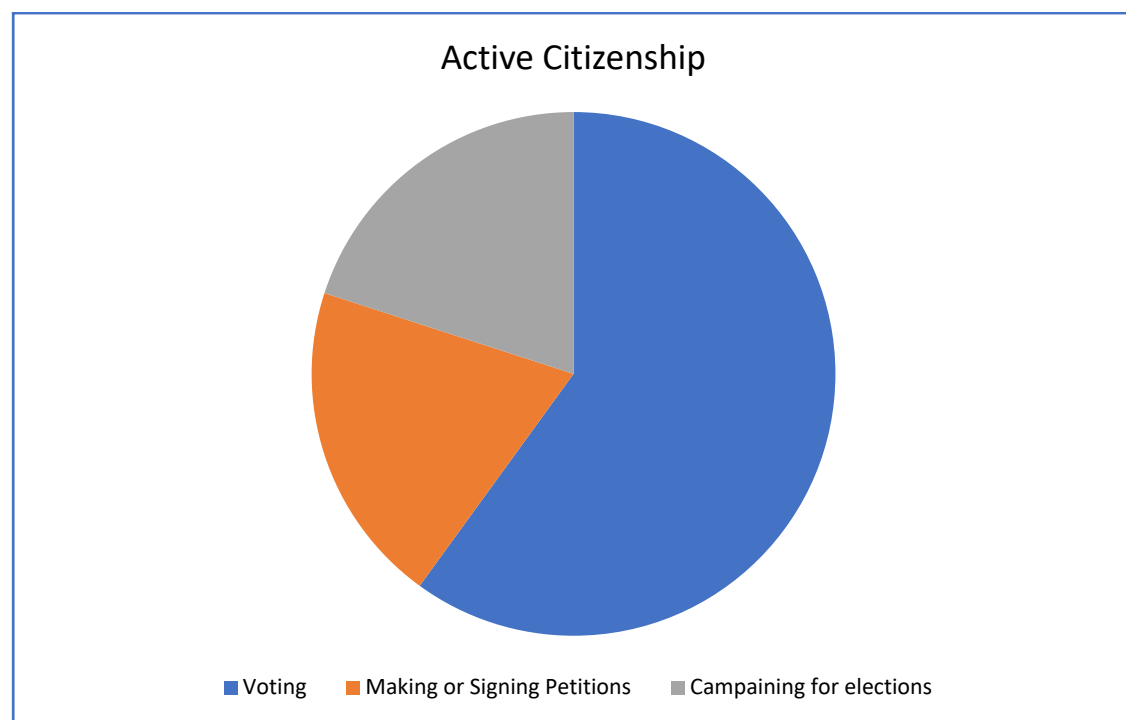


## 3.4. FINLAND

### 3.4.1. Teachers

In FINLAND all 24 parents participating in the study were from the city of Turku, 19 were of Finnish origin, three Swedish and two Ukrainian. Out of the 24 participants, 14 were female and 10 males. In addition, 5 were older than 50 years, 15 were between 40-49 years old, 4 were between 30-39 years old and one was 20-29 years old. 19 of the parents were married and 5 divorced. 8 families had 1 child, 14 had 2 children and 3 had 2 children. 7 of the children were boys. In relation to educational status, 18 of the participants had a postgraduate degree and all others were university graduates. When asked about Active Citizenship, teachers believe that it is mainly related to campaigning for elections, making or signing petitions and voting (Graph 3.4.1.1.).

*Graph 3.4.1.1.: Active Citizenship*



In regard to ways of engagement, recycling seems to be significant, followed by supporting local businesses and voting for your favorite candidate (Graph 3.4.1.2.).

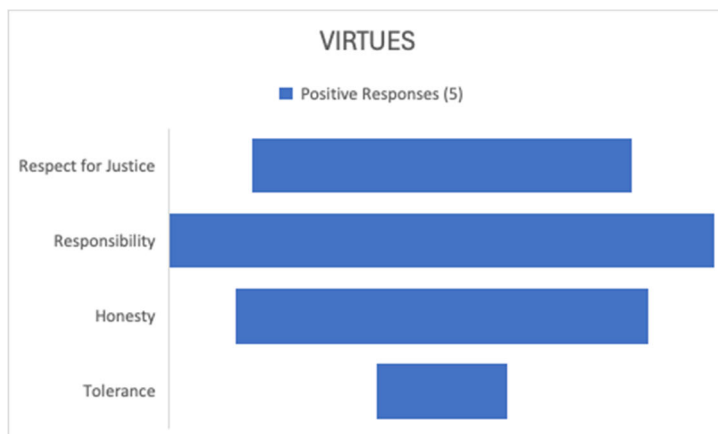


**Graph 3.4.1.2.: Ways of engagement**



Teachers are fully aware of the virtues of Active Citizenship, paying however more attention to responsibility, honesty and respect for justice and less to tolerance (Graph 3.4.1.3.).

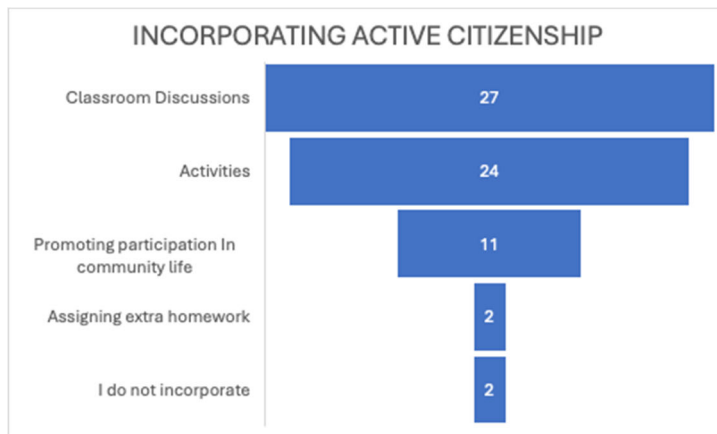
**Graph 3.4.1.3: Virtues of active citizenship**





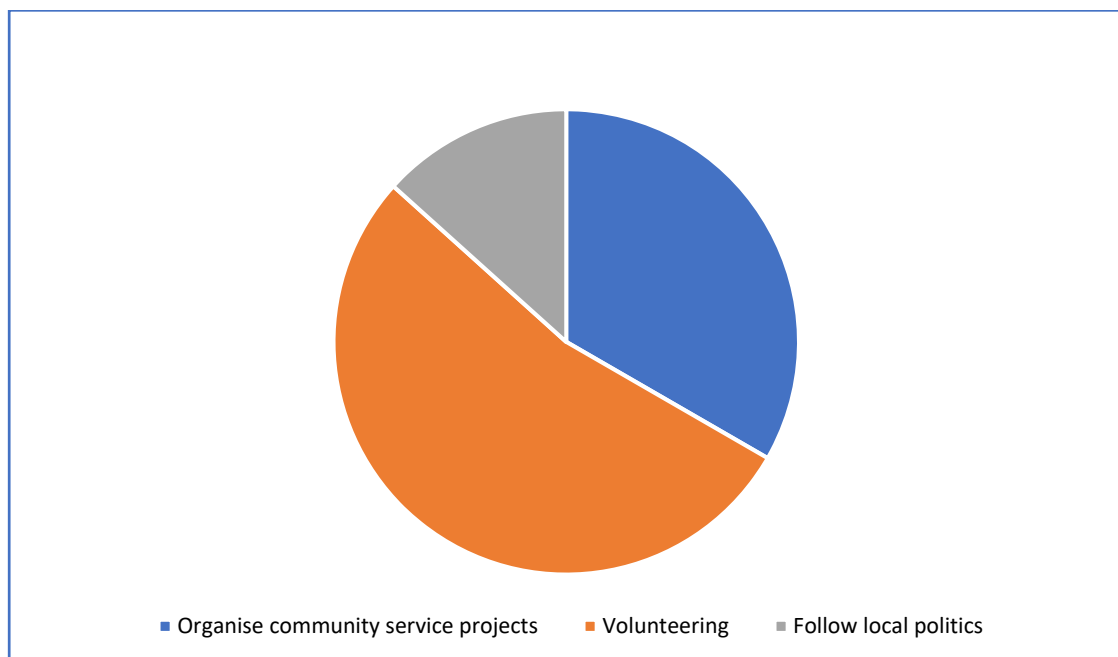
In incorporating active citizenship classroom discussion and activities seem to prevail (Graph 3.4.1.4.).

**Graph 3.4.1.4.: Incorporating Active Citizenship**



Teachers report that they encourage student's participation mainly by supporting volunteering, organizing community service projects and following local politics (Graph 3.4.1.5.).

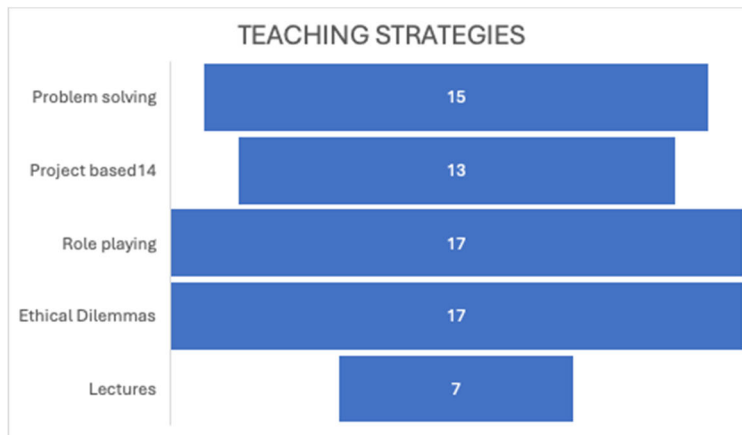
**Graph 3.1.4.5.: Encouraging pupils' participation**





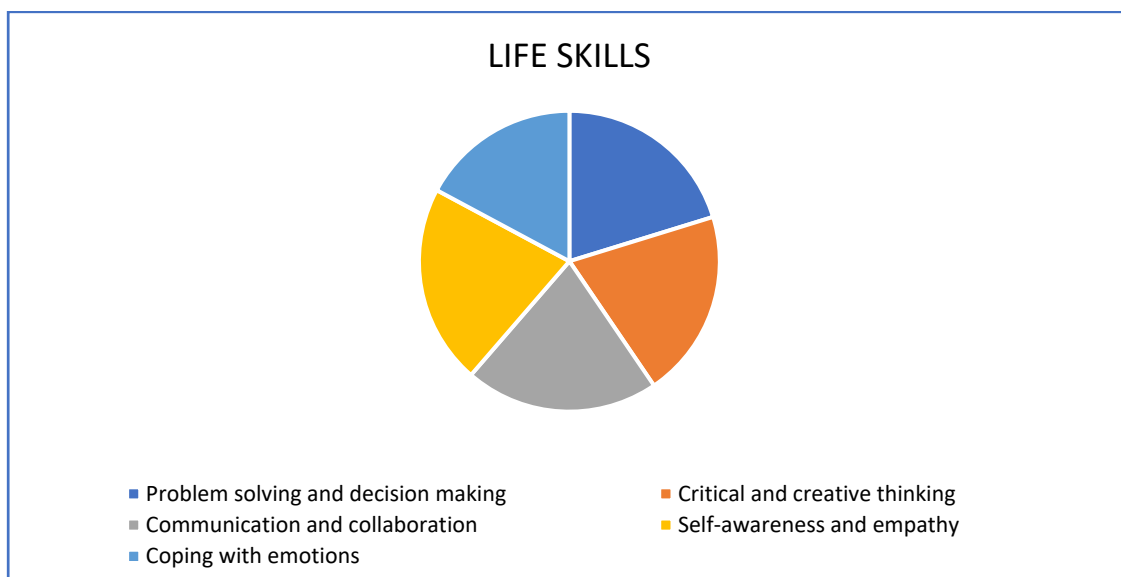
Teaching strategies such as role playing and solving ethical dilemmas seem to be very important as well as problem solving (Graph 3.4.1.6.).

*Graph 3.1.4.6.: Teaching strategies*



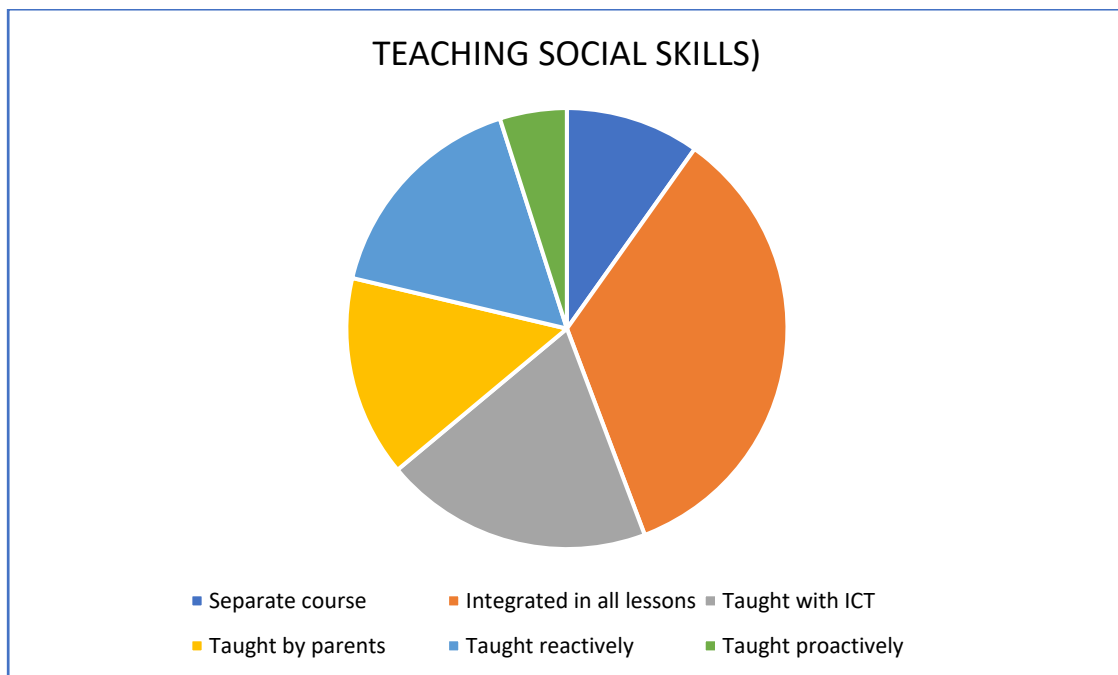
In relation to life skills, teachers perceive all life skills as equally important (Graph 3.4.1.7.) and when it comes to teaching life skills most believe that they should be incorporated in the curriculum across all classes (Graph 3.4.1.8.).

*Graph 3.1.4.7.: Life Skills*



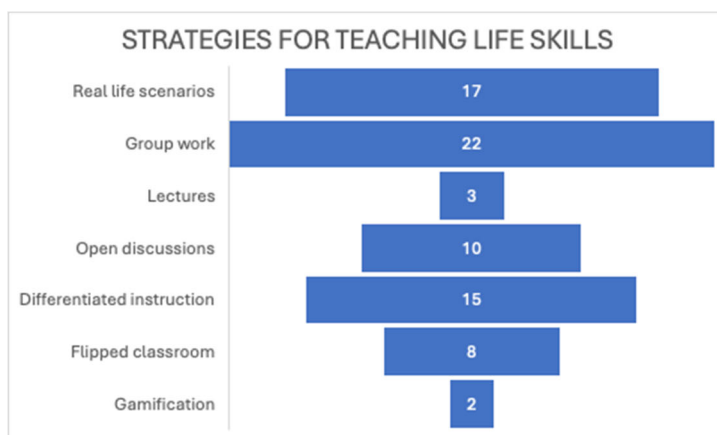


*Graph 3.1.4.8.: Teaching life skills*



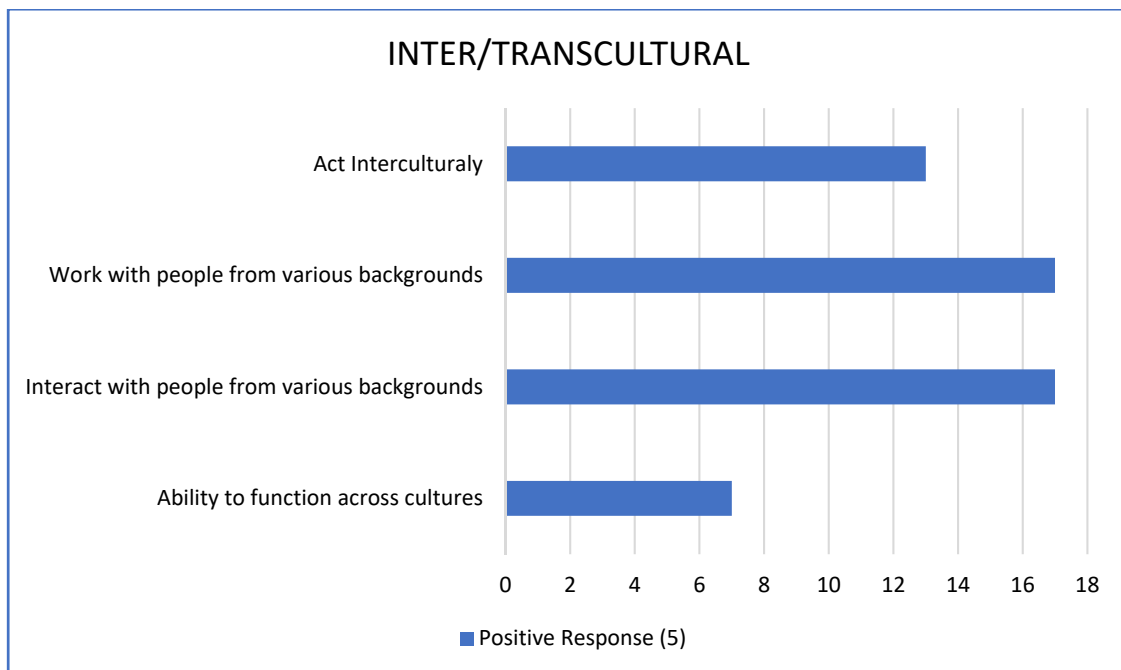
In strategies that include life skills, group work and real life scenarios seem to prevail in order to foster the ability to collaborate with pupils from other cultures (Graph 3.4.1.9. & (Graph 3.4.1.10.).

*Graph 3.1.4.9.: Strategies for teaching life skills*





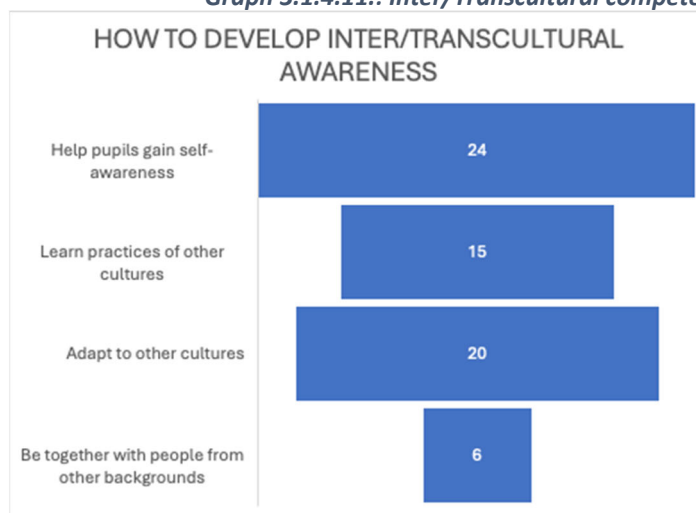
**Graph 3.1.4.10.: Inter/Transcultural competences**



Teachers suggest as a significant way for developing inter/transcultural competences to help pupils gain self-awareness in order to be able to adapt to different cultures and suggest that building relationships and employing team building is very significant in fostering inter/transcultural understanding (Graph 3.4.1.11. & (Graph 3.4.1.12.).

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**Graph 3.1.4.11.: Inter/Transcultural competences**



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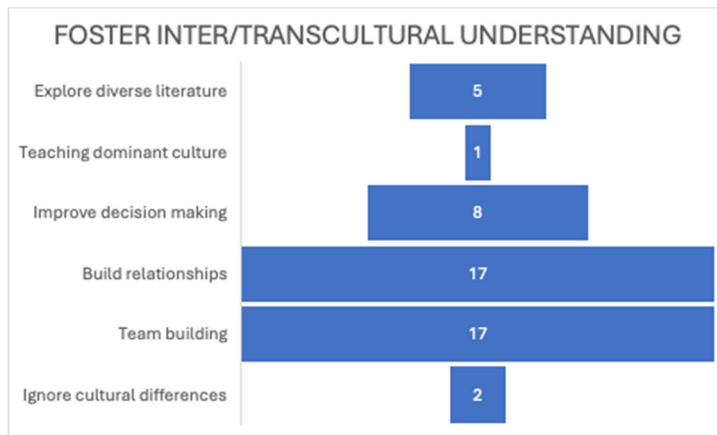


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**Graph 3.1.4.12.: Inter/Transcultural understanding**



In relation however to challenges experienced by teachers, they most agree that limits of times and content followed by lack of teacher training are significant (Graph 3.4.1.13.).

**Graph 3.4.1.13.: Challenges**





## SUMMARY TEACHERS FINLAND

Teachers in Finland as in other countries are fully aware of active citizenship goals and virtues and suggest that:

- Recycling, supporting local businesses and supporting favorite candidate is important.
- Encouraging pupils includes volunteering, organizing community service projects and following local politics.
- Teachers in Finland also suggest that life skills are very significant and should be taught in all lessons across the curriculum.
- Building teams and encouraging relationships amongst pupils seem to remain the preferred ways for fostering inter/transcultural and inclusive education.
- Challenges experienced by teachers in Finland also include as in other countries limits of time and content but less resistance from parents.



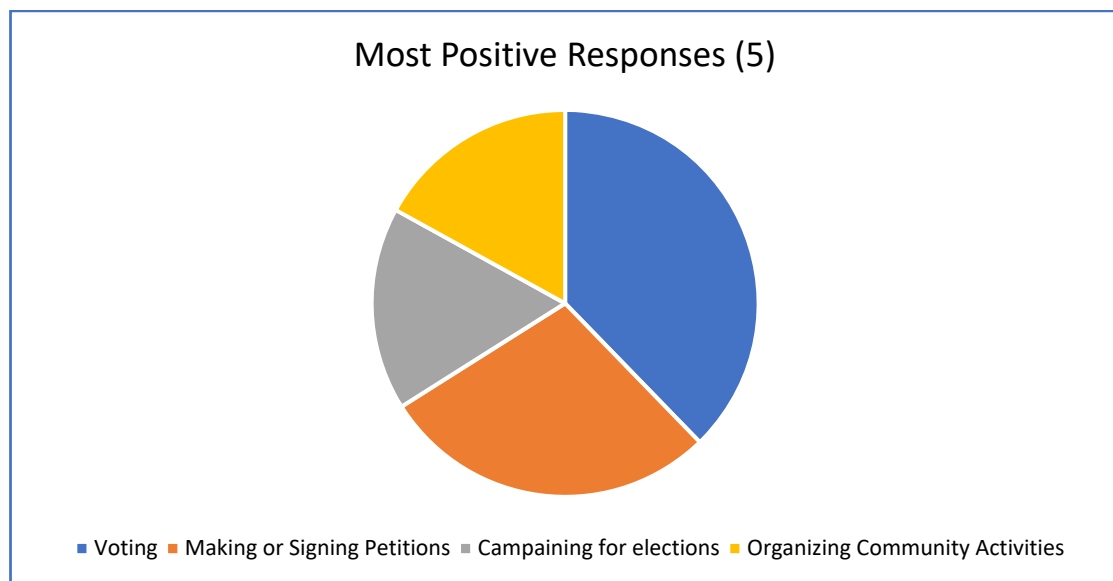


### 3.4.2. Parents

In FINLAND all 24 parents participating in the study were from the city of Turku, 19 were of Finnish origin, three Swedish and two Ukrainian. Out of the 24 participants, 14 were female and 10 males.

In relation to how they perceive active citizenship, most agreed that it relates mainly to voting and making or signing petitions (Graph 3.4.2.1.).

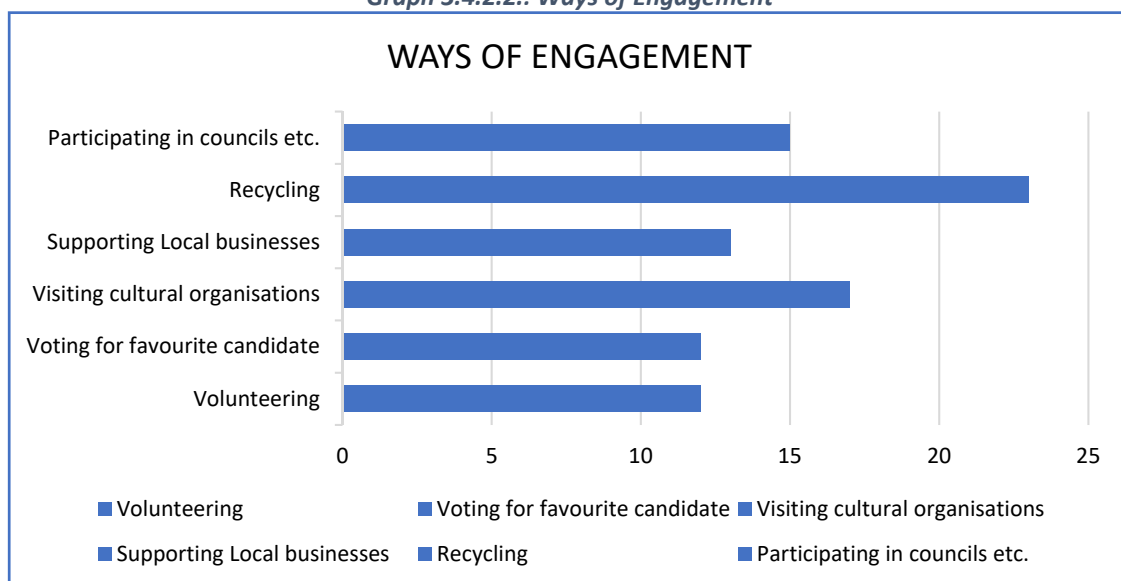
*Graph 3.4.2.1.: Active Citizenship*



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Regarding ways of engagement, recycling seemed to be the most preferred way together with participating in local councils and visiting cultural organizations (Graph 3.4.2.2.).

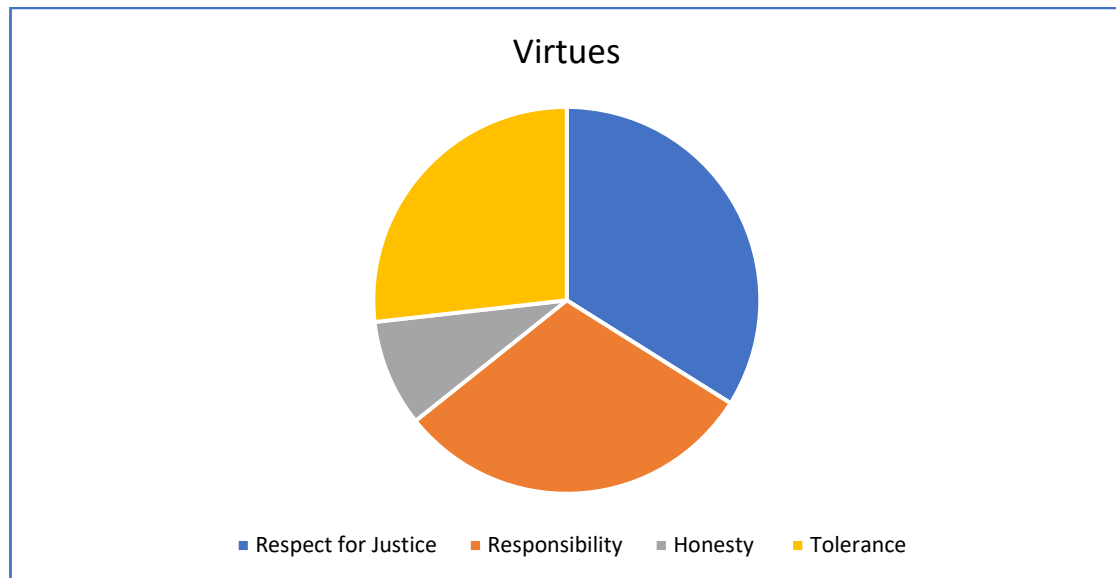
*Graph 3.4.2.2.: Ways of Engagement*





Regarding virtues, tolerance seems to be regarded as significant together with respect for justice and taking on responsibility (Graph 3.4.2.3.).

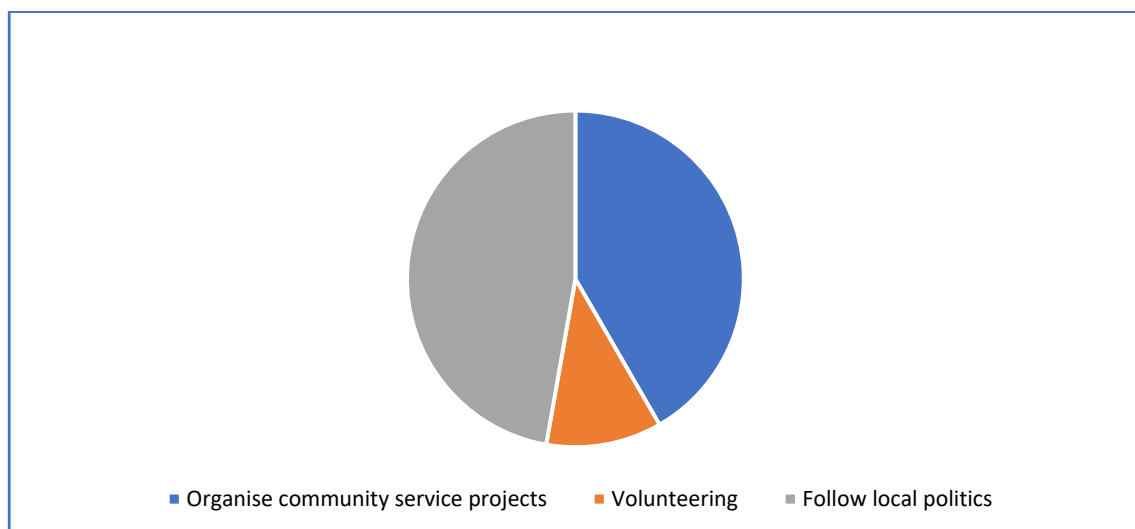
*Graph 3.4.4.3.: Virtues of Active Citizenship*



Regarding activities that could help to incorporate active citizenship, parents suggest that organizing community service projects and following local politics is usually employed (Graph 3.4.2.4.).

84

*Graph 3.4.4.4.: Incorporating Active Citizenship*



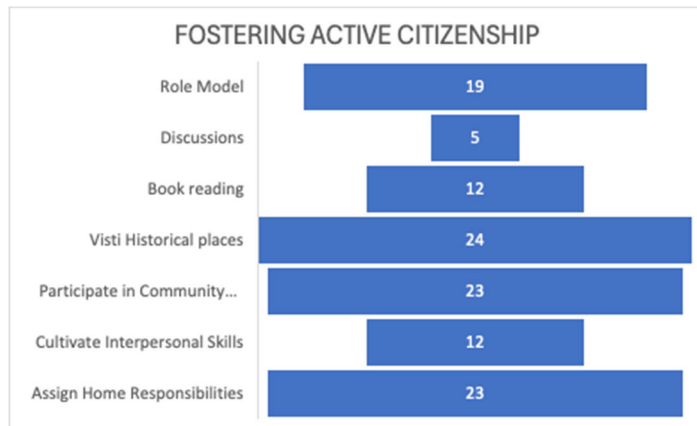
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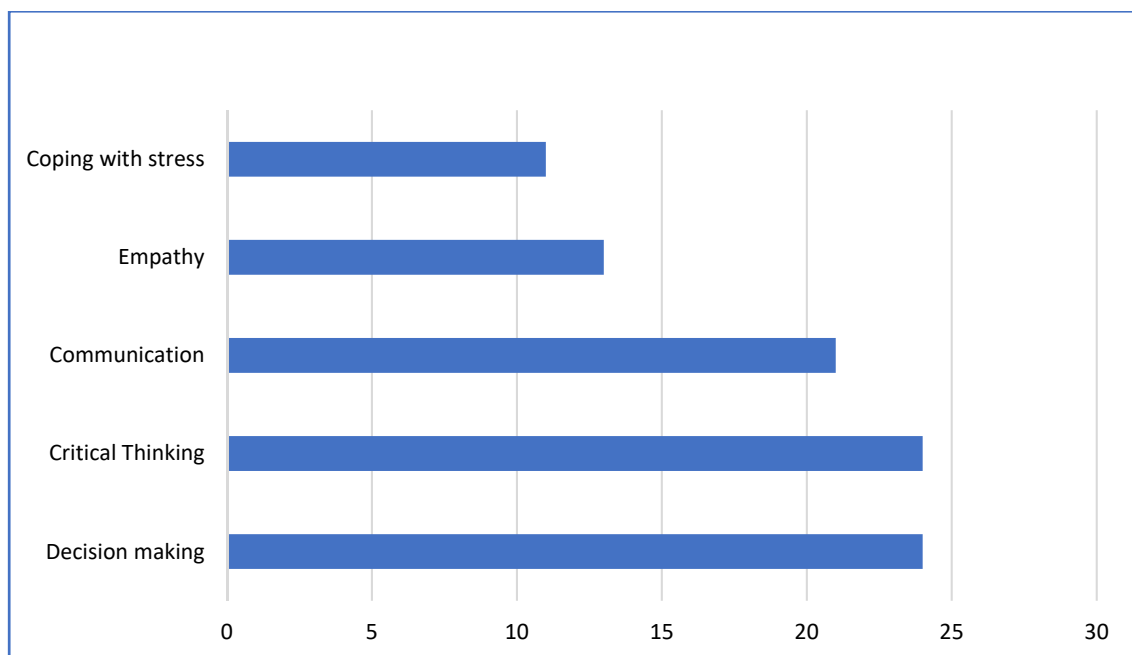
When asked how they foster active citizenship, most suggest that visiting historical places, participating in community meetings and acting as role models is their preferred way (Graph 3.4.2.5.).

**Graph 3.4.4.5.: Fostering Active Citizenship**



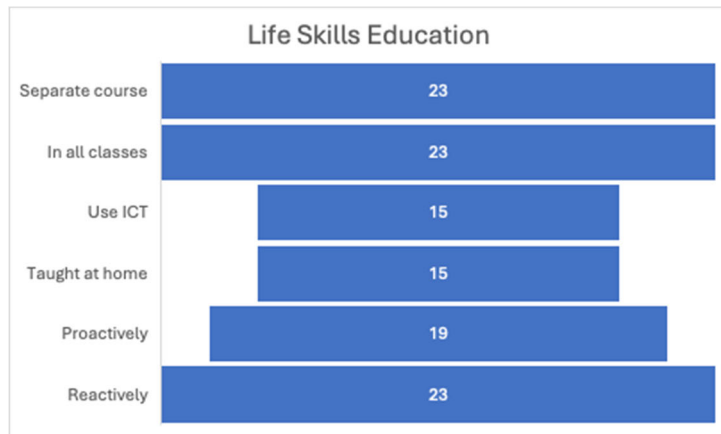
Regarding life skills, critical thinking and decision making are considered significant together with the ability to community (Graph 3.4.2.6.) and parents suggest that life skills should be taught within the curriculum in all classes but also as a separate course (Graph 3.4.2.7.).

**Graph 3.4.4.6.: Life skills**



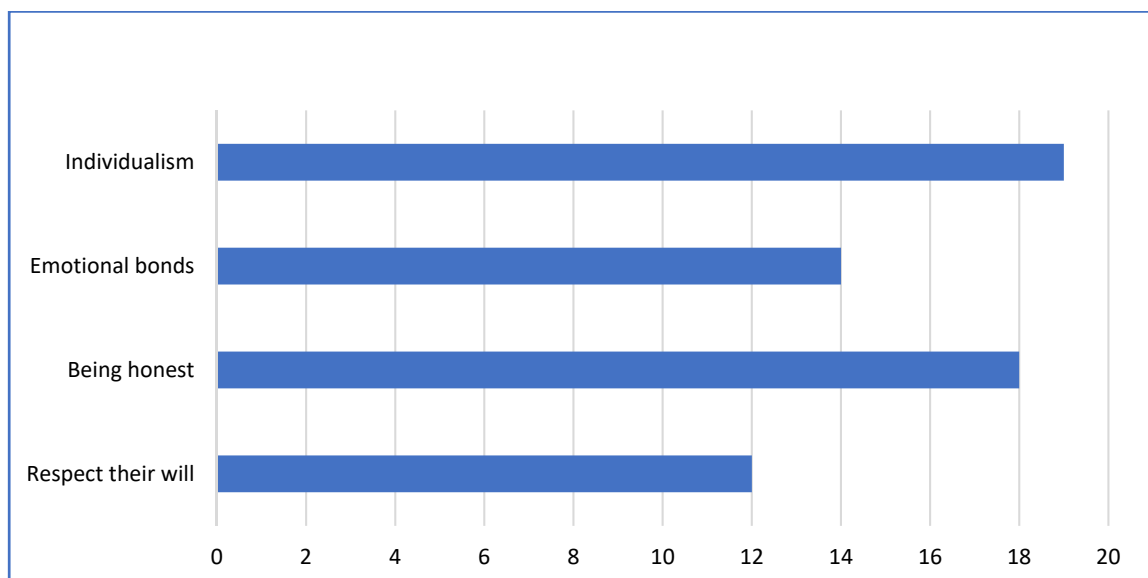


**Graph 3.4.4.7.: Life skills education**



Most favorable techniques for Teaching Life skills to children according to parents in Finland is to teach them individualism and how to be honest (Graph 3.4.2.8.).

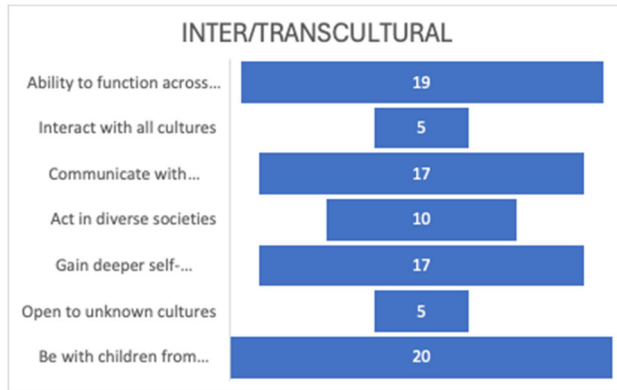
**Graph 3.4.4.8.: Teaching life Skills**



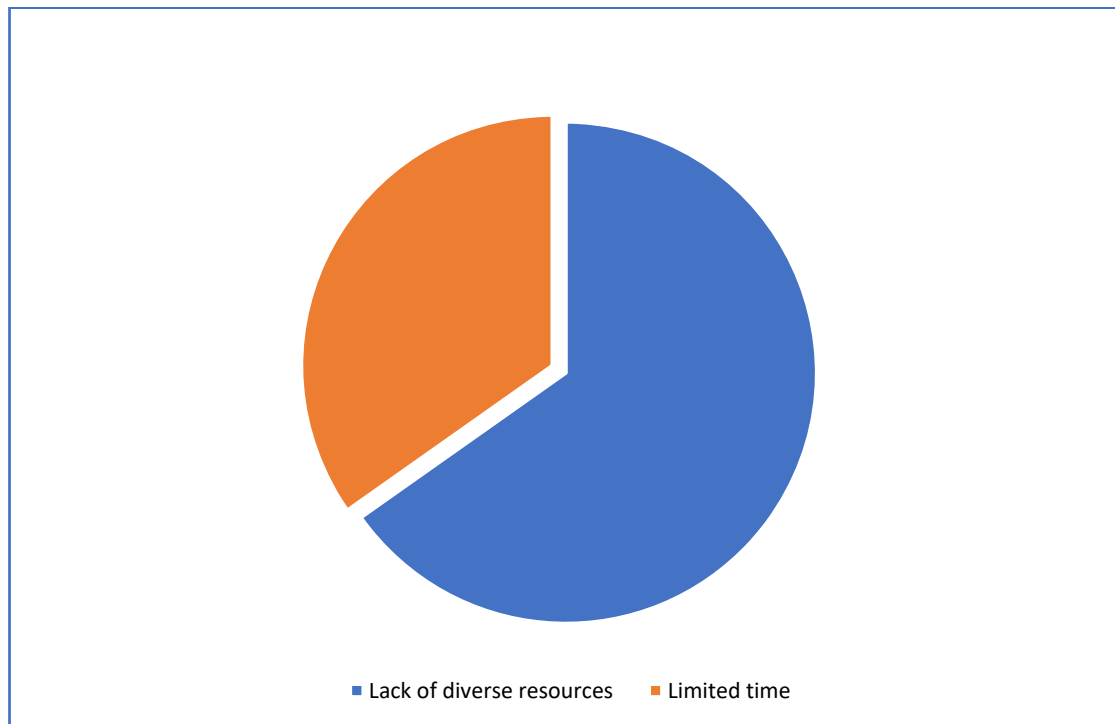
In regard to Inter/Transcultural competences and inclusive education, parents in Finland believe that to be with children from various cultures and to develop the ability to function across various cultures is very significant (Graph 3.4.2.9.). Nonetheless, they see that limited resources and limited time are important challenges that need to be faced (Graph 3.4.2.10.).



**Graph 3.4.4.9.: Inter/Transcultural**



**Graph 3.4.4.10.: Challenges**





## SUMMARY PARENTS FINLAND

Parents in Finland share the view that:

- Active citizenship is related to making and signing petitions and voting.
- Recycling seems to dominate as it happens in other countries.
- Organizing community service projects and following local politics is usually employed as a technique for supporting active citizenship.
- Life skills are considered significant, and it is suggested that they should be taught both, within the curriculum and as a separate course.
- Inter/transcultural and inclusive education are always a priority but challenges such as lack of diverse resources and time limits, prevail.





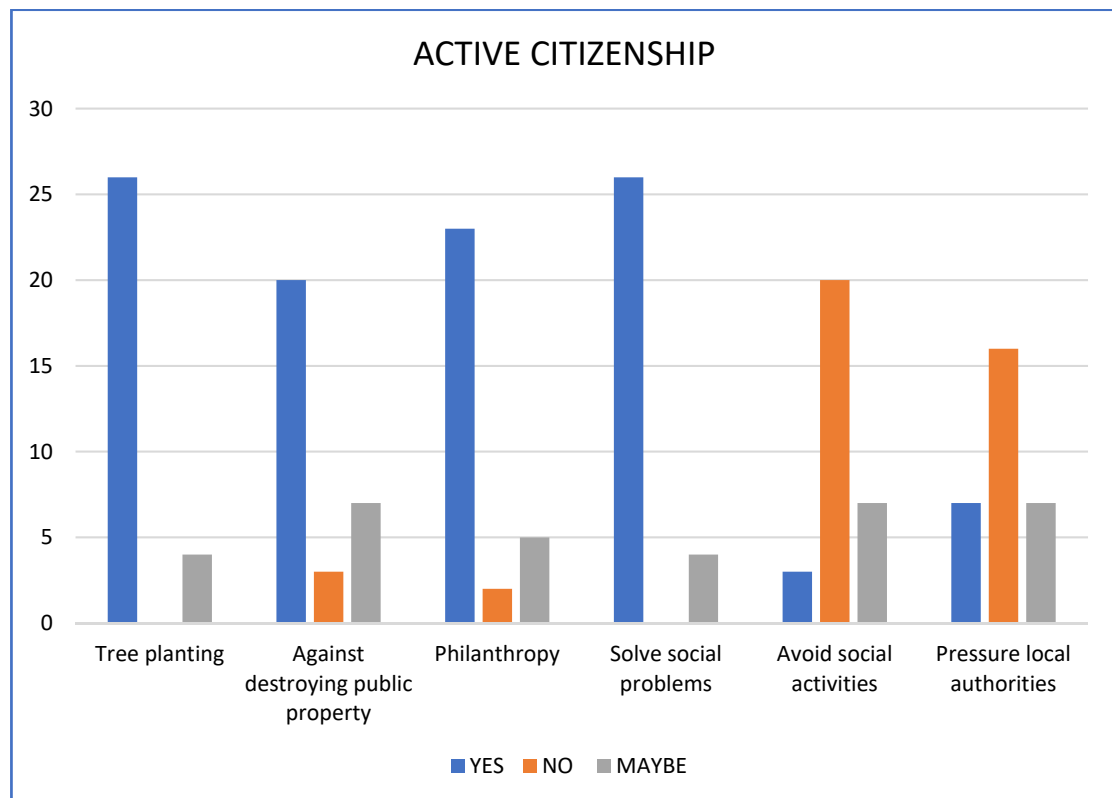


### 3.4.3. Pupils

In **Finland**, 29 pupils (14 boys, 15 girls, one missing value) took part in the study, out of which 25 were of Finnish origin, 3 of Swedish origin and 2 of Ukrainian origin. 19 were in the 4th grade, 9 in the 3rd and 2 in the 5th grade.

Pupils in Finland, perceive Active Citizenship as the ability to solve problems and tree planting (Graph 3.4.3.1.).

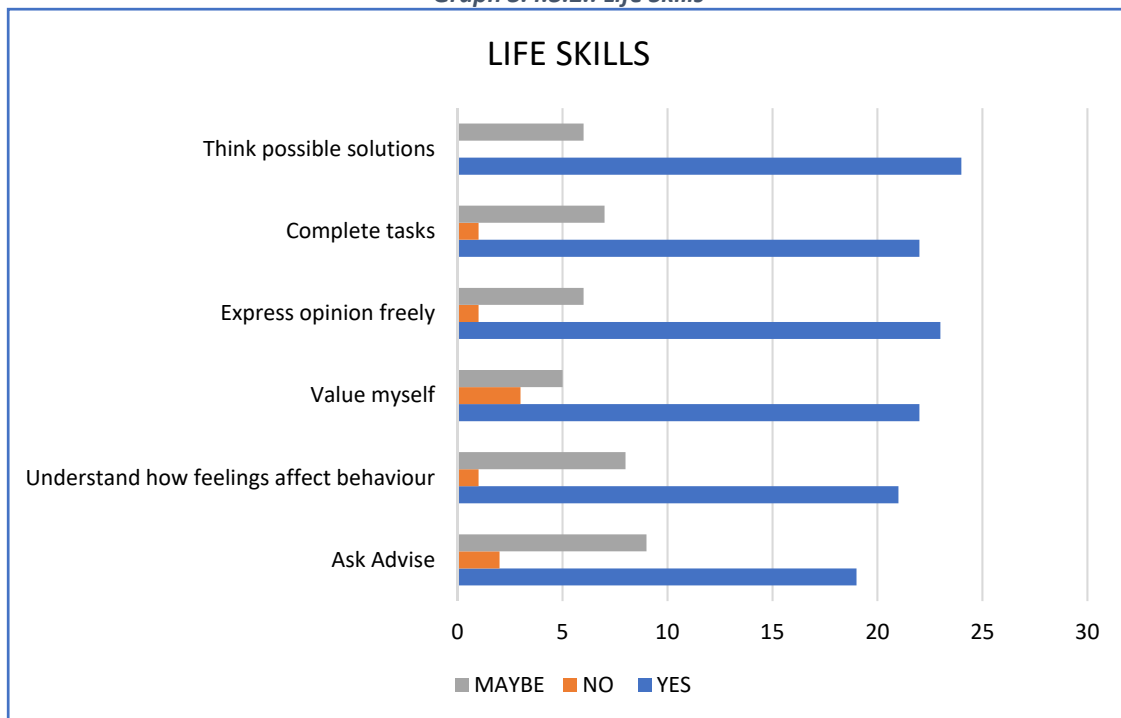
*Graph 3.4.3.1.: Active Citizenship*



Pupils also value life skills especially in being able to think possible solutions and in expressing freely their opinion (Graph 3.4.3.2.).



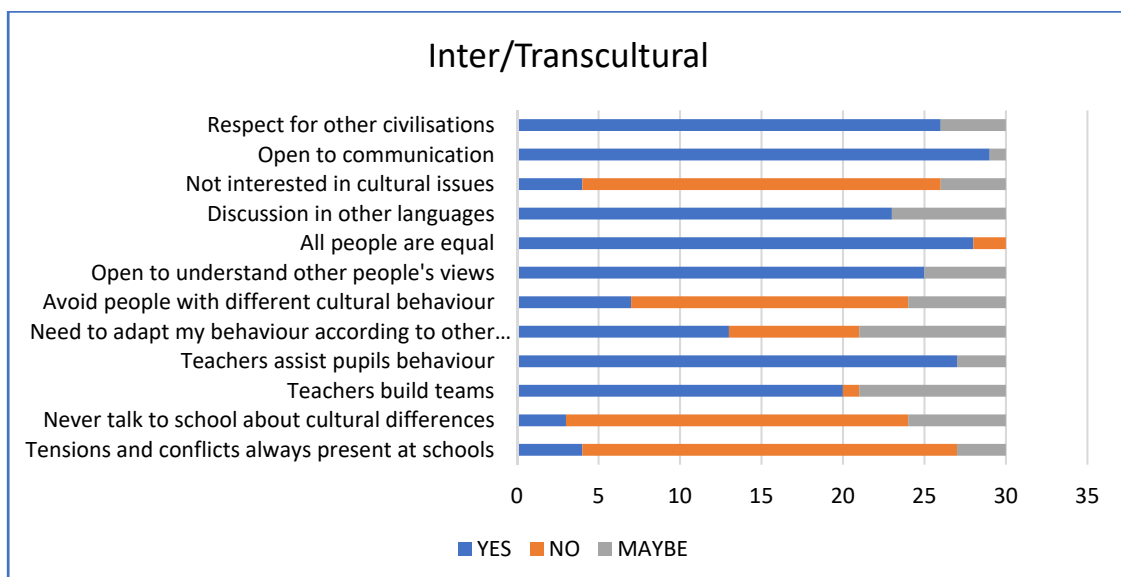
Graph 3.4.3.2.: Life Skills



In regard to inter/transcultural competences, understanding that all people are equal, being open to communication and respecting other civilizations seem to be of outmost importance (Graph 3.4.3.3.). They also feel that teachers act in order to facilitate inclusive education (Graph 3.4.3.4.).

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Graph 3.4.3.3.: Inter/Transcultural competences

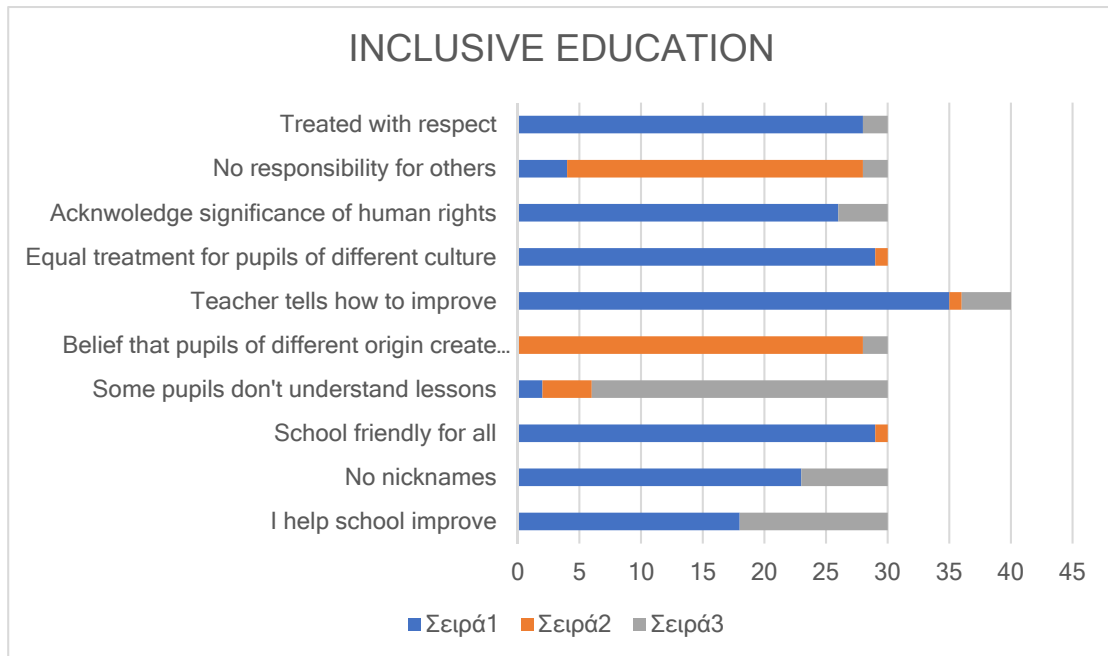


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**Graph 3.4.3.4.: Inclusive Education**



## SUMMARY PUPILS FINLAND

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Pupils in Finland as much as their other counterparts perceive:

- Active citizenship as tree planting and solving social problems.
- Life Skills and inter/transcultural education as highly important.
- Pupils feel that teachers assist them in developing their skills.



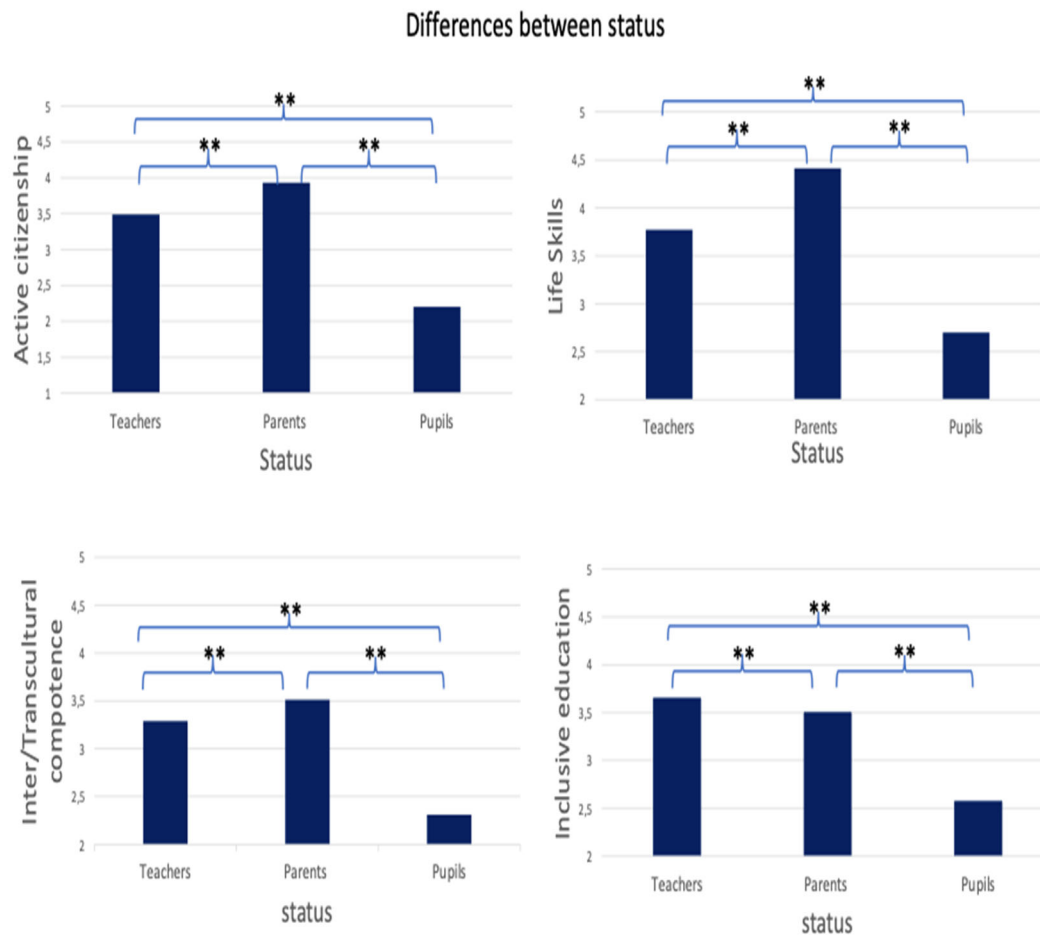
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### 3.4.4. DIFFERENCES BETWEEN THE GROUPS IN FINLAND

Graph 3.4.4.1. Differences between Finnish groups



### SUMMARY FINLAND

Regarding differences between the groups in Finland, it is clear that in all areas there are significant differences in the perceptions that each group has in relation to active citizenship, life skills, inclusive education and inter/transcultural competences.

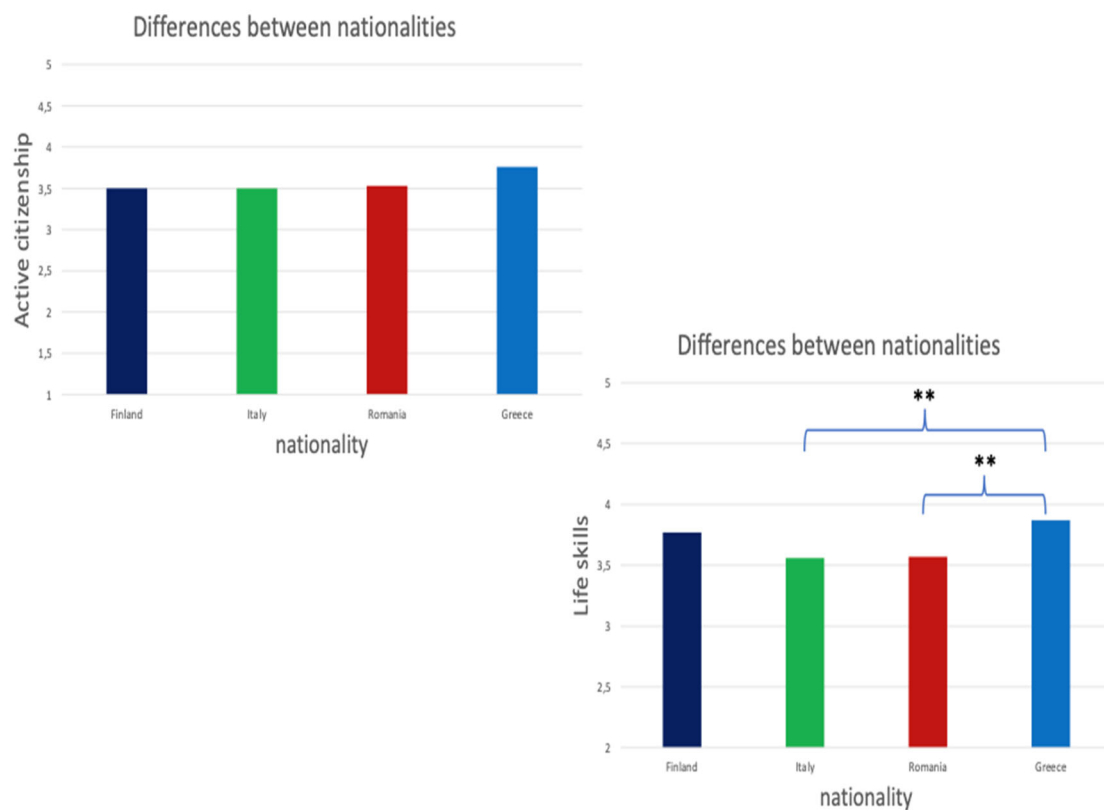


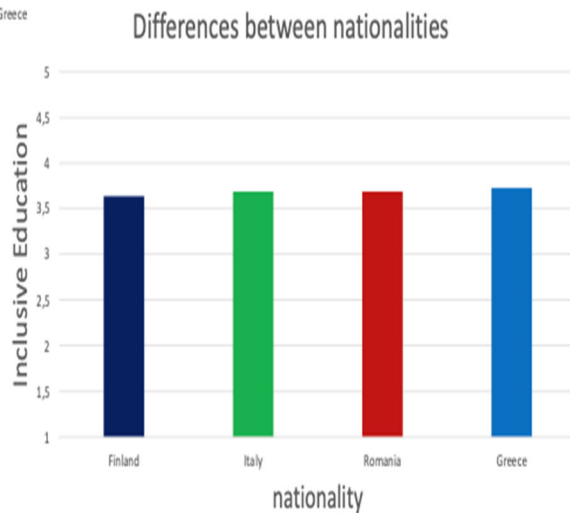
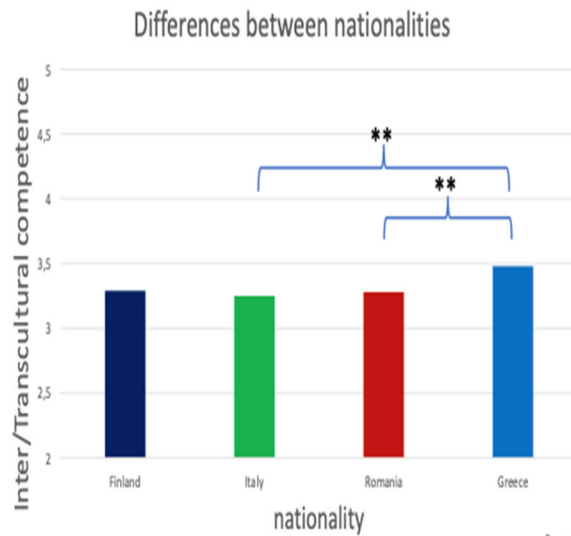
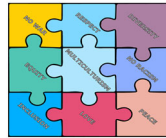
## 4. DIFFERENCES AMONG THE GROUPS BY COUNTRY

### 4.1. Teachers: Differences Based on Their Nationality

- In relation to Active Citizenship there are no significant differences on how teachers perceive it in accordance with their nationality.
- Some significant differences are present between teachers in Italy and in Greece and between teachers in Romania and in Greece in relation to how they perceive Life Skills and Inter/transcultural competencies.

*Graph 4.1.1. Differences between teachers' groups*





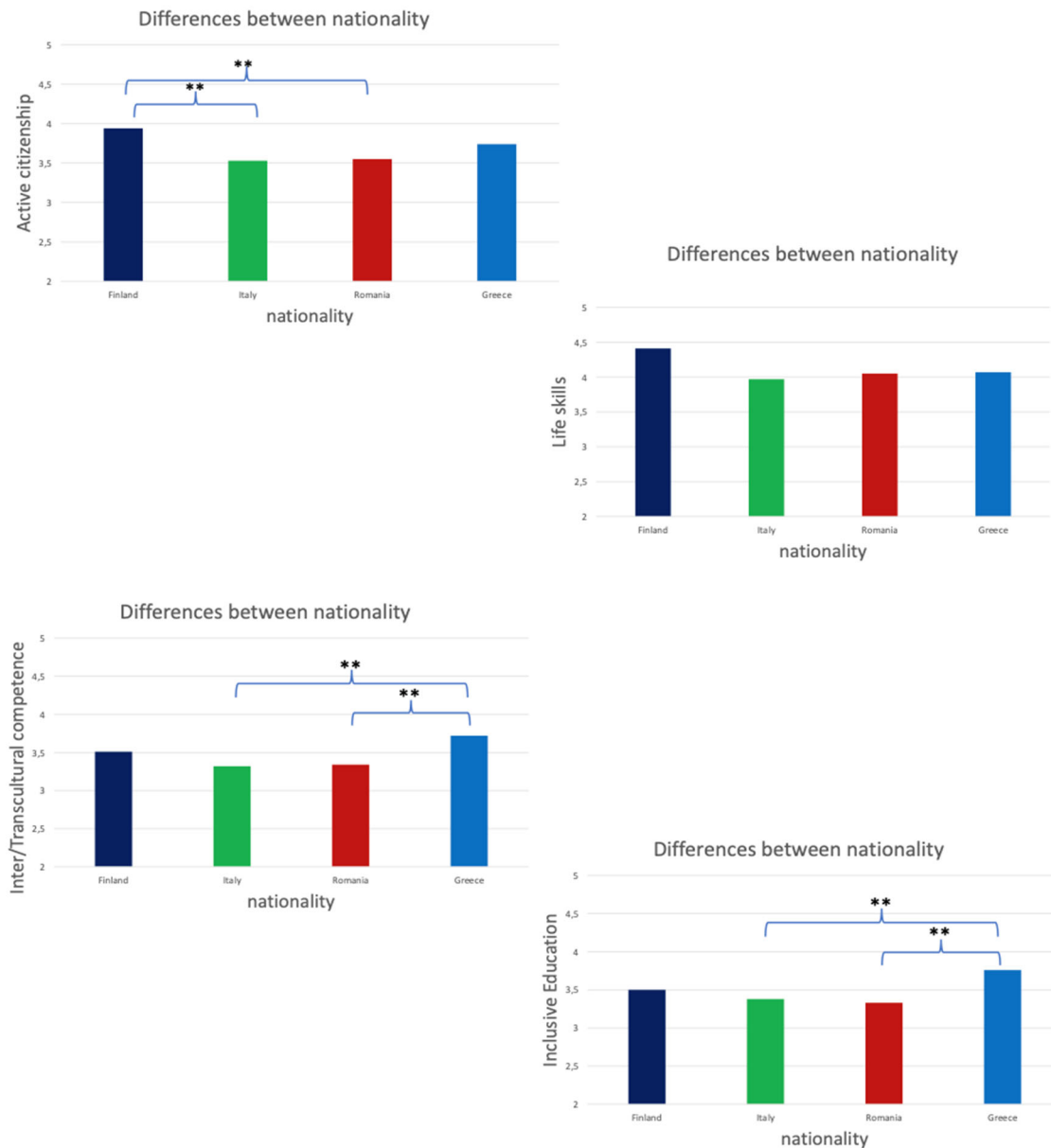
#### 4.2. Parents: Differences Based on Their Nationality

Parents' perceptions according to their nationality are not significantly different in regard to Life Skill. However, significant differences are observed between:

- Finland and Romania and Finland and Italy in regard to Active Citizenship.
- Italy and Greece and Romania and Greece in regard to Inter/Transcultural Competences and Inclusive Education.



*Graph 4.2.1. Differences between parents' group regarding their nationality*



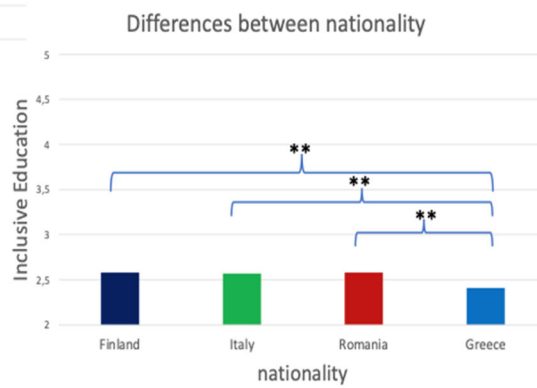
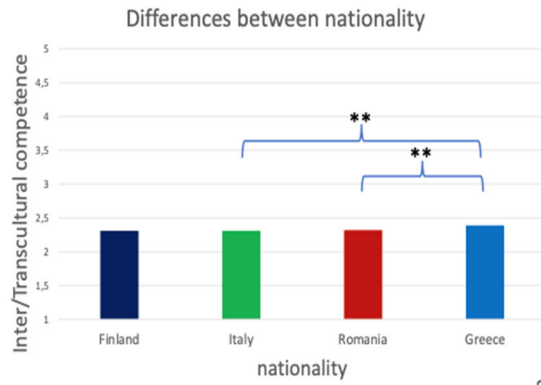
### 4.3. Pupils: Differences Based on Their Nationality

Depending on their nationality pupils do not hold significantly different views in relation to Active Citizenship and Life Skills. However, there are some significant differences between:

- Italy and Greece and Romania and Greece in relation to inter-transcultural competences.
- Finland and Greece, Italy and Greece and Romania and Greece in relation to Inclusive Education.



#### 4.3.1. Differences between pupils groups regarding their nationality







## 5. EXECUTIVE SUMMARY

- In total **509 people** took part in the study.
- **Teachers** participating in this research were **166**, out of which 150 were female, 42 from Italy (36 female and six male), 45 from Greece (41 female and 4 male), 56 from Romania (54 female, 2 male) and 23 from Finland (19 female and 4 male).
- **Parents** participants in this research were **148**, out of which 112 were women, 56 from Romania (12 Male and 44 Female), 35 from Italy (1 females and 4 males), 33 from Greece (23 female and 10 male) and 24 from Finland (14 female and 10 male).
- **Pupils** participating in the study were in total **195**, out of which from Finland, 29 (14 boys, 15 girls, one missing) from Romania, 58 (30 girls and 28 boys), from Italy, 40 (23 boys, 16 girls and one non-binary) and from Greece, 67 (36 boys and 31 girls).
- In relation to **Greece**, **teachers** participating in this study suggest that Active Citizenship is mainly about voting but teaching active citizenship remains within recycling and volunteering. Life Skills are significant, and they must be integrated in all lessons and classes of the curriculum as inter/transcultural competence and inclusive education, but challenges are present and concern mainly the lack of relevant content and time limitations. **Parents** in Greece claim that there is limited family counseling available, limited training for parents and often refusal of collaboration from other families in relation to inclusive education and inter/transcultural competences. **Pupils** in Greece regard Active citizenship mainly as tree plantation and even though they consider Inter/transcultural skills as important, they also feel that tensions and conflicts are always present at school and suggest that more work is needed in improving the school environment. Thus, there are significant differences in perceptions of active citizenship, life skills, inter/transcultural competence and inclusive education amongst the groups in Greece. The different perceptions that teachers, parents and pupils' groups in Greece hold suggest that more work needs to be done in training the above groups to achieve a common ground of understanding and exercising Active Citizenship in a healthy environment.
- In **Italy teachers** agree that voting is the most important element of active citizenship but emphasis on recycling seems to dominate as a way of engagement to active citizenship. Even though they believe that active citizenship should be integrated across the curriculum, they recognize challenges that are present mainly due to time limits, lack of diverse learning tools and parental resistance. **Parents** seem to use recycling as a way of promoting active citizenship in their children and even though they value inclusive education are not sure how inclusive





schools really are and see as major challenges the lack of collaboration with other parents. **Pupils** in Italy also perceive tree planting is a significant way of developing active citizenship and even though they pay significant attention to life skills development, inter/transcultural competencies and inclusive education, they also feel that tensions are always present in schools and that these might be created by students with other cultural backgrounds. Regarding differences between the groups, it is worth noting that in all areas there are significant differences either between parents and pupils or teachers and pupils. Thus, further training is needed in order to adopt a common language.

- In **Romania teachers** think that active citizenship and should be incorporated in all classes and across the curriculum. However, recycling is the main way of developing active citizenship and challenges presented in life skills development and inclusive education mainly concern time limits and resistance from parents. **Parents** in Romania as in other countries prefer recycling for developing pupil's active citizenship skills, believe that significant challenges are the lack of collaboration from other parents and wonder how inclusive schools really are. **Pupils** in Romania also feel that tree planting is the most significant activity followed by the ability to solve social problems, they also feel that all people are equal and should be treated with respect and feel that most of the time teachers help them on how to improve. Amongst the groups in Romania, as it was the case in other countries, there are significant differences regarding the definition of Active Citizenship, Inter/Transcultural competences, Life Skills and Inclusive Education.
- In **Finland, teachers** are fully aware of active citizenship goals and virtues, they suggest recycling for developing active citizenship, but they also suggest, supporting local businesses and supporting favorite candidates in politics. is important. Encouraging pupils includes volunteering, organizing community service projects and following local politics and they also suggest that life skills are very significant and should be taught in all lessons across the curriculum. However, they also experience challenges such as limits of time and content. **Parents** in Finland share the view that Active citizenship is related to making and signing petitions and voting but again recycling seems to dominate as it happens in other countries. Inter/transcultural and inclusive education are always a priority but challenges such as lack of diverse resources and time limits, prevail. Life skills are considered as significant, and that they should be taught both, within the curriculum and as a separate course. **Pupils** in Finland as much as their other counterparts perceive Active citizenship as tree planting and solving social



problems. Regarding differences between the groups in Finland, it is clear that in all areas there are significant differences in the perceptions that each group has in relation to active citizenship, life skills, inclusive education and inter/transcultural competences.

- In relation to **teacher's differences** regarding their **nationality**, there seems to be no significant differences on how teachers perceive Active Citizenship. Some significant differences are present between teachers in Italy and in Greece and between teachers in Romania and in Greece in relation to how they perceive Life Skills and Inter/transcultural competencies.
- **Parents' perceptions** according to their **nationality** are not significantly different in regard to Life Skill. However, significant differences are observed between Finland and Romania and Finland and Italy in regard to Active Citizenship, Italy and Greece and Romania and Greece in regard to Inter/Transcultural Competences and Inclusive Education.
- Depending on their **nationality pupils** do not hold significantly different views in relation to Active Citizenship and Life Skills. However, there are some significant differences between Italy and Greece and Romania and Greece in relation to inter-transcultural competences, Finland and Greece, Italy and Greece and Romania and Greece in relation to Inclusive Education.

